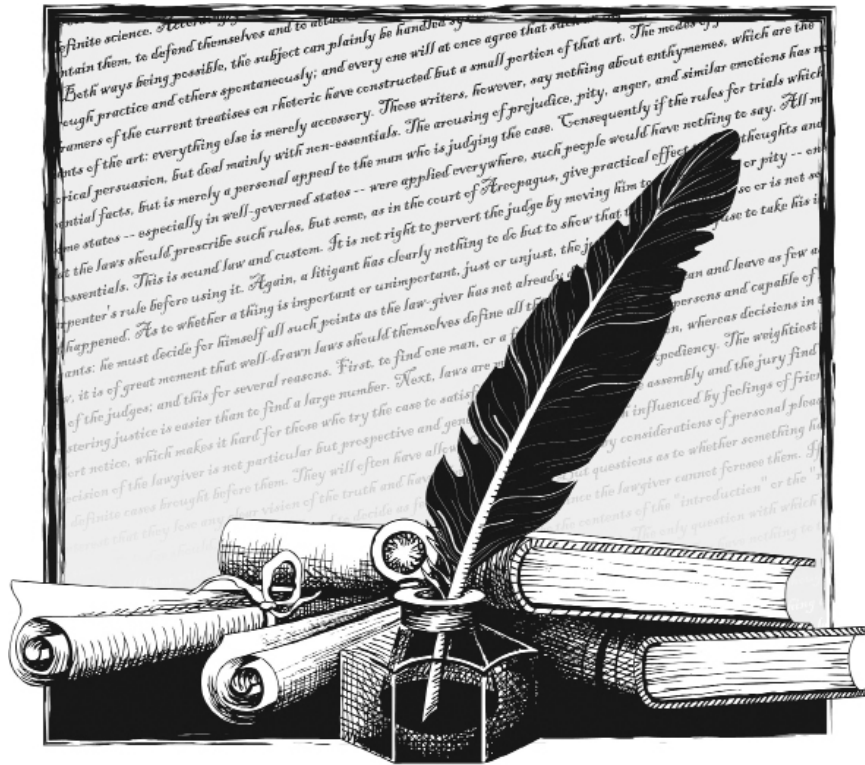


CLASSICAL *Composition*

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ENCOMIUM, INVECTIVE, & COMPARISON STAGES

Discovering the Skills of Writing

TEACHER GUIDE

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Classical Composition:

Encomium, Invective, and Comparison Stages

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Aphthonius' Model

1. Read aloud and discuss Aphthonius' introduction to Encomium in the Appendix.
2. Discuss Geoffrey Chaucer, and develop ideas for each paragraph, referring to Aphthonius' model.

» What is praiseworthy about this person?

Ex

Thucydides was praised for eloquence.

Ex

Chaucer was the first English writer to write poetically about common people.

» Relate this praiseworthy thing to his birth.

Ex

Thucydides' origin gave him eloquence.

Ex

Chaucer's origin gave him knowledge of common people and also poetry.

» Relate this praiseworthy thing to his education.

Ex

Thucydides joined eloquence with generalship.

Ex

Chaucer joined poetry with knowledge of all sorts of people.

» How can we praise his achievements?

Ex

Thucydides' writings preserved history.

Ex

Chaucer's poetry became a model for literature.

» Whom is he more praiseworthy than?

Ex

Thucydides is greater than Herodotus.

Ex

Chaucer is greater than Dickens.

+TEACHER TIP

- » Proceed speedily through this discussion about the essay's shape.
- » Follow the guidelines below as closely or loosely as is helpful.
- » A recommended word count will be noted for each major section.

1. Prologue 80-90 words

HEADS OF PURPOSE

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

Ex

It is right to honor those who have made useful discoveries for the good things they have provided, and to refer what they have brought to light back justly to those who disclosed it.
2. Ask: What are two reasons for Encomiums?

» It is right to praise those who write about human nature (justice) and display many desired qualities that we can benefit from (expediency).
3. Have students write an answer; it is a complex sentence.

