Name: Dawn Cancelliere
Lesson Plan Title: Mughal Empire Babar Lesson Plan
Describe audience, context, constraints: 7th grade World History/Social Studies students at Revere Middle School who are currently studying the Mughal Empire. Constraints would be getting access to the computer lab so that each student has access to the technology.

Objectives/Indicators
Lesson Objectives
Students will be able to identify characteristics of Babur.
Students will be able to explain why Babur was able to invade India.
Students will be able to explain the impact Babur had on the Mughal Empire.

Ohio Content Standard:
Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.

ISTE or other standards for your area of focus:
Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.

Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

Prior Knowledge/Prerequisites
Students must have knowledge of how to navigate through the British Museum Mughal India website. I will be showing them this during the introduction.

Identify and Discuss Pedagogical Decisions

Assessments
Pre-Assessment- I will pre-assess using Survey Monkey to see if students have any prior knowledge of the Mughal Empire. I expect that most students, if not all, will have never heard of the Mughals. There may be aspects of the Mughal Empire, however, that they are familiar with, such as the Taj Mahal. Using Survey Monkey will help me identify what students know, as well as spark their interests by activating prior knowledge they didn’t even know they had.

Formative and Summative Assessments
Students will be formatively assessed using the Graphic Organizer Worksheet (end of this document). This assessment will be used so that I can check for student understanding of the content covered for this lesson. The Graphic Organizer is also a way for students to evaluate their own understanding as they analyze their responses through the discussion after the activity is completed. A final composition of the document will be uploaded on Google Docs. I will use
the data I receive from observing their completion and responses during discussion to determine future lessons and if I need to revisit the content in order to meet my objectives.

Models of Instruction/Instructional Strategies
1. Direct Instruction.
   I will be using this to introduce the new unit on the Mughals. I will also use this to assign the task.
2. Inquiry Instruction
   Students will be given the task and the resource, but must then use a constructivist approach to their own learning in order to successfully complete the assignment.
3. Class Discussion
   Students will come together in a whole class setting to discuss the responses on the worksheet.

Procedures/Activities
1. Introduction
   Introduce students to the Mughal Empire. Give a VERY short overview of Mughals. Explain assignment and expectations. Show students the resource and how to use. Pass out worksheet and log in to internet to access ProgressBook (Survey Monkey link) and digital resource.

2. Survey Monkey
   Students will take this short survey on the Mughal Empire. I will use this to identify any prior knowledge students have. It will benefit students by activating any prior knowledge, as well as sparking an interest in the new topic. Students will be given verbal directions on how to access the survey. “Log in to ProgressBook. Go to my Homework Page and click on the Survey link. Start survey.”

3. Digital Web Resource
   The web activity will be completed using a website from the British Museum called Mughal India, http://www.mughalindia.co.uk/room.html. Specifically, students will use information they find in the Bookcase Section on Babur to answer the questions on the worksheet. There are hundreds of social studies web resources on the internet. As stated by John Lee in the TPACK handbook, navigating through these resources requires the teacher to have knowledge of the content related to the source. It is important that the teacher have a strategy when selecting digital resources in order to make sure that resources are meaningful for the students.

4. After completing the information on the worksheets, students will have the opportunity to explore other areas of the website in order to gain background knowledge for upcoming lessons on the Mughal Empire.

5. Discussion. We will discuss the responses to the Worksheet. I will have the Graphic Organizer Worksheet uploaded on Google Docs and will be able to input the student’s information as we discuss responses. This creates a reference point for students to use later in the unit. (I will pick up with a review of these responses the following class.)
Identify and Discuss Technological Decisions

Resources
1. Babur Graphic Organizer Worksheet
   The original worksheet was from the British Museum Mughal India website, but I modified it to meet both my and my students’ needs. In order to properly evaluate whether my students have met all of the objectives, I needed to add additional questions.

Technology Resources
1. Survey Monkey
   http://www.surveymonkey.com/s/2697NC9
   This is used to help the instructor determine what, if any, prior knowledge students have regarding the content. I have chosen this resource because it is clear and concise, and I will be able to quickly obtain data about my students’ prior knowledge.

