

FITTING WORDS

*Classical Rhetoric
for the Christian Student*

Answer Key

JAMES B. NANCE



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In this series:

<i>Resource</i>	<i>Item SKU</i>
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Fitting Words Student Workbook	R-WKBK
Fitting Words Answer Key (this book)	R-ANSW
Fitting Words Exam Pack	R-EXAM
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Fitting Words: Classical Rhetoric for the Christian Student: Answer Key

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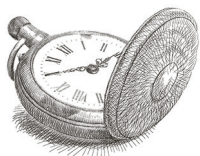


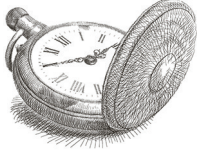
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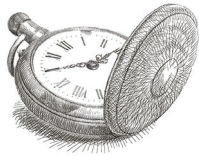
COMPONENTS OF THIS COURSE

F*itting Words: Classical Rhetoric for the Christian Student* is meant as a one-year course in practical rhetoric for the Christian high school student. The entire packet includes these components:

1. The **textbook** with thirty lessons on the art of rhetoric. Each lesson also includes Thinking Deeper questions, suggestions for Reading Further, and quotes for Developing Memory. The Thinking Deeper sections provide optional questions for discussion, questions which dig further into the lesson topics. These occasionally require outside reading. The Developing Memory sections give the students exercise in memorizing and delivering appropriate quotes of varying length. Before starting this course you may find it helpful to read Lesson 29, which discusses some methods for memorizing. Students will write and deliver speeches after Lessons 13, 14, 15, 16, and 30. The appendices include a glossary of key terms, the text of the primary speeches used throughout the course, and a chart of every speech in the Bible, many of which are also used throughout the course.
2. The **student workbook**, which includes exercises for each lesson. Many of the lessons have two exercises, A and B, both of which should be completed by the student before going on to the next lesson. Also included are speech judging sheets identical to those in the test packet, which the student may use to evaluate himself as he practices the required speeches.
3. An **answer key** for the exercises and the tests. Also included is a proposed course schedule. The answer key layout matches the layout of the exercises and tests for ease of grading. Point suggestions are given [in brackets] for the exams only.
4. The **exam packet**, which includes review sheets for the tests, the tests themselves, and speech judging sheets for the instructor to evaluate the speeches to be delivered by the student. The final evaluation for the course is not a comprehensive exam but a final speech. Review sheets, tests, and judging

sheets are items which may be individually copied and distributed to the students at various times throughout the course.

5. The **video course**, available in multiple formats, in which the author introduces and teaches through each lesson. Each video session also introduces a figure of speech or thought (re-taught together in Lessons 27 and 28), offers suggestions for the Thinking Deeper questions, gives suggestions for completing the exercises, and presents the commonplace topic for developing copiousness. Lessons prior to tests or speeches include related helps.



OPTIONAL COURSE SCHEDULES

Below are suggested schedules for teaching the *Fitting Words* course over one or two years. The one-year schedule shows four class meetings per week. Classes that meet five times per week can use the additional time to discuss the Thinking Deeper questions. Of course these are merely suggestions to help you to pace the lessons; you will know best what works for you and your students.

