

CLASSICAL COMPOSITION V

Discovering the Skills of Writing

COMMON TOPIC

Teacher Guide

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MEMORIA PRESS

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LESSON 2

Aphthonius' Model

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

Common Topic

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

+TEACHER TIP

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

1. Prologue

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

THESIS

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

HEADS OF PURPOSE - CONSEQUENCE

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

☐ Ex He will continue to endanger citizens.

Lesson 2: Against Drunk Drivers

Common Topic

Answer the following questions about the common topic: drunk driving.

What is drunk driving? Drunk driving is the operation of a motor vehicle while one's mental and physical faculties are impaired by an excess of alcoholic drink.

What is its opposite? The opposite of drunk driving is the operation of a motor vehicle while one's mental and physical faculties are not impaired by an excess of alcoholic drink.

What thoughts lead a person to drunk driving? "One drink won't hurt me. I deserve to drink because I've had a bad day. I'm not drunk. I'm in control. I've got to get home, and it's not that far anyway."

Why should drunk driving be punished? It should be punished because it violates safe driving laws, and it can cause fatalities; also, punishment will make the roads safer by deterring other drunk drivers, and it will honor the victims, etc.

I. Prologue

The first paragraph is called the Prologue. It introduces the Common Topic.

Thesis

Write a general argument introducing the Common Topic and calling for punishment.

Write your answer: Whoever drives an automobile while under the influence of alcohol should be punished.

Head of Purpose - Consequence (Rhetorical Question)

Write an if/then question that shows that a positive outcome is unlikely, and a negative outcome is likely, if this person is pardoned.

Write your answer: If letting the drunk driver go free without consequence would make our roads safer, then we might do it; but since he will only continue to recklessly endanger our citizens, how can we unleash him on the streets?

Head of Purpose - Expediency

Compare the expediency of dismissing the charges in this particular case with other cases.

Write your answer: It might be prudent in other cases to give a second chance, but for this man, a second chance on the roads would be a disaster and not a kindness.

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

☐ Ex It will make the roads safer.

4. Have students write an answer.

HEAD OF PURPOSE - EXPEDIENCY

1. Read the directions; refer to Aphthonius' example:
 - » All others who are chosen for jury-service come to no harm if they dismiss the charges; but dismissing a charge of tyranny will bring harm on the jurors, for jury-service itself no longer survives under a tyrant's rule.
2. Ask: Why would it not be expedient to dismiss the charges in this case as compared to other cases?

☐ 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.

Rough Draft

Combine your variations into a paragraph. Add metaphor.

[metaphor: *the drunk on the road is a wild boar in a nursery*] Whoever drives an automobile while under the influence of alcohol should be punished. If letting the drunk driver, *who is a wild boar in a nursery*, go free without consequence would make our roads safer, then we might do it; but since he will only continue to recklessly endanger our citizens, how can we unleash him on the streets? It might be prudent in other cases to give a second chance, but for this man, a second chance on the roads would be a disaster and not a kindness.

2. Contrary

The Contrary paragraph describes what is contrary to this person.

Head of Purpose - Honor

Write a transition sentence introducing a person who has acted with intentions opposite to the evildoer.

Write your answer: We can better conceive the intentions of the drunk driver by considering the intentions of a conscientious driver.

Head of Development - Cause

Describe the actions of the agent who acted opposite to the evildoer, and why they acted as they did.

1. Recognition: good driver on the roads
2. Reversal: a man who is tempted by drink decides to be wise
3. Suffering: temptation to drink
4. Agent: cautious automobile operator
5. Action: deciding to be alert
6. Time: when navigating
7. Place: the highways
8. Manner: cautiously
9. Cause: preserve his life and the lives of others

Write your answer: The cautious automobile operator acts contrary to the drunk driver by wisely deciding to be alert when navigating the highways so that he preserves his own life and the lives of others.

Head of Development - Epilogue

Concisely summarize the Cause.

Write your answer: The privilege of driving is something that should not be taken lightly, and should not be abused.

- » 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:

[Ex] The drunk on the road is a wild boar in a nursery.

2. Contrary

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

HEAD OF PURPOSE - HONOR

1. Read the directions; refer to Aphthonius' example:
 - » It seems to me that you will form a more accurate view of this man's intent if you take into account the intentions of our ancestors.
2. Ask: Who has acted contrary to the evildoer?

[Ex] a conscientious driver
3. Ask: Why do we consider this person's intentions?

[Ex] 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:

[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?
3. Have students write an answer.