2. British Museum Mughal India Digital Resource
   http://www.mughalindia.co.uk/room.html
   The Mughal India Empire is new to the 7th Grade Social Studies Curriculum. Our current textbook does not include any information on the Mughals. As I create this unit, I need to rely on outside materials, which is one reason I chose to use this site to aide in delivering instruction. As stated previously, there are hundreds of digital resources available for use in the social studies classroom. Therefore, I must be critical when selecting these important resources.

   I used the three-part strategy recommended in the Handbook of Technological Pedagogical Content Knowledge for Education. My first step was to search through digital resources to find one that met both the needs of my content as well as the needs of my students. After initially selecting the British Museum Web resource, I had to look at it in regards to the characteristics of my students: Would my lower-level students be able to complete the assignment while still holding the interest of my higher achieving students? Would I be able to access the computer lab? Is the website easy to manipulate? Once I answered those questions and determined that “yes” it was a valuable resource, I then had to manipulate the resource. I decided to focus on one section of the website versus the whole thing. While there is a lot of valuable information, it would be overwhelming and confusing to the majority of my students. I also had to alter the Graphic Organizer Worksheet associated with the resource to meet my needs for content, objectives, and students.

3. Google Docs
   I decided to use Google Docs when determining how to evaluate my students and whether my objectives had been met. Students will all be given a Graphic Organizer Worksheet on the content, but I wanted a way for the students to put all their information into one place that they could access at a later time. Google Docs allows me to upload a blank document, and as we discuss the responses in class, either I or a student (preferably) is able to type in the information.
**Graphic Organizer Worksheet - Babur and the Beginnings of the Mughal Empire**

**Directions:** Use the website [http://www.mughalindia.co.uk/room.html](http://www.mughalindia.co.uk/room.html) to complete the Graphic Organizer.

<table>
<thead>
<tr>
<th>Babur</th>
<th>Date of birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babur means……………….</td>
<td>Date India was invaded:</td>
</tr>
<tr>
<td></td>
<td>Died:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why did Babur want to conquer India?</th>
<th>●</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>●</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why was Babur successful in invading India?</th>
<th>●</th>
</tr>
</thead>
<tbody>
<tr>
<td>What circumstances were in his favor?</td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>●</td>
</tr>
<tr>
<td>How did Babur’s character and beliefs add to his success?</td>
<td>•</td>
</tr>
<tr>
<td>Pick out particular adjectives that describe his strengths.</td>
<td>•</td>
</tr>
</tbody>
</table>

| Explain the Reign of Babur. | • |
| Include length, characteristics, and impact. | • |

| Other than conquering India, what were Babur’s other interests and why are they significant? | • |
Lesson Reflection

Discuss your thought process in the development of this lesson. After learning about TPACK how has this knowledge influenced the way you developed this lesson?

My thought process in planning this lesson was “Where do I start? And with what?” This was mostly due to the fact that it is brand new content. I have never heard of the Mughals let alone taught a unit about them. There is no information in our textbooks about the Mughals of India so I knew I had to find resources to use in my classroom. I initially started using the internet to find information about the Mughals for my own knowledge. During my search I found the web resource I am using in my lesson and thought it was a great tool for my students; a way for them to engage in their own learning. As stated in my lesson, when I found the resource I had to think about it in terms of content, in terms of my students and class, and finally modify it to meet my needs.

How is the development of your planning with the use of technology changed in terms of how you integrate technology into your classroom?

Prior to my Master’s Program I had never heard the term TPACK. I was very technocentric. I would find a piece of technology and figure out how to fit into my lessons rather than truly thinking about how it would impact and enhance my students’ learning. In general, knowing about TPACK has made me think a lot more about my teaching.

How do you measure the impact that technology has on your student learning?

I will be implementing the lesson on Tuesday, April 17. I will use the graphic organizer as well as the class discussion to determine whether the technology had a positive impact on my students’ learning.