

Answer Key

Unit I

Lesson 1:

Keyword Outline: (Answers will vary, but the outline should follow the pattern given in the lesson)

- II. Everett, wartime, oration
 - 1. Lincoln, 2 minutes
 - 2. Everett forgotten,
 - 3. Lincoln, Gettysburg Address

Rhetoric Fun!

Antithesis (a case may be made for repetition in this sentence)

Repetition

Repetition

Antithesis

Antithesis

Repetition

Antithesis and Repetition

Lesson 2:

(Answers for Note Outlines will vary)

- II. family, not happy
 - 1. parsimonious, despite estate
 - 2. expenditures meticulously accounted
 - 3. mistrusted sons, rented
 - 4. his business, politics
- III. Pericles neglected Anaxagoras
 - 1. starving, on deathbed
 - 2. Pericles, begging
 - 3. Anaxagoras, counsels
 - 4. lamp, uses, oil

Rhetor's Collection

At first, these examples will be best explored in a group. In the course of the school year, it will be helpful for students to revisit this section with new additions. In a sense, this section is intended to function like a commonplace, so that students can begin to keep anecdotes and stories close at hand when making persuasive cases.

Unit II

Lesson 3

Paragraph: Each student's paragraph will be slightly different, but if they follow the note outline as presented in the lesson, then many of their paragraphs will be very similar. As you read them make sure they use all three keywords in each sentence, and also make sure that they are correctly employing the dress-ups. It is a good idea to reteach or correct the students' usage of the dress-ups at the beginning of the semester so that new and returning students are all at the same point.

Style Tools: www.asia

(Answers will vary)

After he died, the heedless man looked back at his life ...

when he began his trip to the gates.

where he saw many good deeds that had gone undone.

while thinking about his next nap.

as he climbed the path toward paradise.

since there was nothing more for him to do.

(if you can call what he lived a “life”).

although there was very little substance for him to review.

because at that point the development of his being had reached completion.

Lesson 4

Note Outlines

When checking the note outlines, make sure that students are following the proper conventions as laid out in the instructions, and also make sure that their outlines summarize the ideas from the whole story, not just the individual sentences. Students should limit their outlines to the space provided in order to help them identify key ideas, not just key words.

Rhetoric Practice

There are numerous possibilities for these responses including

“Heedless Man at the Gates”: virtue/vice, attentiveness/laziness, sleeping/wakefulness, etc.

“Man who Dined on Turnips”: wealth/frugality, bribery/loyalty, wisdom/foolhardiness, etc.

“Man Enough for the Job”: industry/laziness, general/corporal, pride/humility, etc.

Review

Proverb: A short, aphoristic saying that expresses a basic truth or practical precept

Chreia: A brief, edifying anecdote about an action or saying of a person

Antithesis: Juxtaposition of opposite ideas

Repetition: repeating the same ideas in proximity to one another

Fable: A short story (like a chreia) that uses animal characters instead of people

(Proverbs will vary. Some possibilities are listed below.)

Pericles: “Those who use a lamp must put oil in it to receive its light.”

Or “Excessive frugality can create poverty.”

Lincoln: “Quality is more important than quantity.”

Socrates: “Justice is not always just.” or “Even the law can be followed unlawfully.”

Adjectives

Encourage the students to build lists of colorful adjectives. Though they may come up with something like “great” instead of “good,” press onward for even better words, like “outstanding,” “superlative,” or “magnificent.”

Lesson 5

Note Outlines

The paragraphs should be checked for all grammatical and mechanical errors, as well as for congruity with the note outlines. Students may be creative with dress-ups, but I always encourage them to put effort into their revisions. Sometimes it is helpful for students first to write a rough draft, and then make revisions in order to accommodate the openers and dress-ups.

Rhetoric Fun

1. God alone is my rock and my salvation.
2. They call me, but I answer not; they seek me, but they find me not.
3. I am the way, the truth, and the life.
4. The slack hand impoverishes, but the diligent hand enriches.
5. Walk with wise men and you will become wise, but walk with fools an you will become foolish.

(Answers will vary. Encourage discussion and analysis of the stories.)

1. Pericles was both content and unsatisfied.
2. Socrates was innocent but guilty.
3. The heedless man did not practice the virtues of attentiveness, industry, or self-sacrifice.
4. George Washington was neither lazy nor proud.
5. Dionysius was a vain and arrogant tyrant; Philoxenus was an honest and untroubled philosopher.

