

# The Chreia: “To be prepared for war ...”

“To be prepared for war is one of the most effectual means of preserving peace.”  
—George Washington, speech to both houses of Congress, January 8, 1790

## Discovery

List several facts about the author.

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## I. Encomium

### Introduction

Write a sentence that introduces the author. Include a figure of description.

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### Praises

Write three praises for the author.

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### Thesis

Write a thesis statement, which states what you will speak about.

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### Rough Draft

Combine the three elements above into a paragraph.

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## 2. Paraphrase

### Word Variations

List several synonyms for these words from the saying: *prepared, war, effectual, means, preserving, and peace.*

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### 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

### Nine Narrative Components

Identify the *who, what, when, where, how, and why* of a narrative that applies the meaning of the saying to life.

1. Recognition: \_\_\_\_\_
2. Reversal: \_\_\_\_\_
3. Suffering: \_\_\_\_\_
4. Agents: \_\_\_\_\_
5. Action: \_\_\_\_\_
6. Time: \_\_\_\_\_
7. Place: \_\_\_\_\_
8. Manner: \_\_\_\_\_
9. Cause: \_\_\_\_\_

### Rough Draft

Compose a paragraph using the nine narrative components. Include a figure of description. Identify Recognition (R), Suffering (S), and Reversal (V).

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## 4. Converse

### Nine Narrative Components

Identify the *who*, *what*, *when*, *where*, *how*, and *why* of a narrative with the same character in the Cause paragraph but who does the opposite.

1. Recognition: \_\_\_\_\_
2. Reversal: \_\_\_\_\_
3. Suffering: \_\_\_\_\_
4. Agents: \_\_\_\_\_
5. Action: \_\_\_\_\_
6. Time: \_\_\_\_\_
7. Place: \_\_\_\_\_
8. Manner: \_\_\_\_\_
9. Cause: \_\_\_\_\_

### Rough Draft

Compose a paragraph using the Nine Narrative Components. Include a figure of description. Identify Recognition (R), Suffering (S), and Reversal (V).

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## 5. Analogy

### Diagram

Write the saying's action on the left side and its effect below. Then write a dissimilar action that has the same effect.

Chreia's Action	Dissimilar Action
_____	_____
Same Effect	
_____	_____

### Nine Narrative Components

Identify the *who*, *what*, *when*, *where*, *how*, and *why* of a narrative that demonstrates the analogy from the diagram.

1. Recognition: \_\_\_\_\_
2. Reversal: \_\_\_\_\_
3. Suffering: \_\_\_\_\_
4. Agents: \_\_\_\_\_
5. Action: \_\_\_\_\_
6. Time: \_\_\_\_\_
7. Place: \_\_\_\_\_
8. Manner: \_\_\_\_\_
9. Cause: \_\_\_\_\_

### Rough Draft

Compose a paragraph using the Nine Narrative Components. Include a figure of description. Identify Recognition (R), Suffering (S), and Reversal (V).

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## 6. Example

### Nine Narrative Components

Identify the *who*, *what*, *when*, *where*, *how*, and *why* of a narrative that demonstrates the saying with a famous person or event.

1. Recognition: \_\_\_\_\_
2. Reversal: \_\_\_\_\_
3. Suffering: \_\_\_\_\_
4. Agents: \_\_\_\_\_
5. Action: \_\_\_\_\_
6. Time: \_\_\_\_\_
7. Place: \_\_\_\_\_
8. Manner: \_\_\_\_\_
9. Cause: \_\_\_\_\_

## Rough Draft

Compose a paragraph using the Nine Narrative Components. Include a figure of description. Identify Recognition (R), Suffering (S), and Reversal (V).

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## 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.

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## 8. Epilogue

### Audience and Challenge

Write a phrase that names the audience, and then add an imperative clause calling the audience to agree with the saying.

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# Variations

## Directions

Give 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)
- diminutio** - to vary words to change an idea into an understatement; e.g., "It is an amputation!" / "It's just a flesh wound."

A. A **strong wind rattled** the **windows**. (diminutio)

\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. The **summer breeze puffed half-heartedly** through the **oak**. (antonomasia)

\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

C. The **stars sparkled diamond-like** in the arctic **sky**. (metonymy)

\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

D. **Look** at the heavens and **count** the stars—if **indeed** you **can** count them. (enallage)

\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 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.