



*Skills for*

# RHETORIC

Junior  
High

James P. Stobaugh

## TEACHER GUIDE

Developing Persuasive Communication

-  Includes: Answer Keys
-  Instruction Guide
-  Daily Concept Builders
-  Weekly Essay Questions & Test

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“Come, let us glorify the Lord and praise His name forever . . .” (Psalm 34:3)



# Contents

Using Your Teacher Guide .....	4
Grading Record Options .....	5
Preface .....	6
Introduction.....	9
1. Writing Task: Part One .....	11
2. Writing Task: Part Two .....	18
3. Writing Task: Eyewitness Account.....	24
4. Writing Skill: Firsthand Experience .....	30
5. Writing Skill: The Descriptive Essay .....	36
6. Writing Skill: Persuasive vs. Coercive Essay.....	42
7. Writing Skill: Persuasive Advertisement Essay.....	48
8. Writing Skill: Summary Report.....	55
9. Writing Skill: Précis .....	61
10. Writing Skill: The Character Profile .....	67
11. The General Analysis Essay .....	73
12. The General Synthesis Essay.....	80
13. Literary Analysis .....	86
14. Evaluation Essay .....	92
15. The Cause/Effect Essay .....	98
16. The Comparison/Contrast Essay.....	104
17. The Problem/Solution Essay .....	110
18. The Definition Essay .....	116
19. The Explanatory Essay.....	122
20. Fact, Inference, and Opinion.....	128
21. Historical Profile.....	134
22. Writing the Research Paper .....	140
23. Research Paper: Pre-writing .....	143
24. Research Paper: Thesis Statement .....	149
25. Research Paper: Preliminary Bibliography and Works Cited Page .....	155
26. Research Paper: Taking Notes (Part One) .....	161
27. Research Paper: Taking Notes (Part Two) and Preliminary Outline .....	168
28. Research Paper: Designing a Working Plan .....	174
29. Research Paper: The Introduction (Part One) .....	180
30. Research Paper: Introduction (Part Two).....	187
31. Research Paper: The Body (Part One).....	193
32. Research Paper: The Body (Part Two) .....	200
33. Research Paper: The Conclusion .....	207
34. Research Paper: Rewriting and Submission .....	214
Appendix 1: Thinking Challenge .....	220
Appendix 2: Spiritual Development of the Student.....	223
Appendix 3: Special Needs Strategies .....	224
Appendix 4: Essay Evaluation.....	225
Chapter Tests.....	226

# Using Your Teacher Guide

## How this course has been developed:

1. **Chapters:** This course has 34 chapters (representing 34 weeks of study).
2. **Lessons:** Each chapter has four instructive lessons, taking approximately 45 to 60 minutes each, with an exam or writing assignment due on Friday.
3. **Grading:** Depending on the grading option chosen, the parent/educator will grade the daily concept builders, and the weekly tests and essays.
4. **Course credit:** If a student has satisfactorily completed all assignments for this course, it is equivalent to one credit of writing and one credit of speech.

## Throughout this course you will find the following:

1. **Chapter learning objectives:** Always read the “First Thoughts” and “Chapter Learning Objectives” in order to comprehend the scope of the material to be covered in a particular week.
2. **Concept builders:** Students should complete a daily concept builder Monday through Thursday. These activities take 15 minutes or less and emphasize a particular concept that is vital to that particular chapter topic. These will relate to a subject covered in the chapter, though not necessarily in that day’s lesson. Answers are available in the teacher guide.
3. **Weekly essay tests:** Students will write one essay per week. These are available in the teacher guide and online.
4. **Daily prayer journal:** Students are encouraged to write in a prayer journal every day. A parent/educator may include this in the overall grade. If so, it is encouraged that the grade be based on participation rather than on the content, since this is a deeply personal expression of a student’s walk with God.
5. **Final project/portfolio:** Students will correct and rewrite their weekly essays for their final portfolio.
6. **Research paper:** Starting in chapter 22, students will begin the process of preparing a research paper. This will be due at the end of the course.

