

FITTING WORDS

Answer Key

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FITTING WORDS

*Classical Rhetoric
for the Christian Student*

Answer Key

JAMES B. NANCE



ROMAN
ROADS
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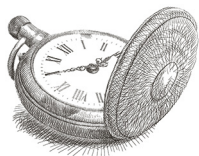


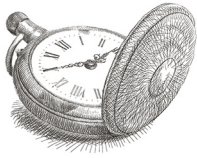
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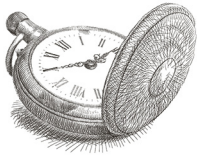
COMPONENTS OF THIS COURSE

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, demonstrates a delivery of the Developing Memory quote, 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

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 |

WEEK DAY TEXT AND ASSIGNMENT

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 |

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- | | | |
|----|----|--|
| 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

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	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
8	92	Exercise 23a
	93	Exercise 23b
	94	Finish exercise 23b
9	95	Lesson 24: Informal Fallacies
	96	Exercise 24a
	97	Finish exercise 24a
9	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

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	102	Exercise 25a
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	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
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	126	Review for exam
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	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

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- 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

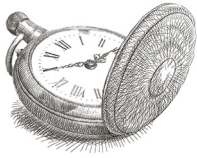
- 1 Lesson 17: General Lines of Argument; Terms and Definition; Exercise 17a
- 2 Exercise 17b
- 3 Lesson 18: Statement Types and Their Relationships; Exercise 18a
- 4 Exercise 18b
- 5 Lesson 19: Statements and Truth; Exercise 19a
- 6 Exercise 19b
- 7 Lesson 20: Maxims and Their Use; Exercise 20
- 8 Review 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 1

NAME _____

DATE _____

1. Name and explain three distinct things a speaker can do to make his speech *ineffective*. Find three passages not referenced in the lesson where the Bible speaks about how we should speak: one from Proverbs, one from Jesus in the Gospels, and a third from elsewhere in the New Testament. Draw one practical application for rhetoric from each.

First, a speaker could mumble his way through his speech with a lot of "um" and "you know" instead of being articulate. Second, he could reveal a lack of knowledge about his subject or be ignorant of his opponent's arguments. Third, he could project a lack of interest in or conviction about his subject, speaking in a monotone voice or making no eye contact, and so hinder the audience from being interested in what he has to say.

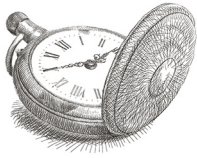
2. Find three passages not referenced in the lesson where the Bible speaks about how we should speak: one from Proverbs, one from Jesus in the gospels, and a third from elsewhere in the New Testament. Draw one practical application for rhetoric from each.

Proverbs 15:1—"A soft answer turns away wrath, but a harsh word stirs up anger." From this we learn that the tone of our voice can affect the emotions of our hearers. (See also Prov. 12:18, 13:3, 18:21, 26:4-5.)

Matthew 13:19-23—Jesus interprets the Parable of the Sower. He teaches that the same message can produce different

responses in different people depending on their circumstances and heart condition. What persuades one person will not persuade all. (See also Matt. 18:15-17, John 5:30-47.)

Ephesians 4:11-15—Paul teaches that God gave different speaking gifts (apostles, prophets, evangelists, pastors and teachers) to build up and unite the church, and protect it from false teaching. Verse 15 says we are to speak the truth in love. (See also Acts 4:13, 4:29-31, 18:24-28.)



EXERCISE 2

NAME _____

DATE _____

1. Consider this structural analysis of an excerpt from Gorgias's *Encomium of Helen*. Note that parallel (meaning similar or opposite) words or phrases are placed one above the other.

In many did she work desire for her love, and
her one body was the cause of bringing together
many bodies of men
thinking great thoughts for
great goals,
of whom some had greatness of wealth,
some the glory of ancient nobility,
some the vigor of personal agility,
some the command of acquired knowledge.
And all came because of a passion which loved to conquer and
a love of honor which was unconquered.

2. Arrange the following brief speeches from the Old Testament using this same method.

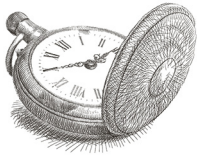
Ruth 1:16–17

Entreat me not to leave you, or
to turn back from following after you;
For wherever you go,
I will go; and
wherever you lodge,
I will lodge;
Your people shall be
my people, and
your God,
my God.

Where you die,
I will die, and
there will I be buried.
The LORD do so to me, and
more also,
If anything but death parts you and me.

1 Samuel 17:45–47

You come to me with a sword,
with a spear, and
with a javelin.
But I come to you in the name of the LORD of hosts,
the God of the armies of Israel,
whom you have defied.
This day the LORD will deliver you into my hand, and
I will strike you and
take your head from you. And
this day I will give the carcasses of the camp of the Philistines
to the birds of the air and
the wild beasts of the earth,
that all the earth may know that there is a God in Israel.
Then all this assembly shall know that the LORD does not save
with sword and spear;
for the battle is the LORD's, and
He will give you into our hands.



EXERCISE 17A

NAME _____

DATE _____

Problems 1–3: For each of the given terms, identify at least three *parts* (or elements or steps) in the left column, and at least three *species* in the right column. Be careful to use consistent dividing principles.

