

Scoring Activity

- 1 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 2 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 3 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 4 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 5 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 6 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 7 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 8 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 9 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 10 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 11 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____
- 12 Your Grade _____ Correct Grade _____ *Point Adjustment _____ Total Points _____

*Point Adjustment

Correct Grade (e.g. If the essay's correct grade is a 6, your group assigned it a 6)= -1

One Off (e.g. If the essay's correct grade is a 6, your group assigned it either a 5 or a 7)= +0

Two Off= +1

Three Off= +2

Four Off= +3

Scoring Guide for AP English Language and Composition Exam

Rhetoric Question

General Directions: Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by the standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of an essay's overall quality. In no case should you score an essay with many distracting errors in grammar and mechanics higher than a 2.

- 9** Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 respond to the prompt **effectively**. They effectively analyze the rhetorical strategies Adams uses to persuade her son. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

- 7** Essays earning a score of 7 fit the description of 6 essays but provide a more complete analysis or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 respond to the prompt **adequately**. They adequately analyze the rhetorical strategies Adams uses to persuade her son. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The essay may contain lapses in diction or syntax, but generally the prose is clear.

- 5** Essays earning a score of 5 analyze the rhetorical strategies Adams uses to persuade her son, but do so unevenly, inconsistently, or insufficiently. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** analyze the rhetorical strategies Adams uses to persuade her son. These essays may misunderstand the passage, misrepresent the strategies Adams uses, or may analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the student's ideas but may be inconsistent in controlling the elements of effective writing.

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but are less perceptive about the rhetorical strategies Adams uses to persuade her son and/or less consistent in controlling the elements of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Adams uses to persuade her son. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Adams uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The essays often demonstrate consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

- 1** Essays earning a score of 1 meet the criteria for the score of 2 but are underdeveloped, especially simplistic, in their explanation, or weak in their control of language.

- 0** Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

*For the purpose of scoring, analysis refers to explaining how the author's rhetorical choices develop meaning or achieve a particular effect or purpose.

2014 AP[®] ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

Question 2

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

In the following letter, Abigail Adams (1744-1818) writes to her son John Quincy Adams, who is traveling abroad with his father, John Adams, a United States diplomat and later the country's second president. Read the letter carefully. Then, in a well-developed essay, analyze the rhetorical strategies Adams uses to advise her son. Support your answer with specific reference to the text.

12 January 1780.

MY DEAR SON,

I hope you have had no occasion, either from enemies or the dangers of the sea, to repent your second voyage to France. If I had thought your reluctance arose from proper deliberation, or that you were capable of judging what was most for your own benefit, I should not have urged you to accompany your father and brother when you appeared so averse to the voyage.

You, however, readily submitted to my advice, and, I hope, will never have occasion yourself, nor give me reason, to lament it. Your knowledge of the language must give you greater advantages now than you could possibly have reaped whilst ignorant of it; and as you increase in years, you will find your understanding opening and daily improving.

Some author, that I have met with, compares a judicious traveler to a river, that increases its stream the further it flows from its source; or to certain springs, which, running through rich veins of minerals, improve their qualities as they pass along. It will be expected of you, my son, that, as you are favored with superior advantages under the instructive eye of a tender parent, your improvement should bear some proportion to your advantages. Nothing is wanting with you but attention, diligence, and steady application. Nature has not been deficient.

These are times in which a genius would wish to live. It is not in the still calm of life, or the repose of pacific station, that great characters are formed. Would Cicero have shone so distinguished an orator if he had not been roused, kindled, and inflamed by the tyranny of Catiline, Verres, and Mark Anthony? The habits of a vigorous mind are formed in contending with difficulties. All history will convince

you of this, and that wisdom and penetration are the fruit of experience, not the lessons of retirement and leisure. Great necessities call out great virtues.

When a mind is raised and animated by scenes that engage the heart, then those qualities, which would otherwise lie dormant, wake into life and form the character of the hero and the statesman. War, tyranny, and desolation are the scourges of the Almighty, and ought no doubt to be deprecated. Yet it is your lot, my son, to be an eyewitness of these calamities in your own native land, and, at the same time, to owe your existence among a people who have made a glorious defence of their invaded liberties, and who, aided by a generous and powerful ally, with the blessing of Heaven, will transmit this inheritance to ages yet unborn.

Nor ought it to be one of the least of your incitements towards exerting every power and faculty of your mind, that you have a parent who has taken so large and active a share in this contest, and discharged the trust reposed in him with so much satisfaction as to be honored with the important embassy which at present calls him abroad.