» It must have one independent clause and one or more subordinate clauses.

Lesson 2: Encomium on an Individual: Chaucer

1. Prologue

You will have a Prologue referring to the subject in hand.

Heads of Purpose

The first sentence is complex and has two heads of purpose (e.g., honor and justice) that tell the purpose of encomiums in general.

It is right to praise those who write about human nature and display many desired qualities, which praise makes possible to see more clearly.

Thesis

The thesis tells who or what you specifically intend to praise in this Encomium.

So I will praise Geoffrey Chaucer because he not only applied his knowledge of civic affairs but also used his great poetic skill.

Heightener

The third sentence tells why you are praising this person, and it uses one of the seven heighteners:

1. Point out that a man is the only one who has done something.
2. Or the first who has done something.
3. Or almost the only one who has done something.
4. Or that he has done it better than anyone else.
5. Or make much of the particular season and occasion of an action, arguing that we could hardly have looked for it just then.
6. If a man has often achieved the same success, then mention this; he himself, and not luck, will then be given the credit.
7. So, too, if it is on his account that observances have been devised and instituted to encourage or honor such achievements as his own.

Geoffrey Chaucer was the first major English poet to shift the focus away from heroes and royalty.

Attribution + Heightener

The fourth sentence states a good discovered by or attributed to this person and heightens either the good or the person with one of the seven heighteners.

Writing poetry about the experiences of common people was unheard of before Chaucer.

2. Birth, Source, or Origin

Then you will place Birth, which you will divide into Nation, Homeland, Ancestors, and Parents.

Nation

Nation tells how the person was influenced by his country or nation. Find the narrative components and then write your answer.

THESIS

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

Ex

So I will praise Thucydides, choosing to honor him with his own eloquence.
2. Have students write an answer.

HEIGHTENER

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

Ex

It is a noble thing to honor all discoverers, but Thucydides above the rest, just as he discovered the finest thing of all.
2. Ask: Which heightener can praise the person?

» the second: he was the first to do something

Ex

Geoffrey Chaucer was the first major English poet not to write strictly about heroes or royalty.
3. Have students write an answer.

Recognition	England's diverse society provided material for Chaucer's writings
Reversal	so provided the fuel he needed
Suffering	none
Agent	England, English people, Chaucer
Action	England provided fuel Chaucer needed to write his poems and books
Time	his birth and upbringing
Place	England
Manner	e.g., accidentally, fortunately, providentially
Cause	England provided fuel for Chaucer because it had a variety and diversity of people

England was his home and so provided the fuel he needed to write marvelous poems and books. The variety and diversity of the people gave him the material he needed.

Homeland

Homeland names the person's particular homeland (e.g., Athens). Find the narrative components and then write your answer.

Recognition	Because Chaucer lived in the city and the country, he got further knowledge of human nature
Reversal	which gave him further knowledge
Suffering	e.g., moving and its inconveniences and losses
Agent	Chaucer
Action	He got further knowledge of human nature
Time	his birth and upbringing
Place	London and the countryside
Manner	e.g., surreptitiously, naturally
Cause	He got further knowledge of human nature because he lived in both a city and in the country

Living in London and the countryside, he had the experiences of living both in a city and in the country, which gave him further knowledge of human nature.

Ancestors

Ancestors describes the person's ancestors (e.g., kings). Find the narrative components and then write your answer.

Recognition	Chaucer was descended from virtuous ancestors
Reversal	virtuous ancestors
Suffering	the work and effort it took to attain virtue
Agent	Chaucer, his ancestors
Action	He had virtuous ancestors
Time	birth
Place	England
Manner	e.g., providentially
Cause	Because he was born in this family

His family was wealthy and he had a background of virtuous ancestors.

Encomium on an Individual: Chaucer

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HEIGHTENER + ATTRIBUTION

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

[Ex] For it is not possible to find anything in existence superior to eloquence, nor to find anyone more skilled in eloquence than Thucydides.