1. Speech

Speaker _____

Audience _____

Message _____

Political speech _____

Forensic speech _____

Ceremonial speech _____

2. Sound

Loudness _____

Pitch _____

Quality _____

Discordant sound _____

Instrumental music _____

Vocal music _____

3. Dinner

Appetizer _____

Main dish _____

Dessert _____

Home dinner _____

Picnic dinner _____

Restaurant dinner _____

4. Define *monarchy* in the following ways:

Example United Kingdom, Jordan, Israel (under Solomon)

Etymology mon (one) + archy (rule) = rule by one

Genus and difference Form of government in which one person rules, such as a king or queen

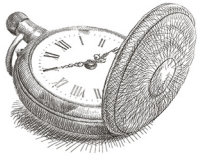
Problems 5–6: Read through Patrick Henry’s “Give Me Liberty” speech (see Appendix B of the text), then answer the questions, quoting the appropriate passage from the speech.

5. What term does Henry define (or clarify) with repeated synonyms? List the synonyms.

The word "petition." The synonyms (or near synonyms) are
remonstrance, supplication, prostration, imploring.

6. Henry defined “to be free” with a genus and difference definition. What other term does he clarify by providing a genus and difference definition? What is his definition?

The term "weak," which he defines as "unable to cope with an
adversary."



EXERCISE 17B

NAME _____

DATE _____

Read this excerpt from Martin Luther King Jr.'s Letter from Birmingham Jail, and answer the questions.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in."... Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds....

1. The word "outsider" is vague. How would the opponents of Dr. King define this term? How does he redefine this term? Explain how his redefinition helps to make his rhetorical point.

His opponents may have defined outsider as "a person who is not a member of the local community." Dr. King redefines the term as "a person who has no interest in the good of the

community," especially one who lives outside the United States. He uses this idea to effectively argue that he has such an interest because he was invited to help, has organizational ties, and is compelled to help by the perceived need as an American. Thus, he is not really an outsider.

Now do the same for this excerpt.

In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self-purification; and direct action. We have gone through all these steps in Birmingham. There can be no gainsaying the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in the nation. These are the hard, brutal facts of the case. On the basis of these conditions, Negro leaders sought to negotiate with the city fathers. But the latter consistently refused to engage in good faith negotiation....

Mindful of the difficulties involved, we decided to undertake a process of self-purification. We began a series of workshops on nonviolence, and we repeatedly asked ourselves: "Are you able to accept blows without retaliating?" "Are you able to endure the ordeal of jail?" We decided to schedule our direct action program for the Easter season, realizing that except for Christmas, this is the main shopping period of the year. Knowing that a strong economic-withdrawal program would be the by-product of direct action, we felt that this would be the best time to bring pressure to bear on the merchants for the needed change....

2. Dr. King identifies four steps of a nonviolent campaign. Explain how each step leads to the next.

The four steps are collection of facts, negotiation, self-purification, and direct action. The collection of facts leads to the discovery of any injustices in the community. If they find significant injustice, they seek to negotiate with community leaders to remove the causes of the injustice. If negotiation fails, they undertake a process of self-purification. After they are prepared, they commit to direct action to bring pressure for change.

Read this final excerpt, and answer the questions.

You express a great deal of anxiety over our willingness to break laws. This is certainly a legitimate concern. Since we so diligently urge people to obey the Supreme Court's decision of 1954 outlawing segregation in the public schools, at first glance it may seem rather paradoxical for us consciously to break laws. One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law. To put it in the terms of St. Thomas Aquinas: An unjust law is a human law that is not rooted in eternal law and natural law. Any law that uplifts human personality is just. Any law that degrades human personality is unjust...Thus it is that I can urge men to obey the

1954 decision of the Supreme Court, for it is morally right; and I can urge them to disobey segregation ordinances, for they are morally wrong...

Of course, there is nothing new about this kind of civil disobedience. It was evidenced sublimely in the refusal of Shadrach, Meshach and Abednego to obey the laws of Nebuchadnezzar, on the ground that a higher moral law was at stake. It was practiced superbly by the early Christians, who were willing to face hungry lions and the excruciating pain of chopping blocks rather than submit to certain unjust laws of the Roman Empire. To a degree, academic freedom is a reality today because Socrates practiced civil disobedience. In our own nation, the Boston Tea Party represented a massive act of civil disobedience...

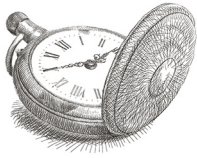
3. What are the two species of law that Dr. King identifies? Identify three dividing principles he uses to distinguish them.

The two species of law are just and unjust. Three of his
dividing principles are:

1. Whether it is in harmony with God's moral law or not

2. Whether it is rooted in eternal law (or natural law) or not

3. Whether it uplifts human personality or degrades it



EXERCISE 18A

NAME _____

DATE _____

Problems 1–8: Identify the statements as *simple* or *compound* by circling the correct choice.

