



Loved or Feared?

The Political Thought of Machiavelli



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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?

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

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](#)
- [Four-Corners-Signs-Loved-or-Feared.pdf](#)
- [Lesson-Slides-Loved-or-Feared.pptx](#)
- [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)
- 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 lesson objectives and essential questions on **slides 3 and 4**.

Show **slide 5** and introduce students to the [Four Corners](#) activity. 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.

Optional Tech Integration

Instead of the Four Corners activity, students can take an online quiz with [Desmos Classroom](#) that tells them how "Machiavellian" their personality is. Provide time for students to complete the quiz and view their results. Have students then talk to a partner about their results.

To access the quiz, select the following link: "[How Machiavellian Are You?](#)" Create an account or sign in under the "Activity Sessions" heading. After you log in, the green "Assign" dropdown button will be active. Click the arrow next to the word "Assign," then select "Single Session Code." After making some setting selections, select "Create Invitation Code" and give the session code to students.

Students do not have to sign in unless they intend to pause and resume the activity at a later time.

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.

Tell students that they will read the three excerpts from *The Prince*. Show **slide 14** and pass out copies of the handout **The Prince Excerpts**. Ask students to read the three excerpts use the [Categorical Highlighting](#) strategy to call out sections of the text that demonstrate how Machiavelli thinks leaders should behave. Allow students time to work in pairs to read and highlight the text. When they are finished, ask them to find another pair of students to compare what they have highlighted.

Show **slide 15** and 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*.

Possible Student Responses

Refer to the attachment **The Prince Excerpts Examples** to see a sample student response.

20 minutes

Explain

Tell students they will now learn more about Machiavelli and his famous book *The Prince*. Show **slide 16** and pass out copies of the **3-2-1** handout. Tell students that they will watch a video about Machiavelli, and as they watch they should look for ideas from slide 15.

Show **slide 17** and play the video.

Embedded video

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

After students view the video, allow time for students to complete the [3-2-1](#) summary in pairs. Ask for volunteers to share their responses and have a class discussion about Machiavelli's advice for keeping power.

20 minutes

Extend

Tell students that they will participate in a modified version of the [Four Corners](#) activity. Show **slide 18** and ask students to consider the following two statements:

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

Have students who feel a leader should be feared move to one side of the class and students who feel a leader should be loved move to the other. Students who are unsure should go to the middle of the classroom. Give students time to discuss their choice with others who made the same selection, and then ask for volunteers to share their responses. As students in the middle listen, they should decide which statement they agree with more and move to that side of the room. Ask students who move from the middle to share what convinced them to make a particular choice.

Remind students that 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 take a few minutes to consider whether this is a realistic possibility for a leader.

10 minutes

Evaluate

For the final activity, students will respond to the lesson's essential question, "*How did Machiavelli and his work affect political thought?*"

Show **slide 19** and display the question. Have students write their responses on the bottom of the 3-2-1 Summary handout or on a piece of note paper.

Collect the 3-2-1 handout and essential question responses to assess student understanding of the lesson.

Resources

- Cahlon, P. & Gendler, A. (2019, March 25). What "Machiavellian" really means. TED-Education. [Video]. YouTube. <https://www.youtube.com/watch?v=fUIGtrHCGzs>
- Halstied, L. (n.d.). How Machiavellian are you? Desmos Classroom Activities. <https://teacher.desmos.com/activitybuilder/custom/60d4e7df5482c6ac1f5f05f8>
- K20 Center. (n.d.). 3-2-1. Instructional Strategies. <https://learn.k20center.ou.edu/strategy/117>
- K20 Center. (n.d.). Categorical highlighting. Instructional Strategies. <https://learn.k20center.ou.edu/strategy/192>
- K20 Center. (n.d.). Four corners. Instructional Strategies. <https://learn.k20center.ou.edu/strategy/138>
- K20 Center. (n.d.). Desmos Classroom. Tech tools. <https://learn.k20center.ou.edu/tech-tool/1081>