**SAMPLE AT&T intro and one OREO (BODY PARAGRAPH)**

**TEXT: LETTER FROM ABIGAIL ADAMS TO HER SON**

**AT&T INTRODUCTION PARAGRAPH-remember to include *AUTHOR name, TITLE or TYPE OF TEXT, and the THESIS STATEMENT* OUTLINING THE SPECIFIC RHETORICAL CHOICES/STRATEGIES YOU ARE GOING TO DISCUSS.**

**EXAMPLE AT&T INTRO:**

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 appealing to her son’s sense of patriotism and potential, to advise and motivate her cherished son.

**OREO BODY PARAGRAPH below focuses on Abigail Adam’s RHETORICAL CHOICE of using the EMOTIONAL APPEAL of PATRIOTISM to counsel and inspire her son mentioned first in the thesis.**

**EXAMPLE of a TRIPLE STUFFED OREO:**

 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 chooses pathos, specifically appealing to her son’s sense of patriotism 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. Her rhetoric here is persuasive because she reminds her son that he should be grateful for those who came before. 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. Showing her confidence in her son’s potential to add a meaningful verse to the history of his country adds a powerful layer of persuasiveness. 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. Wisely, Abigail Adams not only addresses the immediate situation and feelings of her son, but also encourages him to consider the future impact of his life in generations to come, a convincing way to help her son see beyond the here and now. 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 2 SUPPORTING ARGUMENTS)

**TOPIC SENTENCE** (BASED ON THE SUPPORTING ARGUMENTS IN YOUR THESIS)

**CONCLUSION SENTENCE** (REITERATES THE TOPIC SENTENCE)

**CDSs** (CONCRETE DETAILS/EVIDENCE/QUOTES)

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

**EXTRA CM** (REGARDING PERSUASIVENESS OF THE TEXT recommended in AP video lessons)

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

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

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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. Her rhetoric here is persuasive because she reminds her son that he should be grateful for those who came before. 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. Showing her confidence in her son’s potential to add a meaningful verse to the history of his country adds a powerful layer of persuasiveness. 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. Wisely, Abigail Adams not only addresses the immediate situation and feelings of her son, but also encourages him to consider the future impact of his life in generations to come, a convincing way to help her son see beyond the here and now. Abigail Adams cloaks her advice to her son in potent patriotic diction that is designed to humble yet inspire a young man whose gifts and virtues should be used to faithfully serve his country.