## Grading Record Options (See chart on following page.)

This course has been developed to allow two grading options for a parent/educator. This allows one the flexibility to adjust the usage of the course content to individual situations and varying requirements. For ease of grading, **Option A** includes the grading of the weekly essay and/or speech, weekly essay exam, portfolio, and the final research paper. **Option B** includes the grading of the weekly essay and/or speech, weekly essay exam, portfolio, concept builders, and the final research paper. Both provide a total weekly score of 100 points for a course total of 3,500 possible points. Dividing the total score at the end of the course by 35 will provide a percentage grade for the student. You may use the standard system (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60 = F), or you may use your own personal grading system. An additional option includes additional credit for the student’s prayer journal, which can be done at the educator’s discretion and be added into the overall score of Option A or Option B. An additional 10 percent bonus can be awarded for the prayer journal, in the extra credit column.



# Preface

The rise of relativism has had disastrous results. British historian Philip Johnson laments “the great vacuum” that has been filled with totalitarian regimes and facile thinking. Rhetoric ferrets out truth. If there is no truth, can there be any sense of authority? And can a society survive if there is no authority? Without a legitimate, honest, well-considered rhetoric, will history be reduced to the pleasure principle? Literary criticism, at least in the area of the written classics, forces us to dance with reality.

In some ways, American evangelical Christianity’s loss of rhetorical skills — and I think rhetoric is akin to apologetics — has presaged disaster in many arenas. Without rhetoric, we Christians have no tools to engage modern culture. In some ways, we have lost mainline denominations to neo-orthodoxy, and we have lost universities to liberals. Where is a modern Jonathan Edwards? A modern C.S. Lewis? Good thinking and good talking may redeem the Church from both the overzealous

and the skeptic. Rhetorical skills may help us regain the intellectual and spiritual high ground we so grievously surrendered without a fight.<sup>1</sup> George Marsden in *The Soul of the American University* and Leslie Newbigen in *Foolishness to the Greeks* both conclude that we Christians have conceded much of American culture to modernism by our inability to merge thought and communication in a clear thought and inspiration. We fail to persuade modernist culture. Without the main tool to do battle — rhetoric — evangelicals allow orthodoxy to be sacrificed on the altar of relativism.

In conclusion, *Skills for Rhetoric* is more than an English course: it is an attempt to equip you to participate in apologetics.

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<sup>1</sup> Alister McGrath, *Evangelicalism and the Future of Christianity* (Downers Grove, IL: InterVarsity Press, 1995).

## Weekly Implementation Schedule — Suggestions

1. **Have students write in a prayer journal at least three times/week.** Journal writing is one of the best forms of reflection. The prayer journal should be a narrative of their spiritual journey. Encourage the entries to be mechanically correct, but the primary purpose is to pique creativity and spiritual formation. In *Skills for Rhetoric*, students are invited to journal through 1 and 2 Kings.
2. **Have students produce a Final Portfolio for Chapters 1–21;** the research paper will be added last. The Final Portfolio should include corrected essays, speeches, literary reviews, writing journal, vocabulary cards, pictures from field trips, and other pertinent material. In this teacher's edition, teachers will be prompted to engage students in progress discussions.
3. **Guide students through the research paper process in Chapters 23–34.** As students proceed through the process, teachers will be prompted on how to complete all requisite components of the research paper. At the end of each chapter, parent/educators will be prompted to engage students in progress discussions.
4. **Make sure students submit the Final Portfolio and complete the Research Paper.** The final portfolio should include corrected essays, speeches, literary reviews, writing journal, vocabulary cards, pictures from field trips, and other pertinent material. The research paper will include: a cover sheet, outline with thesis statement, the paper itself, a works cited (bibliography) page, and appropriate footnotes. Throughout the research process, you can collect and comment on the preliminary bibliography, preliminary outline with thesis statement, notes, revised outline, first draft with footnotes, rewrites, and works cited page. Working the research in stages tremendously aids the process for students, keeps parents/educators apprised of student progress and/or frustrations, and aids the final evaluation. Learning good strategies and techniques for research is a vital tool for future success in any writing program.



