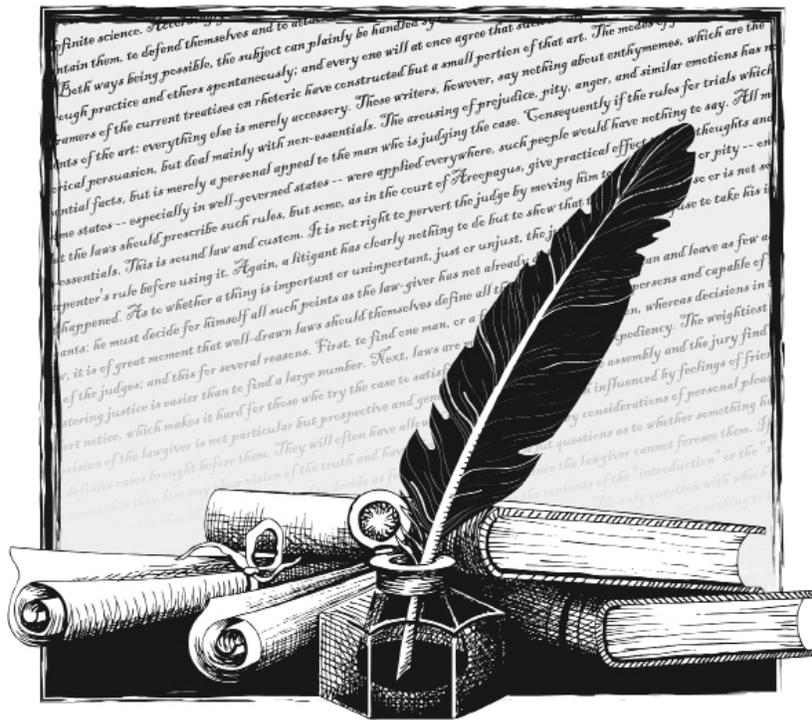


CLASSICAL COMPOSITION

James A. Selby



COMMON TOPIC STAGE

Discovering the Skills of Writing

Teacher Guide

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LESSON 2

Aphthonius' Model

Read aloud and discuss Aphthonius' introduction to Common Topic in the Appendix.

Common Topic

1. Ask: What is drunk driving? Discuss and have students write a definition.
2. Ask: What is its opposite? Then have students write an answer.
3. Ask: What thoughts lead a person to drunk driving? Then have students write an answer.
4. Ask: Why should drunk driving be punished? Then have students write an answer.

+TEACHER TIP

- » Follow the guidelines below as closely or loosely as is helpful.

1. Prologue

The Prologue has a thesis and two heads of purpose that set forth the matter at hand.

THESIS

1. Read the directions; refer to Aphthonius' example:
 - » Since laws are established and courts are part of our Constitution, the man who tries to put an end to laws should be punished by the laws.
2. Have students write an answer.

HEADS OF PURPOSE - CONSEQUENCE

1. Read the directions; refer to Aphthonius' example:
 - » For if acquittal in the present case was going to make him more friendly to the people in the future, perhaps one would remit the penalty; but, in fact, if acquitted now, he will be more oppressive in the future—and how can it be right to allow leniency towards this man to be the beginning of tyranny?
2. Ask: What bad result is likely if the person is pardoned?

He will continue to endanger citizens.

5. Impossibility

This paragraph shows how an action in the story is impossible.

1. Transition

Aphthonius asks his readers to grant the previous point:

If you will, let us grant this too to the poets.

Your Paraphrase: But this, too, we will accept.

2. Rhetorical Question

Aphthonius then asks a rhetorical question that casts doubt on a fact from the story. Look closely—his rhetorical question is trying to show that the fact is illogical or contradictory:

How did a god love and belie his nature by falling in love?

Your Paraphrase: How did Apollo go against his very essence of godhood and fall in love?

3. Statement

Aphthonius answers his rhetorical question by stating a general idea or truth. Note again how he is trying to show that the fact from the story is illogical or contradictory:

Love is the most burdensome of all things, and it is impious to ascribe the worst evils to the gods.

Your Paraphrase: Love is tragic and painful and confusing—the hardest to bear of all things. To charge a god with feeling love is sacrilegious.

4. Rhetorical Question

Aphthonius elaborates his general argument by asking a rhetorical question in the form of "If ... then how...":

For if the gods are subject to all diseases, how will they differ from mortals? But if they bear love, which is worst of all, why are they free from the rest when they bear the most grievous?