In this last section, double-check to make sure the students are using the coordinating conjunctions to connect two independent clauses. Read the compound sentences for clarity and accuracy.

Unit III

Lesson 6

The narrative story summary should not be written in chronological sequence. Student's assignments should follow the story sequence chart listed on page 26. This assignment requires that the students reflect on the entirety of the story and report the elements of it. The note outline does not indicate a chronological summary of the plot.

Strong Verbs

(See note in the section about "Quality Adjectives" above. Encourage students to explore the ocean of available English verbs. The best way for students to invigorate their writing is by improving the quality of their verbs.)

Lesson 7

Again, this exercise discourages students from summarizing the chronological sequence of the story. Encourage them to employ the story sequence chart and revise their writing until it is "perfect" (or at least excellent!). Imagining hidden details of the story, like the example listed in the "Structural Tools and Suggestions" section can be helpful for students as they visualize the events of the story. The more details they can imagine, the more the story will "come alive" for them.

Lesson 8

The story of Theseus and Minos is intentionally complex. I have chosen to leave in multiple storylines in order to force the students to limit their note outlines. Students who are still inclined to summarizing will struggle with accommodating all of the information in the given amount of space, but using the "Story Sequence Chart" will help them tremendously. The intention in this lesson is to wean the student from the relative ease and familiarity of the summary.

Style Tools and Examples

There are quite literally hundreds of adjectives that potentially describe the characters and setting in this story. Students should be creative, but also choose words with accurate connotations. Persuade the students to use many different adjectives in the course of their narrative to avoid the repetition of ideas and phrases.

Rhetoric Fun

1. A
2. A
3. P
4. P
5. A
6. P

Practice (Answers will vary. Use the model as a paradigm for judging students' responses.)

Lessons 9 and 10

(See note above in Answer Key for Lesson 8. These exercises are designed for further and more complex practice for understanding the story sequence chart.)

Unit IV

Lesson 11

Note Outline

Assessment should ensure that students are implementing the topic/clincher relationship. This structure helps improve paragraph unity and transitions (when mastered).

Encomium/Vituperation

This section would best be used to promote a class discussion on character. Some of the characters are obviously praiseworthy (Washington and Carlyle) and others are clearly blameworthy (Minos and The Heedless Man). Others are more complex: even Socrates in the “Apology” has been interpreted as a man who is almost eager for death. If students come up with differing answers, they should make a case to defend their stance. In fact, a lesson on forensic (judicial) rhetoric could easily be interwoven into this assignment.

Lesson 12

Parenthetical Remark

Some possible answers include:

1. Pericles—the Scrooge!—would not trust his sons with any of the family business...

Note: Calling Pericles a “Scrooge” is an example of using an eponymous adjective—a proper noun that has taken on its own meaning as an adjective. (“eponym” is from the Greek meaning “upon a name.”) Can you think of any other eponyms? Sometimes they can pack quite a punch.

2. At a dinner for Commonwealth dignitaries one evening, Winston Churchill was approached by the chief of protocol and quietly informed that one of the distinguished guests had, heaven forbid, slipped a silver saltshaker into his pocket.
 3. After watching for what seemed like an eternity—fifteen minutes—his shoulders slumped and his head began to nod.
 4. Not only was the manuscript gone (an inestimable loss!), so were the notes Carlyle had used to write it.
 5. No one but Polyphemus—a drunken monster gargling the residue of his last carnal nutriment—could roll back the huge stone before the door, and if the horrified men had been able to summon courage and strength enough to kill him, they would have been imprisoned there forever.
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6. And it came to pass that after all thy wickedness—Woe, woe unto thee, saith the Lord!—that thou hast also built unto thee an eminent place.
 7. And in those days Peter stood up in the midst of the disciples—the number of names together were about a hundred and twenty—and said, Men and brethren....

8. My name is Ozymandias, king of kings: Look on my works ye mighty and despair!
9. Observing it to be much swollen and inflamed, Androclus examined the lion and found a large thorn, which he removed, embedded in the ball of the foot, which he dressed.
10. Nestor, looking first to one man and then to another, was insistent with them that they should prevail with he who was the best at persuasion, Ulysses, the noble son of Peleus.