1. We are met on a great battlefield of that war.

☒ simple ☐ compound

2. The world will little note, nor long remember, what we say here.

☐ simple ☒ compound

3. There is a just God who presides over the destinies of nations.

☒ simple ☐ compound

4. An appeal to arms and to the God of hosts is all that is left us!

☐ simple ☒ compound

5. I will prove it if you do deny it.

☐ simple ☒ compound

6. The consul orders an enemy to depart from the city.

☒ simple ☐ compound

7. Injustice anywhere is a threat to justice everywhere.

☒ simple ☐ compound

8. Time can be used either destructively or constructively.

☐ simple ☒ compound

Problems 9–13: Write whether the statements from the Bible are *singular* or *indefinite*. If they are indefinite, write whether the statement should be considered *particular* or *universal*.

9. The rulers take counsel together against the Lord and against His Anointed. (Psalm 2:2)

indefinite, particular

10. Righteousness exalts a nation. (Proverbs 14:34)

indefinite, universal

11. Babylon has caused the slain of Israel to fall. (Jeremiah 51:49)

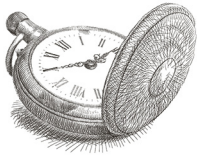
singular

12. The lamp of the body is the eye. (Matthew 6:22)

singular

13. The dead were judged according to their works. (Revelation 20:12)

indefinite, universal



EXERCISE 18B

NAME _____

DATE _____

1. Read Acts 26:25–32 below. Identify each **bold** compound statement as a *conjunction*, *disjunction*, or *conditional*.

²⁵ “I am not insane, most excellent Festus,” Paul replied. “**What I am saying is true and reasonable.**” ²⁶ The king is familiar with these things, and I can speak freely to him. I am convinced that none of this has escaped his notice, because it was not done in a corner. ²⁷ King Agrippa, do you believe the prophets? I know you do.”

conjunction

²⁸ Then Agrippa said to Paul, “Do you think that in such a short time you can persuade me to be a Christian?”

²⁹ Paul replied, “Short time or long—**I pray to God that not only you but all who are listening to me today may become what I am,** except for these chains.”

conjunction

³⁰ The king rose, and with him the governor and Bernice and those sitting with them. ³¹ After they left the room, they began saying to one another, “**This man is not doing anything that deserves death or imprisonment.**”

disjunction

³² Agrippa said to Festus, “**This man could have been set free if he had not appealed to Caesar.**”

conditional

Problems 2–3: Combine the two statements by rewriting them into a single *biconditional*. (Ignore minor additional details and different wording. Write in normal sounding language.)

2. “If you surely surrender to the king of Babylon’s princes, then your soul shall live; this city shall not be burned with fire, and you and your house shall live. But if you do not surrender to the king of Babylon’s princes, then this city shall be given into the hand of the Chaldeans; they shall burn it with fire, and you shall not escape from their hand” (Jeremiah 38:17–18).

This city shall not be burned with fire, and you shall live if
and only if you surrender to the king of Babylon's princes.

3. “For if you forgive men their trespasses, your heavenly Father will also forgive you. But if you do not forgive men their trespasses, neither will your Father forgive your trespasses” (Matthew 6:14–15).

Your heavenly Father will forgive your trespasses if and only if
you forgive men their trespasses.

Problems 4–12: Identify the most specific relationship between the given pair of statements from this list: *contradiction*, *contrariety*, *equivalence*, *implication*, *independence*, *subcontrariety*.

4. All mechanical things break. / Some mechanical things do not break.

contradiction

5. Some mathematicians are engineers. / Some engineers are mathematicians.

equivalence

6. Everybody loves a winner. / Nobody loves a winner.

contrariety

7. Sometimes you just can't win. / Sometimes you can win.

subcontrariety

8. This man Zechariah has a son. / This man Zechariah is a father.

implication

9. Jane is a wife. / Jane has a sister-in-law.

independence

10. Some desperados are renegades. / No desperados are renegades.

contradiction

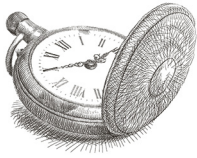
11. Martin is neither a priest nor a soldier. / Martin is not a soldier.

implication

12. He is a good director if and only if he is an experienced actor. / He is an experienced actor.

independence

13. Identify by problem number (4–12) which of the above pair of statements are consistent. 5, 7, 8, 9, 11, 12



EXERCISE 23A

NAME _____

DATE _____

Problems 1–2: Section 1 of the Fourteenth Amendment to the U.S. Constitution reads,

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; *nor shall any State deprive any person of life, liberty, or property, without due process of law*; nor deny to any person within its jurisdiction the equal protection of the laws.

In *Roe v. Wade*, the court decided that the Fourteenth Amendment's use of the word *person* did not refer to the unborn, and that, therefore, a fetus has no constitutional right to life.

1. What definition could be given for the word *person* that is consistent with the court's decision in *Roe v. Wade*? (You may do some research to help answer this question.)

A person is a human who has either been born or is unborn but is able to survive outside of the womb.

2. Define the word *person* in a way that could be used to refute the court's decision.

A person is a human from the point of conception onward, having his own unique genetic makeup, able to be known by God as he forms in the womb (Psalm 139:13–16).

Problems 3–4: Read Patrick Henry’s “Give Me Liberty” speech, and answer the questions.

