

THE  
*Lost Tools*  
— OF WRITING —

LEVEL TWO  
**STUDENT WORKBOOK**



*The Lost Tools of Writing* is published by the CiRCE Institute

---



The CiRCE Institute is a non-profit 501(c)3 organization that exists to promote and support classical education in the school and in the home. We seek to identify the ancient principles of learning, to communicate them enthusiastically, and to apply them vigorously in today's learning settings through curriculum development, teacher training, leadership development events, online training, and a content-laden website.

To learn more please visit [circeinstitute.org](http://circeinstitute.org).

**© CiRCE Institute 2022. Third printing.**

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form, by any means, including photocopying or other electronic, or mechanical methods, without the prior written consent of the publisher, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law.

For permission requests please write to the publisher: [info@circeinstitute.org](mailto:info@circeinstitute.org)

*Cover design by Graeme Pitman. Printed in the USA.*

# PERMISSIONS

---

Teachers who purchase or for whom schools purchase the complete *The Lost Tools of Writing* package are granted permission to duplicate pages from the Teacher's Guide for their personal use. They are also granted permission to copy pages from the Teacher's Guide as reference pages for their students, including, but not limited to, the assessment guides provided in this Teacher's Guide.

One Student Workbook should be purchased for each student who is taught *The Lost Tools of Writing*. Some Invention worksheets will be imitated more than once. If the teacher or student wishes to copy these pages, they may do so, but only for the individual student who possesses the Student Workbook. Students are also encouraged to imitate the pattern of the worksheet on their own paper.

*Permission is not granted to copy worksheets or exercise forms or any other material from one student's workbook for other students.*

Permission is granted for quotations and short excerpts to be used in published materials with the condition that the source of those quotations and excerpts is included in the published materials.

For longer excerpts, please contact us via [info@circeinstitute.org](mailto:info@circeinstitute.org).



*To the many teachers and students who have provided  
feedback, asked questions, and studied diligently.*

This program is for you and because of you.

# TABLE *of* CONTENTS

---

## **REVIEW LESSON**

- Invention Review - 11
- Arrangement Review - 20
- Elocution Review - 23

## **JUDICIAL ADDRESS ONE**

- Invention: Character Bias - 27
- Arrangement: Refining the Narratio - 30
- Elocution A: Personification - 34
- Elocution B: Apostrophe - 37

## **JUDICIAL ADDRESS TWO**

- Invention: Introduction to the Special Topics - 43
- Arrangement: Refining the Exordium - 46
- Elocution A: Terminating Sentences - 51
- Elocution B: Citations - 53

## **JUDICIAL ADDRESS THREE**

- Invention: Justice - 58
- Arrangement: Refining the Amplification - 62
- Elocution A: Compound Sentences - 66
- Elocution B: Complex Sentences - 69

## **JUDICIAL ADDRESS FOUR**

- Invention: Evidence - 75
- Arrangement: Refining the Refutation - 80
- Elocution A: Anaphora - 84
- Elocution B: Epistrophe - 87

## **JUDICIAL ADDRESS FIVE**

- Invention: Laws I - 93
- Arrangement: Refining the Case - 97
- Elocution A: Synecdoche - 102
- Elocution B: Sentence Amplification - 106

# TABLE *of* CONTENTS

---

## **JUDICIAL ADDRESS SIX**

- Invention: Laws II - 115
- Arrangement Review - 121
- Elocution A: Hyperbole - 125
- Elocution B: Litotes - 129

## **JUDICIAL ADDRESS SEVEN**

- Invention Review - 134
- Arrangement Review - 137
- Elocution A: Erotema - 140
- Elocution B: Hypophora - 142

## **APPENDICES**

1. Tools of Invention - 147
2. Tools of Arrangement - 149
3. Tools of Elocution - 151
4. Arrangement Templates - 154
5. Sample Addresses - 169
6. Glossary - 186

JUDICIAL  
ADDRESS  
ONE



# Character Bias

---

## Key Terms:

- ◇ **ADMONISH** – To chasten, cleanse, correct, or punish in love
- ◇ **BIAS** – The inclination to favor or oppose people, institutions, actions, things, ideas, or opinions. The word bias is Greek for “a leaning.”
- ◇ **DEFENDANT** – The character who took the action of the issue
- ◇ **ACTION** – The action/verb in an issue
- ◇ **EFFECT OF THE ACTION** – Helps us identify the victim
- ◇ **VICTIM** – The person or group hurt by the action of the issue

## Practice

---

There are two kinds of bias: for and against. In this exercise, you identify how a character is biased for or against the defendant, the action, and the victim.

Write your issue in the form “whether X should be admonished for Y”

---

1. Identify the following:

The defendant (X)

-

The action (Y)

-

The effects of the issue

-

-

The victim(s) (people who suffered as a result of the action—could be the defendant!)