# Introduction

I am profoundly enthusiastic about the future. Not only do I trust in our Mighty God, I am greatly encouraged by what I see in this generation. God is doing great things in the midst of students.

There is much need in our physical world. In his seminal work *The Dust of Death*,<sup>1</sup> social critic Os Guinness prophetically argues that “western culture is marked . . . by a distinct slowing of momentum . . . a decline in purposefulness. . . Guinness implies that ideals and traditions that have been central to American civilization are losing their compelling cultural authority. In short, there is no corpus of universally accepted morality that Americans follow. As Dallas Willard in *The Divine Conspiracy*<sup>2</sup> states, “. . . there is no recognized moral knowledge upon which projects of fostering moral development could be based.”

In his poem “The Second Coming,” William Butler Yeats writes:

The best lack all conviction, while the worst  
Are full of passionate intensity,  
Turning and turning in the widening gyre;  
The falcon cannot hear the falconer.

In the beginning of the 21st century, America is spinning out of control. She is stretching her wings adventurously but is drifting further away from her God. America is in trouble. How do we know?

You are America’s first generation to grow up when wholesale murder is legal; the first generation to access 130 channels and at the same time to access almost nothing of value. In 1993, in their book *The Day America Told the Truth*,<sup>3</sup> James Patterson and Peter Kim warned that 87 percent of Americans do not believe that the Ten Commandments should be obeyed and 91 percent of them tell at least one lie a day. Unfortunately, I doubt things are any better today than they were over ten years ago. The challenge, the bad news, is that this is a time when outrage is dead. Whatever needs to be done, you and your friends are probably going to have to do it.

I think the good news is that we are turning a corner. I believe that in the near future Americans will be

looking to places of stability and strength for direction. Besides, by default, those people whose lives are in reasonably good shape, who have some reason to live beyond the next paycheck, will have an almost inexorable appeal. Those who walk in the Light will draw others into the very same Light. My prayer is that these curricula will help you walk in the Light in a modest way.

I believe that God is raising a mighty generation at the very time that many 21st-century Americans are searching for truth — at the very time they are hungry for things of the Lord. You will be the culture-creators of the next century. You are a special generation, a special people.

Young people, I strongly believe that you are the generation God has called *for such a time as this* to bring a Spirit-inspired revival. God is stirring the water again at the beginning of this century. He is offering a new beginning for a new nation. I believe you are the personification of that new beginning.

You are part of one of the most critical generations in the history of Western culture. Indeed, only Augustine’s generation comes close in importance to your generation. In both cases — today and during the life of Augustine, Bishop of Hippo — civilizations were in decline. Young Augustine lived through the decline of the Roman world; you are living through the decline of American cultural superiority. Even though the barbarians conquered Rome, the Christians conquered the barbarians.

Similar to Anne Bradstreet and other young Puritans who settled in 1630 Boston, you will need to replace this old, reprobate culture with a new God-centered, God-breathed society, or our nation may not survive another century.

While I was a graduate student at Harvard University in the mid-1970s, I attended a chapel service where the presenter self-righteously proclaimed that we Harvard students were the next generation of culture creators. Indeed. Perhaps he was right — look at the moral mess my generation created!

Evangelical scholars Nathan Hatch and George Marsden argue, and I think persuasively, that you young people will be the next generation of elites: important politicians, inspired playwrights, and presidents of Fortune 500 companies.

1 Os Guinness, *The Dust of Death* (Downers Grove, IL: InterVarsity Press, 1973).

2 Dallas Willard, *The Divine Conspiracy* (San Francisco, CA: HarperCollins Publishers, 1997).

3 James Patterson and Peter Kim, *The Day America Told the Truth* (NY: Simon & Schuster Publishers, Inc., 1993).

I profoundly believe and fervently hope that you young people will also be the new elite of culture creators. I define “elitism” as the ability and propensity of an individual or a group to assume leadership and culture creation in a given society. In his essay “Blessed Are the History-Makers,”<sup>4</sup> theologian Walter Bruggemann reminds us that culture is created and history is made by those who are radically committed to obeying God at all costs.