3. Henry apparently refutes the following objection: “We should continue to petition the British ministry. They gave our recent petition a gracious reception.” Summarize Henry’s two distinct refutations to this objection.

First, any gracious reception of our petitions is inconsistent with the military accumulation on our land and sea, which are all intended to force us into submission—there is no other reasonable explanation for their presence. Second, we have petitioned the British government for ten years in every possible way and have been repeatedly spurned. There is no longer any hope that Britain will listen to further petitions.

4. Henry then refutes this objection: “We are weak. We could not win a war against Britain.” Summarize Henry’s refutation to this objection.

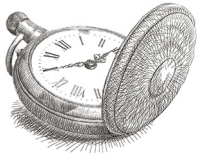
We are not weak if we put forth the strength that we have without further delay. Consider our population of three million people armed in the cause of liberty. And the sovereign God will raise up allies in the battle.

5. During Absalom's rebellion in 2 Samuel 17, Ahithophel counsels Absalom to attack David at once (vv. 1–3), but Hushai counsels him to wait (vv. 8–13). Identify two key arguments by probability they use that completely differ between them.

Ahithophel argues that David and his men are weary and discouraged and would flee if attacked. Hushai, on the contrary, argues that David and his men are mighty, angry, and crafty. They would kill some of Absalom's men when the fighting started, and then the rest of his people would flee.

6. In 2 Kings 19:10–13, the Rabshakeh of the king of Assyria uses an inductive argument to try to persuade King Hezekiah that the Lord cannot save Jerusalem. Summarize the argument, and explain why it is a weak argument (consider verses 15–19).

The Rabshakeh argues that the gods of the other nations Assyria has attacked have been powerless to rescue them, so the Lord will similarly be unable to rescue Jerusalem. The argument is weak, not because of too few examples, or examples which are exceptions, but because the examples are not relevant to the conclusion. The gods of the nations are not gods, but idols. The Lord is the true God.



EXERCISE 23B

NAME _____

DATE _____

Problems 1–8: Identify the conditional argument as *modus ponens* (MP), *modus tollens* (MT), affirming the consequent (AC), or denying the antecedent (DA). You may abbreviate.

1. If you do well, then your sacrifice will be accepted. But Cain did not do well. Consequently, his sacrifice was not accepted. DA
2. If I ascend into heaven, God is there. God is in heaven. Therefore, I have ascended into heaven. AC
3. If ten righteous men had been found, then the city would have been spared. The city was not spared, so ten righteous men must not have been found. MT
4. When the child was born a boy, he was to be killed. Moses was a son. Thus, Moses was to be killed. MP
5. If a thief is caught, then he is to restore double. That child was caught stealing, so she had to restore double. MP
6. If you want to live a godly life, then you will be persecuted. My friends and I are often persecuted. We must want to live godly lives. AC
7. If a ruler listens to lies, then all of his servants become wicked. Many of Solomon's servants were not wicked. Clearly, he did not listen to lies. MT
8. Mormon doctrine is true only if the Scripture mentions a third heaven. The Bible does mention a third heaven. Hence, Mormon doctrine is true. AC

Problems 9–13: Refute the given dilemma. Identify the method used: grasping the horns, going between the horns, or rebutting the horns. Use each of these three methods at least once. (Answers may vary)

9. If I try to teach a lot of concepts, then the lessons will be shallow. But if I try to teach only a few concepts, then I will not cover the subject completely. I try to teach a lot of concepts or only a few. Thus, my teaching is either shallow or incomplete.

But if you teach a lot of concepts then you will cover more
material. And if you teach a few concepts, then you will get to
cover them deeply. You cover a lot of concepts or a few, so
your teaching will be either deep or complete.

Name the method used: Rebutting the horns

10. If people are good, then laws are not needed to prevent wrongdoing, but if people are evil, then the laws are not able to prevent wrongdoing. People are either good or evil. Consequently, laws are either not needed or not able to prevent wrongdoing.

Laws that are enforced can help to prevent wrongdoing. Evil
men will be more likely to avoid crime if they believe that
punishment will be swift and painful.

Name the method used: Grasping the horns

11. If the U.S. reduces carbon emissions, then our economy will be hampered. If we do not reduce carbon emissions, then we contribute to global warming. We either reduce carbon emissions or not, so either our economy is hampered or we contribute to global warming.

Even if we do not reduce carbon emissions, we will still not
contribute to global warming. Carbon emissions do not have as
big an impact on the temperature of our atmosphere as has
been suggested.

Name the method used: Grasping the horns

12. If Christians immerse themselves in modern culture, then they will be polluted by it. But for Christians to escape modern culture they must become hermits. Christians will either immerse themselves in modern culture or seek to escape it, so they will either be polluted by culture or they will become hermits.

We need neither fully immerse ourselves in modern culture nor
completely escape it. We can learn about modern culture and
how to interact with it in godly wisdom, and then work to
impact culture for the good of the kingdom.

Name the method used: Going between the horns

13. If you love someone, then you will hurt them, and if you love no one, then you will be lonely. You will love someone or no one, so you will hurt someone or you will be lonely.

It is not always true that if you love someone you will hurt
them—not if you love them with a Christlike love that puts
their interests ahead of your own.