Lesson 13

Note Outline

Student should make sure that the essay is organized according to the three topics. It should not be a summary of Hannibal's Speech, which does not present the ideas in the same order as the note outline.

Review: "Gettysburg Address"

Argument

(Answers will vary, but should say something along these lines.)

I. (Already completed)

II. It is fitting that we dedicate this portion of the battlefield to those who gave their lives protecting our liberty.

III. Since these men died for our liberty, we must, with increased devotion, continue to work for their cause, so that our nation will witness a rebirth of freedom.

Genre

Chreia: a brief, pithy anecdote about an action or saying of a person for the purpose of edification

Proverb: a short, aphoristic saying that expresses a basic truth or practical precept

Fable: an anecdote using animals as characters instead of people

Narratio: an account or narrative of events (like a story)

Encomium: a speech of praise

Vituperation: a speech of blame

Rhetorical Devices

Antithesis: employment of opposites in the same passage

Repetition: repeating the same ideas in a passage

Parallelism: the use of identical or equivalent syntactic constructions in adjacent clauses or phrases

Polysyndeton: repetition of conjunctions in close succession

Asyndeton: the omission of conjunctions where the reader normally expects them

Parenthesis: the interjection of a thought into a composition (often in the middle)

Practice

(There may be more than one possible answer for these practice questions)

1. parenthesis
2. repetition/polysyndeton (note the repetition of coordinating conjunctions)
3. parallelism
4. asyndeton/parallelism
5. antithesis
6. asyndeton/parallelism

Persuasion

1. Civil War
2. The Battle of Gettysburg had the largest number of casualties of any battle in the Civil War. It is frequently cited as the war's turning point.
3. The Union Army won the battle.
4. "Tone" is the speaker's attitude toward his or her subject. Lincoln's tone is serious and formal. His mood reflects his deep sorrow and sadness on account of the catastrophic losses that his country is suffering.
5. The original audience is estimated to have contained about 15,000 people, including dignitaries, townspeople, and widows of the fallen soldiers.
6. The end of Lincoln's speech is to encourage his nation to keep fighting for freedom. Even though the hardships were inestimable, and the will of the people was weak, he said that the nation must keep fighting to ensure that their just government devoted to freedom would not perish. Although he was deeply saddened by the war, he had to persuade, or encourage, his people to continue their noble struggle for freedom.

UNIT V

Lesson 14

Synonyms

Coriolanus: Roman, senator, warrior, general, man, victorious exile, good son, nobleman, etc.

Virgilia: wife, mother of Coriolanus's children, suffering woman, etc.

Volumnia: arthritic mother, grandmother, spokeswoman, honorable Roman, etc.

Patricians: aristocrats, wealthy, politicians, senators, corrupt, power-hungry villains, etc.

Plebeians: poor, commoners, workers, lower-class, starving citizens, soldiers, etc.

Volscians: opportunists, enemies, conquerors, traitors, warriors, power-hungry neighbors, etc.

Keyword Outlines

In this chapter, the emphasis is on the students' ability to invent their own words from pictures. Many will use the story as a source for the keywords in their outlines, but if you would like to give them extra practice at coming up with their own keywords, then it would be helpful to have them construct three paragraph keyword outlines from a painting or other work that has neither a verbal nor a written dialogue.

Lesson 15

(No further exercises outside of the keyword outline and composition.)

Lesson 16

Anthimeria

(Answers will vary, but this is the idea.)

1. When I arrived on my motorcycle, I found that the ride had helmeted my hair.
2. Every time he turned in a late assignment, he would labyrinth the teacher with useless excuses.
3. The teacher teaches; the judge justices.

4. Upon seeing that there was a tie vote for the next president of the Chess Club, the mathletes constituted their way out of the jam by drafting a set of resolutions.
- 5-9. (These exercises are difficult but valuable. Encourage the students to construct sentences illustrative of the words' meanings.)

Lesson 17

(No further exercises outside of the keyword outline and composition.)

Unit VI

Lesson 18

Fused Outline

Heretofore, students have been refining their note taking and writing skills almost, we could say, for the sole purpose of becoming good researchers. In this unit, we start building the fundamental habits of doing research and presenting it in a logical manner.

Double-check for accuracy in note-taking. Make sure the students *show their work* so that you can make sure they understand the fundamentals of combining sources. If they try to write their final drafts first, then they will most likely present the information in an unbalanced and clumsy way. (Though, as we know, they might do this anyway!)