Your Paraphrase: If the gods suffer all the miseries of human lives, then what is there to set apart the mortal from the immortal? And if they can love, why would they not experience the rest of human emotions?

5. Statement

Aphthonius then flatly denies the fact from the story:

But his nature does not know passion, nor was the Pythian seen as a lover.

Your Paraphrase: Apollo did not experience love, nor did he have a reputation as a lover.

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Lesson 1

3. Ask: What good result is unlikely if he is pardoned?

It will make the roads safer.

4. Have students write an answer.

HEAD OF PURPOSE - EXPEDIENCY

1. Read the directions; refer to Aphthonius' example:

» All others who are chosen for jury-service come to no harm if they dismiss the charges; but dismissing a charge of tyranny will bring harm on the jurors, for jury-service itself no longer survives under a tyrant's rule.

2. Ask: Why would it not be expedient to dismiss the charges in this case as compared to other cases?

Giving a person a second chance might be kind and helpful in some cases, but for a drunk driver it would be a disaster.

3. Have students write an answer.

+TEACHER TIP

- » One of the course goals is to develop **logic** and **clarity of thought**, which requires making valid and sound conclusions based on true premises.

Syllogism (#6-9 are optional if you have not studied Logic)
 In the remaining part of this paragraph, Aphthonius is basing his thoughts on the following syllogism. Fill in the blanks:

Major Premise: Gods are faster than _____ men.
Minor Premise: Men are faster than _____ women.
Conclusion: Therefore, gods are faster than _____ women.

6. Rhetorical Question
 Aphthonius first asks a rhetorical question that includes the conclusion of his syllogism:
 When the Pythian was chasing the girl, how did he come second to a mortal?
Your Paraphrase: During the chase, how did the god trail behind the mortal?

7. Statement
 Then, Aphthonius states the syllogism's minor premise:
 Men excel women.
Your Paraphrase: Men are faster than women.

8. Rhetorical Question
 Next, Aphthonius paraphrases the syllogism's conclusion in the form of a rhetorical question:
 Do women, then, outclass gods?
Your Paraphrase: Do women outrun gods?

9. Rhetorical Question
 Finally, Aphthonius asks a rhetorical question that paraphrases the conclusion of the syllogism. Note that by showing the logical impossibility of the fact from the story, Aphthonius is trying to make the poets look ridiculous:
 Does what is lesser among mortals overcome gods?
Your Paraphrase: Do the least of mortals come first before gods?

Paraphrase of Aphthonius' Refutation **23**

» As students write the Rough Draft, individually check their arguments for valid and sound conclusions: It is sound if the premises are true, and it is valid if the conclusion flows naturally from the premises. One or more premises will likely be unstated, so ask students to explain how they reached their conclusions.

ROUGH DRAFT

1. Have students combine the above elements (Thesis, Head of Purpose - Consequence, Head of Purpose - Expediency) into a paragraph.
2. Remind them to include metaphor:
 The drunk on the road is a wild boar in a nursery.

2. Contrary

This paragraph resembles the Converse from the Chreia-Maxim Stage. It describes a person or persons contrary to the person for whom we seek punishment.

HEAD OF PURPOSE - HONOR

1. Read the directions; refer to Aphthonius' example:
 » It seems to me that you will form a more accurate view of this man's intent if you take into account the intentions of our ancestors.
2. Ask: Who has acted contrary to the evildoer?
 a conscientious driver
3. Ask: Why do we consider this person's intentions?
 We can better conceive the intentions of the drunk driver.
4. Have students write an answer.

HEAD OF DEVELOPMENT - CAUSE

1. Read the directions; refer to Aphthonius' example:
 » As if as a favor to us, they discovered a form of government free of despotism—and justly so. For at different times, different fortunes befall men and change the way they think. So they invented laws, correcting fortune's instability by the impartiality of laws; and so they produced a single standard of judgment for all.
2. Discuss the narrative components:
 Recognition - What truth is demonstrated?
 Reversal - What phrase reveals the truth?
 Suffering - What suffering occurs?
 Agent - Who acts?
 Action - What do the agents do?
 Time - When is the action?
 Place - Where is the action?
 Manner - How is the action done?
 Cause - Why is the action done?
3. Have students write an answer.