Name the method used: Grasping the horns

Problems 14–18: Write a counterexample to the given syllogism or enthymeme. Make sure that your premises are clearly true and that your conclusion is clearly false. (Answers may vary)

14. All good poems rhyme, for all Shakespeare's sonnets are good poems, and all of them rhyme.

All poems are written by Shakespeare, for all Shakespeare's
sonnets are poems, and all of Shakespeare's sonnets were
written by Shakespeare.

15. All formaldehyde-based laminates emit unhealthy gases, but some laminates are not formaldehyde based. Therefore, some laminates don't emit unhealthy gases.

All Formula 1 racecars use fuel, but some Lamborghinis are not
Formula 1 race cars. Therefore, some Lamborghinis do not use
fuel.

16. No writers of lewd articles are decent citizens, but some journalists are not writers of lewd articles. Therefore, some journalists are decent citizens.

No writers of lewd articles are digital clocks, but some journalists are not writers of lewd articles. Does that mean that some journalists are digital clocks?

17. Teenagers are not yet adults, because teenagers go to movies regularly.

By that reasoning, movie critics must not be adults, because movie critics go to movies regularly.

18. Oswald must have been the lone assassin of Kennedy. After all, it's been over fifty years and nobody has proven that anyone else helped him.

Oswald must have been part of a Russian conspiracy to murder Kennedy. After all, it's been over thirty years and nobody has proven that he worked alone without the Russians.

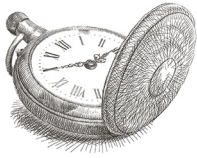
Problems 19–20: Write a *reductio ad absurdum* argument to refute the given claim.

19. If you die when you are dreaming, then you die in reality and never wake up.

Let's assume that this is true, and that everyone who has dreamt that he or she died actually died before they woke. How then could we know this to be true? Who would be able to then report that they died in their sleep?

20. Words cannot convey meaning.

If such were the case, then this sentence would have no
meaning. So if this claim is true, then it is meaningless. And if
it is false, and words do convey meaning, then it is wrong.



EXERCISE 24A

NAME _____

DATE _____

Explain what the two fallacies have in common, then explain how they differ.

1. Bandwagon fallacy / *Ad misericordiam*

Both fallacies are species of *ad populum*, appealing to the emotions of the masses. But the bandwagon fallacy relates more to appealing to the masses, and *ad misericordiam* relates more to appealing to the emotions.

2. False analogy / Straw man

Both fallacies involve mischaracterization in argument. False analogy mischaracterizes a comparison to draw a false conclusion—an error in proof. The straw man mischaracterizes a position on some issue and then attacks that position—an error in refutation.

3. Hasty generalization / Composition

Both fallacies argue from part to whole. Hasty generalization takes an attribute of one member (or few members) of a category and blindly applies it to the entire category. Composition looks at each and every part of a thing and applies the attributes of the parts to the thing as a whole.

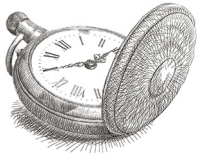
not in a "blind" manner.

4. Equivocation / Amphiboly

Both are fallacies of ambiguity, and both involve changing the meanings of words. Equivocation uses two different meanings of an ambiguous word to draw a wrong conclusion. Amphiboly depends not on ambiguous words, but ambiguous grammar.

5. Cherry-picking / Accident

Both fallacies move between generalizations and unrepresentative instances. Accident starts with a general rule and applies it to a specific case not covered by that rule. Cherry-picking (a species of hasty generalization) starts with an unrepresentative specific case and applies it generally. Hasty generalization is sometimes called converse accident.



EXERCISE 24B

NAME _____

DATE _____

Identify the informal fallacy being made. Be specific.

1. "No individual vote in an election makes a worthwhile difference, so elections are a worthless means of making public choices."

Composition

2. "A large percentage of the voting public report that they plan to vote for Senator West, so she is clearly the best candidate."

Bandwagon fallacy (*ad populum*)

3. "We wanted to hear from the student body about fun activities, so we asked the senior girls, and they all said we should have a formal dance. So that's what we should do."

Cherry-picking (*hasty generalization*)

4. "You think that the school should have a formal dance just because you are a dance instructor!"

Bulverism (*circumstantial ad hominem*)

5. "My sister says I shouldn't flirt with the lifeguard at the pool, but I have seen her talking with the guys at the café, so why should I listen to her?"

Tu quoque (*ad hominem*)

6. "What's wrong with flirting with that lifeguard? Swimming is a healthy activity, and should get me in shape for running cross country!"

Red herring (*missing the point*)

7. “Yes, officer, I know about the ordinance not to leave dogs in a car in hot weather. But I wasn’t *leaving* my dog, I was just going into the store and then coming back.”

Accent

8. “Officer, it wouldn’t be right to fine me for leaving my dog. I have had such a hard day, my husband yelled at me this morning, my son has the flu, and it’s my birthday!”

Ad misericordiam

9. “Why should we be confident that there is intelligent life on other planets? Because that biologist said so, and he even advocates trying to communicate with them.”

Ad verecundiam

10. “You don’t think that there are intelligent aliens in our galaxy? You must believe that earth is the only planet where biological life can exist!”

