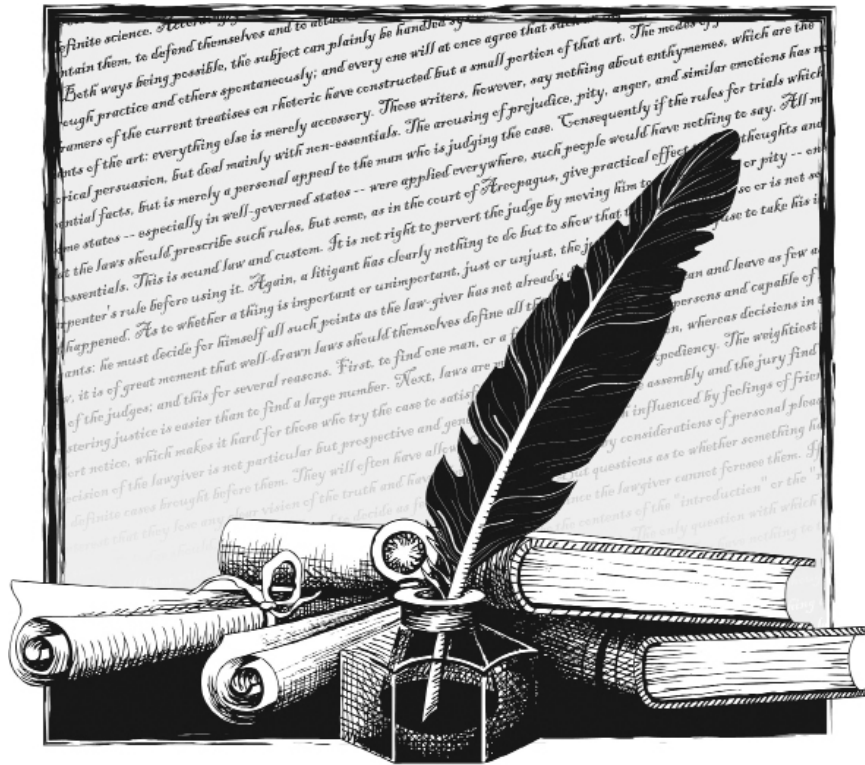


CLASSICAL *Composition*

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CHARACTERIZATION STAGE
Discovering the Skills of Writing
TEACHER GUIDE

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LESSON 3

Aphthonius' Model

- Discuss Aphthonius' introduction to Characterization in the Appendix.
- Discuss Antigone and Polynices, and develop ideas for each paragraph, referring to Aphthonius' model.
 - » What is the title of the lesson?

☐ "What Antigone Would Say as She Buried Her Brother, Polynices"
 - » What species of characterization is it?

☐ Characterization (i.e., Ethopoeia): Antigone is known and living at the time of her speech.
 - » Is it pathetic, ethical, or mixed?

☐ Pathetic: it indicates emotion at every point.
 - » What is her life like now?

☐ Her life is now mournful.
 - » What was Antigone's past situation?

☐ Her family was a joy and model for others.
 - » What future choices or options lie ahead?

☐ The honor or dishonor of her brother

+TEACHER TIP

- » One of the course goals is to develop **delivery skills** by orally presenting ideas. Ask for volunteers to dictate sentences or paragraphs.
- » Offer feedback on their delivery, focusing on *how* it has been said: pronunciation, gestures, tone of voice, pathos, or emotion.

1. Present (70-90 words)

THESIS

- Read the directions; refer to Aphthonius' example:
 - » What a change of fortune is mine.
- Ask: What is a thesis?

☐ It is the main idea of the essay or speech.
- Ask: What should be the main idea of Antigone's speech?

☐ She has lost Polynices forever.
- Have students discuss an answer.

CAUSE

- Read the directions; refer to Aphthonius' example:
 - » I am childless, who before was held to be blest in my children.
- Ask: Cause is a head of development; how is it used to develop an idea or thought?

Lesson 3: Pathetic Characterization:

What Antigone Would Say as She Buried Her Brother, Polynices

1. Present

This paragraph tells of the present situation, looking at life now, in 70-90 words.
Compose the sentences.

1. Thesis

Summarize the present situation with a simple sentence using a present-tense verb.

Oh, dear brother, you are gone forever!

2. Cause

State what caused the present situation with a complex sentence using a present-tense verb.

