Seeing Lights in Cultural Traditions

Grade Level: 2

Content area: History & Social Studies

Materials
Chromebook
Dashbot
Diwali Video

Brief Description of Project or Assignment
Students study how many cultures have traditions that involve light/lighting.

Day 1 - Students each program a dashbot to spin and change colors to mimic fireworks used during Diwali. Diwali is 5 days with the third generally considered the most important. This symbolizes good vs evil, hope in the world vs. despair.
Day 2 - Student work collaboratively to "light the menorah" using eight dashbots, each students decides what day of Hanukkah they will be. They will change their wait block for their dash bot to match their day. They will place them on the menorah and try to run the programs at the same time so they light right to left. Discuss the symbolism of oil for one day lasting 8 as a sign of hope.
Day 3 - Program light on the bot to flash. Place them in shape of tree and run program. Remind them that for Diwali and Hanukkah lights were used as a symbol of hope. For christmas those that celebrate the birth of Jesus as sign of hope for good in the world. Dec 25th
Day 4 - Groups of seven work together the create a recording. Each recording should be for one of the seven principles of Kwanza. Unity, Self-determinations, Collective work and responsibility, cooperative economics, purpose, creativity, Faith. Dec 26th

Link to student sample:

Content Standards:
HSS.2.T3.04 Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.

DLCS standards addressed:

K-2.CAS.a.3 Care for devices appropriately (e.g., handling devices gently, completely shutting down devices when not in use, storing devices in the appropriate container)
K-2.CAS.b.2 Demonstrate responsible use of computers, peripheral devices, and resources as outlined in school rules (Acceptable Use Policy [AUP] for K-2).
K-2.DTC.a.1 Operate a variety of digital tools (e.g., open/close, find, save/print, navigate, use input/output devices).
K-2.DTC.a.2 Identify, locate, and use letters, numbers, and special keys on a keyboard (e.g., Space Bar, Shift, Delete).
K-2.DTC.a.3 Create a simple digital artifact.
K-2.DTC.b.1 Collaboratively use digital tools and media resources to communicate key ideas and details in a way that informs, persuades, and/or entertains.
K-2.CS.a.3 Explain that computing devices function when applications, programs, or commands are executed.
K-2.CT.d.1 Define a computer program as a set of commands created by people to do something.
K-2.CT.d.2 Explain that computers only follow the program's instructions.
K-2.CT.d.3 Individually or collaboratively create a simple program using visual instructions or tools that do not require a textual programming language (e.g., "unplugged" programming activities, a block-based programming language).