Either-or

11. “No one has proven that there is extraterrestrial life, so humans must indeed be alone.”

Ad ignorantiam

12. “The teachers at that college are all liberals, so when you go there to study, don’t believe anything they say to you!”

Poisoning the well (ad hominem, abusive)

13. “My daughter’s first year of college cost \$18,000, and for what? English 101, a philosophy course, and an easy math class. Higher education is a waste of time and money!”

Hasty generalization

14. "The human body is like a machine, and it's not wrong to turn off a machine after it's been running a long time. So it is acceptable to end the life of the sick and aged."

False analogy

15. "If you continue advocating for death with dignity, some day you will be in a nursing home on life support, and they will end your life with no dignity at all!"

Ad baculum

16. "You shouldn't play poker with chips. Next thing you know you'll be playing for money, then playing at the casino, then losing all you have until you are on the streets begging!"

Slippery slope

17. "What's wrong with people begging? You are begging me to stop gambling!"

Equivocation

18. "Fathers should help their children with their studies, so I wrote my son's essay for him."

Accident

19. "Having students write thesis papers and defend them is a medieval practice that is not necessary in these modern times."

Chronological snobbery

20. "It is morally wrong to use animals for medical testing. Imagine researchers gleefully injecting poisons into puppies, and poking their exposed brains just to see what happens!"

Straw man (missing the point)

21. "America should not have stopped sending men to the moon. The last Apollo mission came back in December 1972, and what happened? In January 1973 we got *Roe v. Wade*."

Post hoc ergo propter hoc

22. "We should continue to send astronauts to the moon because it would be beneficial for men to travel to the lunar surface."

Begging the question

23. "You say I should learn good conversation skills because they will help me to be a good friend and to gain confidence. But there is so much more to learn: personal finances, auto repair, biblical Greek..."

Ignoratio elenchi (missing the point)

24. "I have heard that learning biblical Greek will take years of intensive study, so it will probably take a long time to learn the Greek alphabet."

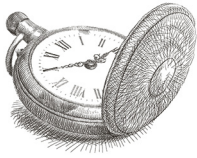
Division

25. "A sign in the park read, 'If your dog messes on the grass, please dispose of it.' That sounds pretty harsh."

Amphiboly

26. "Have you stopped abusing your dog?"

Complex question



EXERCISE 30A

NAME _____

DATE _____

Problems 1–9: For each given line, identify an emotion appropriate to it, and describe what could be done in regard to the elements of delivery to convey that emotion. Also circle any words that would be particularly emphasized (no more than a few each). (Answers may vary)

1. “What have you done, that you have stolen away unknown to me, and carried away my daughters like captives taken with the sword?”—Laban, Genesis 31:26

Anger. Laban's voice would be louder, perhaps harsh, varying in tone at the emphasized words. Laban would look Jacob in the eye, frowning. He might walk right up to him. At “carried away my daughters” he could gesture with his arm toward them, palm upward.

2. “But now, do not therefore be grieved or angry with yourselves because you sold me here; for God sent me before you to preserve life.”—Joseph, Genesis 45:5

Calmness. Joseph's voice would be quiet and steady. He would look around at his brothers, perhaps with a slight, disarming smile. He might slightly shake his head, and hold up his hand, palm toward them at “do not therefore be grieved or angry with yourselves.”

3. “Then all this assembly shall know that the Lord does not save with sword and spear; for the battle is the Lord’s, and He will give you into our hands.”—David, 1 Samuel 17:47

Confidence. David's voice would be loud, steady, and ringing with boldness. He would be raising himself up, looking directly at Goliath even as he gestures with his arm toward the army of Israel at “all this assembly.”

4. “For I say to you that God is able to raise up children to Abraham from these stones.”—John the Baptist, Matthew 3:9

Indignation. John's voice would be loud and firm. He would not smile at his own bold claim, but would be looking around at the Pharisees and Sadducees. He might gesture with his arm out toward the stones, lifting it slightly at “raise up.”

5. “Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.”—John F. Kennedy, Inaugural Address

Friendship. Kennedy spoke with a peaceful confidence, with a steady voice, and upright posture. He used very few gestures.

6. “You all did love him once, not without cause: / What cause withholds you then, to mourn for him?”—Mark Antony, Shakespeare's *Julius Caesar*

Pity. Antony is moving between anger and pity, so his voice would be louder than normal when seeking to raise pity. He

would perhaps pause after "not without cause" to let his words sink in. His face would look grim. He might gesture with his arm toward Caesar's body at this line.

7. "Look, in this place ran Cassius dagger through. / See what a rent the envious Casca made. / Through this the well-beloved Brutus stabb'd."—Mark Antony, Shakespeare's *Julius Caesar*

Enmity. Antony's voice would be sad and stern. He would likely pause between each sentence, so that the hearers could think about what each conspirator did as he describes it. He might not look at his audience at all, but might be looking down sadly. He would gesture with his hand toward each hole in Caesar's robe.

8. "We few, we happy few, we band of brothers."—Henry V, St. Crispin's Day speech, Shakespeare's *Henry V*

Friendship. His voice would get quieter at this point, slightly pausing between each phrase for emphasis. He would look around at his men, perhaps smiling at them. He might gesture toward them with one or both hands, but not necessarily.