You body, slain by the honored brother you slew, lies cold, lifeless and unburied.

3. Paraphrase of Cause

Elaborate the Cause with a compound-complex sentence.

The flies gather to feast on you, who took the life of his brother, but that same brother lies buried and properly grieved.

4. Converse

State what might have been with a complex sentence.

Polynices, you, who fought with courage and skill, deserve a burial with full ceremony.

5. Paraphrase of Converse

Elaborate the Converse with a complex sentence.

Duty demands for you, my brother, an honored grave that proclaims your strength and purpose.

Characterization: What Antigone Would Say

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☐ It develops an idea by expressing it in the form of a general narrative, and it serves to explain why something is the case (i.e., Cause answers the question "Why?").

3. Ask: How can you develop the thesis?

☐ Tell the particular reason why Antigone has lost Polynices: Polynices was killed in battle by his brother, Eteocles. (The brothers killed each other.)

4. Have students discuss an answer.

PARAPHRASE OF CAUSE

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

» Abundance has turned into lack, and I am not the mother of a single child, though before I was held mother of many.

2. Ask: How can you change/elaborate the Cause?

☐ Change sentence type from complex to compound-complex.

☐ Explain that Eteocles is buried, but Polynices lies exposed.

3. Have students discuss an answer.

2. Past

This paragraph tells of the past, looking at what life was like and how it changed, in 120-150 words.
Compose the sentences.

1. Topic Sentence

Elaborate the past situation with a simple sentence using a past-tense verb, and with a simile.

I have been afflicted with a suffering like Troy's king.

2. Paraphrase

Elaborate the past situation with a simple sentence.

I am a womanly Priam.

3. Example

Narrate a particular past event with a compound-complex sentence.

Priam lost Hector and then watched his body be desecrated by his enemy; I can bear your unburied body no longer, brother taken from me by war.

4. Example

Narrate another related past event with a compound-complex sentence.

I loved both of you, my brothers; I was a sister to be envied; but you are gone, and both love and honor escaped me with your death and disgrace.

5. Paraphrase

Elaborate the example with a compound-complex sentence.

Our family was a joy and a model for all others; the fruit of war and a traitor's treatment tore from me my happiness and respect.

6. Paraphrase

Elaborate the example with another compound-complex sentence.

Envied tribe and sibling affection was my heritage and hope; that bloody Mars and men's evil power stripped me of my life.

CONVERSE

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

» It would have been better never to have given birth than to have given birth for lamentation.

2. Ask: How does the Converse develop an idea or thought?

[Ex] It describes what is contrary to the Cause; it tells an alternate outcome.

3. Ask: How can you express the Converse of the Cause?

[Ex] Polynices should be properly buried.

4. Have students discuss an answer.

PARAPHRASE OF CONVERSE

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

» Those who lose their children are more wretched than those who never had them; what has been experienced brings pain when lost.

2. Ask: How can this sentence elaborate the previous one?

[Ex] It explains that it is Antigone's duty to honor Polynices with a burial.

3. Have students discuss an answer.

2. Past (120-150 words)

TOPIC SENTENCE

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

» Alas, I have suffered a fate like my father's.

2. Ask: What should be the main idea of the Past paragraph?

[Ex] She has been afflicted with suffering like the King of Troy.

3. Have students discuss an answer.

PARAPHRASE OF TOPIC SENTENCE

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

» I am Tantalus' daughter.

2. Have students discuss an answer.

EXAMPLE

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

» He lived with the gods but was banished from the gods' society; offspring of Tantalus, I give proof of my birth by my misfortunes.

2. Ask: What past event can you narrate?

[Ex] when Hector's body was desecrated in front of his father, King Priam

3. Have students discuss an answer.

EXAMPLE

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

» For I was Leto's companion, and that is the reason for my misery; I have gained from her company the loss of my children, and association with a goddess has ended for me in disaster.

2. Ask: What else about the past can you narrate?

[Ex] Antigone loved both of her brothers.

3. Have students discuss an answer.

(CONTINUED NEXT PAGE)

LESSON 3

PARAPHRASE

- 1. Read the directions; refer to Aphthonius’ example:
 - » Before it was put to the test, I was a mother more to be envied than Leto; but now that this is known, I am in want of offspring—which before the proof I had in abundance.
- 2. Ask: How can you elaborate the example?

Ex Explain why her brothers turned enemies: war and treachery.
- 3. Have students discuss an answer.