ONE-YEAR SCHEDULE: SEMESTER ONE

WEEK	DAY	TEXT AND ASSIGNMENT	WEEK	DAY	TEXT AND ASSIGNMENT
Unit 1: Foundations of Rhetoric					
1	1	Preface: How to Use This Book Introduction: The Goal and Purpose of This Book			
	2	Read Appendix A: Speeches			
	3	Lesson 1: A Christian View of Rhetoric			
	4	Exercise 1			
2	5	Lesson 2: The Birth of Rhetoric			
	6	Exercise 2			
	7	Lesson 3: First Excerpt of Phaedrus			
	8	Exercise 3			
3	9	Lesson 4: Second Excerpt of Phaedrus			
	10	Exercise 4			
	11	Review for exam			
	12	Exam 1			
Unit 2: Invention and Arrangement					
4	13	Lesson 5: The Five Faculties of Oratory; Invention			
	14	Exercise 5			
	15	Finish exercise 5			
	16	Lesson 6: Arrangement: Introduction			
5	17	Exercise 6			
	18	Finish exercise 6			
	19	Lesson 7: Arrangement: Narration and Division			
	20	Exercise 7			
6	21	Finish exercise 7			
	22	Lesson 8: Arrangement: Proof and Refutation			
	23	Exercise 8			
	24	Finish exercise 8			
7	25	Lesson 9: Arrangement: Conclusion			
	26	Exercise 9			
	27	Review for exam			
	28	Exam 2			
Unit 3: Understanding Emotions: Ethos and Pathos					
8	29	Lesson 10: Ethos and Copiousness			
	30	Exercise 10			
	31	Finish exercise 10			
Unit 3 (continued)					
	32	Lesson 11: Pathos			
9	33	Exercise 11			
	34	Finish exercise 11			
	35	Lesson 12: Emotions, Part One			
	36	Exercise 12			
10	37	Finish exercise 12			
	38	Lesson 13: Emotions, Part Two			
	39	Exercise 13			
	40	Finish exercise 13			
11	41	Speech prep			
	42	Deliver Emotions speech			
	43	Review for exam			
	44	Exam 3			
Unit 4: Fitting Words to the Topic: Special Lines of Argument					
12	45	Lesson 14: Special Lines of Argument: Forensic Oratory			
	46	Exercise 14a			
	47	Exercise 14b			
	48	Speech prep			
13	49	Speech prep			
	50	Deliver Forensic speech			
	51	Lesson 15: Political Oratory			
	52	Exercise 15a			
14	53	Exercise 15b			
	54	Speech prep			
	55	Speech prep			
	56	Deliver Political speech			
15	57	Lesson 16: Ceremonial Oratory			
	58	Exercise 16a			
	59	Exercise 16b			
	60	Speech prep			
16	61	Speech prep			
	62	Deliver Ceremonial speech			
	63	Review for exam			
	64	Exam 4			

ONE-YEAR SCHEDULE: SEMESTER TWO**WEEK DAY TEXT AND ASSIGNMENT****Unit 5: General Lines of Argument**

1	65	Lesson 17: General Lines of Argument; Terms and Definition
	66	Exercise 17a
	67	Exercise 17b
	68	Finish exercise 17b
2	69	Lesson 18: Statement Types and Their Relationships
	70	Exercise 18a
	71	Exercise 18b
	72	Finish exercise 18b
3	73	Lesson 19: Statements and Truth
	74	Exercise 19a
	75	Exercise 19b
	76	Finish exercise 19b
4	77	Lesson 20: Maxims and Their Use
	78	Exercise 20
	79	Review for exam
	80	Exam 5
5	81	Lesson 21: Argument by Example
	82	Exercise 21a
	83	Exercise 21b
	84	Finish exercise 21b
6	85	Lesson 22: Deductive Arguments
	86	Exercise 22a
	87	Exercise 22b
	88	Finish exercise 22b
7	89	Review for exam
	90	Exam 6
	91	Lesson 23: Refutation of Arguments
	92	Exercise 23a
8	93	Exercise 23b
	94	Finish exercise 23b
	95	Lesson 24: Informal Fallacies
	96	Exercise 24a
9	97	Finish exercise 24a
	98	Exercise 24b
	99	Review for exam
	100	Exam 7

WEEK DAY TEXT AND ASSIGNMENT**Unit 6: Fitting Words to the Audience: Style and Ornament**

10	101	Lesson 25: Understanding Your Audience
	102	Exercise 25a
	103	Finish exercise 25a
	104	Exercise 25b
11	105	Lesson 26: Style: Clarity and Elegance
	106	Exercise 26a
	107	Finish exercise 26a
	108	Exercise 26b
12	109	Lesson 27: Levels of Style and Figures of Speech
	110	Exercise 27a
	111	Finish exercise 27a
	112	Exercise 27b
13	113	Finish exercise 27b
	114	Lesson 28: Tropes and Allusions
	115	Exercise 28a
	116	Finish exercise 28a
14	117	Exercise 28b
	118	Finish exercise 28b
	119	Review for exam
	120	Exam 8

Unit 7: Memory and Delivery

15	121	Lesson 29: Memory
	122	Exercise 29
	123	Lesson 30: Delivery
	124	Exercise 30a
16	125	Exercise 30b
	126	Review for exam
	127	Exam 9
	128	Speech prep
17	129	Speech prep
	130	Speech prep
	131	Speech prep
	132	Deliver Final speech