9. “We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating: ‘For Whites only.’”—Martin Luther King Jr., “I Have a Dream”

Shame, anger. King spoke with a steady dignity, his voice loud and resonant, and a little faster here to express his anger. Emphasizing each of the last three words is appropriate. His face would be stern as he looked around at his audience, slightly gesturing with his head or arms toward them.

Problems 10–14: Read the following verses. Identify the gestures that the speaker makes in each and the thoughts or feelings that their gestures are meant to convey.

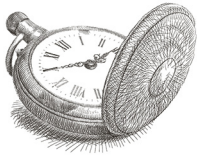
10. 2 Kings 1:13 The captain fell on his knees before Elijah, perhaps looking up at him with his hands clasped. He is trying to convey his own humility and his fear of Elijah's power as well as some pity toward him and his men.

11. Matthew 12:49 Jesus stretched out his hand to his disciples (in Mark 3:34 he also looks around at them) indicating that they who were with Him and doing the Father's will were His family, rather than His natural family outside wanting Him to come to them.

12. Luke 18:13 The tax collector looked down and beat his breast,
showing his shame and humble contrition at his sin.

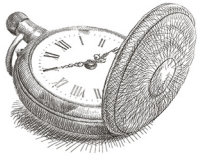
13. Acts 14:14 Paul and Barnabas tore their clothes and ran in
among the multitude, expressing their grief at their idolatry
and trying to prevent them from sacrificing to them.

14. Acts 21:40 Paul motioned with his hand to the people, perhaps
stretching out his arm palm outward to quiet them and bid
them listen, which is what they do.



EXAM ANSWER KEYS

The exams on the following pages are formatted identically to the ones in the exam packet. This layout will allow you to grade efficiently as you compare each student's paper with the answer key. Suggested point values are provided [in brackets].



EXAM ONE

LESSONS 1-4

NAME _____

DATE _____

You will need a Bible for this exam.

1. Define *rhetoric*.

Rhetoric is the art of persuasive speaking and writing. [2]

2. List Cicero's three goals of rhetoric, showing how they relate to truth, goodness, and beauty.

To teach men the truth, to move men to goodness, and to delight men with beauty. [3]

3. Give two Bible references where God is characterized as a *speaking* God.

Genesis 1:3, Psalm 33:6, Isaiah 46:10-11; 55:11, Hebrews 1:3 (any two; other passages may also be appropriate) [2]

4. Give three Bible references where we are told to speak *righteously*. One reference must be from Proverbs and another from the New Testament.

Proverbs 10:19-21; 15:28; 25:11, Ecclesiastes 5:2-3, Matthew 12:33-35. (any three; other passages may also be appropriate) [3]

5. Name two early philosophical rhetoricians.

Socrates, Plato, Aristotle, Cicero, Quintilian (any two) [2]

6. Name a famous sophist. What characterized the rhetoric of the early sophists?

Gorgias, Protagoras, Thrasymachus, Prodicus, Hippias, Polus, Callicles (any one). The sophists were famous for delivering speeches in a

poetic style, and taught by memorization and imitation. [4]

7. Write out *one* of the two Developing Memory quotes from the *Phaedrus* dialogue.

"The art of disputation, then, is not confined to the courts and the assembly, but is one and the same in every use of language; this is the art, if there be such an art, which is able to find a likeness of everything to which a likeness can be found, and draws into the light of day the likenesses and disguises which are used by others." OR "And this skill he will not attain without a great deal of trouble, which a good man ought to undergo, not for the sake of speaking and acting before men, but in order that he may be able to say what is acceptable to God and always to act acceptably to Him as far as in him lies." [6]

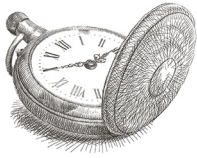
8. Summarize the story of the birth of technical rhetoric, including names, places, and years. Explain how the situation led to the writing of handbooks of rhetoric.

In 465 BC, the people of Syracuse deposed the tyrant Thrasybulus, who had ruled over them after his brother Hieron, and established a democracy after the pattern of Athens. The democracy included government by popular assembly and trial by jury. The citizens of Syracuse who wanted their private property restored to them sought justice through the courts of law, but since there were no professional lawyers to represent them, many found themselves unprepared to argue

their own case. Some men named Corax and Tisias took advantage of this situation and taught the citizens of Syracuse rules for speaking in court. At first they taught orally, but later their teachings were written into handbooks. [9]

9. Summarize Socrates' criticisms of rhetoric from the *Phaedrus* dialogue.

According to Socrates, the rhetoricians of his day ignored truth, justice, goodness, and honor, and sought persuasion only through popular opinion. Rhetoric was not practiced as a universal art, but only in the courts and public assemblies. The rhetoricians were insincere, arguing on either side of a cause as it pleased them. They did not present their arguments in a proper order or arrangement. They were unable to define the nature of rhetoric, understanding only the preliminary conditions of it and maintaining that this made up the whole art. They did not base their proofs on facts or truth, but rather on probabilities. [9]



