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?
Ex He will continue to endanger citizens.

3. Ask: What good result is unlikely if he is pardoned?
Ex It will make the roads safer.

4. Have students write an answer.

HEADS 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?
Ex 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.
Paraphrase of Aphthonius’ Refutation

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.

3. Contary

   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?

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.
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:

   EX» Aphthonius continues asking rhetorical questions that point out the inconsistency.

Your Paraphrase: ____________________________________________________________________________________

   Is marriage a worthless thing? Then how did the mother receive her daughter when she fled?

   Your Paraphrase: ____________________________________________________________________________________

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

   Your Paraphrase: ____________________________________________________________________________________

   Why did the mother receive her daughter when she fled?

   Your Paraphrase: ____________________________________________________________________________________

   Why did Earth take Daphne in when she fled?

   Your Paraphrase: ____________________________________________________________________________________

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

   Your Paraphrase: ____________________________________________________________________________________

   Why did the mother receive her daughter when she fled?

   Your Paraphrase: ____________________________________________________________________________________

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: ____________________________________________________________________________________

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 the mother receive her daughter when she fled?

   Your Paraphrase: ____________________________________________________________________________________

3. Rhetorical Question

   Aphthonius continues asking rhetorical questions that point out the inconsistency.

   Why did Earth take Daphne in when she fled?

   Your Paraphrase: ____________________________________________________________________________________

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.

   Your Paraphrase: ____________________________________________________________________________________

3. Have students write an answer.
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?

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.

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 …
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.

2. Remind them to include synecdoche:
   EX Some mouths can defend their good intentions, but the drunk mouth 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.
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

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

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.

7. Rejection of Pity

This paragraph envisions a piteous pleader who must be ignored.
Lesson 2: Paraphrase of Aphthonius’ Confirmation

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 fainer 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.

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

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

Lesson 2

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?
   - 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. Ask: How can you argue based on possibility?

Ex 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?

Ex 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:

Ex The jurymen’s vote will suffice to bring to nothing the power of tyranny in its entirety.

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

Ex 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:

Ex This man’s crime will end, like a raging river restrained by a dam.

9. Final Draft

Require students to:

Ex Include their name in the title.

» 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.