FITTING WORDS

Classical Rhetoric for the Christian Student

Workbook

JAMES B. NANCE
In this series:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Item SKU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitting Words Textbook</td>
<td>R-TXTB</td>
</tr>
<tr>
<td><strong>Fitting Words Student Workbook (this book)</strong></td>
<td><strong>R-WKBK</strong></td>
</tr>
<tr>
<td>Fitting Words Answer Key</td>
<td>R-ANSW</td>
</tr>
<tr>
<td>Fitting Words Exam Pack</td>
<td>R-EXAM</td>
</tr>
<tr>
<td>Fitting Words Video Course</td>
<td>R-DVD / R-BLU / R-STR</td>
</tr>
</tbody>
</table>

*Fitting Words: Classical Rhetoric for the Christian Student: Workbook*

Written by James B. Nance for Roman Roads Media, LLC
Copyright © 2016 by Roman Roads Media, LLC

Version 1.0.5

Published by Roman Roads Media
Moscow, Idaho
www.romanroadsmedia.com

Cover design concept by Mark Beauchamp; adapted by Daniel Foucachon and Valerie Anne Bost.
Cover illustration by Mark Beauchamp; adapted by George Harrell. Interior illustration by George Harrell. Interior design by Valerie Anne Bost.

Printed in the United States of America.


All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopy, recording, or otherwise, without prior permission of the publisher, except as provided by USA copyright law.

Components of This Course ....................................................... vii
Optional Course Schedules ....................................................... ix

LESSON EXERCISES

Exercise 1 ........ 1  Exercise 15a .... 51  Exercise 23a .... 105
Exercise 2 ....... 3  Exercise 15b .... 55  Exercise 23b .... 109
Exercise 3 ....... 5  Exercise 16a .... 57  Exercise 24a .... 115
Exercise 4 ....... 9  Exercise 16b .... 63  Exercise 24b .... 117
Exercise 5 ....... 13 Exercise 17a .... 69  Exercise 25a .... 121
Exercise 6 ....... 17 Exercise 17b .... 71  Exercise 25b .... 125
Exercise 7 ....... 21 Exercise 18a .... 75  Exercise 26a .... 127
Exercise 8 ....... 23 Exercise 18b .... 77  Exercise 26b .... 131
Exercise 9 ....... 25 Exercise 19a .... 81  Exercise 27a .... 135
Exercise 10 .... 27  Exercise 19b .... 83  Exercise 27b .... 141
Exercise 11 .... 31  Exercise 20 .... 87  Exercise 28a .... 145
Exercise 12 .... 35  Exercise 21a .... 91  Exercise 28b .... 149
Exercise 13 .... 39  Exercise 21b .... 95  Exercise 29 .... 153
Exercise 14a .... 43 Exercise 22a .... 97  Exercise 30a .... 155
Exercise 14b .... 47 Exercise 22b .... 101 Exercise 30b .... 161

Works Cited in Exercises .......................................................... 163
Speech Judging Sheets ............................................................ 165
COMPONENTS OF THIS COURSE

Fitting 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 (retaught 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.
This student workbook includes the lesson exercises and speech judging sheets for *Fitting Words: Classical Rhetoric for the Christian Student*. This workbook is consumable; each student should be issued one workbook. The pages are perforated so that each exercise and judging sheet can be removed and completed.

The exercise numbers are aligned with the lesson numbers in the student text. The answers for these exercises are contained in the Answer Key for *Fitting Words*.

Speech judging sheets are included here for the students to use as they practice their speeches. Identical speech judging sheets are included in the test packet for instructor use.
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 _________________________________________________________________
2. Exodus 14:13–14  _______________________________________________________________
4. 1 Samuel 25:24–31 _____________________________________________________________
5. 1 Kings 1:17–21, 24–27__________________________________________________________
6. 1 Kings 5:2–9 ___________________________________________________________________
7. 2 Chronicles 13:4–7 _____________________________________________________________
8. Ezra 6:6–12 _____________________________________________________________________
9. Daniel 3:9–12 ___________________________________________________________________
10. Matthew 28:18–20 ______________________________________________________________
11. Mark 9:42–48 ________________________________________________________________

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.

________________________________________________________________________________

________________________________________________________________________________
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

- due to a mental picture

- of destructive or painful evil

- in the future
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?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________