Anadiplosis

(Answers will vary. Make sure that they use the “chain link” feature of the anadiplosis correctly.)

Example:

Antithesis: wise/fool

Example: Seeking wisdom is the mark of an eager youth. But an eager youth is anybody's fool.

Lessons 19-20

Continue to monitor the students' attention to building good research habits as they do the keyword outlines and write their compositions. If the students have been doing the exercises up to this point, then integrating sources should not be too difficult.

Unit VII

Lesson 21

Metonymy and Synecdoche

Any of the nouns in each sentence can be substituted with a more general or specific term. Students should double-check to see that they understand that they are using the two opposite devices accurately. If students are having difficulty, they may want to consult a thesaurus.

1. Metonymy: A horrible consequence awaited these young people.
Synecdoche: A horrible death awaited these young people.

Or:

Met: A horrible fate awaited these young humans.

Syn: A horrible fate awaited these young eyes.

2. Met: As the slave wandered about in search of nourishment and home...

Syn: As the slave wandered about in search of bread and roof...

3. Met: The men marveled at what it might mean that a knight and his horse...
Syn: The men marveled at what it might mean that the armor and his steed...
4. Met: Three years after the revolt of the poor...
Syn: Three years after the revolt of the shoeless...

Lesson 22-23

Students ought to have proficiency at this point with the outline/essay format of the assignments. Encourage the students to visualize the scene in as much detail as possible. What personal effects might the characters have with them? What articles (maps, charcoal pencils, etc.) could be sitting on the desk of the Volscian general?

Lesson 24

Assignment

The passage in this lesson is intentionally brief. Students should go to greater lengths to imagine additional details for the purpose of completing their essays.

Sonnet 65

Audience: We are the audience, the readers of the poem.

Means: Rational appeal. Each quatrain points out further evidence that time seems to attack beauty with all intention of destroying it.

End: Poetry preserves beauty.

Summary: The poet can preserve his beloved's beauty only by embodying it in a poem, for poetry is an art form that does not decay over time. The speaker of the poem suggests that beauty preserved in poetry is protected from time's deteriorating effects.

Character of the speaker: (Answers will vary.)

Unit VIII

Lesson 25

Assignment

Ensure that the new essays are edited for clarity, not just preexisting paragraphs with affixed introductions and conclusions.

Lesson 26

Assignment

This assignment is similar to a poetry analysis—a staple assignment in first year college English classes. Students are working with a short yet profound passage, and they should end up using direct quotations from the text to justify their interpretations. Ensure that they are following the correct format for citing their source, and also help them to become more comfortable using the lead-ins to inset quotations.

Lesson 27

Antimetabole

- 1) But we must remember a crucial fact: the source of the mistrust between East and West is not that we have weapons; instead, we have weapons because we do not trust each other.
- 2) It is the logician who seeks to get the heavens into his head, but his head cannot contain them.
- 3) One should eat in order that he continue living. He should not live for the purpose of enjoying his next meal.

Lesson 28

Assignment

Students ought to practice the structure of the larger essay as often as possible. In my experience teaching composition to college students, many of them became overwhelmed by their inexperience with so much material. Often, a student can summarize the main ideas or topics of a source, but many lack the capability to organize their topics and thoughts into longer, successful essays.

Unit IX

Lesson 29

Double-check to see that students practice giving their papers a voice without having to use phrases such as “I think . . .” or “In my opinion . . .” Remember, these kinds of constructions are not intrinsically verboten, but the purpose of this assignment is to teach students to develop their writers voices. At the end of the paper, each student’s thoughts about Meleager should be absolutely clear, and their essay should give the audience some insight into the speaker’s character.

Lesson 30

Triple Extensions

1. “subject opener” The mug tipped off of the table, coffee spilled all over the floor, and the waitress slipped in the mess.
2. “prepositional phrase” Over the river, through the woods, to grandmother’s house we go.
3. “-ly” adverb Quietly, confidently, and boldly, the plan of Odysseus came to fruition.
4. “-ing/-ed” Sitting on the doorstep, thinking of nothing, and smoking a pipe, Bilbo Baggins was finishing off another day in Bag End.

Lesson 31

Assignment

Students should understand the difference between critiquing biblical passages and fictional passages. The purpose is to become conscious of the tone of their writer’s voice.