PARAPHRASE

- 1. Read the directions; refer to Aphthonius’ example:
 - » And now both my sons and my daughters lie dead, and the prouder I was of them, the more hopeless my grief.
- 2. Ask: How can you elaborate the previous paraphrase?
- 3. Have students discuss an answer.

3. Future (70-90 words)

TOPIC SENTENCE

- 1. Read the directions; refer to Aphthonius’ example:
 - » Where shall I turn?
- 2. Say: What should be the main idea of the Future paragraph?

Ex Antigone considers what she can do.
- 3. Have students discuss an answer.

PARAPHRASE

- 1. Read the directions; refer to Aphthonius’ example:
 - » To what shall I cling?
- 2. Ask: How can this sentence change the previous one?

Ex change the question type, e.g., What? > Where?
- 3. Have students discuss an answer.

3. Future

This paragraph tells of the future, examining future choices or options, in 70-90 words.
Compose the sentences.

- 1. Topic Sentence
Ask a specific question about the future to come with an interrogative, simple sentence.
What can I do?
- 2. Paraphrase
Reword the question with an interrogative, simple sentence.
Where is my hope?
- 3. Cause
Ask the question in a way that reveals what caused it to be asked with an interrogative, simple sentence.
Where can a maiden find the strength to do her duty and maintain her honor in the face of humiliation?
- 4. Paraphrase
Elaborate on the Cause with a simple sentence.
A woman cannot fight a ruler turned against her dear brother’s corpse.
- 5. Converse
Ask about a different outcome that might occur with an interrogative, complex sentence.
But will I shed my grief when I bury the body of my beloved Polynices?
- 6. Paraphrase
Elaborate the Converse with a complex sentence.
My peace waits for me in standing against this injustice, while I honor him as my heart demands.
- 7. Epilogue
Conclude by stating a final thought or emotion with a complex sentence.
But honor will never fill my heart, which is torn by the wreckage of my family.

Final Draft

Proofread your sentences above, and correct errors in grammar, spelling, and punctuation.
On a separate sheet of paper, combine the corrected sentences into the form of a final draft.
Be certain your word count is within the limits set for each paragraph.

CAUSE

- 1. Read the directions; refer to Aphthonius’ example:
 - » What tomb will suffice in the face of the death of all my children?
- 2. Ask: How can you use the Cause sentence to develop the main idea of the paragraph?

Ex Antigone can ask how she will find strength to do her duty.
- 3. Have students discuss an answer.

PARAPHRASE

- 1. Read the directions; refer to Aphthonius’ example:
 - » My honors fail in the face of my misfortunes.
- 2. Ask: How can this sentence change the previous one?

Ex change from interrogative to declarative
- 3. Have students discuss an answer.

CONVERSE

1. Read the directions; refer to Aphthonius' example:
 - » But why do I lament these things, when I can ask the gods for a change of nature?
2. Ask: How does the Converse develop an idea or thought?

[Ex] It describes what is contrary to the Cause; it asks about a different outcome that might occur.
3. Ask: How can you express the Converse?

[Ex] Have Antigone imagine shedding her grief.
4. Have students discuss an answer.

PARAPHRASE

1. Read the directions; refer to Aphthonius' example:
 - » I see one release from wretchedness: to join the things that have no feeling.
2. Ask: How can this sentence elaborate the previous one?

[Ex] It can explain that the way to shed her grief is to do her duty: to bury Polynices.
3. Have students discuss an answer.

EPILOGUE

1. Read the directions; refer to Aphthonius' example:
 - » And yet I fear that even when I am seen in that form, I shall still weep.
2. Ask: What does the Epilogue do?

[Ex] It concludes the characterization by stating a final thought or emotion.
3. Ask: What emotion or thought can be expressed?

[Ex] despair that her heart will never feel honor again
4. Have students discuss an answer.

4. Final Draft

Require students to:

- » Include their name in the title.

[Ex] *[Lesson Title] by [Student's Name]*
- » Indent paragraphs.
- » Write on every other line.
- » Underline required figures.

Preparing for the Next Class

1. Reread Aphthonius' introduction to Characterization in the Appendix.
2. Reread Aphthonius' model characterization.
3. Have students research information on *Xerxes* and *the destruction of his navy at Salamis*. Sources may include dictionaries, encyclopedias, credible websites, and other reference works.