

CONTENTS

Introduction to the Progymnasmata	v
Introduction to Chreia & Maxim	vi
Grading Guidelines	ix
Definition of Terms	xi

CHREIA

Aphthonius' Model	2
Paraphrase of Aphthonius' Chreia	
Lesson 1	12
"To be prepared for war ..."	
Lesson 2	20
"I tremble for my country ..."	
Lesson 3	28
"There are no necessary evils ..."	
Lesson 4	36
"The very essence of a free ..."	
Lesson 5	44
"Whatever makes men good ..."	
Lesson 6	52
"Liberty exists in proportion ..."	
Lesson 7	60
"Be always sure you are right ..."	
Lesson 8	68
"Do your duty in all things ..."	
Lesson 9	76
"We shall sooner have the fowl ..."	
Lesson 10	84
"No race can prosper ..."	

MAXIM

Lesson 11	94
"Each man is like ..."	
Lesson 12	102
"It is not for kings ..."	
Lesson 13	110
"If we claim to be without sin ..."	
Lesson 14	118
"A wise son heeds ..."	
Lesson 15	126
"A painless life ..."	
Lesson 16	134
"Pride goes before destruction ..."	
Lesson 17	142
"He who covers over an offense ..."	
Lesson 18	150
"The name of the Lord ..."	

Appendix

Figures of Description With Examples	160
Figures of Speech With Examples	165

1. The Saying

1. Read the saying several times.
2. Highlight and explain key words.
3. Brainstorm: What are synonyms for these words?
4. Ask: What does the saying mean?
5. Have students give the saying in their own words.

+TEACHER TIPS

- » Look for misconceptions of the saying, and help students to understand the meaning.
- » Have every student read the saying, with different emphases for each reading.
- » Have students recite the saying from memory.

2. Aphthonius' Model

1. Read Aphthonius' model essay aloud; it may be read several more times, aloud or silently.
2. Highlight and explain key words, phrases, vocabulary:
 - » Isocrates - ancient Greek orator who spoke on education
 - » art - work, craft
 - » lover of education - student
 - » enrolled - listed on the teacher's student roster
 - » waits on - visits, comes to
 - » anticipation - expectation
 - » attendants - servant who watched over boys to and from school; tutor
 - » they take no account of human nature - fathers will punish harshly despite their favoritism or love for their sons
 - » absconds - run away quickly and secretly and hide
 - » eloquence - ability to speak or write well
 - » renown - fame, glory
 - » Demosthenes - famous Greek orator known for his self-discipline
 - » deprived his head of adornment - it is said that Demosthenes shaved half his head to make himself finish his studies before going back into public
 - » devoted to toil what others devote to enjoyment - Demosthenes is said to have spent his money on books and oil for his reading lamp

Aphthonius' Model and Exercise Outline

"The root of education is bitter, its fruit sweet."
—Isocrates

Aphthonius' Model

Read Aphthonius' model essay aloud.

It is right to admire Isocrates for his art, for he gave it a most glorious name and proved its greatness by his practice of it; he made the art famous, he did not owe his fame to it. To go through the benefits he conferred on human life by giving laws to kings and advice to individuals would be too long; I will speak only of his wise saying on education.

"The lover of education," he says, "labors at first, but those labors end in profit." That was his wise saying; and we shall show our admiration in what follows.

The lovers of education are enrolled with the leaders of education, whom it is fearful to approach though to desert them is foolish; fear always waits on boys, both when they are present and in anticipation. From teachers the attendants take over, fearful to behold, more fearful when inflicting punishment. Fear precedes the experience and punishment follows on fear. What the boys do wrong they punish; what the boys do well they take as a matter of course. Fathers are harsher than attendants, examining their ways, telling them to make progress, viewing the market-place with suspicion; and if punishment is needed they take no account of human nature. But by these experiences the boy, when he reaches adulthood, is crowned with virtue.

But if someone, because he fears these things, flees from his teachers, absconds from his parents, avoids his attendants, he is utterly deprived of eloquence; along with his fear he has set aside eloquence. All these things swayed Isocrates' judgment when he called the root of education bitter.

For just as those who work the land laboriously sow the seed in the earth and gather the crops with greater joy, in the same way those who strive for education by their toil acquire the subsequent renown.

Consider Demosthenes' career, which was more devoted to toil than that of any orator and more glorious than that of any. So great was his commitment that he even deprived his head of its adornment, thinking the best adornment is that from virtue. And he devoted to toil what others devote to enjoyment.

For this reason one must admire Hesiod, who said that "the road to virtue is hard but the summit easy," expressing the same wise judgment as Isocrates.¹ For what Hesiod represented as a road Isocrates called the root; both disclosed the same opinion, though in different words.

Those who consider these points must admire Isocrates for his outstandingly wise saying on education.

Discovery

Research and list several facts about the saying's author, Isocrates.

Lived 436-338 B.C.

Famous Greek orator, teacher, rhetorician

1 Hesiod, *Works and Days*, 286-92.

2

Aphthonius' Model

- » Hesiod - Greek poet who lived during Homer's lifetime
- » summit - top
- » disclosed - to make known

3. Ask students how many paragraphs there are.
 - » eight paragraphs
4. Point out that there will always be eight paragraphs in their *Chreia* and *Maxim* essays.