HEAD OF DEVELOPMENT - EPILOGUE

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

LESSON 2

ROUGH DRAFT

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

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

3. Exposition

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

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

HEAD OF PURPOSE - POSSIBILITY

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

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

3. Have students write an answer.

HEAD OF DEVELOPMENT - CAUSE

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

[Ex] This is how he spoke to himself:

Rough Draft

Combine your variations into a paragraph. Add dendrographia.

We can better conceive the intentions of the drunk driver by considering the intentions of a conscientious driver. The cautious automobile operator acts contrary to the drunk driver by wisely deciding to be alert when navigating the highways. He does this to avoid hitting other vehicles, *trees that grow close to the roadside*, and pedestrians walking the sidewalks or crossing the street. The privilege of driving is something that should not be taken lightly, and should not be abused.

3. Exposition

The Exposition paragraph reveals the thoughts that led to this person's actions. The purpose is not to inform, as the facts are already known, but to provoke the audience.

Head of Purpose - Possibility

Compose a transition sentence that contrasts the evildoer with the agent in the Contrary.

Write a variation: 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.

Head of Development - Cause

Convey the thoughts of the evildoer that led to committing his crime. Use sermocinatio.

1. Recognition: rationalizing a bad decision
2. Reversal: a citizen who promises to be a responsible driver decides to drive drunk
3. Suffering: drunk driver is "down"; driver is prideful; drunk driving
4. Agent: irresponsible driver
5. Action: driving while intoxicated
6. Time: while drunk
7. Place: on the roads
8. Manner: irresponsibly
9. Cause: does not want to call for a ride; thinks he is above the law

Write your answer: The thoughts of the irresponsible driver led to his crime in this way: "A few drinks didn't ever hurt anyone. A man's entitled to liquor when he's down, and besides, a little liquor won't do any harm, not for me. I can handle it. It's just five miles home, and I'm not about to go asking for a ride when I can drive well enough myself."

Head of Development - Epilogue

Write a summary sentence.

Write your answer: These are the selfish thoughts of this man, who chose to put convenience and pride before the safety of others.

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Lesson 2

3. Discuss the narrative components:

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

4. Have students write a narrative, or sermocinatio.

HEAD OF DEVELOPMENT - EPILOGUE

1. Read the directions; refer to Aphthonius' example:
 - » That is what he said to himself—but he did not bring it to fulfillment; the favor of the gods prevented that.
2. Ask: How can you summarize the evildoer's thoughts?

[Ex] These are the selfish thoughts of this man, who chose to put convenience and pride before the safety of others.
3. Have students write an answer.

Head of Purpose - Honor

Call for punishment.

Write your answer: The drunk driver should not be pardoned because we should not forget the family of five returning home in their van, whom he hurt when he crashed into them.

Rough Draft

Combine your variations into a paragraph. Add onomatopoeia.

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. The thoughts of the irresponsible driver led to his crime in this way: "A few drinks didn't ever hurt anyone. A man's entitled to liquor when he's down, and besides, a little liquor won't do any harm, not for me. I can handle it. It's just five miles home, and I'm not about to go asking for a ride when I can drive well enough myself." These are the selfish thoughts of this man, who chose to put convenience and pride before the safety of others. We should not pardon the drunk driver, who, *with screeching wheels and a shattering of glass*, crashed into the van of a family of five returning home.

4. Comparison

This paragraph compares the crime with a lesser crime.

Analogy - Consequence

Compare the agent's crime to a lesser crime, and the consequences of each.

Write your answer: Exceeding the speed set by the law is reckless, but driving while drunk is worse. Driving over the speed limit results in traffic problems and, in some cases, car accidents, but manning a car without the ability to think and react adequately results in the loss of human life.

Head of Development - Epilogue

Restate the analogy and reaffirm the greater consequence of the Common Topic.

Write your answer: Speeding can cause an inconvenience, but driving drunk can destroy lives.

HEAD OF PURPOSE - HONOR

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

ROUGH DRAFT

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

4. Comparison

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

ANALOGY - CONSEQUENCE

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

HEAD OF DEVELOPMENT - EPILOGUE

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

ROUGH DRAFT

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

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

5. Intention

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

HEAD OF PURPOSE - POSSIBILITY

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

- 3. Have students write an answer.

HEAD OF PURPOSE - JUSTICE

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

ROUGH DRAFT

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

Rough Draft

Combine your variations into a paragraph. Add dialogismus.

Exceeding the speed set by the law is reckless, but driving while drunk is worse. Driving over the speed limit results in penalty fees and, in some cases, a trip to jail, but manning a car without the ability to think and react adequately results in the loss of human life. One results in having to say, "I'm sorry for neglecting the value of rules," and the other means having to say, "I'm sorry for neglecting the value of other people." Speeding can cause an inconvenience, but driving drunk can destroy lives.