HEAD OF DEVELOPMENT - EPILOGUE

1. Read the directions; refer to Aphthonius' example:
 » And this is what law is for cities, the correction of evils caused by fortune.
2. Have students write an answer; ensure it is a concise summary of the previous cause narrative.

LESSON 2

ROUGH DRAFT

1. Have students combine the above elements into a paragraph.
2. Remind them to include dendrographia:

Ex He does this to avoid hitting other vehicles, *trees that grow close to the roadside*, and pedestrians.

3. Exposition

This paragraph contrasts the evildoer with the person(s) in the Contrary.

The Exposition provokes the audience with how wicked the thoughts of the evildoer were.

HEAD OF PURPOSE - POSSIBILITY

1. Read the directions; refer to Aphthonius' example:
 - » All of which this man disregarded when he devised a most diabolical plan, to change the Constitution's basic law.
2. Ask: How is the evildoer different from the person in the Contrary?

Ex The drunk driver did not have the same intention as a conscientious driver because he decided to operate a car with physical and mental impairment.

3. Have students write an answer.

HEAD OF DEVELOPMENT - CAUSE

1. Read the directions; refer to Aphthonius' example:
 - » This is how he spoke to himself: "What is this, in heaven's name! Shall I, who clearly stands above the masses, consent to outright equality with all the rest? Shall I permit fortune to lavish wealth on me in vain? If I submit to the same conditions as the masses, and the poor assemble to take decisions, then the resolution of the masses is a law to me. So what will be my deliverance from this? I will seize the acropolis, I will set aside these miserable laws, and I will be a law to the masses, not the majority to me."
2. Ask: How can you introduce the sermocinatio?

Ex This is how he spoke to himself:

Rough Draft

Combine your paraphrases. Vary words and correct errors. Add Metalepsis.

But this, too, we will accept. How did Apollo go against his very essence of godhood and fall in love? If the gods suffer all the miseries of human lives, then what is there to set apart the mortal from the immortal? And if they can love, why would they not experience the rest of human emotions? Apollo did not experience love, nor did he have a reputation as a *Casanova*. During the chase, how did the god trail behind the mortal? Men are faster than women; do women outrun gods? Do the least of mortals come first before gods?

6. Inconsistency

This paragraph shows how a person in the story acts inconsistently, or unjustly.

1. Rhetorical Question

Aphthonius starts by asking a rhetorical question that points to a particular inconsistent fact in the story. The rhetorical question is in the form of "Why ...":

Why did the mother receive her daughter when she fled?

Your Paraphrase: Why did Earth take Daphne in when she fled?

2. Rhetorical Question

Then, Aphthonius elaborates on the inconsistency by asking two more rhetorical questions: Look closely—Aphthonius is trying to show that it was inconsistent for a character to have acted in a certain way:

Is marriage a worthless thing? Then how did she herself become a mother?

Your Paraphrase: Is marriage not valued? Then how did Earth herself become a mother?

3. Rhetorical Question

Aphthonius continues asking rhetorical questions that point out the inconsistency.

Or a good thing? Then why did she deprive her daughter of what is fine?

Your Paraphrase: Or is marriage beneficial? Then why would the mother keep her daughter from it?

3. Discuss the narrative components:

- Ex** *Recognition* - What truth is demonstrated?
- Reversal* - What phrase reveals the truth?
- Suffering* - What suffering occurs?
- Agent* - Who acts?
- Action* - What do the agents do?
- Time* - When is the action?
- Place* - Where is the action?
- Manner* - How is the action done?
- Cause* - Why is the action done?

4. Have students write a narrative, or sermocinatio.

HEAD OF DEVELOPMENT - EPILOGUE

1. Read the directions; refer to Aphthonius' example:
 - » That is what he said to himself—but he did not bring it to fulfillment; the favor of the gods prevented that.
2. Ask: How can you summarize the evildoer's thoughts?
 - Ex** These are the selfish thoughts of this man, who chose to put convenience and pride before the safety of others.
3. Have students write an answer.

4. Dilemma

Aphthonius finishes the paragraph by stating a dilemma based on his previous points:

Either she was not a mother or, if she was, she is to be reckoned a poor one.

Your Paraphrase: Either she was not a mother or she was a very bad one.

Rough Draft

Combine your paraphrases. Vary words and correct errors. Add Enallage.

