

10.4.3

Lesson 3

Introduction

In this lesson, students read and analyze “How a prince should keep his word,” chapter 18 from *The Prince*, in which Machiavelli outlines the distinction between what is acceptable for men and what is acceptable for princes when it comes to fighting and deception. Students listen to a masterful reading of the chapter in its entirety and then analyze the first three paragraphs. Students focus on a common central idea between chapters 17 and 18 and consider how Machiavelli further develops a central idea in chapter 18. Student learning is assessed via a Quick Write at the end of the lesson: How does Machiavelli further develop a central idea in this chapter?

For homework, students preview the remaining three paragraphs of chapter 18 and define unfamiliar vocabulary, as well as continuing their AIR.

Standards

Assessed Standard(s)	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Addressed Standard(s)	
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
L.9-10.4.a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How does Machiavelli further develop a central idea in this chapter?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a central idea in chapter 18 that is common to chapter 17 (e.g., appearance versus reality, morality, ambition—or how to be a successful prince by following Machiavelli’s rules—etc.). Analyze how Machiavelli further develops that idea in chapter 18 (e.g., Machiavelli further develops the central idea of ambition by comparing unsuccessful princes with those who “have surpassed” them (paragraph 1), and by laying out a different set of rules for men and princes since princes are allowed to use both “laws” and “force” (paragraph 2) when fighting in order to gain a “lasting” (paragraph 2) power).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> modes (n.) – particular forms or varieties of something recourse (n.) – an opportunity or choice to use or do something in order to deal with a problem or situation antiquity (n.) – ancient times observance (n.) – the practice of following a custom, rule, law, etc. null and void (adj.) – having no force, binding power or validity dissembler (n.) – someone who gives a false or misleading appearance; someone who conceals the truth
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> precept (n.) – a rule that says how people should behave

Additional vocabulary to support English Language Learners (to provide directly)

- integrity (n.) – the quality of being honest and fair
- cunningly (adv.) – in a clever and often deceptive way
- manipulate (v.) – control someone or something in a clever and usually unfair or selfish way
- surpassed (v.) – was better or greater than
- sufficient (adj.) – having or providing as much as is needed; enough
- symbolically (adv.) – expressing or representing an idea or quality without using words
- simple-minded (adj.) – not very intelligent

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RI.9-10.2, W.9-10.9.b, L.9-10.4.a • Text: <i>The Prince</i> by Niccolò Machiavelli, Chapter 18: “How a prince should keep his word” 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 5% 3. 10% 4. 60% 5. 15% 6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 10.4.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.9-10.2. In this lesson, students listen to a masterful reading of chapter 18 of *The Prince*. Students then read and analyze the first three paragraphs of this chapter, focusing on the comparisons Machiavelli makes and how they further develop a central idea common to chapters 17 and 18 of *The Prince*.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

5%

Inform students that they will discuss their homework during the Reading and Discussion activity.

Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of chapter 18 “How a prince should keep his word.” Ask students to listen for the qualities that Machiavelli identifies as being important for a prince to possess.

- ▶ Students follow along, reading silently.
- ❗ **Differentiation Consideration:** As an optional extension instead of the masterful reading, consider asking students to form their groups from 10.4.3 Lesson 1 and read chapter 18 aloud in their groups.
- ❗ **Differentiation Consideration:** Consider asking students to listen for the ways in which Machiavelli describes princes, compared to the ways in which he describes men and animals.
- ❗ **Differentiation Consideration:** Consider providing visual aids to support student understanding of the animals referenced in this chapter (centaur, fox, lion, wolf).

Activity 4: Reading and Discussion

60%

Instruct students to form the small groups established in 10.4.3 Lesson 1. Post or project each set of questions below for students to discuss.

Instruct student groups to read chapter 18, paragraph 1 (from “How praiseworthy it is for a prince” through “those who laid their foundations upon sincerity”) and answer the following questions before sharing out with the class.

① **Differentiation Consideration:** Consider providing students with the following definitions: *integrity* means “the quality of being honest and fair,” *cunningly* means “in a clever and often deceptive way,” *manipulate* means “control someone or something in a clever and usually unfair or selfish way,” and *surpassed* means “was better or greater than.”

- ▶ Students write the definitions of *integrity*, *cunningly*, *manipulate*, and *surpassed* on their copy of the text or in a vocabulary journal.

What common value does Machiavelli assume that “everyone knows” at the beginning of his argument?

- ☞ Machiavelli assumes that “everyone knows” that it is “praiseworthy” (paragraph 1) for princes to live with honesty, and do what they say they are going to do.