2. Ask: What good can be attributed to the person?
» writing poetically about the experiences of common people
3. Ask: How can we attribute this good to the person, again using a heightener?
» Writing poetry about the experiences of common people was unheard of before Chaucer.
4. Have students write an answer.

2. Birth, Source, or Origin 90-100 words

NATION

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

[Ex] Thucydides came from a land which gave him both life and art; for he was born in the very same place as eloquence.

2. Ask: What do we praise when writing about Nation?

» country, government, ethnic group

[Ex] England

3. Discuss the narrative components:

[Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

HOMELAND

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

[Ex] Athens was the mother of his life ...

2. Ask: What do we praise when writing about Homeland?

» a particular place in the Nation

[Ex] London and the countryside

3. Discuss the narrative components:

[Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

ANCESTORS

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

[Ex] ... he had kings as ancestors, and his fortunes were enhanced by his ancestry

Ask: What do we praise when writing about Ancestors?

» past forebears, genealogy, lineage

[Ex] virtuous ancestors, wealthy family

(See next page)

LESSON 2

(Continued from previous)

2. Discuss the narrative components:

- [Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

PARENTS

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

- [Ex] Possessing both powerful ancestry and citizenship of a democracy, he applied the advantage of each to the other's correction; he allowed equality of speech to correct the injustice of wealth while avoiding the poverty of a common citizen by virtue of his prosperous descent.

2. Ask: What do we praise when writing about Parents?

» mother and father

- [Ex] John and Agnes Chaucer, whose wealth ensured their son's education

3. Discuss the narrative components:

- [Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

3. Education 80-90 words

PURSUITS

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

- [Ex] Coming from such stock, Thucydides was reared under a constitution and laws manifestly superior to others.

Parents

Parents names the person's parents. Find the narrative components and then write your answer.

Recognition	Chaucer lived a comfortable life because his parents' wealth left him never in want
Reversal	never in want
Suffering	the effort it took for his parents to attain wealth
Agent	Chaucer, his parents
Action	He was never in want
Time	birth, upbringing
Place	England
Manner	e.g., fortunately
Cause	He was never in want because his parents were wealthy

His parents were John and Agnes Chaucer, whose wealth ensured that their son need not be anxious about money, but instead could spend time learning.

3. Education

Then Education, which you will divide into Pursuits, Art, and Customs, which should all heighten praise.

Pursuits

Pursuits tells about the person's pursuits, aspirations, passions, or goals in life, which were influenced by his upbringing. Find the narrative components and then write your answer.

Recognition	Chaucer's upbringing led him to explore human nature in all its complexity
Reversal	in all its complexity
Suffering	"sought"
Agent	Chaucer
Action	He sought to reveal human nature in all its complexity
Time	upbringing
Place	England, both in the city and country
Manner	e.g., creatively, ambitiously
Cause	He sought to reveal human nature in all its complexity because of his background

Chaucer sought to reveal human nature in all its complexity, virtuous and vicious, tragic and comical.

Art

Art tells about the skills the person learned, which relate to his pursuits. "Art" can be understood as works, production, effects, expression, or Aristotle's idea of art as the imitation of nature. Find the narrative components and then write your answer.

Recognition	Chaucer's writing gives insight into human nature because he explored it in its complexity
Reversal	provided insight
Suffering	"work"
Agent	Chaucer
Action	His writing provided insight into human nature and motivation
Time	upbringing
Place	England

2. Ask: What do we praise when writing about Pursuits?

» aspirations, passions, concerns

- [Ex] exploring human nature in all its complexity

3. Discuss the narrative components:

- [Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

Manner e.g., vividly
Cause His writing provided insight into human nature because he sought to explore human nature

His work provided insight into the essence of human nature and motivation.

Customs

Customs tells what his effect on his culture or environment were. Find the narrative components and then write your answer.

Recognition Chaucer's writings on human nature helped English literature and language grow
Reversal blossomed and grew
Suffering change
Agent English language and literature
Action They blossomed and grew in new ways
Time Chaucer's upbringing
Place England
Manner e.g., in ways undreamed of before
Cause English language and literature blossomed because of Chaucer's insights about human nature

English language and literature blossomed and grew in ways undreamed of before the coming of this great man of letters.