-

2. Fill out the three charts below. Here's how.

- In the first/left column of the chart below, list four characters from the story.
- In the second column, state whether the characters are inclined to favor or oppose the defendant/action/victim.
- In the last/right column, state how each character demonstrates his bias: what did he do or say that showed you his inclination.

**DEFENDANT:** \_\_\_\_\_

Character	For/Against the Defendant	His/her statement or action shows the bias

**ACTION:** \_\_\_\_\_

Character	For/Against the Action	His/her statement or action shows the bias

**VICTIM:** \_\_\_\_\_

Character	For/Against the Victim	His/her statement or action shows the bias

# THE “ANI” CHART

1. Move every item from every worksheet to your ANI chart below.
2. Write a minimum of 30 in each column.
3. Review your “I” column and move appropriate items to the A & N columns.

Affirmative (should be admonished):	Negative (should not be admonished):	Interesting/Indeterminate:

***Continue to use all the Common Topics for every Invention in LTW II's Judicial Addresses.***

# Refining the Narratio

---

## Key Terms:

- ◇ **Narratio (i.e., Statement of Facts):** An arrangement in story form of a chain of causes that leads to the situation of the issue.
- ◇ **Causes:** The actions, decisions, or events that bring about a situation.
- ◇ **Situation:** The actor and his action

**Part 1.** Start below and work your way to the top, *which is the time of the first cause.*

- When was the first cause?  
(after/during/once...)

- Why?

*(NB: Add or subtract cause lines as needed.)*

- Why?

- Why?

- Why? (proximate cause of the issue)

**START HERE: SITUATION OF THE ISSUE:**

---

**Part 2.** Now read your list from top to bottom to check your work by reading the list as a story to make sure you did not miss any steps or order them wrongly. Adjust names and wording as needed.

**NOTE:** *If you have not included the defendant, the action he's accused of, the time, the place, and others present (who are relevant to the case), then add them to the appropriate lines now.*

**Part 3.** Edit: add a slant that prepares your audience to see the truth you found during invention. Use adjectives, verbs, etc. that portray what was said or done that was right/wrong, appropriate/inappropriate, etc.

- If you're defending (choosing "Negative"), be sure you include causes and use wording that will elicit pity, understanding, or sympathy for the defendant. State the action (verb in your issue) with presumed innocence (e.g. Caesar was stabbed).
- If you're prosecuting (Affirmative), be sure you include causes and wording that will help your reader to see the injustice of the act and will cause indignation towards the defendant. State the action in accusatory terms (e.g. Brutus stabbed Caesar to death).

Add this narratio to your main outline.

Narratio

1. Time of Cause 1\*\*
2. Cause 1\*\*
3. Cause 2\*\*

*add or remove causes as needed*

4. Cause 3\*\*
5. Situation
  - a. Action of Issue
  - b. Location (if necessary)
  - c. Time (if necessary)
  - d. Observers (if necessary)

# **JA I Template**

Fill in this template with your own material to create your outline.  
Complete the introduction section last.  
No sentences.

## **I. Introduction**

**A. Exordium's key words\***

### **B. Narratio**

**1. Time of Cause 1\*\***

**2. Cause 1\*\***

**3. Cause 2\*\***

*add or remove causes as needed*

**4. Cause 3\*\***

**5. Situation of issue**

**a. Action\***

**b. Location\***

**c. Time\***

### **C. Division**

**1. Agreement\*\***

**2. Disagreement**

**a. Thesis\***

**b. Counter thesis\***

### **D. Distribution**

**1. Thesis\***

**2. Enumeration\***

**3. Exposition**

**a. Argument I\***

**b. Argument II\***

**c. Argument III\***

## **II. Case**

**A. Argument I\***

**1. Support 1\***

**2. Support 2\***

**3. Support 3\***

**B. Argument II\***

**1. Support 1\***

**2. Support 2\***

**3. Support 3\***

**C. Argument III\***

**1. Support 1\***

**2. Support 2\***

**3. Support 3\***

## **III. Refutation**

**A. Counter Thesis\***

**B. Counterargument I\***

**1. Support 1\***

**2. Support 2\***

- 3. Support 3\*
  - 4. Inadequacy of Counterargument I\*
  - C. Counterargument II\*
    - 1. Support 1\*
    - 2. Support 2\*
    - 3. Support 3\*
    - 4. Inadequacy of Counterargument II\*
  - D. Summary of Refutation
    - 1. Counterargument I\*
    - 2. Counterargument II\*
    - 3. [Not persuasive]
- IV. Conclusion
- A. Thesis\*
  - B. Summary of Case
    - 1. Argument I\*
    - 2. Argument II\*
    - 3. Argument III\*
  - C. Amplification
    - 1. To whom it matters\*
    - 2. Why it matters to that person or group\*

\* *Replace instructions with your own words*

\*\* *Leave instructions and add your own words*

[ ] *Indicates that wording can change, eg. not persuasive, not convincing, shouldn't have convinced him, doesn't persuade us, etc.*

# Personification

---

## Key Terms:

- ◇ **PERSONIFICATION:** A trope in which human characteristics are attributed to a non-human thing.
- ◇ **TROPE:** A figure of speech that appeals to the mind or imagination by way of an unexpected twist in the meaning of words.
- ◇ **SCHEME:** A figure of speech that appeals to the senses by changing the standard or usual order of words.