TWO-YEAR SCHEDULE

YEAR ONE

WEEK TEXT AND ASSIGNMENT

Unit 1: Foundations of Rhetoric

- 1 Introduction; Read Appendix A
- 2 Lesson 1: A Christian View of Rhetoric; Exercise 1
- 3 Lesson 2: The Birth of Rhetoric; Exercise 2
- 4 Lesson 3: First Excerpt of Phaedrus; Exercise 3
- 5 Lesson 4: Second Excerpt of Phaedrus; Exercise 4
- 6 Review for exam; Exam 1

Unit 2: Invention and Arrangement

- 7 Lesson 5: The Five Faculties of Oratory; Invention; Exercise 5
- 8 Lesson 6: Arrangement: Overview; Introduction; Exercise 6
- 9 Lesson 7: Arrangement: Narration and Division; Exercise 7
- 10 Lesson 8: Arrangement: Proof and Refutation; Exercise 8
- 11 Lesson 9: Arrangement: Conclusion; Exercise 9
- 12 Review for exam; Exam 2

Unit 3: Understanding Emotions: Ethos and Pathos

- 13 Lesson 10: Ethos and Copiousness; Exercise 10
- 14 Lesson 11: Pathos; Exercise 11
- 15 Lesson 12: Emotions, Part One; Exercise 12
- 16 Lesson 13: Emotions, Part Two; Exercise 13
- 17 Speech prep
- 18 Deliver emotions speech
- 19 Review for exam; Exam 3

Unit 4: Fitting Words to the Topic: Special Lines of Argument

- 20 Lesson 14: Special Lines of Argument: Forensic Oratory; Exercise 14a
- 21 Exercise 14b
- 22 Speech prep
- 23 Deliver forensic speech
- 24 Lesson 15: Political Oratory; Exercise 15a
- 25 Exercise 15b
- 26 Speech prep
- 27 Deliver political speech
- 28 Lesson 16: Ceremonial Oratory; Exercise 16a
- 29 Exercise 16b
- 30 Speech prep
- 31 Deliver ceremonial speech
- 32 Review for exam; Exam 4

YEAR TWO

WEEK TEXT AND ASSIGNMENT

Unit 5: General Lines of Argument

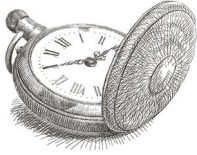
- 1 Lesson 17: General Lines of Argument; Terms and Definition; Exercise 17a
- 2 Exercise 17b
- 3 Lesson 18: Statement Types and Their Relationships; Exercise 18a
- 4 Exercise 18b
- 5 Lesson 19: Statements and Truth; Exercise 19a
- 6 Exercise 19b
- 7 Lesson 20: Maxims and Their Use; Exercise 20
- 8 Review for exam; Exam 5
- 9 Lesson 21: Argument by Example; Exercise 21a
- 10 Exercise 21b
- 11 Lesson 22: Deductive Arguments; Exercise 22a
- 12 Exercise 22b
- 13 Review for exam; Exam 6
- 14 Lesson 23: Refutation of Arguments; Exercise 23a
- 15 Exercise 23b
- 16 Lesson 24: Informal Fallacies; Exercise 24a
- 17 Exercise 24b
- 18 Review for exam; Exam 7

Unit 6: Fitting Words to the Audience: Style and Ornament

- 19 Lesson 25: Understanding Your Audience; Exercise 25a
- 20 Exercise 25b
- 21 Lesson 26: Style: Clarity and Elegance; Exercise 26a
- 22 Exercise 26b
- 23 Lesson 27: Levels of Style and Figures of Speech; Exercise 27a
- 24 Exercise 27b
- 25 Lesson 28: Tropes and Allusions; Exercise 28a
- 26 Exercise 28b
- 27 Review for exam; Exam 8

Unit 7: Memory and Delivery

- 28 Lesson 29: Memory; Exercise 29
- 29 Lesson 30: Delivery; Exercise 30a
- 30 Exercise 30b; Review for exam; Exam 9
- 31 Speech prep
- 32 Deliver Final speech



EXERCISE 12

NAME _____

DATE _____

Problems 1–12: Identify the primary emotion from each lesson (anger, calmness, friendship, enmity, fear, confidence) that the given speaker is seeking to produce in his hearers.

