

UTL 640E

Lesson Plan 3: Mini-Machiavelli (Min-Mac) Lesson

UTL 640E

Diana Adamson / McCallum

Chris Henao

English Pre-AP/9th

Date:	10/28/14	Lesson #	3
Class Period / Time:	4 th Period	Teach #	3

Enduring Understanding(s) & Essential Question(s):

EU: Throughout history, although politics may have changed, there is still a perpetuating philosophy which politicians and rulers have used to justify their decisions.

EQ(s):

- + Who was Machiavelli? (F)
- + What are some of Machiavelli's philosophies on being a powerful leader? (F)
- + Give examples of leaders, fictional or otherwise, who have taken inspiration from Machiavellian teachings (F)
- + What implications do the implied traits of a Machiavellian leader has on his Kingdom's class system? (C)
- + Does the Machiavellian concept of rule leave any room for trust between King and disciple?
- + What kind of opinions might Machiavelli had on rulers during his time period? (C)
- + Is a Machiavellian leader, an effective leader? (P)
- + Machiavelli teaches that, 'The ends justify the means'. Is there truth to this? (P)
- + Machiavelli's teachings are over 5000 years old, but can still be seen today. What makes his lessons so enduring? (P)

Lesson Objective(s):

After a lesson regarding who Machiavelli is and the political-philosophical concepts for which he is known, students will participate in a class discussion regarding the relevance of Machiavellian philosophies for present day readers and citizens by relating them to current events, literature, and media in order to prepare students for an upcoming unit on Shakespeare's *Richard III*, focusing on the qualities of a just ruler.

Resources/Materials:

A. "TO DO" before the day of the lesson:

List the things that need to be done in advance of the day of the lesson.

- Read over Machiavelli's *The Prince* to best summarize it for the students given the limited class time we have for the lecture.
- Create a Power Point presentation on Machiavelli, his concepts and his work for the mini-lesson.
- Find video clips, through Netflix or Youtube, of examples of Machiavellian behavior that students might be familiar with.

B. For the lesson itself:

- Print out and make copies of the Machiavelli packet for students to use in their binders, giving them something to look back to even after the lesson. It includes both excerpts from *The Prince* as well as a brief biography on Machiavelli himself.

TEKS/SEs Addressed in the Lesson:

(6) Reading/Comprehension of Literary Text/Literary Nonfiction: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true-life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning

(8) Reading/Comprehension of Informational Text/Culture and History: Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance

Steps in Lesson:

***Remember to include an estimated time for each step/action in the lesson cycle.**

ENGAGEMENT — 5 Minutes

+ To give the kids something familiar to help bridge the gap into talking about Machiavelli, I'll show a short clip of a recent example of a Machiavellian leader (either from real life politics or maybe a fictional leader).

- Note: <https://www.youtube.com/watch?v=c2vdPTYNb00> This clip from Cartoon Network's *Adventure Time* shows the character of Goliad, created to be a leader, expressing the Machiavellian idea of the ends justifying the means.
- While this second clip (<https://www.youtube.com/watch?v=ObAzbn9WQXs>) shows the character practicing the Machiavellian idea of fear-driven leadership. I will probably choose between one or the other.

STATED OBJECTIVE:

"So we've talked and seen a few examples from Machiavelli's concepts in things that we know, but now let's talk a little bit about the man himself, his most influential work, *The Prince*, and why his concepts are as important today as they were almost 5,000 years ago."

ACTIVE LEARNING — 20 minutes total

Introduction: 5 Minutes

- + Have students take out their ‘The Prince’ packet that they picked up on their way into the classroom.
- + Start up the Machiavelli PowerPoint, and read over the Machiavelli biography page, which I will take and streamline the information from the more detailed biography in their packet.
 - Note: I have no real way of determining what kind of background the students have had in their history courses. Keep in mind I might have to be ready to define terms like ‘Renaissance’ and the ideas surrounding those terms, such as the push toward education, enlightenment, etc.

Explain and Application: 15 Minute

- + Once we’ve gone over the background and biography for Machiavelli, we’ll move on to discussing *The Prince*, specifically chapters 8, 15, 19 and 21 as they’re presented in the packet. *These chapters will be new to the class, so we’ll be discussing the material for the first time today. I’ll be introducing this material as philosophies that directly tie into the strategies of Richard III of Shakespeare’s play, which will be their next big work.*
 - Up on the slide I’ll have restated their idea in summary for us to read out loud and discuss together as a class
- + In between the chapter summaries, I’ll be asking students to share any examples they can think of, from literature, history or pop culture, of characters who have practiced these Machiavellian teachings.
 - For example, in Chapter 8, Machiavelli can be summarized as saying, ‘If force is needed it should be used at the beginning so as to avoid frequent repetition’ something practiced by Emperor Palpatine in the *Star Wars* films.
 - Note: Keep an eye out for questions about language. It’s not easy to get through some of the text, so maybe keep a list of troubling words handy (nefarious is one that I ran into that I might have ready to define).
- + Calling on students, letting them connecting an older text to modern day examples, will give them a nice reference point whenever they find the summary difficult to grasp.
- + I’ve combined explanation and application as they’ll happen simultaneously for this lesson in the interest of time, and I do feel like being able to make connections between this new philosophy and previous experiences in text and other forms of media is good practice in actively bridging ideas.

CLOSURE— 5 Minutes

- + As we wrap up, I will be asking students to create an exit ticket.
 - Using a sticky note, students will write down one chapter summary that they really have a grasp on and one that they feel they still have questions about
 - Each sticky note will be turned in as students leave the class.

Modifications/Differentiation Strategies:

- This period has more 504s and LD students than the last period I’ve had for a lesson (Six in total). For this lecture the PowerPoint really comes in handy as I can ask my teacher to post the file for it on her website, which she updates daily,

so the kids who weren't able to take notes can download a copy for themselves (with my own notes included in the slide text boxes).

Evaluation Strategies:

- 1) As I won't have my usual classtime, due to a lengthy quiz being given that day, most of my evaluation will come in the form of checking for how well the kids make their connections between chapters and their generated examples.
- 2) The amount of questions and exit notes will also allow me to see what chapters have given the kids the most trouble understanding.

Evaluation Strategies:

+ This one actually went pretty well! It was a shorter less, which I thought would give me less time but we ended up blowing through it all relatively fast. The kids were interested in the lesson because of all the back stabbing that was going on. I think the best way to teach the lesson is just to really spice up some of the language. The more references to things they can grasp, the better idea they'll have of what the general message is.

+For next time, however, instead of bringing in clips of your own, ask for suggestions from the kids!