5. Intention

This paragraph shows that the agent intended to do evil.

Head of Purpose - Possibility

Write a transition statement showing that this person alone cannot claim his intentions were not evil.

Write your answer: Some men can defend their good intentions, but the drunk driver alone cannot.

Head of Purpose - Justice

Paraphrase the previous statement and call for punishment.

Write your answer: The drunk driver should not be allowed to escape punishment because it is not just to pardon a crime that was done intentionally by making the conscious decision to drive a car despite the obvious fact that one is drunk.

Rough Draft

Combine your variations into a paragraph. Add synecdoche.

Some mouths can defend their good intentions, but the drunk mouth alone cannot. The drunk driver should not be allowed to escape punishment because it is not just to pardon a crime that was done intentionally by making the conscious decision to drive a car despite the obvious fact that one is drunk.

- 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.

6. Digression

This paragraph describes how this person must have lived in the past.
The purpose is to conjecturally abuse the agent's past.

Head of Purpose - Legality

Compare the evildoer to all other men, and assert that only he should also have to answer for his past deeds.

Write your answer: Some men are forgiven and released by virtue of the good they accomplished in the past, but the drunk driver's history condemns him.

Converse

Write a sentence about a vice in this man's past that relates to the Common Topic.

1. Recognition: choosing selfish desires over friends and family; drunkenness ruins a life
2. Reversal: a happy man with a family and friends devolves into alcoholism
3. Suffering: lost confidence of friends; draw of the bottle
4. Agent: drunk driver
5. Action: drinking; choosing alcohol over everything else
6. Time: indeterminate past
7. Place: at home; indeterminate places
8. Manner: selfishly; irresponsibly
9. Cause: let liquor guide him instead of his conscience

Write your answer: In his past, he gave in to the draw of the bottle and lost himself in it. He let liquor guide him instead of his conscience, even to the point that he was willing to put himself before his family, whom he hurt. He lost the confidence of his friends because he gave up their friendship for drunkenness.

Head of Purpose - Justice

Call for punishment based on this man's past and present.

Write your answer: By considering the past of the drunk driver, we deem that judgment is appropriate, both for the damage he has done to his own family, and for the irreplaceable losses he has caused to others.

Rough Draft

Combine your variations into a paragraph. Add effictio.

Some men are forgiven and released by virtue of the good they accomplished in the past, but the drunk driver's history condemns him. In his past, he gave in to the draw of the bottle and lost himself in it. His eyes became clouded, his hands unsteady, and his feet no longer walked a straight path. He let liquor guide him instead of his conscience, even to the point that he was willing to put himself before his family, whom he hurt. He lost the confidence of his friends because he gave up their friendship for drunkenness. By considering the past of the drunk driver, we deem that judgment is appropriate, both for the damage he has done to his own family, and for the irreplaceable losses he has caused to others.

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.

HEAD OF DEVELOPMENT - CONVERSE

1. Read the directions; refer to Aphthonius' example:
 - » This man alone is subject to judgment for his past as well as for his present life. He did not live his past life with moderation; the present is worse than what preceded it.
2. Ask: What vice in the evildoer's past can you relate to the common topic?

[Ex] drunkenness
3. Discuss the narrative components:

[Ex] *Recognition* - What truth is demonstrated?
Reversal - What phrase reveals the truth?
Suffering - What suffering occurs?
Agent - Who acts?
Action - What do the agents do?
Time - When is the action?
Place - Where is the action?
Manner - How is the action done?
Cause - Why is the action done?
4. Have students write an answer.

HEAD OF PURPOSE - JUSTICE

1. Read the directions; refer to Aphthonius' example:
 - » He should be punished for both, for the pain he caused before and for the pain he has subsequently caused.
2. Ask: How can you call for punishment?

[Ex] By considering the past of the drunk driver, judgment is appropriate both for the damage he has done in the past and now.
3. Have students write an answer.

ROUGH DRAFT

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

[Ex] His eyes became clouded, his hands unsteady, and his feet no longer walked a straight path.

7. Rejection of Pity

This paragraph envisions a piteous pleader who must be ignored.

LESSON 2

HEAD OF PURPOSE - HONOR
(COUNTER ARGUMENT)

- 1. Read the directions; refer to Aphthonius' example:
 - » Who, then, will plead for his freedom? "By god, his children."
- 2. Ask: Who might request the evildoer's pardon?

Ex

His mother; it would be *honorable* for a mother to defend a son on trial.
- 3. Ensure students first ask who will request the evildoer's pardon and then give the answer.

