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| 10.4.3 | Lesson 5 |

# Introduction

In this lesson, students rely on their reading and analysis of *The Prince* to respond to a prompt that asks them to analyze the character of Macbeth through the lens of Machiavelli’s text. Students collaborate with peers to share their observations, selecting the most relevant evidence and supporting their selections with reasoning. Students then complete a brief self-assessment to ensure accountability for their participation in this discussion.

For homework, students review and expand their notes from *Macbeth* and one other text of their choice from this module in preparation for the Performance Assessment. Additionally, students continue their AIR.

# Standards

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| Assessed Standard(s) | |
| SL.9-10.1.a-e | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.   1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 5. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. |
| Addressed Standard(s) | |
| W.9-10.9.a-b | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). 2. Apply *grades 9–10 Reading standards* 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”). |

# Assessment

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| Assessment(s) |
| Students self-assess their learning in this lesson by completing a rubric to evaluate their own participation in a discussion about the following prompt:   * Would Macbeth be considered a successful prince under Machiavelli’s rules? Why or why not? Use evidence from both *The Prince* and *Macbeth* to support your answer. * This discussion will be evaluated using the 10.4.3 Discussion Rubric and Checklist. |
| High Performance Response(s) |
| A High Performance Response should:   * Demonstrate strong, collegial discussion skills (e.g., coming to the discussion prepared, having reviewed notes and annotations; propelling conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions; responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and qualifying or justifying their own views; making new connections in light of the evidence and reasoning presented; and seeking to understand other perspectives and cultures and communicating effectively with audiences or individuals from varied backgrounds). |

# Vocabulary

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| Vocabulary to provide directly (will not include extended instruction) |
| * None.\* |
| Vocabulary to teach (may include direct word work and/or questions) |
| * None.\* |
| Additional vocabulary to support English Language Learners (to provide directly) |
| * None.\* |

\*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document [**http://www.engageny.org/sites/default/files/resource/attachments/9-12\_ela\_prefatory\_material.pdf**](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)**.**

# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards & Text:**   * Standards: SL.9-10.1.a-e, W.9-10.9.a-b * Texts: *The Prince* by Niccolò Machiavelli Chapters 17 and 18; *Macbeth* by William Shakespeare |  |
| **Learning Sequence:**   1. Introduction of Lesson Agenda 2. Homework Accountability 3. Group Discussion 4. Whole-Class Discussion 5. Self-Assessment 6. Closing | 1. 5% 2. 15% 3. 50% 4. 15% 5. 10% 6. 5% |

# Materials

* Chart paper
* Copies of the 10.4.3 Discussion Rubric and Checklist for each student

# Learning Sequence

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| 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.** |
| *Italicized text indicates a vocabulary word.* |
| ⏵ | 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 standards for this lesson: SL.9-10.1.a-e. In this lesson, students rely on their reading and analysis of *The Prince* to respond to a prompt that asks them to analyze the character Macbeth through the lens of Machiavelli’s text. Students collaborate with peers to share their observations, selecting the most relevant evidence and supporting their selections with reasoning.

* Students look at the agenda.

Activity 2: Homework Accountability 15%

Instruct students to do a Turn-and-Talk in pairs about the evidence they gathered in preparation for this lesson’s discussion in response to the following prompt:

Would Macbeth be considered a successful prince under Machiavelli’s rules? Why or why not? Use evidence from both *The Prince* and *Macbeth* to support your answer.

* See the student responses in Activity 3: Group Discussion for possible student responses.
* Consider drawing students’ attention to their application of W.9-10.9.a-b through their drawing of evidence from literary and informational texts to support analysis, reflection, and research.
* Consider drawing students’ attention to their application of SL.9-10.1.a through their preparation for this discussion, by reading the texts under study and gathering evidence.

Activity 3: Group Discussion 50%

Group students into pre-established small groups. Provide each group with a chart paper, divided in two columns labeled “Successful” and “Unsuccessful.”

* Prepare the chart paper and group assignments before class.

Instruct groups to discuss their responses to the following prompt:

Would Macbeth be considered a successful prince under Machiavelli’s rules? Why or why not? Use evidence from both *The Prince* and *Macbeth* to support your answer.

Inform groups that each student in their group must briefly explain their response to the prompt and provide the evidence and reasoning they gathered to support their response. Students should record their evidence and reasoning under the column that aligns to their opinion. Students should take care not to repeat the evidence and reasoning given by one of their peers, though students can identify and record points of agreement on the chart paper during their brief explanation.

