

Loved or Feared?

The Political Thought of Machiavelli

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Published by *K20 Center*

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Grade Level	9th – 12th Grade	**Time Frame**	90 Minutes
Subject	Social Studies	**Duration**	1-2 Periods
Course	World History		

Essential Question

How should leaders treat people whom they govern? How did Machiavelli and his work affect political thought?

Summary

In this lesson, students will engage in several activities to understand Machiavelli's political writing, "The Prince." Students analyze excerpts from "The Prince," view a video about Machiavelli, participate in an activity to examine Machiavellian characteristics, and have a class debate about the behaviors of leaders.

Snapshot

Engage

Students participate in a Four Corners activity with questions related to writings in *The Prince*.

Explore

Students analyze and highlight excerpts from *The Prince*.

Explain

Students view a video about Machiavelli and complete a 3-2-1 summary.

Extend

Students discuss and debate proper behavior of leaders.

Evaluate

Students respond to the lesson's essential question: "How should leaders treat people whom they govern?"

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs

ACT College and Career Readiness Standards - Writing (6-12)

I&A 402: Analyzing critical elements of an issue and differing perspectives on it. A score in this range indicates that the writer is able to: -Establish and employ a relevant context for analysis -Recognize implications, complexities and tensions, and/or underlying values and assumptions

Oklahoma Academic Standards SOCIAL STUDIES (Modern World History)

MWH.C.2.2.A: Examine intellectual development and advances (e.g., vernacular literature and expanded literacy, the arts, engineering, human anatomy), focusing on the selected historical figures (e.g., Machiavelli, Michelangelo, da Vinci, Raphael, Erasmus).

Attachments

- Lesson Slides—Loved or Feared.pptx
- Machiavelli 3-2-1—Loved or Feared - Spanish.docx
- Machiavelli 3-2-1—Loved or Feared - Spanish.pdf
- Machiavelli 3-2-1—Loved or Feared.docx
- Machiavelli 3-2-1—Loved or Feared.pdf
- The Prince Excerpts Example—Loved or Feared.docx
- The Prince Excerpts Example—Loved or Feared.pdf
- The Prince Excerpts—Loved or Feared - Spanish.docx
- The Prince Excerpts—Loved or Feared - Spanish.pdf
- The Prince Excerpts—Loved or Feared.docx
- The Prince Excerpts—Loved or Feared.pdf

Materials

- Lesson Slides (attached)
- Four Corners Signs (attached, one set)
- The Prince Excerpts (attached, one per student)
- The Prince Excerpts Example (attached)
- Machiavelli 3-2-1 handout (attached, one per student)

20 minutes

Engage

Teacher's Note: Lesson Prep

Prior to the lesson, print the attached **Four Corners Signs** and display them in four areas of the classroom.

Use the attached **Lesson Slides** to guide the lesson. Begin by reviewing the essential question and lesson objective on **slides 3–4**.

Show **slide 5** and introduce students to Four Corners strategy. Display **slide 6** and read the first statement to students. Have students move to the sign that best demonstrates how they feel about the statement: Agree, Strongly Agree, Disagree, or Strongly Disagree. Ask for volunteers to share the reasoning for their choice. Repeat this procedure with **slides 7–10**.

Show **slide 11** and read the statements that Machiavelli would agree and disagree with. Suggest to students that they can determine how much they would have agreed with Machiavelli based on their choices during the Four Corners activity.

Show **slide 12** and explain that someone who agrees with Machiavelli might be considered practical and not very trusting of human nature in general. Someone who disagrees with Machiavelli might be considered an idealist and have strong opinions about right and wrong. Have students return to their seats.

Optional Tech Integration

Instead of the Four Corners activity, students can take an online quiz that tells them how "Machiavellian" their personality is. If that is your preference, prepare the following Amplify Classroom activity. You will want to provide time for students to complete the quiz, view their results, and then talk to a partner about their results.

Go to Amplify Classroom: How Machiavellian Are You? and sign up to create an account or log in. Select the "Assign" dropdown button, and then select "Create single session code." Adjust the settings as desired, then select "Create Invite Code." Prepare this session invitation code to distribute to students during the lesson. For help assigning an Amplify Classroom activity, see k20.ou.edu/AssignActivity.

Once students are ready to begin, provide your prepared session code. Have them go to student.amplify.com/join and enter the session code. Students do not need to sign in unless they intend to pause and resume the activity at a later time.

For more information about getting started with Amplify Classroom, go to k20.ou.edu/StartAmplify.

20 minutes

Explore

Display **slide 13**, which provides some background information about Machiavelli. Tell students that Niccolo Machiavelli lived from 1469–1521. He worked as a diplomat in Florence before writing his most famous work, *The Prince*, a book that is still studied today.

Pass out the attached **The Prince Excerpts** handout and display **slide 14**. Introduce the Categorical Highlighting strategy to students. Place students into pairs. Have students work together to read each excerpt and as they read, highlight or underline all text that says how Machiavelli thought leaders should behave.

Move to **slide 15** and provide time for students to discuss the questions on the slide. Then, have a class discussion about the different phrases students chose to highlight. Ask for volunteers to share out how Machiavelli thought leaders should behave based on his writings in *The Prince*.

Teacher's Note: Possible Student Responses

See the attached **The Prince Excerpts Examples** to see a sample student response.

20 minutes

Explain

Display **slide 16** and pass out the attached **Machiavelli 3-2-1** handout. Introduce students to the 3-2-1 strategy and tell them to look for three ideas from *The Prince,* two reasons why Machiavelli might have written *The Prince*, and one lesson for leaders from *The Prince*. Move to **slide 17** and play the video.

Embedded video

https://youtube.com/watch?v=fUlGtrHCGzs

After the video, provide a few minutes for students to finish writing down their answers. Have students compare with their partner what they wrote down, then ask for several volunteers to share their responses.

20 minutes

Extend

Display **slide 18** and ask students to consider the two statements:

- "A leader should be loved."
- "A leader should be feared."

Have students decide which statement they agree with more. Tell students to move to a side of the classroom based on the statement they agree with. If students are unsure, have them stand in the middle of the classroom.

Have students discuss why they chose a specific statement or neither of them. Ask for a few volunteers from either side of the classroom to share why they agree with the statement. Tell students in the middle to consider what their peers are saying. If they are persuaded by one side, have them move to the side they agree with. Ask any students who move from the middle to share what convinced them to move.

Move to **slide 19** and tell students Machiavelli wrote that while it is sometimes necessary to be feared rather than loved, a leader should strive for both whenever possible. Ask students to consider whether this is a realistic possibility for a leader. Provide a few minutes for students to discuss in their groups, then ask for a few volunteers to share what was discussed.

10 minutes

Evaluate

Display **slide 20** and tell students to write a response to the lesson's essential questions on notebook paper or on the back of the handout:

- *How should leaders treat people whom they govern?*
- *How did Machiavelli and his work affect political thought?*

Collect student responses to assess understanding of the lesson content.

Resources

- Halstied, L. (n.d.). *How Machiavellian are you?* [Interactive activity]. Amplify Classroom. https://classroom.amplify.com/activity/60d4e7df5482c6ac1f5f05f8
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Four corners. Strategies. https://learn.k20center.ou.edu/strategy/138
- K20 Center. (n.d.). Amplify classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1081
- TED-Ed. (2019, March 25). *What "Machiavellian" really means - Pazit Cahlon and Alex Gendler* [Video]. YouTube. https://www.youtube.com/watch?v=fUlGtrHCGzs