What comparison does Machiavelli make between princes who find success and those “they have surpassed” in paragraph 1?

- ☞ Machiavelli compares princes who keep that common value of “integrity” (paragraph 1) and those who do not. The ones who do not keep it have “accomplished great deeds” (paragraph 1) and from that the reader can infer those that have kept integrity have not accomplished as much.

Lead a brief whole-class discussion of student responses.

Instruct groups to discuss their homework. (Identify a central idea from chapter 17 that is common to chapter 18.)

- ☞ Student responses may include:
 - Morality, or how princes have different rules or ethics than common people.
 - Ambition, or how to be a successful prince by following these rules.
 - Appearance versus reality, or what princes seem to be and what they actually are.

Lead a brief whole-class discussion of student responses.

Ask students to answer the following question in groups.

How does the comparison between princes who find success and those “they have surpassed” further develop a central idea of the text?

💬 Student responses may include:

- This comparison further develops the idea of morality by showing there are different rules for princes than there are for “everyone” else.
- This comparison further develops the idea of ambition by showing a way princes can become the most successful.
- This comparison further develops the idea of appearance versus reality by explaining how concealing the truth can make a prince appear to be good and capable “great deeds” (paragraph 1).

① **Differentiation Consideration:** Consider asking students to note the title of this chapter “How a prince should keep his word.” Consider supporting students’ understanding of the title by defining the phrase “keep his word” as meaning “do what he says he will do; keep a promise.”

Remind students to annotate their texts for central idea, using the code CI. Explain to students that annotating will help them keep track of evidence they will use later in lesson assessments and the End-of-Unit Assessment, which focuses on central idea.

① This focused annotation supports students’ engagement with W.9-10.9.b, which addresses the use of textual evidence in writing.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read chapter 18, paragraph 2 (from “Therefore, you must know that there are two modes of fighting” through “the one without the other is not long lasting”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *modes* means “particular forms or varieties of something,” *recourse* means “an opportunity or choice to use or do something in order to deal with a problem or situation,” and *antiquity* means “ancient times.”

① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.

- ▶ Students write the definitions of *modes*, *recourse*, and *antiquity* on their copy of the text or in a vocabulary journal.

- ① Consider reminding students to use the Explanatory Notes and Glossary of Proper Names in the text to make meaning of the historical references in this section.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *sufficient* means “having or providing as much as is needed; enough” and *symbolically* means “expressing or representing an idea or quality without using words.”
 - ▶ Students write the definitions of *sufficient* and *symbolically* on their copy of the text or in a vocabulary journal.

What distinction does Machiavelli make between princes and men in chapter 18, paragraph 2?

- 💬 Machiavelli states that there is one way of fighting that is acceptable for men (“in accordance with the laws”) and one way that is acceptable for “beasts” (“with force”). However, Machiavelli says that it is acceptable for princes to know “the one and the other” or both ways of fighting (chapter 18, paragraph 2), so that if one method is unsuccessful, a prince can use the other: “because the first, in many cases, is not sufficient, it becomes necessary to have recourse to the second” (chapter 18, paragraph 2).
- ① **Differentiation Consideration:** If students struggle to understand this comparison consider asking the following scaffolding question:

What are princes permitted to do that is not “proper” for men?

- 💬 Princes have access to the “natures of both the beast and the man,” while men have to act “in accordance with the laws” (chapter 18, paragraph 2).

How does this distinction further develop a central idea of the text?

- 💬 Student responses may include:
 - This distinction further develops the idea of morality by offering another example of how there is a different set of rules for men than for princes, since princes use “the natures of both the beast and the man” and men have only one “mode of fighting” that “is proper” (paragraph 2).
 - This distinction further develops the idea of appearance versus reality by showing that princes can become more successful by appearing different than other men, using “the natures of both the beast and the man” to have a “lasting” rule (paragraph 2).
 - This distinction further develops the idea of ambition because it shows another way for princes to become more successful by “employ[ing] the nature of [men] and [beasts]” (paragraph 2).

Remind students to annotate their texts for central idea, using the code CI.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read chapter 18, paragraph 3 (from “Since, then, a prince must know how to make use” through “someone who will let himself be deceived”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *observance* means “the practice of following a custom, rule, law, etc.,” *null and void* means “having no force, binding power or validity,” and *dissembler* means “someone who gives a false or misleading appearance; someone who conceals the truth.”

① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.

- ▶ Students write the definitions of *observance*, *null and void*, and *dissembler* on their copy of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing students with the following definition: *simple-minded* means “not very intelligent.”

- ▶ Students write the definition of *simple-minded* on their copy of the text or in a vocabulary journal.