3. Discovery

1. Brainstorm: How is the author praiseworthy and virtuous, according to Aphthonius? (hint: see the first sentence)
2. Read the directions under Discovery and have students write their answers.

Several prominent Athenians were his pupils
 He advised kings

I. Encomium

Introduction

In the first sentence of the first paragraph, Aphthonius introduces the author of the saying:

It is right to admire Isocrates for his art.

Your Paraphrase: People should praise Isocrates' work.

Praises

Next, Aphthonius praises the author:

He gave it a most glorious name and proved its greatness by his practice of it; he made the art famous, he did not owe his fame to it.

Your Paraphrase: He made his work famous and showed how great it was by practicing it; he made his work well-known, rather than his work making him well-known.

Thesis

Aphthonius ends the paragraph with a thesis statement, which states what he will speak about in the rest of the essay:

To go through the benefits he conferred on human life by giving laws to kings and advice to individuals would be too long; I will speak only of his wise saying on education.

Your Paraphrase: I will not discuss all the benefits he brought to mankind by helping kings make laws or sharing his wisdom with others; I will only discuss his sagacious saying on education.

Rough Draft

Combine your paraphrases into a paragraph. Add a figure of description.

People should praise Isocrates' work. He made his work famous and showed how great it was by practicing it; he made his work well-known, rather than his work making him well-known. I will not discuss all the benefits he brought to mankind by helping kings make laws or sharing his wisdom with others; I will only discuss his sagacious saying on education.

4. The Eight Paragraphs

ENCOMIUM

The Encomium paragraph brings attention to the wisdom of the saying by praising its author.

1. Ask: What is the purpose of the Encomium paragraph?
 - » to praise the author of the saying
 - » to state the thesis, or what you will speak about in the essay
2. Read the directions and the selection under **Introduction**, and have students paraphrase it.
3. Read the directions and the selection under **Praises**. Remind students that they noted these praises earlier in the "Discovery" section. Have them paraphrase the selection.
4. Read the directions and the selection under **Thesis**. Tell students that this sentence does not explain Isocrates' saying, rather it just states what the saying is about, i.e., education. Have them paraphrase the selection.
5. Read the directions under **Rough Draft**. Have students combine their paraphrases (Introduction, Praises, and Thesis) into a paragraph. Remind them about including a figure of description.
6. Have students proofread once paragraphs are written.
7. Rubric Reminder: Handwriting is a component of the Final Draft Rubric. Always insist students' handwriting be legible, consistent, and neat.

+TEACHER TIPS

- » Modeling sentences can be very helpful to students, but make sure they write in their own words as much as possible.

PARAPHRASE

The Paraphrase makes the meaning of the saying more clear by restating the idea in different words.

1. Ask: What is the purpose of the Paraphrase paragraph?
» to explain and clarify what the saying means
2. Read the directions and selection under **Paraphrase**.
3. Read the directions under **Word Variations** and have students write each word listed in the directions on a separate line, and write several synonyms for each. Instruct students to mentally test all synonyms by substituting them in the original sentence.
4. Read the directions under **Sentence Variations**. Have students take a few minutes to write four variations. Choose the best one for the Paraphrase, and begin the sentence with a phrase like, "This saying teaches that ..."
5. Rubric Reminder: Mechanics are a component of the Final Draft Rubric. Whatever you've taught in the areas of grammar, punctuation, and spelling, require students to use those skills in their composition.

+TEACHER TIPS

- » Remember that the Paraphrase is about clarification, not alteration.

2. Paraphrase

In the second paragraph, Aphthonius paraphrases the saying from Isocrates:

"The lover of education," he says, "labors at first, but those labors end in profit." That was his wise saying; and we shall show our admiration in what follows.

To write your own paraphrase of Isocrates' saying, "The root of education is bitter, its fruit sweet," follow the steps below.

Word Variations

List several synonyms (words or phrases) for these words from Isocrates' saying: *root, education, bitter, fruit, and sweet*.

root: source, foundation, beginning, seed, core, labor, work, ardor, toil

education: instruction, schooling, knowledge, learning, scholarship

bitter: unpleasant, acerbic, acrid, hard, disagreeable, bland, tough

fruit: outcome, result, end, profit, harvest, yield, crop

sweet: delightful, pleasant, lovely, honeyed, delectable, joyful, rich

Sentence Variations

Write four variations of the saying. Choose the best one to be your paraphrase and add this phrase: "The saying teaches that ..."

1. The beginning of schooling is hard, but the end is joyful.

2. The seed of learning is bland, but the result is honeyed.

3. The toil of school is tough, but the profit is joyful.

4. Scholarship begins with ardor but ends with delight.

3. Cause

In the third paragraph, Aphthonius explains the meaning of the saying by telling a narrative/story about how education is hard but leads to a good end:

The lovers of education are enrolled with the leaders of education, whom it is fearful to approach though to desert them is foolish; fear always waits on boys, both when they are present and in anticipation. From teachers the attendants take over, fearful to behold, more fearful when inflicting punishment. Fear precedes the experience and punishment follows on fear. What the boys do wrong they punish; what the boys do well they take as a matter of course. Fathers are harsher than attendants, examining their ways, telling them to make progress, viewing the market-place with suspicion; and if punishment is needed they take no account of human nature. But by these experiences the boy, when he reaches adulthood, is crowned with virtue.