4. Achievements

Then you will adduce the most important head of Encomium, Achievements, which you will divide into Soul (e.g., courage, practical wisdom), Body (e.g., beauty, speed, strength), and Fortune (e.g., power, wealth, friends).

Soul

The Achievements section is the largest and most important section in an Encomium. It begins with a "cause" paragraph called Soul that tells generally what the person did with his soul, such as feeling certain emotions, spiritual drives, motivations and desires, and showing certain qualities or virtues (e.g., showed prudence). Find the narrative components and then write your answer.

Recognition Chaucer expressed his knowledge of common society in his novels
Reversal He did not hide his knowledge of daily life
Suffering blazed a new trail in literature
Agent Chaucer
Action wrote novels
Time adulthood; fifteenth century
Place Europe
Manner e.g., confidently and with sophistication
Cause He wrote novels to bring his knowledge of daily life into public expression

Chaucer was a man of many talents and had a broad knowledge of fifteenth-century Europe. He knew much about wine, rules of the court, government, and the ways of kings. He used his knowledge of society to write great novels. He did not hide his knowledge of daily life but brought it to light in his works.

ART

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

[Ex] Because he was able to live at once by arms and by eloquence, he aspired to combine in one person both culture and generalship; he neither divorced eloquence from arms nor set battles in the place of culture.

2. Ask: What do we praise when writing about Art?

» works, products, effects, imitation

[Ex] ability to vividly describe the life of common people

3. Discuss the narrative components:

[Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

CUSTOMS

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

[Ex] He made a single practice out of things of which there is no single art, uniting in one what is separate by nature.

2. Ask: What do we praise when writing about Customs?

» effects on culture or environment

[Ex] Chaucer changed English literature

3. Discuss the narrative components:

[Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

4. Achievements 200-250 words

SOUL

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

[Ex] When he reached adulthood, Thucydides sought an occasion to display the skills in which he had been well schooled previously.

2. Ask: What do we praise when writing about Soul?

» motivations, desires, non-physical qualities

[Ex] Chaucer's broad knowledge of society

3. Discuss the narrative components:

[Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

LESSON 2

BODY

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

[Ex] Fortune soon provided the war, and he made the deeds of all the Greeks his own art; he became custodian of what the war brought to pass. He did not allow time to conceal what each side did.

2. Ask: What kinds of things can we praise that have to do with Body?

» physical qualities; actions showing character

[Ex] wrote books and poetry; diplomatic missions; civil administration; adviser to kings

3. Discuss the narrative components:

[Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

FORTUNE

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

[Ex] The capture of Plataea is known; the ravaging of Attica was published; the Athenians' voyages round the Peloponnese was made known. Naupactus witnessed sea-battles, and Thucydides, by his writings, prevented these things from going unnoticed [etc.].

2. Ask: What do we praise when writing about Fortune?

» specific successes, accomplishments, legacy (include at least 5 examples)

[Ex] established the Southern English dialect; gave birth to modern English; provided entertainment to millions of readers; wrote *The Canterbury Tales*; wrote *The House of Fame*; first poet buried in Poet's Corner of Westminster Abbey; called Father of English literature

Body

The Body is a "cause" paragraph that describes the subject physically (e.g., beauty, speed, strength) or tells generally what he achieved with his actions. Find the narrative components and then write your answer.

Recognition	Chaucer sought a lasting legacy in his work
Reversal	gave all of history an insight into his mind
Suffering	travel, labor, responsibility of positions
Agent	Chaucer, kings
Action	wrote books and poetry; diplomatic missions; civil administration; adviser to kings
Time	adulthood; fifteenth century
Place	Europoe
Manner	e.g., ambitiously
Cause	Chaucer gave history insight to himself because he sought a lasting legacy in his work

Many kings desired his poetry and wanted Chaucer to write books for them. He was sent on many diplomatic missions and was in control of many merchant and trade positions. He was trained for special government service, and kings came to him for advice. Chaucer, seeking a lasting legacy of influence and prestige, gave all of history an insight to his mind and his way of life.