Why did Earth take Daphne in when she fled? Is marrying not valued? Then how did Earth herself become a mother? Or is marriage beneficial? Then why would the mother keep her daughter from it?

Either she was not a mother or she was a very bad one.

7. Impropriety

This paragraph shows how a person in the story lacks moral integrity or honor.

1. Rhetorical Question

Aphthonius starts by asking a rhetorical question in the form of "Why ..." Look closely—the rhetorical question is trying to point out that a particular action from the story was improper:

Why did Earth act in conflict with her own deeds?

Your Paraphrase: Why did Earth act one way and then another?

2. Rhetorical Question

Next, Aphthonius asks a rhetorical question in the form of "[If] ... then ..." that plainly points out the improper action in the story:

She displeased the Pythian by saving her daughter; did she then try to please him by bringing her back?

Your Paraphrase: She upset Apollo by taking Daphne from him; why did she then try to please him by giving her back to him?

Paraphrase of Aphthonius' Refutation

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HEAD OF PURPOSE - HONOR

1. Read the directions; refer to Aphthonius' example:
 - » Do not let something for which we owe the gods thanksgiving preserve this man today.
2. Ask: How can you call for punishment?
 - Ex) The drunk driver should not be pardoned because it would dishonor the victims of drunk driving.
3. Have students write an answer.

ROUGH DRAFT

1. Have students combine the above elements into a paragraph.
2. Remind them to include onomatopoeia:
 - Ex) We should not pardon the drunk driver, who, *with screeching wheels and a shattering of glass*, crashed ...

4. Comparison

This paragraph compares the crime with a lesser crime, showing that the former is worse than the latter.

ANALOGY - CONSEQUENCE

1. Read the directions; refer to Aphthonius' example:
 - » A murderer is terrible, but a tyrant is worse. The one commits butchery on some single individual, but the other overthrows in their entirety the fortunes of the city.
2. Ask: What crime is similar but less evil than the evildoer's?
 - Ex) Exceeding the speed set by the law
3. Ask: What are the consequences of the lesser crime?
 - Ex) traffic problems, car accidents
4. Ask: What are the consequences of the evildoer's actions?
 - Ex) bad wrecks, the loss of human life
5. Have students write an answer.

HEAD OF DEVELOPMENT - EPILOGUE

1. Read the directions; refer to Aphthonius' example:
 - » To the degree that inflicting a little pain falls short of butchering all, to that degree a murderer is of less consequence than a tyrant.
2. Ask: How can you restate the consequence of the lesser crime?
 - Ex) inconvenience
3. Ask: How can you restate the consequence of the evildoer's crime?
 - Ex) lives destroyed
4. Have students write an answer.

LESSON 2

ROUGH DRAFT

1. Have students combine the above elements into a paragraph.
2. Remind them to include dialogism:

[Ex] One results in having to say, "I'm sorry for neglecting the value of rules."

5. Intention

This paragraph discredits the intent of the evildoer, who might claim he did not intend harm by his evil actions.

HEAD OF PURPOSE - POSSIBILITY

1. Read the directions; refer to Aphthonius' example:
 - » All other men, no matter how heinous their crimes, can make a distinction between their intention and their action; the tyrant alone cannot claim that his reckless enterprise was involuntary.
2. Ask: How can you transition to show that, unlike others, the evildoer intended evil, not good?

[Ex] Some men can say their intentions were good, but the drunk driver alone cannot.
3. Have students write an answer.

HEAD OF PURPOSE - JUSTICE

1. Read the directions; refer to Aphthonius' example:
 - » For if he had undertaken tyranny against his will, perhaps one would remit the penalty; but since he did this deliberately, how can it be right to exempt what had, before the deed, come about in intention?
2. Ask: How can you further argue against the evildoer's intentions?
 - » It is not just to make the conscious decision to drive a car despite the obvious fact that one is drunk.
3. Have students write an answer.

ROUGH DRAFT

1. Have students combine the above elements into a paragraph.

3. Statement

Aphthonius ends the paragraph by paraphrasing what he just said in an "If ... [then] ..." statement, but look closely, because he reverses the order and begins with "[then]":

She should not have tried to please if she wanted to displease.

Your Paraphrase: Then she should not have tried to please him if she really wanted to displease him.

Rough Draft

Combine your paraphrases. Vary words and correct errors. Add Amplification.