1. Genesis 13:8–9 friendship
2. Exodus 14:13–14 confidence
3. Joshua 22:22–29 calmness
4. 1 Samuel 25:24–31 calmness
5. 1 Kings 1:17–21, 24–27 anger
6. 1 Kings 5:2–9 friendship
7. 2 Chronicles 13:4–7 enmity
8. Ezra 6:6–12 fear
9. Daniel 3:9–12 anger
10. Matthew 28:18–20 confidence
11. Mark 9:42–48 fear
12. Acts 24:5–8 enmity

13. Which emotion is Martin Luther trying to produce in the introduction to *Here I Stand*? Defend your answer.

Most Serene Emperor, and you illustrious princes and gracious lords: I this day appear before you in all humility, according to your command, and I implore Your Majesty and your august highnesses, by the mercies of God, to listen with favor to the defense of a cause which I am well assured is just and right. I ask pardon, if by reason of my ignorance, I am wanting in the manners that befit a court; for I have not been brought up in kings' palaces, but in the seclusion of a cloister.

Luther is trying to produce calmness. The imperial audience before whom he was defending himself may have included

many who were angry at him and who had the power to punish him. Thus he is humble before them and speaks to them respectfully.

Problems 14–15: Read the excerpt in Appendix A from Jonathan Edwards’s sermon “Sinners in the Hand of an Angry God,” and answer the following questions.

14. Explain how in his sermon Edwards employs each of the given elements of the definition of fear.

pain or disturbance Edwards uses language that disturbs his hearers from their spiritual sloth.

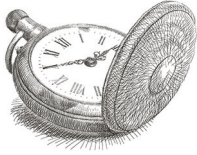
due to a mental picture He uses images of devouring flames; swords dangling overhead and pits underneath; being cut off, swallowed up, and lost.

of destructive or painful evil He says that sin is “destructive in its nature” and calls hell “eternal destruction.” He presents hell as painful, speaking of the “torments of hell.”

in the future He says “the pit is prepared, the fire is made ready, the furnace is now hot, ready to receive them . . . at what moment God shall permit.”

15. Aristotle adds that “we know that we shall die, but we are not troubled thereby, because death is not close at hand.” How does Edwards make death appear close at hand?

Edwards argues that death is close at hand to all of us, since God may bring an end to our life at any time. He argues that death is near in these ways: “It is no security to wicked men for one moment, that there are no visible means of death at hand ... this is no evidence, that a man is not on the very brink of eternity, and that the next step will not be into another world”; “God has so many different unsearchable ways of taking wicked men out of the world”; “men’s own wisdom is no security to them from death.” He also uses metaphors such as “unconverted men walk over the pit of hell on a rotten covering, and there are innumerable places in this covering so weak that they will not bear their weight, and these places are not seen. The arrows of death fly unseen at noonday; the sharpest sight cannot discern them.”



EXAM FOUR

LESSONS 14-16

NAME _____

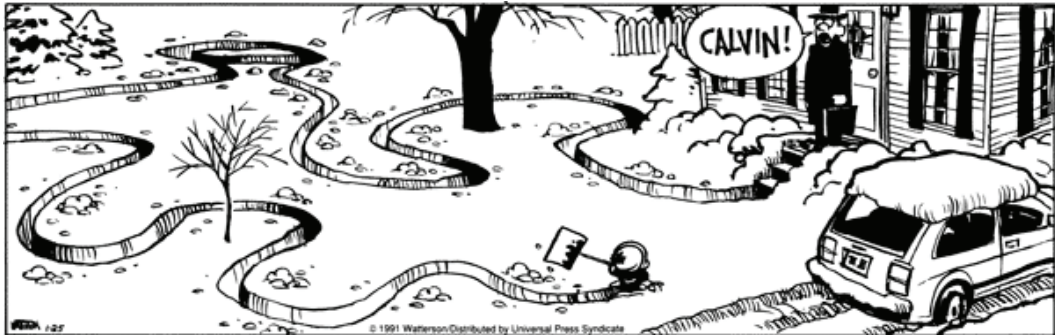
DATE _____

You may use a Bible for this exam.

1. Define *forensic oratory*.

Speeches of accusation or defense, often given before a jury,
concerned with the justice or injustice of someone's past
actions [3]

Problems 2–7: Consider this comic, which shows how Calvin followed an instruction to shovel a path to his father's car.