Nine Narrative Components

Identify the *who*, *what*, *when*, *where*, *how*, and *why* of Aphthonius' narrative, which applies the meaning of the saying to life.

- | | |
|-----------------|--|
| 1. Recognition: | education is hard and fearful for young boys |
| 2. Reversal: | by these experiences students are crowned with virtue |
| 3. Suffering: | fear, punishment |
| 4. Agents: | lovers of education / boys; leaders of education / teachers; attendants; fathers |
| 5. Action: | students receive education, including punishment |
| 6. Time: | during youth |
| 7. Place: | anywhere |
| 8. Manner: | fearfully, dutifully |
| 9. Cause: | because a demanding education leads to virtue |

Rough Draft

Compose a paragraph using the Nine Narrative Components you identified from Aphthonius' paragraph. Include a figure of description. Identify Recognition (R), Suffering (S), and Reversal (V) by writing the abbreviation after the sentence where each of these components appears.

Wise students dutifully receive their education from *teachers whom they fear and respect* (**(chorographia)** (R). These youth must always feel some trepidation, because even if their teacher is absent, they have their tutor to fear, and most of all, they must reckon with their fathers' wrath, and fathers are harshest of all (**(S)**). They monitor their children's studies, exhort them to advance, and forbid trivial excursions. If the youth transgress, discipline is applied, and if they obey, they expect no great praise. These experiences are hard, but they build character (**(V)**).

6. Beside Suffering, have students note the hard work that must be done in heeding the wisdom. In this case, Aphthonius describes the suffering as a young boy's experience of fear and punishment at the hand of his teachers. In the ancient world, students would receive beatings for unsatisfactory work.
7. Under Agents, Action, Time, Place, Manner, and Cause, have students identify the remaining components.
8. Have students combine the Nine Narrative Components, narrating orally.
9. Read the directions under **Rough Draft**, and have students compose a paragraph. Remind them to include a figure of description.
10. Rubric Reminder: Content is a component of the Final Draft Rubric. Make sure students know which of the Nine Components you are requiring, e.g., Place need not necessarily be included.

+TEACHER TIPS

- » Remember the Cause always communicates and clarifies the meaning of the saying.
- » Feel free to model a Paraphrase if students are having trouble.

Paraphrase of Aphthonius' Chreia

5

CAUSE

The Cause expresses the meaning of the saying through a general but real-life narrative that shows following the wisdom of the narrative leads to a good outcome.

1. Read the directions and selection under **Cause**.
2. Ask: What is the purpose of the Cause paragraph?
» to express the meaning of the saying in the form of a general story
3. Read the directions under Nine Narrative Components.
4. Beside Recognition, have students identify the truth of the saying in shortened form.
5. Beside Reversal, have students tell how the subject (i.e., boys, students) is rewarded because the wisdom is heeded.

CONVERSE

The Converse shows that not following the wisdom of the chreia leads to a bad outcome. The Converse should be developed out of the Cause paragraph, but will have a different Agent who acts conversely to the Agent in the Cause. The Action, Manner, and Reversal of the Converse will be opposite the Cause, and the Agent will be different but of a similar type.

1. Ask: What is the purpose of the Converse paragraph?
2. Read the directions and selection under **Converse**.
3. Ask: What is the purpose of the **Converse** paragraph?
 - » to express the meaning of the saying in the form of a general story that shows that not following the wisdom of the saying will lead to a bad outcome
4. Read the directions under Nine Narrative Components.
5. Beside Recognition, have students identify the truth of the saying in shortened form.
6. Beside Reversal, have students tell how the subject (i.e., boys, students) is punished because the wisdom is not heeded.
7. Beside Suffering, have students note the negative result of not heeding the wisdom.
8. Under Agents, Action, Time, Place, Manner, and Cause, have students identify the remaining components.
9. Have students combine the Nine Narrative Components, narrating orally.
10. Read the directions under **Rough Draft**, and have students compose a paragraph. Remind them to include a figure of description.

+TEACHER TIPS

- » Let the students narrate their paragraphs orally to each other. This can apply to narration at any point during the lesson.

4. Converse

In the fourth paragraph, Aphthonius uses a different but similar Agent from the Cause narrative, and he explains what happens if the Agent does not live as the saying suggests, i.e., if he does not endure the hard part of his education so that he can enjoy its benefits or "fruit":

But if someone, because he fears these things, flees from his teachers, absconds from his parents, avoids his attendants, he is utterly deprived of eloquence; along with his fear he has set aside eloquence. All these things swayed Isocrates' judgment when he called the root of education bitter.

Nine Narrative Components

Identify the *who*, *what*, *when*, *where*, *how*, and *why* of Aphthonius' narrative; note that some of these components will be the same as those in the Cause paragraph, but some will be the opposite.

1. Recognition: education is hard and fearful for young boys
2. Reversal: by rejecting education student also rejects eloquence
3. Suffering: student deprived of eloquence
4. Agents: student, teachers, attendants, parents
5. Action: student flees teachers and others who educate
6. Time: during youth
7. Place: anywhere
8. Manner: unbravely
9. Cause: because a demanding education leads to virtue

Rough Draft

Compose a paragraph using the Nine Narrative Components you identified from Aphthonius' paragraph. Include a figure of description. Identify Recognition (R), Suffering (S), and Reversal (V) by writing the abbreviation after the sentence where each of these components appears.