Why did Earth act one way and then another? She distressed Apollo by taking Daphne from him; why did she then try to please him by giving her back to him? Then she should not have tried to please him if she really wanted to displease him.

8. Inexpediency

This paragraph shows how a person's action in the story was not helpful or useful.

1. Rhetorical Question

Aphthonius starts by asking a rhetorical question in the form of "Why ...". His question is trying to point out an inexpedient fact in the story:

Why was the god crowned with laurel at the tripods?

Your Paraphrase: Why did Apollo crown himself with laurel at the tripods?

2. Statement

Then, Aphthonius states a general truth. He is trying to show the inexpediency of the fact from the story:

The shoot was a symbol of pleasure, but the power of prophecy is a sign of virtue;

Your Paraphrase: The flower was an emblem of pleasure, but the power of prophecy is a sign of righteous character.

3. Rhetorical Question

Aphthonius asks another rhetorical question in the form of "How then ..." that tries to point out how the fact was inexpedient:

how then did the Pythian connect what by nature cannot be joined?

Your Paraphrase: How then did Apollo connect what is not naturally meant to be joined?

2. Remind them to include synecdoche:

[Ex] Some *mouths* can defend their good intentions, but the drunk *mouh* alone cannot.

+TEACHER TIP

- » One of the course goals is to develop **delivery skills**. Developing delivery requires orally presenting ideas. Ask for volunteers to recite all their rough drafts, stopping before the Digression.
- » Offer feedback on their delivery, focusing not on what has been said but *how* it has been said: pronunciation, gestures, tone of voice, pathos, or emotion.

6. Digression

This paragraph conjecturally abuses the evildoer's past. It describes his past without being limited to known facts about him because he is not to be considered as a particular person but a type of person. This paragraph imagines how such an evil person probably lived in the past before committing the crime.

4. Exclamation

Then, Aphthonius expresses disbelief about the fact because it is so inexpedient:

What?

Your Paraphrase: Really?

5. Dilemma

Finally, Aphthonius ends with a dilemma question based on his previous points:

Was the cause mortal, the passion immortal?

Your Paraphrase: Was the reason mortal but the love immortal?

Rough Draft

Combine your paraphrases. Vary words and correct errors. Add Synecdoche.

Why did Apollo crown himself with laurel at the tripods? The petals were an emblem of pleasure, but the power of prophecy is a sign of righteous character. How then did Apollo connect what is not naturally meant to be joined? Really? Was the reason mortal but the love immortal?

9. Epilogue

This paragraph concludes the essay.

Epilogue

Aphthonius concludes briefly by restating the discredit and challenging his audience:

Let there be an end to the poets, lest I seem to be decrying them.

Your Paraphrase: Let there be no more poets.

Final Draft

Proofread the rough drafts above, and correct errors in grammar, spelling, and punctuation. On a separate sheet of paper, combine the corrected rough drafts into the form of a final draft.

Paraphrase of Aphthonius' Refutation

HEAD OF DEVELOPMENT - CONVERSE

1. Read the directions; refer to Aphthonius' example:
 - » This man alone is subject to judgment for his past as well as for his present life. He did not live his past life with moderation; the present is worse than what preceded it.
2. Ask: What vice in the evildoer's past can you relate to the common topic?
 - [Ex] drunkenness
3. Discuss the narrative components:
 - [Ex] *Recognition* - What truth is demonstrated?
 - Reversal* - What phrase reveals the truth?
 - Suffering* - What suffering occurs?
 - Agent* - Who acts?
 - Action* - What do the agents do?
 - Time* - When is the action?
 - Place* - Where is the action?
 - Manner* - How is the action done?
 - Cause* - Why is the action done?
4. Have students write an answer.

HEAD OF PURPOSE - JUSTICE

1. Read the directions; refer to Aphthonius' example:
 - » He should be punished for both, for the pain he caused before and for the pain he has subsequently caused.
2. Ask: How can you call for punishment?
 - [Ex] By considering the past of the drunk driver, judgment is appropriate both for the damage he has done in the past and now.
3. Have students write an answer.

ROUGH DRAFT

1. Have students combine the above elements into a paragraph.
2. Remind them to include effectio:
 - [Ex] His eyes became clouded, his hands unsteady, and his feet no longer walked a straight path.

7. Rejection of Pity

This paragraph envisions a piteous pleader who must be ignored.

