**SAMPLE AT&T OREO (BODY PARAGRAPH)**

TIMED 2014 AP LANGUAGE & COMPOSITION ESSAY 2

***INTRO PARAGRAPH NAMES THE TITLE OR TYPE OF TEXT, THE AUTHOR, AND THE THESIS STATEMENT OUTLINING THE SPECIFIC RHETORICAL STRATEGIES YOU ARE GOING TO WRITE OREOS ON ☺***

INTRODUCTION PARAGRAPH:

Perhaps the strongest purveyor of pathos is a mother, and Abigail Adams is no exception. In her 1780 letter to her son, John Quincy Adams, she employs primarily the rhetorical strategy of pathos, specifically patriotism, parentage, pride, and potential, to advise and motivate her cherished son.

***AT&T intro is short and sweet, containing the Author of the text, the Title or Type of text, and a clear Thesis that states a main claim with at least two supporting arguments. I have listed four, but recommend only two if the essay is timed.***

ONE OREO BODY PARAGRAPH:

In order for Abigail Adams to convince her son to seek “experience” over “retirement and leisure,” she appeals to his fresh sense of patriotism. On the heels of the American Revolution and the birth of a new and free country, she tells her son that he “owes [his] existence among a people who have made a glorious defence of their invaded liberties,” reminding him that great sacrifices were made by patriots who fought for liberties he currently enjoys. Furthermore, using diction with strong war imagery, such as “defence” and “invaded,” Abigail Adams emphasizes the conflict that preceded those liberties. Becoming a “hero and [a] statesman” is another patriotic plea that Abigail uses to appeal to her son’s patriotic sensibilities, but also to clearly outline what she believes is her son’s destiny in this newborn country. Mentioning how “great necessities” help to form the character of a statesman indicates her prediction that her son will follow in the steps of his esteemed father John Adams, an expectation she straightforwardly shares with her son. In addition, the choice of the word “hero” elevates her expectations from the political to the epic wherein she fully anticipates her son will rise to the occasion and circumstances of his life in a heroic manner. Finally, Abigail completes her letter with a simple yet powerful hope: that her son will be a “good citizen” and “do honor to [his] country.” The importance given to citizenship implies that allegiance and obedience will guide young John Quincy’s behavior as he “increases in years.” This is in stark contrast to her earlier justification of disobeying the laws of the land (England) so that liberties could “transmit this inheritance” or freedom from tyranny “to ages yet unborn.” Clearly Abigail wants her son to see not only his current duties to be an American, but also to acknowledge his actions will bless and impact future generations of Americans. Abigail Adams cloaks her advice to her son in potent patriotic diction that is designed to inspire yet humble a young man whose gifts and virtues should be used to faithfully serve his country.

ANNOTATIONS

**THESIS** MAIN CLAIM PLUS SUPPORTING ARGUMENTS

**TOPIC SENTENCE** (MUST PULL FROM THESIS SUPPORTING ARGUMENTS)

CONCLUSION SENTENCE REITERATES THE TOPIC SENTENCE

**CDSs**(CONCRETE DETAILS/EVIDENCE)

**CMs** (COMMENTARY/EXPLANATINS/ANALYSIS)

**CVs** (COMMENTARY VERBS THAT LINK CDS TO CMS QUICKLY AND SMOOTHLY)

**Ts** TRANSITIONS TO CONNECT IDEAS, IMPROVE THE FLOW AND COHESIVENESS OF WRITING)

Perhaps the strongest purveyor of pathos is a mother, and Abigail Adams is no exception. In her 1780 letter to her son, John Quincy Adams, she employs primarily the rhetorical strategy of pathos, specifically patriotism, parentage, pride, and potential, to advise and motivate her cherished son.

In order for Abigail Adams to convince her son to seek “experience” over “retirement and leisure,” she appeals to his fresh sense of patriotism. On the heels of the American Revolution and the birth of a new and free country, she tells her son that he “owes [his] existence among a people who have made a glorious defence of their invaded liberties,” reminding him that great sacrifices were made by patriots who fought for liberties he currently enjoys. Furthermore, using diction with strong war imagery, such as “defence” and “invaded,” Abigail Adams emphasizes the conflict that preceded those liberties. Becoming a “hero and [a] statesman” is another patriotic plea that Abigail uses to appeal to her son’s patriotic sensibilities, but also to clearly outline what she believes is her son’s destiny in this newborn country. Mentioning how “great necessities” help to form the character of a statesman indicates her prediction that her son will follow in the steps of his esteemed father John Adams, an expectation she straightforwardly shares with her son. In addition, the choice of the word “hero” elevates her expectations from the political to the epic wherein she fully anticipates her son will rise to the occasion and circumstances of his life in a heroic manner. Finally, Abigail completes her letter with a simple yet powerful hope: that her son will be a “good citizen” and “do honor to [his] country.” The importance given to citizenship implies that allegiance and obedience will guide young John Quincy’s behavior as he “increases in years.” This statement is in stark contrast to her earlier justification of disobeying the laws of the land (England) so that liberties could “transmit this inheritance” or freedom from tyranny “to ages yet unborn.” Clearly Abigail wants her son to see not only his current duties to be an American, but also to acknowledge his actions will bless and impact future generations of Americans. Abigail Adams cloaks her advice to her son in potent patriotic diction that is designed to inspire yet humble a young man whose gifts and virtues should be used to faithfully serve his country.