EXAM EIGHT

LESSONS 25-28

NAME _____

DATE _____

1. What is defined as “the adaptation of suitable words and sentences to the matter devised”? Style [1]

2. In two or three sentences, explain why it is helpful for a speaker to understand his audience.

The speaker should understand the character of his hearers because different kinds of people will be persuaded by different kinds of arguments. We should adapt our arguments to our particular audience to be effective, but in a proper, nonmanipulative manner. [4]

3. Aristotle identified about twenty differences between young men and old men. List four.

Young

Strong passions

Look at the good side of things

Trust others, having not been cheated

Courageous

Old

Weaker passions

More cynical about life

Distrust others, having been cheated

Cowardly

(See Lesson 25 for other acceptable answers.) [8]

4. Circle the nominalizations in this sentence, then rewrite the sentence, improving its clarity by turning some nominalizations into corresponding verbs or adjectives.

Computers do not have the capability to experience thought, but they do have the capability for the storage and processing of data with extreme quickness.

Computers cannot think, but they can store and process data very quickly. [8]

5. Rewrite this grammatically passive sentence to make it grammatically active and clearer.

A generous gift was given to the College of Music by the graduating seniors.

The graduating seniors gave a generous gift to the College of Music. [3]

6. Name the three levels of style, and circle the one which can be described in this way: "The purpose of this level is to teach or inform; stylistic devices are used, but are not apparent."

simple, middle, grand [4]

7. The lesson presented four methods of making your flow of thought clear in a series of sentences. Describe two of those methods.

Continue the next sentence with a subject that connects it to the previous sentence.

Enumerate key sentence in an argument.

Use transitional words and phrases.

Use the same word at the beginning of successive sentences.

(Any two) [4]

8. "A speech is a work of prose. Consequently, we do not need to consider rhythm in oratory." Correct this misunderstanding by briefly stating a proper approach to rhythm in speeches.

Meter within a sentence is inescapable. The rhythm of prose is as present as the rhythm of poetry. We want our sentences to have a proper rhythm, without being overly rhythmical. The greatest orators use rhythm to make their speeches more elegant. [4]

9. Explain the difference between a *figure of speech* (scheme) and a *figure of thought* (trope).

A figure of speech deviates from the arrangement or sounds of words, while a figure of thought deviates from the ordinary meanings of the words. [2]

10. What is an *allusion*?

An allusion is an indirect reference, often a near quote, bringing something familiar to the mind of the audience. [3]

Problems 11–27: Identify the rhetorical figure used, by name, from the following list:

Alliteration	Dubitatio	Oxymoron
Anadiplosis	Ellipsis	Parallelism
Anaphora	Epanalepsis	Parenthesis
Antimetabole	Epistrophe	Personification
Antithesis	Hyperbole	Polyptoton
Apostrophe	Irony	Polysyndeton
Assonance	Isocolon	Rhetorical question
Asyndeton	Litotes	Simile
Chiasmus	Metaphor	Synecdoche
Climax	Metonymy	Zeugma

[1 each]

11. “The search of science for the absolute weapon has reached fruition in this country. But she stands ready to proscribe and destroy this instrument.”
—Bernard Baruch, Speech to U.N. June 14, 1946

personification

12. “I am the good shepherd.” —John 10:11 metaphor

13. “We few, we happy few, we band of brothers.” —Henry V, “St. Crispin’s Day”

anaphora

14. “...the pit is prepared, the fire is made ready, the furnace is now hot...”
—Jonathan Edwards, “Sinners in the Hands of an Angry God”

isocolon (parallelism)

15. “The highest duty of the writer, the composer, the artist is to remain true to himself...” —John F. Kennedy, “In Praise of Robert Frost”

asyndeton

16. “...a frightful deluge of inextricable dangers, present disaster, and everlasting desolations.” —Martin Luther, “Here I Stand”

alliteration

17. "This day shall gentle his condition: And gentlemen in England now a-bed..." —Henry V, "St. Crispin's Day"

polyptoton

18. "You do nothing, you plan nothing, you think of nothing..." —Cicero, "Against Catiline"

epistrophe

19. "Better is a dry morsel with quietness, than a house full of feasting with strife." —Proverbs 17:1

antithesis

20. "...government...shall not take from the mouth of labor the bread it has earned." —Thomas Jefferson, Inaugural Address

metonymy

21. "The devils watch them... like greedy hungry lions that see their prey..." —Jonathan Edwards, "Sinners in the Hands of an Angry God"

simile

22. "For they determine whether we use power or power uses us." —John F. Kennedy, "In Praise of Robert Frost"

antimetabole

23. "Who shall give it to us? Shall it be imposed by chastisement, or shall it be freely accepted by penance?" —Fulton John Sheen, "The Cross and the Double Cross"

rhetorical question

24. "When words are many, sin is not absent." —Proverbs 10:19, NIV

litotes

25. "He blotted out every living thing...man and animals and creeping things and birds of the heavens." —Genesis 7:23, ESV

polysyndeton

26. "...add to your faith virtue, to virtue knowledge, to knowledge self-control, to self-control perseverance, to perseverance godliness..." —2 Peter 1:5–6

anadiplosis

27. "Look, the world has gone after Him!" —John 12:19

hyperbole