

FITTING WORDS

*Classical Rhetoric
for the Christian Student*

Workbook

JAMES B. NANCE



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In this series:

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Fitting Words: Classical Rhetoric for the Christian Student: Workbook

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

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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.



HOW TO USE THIS WORKBOOK

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.



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 _____
2. Exodus 14:13–14 _____
3. Joshua 22:22–29 _____
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 _____
12. Acts 24:5–8 _____

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?

[illegible]