TEACHER TIP

- » The teacher must make clear to the students that their descriptions should describe the evildoer's past in a general way, not as a particular individual.

HEAD OF PURPOSE - LEGALITY

1. Read the directions; refer to Aphthonius' example:
 - » All other men who are brought for judgment before you are held to account for the present only, and they are often acquitted on account of their past life.
2. Ask: Compared to other men's pasts, what is different about the evildoer's past?
 - [Ex] The drunk driver's history condemns him.
3. Have students write an answer.

LESSON 2

HEAD OF PURPOSE - HONOR (COUNTER ARGUMENT)

1. Read the directions; refer to Aphthonius' example:
 - » Who, then, will plead for his freedom? "By god, his children."
2. Ask: Who might request the evildoer's pardon?
 - [Ex] His mother; it would be *honorable* for a mother to defend a son on trial.
3. Ensure students first ask who will request the evildoer's pardon and then give the answer.

HEAD OF PURPOSE - JUSTICE

1. Read the directions; refer to Aphthonius' example:
 - » But when they weep and wail, picture the laws standing by them; it is far more just to cast your vote for them than for this man's children. For this man's children would have sustained his tyranny, but it is because of the laws that you serve on the jury.
2. Ask: How can you use justice as a head of purpose to reject pardon?
 - [Ex] Justice points out that others ought to be treated in a certain way; so, we can argue that we ought to give the victims more respect than the evildoer's mother.
3. Have students write an answer.

HEAD OF PURPOSE - JUSTICE

4. Read the directions; refer to Aphthonius' example:
 - » You are more bound in justice to cast your vote for the laws, through which you have received your places on the jury.
5. Ask: How can you call for punishment based on justice?
 - [Ex] People deserve protection from drunks.
6. Have students write an answer.

ROUGH DRAFT

1. Have students combine the above elements into a paragraph.
2. Remind them to include amplification:
 - [Ex] People could be *killed*. > People could be *slaughtered*.

Lesson 2: Paraphrase of Aphthonius' Confirmation

Read Aphthonius' model aloud.

Whoever contradicts the poets, in my view, contradicts the Muses. For if all the utterances of the poets are related to the instigation of the Muses, how can one not contradict the Muses in seeking to abuse what the poets say? For my part, I accept the opinions of all the poets, but especially of him who wisely said that Daphne was loved by the Pythian.

Daphne, he says, was the offspring of Earth and Ladon. What, in heaven's name, is incredible in this? Are not water and earth the origin of all things? Are not the elements the seed of life? Then if everything which exists comes of earth and water, Daphne confirms the common stock of all, being the offspring of Earth and Ladon.

And being born whence all things are born, she excelled all others in beauty—as one would expect; for what first issues from the earth comes forth in all the beauty of its nature. For beauty is discerned through many physical changes, but what appears first is fairer than them all. It is not surprising, then, that Daphne excelled in beauty, since she was the first-born from the earth.

Because Daphne excelled in beauty, the Pythian loved the girl; this, too, is what one would expect. For if anything fine lives on earth, it has come forth from the gods; and if beauty is the most blessed of the good things on earth, because beauty is a gift of the gods, beauty had a god as lover. For what the gods give, they all cherish.

Being in love, the god chose to heal his passion. For such are the virtues: they are acquired by effort, and without toil it is not possible to attain virtue. Hence he loved and toiled, toiled and did not overtake; for it is not possible to attain the end of virtue. Hence, when they say that the Pythian was in love, they are not denying the nature of the gods, but showing that the nature of virtue is responsible. The one who pursued shows the character of the object pursued.

When the girl fled, her mother received her. For this is the nature of all mortal creatures: whence they come forth, thither they hasten to return. Wherefore Daphne goes to Earth, having come forth from the earth.

When she received the maiden, Earth gave forth a plant, for these are both works of the earth; to the earth men fall, and from it trees grow.

When the plant appeared, it became a cause of honor to Apollo. For the gods do not exclude even plants from their providence, but crown themselves with what grows. For the firstfruits of the earth are dedicated to the gods. And it became a sign of prophecy; this, too, I think is fitting. For they call the girl Sophrone, and oracular power proceeds from self-control [*sôphrosunê*]. Because the girl was unacquainted with pleasure, she is a dedication to the virtues. For no one afflicted with lack of self-control can foresee the future.

