

FABLE TO FORUM

Learn. Spot. Make.

A worksheet

Name

Date

Do them in order if you can. Each exercise page breaks the move into steps. Fill the short boxes first, then write the piece in the last one. The test tells you when to stop. Type in the boxes. They save with the file.

The order

Retell · 1 to 4

A story with a lesson, then something that happened, then one person, then a saying people already repeat.

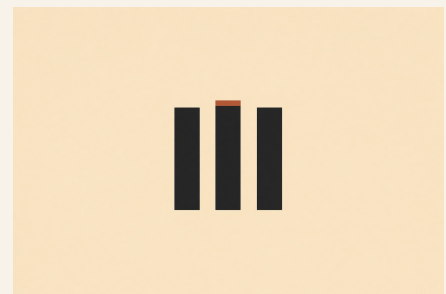
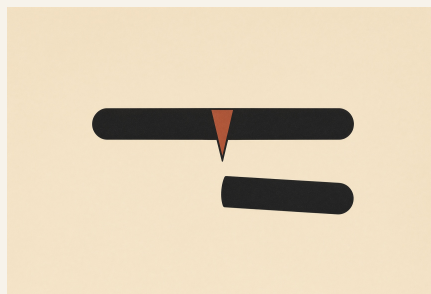
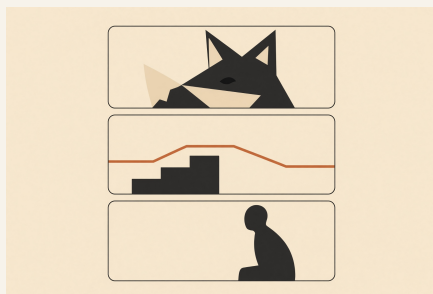
Test · 5 to 10

Take a claim apart, support a real part of one, press on a habit the public already has, then praise, blame, and compare.

Decide · 11 to 14

Speak as someone else, make a thing clear to a stranger, lay out both sides, and only then say what should be done.

Page 2 is the cheat sheet. The pages after it are for writing, one exercise at a time.



Cheat sheet

You are done when you can pass the test.

- 1 Fable** *mythos*
The moral follows from the action, and it would not fit a different story.
- 2 Narrative** *diegema*
Someone who was not there can retell it in the same order.
- 3 Anecdote** *chreia*
The praise or blame is supported by this incident, not by a proverb that could fit anyone.
- 4 Proverb** *gnome*
You can say who should hear it, and who would be harmed by hearing it.
- 5 Refutation** *anaskeue*
A reader can point to the sentence you rejected and the charge you used.
- 6 Confirmation** *kataskeue*
You name the clause you are keeping, and why it is clear, probable, fitting, or useful.
- 7 Commonplace** *koinos topos*
You are working on a public habit, not reviewing one article and not writing a law.
- 8 Encomium** *enkomion*
At least one sentence would become false if you moved it onto another subject.
- 9 Invective** *psogos*
The blame stays on the thing you named, and the harm is specific.
- 10 Comparison** *synkrisis*
Both subjects face the same test, and the winner is allowed to change with the situation.
- 11 Characterization** *ethopoeia*
A reader could guess the speaker from the words alone.
- 12 Description** *ekphrasis*
A stranger could repeat the path or the steps without asking what you meant.
- 13 Thesis** *thesis*
A reader cannot tell which side you were itching to join.
- 14 Law** *nomou eisphora*
Someone could adopt the proposal or refuse it, and the cost is visible.

1 Fable

mythos

Tell a short story whose lesson arrives sideways.

The test. The moral follows from the action, and it would not fit a different story.

1 Cast

Name the animal or object, and what it wants. Keep the cast to one or two.

2 Mistake

What does it do that a person might also do? One action is enough.

3 Result

What happens because of that action? Do not start a second plot.

4 Lesson

Write the lesson in your own words. If it would fit a different story, it is not earned yet.

5 The fable

Tell the story in a few sentences, then give the lesson. The lesson may come first or last.

2 Narrative

diegema

Put events in an order someone else can follow.

The test. Someone who was not there can retell it in the same order.

1 Person and place

Who is there, and where? A reader who was not there needs both.

2 Trouble

What snags? One sentence. Do not explain the moral of it yet.

3 Order

List the actions in the order they happened. If you swap two, the cause disappears.

4 Result

What did the last action change? Say it without a slogan.

5 The narrative

Write the incident so someone else could retell it in the same order. Do not open with the lesson.

3 Anecdote

chreia

Judge one person from one incident, fairly.

The test. The praise or blame is supported by this incident, not by a proverb that could fit anyone.

1 The person

Name one particular person. A type, like 'students,' is not a person.

2 Saying or deed

Quote the line or report the deed. Keep it short enough to repeat.

3 The occasion

Where did it happen, and what prompted it?

4 Judgment

Praise or blame this incident. Name the detail that supports you, not a proverb that could fit anyone.

5 The anecdote

One short paragraph: the saying or deed, then the judgment that this incident can hold.

4 Proverb

gnome

Choose a saying, then choose who has to live with it.

The test. You can say who should hear it, and who would be harmed by hearing it.

1 The saying

Write the proverb as people actually say it.

