

10.4.3

Unit Overview

“... to know the nature of the people well one must be a prince, and to know the nature of princes well one must be of the people.”

Texts	<i>The Prince</i> by Niccolò Machiavelli <i>Macbeth</i> by William Shakespeare
Number of Lessons in Unit	5

Introduction

In the third unit of Module 10.4, students read excerpts from Niccolò Machiavelli’s political treatise, *The Prince*. Students use the skills, practices, and routines that they have developed throughout the year to identify central ideas and consider rhetoric and point of view. Students continue to read closely, annotate texts, and collect and analyze evidence in order to support evidence-based writing. As students work with *The Prince*, they consider new central ideas and reconsider central ideas present in texts they read earlier in the module, such as morality and the relationship between appearance and reality. 10.4.3 concludes with a discussion that requires students to apply concepts from *The Prince*, a nonfiction text, to the fictional character of *Macbeth*, considering how Machiavelli’s ideas about effective leadership apply to the fictional King of Scotland.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive, evidence-based conversations about texts
- Determine meaning of unknown vocabulary
- Independently preview text in preparation for supported analysis
- Provide an objective summary of the text
- Paraphrase and quote relevant evidence from a text

- Analyze how an author uses rhetoric to advance his point of view
- Write original evidence-based claims
- Generate and respond to questions in scholarly discourse

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading—Literature	
None.	
CCS Standards: Reading—Informational Text	
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.
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
CCS Standards: Writing	
W.9-10.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> 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]").</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>
CCS Standards: Speaking & Listening	
SL.9-10.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
CCS Standards: Language	
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>

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RI.9-10.2, RI.9-10.5, RI.9-10.6, SL.9-10.1.a-e,
Description of Assessment	Answer text-dependent questions. Write informally in response to text-based prompts. Present information in an organized and logical manner both orally and in writing. Participate in small-group and whole-class discussions, providing evidence and reasoning to support claims.

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	<i>The Prince</i> by Niccolò Machiavelli, chapter 17 (paragraphs 1–2)	In this first lesson of the unit, students read and analyze the first two paragraphs of chapter 17 of Niccolò Machiavelli’s <i>The Prince</i> to identify central ideas, including ideas about the values of mercy and cruelty for a prince and about whether it is better for a prince to be loved or feared. Students examine Machiavelli’s use of specific details to support his ideas.
2	<i>The Prince</i> by Niccolò Machiavelli, chapter 17 (paragraphs 3–6)	In this lesson, students review the Dedicatory Letter that they read for homework, considering Machiavelli’s purpose and point of view. Then students read the remaining four paragraphs of chapter 17 of <i>The Prince</i> , discussing in small groups Machiavelli’s point of view in this text and his use of rhetoric, particularly historical examples, contrast, and absolute statements.
3	<i>The Prince</i> by Niccolò Machiavelli, chapter 18 (paragraphs 1–3)	In this lesson, students read and analyze the first three paragraphs of chapter 18 of <i>The Prince</i> , identifying central ideas that are common to both chapters 17 and 18, morality, ambition, and the relationship between appearance and reality. Students analyze how these ideas develop over the course of the two chapters.

4	<i>The Prince</i> by Niccolò Machiavelli, chapter 18 (paragraphs 4–6)	In this lesson, students read the final three paragraphs of chapter 18 of <i>The Prince</i> . Students collaboratively identify quotes to analyze how specific phrases refine and develop claims and central ideas that are common to chapters 17 and 18. Then students examine each other’s work to gain a broader sense of how different phrases refine and develop ideas across the two chapters.
5	<i>The Prince</i> by Niccolò Machiavelli, chapters 17 and 18; <i>Macbeth</i> by William Shakespeare	In this final lesson of the unit, students work in small groups to consider whether or not Machiavelli would deem the fictional character of <i>Macbeth</i> a successful prince. After providing evidence and reasoning to support their positions, the students participate in a whole-class discussion. Students use the 10.4.3 Discussion Rubric and Checklist to assess their participation.

Preparation, Materials, and Resources

Preparation

- Read and annotate the Dedicatory Letter, chapters 17 and 18 of *The Prince*
- Review the Short Response Rubric and Checklist
- Review the 10.4.3 Discussion Rubric and Checklist
- Review all unit standards and post in classroom

Materials/Resources

- Copies of *The Prince*
- Copies of *Macbeth*
- Chart paper
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of the Short Response Rubric and Checklist
- Copies of 10.4.3 Discussion Rubric and Checklist