HEAD OF PURPOSE - JUSTICE

- 1. Read the directions; refer to Aphthonius' example:
 - » But when they weep and wail, picture the laws standing by them; it is far more just to cast your vote for them than for this man's children. For this man's children would have sustained his tyranny, but it is because of the laws that you serve on the jury.
- 2. Ask: How can you use justice as a head of purpose to reject pardon?

Ex

Justice points out that others ought to be treated in a certain way; so, we can argue that we ought to give the victims more respect than the evildoer's mother.
- 3. Have students write an answer.

HEAD OF PURPOSE - JUSTICE

- 4. Read the directions; refer to Aphthonius' example:
 - » You are more bound in justice to cast your vote for the laws, through which you have received your places on the jury.
- 5. Ask: How can you call for punishment based on justice?

Ex

People deserve protection from drunks.
- 6. Have students write an answer.

ROUGH DRAFT

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

Ex

People could be *killed*. > People could be *slaughtered*.

7. Rejection of Pity

This paragraph argues that pity should not stop this person from being punished.

Head of Purpose - Honor (Counter Argument)

First ask who will request this man's pardon, then give the answer.

Write your answer: Who will beg us to overlook the drunk driver's actions? The woman who bore him will try to kindle our compassion.

Head of Purpose - Justice

Explain why a request for pardon should be rejected.

Write your answer: This elderly matron will try to move us to pity by letting great tears fall and lifting her arms up to us in a final gesture of pleading, but the lady's pleas should be drowned out by the cries of the people killed because of this man's drunkenness.

Head of Purpose - Justice

Call for punishment.

Write your answer: Put the drunk driver in prison and make our roads safer.

Rough Draft

Combine your variations into a paragraph. Add amplification.

Who will beg us to overlook the drunk driver's actions? The woman who bore him will try to kindle our compassion. This elderly matron will try to move us to pity by letting great tears fall and lifting her arms up to us in a final gesture of pleading, but the lady's pleas should be drowned out by the cries of the people *slaughtered* because of this man's drunkenness. Put the drunk driver in prison and make our roads safer.

8. Heads of Purpose

The Heads of Purpose are Legality, Justice, Expediency, Possibility, Honor, and Consequence.

Argue for punishment based on the six Heads of Purpose.

Legality

Write your answer: The drunk driver has not abided by life-saving rules, but has decided to disregard them by operating a vehicle while intoxicated, and he should be punished.

8. Heads of Purpose

This paragraph calls for punishment with the Heads of Purpose.

HEAD OF PURPOSE - LEGALITY

- 1. Read the directions; refer to Aphthonius' example:
 - » Moreover, if it is the law that those who free their country be honored, it follows that those who enslave it are to be punished.
- 2. Ask: How can you argue for the evildoer's punishment based on *legality* as a head of purpose?

Ex

The drunk driver has violated the law and should be punished.
- 3. Have students write an answer.

HEAD OF PURPOSE - JUSTICE

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

Justice

Write your answer: Putting the lives of others in harm's way deserves a penalty equal to it.

Expediency

Write your answer: Punishing the delinquent driver will ensure the safety of others who use the roads.

Possibility

Write your answer: All we need to punish the drunk driver is the assent of your voice to send him to a correctional facility.

Honor

Write your answer: To serve justice on behalf of the innocent is a worthy pursuit, and by punishing this criminal, we will avenge the innocent.

Consequence

Write your answer: Punishment will result in the restraint of this criminal's evil.

Rough Draft

Combine your variations into a paragraph. Add hydrographia.

The drunk driver has not abided by life-saving rules, but has decided to disregard them by operating a vehicle while intoxicated, and he should be punished. Putting the lives of others in harm's way deserves a penalty equal to it. Punishing the delinquent driver will ensure the safety of others who use the roads. All we need to punish the drunk driver is the assent of your voice to send him to a correctional facility. To serve justice on behalf of the innocent is a worthy pursuit, and by punishing this criminal, we will avenge the innocent. Punishment will result in the restraint of this criminal's evil, like a dam restraining a raging river.

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.

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

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

3. Have students write an answer.

HEAD OF PURPOSE - EXPEDIENCY

1. Read the directions; refer to Aphthonius' example:
 - » The fall of the tyrant will do good, since it will make the laws secure.

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

[Ex] Punishment will make roads safer.

3. Have students write an answer.

HEAD OF PURPOSE - POSSIBILITY

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

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

[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:
 - » The juryman's vote will suffice to bring to nothing the power of tyranny in its entirety.
2. Ask: How can you argue based on *consequence*?

[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:

- » 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' model, Against a Tyrant.
2. Have students research information on *abortionists*. Sources may include dictionaries, encyclopedias, credible websites, and other reference works.