Which qualities associated with animals are most important for a prince to possess?

- ☞ All of the qualities are important for a prince to possess, but it is most important and “wise” for a prince to be able to “recognize the traps” like a fox than to be scary like a lion (paragraph 3), since “he who has known best how to use the ways of the fox has come out best” (paragraph 3).

In what way does a prince use “the ways of the fox,” according to Machiavelli?

- ☞ A prince uses “the ways of the fox” to “deceive[]” the common man (paragraph 3). The prince needs to know when it is acceptable to lie and be a “great pretender” (paragraph 3) like a clever fox, and when it is safe to tell the truth.

What reasoning does Machiavelli offer for this “precept”?

- ☞ Machiavelli says that it is acceptable for princes to lie or “colour over” the truth for their advantage because “men are a wicked lot” and “will not keep their promises” (paragraph 3).
- ① **Differentiation Consideration:** If students struggle to make meaning of “precept” in the context of this question, consider asking them the following scaffolding question:

How can the familiar word “rule” help you make meaning of “precept” in paragraph 4?

“Rule” means something that tells you what is or is not allowed in a certain situation, and “precept” is referring to one of the rules that are acceptable for princes, so “precept” must be another way to say what is or is not allowed.

- ① Consider drawing students’ attention to the application of L.9-10.4.a through the process of using context to make meaning of unknown words.
- ① Consider clarifying for students the nuance in meaning between “rule” and “precept”—that a “rule” is a general word that means what is or is not allowed, and can apply to a variety of situations, and “precept” is a specific kind of rule that means how people should or should not behave.

How does this reasoning further develop a central idea of the text?

Student responses may include:

- The justification further develops a central idea of ambition, because it shows how princes might get ahead.
- It further develops a central idea of morality, because it shows another example of how good and bad behaviors for common people are not necessarily good and bad for princes.
- The justification further develops a central idea of appearance versus reality because it shows another example of how princes can take control of what happens to them by being smarter than men and appearing to be one way while really acting another.

How does Machiavelli’s development of a central idea compare to Shakespeare’s development of a similar central idea in *Macbeth*?

Student responses may include:

- Both texts address the ideas of morality and ambition. Machiavelli argues that princes have a different set of rules or morality than everyone else. According to Machiavelli, princes must “use the natures of both the beast and the man” (chapter 18, paragraph 2). Shakespeare demonstrates what happens when princes break the rules of man—there is imbalance and disorder. Macbeth killed his king; Lady Macbeth became “unsexed” (Act 1.5, line 48) and filled with “direst cruelty” (Act 1.5, line 50). However, their actions did not keep their “subjects united and loyal” as Machiavelli predicts “a few examples of cruelty” should (chapter 17, paragraph 1). Instead, the Macbeths create disorder and imbalance in their world, resulting in their own and many others’ deaths.
- Both texts address the idea of appearance versus reality. Machiavelli argues that princes should “appear to be all mercy, all faithfulness, all integrity, all humanity, and all religion” (chapter 18, paragraph 6) but “must often act against his faith, against charity, against humanity, and against religion” (chapter 18, paragraph 5). Shakespeare demonstrates that this duplicity that the Macbeths practice leads to their own and others ruin, not to the

security Machiavelli predicts. Macbeth tells Lady Macbeth that they must “make [their] faces vizards to [their] hearts, / Disguising what they are” (Act 3.2, lines 38–39). In other words they must appear kind and merciful while in their hearts they are plotting the next murders.

Remind students to annotate their texts for central idea, using the code CI.

Lead a brief whole-class discussion of student observations.

Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

How does Machiavelli further develop a central idea in this chapter?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses, and to practice using specific language and domain-specific vocabulary. Also, remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- 🗣 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to preview the remainder of chapter 18, paragraphs 4–6 (from “I do not wish to remain silent” through “his reputation or his state taken away from him many times over”) and respond in writing to the following questions.

What, according to Machiavelli, is “very necessary” (paragraph 5) for a prince?

According to Machiavelli, what must a prince do “in order to maintain the state” (paragraph 5)?

Additionally, instruct students to continue to read their AIR text through the lens of a focus standard of their choice and prepare for a three- to five-minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Preview chapter 18, paragraphs 4–6 (from “I do not wish to remain silent” through “his reputation or his state taken away from him many times over”) and respond in writing to the following questions.

What, according to Machiavelli, is most “necessary” (paragraph 5) for a prince?

According to Machiavelli, what must a prince do “in order to maintain the state” (paragraph 5)?

Also, continue your AIR through the lens of a focus standard of your choice and prepare for a three- to five-minute discussion of your text based on that standard.