



MH - Loved or Feared?

Research Project

Laura Halstied, Daniel Schwarz, Mariana DeLoera, Cody Sivertsen, Tanner Lusher

Published by *Research*

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)

Grade Level	10th Grade
Subject	Social Studies
Course	World History

Essential Question

How should leaders treat people whom they govern?

Summary

This lesson analyzes the writings of Machiavelli and examines how he shaped political thought.

Snapshot

Standards

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.2.1: Assess the significance of the Renaissance on politics, economics, and artistic creativity, including the works of Machiavelli, Michelangelo, and daVinci.

Attachments

- [3-2-1—Loved or Feared - Spanish.docx](#)
- [3-2-1—Loved or Feared - Spanish.pdf](#)
- [3-2-1—Loved or Feared.docx](#)
- [3-2-1—Loved or Feared.pdf](#)
- [Lesson Slides - MH Loved or Feared.pptx](#)
- [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)
- *The Prince* excerpts handout (one per student, attached)
- 3-2-1 handout (one per student, attached)
- Highlighters

2 minutes

Essential Question and Purpose (Day One)

Use the attached **Lesson Slides** to guide the lesson. Examine the Essential Question on **slide 3**: *How should leaders treat people whom they govern?* Review the purpose of the lesson on **slide 4**: *Students evaluate Machiavelli's impact on political thought.*

10 minutes

Anticipatory Set (Day One)

Ask students take out a piece of note paper. Move to **slide 5** and have them read the three statements on the slide. Have students independently respond to each statement by writing how much they agree or disagree. Ask them to provide their reasoning for their level of agreement.

10 minutes

Input (Day One)

Move to **slide 6** and explain that the political philosopher and the subject of today's lesson is Niccolo Machiavelli. Tell students that Machiavelli wrote about how leaders should behave. Machiavelli would disagree with the statement, "*Most people are honest,*" but would agree with the other two statements.

Display **slide 7** and briefly explain to students that Machiavelli lived during a time we refer to as the Renaissance. Slide 7 has a bit of background information about the Renaissance. Move to **slide 8** and give students a short biography of Machiavelli.

15 minutes

Modeling (Day One)

Pass out the attached ***The Prince Excerpts*** to each student and move to **slide 9**. Model the strategy [Why-Lighting](#) for students by using a document camera, if available. Read the first excerpt with students aloud, and as you read, highlight any phrases that discuss how Machiavelli believed leaders should behave. In the margins, explain the reason for highlighting the statement as it relates to leaders' behaviors.

After completing the first excerpt with students, have students complete the next two excerpts independently.

10 minutes

Day One Survey (End of Day One)

Move to **slide 10** and play the short video that provides students with an overview to the first survey they are going to complete. Display **slide 11** and have students complete the survey on personal devices using the provided link or QR code.

While students are taking the survey, collect *The Prince* Excerpts from students for them to use the next time class meets.

10 minutes

Check for Understanding (Day Two)

As students enter the classroom, pass out the attached [3-2-1](#) handout to each student. Resume the Lesson Slides on **slide 12**. Tell students they will watch a video about what it means to be "Machiavellian." As they watch the video, they are going to look for the following: (1) three ideas from *The Prince*; (2) two reasons Machiavelli might have written *The Prince*; and (3) one lesson for readers from *The Prince*. Move to **slide 13** and play the video for students.

Embedded video

<https://youtube.com/watch?v=fUIGtrHCGzs>

After the video, provide students with time to complete their 3-2-1 handout. Ask for a few volunteers to summarize the ideas from *The Prince* and explain what readers might have taken away from *The Prince* after reading it.

10 minutes

Guided Practice (Day Two)

Pass back out *The Prince* Excerpts from prior day's class.

Move to **slide 14** and tell students to read the two statements:

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

Either on note paper or on the back of the 3-2-1 handout, have students write which statement they agree more strongly with, and in their response, include their reasoning for their agreement. Tell students to use the excerpts from *The Prince* they read previously and their 3-2-1 handout as evidence for their response.

5 minutes

Independent Practice (Day Two)

After providing time for students to write their responses, move to **slide 15**. Have students write a response to the question on the slide: *Are today's leaders loved or feared?* Students can use note paper or the back of their 3-2-1 handout to write their thoughts. Encourage students to provide real life examples in their response.

5 minutes

Closure (Day Two)

To close the lesson, move to **slide 16** and ask students to think about the question: *How did Machiavelli and his work influence political thought?* Have students write their responses on note paper and collect responses to assess student understanding of the lesson.

15 minutes

Day Two Survey (End of Day Two)

When students are ready, display **slide 17** and play the video that explains the survey they are going to now complete on personal devices. After the video, move to to **slide 18** and have students complete the survey using the link or QR code.

Resources

- Cahlon, P. and Gendler, A. (2019, March 25). "What Machiavellian" really means." TED-Ed. [YouTube Video]. <https://www.youtube.com/watch?v=fUIGtrHCGzs>
- Machiavelli, N. (1513) *The Prince*. <https://history.hanover.edu/courses/excerpts/165mach.html>