Fortune

Fortune is an "example" paragraph that tells at least five specific successes or fortunes (e.g., power, wealth, friends) the person achieved. Find the narrative components and then write your answer.

Recognition	Chaucer changed his culture, and his works continue to be enjoyed
Reversal	He gave history a record of his wisdom
Suffering	labor of writing such great and unique works
Agent	Chaucer
Action	changed culture and entertained the ages
Time	Chaucer's adulthood and ages after
Place	England
Manner	e.g., remarkably, uniquely
Cause	He changed culture and entertained the ages because his writing was greater than any other

No greater example of English literature can be found in his time and so gave history a record of his wisdom. He established the Southern English dialect, gave birth to modern English, and provided entertainment to millions of readers around the world from then until now. Works like *The Canterbury Tales*, *The House of Fame*, and *Troilus and Criseyde* continue to delight readers. It is no wonder that he was the first poet to have been buried in Poet's Corner of Westminster Abbey, nor that he is called the Father of English literature.

3. Discuss the narrative components:

[Ex] *Recognition* - What truth is demonstrated?
Reversal - What 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.

5. Comparison

After these the Comparison, attaching greater weight to the subject of the Encomium through juxtaposition.

Subject

Subject asks if anyone will compare the person being praised to another specific person who is known for having done similar deeds.

May Dickens be compared to Chaucer?

Difference

Difference tells the difference between the purposes of their accomplishments.

Even though Dickens wrote about common English life, because he lacked the originality of Chaucer, he did not change English culture and language like Chaucer.

Analogy

Analogy compares the men in the form of an analogy.

To the degree that imitation is inferior to originality, Dickens is inferior to Chaucer.

6. Epilogue

Then an Epilogue, more akin to a prayer.

The final paragraph is a compound sentence saying that if there were more time, the person being praised could continue to be praised because of how praiseworthy he is.

There is much we could say about Chaucer, but the abundance of his praises could not be said in whole.

7. Final Draft

The Final Draft is a new context for practice in which to use and imitate proper writing mechanics and knowledge. Proofread your answers above and correct errors in grammar, spelling, and punctuation. On a separate sheet of paper, combine all the corrected answers into a final draft.

Add these figures:

- Dialogismus
- Onomatopoeia
- Effictio
- Synecdoche
- Hydrographia

DIFFERENCE

1. Read the directions; refer to Aphthonius' example:
 [Ex] The one narrates for pleasure, the other's utterances are all for truth.
2. Ask: What difference can we state?
 » Dickens was not as original as Chaucer and did not alter English culture and language like Chaucer had.
3. Have students write an answer.

ANALOGY

1. Read the directions; refer to Aphthonius' example:
 [Ex] To the degree that amusement is inferior to truthfulness, to that degree does Herodotus fall short of Thucydides' excellence.
2. Ask: What analogy is made?
 » Imitation is inferior to originality, as Dickens is inferior to Chaucer.
3. Have students write an answer.

6. Epilogue 25-30 words

1. Read the directions; refer to Aphthonius' example:
 [Ex] There is much else that one could say about Thucydides, but the abundance of his praises precludes saying everything.
2. Ask: What final praise can we give to the subject?
 » His good qualities are so many that they could not be said in whole.
3. Have students write an answer; it should be a compound sentence.

7. Final Draft

Require students to:

- » Include their name in the title.
 [Ex] *Encomium on [Subject] by [Student's Name]*
- » Indent paragraphs.
- » Write on every other line.
- » Underline required figures.

Preparing for the Next Class

1. Have students research biographical information on Dante Alighieri (1265-1321 A.D.), an Italian poet.

5. Comparison 40-50 words

SUBJECT

1. Read the directions; refer to Aphthonius' example:
 [Ex] Will anyone compare Herodotus with him?
2. Ask: Who can we juxtapose next to the subject in order to praise him?
 [Ex] Charles Dickens
3. Have students write an answer; the sentence must remain an interrogative, i.e., asking a question to denote the comparison.