After each student in the group has had time to explain his or her response, the group should discuss their points of agreement or disagreement, noting these points on their chart paper, and qualifying or justifying their own independent views in light of the evidence and reasoning presented by the other members of their group.

* Students discuss their responses to the prompt in their groups, recording evidence, reasoning and points of agreement or disagreement on their chart paper.
* Student responses for “Successful” may include:
  + Macbeth would be considered a successful prince under Machiavelli’s rules because he has “vaulting ambition” (*Macbeth*, Act 1.7, line 27) and he did everything he needed to do to become as powerful as possible, such as killing Duncan to become king and trying to kill Fleance to prevent him from becoming king.
  + Macbeth knows “false face must hide what the false heart doth know” (*Macbeth*, Act 1.7, lines 95–96), which is in line with Machiavelli’s rule that a prince must be a “great pretender and dissembler” (*The Prince,* chapter 18, paragraph 3).
  + Macbeth is able to “look like th’ innocent / flower / But be the serpent under ‘t” (*Macbeth*, Act 1.6, lines 76–78) right after he kills Duncan, which is in line with Machiavelli’s advice for a prince to “appear to possess” the virtues that people want to see their ruler possess (*The Prince*, chapter 18, paragraph 6).
* Student responses for “Unsuccessful” may include:
  + Macbeth failed to achieve the “final result” of a peaceful and powerful state (*The Prince* chapter 18, paragraph 6); he only has a “fruitless crown” (*Macbeth*, Act 3.1, line 66) and no real power. Macbeth was unable to “[keep] his subjects united and loyal” (*The Prince*, chapter 17, paragraph 1) and there was a war.
  + Macbeth does not show any “caut[ion]…in acting against individuals” (*The Prince*, chapter 17, paragraph 1) when he sends for MacDuff’s family to be killed, “this deed I’ll do before this purpose cool” (*Macbeth*, Act 4.1, line 175).
  + Macbeth could not “avoid hatred” (*The Prince*, chapter 17, paragraph 3). He chose to kill Macduff’s family without the “proper justification and manifest cause” that Machiavelli demands for “spilling blood” (*The Prince*, chapter 17, paragraph 3) and this causes MacDuff and Malcolm to “let grief / convert to anger” (*Macbeth*, Act 4.3, lines 268–269)—they hate Macbeth.
* Students will have an opportunity to return to these ideas in more detail during the Performance Assessment for this module.

Activity 4: Whole-Class Discussion 15%

Lead a brief, whole-class discussion of student responses and observations. Encourage students to consider points of agreement or disagreement with other groups and how the evidence and reasoning presented by other groups can help qualify or justify the observations generated in their own group.

* Students share the observations and evidence generated in their groups with the whole class.
* Consider having each group elect a spokesperson to share their observations or allowing students to volunteer to discuss the observations and evidence generated in their group discussions.

Activity 5: Self-Assessment 10%

Instruct students to briefly discuss how their opinions were challenged or verified through discussion, or if they made new connections in light of the evidence and reasoning presented during their discussions.

* Students discuss how their opinions were challenged or verified through discussion, and any new connections they made during the discussion.

Instruct students to independently assess their participation in this discussion using the 10.4.3 Discussion Rubric and Checklist.

* Students self-assess.

Collect 10.4.3 Discussion Checklists for student accountability.

Activity 6: Closing 5%

Display and distribute the homework assignment and the Performance Assessment prompt for students:

Select a central idea common to *Macbeth* and either White’s “Death of a Pig” or Machiavelli’s *The* *Prince*. Discuss how each author uses structure, character, word choice, and/or rhetoric to develop this common idea. Explain the nuances in each author’s treatment of the idea.

For homework, instruct students to choose the text they would like to analyze alongside *Macbeth* for the Performance Assessment (either “Death of a Pig,” or chapters 17 and 18 from *The Prince*) and review and expand their notes in preparation for the Performance Assessment.

* If necessary, remind students that *nuances* are “very slight differences.”

Additionally, students 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

Choose either “Death of a Pig” or chapters 17 and 18 from *The Prince* and review and expand your notes from that text and *Macbeth* in preparation for the Performance Assessment.