On the other hand, if a student were to unbravely run away from his teachers, tutors, and parents, he would forfeit eloquence (R). He says to himself, "I'm afraid of failing. I'm better off giving up." (sermocinatio) By rejecting the difficulties of education, he has also rejected the dividends of eloquence (V & S). Isocrates understood this truth, and so he said the root of education is bitter.

5. Analogy

In the fifth paragraph, Aphthonius explains the saying's meaning in another way, that is, by using an analogy:

For just as those who work the land laboriously sow the seed in the earth and gather the crops with greater joy, in the same way those who strive for education by their toil acquire the subsequent renown.

In analogies like this one, there are always two different kinds of actions or events being compared, e.g., striving for education vs. farming. However, the point of the analogy is to show that, although the actions are different, the effects are the same. Use the diagram below to identify the differences and the similarity.

Diagram

Identify the saying's action on the left side and its effect below. Then write the dissimilar action that has a parallel effect on the right.

Chreia's Action	Dissimilar Action
striving for education	laboriously sowing seed
Chreia's Effect	Parallel Effect
acquire renown	gather crops

Nine Narrative Components

The dissimilar action that Aphthonius describes (i.e., farming) is a narrative with narrative components. Identify the *who*, *what*, *when*, *where*, *how*, and *why* of the narrative.

- Recognition: sowing seed is like striving for education
- Reversal: gather crops with greater joy
- Suffering: work laboriously
- Agents: farmers
- Action: sow seed
- Time: planting season
- Place: fields
- Manner: laboriously
- Cause: because they gather crops joyfully

Rough Draft

Compose a paragraph using the Nine Narrative Components you identified from Aphthonius' paragraph. Include a figure of description. Identify Recognition (R), Suffering (S), and Reversal (V).

In the same way that farmers endure hard labor to sow seed *in the rocky, fertile field (geographia)* (R & S) and then reap the harvest with celebration (V), so students who persevere in their studies will win honor.

- Beside Suffering, have students note the hard work that is required to accomplish the Dissimilar Action.
- Under Agents, Action, Time, Place, Manner, and Cause, have students identify the remaining components of the Dissimilar Action.
- Have students combine the Nine Narrative Components, narrating orally.
- Read the directions under **Rough Draft**, and have students compose a paragraph. Remind them to include a figure of description.
- Rubric Reminder: Style is a component of the Final Draft Rubric. Give short, periodic lessons in style.

+TEACHER TIPS

- » The Analogy's narrative need not be as long as in the Cause and Converse.
- » Decide what elements of style you want students to practice. Some questions you might ask are: "Does the student's essay have an appropriate attitude/tone, given the subject matter?" or "Are words being used accurately?"

ANALOGY

The Analogy paragraph identifies a similarity between the saying and something else. The Analogy should not only have a comparable (but dissimilar) action, but also a parallel outcome.

- Read the directions and selection under **Analogy**.
- Ask: What is the purpose of the Analogy paragraph?
 - » to explain the saying's meaning by using an analogy, which provides an example with a comparable (but dissimilar) action that leads to a similar effect
- Read the directions under **Diagram**, and have students discuss and fill in the answers.
- Read the directions under Nine Narrative Components.
- Beside Recognition, have students state what two actions are alike.
- Beside Reversal, have students state the reversal of the Dissimilar Action.

EXAMPLE

The Example expresses the meaning of the saying through a narrative that uses a specific, well-known, and worthy story from literature, history, or the Bible. The Example may be either positive or negative, showing the rewards of following the wisdom of the saying, or the disaster that comes with disregarding it.

- 1. Read the directions and selection under **Example**.
- 2. What famous person does Aphthonius use to exemplify the truth of the saying?
» Demosthenes
- 3. Read the directions under Nine Narrative Components and have students find the answers. Tell them that Recognition and Cause will be similar or the same as those identified in the Cause and Converse paragraphs.
- 4. Have students combine the Nine Narrative Components, narrating orally.
- 5. Read the directions under **Rough Draft**, and have students compose a paragraph. Remind them to included a figure of description.

6. Example

In the sixth paragraph, Aphthonius explains the meaning of the saying by referring to a famous example (e.g., from history) that illustrates how education is hard but leads to a good end:

Consider Demosthenes' career, which was more devoted to toil than that of any orator and more glorious than that of any. So great was his commitment that he even deprived his head of its adornment, thinking the best adornment is that from virtue. And he devoted to toil what others devote to enjoyment.

Nine Narrative Components

Identify the *who*, *what*, *when*, *where*, *how*, and *why* of Aphthonius' narrative, which demonstrates the saying with a well-known person or event.

- 1. Recognition: education is hard and fearful for young boys
- 2. Reversal: Demosthenes was more glorious than any other orator
- 3. Suffering: toil, deprived of adornment and enjoyment
- 4. Agents: Demosthenes
- 5. Action: Demosthenes toiled to become a great orator
- 6. Time: Demosthenes' lifetime; time others used for enjoyment
- 7. Place: n/a
- 8. Manner: with a great commitment
- 9. Cause: because a demanding education leads to virtue

Rough Draft

Compose a paragraph using the Nine Narrative Components you identified from Aphthonius' paragraph. Include a figure of description. Identify Recognition (R), Suffering (S), and Reversal (V).