The strict and inviolable regard you have ever paid to truth, gives me pleasing hopes that you will not swerve from her dictates, but add justice, fortitude, and every manly virtue which can adorn a good citizen, do honor to your country, and render your parents supremely happy, particularly your ever affectionate mother,

A. A.

Question 2 (2014)

Abigail Adams's Letter (Student responses)

Essay #1

In the letter Abigail Adams wrote to her son, John Quincy Adams, she provides him with advice that should make him a great leader. Rhetorical devices such as pathos, rhetorical questions, and repetition are all evident in this letter.

Adams uses pathos to express her love to her son. She hopes he is safe, but she also wants him to show what a great leader he is capable of being. Something such as “These are times in which a genius would wish to live” and “honor your country” (line 61) are all ways that Mrs. Adams expressed her pride in her son. She believed John Quincy Adams was “powerful” (line 48) and could handle anything given to him during his voyage.

The rhetorical question, “Would Cicero... and Mark Antony?” would make John Quincy Adams think about his bravery and strength he needs to tap into while in France. The question is basically asking “How would Cicero be portrayed now if he wouldn’t have Catiline, Verres, and Mark Antony to encourage his behavior?” John Quincy Adams needs to compare himself to Cicero and come out as a great leader.

Another sign of Mrs. Adams wants her son to be something great would be her repetitive use of encouraging words. She continuously uses words like “diligence,” “powerful,” “justice,” “honor,” and etc. All these words are similar because they all relate to war or tyranny. John Quincy Adams deserves to be known as a great leader. So many have done great things before him and it is expected of him to follow in their footsteps.

The letter relays Mrs. Adams’s encouragement for her son to be known and seen as a leader. A mother only wants the best for her son.

Student Score: _____ Actual Score: _____

Essay #2

In Abigail Adams’ letter to her young son, John Quincy Adams, she gives him advice on how to make the most of his natural talents and succeed in this world. In her attempt to underscore the importance of her message, Adams relies on several rhetorical strategies. In order to persuade her son to do as she advises, Adams utilizes rhetorical strategies such as expectations and a responsibility to the world and invocation of authorities and role models.

To impress upon John Quincy Adams the necessity of following her advice, Abigail Adams emphasizes the expectations she and society have of such a brilliant young man and his duty to the world to capitalize on said intelligence. John Quincy Adams says, has been “favored with superior advantages... [thus his] improvement should bear some proportion to [his] advantages.” She is emphasizing that due to his intelligence and upbringing, he has large shoes to fill and must seize these advantages. She expects this, as does the world as a whole. Adams uses the same strategy later in the letter with the use of the words “your lot” in referring to her son’s watching of the country’s current troubles and inspiring past. Not “our lot” or “the American lot,” but “your lot.” Adams is clearly stressing her son’s responsibility to help match America’s past achievements and guide her to a better future. She ends her epistle with an exhortation to be “a good citizen, do honor to [her son’s] country and render [his] parents

supremely happy.” The result of this is that the final message young John Quincy is left with is once again a sense of his responsibility to the world and his family. By repeatedly impressing upon her son his duty to take advantage of his exceptional mind and ancestry and to fulfill his responsibility to the world, Adams is employing a brilliant rhetorical strategy that will increase the impact of her words.

To further augment the effect and power of her advice, Adams invokes several authorities and role models in her letter, to both increase her credibility as an advisor and give her son people to emulate. The beginning of the letter is spent discussing the value of John Quincy’s trip to France; Adams wants to tell her son about the advantages of traveling, but, presumably fearing a lack of convincing power coming from her, cites instead an author and a pretty metaphor. The voice of an outside figure (who will likely appear an authority to the young boy) adds to the validity of her argument. Later on in the letter, Adams switches to role models, citing several names for her son to emulate. Adams references the famed, talented Roman orator Cicero and this learned, influential reference seems to add credibility as well as provide John Quincy with a role model. Mentioning such a renowned man of many successes adds power to her advice of rising to the occasion and taking advantage of one’s talents. Furthermore, in a particularly sentimental segment, Abigail reminds her son of his legendary father, John Adams. She emphasizes “the important embassy which at present calls him abroad” and all his successes in politics and government. In other words, she is urging her son to be like his famous father and strive to fill those shoes. The invocations and examples serve to strengthen the authority and appeal of Adams’ advice and help ensure that said advice will be taken seriously.

In conclusion, Adams uses a variety of rhetorical strategies in her letter of advice but none so powerfully or frequently as emphasizing John Quincy’s duty and responsibility and invoking authority figures and famous role models. These strategies serve to strengthen her argument and lend credibility and force to her advice. Such devices, as well as many authors, have been used throughout the ages to increase the power of a speaker or author.