Will you be counted among those who are radically committed — being smart, but above all, loving, worshiping, and being obedient to the Word of God? In

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<sup>4</sup> Walter Bruggemann, *Hope Within History* (Atlanta: John Knox Press, 1973), p. 49.

your generation and for the first time in 300 years of American cultural history, the marriage of smart minds and born-again hearts is becoming visible. This combination is potent indeed and has revolutionary implications for 21st-century cultural America. Now, as in the Puritan era, a Spirit-filled elite with all its ramifications is exciting to behold.

This book is dedicated to the ambitious goal of preparing you to be a 21st-century world changer for the Christ whom John Milton in *Paradise Lost* called “the countenance too severe to be beheld” (VI, 825).

—James Stobaugh

# Writing Task: Part One

## Chapter 1

**Style (Writing and Speaking):** Components of Writing and Planning

**Public Speaking Task:** Types and Purposes of Speeches and The Outline

### First Thoughts

The heart of *Skills for Rhetoric* is the notion of rhetoric, which is the ability to communicate effectively through the written and spoken word. Written and spoken are the crucial concepts of understanding rhetoric. Rhetoric is a discipline demanding that the writer dutifully follow rules of grammar, logic, and communication to explain, describe, and clarify.

Quality rhetoric is important and necessary. Greek philosophers proffered that a democracy demands a responsible, well-considered rhetoric. It is absolutely necessary that we participate in legitimate conversation about important issues. Rhetoric will help us do that.

### Chapter Learning Objectives

In chapter 1 we examine the basic components of rhetoric: speaking and writing.

### Look Ahead for Friday

- Turn in a final copy of essay and speech
- Take Weekly Essay/Test

Write a one- or two-page essay of your choice or an essay on the topic “My Many Virtues.” Next, underline the thesis statement, *italicize the introduction*, put in **bold letters the transitions**, and, finally, type/write the CONCLUSION IN CAPITAL LETTERS.

Emphasize the following elements of essays: starting point, purpose, form, audience, voice, and point of view.

This essay should include an outline with thesis statement, a rough draft, several revisions, a final copy, and five new (circled) vocabulary words. Your essay must pay particular attention to style (focus, content, organization).

Compose a one-minute speech on the topic “My Many Virtues” and present it in front of an audience. Entice and earn your audience’s interest with your introduction, fulfill the promise that you make in the introduction, and then present your audience with a final conclusion(s).

# Rhetoric as Heart of Apologetics

## Daily Assignment

- Students will complete Concept Builder 1-A.
- Prayer journal: Students are encouraged to write in their prayer journal every day.
- Students should systematically review their vocabulary words daily.



CONCEPT  
BUILDER  
1-A

### Pre-writing Phase: The Thinking Game

#### State problem/issue

**Five Sentences:** The South saw the end of slavery expansion as being tantamount to the very end of slavery and therefore the end of their way of life. Likewise, the North saw slavery expansion as a threat to the free labor/free soil concept that people should be rewarded for hard work. Also, the growth of more efficient transportation, massive immigration, and abolitionism exacerbated an already fragile situation. The Cane Ridge Revival and Second Great Awakening promised Americans new freedoms that they did not yet have. Finally, the political system did not seem to be able to solve the problem.

**Two Sentences:** Slavery expansion, reform movements, and fears of immigration caused great disunity in the United States. The political system could not solve these problems.

**One Sentence:** Because of many different reasons, by 1860 the United States was irreparably divided, and the political system could not bring the nation together.

#### Name three or more subtopics of problem

The uneasiness and fear generated by problems in the middle period of American history

The problem of slavery

The problem of immigration

#### Name three or more subtopics of the subtopics

Uneasiness and fear

Immigration

Abolitionism Transportation explosion

Assimilation

Slavery

Free soil/free labor

Free labor

Roman Catholicism

Immorality

**What information must be known to solve the problem or to answer the question?**

Evidence must be gathered to support the above problems.

