



# FITTING WORDS

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*Classical Rhetoric  
for the Christian Student*

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## Exam Packet

JAMES B. NANCE



ROMAN  
ROADS  
MEDIA



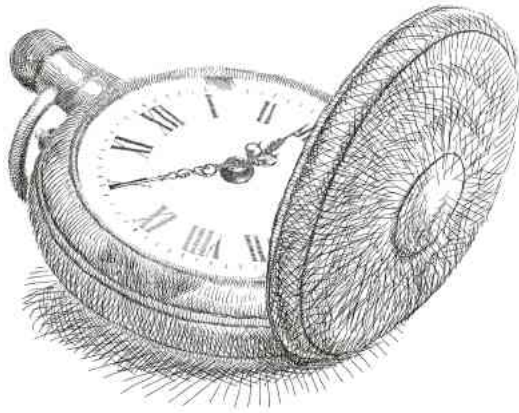
# HOW TO USE THIS EXAM PACKET

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This exam packet includes exam review sheets, exams, and speech judging sheets. These are the items that the instructor should distribute, one to each student, at the appropriate times throughout the year. The purchase of this exam packet grants the buyer the rights to make sufficient copies for one homeschool family or one class. If the instructor prefers not to make copies, additional exam packets may be purchased.

Exam answers and suggested point values are contained in the *Fitting Words Answer Key*.

Speech judging sheet are also included in the student workbook for student use.



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# REVIEW SHEETS



# REVIEW FOR EXAM FOUR

LESSONS 14-16

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The student should be able to

1. Distinguish between forensic, political, and ceremonial oratory
2. Define forensic oratory
3. Define and give examples of wrongdoing
4. Distinguish between voluntary and involuntary actions
5. Distinguish between universal and particular law
6. Define and distinguish the means, opportunity, and motive of wrongdoing
7. Identify the different states of mind of wrongdoers
8. Distinguish state of mind from motive
9. Explain what makes one wrong worse than another
10. Identify the different classes of victims
11. Define equity and explain how to apply it
12. Identify the five non-technical modes of persuasion
13. Define political oratory
14. State Aristotle's four definitions of happiness
15. Identify Aristotle's sixteen constituent parts of happiness
16. State Aristotle's four definitions of goodness
17. Distinguish between admittedly and disputably good things
18. Explain what makes one good thing better than another
19. Define ceremonial oratory
20. Define the noble
21. Define virtue
22. Identify and distinguish the nine forms of virtue
23. Identify several noble deeds
24. Explain how to improve the effect of praise.



# EXAM FOUR

LESSONS 14-16

NAME \_\_\_\_\_

DATE \_\_\_\_\_

You may use a Bible for this exam.

1. Define *forensic oratory*.

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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.

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

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

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

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

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

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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"?

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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.

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

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

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

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13. What is *ceremonial oratory*?

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

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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?

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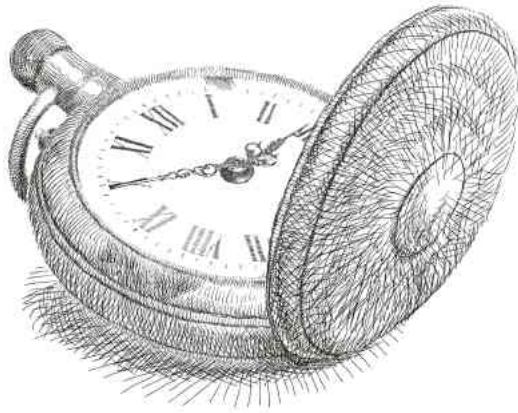
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16. Consider this brief encomium: “Henry V was a great king. He ruled England with wisdom, defeated the French at the Battle of Agincourt, and sought to please God.” Rewrite and improve this, including at least three of Aristotle’s thirty noble deeds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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