For these reasons I admire the poets, and for this reason I honor due measure.

1. Credit

This paragraph begins the confirmation by praising the storytellers and the story.

1. Statement

Aphthonius begins by stating that refuting poets contradicts something even more honorable:

Whoever contradicts the poets, in my view, contradicts the Muses.

Your Paraphrase: Whoever challenges the poets also challenges the Muses.

8. Heads of Purpose

This paragraph calls for punishment with the Heads of Purpose.

HEAD OF PURPOSE - LEGALITY

1. Read the directions; refer to Aphthonius' example:
 - » Moreover, if it is the law that those who free their country be honored, it follows that those who enslave it are to be punished.
2. Ask: How can you argue for the evildoer's punishment based on *legality* as a head of purpose?
 - [Ex] The drunk driver has violated the law and should be punished.
3. Have students write an answer.

HEAD OF PURPOSE - JUSTICE

1. Read the directions; refer to Aphthonius' example:
 - » And it is just that the penalty should be fixed on your part equal to what he himself has done.

2. Rhetorical Question

Aphthonius elaborates on what he just said with a rhetorical question in the form of "If ... then ...":

For if all the utterances of the poets are related at the instigation of the Muses, [then] how can one not contradict the Muses in seeking to abuse what poets say?

Your Paraphrase: For if all that the poets produce is inspired from the Muses, then how can you challenge one and not challenge the other?

3. Thesis

Aphthonius ends by asserting his acceptance of poets in general and of this story in particular:

For my part, I accept the opinions of all the poets, but especially of him who wisely said that Daphne was loved by the Pythian.

Your Paraphrase: Personally, I accept the stories of all the poets, but especially of he who told the story of Daphne and Apollo.

Rough Draft

Combine your three paraphrases above into a paragraph. Add Aequipollentia.

Whoever challenges the poets also challenges the Muses. For if all that the poets produce is inspired from the Muses, then how can you accept one and not accept the other? Personally, I accept the stories of all the poets, but especially of he who told the story of Daphne and Apollo.

2. Clarity

This paragraph shows how an action in the story is clear and logical.
To be "clear" means the effect could be produced from the cause.

1. Rhetorical Question

First, Aphthonius identifies the disputed fact he will be confirming, and then he asks why this fact would be disputed:

Daphne, he says, was the offspring of Earth and Ladon. What, in heaven's name, is incredible in this?

Your Paraphrase: Daphne, it is said, was born of Earth and Ladon. What could possibly be unclear about this?

Paraphrase of Aphthonius' Confirmation

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2. Ask: How can you argue based on *justice*?

He has put other people's lives at risk who deserve justice.

3. Have students write an answer.

HEAD OF PURPOSE - EXPEDIENCY

1. Read the directions; refer to Aphthonius' example:

» The fall of the tyrant will do good, since it will make the laws secure.

2. Ask: How can you argue based on *expediency*?

Punishment will make roads safer.

3. Have students write an answer.

HEAD OF PURPOSE - POSSIBILITY

1. Read the directions; refer to Aphthonius' example:

» It is easy to bring about this man's punishment; for though he needed bodyguards to establish his tyranny, you have no need of allies to overthrow the tyrant.

2. Ask: How can you argue based on *possibility*?

All we need is your vote.

3. Have students write an answer.

HEAD OF PURPOSE - HONOR

1. Read the directions.

2. Ask: How can you argue based on *honor*?

It is honorable to avenge the innocent.

3. Have students write an answer.

HEAD OF PURPOSE - CONSEQUENCE

1. Read the directions; refer to Aphthonius' example:

» The juryman's vote will suffice to bring to nothing the power of tyranny in its entirety.

2. Ask: How can you argue based on *consequence*?

As a result, this man's crime will end.

3. Have students write an answer.

ROUGH DRAFT

1. Have students combine the above elements into a paragraph.

2. Remind them to include hydrographia:

This man's crime will end, *like a raging river restrained by a dam.*

9. Final Draft

Require students to:

» Include their name in the title.

[Lesson Title] by [Student's Name]

» Indent paragraphs.

» Write on every other line.

» Underline required figures.

Preparing for the Next Class

1. Reread Aphthonius' model, *Against a Tyrant*.

2. Have students research information on *abortionists*. Sources may include dictionaries, encyclopedias, credible websites, and other reference works.