**State the answer to the question/problem**

**Five sentences:** The American Civil War was caused by many things. For one thing, the fear of slavery expansion in the North and the fear of its cessation in the South caused great anxiety in all of the United States. Next, immigration and fear of immigration exacerbated the already disturbed American society. Add this to the Second Great Awakening and Reform movements whose impact promised Americans unprecedented freedom, and the nation was ripe for war. It came when the American political system could no longer solve its problems, as it had so adroitly done in the first part of the 19th century.

**Two sentences:** America was in a great upheaval caused by massive immigration, the Second Great Awakening, radical reform movements, and violent debate around slavery expansion. Ultimately, though, the Civil War was caused by the inability of the political system to solve these problems.

**One Sentence:** America at the middle of the 19th century was in an uproar, and the inability of the political system to calm that uproar caused the Civil War.

**Stated in terms of outcomes, what evidences will I see to confirm that I have made the right decision?**

Once the military conflict solved the problems that the political system could not solve, the nation was reunited.

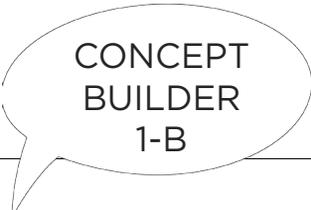
**Once the problem/question is answered/solved, what one or two new problems/answers will arise?**

Why did it take so long for the nation to be reunited after the Civil War ended? The Reconstruction era was particularly violent.

## Style (Writing and Speaking): Overview

### Daily Assignment

- Students will complete Concept Builder 1-B.
- Prayer journal.
- Students should outline all assigned essays and speech for the week.



CONCEPT  
BUILDER  
1-B

### Pre-writing Phase: Thesis

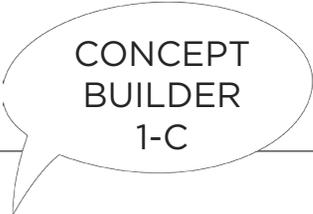
Match the following thesis statement and its description.

- |   |   |
|---|---|
| <i>B</i> The American Civil war was caused by many different reasons.   | <i>A.</i> This is a very good thesis statement. It clearly states the purpose of this essay.  |
| <i>D</i> The American Civil War was no doubt the worst war ever fought!   | <i>B.</i> This statement merely restates the essay topic. It is too general.  |
| <i>A</i> While many antebellum issues like immigration and the reform movement added to the causes of the American Civil War, the main cause was slavery expansion. | <i>C.</i> The thesis does not invite speculation. It informs.   |
| <i>C</i> You the reader will be surprised when I tell you about the causes of the American Civil War!   | <i>D.</i> This statement is too general and, some would argue, inaccurate. The author of this essay is probably not credentialed to make such a broad generalization. |

## Writing Tips

### Daily Assignment

- Students will complete Concept Builder 1-C.
- Prayer journal.
- Students should write rough drafts of all assigned essays and speech.



CONCEPT  
BUILDER  
1-C

### Building an Outline

**Create an outline on the topic “My Many Virtues:”**

Suggested Outline

- I. Introduction  
Among my many virtues are . . .
  
- II. Body
  - A. Virtue 1 Example
  - B. Virtue 2 Example
  
- III. Conclusion

# Public Speaking: Overview

## Types and Purposes of Speeches

### The Speech Outline

### Daily Assignment

- Students will complete Concept Builder 1-D.
- Prayer journal.
- Review the assigned text. Keep vocabulary cards.
- This is the day that students should write, and then rewrite, the final drafts of their assigned essay and speech.