Remember the work of Demosthenes, whom Quintillian called *lex orandi*, the standard of oratory (**ethopoeia**) (V). He was so committed to his education that he gave up the amusements that others held dear (R & S). Because he labored strenuously, he became the greatest orator of his day.

7. Testimony

In the seventh paragraph, Aphthonius supports the saying by quoting another famous and respected person, who said something similar to what Isocrates had said:

For this reason one must admire Hesiod, who said that "the road to virtue is hard but the summit easy," expressing the same wise judgment as Isocrates. For what Hesiod represented as a road Isocrates called the root; both disclosed the same opinion, though in different words.

Quotation and Source

Write a paraphrase of Aphthonius' Testimony. You can use the same words that Aphthonius used to quote Hesiod, i.e., "the road to virtue ... etc." However, use your own words for telling where the quotation came from and for explaining how the quote is similar to Isocrates' saying.

Just as we praise Isocrates' saying, so we should honor the words of Hesiod, who said that "the road to virtue is hard but the summit easy." Hesiod's "road" is Isocrates' "root," and they both lead to great reward.

8. Epilogue

In the last paragraph, Aphthonius calls his audience/readers to admit that Isocrates' saying is wise and should be followed:

Those who consider these points must admire Isocrates for his outstandingly wise saying on education.

Audience and Challenge

Write a paraphrase of Aphthonius' Epilogue. Make sure you name the audience (e.g., "those who consider these points"), and call the audience to a particular response (e.g., "must admire ...").

Anyone who hears what I have said should take to heart what Isocrates wisely said about education.

TESTIMONY

The Testimony provides a supporting quotation from a respected source to confirm and reinforce the truth of the chreia.

1. Read the directions and selection under **Testimony**.
2. Ask: What is the purpose of the **Testimony** paragraph?
 - » to provide a supporting quotation from a famous source
3. Ask: How does the quotation and source that Aphthonius uses support the saying? How is it similar to the saying?
4. Read the directions under **Quotation and Source** and have students compose a rough draft.

EPILOGUE

The brief Epilogue calls the audience to acknowledge the truth of the saying and concludes the essay.

1. Read the directions and selection under **Epilogue**.
2. What is the purpose of the **Epilogue** paragraph?
 - » to call the audience to acknowledge the truth of the saying
3. Ask: How does Aphthonius challenge the audience to respond?
 - » he calls them to admire Isocrates for what he said about education
4. Read the directions under **Audience and Challenge** and have students compose a rough draft.

5. Variations

As in *Fable* and *Narrative*, students will have the opportunity to hone their variation skills apart from the *Chreia* or *Maxim* essay.

- 1. Explain each of the figures included in the lesson.
- 2. Read the directions under **Variations**.
- 3. Have students complete the Variations exercise. Remind them to include a figure of speech in one of the three sentences for each variation.

Variations

Directions

Give two synonyms for the bold words in each sentence. Then vary the sentence in three ways, and include one of these figures of speech in a sentence:

enallage - to vary by slightly altering a word; e.g., to change a noun into an adjective, or change a verb from active to passive

antonomasia - to vary by changing the name of someone or something; e.g., Jesus/the Messiah; the star/Sun

metonymy - to vary by substituting a word with its source (e.g., rays/sun) or with what holds or contains it (e.g., water/jug)

diminutio - to vary words to change an idea into an understatement; e.g., "It is an amputation!" / "It's just a flesh wound."

A. When the **person** picking pockets was **caught**, he **begged** not to be **taken** to jail. (enallage)

thief	arrested	pleaded	escorted
robber	apprehended	implored	hauled

1. When the thief picking pockets was arrested, he pleaded not to be escorted to jail.

2. When the pick-pocket (enallage) was caught, he implored not to be hauled to jail.

3. As the robber was being apprehended, he begged not to be dragged to jail.

B. Robin Hood had to **hit** the **center** of the target to **win** the **prize**. (antonomasia)

strike	bull's-eye	achieve	award
score	heart	claim	trophy

1. Robin Hood had to strike the bull's-eye of the target to achieve the award.

2. The outlaw of Sherwood (antonomasia) had to score the heart of the target to claim the prize.

3. To win the trophy, Robin Hood had to hit the middle of the target.

C. The **farmer** had his men **irrigate** the **fields** with the water from the **river**. (metonymy)

planter	water	land	stream
yeoman	pour water	meadows	brook

1. The planter had his men water the land with the water from the stream.

2. The yeoman had his men water the land with the river (metonymy).

3. The agriculturalist had his men water the meadows with the water from the brook.

D. My **huge blunder** caused a **catastrophe**. (diminutio)

<u>gigantic</u>	<u>mistake</u>	<u>induced</u>	<u>fiasco</u>
<u>colossal</u>	<u>error</u>	<u>precipitated</u>	<u>disaster</u>

1. My gigantic mistake induced a fiasco.

2. My colossal error precipitated a disaster.

3. My misstep brought about *unwanted repercussions* (diminutio).

Final Draft

After finishing the Variations, check each of the eight heads above from your paraphrase of Aphthonius, and correct errors in grammar, spelling, and punctuation. On a separate sheet of paper, rewrite the eight paragraphs, including one figure of speech, in the form of a final draft. Include the saying above your essay.

