## CONTENTS

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

### CHREIA

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>&quot;To be prepared for war …&quot;</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>&quot;I tremble for my country …&quot;</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>&quot;There are no necessary evils …&quot;</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
<td>&quot;The very essence of a free …&quot;</td>
</tr>
<tr>
<td>5</td>
<td>44</td>
<td>&quot;Whatever makes men good …&quot;</td>
</tr>
<tr>
<td>6</td>
<td>52</td>
<td>&quot;Liberty exists in proportion …&quot;</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>&quot;Be always sure you are right …&quot;</td>
</tr>
<tr>
<td>8</td>
<td>68</td>
<td>&quot;Do your duty in all things …&quot;</td>
</tr>
<tr>
<td>9</td>
<td>76</td>
<td>&quot;We shall sooner have the fowl …&quot;</td>
</tr>
<tr>
<td>10</td>
<td>84</td>
<td>&quot;No race can prosper …&quot;</td>
</tr>
</tbody>
</table>

### MAXIM

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>94</td>
<td>&quot;Each man is like …&quot;</td>
</tr>
<tr>
<td>12</td>
<td>102</td>
<td>&quot;It is not for kings …&quot;</td>
</tr>
<tr>
<td>13</td>
<td>110</td>
<td>&quot;If we claim to be without sin …&quot;</td>
</tr>
<tr>
<td>14</td>
<td>118</td>
<td>&quot;A wise son heeds …&quot;</td>
</tr>
<tr>
<td>15</td>
<td>126</td>
<td>&quot;A painless life …&quot;</td>
</tr>
<tr>
<td>16</td>
<td>134</td>
<td>&quot;Pride goes before destruction …&quot;</td>
</tr>
<tr>
<td>17</td>
<td>142</td>
<td>&quot;He who covers over an offense …&quot;</td>
</tr>
<tr>
<td>18</td>
<td>150</td>
<td>&quot;The name of the Lord …&quot;</td>
</tr>
</tbody>
</table>

### 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

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.
1. 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.
Paraphrase of Aphthonius' Chreia

APHTONIUS' MODEL

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. _______________________________________________________________________________________
2. _______________________________________________________________________________________
3. _______________________________________________________________________________________
4. _______________________________________________________________________________________

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.

4 Aphthonius' Model
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).

Paraphrase of Aphthonius’ Chreia

**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.
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, flies 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, 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.

<table>
<thead>
<tr>
<th>Aphthonius' Action</th>
<th>Dissimilar Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>striving for education</td>
<td>laboriously sowing seed</td>
</tr>
<tr>
<td>acquire renown</td>
<td>gather crops</td>
</tr>
</tbody>
</table>

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.

1. Recognition: sowing seed is like striving for education
2. Reversal: gather crops with greater joy
3. Suffering: work laboriously
4. Agents: farmers
5. Action: sow seed
6. Time: planting season
7. Place: fields
8. Manner: laboriously
9. 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.

Paraphrase of Aphthonius' Chreia

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.

1. Read the directions and selection under Analogy.
2. 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
3. Read the directions under Diagram, and have students discuss and fill in the answers.
4. Read the directions under Nine Narrative Components.
5. Beside Recognition, have students state what two actions are alike.
6. Beside Reversal, have students state the reversal of the Dissimilar Action.

Paraphrase of Aphthonius' Chreia
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.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Paraphrase of Aphthonius' Chreia

Paraphrase of Aphthonius' Chreia

APHTHONIUS' MODEL

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.
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.

Paraphrase of Aphthonius' Chreia

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

<table>
<thead>
<tr>
<th>gigantic</th>
<th>mistake</th>
<th>induced</th>
<th>fiasco</th>
</tr>
</thead>
<tbody>
<tr>
<td>colossal</td>
<td>error</td>
<td>precipitated</td>
<td>disaster</td>
</tr>
</tbody>
</table>

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.
"To be prepared for war ..."

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."

Epilogue

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."

Variations

Directions
Write 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)

1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________
5. ____________________________________________________________________________________
6. ____________________________________________________________________________________
7. ____________________________________________________________________________________
8. ____________________________________________________________________________________

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 each bold word in the paragraph. Then vary the sentence in three ways, and include one of these figures of speech in a sentence:

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.

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.
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 summertide breeze blew lazily.

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.

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 ..."
"Each man is like ..."

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."

1. 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.
LESSON 11

"Each man is like …"

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.

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

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.

"The name of the Lord ..." 151

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.