CONCEPT  
BUILDER  
1-D

### Top Ten Most Frequent Essay Problems

Problem Sentence	Problem #	Correct Sentence
I believe that Nazi Germany started World War II.	3	Nazi Germany started World War II.
Hitler attacked Stalin in 1941; he destroyed most of Russia's military.	10	Hitler attacked Stalin in 1941; furthermore, he destroyed most of Russia's military.
The German army attacked on July 22, 1941, but the Russian army is not ready.	4	The Germany army attacked on July 22, 1941, but the Russian army was not ready.
The German soldier attacked the railroad station with a black SS uniform.	5	The German soldier with a black SS uniform attacked the railroad station.
The surprise attack completely affected the outcome of the first year of fighting.	8	The surprise attack completely affected the outcome of the first year of fighting.
The German army loved to fight and overwhelming its enemies.	7	The German army loved fighting and overwhelming its enemies.
You should know that Germany almost captured Moscow in 1941.	2	Germany almost captured Moscow in 1941.
Every soldier finished their tour of duty.	1	Every soldier finished his tour of duty.
Hitler and his generals enjoyed his victories.	6	Hitler and his generals enjoyed their victories.
Ultimately the German army won the Kiev campaign because they tried to.	9	Ultimately the German army won the Kiev campaign because they tried.

## Chapter 1 Test

---

**Read the following essay several times in preparation for critiquing it. Evaluate the effectiveness of the introduction, the thesis, the transitions, and the conclusion.**

How can we react to rejection? Hopefully, we keep our eyes focused on Jerusalem and do not allow rejection to side-track us. We may be tempted to stop and annihilate a few Samaritans, but remaining firm in our resolve to possess the land, to journey to the end of our quest, and to reach Jerusalem will be far more rewarding. Refusing to allow rejection to destroy us and choosing not to react in hatred will ease our journey toward our “Jerusalem.”

Ruth Graham was once attacked by a jellyfish in the ocean. Many weeks later she naturally found that she had a well-deserved aversion to the ocean. However, she knew she had to return to the sea. The longer she waited the more difficult it became. She loved the ocean, but she knew that as long as she swam, there would be a chance that she would experience the same pain again. She returned to the ocean.

Life is a lot like the sea — full of unseen hazards and venomous creatures. Hurting and fearful after undeserved rejection, we are tempted to call it quits, to stay out of the ocean altogether. However, life is in the ocean, and the road to our spiritual Jerusalem leads through treacherous waters. Returning to the ocean can help us face our hurts and fears.

Perhaps the most common form of rejection we experience is self-rejection. Self-rejection is very dangerous because it negates the work of the Cross in our lives. In many churches there is so much emphasis on humility that we pretend to be humble by practicing self-rejection. However, true humility evokes love, kindness, and self-control. Self-rejection evokes sadness, depression, anger, and perhaps even violence. We fall into the trap of self-rejection when we listen to the voices that call us worthless and unlovable. We can then fall into the traps of success, popularity, power, or excessive work as antidotes. There is no antidote to poor self-esteem except a profound realization that God loves us.

## Chapter 1 Test Answer

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The use of a rhetorical question in the introduction is an effective tool for inviting the reader into a problem that needs a solution. The introduction is the place to explain references to “Jerusalem” and “Samaritans” for readers who are not familiar with the author’s use of symbolism.

In the body, the author effectively develops his exposition by using the metaphor of a jellyfish and the ocean.

Lack of effective transitions is a problem in this paper: There is no clear transition between the author’s introductory paragraph and the *first* paragraph of the body. At the end of the *first* paragraph, the author could have stated something like, “Often we can follow the lead of others when we are faced with rejection. Ruth Graham is one such person.” To transition to the *second* body paragraph the author could have concluded the first with something like, “Ruth refused to allow the ocean’s rejection, through the jellyfish, to prevent her from returning to it.” The second body paragraph could have begun with, “Similarly, life is . . .” as a transition and could have ended with, “There is another kind of rejection that we will encounter in our journey.” Then, the *last* paragraph could have begun with “Another form of rejection. . . .”

Even though there is a lack of transitions, the author does keep the main theme alive by repeating the emphasis on “rejection.”

Finally, the conclusion is weak because it offers no closure and because it is not properly set up with a transition; it leaves the reader hanging — wondering if the author was clear about the purpose of the essay.