Paraphrase of Aphthonius' Chreia

11

6. Final Draft

1. Combine all the rough drafts in order. Remind students about each of the areas of the rubric that they will need to remember as they compose their essay.
2. Grade the final draft with this sample rubric:

» Format	_____ / 10
(Legibility, Consistency, Neatness)	
» Mechanics/Grammar	_____ / 20
(Punctuation, Grammar, Spelling)	
» Style	_____ / 20
(Diction, Tone, Clarity)	
» Content	_____ / 50
(Heads of Development)	

+TEACHER TIPS

- » Try adapting the Final Draft Rubric for what has been taught in class.
- » Consider requiring your students to write their final drafts every other line. It will create more space on the page not only for you to write comments but also for students to see and catch mistakes before they turn it in. Also: Paragraph indentation is a basic formatting rule that is often overlooked by students. Don't let it be forgotten!
- » Teachers may want to consider requiring students to mark figures of description in their final drafts. For example, if you spend one lesson emphasizing a particular type of figure, it will help in the grading process to have students underline, *star, highlight, or label those parts of their composition.
- » Students are required to add a figure of description to some of their paragraphs, but the goal is for students to use as many figures as necessary to create vivid images and engage the imagination of the audience.

LESSON 1

TESTIMONY

The Testimony provides a supporting quotation from a respected source to confirm and reinforce the truth of the chreia.

1. Ask: What is the purpose of the Testimony paragraph?
2. Write a supporting quotation from a respected source.
 - » The student should name the author of the new saying and quote it in full using quotation marks in the paragraph.
3. Ask: "How does the quotation support the saying?" and "How is it similar to the saying?"
4. Give four to five minutes to compose a rough draft before moving on.
 - » The student should **not** explain in this paragraph what either of the sayings mean, but rather compare the two and highlight their similarities.

+TEACHER TIPS

- » Ask students to be on the lookout for quotations during the week.
- » Have students come to class with two quotations they found for homework.
- » Require students to come up with example quotations from other subjects.

EPILOGUE

The brief Epilogue calls the audience to acknowledge the truth of the saying and concludes the essay.

1. Ask: What is the purpose of the Epilogue paragraph?
2. Brainstorm: How may we call the audience to acknowledge the truth of the saying?
3. Give students a minute or two to write their own epilogue.

+TEACHER TIPS

- » Epilogue should be one sentence.

[Ex] "Those who have examined these points will acknowledge the truth ..."

[Ex] "Those who reflect on the above saying and arguments will admit the truth of ..."

[Ex] "All who consider these words and points will find the words of X to be worthy ones to live by."

7. Testimony

Quotation and Source

Choose a quotation that supports the saying and write it below. Tell the source of the quotation. Write a sentence that explains how the quote is similar to the chreia.

Consider the wise words of President Franklin Roosevelt, who said, "Peace, like war, can succeed only where there is a will to enforce it, and where there is available power to enforce it." President Roosevelt meant by "available power" what Washington meant by "being prepared for war."

8. Epilogue

Audience and Challenge

Write a phrase that names the audience, and call the audience to a particular response.

Those who consider these points must admire Washington for his outstandingly wise saying on preparing for peace.

Variations

Directions

Give two synonyms for the bold words in each sentence. Then vary the sentence in three ways, and include one of these figures of speech in a sentence:

enallage - to vary by slightly altering a word; e.g., to change a noun into an adjective, or change a verb from active to passive
antonomasia - to vary by changing the name of someone or something; e.g., Jesus/the Messiah; the star/Sun
metonymy - to vary by substituting a word with its source (e.g., rays/sun) or with what holds or contains it (e.g., water/jug)
diminutio - to vary words to change an idea into an understatement; e.g., "It is an amputation!" / "It's just a flesh wound."

A. A **strong wind rattled the windows.** (diminutio)

powerful	blast	shook	panes
staunch	gust	vibrated	portholes

1. A powerful blast shook the portholes.

2. A staunch gust **vibrated** (diminutio) the panes.

3. The windows were shaken by a robust draft.

- » The student should not issue any call to action, call for lives better lived, or give personal anecdotes about incorporating the wisdom of the saying.

VARIATIONS

As in *Fable* and *Narrative*, students will have the opportunity to hone their variation skills apart from the *Chreia* or *Maxim* essay.

1. Explain each of the figures included in the lesson.
2. Brainstorm two synonyms for each bolded word in the sample sentences.
3. Write three sentence variations with these synonyms, and include at least one figure of speech.

B. The **summer** breeze **puffed half-heartedly** through the **oak**. (antonomasia)

midsummer	breathed	tepidly	tree
sunny season	flurried	listlessly	sturdy branches

1. The midsummer breeze breathed tepidly through the *tree* (antonomasia).
2. The sunny season breeze flurried listlessly through the sturdy branches.
3. Through the leaves of the oak the summertime breeze blew lazily.