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

**10.4.3 Discussion Rubric /20**

| **Criteria** | **4 – Responses at this Level:** | **3 – Responses at this Level:** | **2 – Responses at this Level:** | **1 – Responses at this Level:** |
| --- | --- | --- | --- | --- |
| **Comprehension and Collaboration**  **The extent to which the student prepares for discussion in order to stimulate a thoughtful, well-reasoned exchange of ideas.**  **CCSS.ELA-Literacy.SL.9-10.1.a**  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | Prepares for the discussion by reading and researching the material under study; refers to precise and sufficient evidence from the text in order to stimulate a thoughtful, well-reasoned exchange of ideas. | Prepares for the discussion by reading and researching the material under study; refers to relevant and sufficient evidence from the text in order to stimulate an exchange of ideas. | Prepares for the discussion by reading and researching the material under study; refers to underdeveloped or insufficient, but relevant, evidence from the text in order to stimulate an exchange of ideas. | Fails to prepare for the discussion.  Has not read and researched material under study, unable to refer to evidence from the text. |
| **Comprehension and Collaboration**  **The extent to which the student collaborates with peers in order to set rules for collegial discussions as needed.**  **CCSS.ELA-Literacy. SL.9-10.1.b**  Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. | Works with peers to set clear and specific rules, goals and deadlines for a collegial discussion. | Works with peers to set rules, goals and deadlines for discussion. | Works with peers to set unspecific rules, goals and deadlines for discussion. | Fails to work with peers to set rules, goals and deadlines for discussion. |
| **Comprehension and Collaboration**  **The extent to which the student participates in the discussion by posing and responding to relevant questions, and clarifying, verifying or challenging ideas and conclusions.**  **CCSS.ELA-Literacy. SL.9-10.1.c**  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | Accurately determines the contextual meanings of words and phrases and skillfully analyzes the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone. | Determines the contextual meanings of words and phrases and analyzes the cumulative impact of specific word choice, including figurative and connotative language on meaning and tone. | Determines the contextual meanings of words and phrases with partial accuracy or completeness; provides partial or insufficient analysis of the impact of word choices on meaning and tone. | Inaccurately determines the contextual meanings of words and phrases; provides inaccurate or little to no analysis of the impact of word choice on meaning and tone. |
| **Comprehension and Collaboration**  **The extent to which the student responds to diverse perspectives, summarizes points of agreement or disagreement, and qualifies their own views and understandings in light of evidence and reasoning presented during discussion.**  **CCSS.ELA-Literacy.SL.9-10.1.d**  Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | Responds thoughtfully to diverse perspectives, accurately qualifies or justifies their own views respectfully and thoughtfully when appropriate, using valid evidence and reasoning. | Responds thoughtfully to diverse perspectives, qualifies or justifies their own views when appropriate, using evidence and reasoning. | Responds to diverse perspectives, inaccurately qualifies or justifies their own views or understandings during discussion. | Responds inappropriately to diverse perspectives, is not respectful during disagreement and does not qualify or justify their own views or understandings during discussion. |
| **Comprehension and Collaboration**  **The extent to which the student seeks to understand other perspectives and cultures, and communicates effectively during discussion.**  **CCSS.ELA-Literacy.SL.9-10.1.e**  Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. | Actively seeks to understand other perspectives and cultures, responding respectfully and thoughtfully during discussion. | Seeks to understand other perspectives and cultures, responding respectfully during discussion. | Attempts to understand other perspectives and cultures, responding appropriately during discussion. | Makes no effort to understand other perspectives and cultures, responds inappropriately during discussion. |

* A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
* A response that is totally copied from the text with no original writing must be given a 0.
* A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

10.4.3 Discussion Checklist

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| **Name:** |  | **Class:** |  | **Date:** |  |

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| **Criterion** | **Score** | | **Comments** |
| Preparation | 3 | I carefully reviewed my notes and annotations from both *The Prince* and *Macbeth* to help me develop a response to the discussion prompt. |  |
| 2 | I did some review to help me develop a response to the discussion prompt. |  |
| 1 | I did not spend enough time reviewing and considering the prompt. |  |
| Evidence and Reasoning | 3 | I carefully selected the most relevant and sufficient evidence to support my response to the discussion prompt. |  |
| 2 | I selected relevant evidence to support my response to the discussion prompt. |  |
| 1 | The evidence I selected was not relevant or sufficient to support my response. |  |
| Collegiality | 3 | I consistently showed respect for other group members. |  |
| 2 | I usually showed respect for other group members. |
| 1 | I was frequently disrespectful of other members. |
| Conclusion | 3 | I carefully considered the evidence and reasoning presented by other group members in order to challenge or verify my original opinion. |  |
| 2 | I listened to the evidence and reasoning presented and considered challenging or verifying my opinion. |
| 1 | I did not consider challenging or verifying my original opinion. |