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# **SPEECH JUDGING SHEETS**



# SPEECH JUDGING SHEET

## LESSON 15: POLITICAL SPEECH

Student name \_\_\_\_\_

Date \_\_\_\_\_

Title/Topic \_\_\_\_\_

### POINTS

1. The speech effectively urged the audience to do or not to do something based on expediency or harm. \_\_\_\_\_ / 5

2. The speech appealed to appropriate elements of happiness. \_\_\_\_\_ / 5

Part(s) of happiness appealed to: \_\_\_\_\_

\_\_\_\_\_

3. The speech appealed to appropriate elements of goodness. \_\_\_\_\_ / 5

Good thing(s) appealed to: \_\_\_\_\_

\_\_\_\_\_

4. The speech included the required parts of a discourse. \_\_\_\_\_ / 10

a) Introduction: *hearers made receptive and attentive*

b) Proof: *persuasive arguments used*

c) Refutation: *objections sufficiently answered*

d) Conclusion: *powerful summary, appropriate emotional appeal*

5. The student was prepared, speaking audibly, clearly, with good speed and expression, maintaining ethos \_\_\_\_\_ / 5

(Required time: 4–6 minutes) Time \_\_\_\_\_

Deduction for time \_\_\_\_\_

**TOTAL** \_\_\_\_\_ / 30



# SPEECH JUDGING SHEET

## LESSON 15: SAINT CRISPIN'S DAY

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Student name \_\_\_\_\_

Date \_\_\_\_\_

What's he that wishes so?  
My cousin Westmoreland? No my fair cousin:  
If we are mark'd to die, we are enow  
To do our country loss; and if to live,  
The fewer men, the greater share of honour.  
God's will! I pray thee, wish not one man more.  
By Jove, I am not covetous for gold,  
Nor care I who doth feed upon my cost;  
It yearns me not if men my garments wear;  
Such outward things dwell not in my desires;  
But if it be a sin to covet honour,  
I am the most offending soul alive.  
No, faith, my coz, wish not a man from England:  
God's peace! I would not lose so great an honour  
As one man more, methinks, would share  
from me  
For the best hope I have. O, do not wish one  
more!  
Rather, proclaim it, Westmoreland, through  
my host,  
That he which hath no stomach to this fight,  
Let him depart; his passport shall be made  
And crowns for convoy put into his purse:  
We would not die in that man's company  
That fears his fellowship to die with us.  
This day is called the feast of Crispian:  
He that outlives this day and comes safe home  
Will stand a tip-toe when the day is named,  
And rouse him at the name of Crispian.  
He that shall live this day and see old age,  
Will yearly on the vigil feast his neighbors,  
And say, "Tomorrow is Saint Crispian":  
Then will he strip his sleeve and show his scars,  
And say, "These wounds I had on Crispin's day."

Old men forget; yet all shall be forgot,  
But he'll remember with advantages  
What feats he did that day: Then shall our names,  
Familiar in his mouth as household words,  
Harry the King, Bedford and Exeter,  
Warwick and Talbot, Salisbury and Gloucester,  
Be in their flowing cups freshly remember'd.  
This story shall the good man teach his son;  
And Crispin Crispian shall ne'er go by,  
From this day to the ending of the world,  
But we in it shall be remembered;  
We few, we happy few, we band of brothers;  
For he today that sheds his blood with me  
Shall be my brother; be he ne'er so vile,  
This day shall gentle his condition:  
And gentlemen in England now a-bed  
Shall think themselves accursed they were  
not here,  
And hold their manhoods cheap whiles any  
speaks  
That fought with us upon Saint Crispin's day.

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### CONTENT SCORING

- 2 *points*    Lost a line
- 1 *point*     Additional line lost, lost phrase,  
lines swapped
- 1/2 *point*    Lost a word, phrases swapped
- 1/3 *point*    Incorrect word, words swapped
- 1 *point*     Restarting at a previous line
- 1/2 *point*    Corrected word, major inappropriate  
pause
- 1/3 *point*    Momentary inappropriate pause,  
repeated word
- 1 *point*     for each word hint.

	POINTS LOST
<b>CONTENT</b> ( <i>from front of sheet</i> )	
Number of hints:	_____
Other problems with content	_____
<b>VOICE</b>	
Unclear, mumbling, not enunciating	
Saying <i>um, uh, oops...</i>	_____
Improper pronunciation	_____
Too fast	_____
Too quiet, could not hear easily	_____
Other problems with voice	_____
<b>TOTAL</b>	_____/ 30

# EXAM PACK

Fitting Words, Classical Rhetoric for the Christian Student

High School, Rhetoric

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