C. The **stars sparkled diamond-like** in the arctic **sky**. (metonymy)

novas	glittered	jewel-like	heavens
constellations	shimmered	like eyes	night canopy

1. The novas sparkled like jewels in the arctic sky.
2. The *light* (metonymy) glittered like eyes in the arctic heavens.
3. The constellations shimmered diamond-like in the arctic night canopy.

D. **Look** at the heavens and **count** the stars—if **indeed** you **can** count them. (enallage)

behold	number	in reality	are able
view	enumerate	in truth	have the capacity

1. Behold the heavens and count the stars—if in reality you are able to count them.
2. View the heavens and number the stars—if in truth you can count them.
3. Look at the heavens and enumerate the stars—if indeed *they can be counted* (enallage).

Final Draft

Check each of the eight heads above and correct errors in grammar, spelling, and punctuation. On a separate sheet of paper, rewrite the eight paragraphs, including one figure of speech, in the form of a final draft. Include the saying above your essay.

"To be prepared for war ..."

19

FINAL DRAFT

1. Combine all the rough drafts in order. Remind students about each of the areas of the rubric that they will need to remember as they compose their essay.
2. Grade the final draft with this sample rubric (see p. ix):
 - » Format _____ / 10
(Legibility, Consistency, Neatness)
 - » Mechanics/Grammar _____ / 20
(Punctuation, Grammar, Spelling)
 - » Style _____ / 20
(Diction, Tone, Clarity)
 - » Content _____ / 50
(Heads of Development)

+TEACHER TIPS

- » Try adapting the Final Draft Rubric for what has been taught in class.
- » Consider requiring your students to write their final drafts every other line. It will create more space on the page not only for you to write comments but also for students to see and catch mistakes before they turn it in. Also: Paragraph indentation is a basic formatting rule that is often overlooked by students. Don't let it be forgotten!
- » Teachers may want to consider requiring students to mark figures of description in their final drafts. For example, if you spend one lesson emphasizing a particular type of figure, it will help in the grading process to have students underline, *star, highlight, or label those parts of their composition.
- » Students are required to add a figure of description to some of their paragraphs, but the goal is for students to use as many figures as necessary to create vivid images and engage the imagination of the audience.

+GRADING TIPS

- » If a student excels, praise orally and in writing on his or her final draft; also give the student challenges and ways to hone his or her skills.
- » When grading, look for these mistakes and offer clear instructions for improvement: poor handwriting, misspelling, incorrect grammar (i.e., run-on or fragmented sentences), incorrect or missing punctuation, incorrect vocabulary usage, missing content (Nine Narrative Components), missing figure of description.
- » If a student has one or two consistent problems, address them in writing on the final draft, correcting the mistakes so that the student knows how to improve.
- » **If a student really struggles, look extra hard for aspects that can be complimented**—get creative in your praises! Do not cover the final draft in red ink. Pick two or three kinds of mistakes to point out (e.g., fragmented sentences, misspellings, and incorrect analogy structure) rather than marking every mistake. Always explain what the student can do to improve and how he or she can correct mistakes; give specific examples and corrections.

LESSON 11

1. The Saying

1. Read the saying several times.
2. Highlight and explain key words.
3. Brainstorm: What are synonyms for these words?
4. Ask: What does the saying mean?
5. Have students give the saying in their own words.

+TEACHER TIPS

- » Look for misconceptions of the saying, and help students to understand the meaning.
- » Have every student read the saying, with different emphases for each reading.
- » Have students recite the saying from memory.
- » **See Lesson 1 for additional teacher notes on each Head of Development if needed.**

2. The Eight Paragraphs

ENCOMIUM

The Encomium paragraph brings attention to the wisdom of the saying by praising the virtue of the saying itself.

1. Ask: What is the purpose of the Encomium paragraph?
2. Write a sentence introducing the subject matter with a simple word or short phrase. (**Thesis**)
3. Express the saying's praiseworthy and virtuous characteristics. (**Praises**)
 - » Remember, in the *Maxim* Encomium the student should call for praise of the saying itself instead of a person. This could include praising how the saying benefits man, how it is well-phrased and pleasing, or how well it conveys a truth.
4. Have students combine the above elements (Introduction, Praises, and Thesis) into a paragraph. (**Rough Draft**)
5. Proofread once paragraphs are written.

The Maxim: "Each man is like ..."

"Each man is like those in whose company he delights."

I. Encomium

Thesis

Write a thesis statement, which states what you will speak about.

This wise saying is about the influence of friends.

Praises

Write three praises for the maxim.

It focuses on the most important aspects of life.

It tells me how to pick my friends.

It does so clearly and concisely.

Rough Draft

Combine the three elements above into a paragraph.

There is nothing so important in this life as, first, a man's relationship to God, and second, his relationship with other men. This wise saying deals with the latter. In a few brief words, it sheds sound wisdom and counsel on the choosing of friends. Few sayings can provide such a sobering warning on this all-important topic of friendship. Both young and old do well to heed it.

6. Rubric Reminder: Handwriting is a component of the Final Draft Rubric. Always insist students' handwriting be legible, consistent, and neat.

+TEACHER TIPS

- » Modeling sentences can be very helpful to students, but make sure they write in their own words.
- » Try doing the Encomium paragraph as a class. This can help build individual students' enthusiasm so they can tackle the rest of the essay with confidence.