2 Who it helps

Name a person or a moment where saying it would do some good.

3 Who it harms

Name someone who would be misled, or shamed, by hearing it in this room.

4 The difference

What changes between those two cases? The saying did not change. The situation did.

5 Your note

Say where the saying belongs, and where it should not be said.

5 Refutation

anaskue

Show the one joint where a claim fails.

The test. A reader can point to the sentence you rejected and the charge you used.

1 The claim

Quote the sentence you are answering. Do not improve it.

2 The part

Copy only the part you reject. Leave the rest alone.

3 The charge

Pick one: unclear, impossible, improper, or useless. Say in a line why that charge fits this part.

4 The reason

Give the fact or example that makes the charge stick. A louder restatement is not a reason.

5 The refutation

Write the short answer. A reader should be able to point at the part you rejected and the charge you used.

6 Confirmation

kataskeue

Support the part of a claim that actually holds.

The test. You name the clause you are keeping, and why it is clear, probable, fitting, or useful.

1 The claim

Quote it, including the part you are not defending.

2 The part you keep

Copy the clause that holds. Confirmation is not agreeing with every word.

3 The support

Pick one: clear, probable, fitting, or useful. Say why that support matches this clause.

4 The reason

Give the fact that keeps the clause standing.

5 The confirmation

Write the short defense. Name the clause, then the support.

7 Commonplace

koinos topos

Work on a belief people already share.

The test. You are working on a public habit, not reviewing one article and not writing a law.

1 The habit

Name a belief people already share. Not one article, and not a new law.

2 Where it shows

One place you have seen the belief at work.

3 Why it lasts

What does it do for the people who keep it? A habit survives because it pays someone.

4 A fairer sentence

Rewrite the belief so it is still recognizable, but harder to misuse.

5 The commonplace

Press on the habit in a few sentences. Stop before you start proposing a rule.

8 Encomium

enkomion

Praise one thing so specifically it cannot be swapped.

The test. At least one sentence would become false if you moved it onto another subject.

1 The subject

Name one thing, person, or practice. 'Hard work' is a type. A chipped cup is a subject.

2 Only this one

Write a detail that would become false if you changed the noun.

3 What it does

Name the work it actually performs, not the mood it gives you.

4 The generic line

Write one line of praise that could fit anything. Then say why you will not use it.

5 The praise

A few sentences that could not be moved onto another subject.

9 Invective

psogos

Blame one thing without losing the shape.

The test. The blame stays on the thing you named, and the harm is specific.

1 The target

Name one habit, phrase, or object. If the target is 'people,' it is too big.

2 The harm

What specifically goes wrong when this target is in the room?

3 Who feels it

Name the person or the room that pays the cost.

4 The limit

What are you not blaming? Say it, so the charge cannot wander.

5 The blame

Write the blame. Every sentence should stay on the target you named.

10 Comparison

synkrisis

Hold two things to the same test.

The test. Both subjects face the same test, and the winner is allowed to change with the situation.

1 The two

Name both subjects. Comparison needs two, not a winner announced in advance.

2 The shared test

One quality you will use on both. Two different scorecards is not a comparison.

3 When the first wins

Describe a situation where the first subject is the better one.

4 When the second wins

Describe a different situation where the second subject is better.

5 The comparison

Write both cases. Let the winner change with the situation.

11 Characterization

ethopoeia

Write a speech in someone else's mouth.

The test. A reader could guess the speaker from the words alone.

1 The speaker

Who is talking? A role is enough: a driver, a clerk, a younger sibling.

2 The moment

What just happened, and who is listening?

3 What they want

One aim for this speech. Comfort, excuse, warning, or refusal.

4 What they refuse

Write a sentence this person would not say here. You will not put it in the speech.

5 The speech

Write only their words. Do not describe them from the outside.

12 Description

ekphrasis

Put a thing in front of someone who was not there.

The test. A stranger could repeat the path or the steps without asking what you meant.

1 The subject

One thing, or one process. Not a tour of the whole room.

2 The path

List the parts or the steps in the order a stranger should meet them.

3 The mix-up

What might they confuse it with?

4 The preventer

Which detail stops that mix-up? Put that detail where they will meet it.

5 The description

Write it so a stranger could repeat the path without asking what you meant.

13 Thesis

thesis

Lay out a real disagreement without joining it yet.

The test. A reader cannot tell which side you were itching to join.

1 The question

State a general question. A particular quarrel is not a thesis yet.

2 One approach

What this side claims, and what it costs.

3 The other approach

What the other side claims, and what it costs. Give it the same amount of room.

4 What they share

Name a premise both sides already accept.

5 The map

Lay both approaches out. A reader should not be able to tell which side you prefer.

14 Law

nomou eisphora

Propose something someone could adopt or refuse.

The test. Someone could adopt the proposal or refuse it, and the cost is visible.

1 The rule

Write the proposal in one sentence someone could adopt or refuse.

2 What you left out

Name a stricter or looser version you refused, and why.

3 Accidental harm

Who could be hurt even if people follow the rule in good faith?

4 The safeguard

What does the rule need so that harm is less likely?

5 The proposal

Write the rule, the refusal, and the safeguard as one short case.