2. Define *wrongdoing*. Explain how Calvin's act fits each part of the definition.

Wrongdoing is "injury, voluntarily inflicted, contrary to law."
Calvin's act was an injury in that his dad suffered harm
(having to walk around a long path rather than a short one)
against his will. It was voluntary (Calvin knew what he was
doing, and no one was forcing him), and it was contrary to
the implied command of his dad. [6]

3. Is the law Calvin is breaking *universal* or *particular*? Explain your answer.

The command to shovel a path from the porch to the car would be particular, but Calvin is clearly breaking a universal law of kindness: making things easier for others. [3]

4. What is Calvin's basic *state of mind* in doing this wrong?

He would be found out, but either expected not to be punished (because his dad was in a hurry) or thought the gain from playing the trick on his dad outweighed the punishment. [3]

5. Briefly describe the *means*, *opportunity*, and *motive* for Calvin's wrong act.

Means: Calvin had the shovel and the strength to dig that length of path.

Opportunity: Calvin had the time to shovel the path, and was apparently doing so without being watched.

Motive: Calvin perhaps gained pleasure from playing a trick on his dad (power over others). [6]

6. Why is Calvin's act here a greater wrongdoing than a typical act of disobedience?

Calvin failed to fulfill an obligation, wronged a benefactor, is no doubt a repeat offender, and his act was especially deliberate. [2]

7. Which class of victims does Calvin's father fit under?

Calvin's dad was easy to wrong: he did not take precautions to supervise Calvin. He may have been pleasant to wrong, as Calvin may have had a grievance against him. [2]

8. What is defined as "a sort of justice, applying to forgivable actions, that goes beyond the written law and makes up for defects in it"?

Equity [1]

Problems 9–12: Imagine that you are trying to convince a group of friends to join a self-defense martial arts class with you this summer.

9. Appeal to the parts of the definition of *political oratory* to show this to be a political speech.

You are urging a group of people (your friends) to take a course of action (join the class with you) in the future (this summer), based on expediency (that they will benefit in some way). [4]

10. To which of Aristotle's four definitions of *happiness* might you appeal to convince your friends? Explain.

"Good condition of property and body." If you learn martial arts, you can get in shape, defend yourself and others, and feel secure. (Answers may vary) [3]

11. List four of Aristotle's constituent parts of happiness to which you could reasonably appeal.

Health, strength, athletic ability, good friends, and perhaps beauty and honor (any four). [4]

12. To which of Aristotle's four definitions of *goodness* might you appeal? Explain.

"That which must be prescribed for a given individual by reason." You might argue that you have thought it through, and concluded that by choosing to join the martial arts class you will get the good things above (health, strength, etc.) (Answers may vary). [3]

13. What is *ceremonial oratory*?

Speeches of praise or censure which are based upon honor or dishonor, requiring no decision from the hearers. [3]

14. Two forms of virtue are *magnificence* and *liberality*. What do these virtues have in common? How do they differ?

Magnificence and liberality are both virtues of generosity that involve the spending of money. Magnificence involves a wealthy person spending a large amount of money, but liberality is being free with what you have, no matter how much. [4]

15. Solomon was in many ways a virtuous king. Identify two of Aristotle's nine forms of virtue that Solomon can be said to share, and give a brief explanation of each. Which of the virtues did Solomon most lack?

Solomon was famous for wisdom, especially wisdom to administer justice. He was also magnificent, blessing all Israel with his

wealth. However, he lacked temperance, giving himself over to physical pleasure. (Answers may vary) [5]

16. Consider this brief encomium: “Henry V was a great king. He ruled England with wisdom, defeated the French at the Battle of Agincourt, and sought to please God.” Rewrite and improve this, including at least three of Aristotle’s thirty noble deeds and two methods of improving the effect of praise. Hint: Keep in mind the St. Crispin’s Day speech.

Henry V was one of the greatest kings of England. He ruled England with wisdom and prudence. He defeated the French at the Battle of Agincourt after winning many previous battles. He showed great courage by opposing a much larger foe in their homeland. Henry fought not for riches but for honor, believing that winning France was right for England. He did not surrender, but gained the victory, a victory unexpected given the circumstances. And he was a pious man, seeking God's will and pleasure in all that he did. For these things and more, King Henry V will always be remembered. (Answers may vary) [8]