2. Paraphrase**Word Variations**

List several synonyms for these words from the saying: *each, man, is like, company, and delights*.

each:	every, any, a particular, a typical, a single
man:	human, individual, person, soul, someone, one, you, me
is like:	mirrors, reflects, copies, imitates, follows
company:	fellowship, companionship, society, association
delights:	enjoys, relishes, prefers to partake, likes, values, esteems to be found, places himself for pleasure

Sentence Variations

Write four variations of the saying. Choose the best one to be your paraphrase and add this phrase: "The saying teaches that ..."

1. Every person reflects those in whose society he prefers to partake.
2. A particular individual always imitates those whose fellowship he enjoys.
3. A typical soul will tend to mold his behavior in the likeness of those he calls "friends."
4. One follows those in whose companionship he places himself for pleasure.

PARAPHRASE

The Paraphrase makes the meaning of the saying more clear by restating the idea in different words.

1. Ask: What is the purpose of the Paraphrase paragraph?
2. Have students write each word listed in the directions on a separate line, and write several synonyms for each. Instruct students to mentally test all synonyms by substituting them in the original sentence. (**Word Variations**)
3. Take a few minutes to write four variations and then choose the best one for the paragraph. (**Sentence Variations**)
4. Rubric Reminder: Mechanics are a component of the Final Draft Rubric. Whatever you've taught in the areas of grammar, punctuation, and spelling, require that students use those skills in their writing.

+TEACHER TIPS

- » Remember that the Paraphrase is about clarification, not alteration. It is a variation with a purpose.
- » Composition is where all these communication skills come together. Take advantage of that, and give your students purposeful practice.

LESSON 18

1. The Saying

1. Read the saying several times.
2. Highlight and explain key words.
3. Brainstorm: What are synonyms for these words?
4. Ask: What does the saying mean?
5. Have students give the saying in their own words.

+TEACHER TIPS

- » Look for misconceptions of the saying, and help students to understand the meaning.
- » Have every student read the saying, with different emphases for each reading.
- » Have students recite the saying from memory.
- » **See Lesson 1 for additional teacher notes on each Head of Development if needed.**

2. The Eight Paragraphs

ENCOMIUM

The Encomium paragraph brings attention to the wisdom of the saying by praising the virtue of the saying itself.

1. Ask: What is the purpose of the Encomium paragraph?
2. Write a sentence introducing the subject matter with a simple word or short phrase. (**Thesis**)
3. Express the saying's praiseworthy and virtuous characteristics. (**Praises**)
 - » Remember, in the *Maxim* Encomium the student should call for praise of the saying itself instead of a person. This could include praising how the saying benefits man, how it is well-phrased and pleasing, or how well it conveys a truth.
4. Have students combine the above elements (Introduction, Praises, and Thesis) into a paragraph. (**Rough Draft**)
5. Proofread once paragraphs are written.

The Maxim: "The name of the Lord ..."

"The name of the Lord is a strong tower; the righteous run to it and are safe." —Proverbs 18:10

I. Encomium

Thesis

Write a thesis statement, which states what you will speak about.

This wise saying is about the faithfulness of God.

Praises

Write three praises for the maxim.

It reveals some attribute of God.

It helps me in time of need.

It builds faith in the people of God.

Rough Draft

Combine the three elements above into a paragraph.

This marvelous saying could be praised in many ways. These words reveal an attribute of God through the powerful metaphor of a strong tower. During times of trial and difficulty, these words of life speak to us of the care and protection of our Creator. The righteous find encouragement and strength from these faith-building words.

150

Lesson 18

6. Rubric Reminder: Handwriting is a component of the Final Draft Rubric. Always insist students' handwriting be legible, consistent, and neat.

+TEACHER TIPS

- » Modeling sentences can be very helpful to students, but make sure they write in their own words.
- » Try doing the Encomium paragraph as a class. This can help build individual students' enthusiasm so they can tackle the rest of the essay with confidence.

2. Paraphrase

Word Variations

List several synonyms for these words from the saying: *name, tower, righteous, run, and safe*.

name:	power, heart, love, word
tower:	haven, safety, fortress, citadel, fort, refuge
righteous:	blameless, honorable, noble, upright, virtuous, just
run:	flee, hasten, escape, fly, bolt, withdraw
safe:	protected, unassailable, invulnerable, sheltered, defended, secure

Sentence Variations

Write four variations of the saying. Choose the best one to be your paraphrase and add this phrase: "The saying teaches that ..."

1. The power of the Lord is a strong fortress; the upright hasten to it and are protected.
2. The heart of the Lord is a strong refuge; the just escape to it and are unassailable.
3. The love of the Lord is a strong citadel; the honorable flee to it and are secure.
4. The virtuous withdraw to the haven of the Lord's word and are sheltered.

PARAPHRASE

The Paraphrase makes the meaning of the saying more clear by restating the idea in different words.

1. Ask: What is the purpose of the Paraphrase paragraph?
2. Have students write each word listed in the directions on a separate line, and write several synonyms for each. Instruct students to mentally test all synonyms by substituting them in the original sentence. (**Word Variations**)
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- » Remember that the Paraphrase is about clarification, not alteration. It is a variation with a purpose.
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