## Examples from Great Literature

---

### Robert Louis Stevenson's *My Shadow*

One morning very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an errant sleepy-head,  
**Had stayed at home behind me and was fast asleep in bed.**

### Harper Lee's *To Kill a Mockingbird*

Nothing is more deadly than a deserted, **waiting street.**

### William Shakespeare's *Macbeth*, Act IV, Scene III

The sun's a thief, and **his great attraction robs the vast sea.**

### Virgil's *Aeneid*

Then, swiftest of all evils, **Rumor runs  
Straightway through Libya's mighty cities**—Rumor,  
Whose life is speed, whose going gives her force.

## **J.A. Daly's *In Coventry***

My friends, the leaves, **who used to entertain me**  
**On summer afternoons with idle chatter,**  
Are dropping off in ways that shock and pain me.  
I wonder what's the matter.

### **Student Examples**

My computer hates me.  
Your chair is trying to kill me.  
The scissors were eager to open my package.  
Every summer, the lake house calls me back.

## **Steps to Write Personification**

---

1. Select a term to personify.
2. Define the term.
3. Identify human characteristics attributable to the term.
4. Write a sentence attributing a human characteristic to the term.

## **Practice**

---

### **1. Personify a toy or tool you have used.**

Term:

---

Definition:

---

Human characteristic:

---

Sentence:

---

**2. Personify something you can find in your imagination.**

Term:

---

Definition:

---

Human characteristic:

---

Sentence:

---

**3. Personify something from a story.**

Term:

---

Definition:

---

Human characteristic:

---

Sentence:

---

**4. Generate a personification, and add it to your address.**

# Apostrophe

---

## Key Terms:

◇ **APOSTROPHE:** A trope in which a writer speaks directly to a personified object, an absent person (including someone who is deceased), an abstraction, or himself.

## Examples from Great Literature

---

### Alfred Lord Tennyson's *Break, Break, Break*

Break, break, break  
On the cold gray stones, **O Sea!**

### Bible, I Corinthians 15:55

**O death**, where is thy sting? **O grave**, where is thy victory?

### William Shakespeare's *Macbeth*, Act V, Scene V

Out, Out, **brief candle!**

### Maschwitz and Posford's *Goodnight, Vienna*

**Goodnight, Vienna**, you city of a million melodies...

### William Shakespeare's *Julius Caesar*, Act III, Scene I

O pardon me, **thou bleeding piece of earth**,  
That I am meek and gentle with these butchers!

## Student Examples

Computer, be nice to me; I love you and I need you.

Chair, stop it!

Thank you, scissors!

Lake House, I'm coming home to you.

## Steps to Writing Apostrophe

---

1. Identify something to address.
2. Identify a characteristic to emphasize.
3. List some things you might say to a human that shared the personified characteristic of that thing.
4. Choose one.
5. Write a sentence by speaking to the personified object, absent person, or abstraction

## Practice

---

### 1. Generate apostrophe by speaking to a tool or toy you have used.

Identify something to address:

---

Identify a characteristic to emphasize:

---

List some things you might say to a human with the characteristic above:

---

Choose one:

---

Write a sentence by speaking to the personified object, absent person, or abstraction

---

**2. Generate apostrophe by speaking to something in your imagination.**

Identify something to address:

---

Identify a characteristic to emphasize:

---

List some things you might say to a human with the characteristic above:

---

Choose one:

---

Write a sentence by speaking to the personified object, absent person, or abstraction.

---

**3. Generate apostrophe by speaking to something from a story.**

Identify something to address:

---

Identify a characteristic to emphasize:

---

List some things you might say to a human with the characteristic above:

---

Choose one:

---

Write a sentence by speaking to the personified object, absent person, or abstraction:

---

**4. Add apostrophe to your essay.**

**Additional Elocution**

*Level I Schemes: Parallelism, Antithesis, Alliteration, Assonance*

*Level I Tropes: Simile, Metaphor*

*Level II Tropes: Personification, Apostrophe*

**On a separate sheet of paper, for your address, write:**

An example of Parallelism

An example of Antithesis

An example of Alliteration

An example of Assonance

An example of Simile

An example of Metaphor

- *Write your three main reasons in parallel form.*
- *Write your address.*
- *Add at least two of the schemes and/or tropes you generated above.*