




Technology-Infused Lesson Plan

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School Location:	Rabun Gap-Nacoochee School, Rabun Gap, Ga.
Lesson Title:	Machiavelli Project 
Grade Level/Subject Area:	Advanced Placement European History
Student Profile:	10 th and 12 th Grade
Number of Students:	11 students in one section—this is a guess because we have no class role yet
Number of Students with Special Needs:	None
Area of Specialties:	Not applicable
Performance Objectives:	Understanding of the thesis and the concepts of the great books of Machiavelli stressing THE PRINCE but being conversant with THE ART OF WAR, THE DISCOURSES, THE LETTERS and the placing of those in the context of the Italian Renaissance and of today
Curricular Connections: (QCC/IEP/Local or National Standards)	<p>From the AP European History Course Description provided by The College Board: http://www.collegeboard.com/ap/pdf/cd_euro_history_02-03.pdf</p> <p>The outlined themes that follow indicate some of the important areas that might be treated in an AP course in European History. The ideas suggested do not have to be treated explicitly as topics or covered inclusively, nor should they preclude development of other themes. In addition, questions on the examination will often call for students to interrelate categories or to trace developments in a particular category through several chronological periods.*</p> <p>1. Intellectual and Cultural History Changes in religious thought and institutions Secularization of learning and culture Scientific and technological developments and their consequences Major trends in literature and the arts Intellectual and cultural developments and their relationship to social values and political events Developments in social, economic, and political thought Developments in literacy, education, and communication The diffusion of new intellectual concepts among different social groups Changes in elite and popular culture, such as the development of new</p>

	<p>attitudes toward religion, the family, work, and ritual Impact of global expansion on European culture</p> <p>Rabun Gap-Nacoochee School objectives in the school curriculum map include:</p> <p>Understands significant individuals and ideologies that emerged during the Renaissance and Reformation (e.g., the basic arguments in "The Prince" by Machiavelli; works of Renaissance writers and elements of Humanism in these works; individuals and factors that contributed to the revival of Greco-Roman art, architecture, and scholarship; differing ideas on women's roles in the Protestant household; social oppression-and conflict in Europe during the Renaissance, as contrasted with humanist principles of the time)</p> <p>Understands sources of military buildup of the 17th and 18th centuries (e.g., how they compare with the advice of Machiavelli on the use of mercenaries)"</p>
Assessment:	<p>One filmed debate on "Machiavelli's ideas were endorsing immorality in political and daily life"; one typed five page expository essay on : attack, defend , or modify: the PRINCE, the DISCOURSES, and THE ART OF WAR are inherently amoral books"; one objective test.</p>
Technology Connections:	<p>Links to primary sources and Renaissance background sites: internet links http://www.historyguide.org/intellect/machiavelli.html http://www.ilt.columbia.edu/publications/Projects/digitexts/machiavelli/the_prince/chapter01.html</p>
Materials:	<p>Students have purchased THE PRINCE and will use e-books of the others; computers for each student; a teacher work station; white board; Microsoft word for the essay and Microsoft Outlook for emailing essay; digital camcorder for the debate</p>
Related URLs:	<p>http://www.csupomona.edu/~jcclark/emusic/ for Renaissance Music; http://www.wwp.brown.edu/texts/rwoentry.html Renaissance texts—women; http://www.whitehouse.gov for the relevance of Machiavelli for today</p>
Procedures: (Use group sizes that are applicable)	<p>Whole Group: debate is boys v. girls (instructions—initial group work for 10 minutes preparing the arguments by using existing primary sources online and their paper copy of THE PRINCE with the boys saying that Machiavelli is simply telling it like it is while girls argue that he is endorsing immorality as the means to the end of power acquisition at all costs. This covers one 60 minute class, one time. The teacher selects the team captain; coin toss decides which team starts and which ends. Two minutes per round. Teacher is the referee. These are typed directions posted on the class door and on the web assignment page in the event of my demise.</p> <p>Small Group: hervuta method-- In this small private school the total class will not be larger than 16, so thus two groups of eight constitutes which instructions are given in the frame above.</p> <p>Cooperative Group: not applicable with Advanced Placement</p> <p>Individual: homework preparation—they have read the PRINCE</p>
Classroom Management:	<p>Technology Management: RGNS History Lab has 16 individual workstations for students and is conducive to the learning process With 16 students total I even know the names of their dogs. I call the roll online at the beginning of every class so I know who is there.</p> <p>Instructional Groups: not applicable with Advanced Placement</p>