Student Score:_____ Actual Score:_____

Essay #3

John Quincy Adams was a privileged American who had one of America’s greatest statesmen as his father. However, his mother was also a powerful influence upon John Adams at a time when women were advised to stay out of the political sphere. Abigail Adams was adept at using language to powerfully convince others of her intuition. In this letter, she advises John Quincy to capitalize upon his time in France for his own advantage through syntax, examples, and symbolism.

Abigail begins by discussing how privileged John Quincy has been through his parents and capabilities. Abigail repeatedly uses the word “advantages” to remind her son of the opportunities that have been afforded to him. She also employs a periodic sentence in lines 24-26, observing that “Nothing is waiting...” which first stresses Quincy’s gifts but then astutely outlines what he must commit himself to in order to capitalize upon them.

Moving beyond the discussion of privilege, Abigail focuses on informing Quincy of what he must do to become a great figure. Adams borrows an extended metaphor from an acquaintance to show how, just like a river increases in power as it runs farther from its source by acquiring the qualities of the riverbed, so must John Quincy utilize life experience to expand upon his natural intellectual gifts. she then alludes to Cicero as an example of a great man whose skills were formed from the adversity he experienced during his life.

Finally, as she begins to close her letter, Abigail uses symbolism to emphasize the main lesson to her son. Through metonymy, she establishes a connection between the mind (Quincy's natural intelligence) and scenes that engage the heart (the receptor of life experiences). The use of body parts to connect Quincy's intelligence with his ability to incorporate life experiences offers powerful support for her argument. IN the end, Adams personifies truth to draw a connection between it and her. This authorizes Abigail because it is obvious that the dictates of truth are actually her own. She uses this to empower herself as a mother whose advice must be followed for John Quincy to live to his potential.

Just as Abigail Adams would persuade her husband to support ideas like women's suffrage almost a century before the rest of the nation listened, she employed language to influence her son. By resting on her authority as a mother and using subtle language techniques to offer advice, while asserting her correctness, she was able to craft letters that the men of the Adams family could not disregard. Her appeals to her authority as well as her ethics proved to be a potent combination that allowed her to assert her voice before other women could. John Quincy must have followed her advice as he went on to become a president and statesman like his father.

Student Score: _____ Actual Score: _____

Essay #4

The 18th century was a time of rebirth and revival in the USA. This being said, the diplomacy of one was very important for the nation's success. John Adams was going to follow in the footsteps of the country's first leader, John Adams. This was a huge deal and Abigail Adams, had a big weight on her shoulders to always be prim and proper knowing that she was going to be the first lady to the next president.

As the two most important people in her life leave her to travel the world, she seems envious in that she will not be able to go with them. Even though John Adams and John Adams has been around the world before she states in her letter that she almost had to force him to take the trip. This opens the question of is she jealous of her son's ability to leave the country. Then she contradicts herself to later tell him what he already agreed to what she said, even though she was basically "forcing" him to go, just a short while earlier. "you however readily submitted to my advice, and I hope, will never have occasion to yourself, nor give me reason!"

Abigail Adams stays very firm with her tone and makes John Adams realize that he is only the child in the family and that he must listen to his father John Adams throughout the trip because he is the adult. She uses a tactic to say Quincy Adams into behaving while he is on his journey. She also brings in examples of people who have had the same kind of journey that he was about to embark on and the consequences that they had to face for doing wrong. This is a common factor used Abigail Adams plays it up to remind John Adams that he is a child and she has complete control over him along with John Adams.

The use of personification is very prevalent throughout the letter and she explains to him not only the opportunities are throughout the different parts of the world he will be exploring. "Running through the rich veins of minerals." IN the first four paragraphs, Abigail Adams always refers to herself as moving through the letter you will realize that the last two paragraphs mention nothing of herself but strictly of John Adams and how much this trip will be able to help him succeed. I believe that Abigail does this to finally take away the focus from her and put it on her son who she repeatedly states that she loves very much. She talks about herself in first person all the way until the end to state that it is solely about her son and not herself. "You will not swerve dictates, but add justice, fortitude, and every manly virtue."

Abigail also sticks the idea that John Adams needs to keep his religious roots to be successful on this trip and that Almighty God! will be able to help and guide him on his trip.

This essay focuses on how important Abigail Adams thinks it is for John Adams to be successful. This worked out for her in the long run and he eventually became president.

Student Score: _____ Actual Score: _____

Essay #5

Abigail Adams writes to her son, John Quincy Adams, to guide him and offer advice as he enters important years of his life. She provides sincere and helpful advice using her previous knowledge and experiences. Abigail uses analogies to help her son apply the concepts himself to his own life in addition to her use of appealing to pathos as she expresses her immense confidence in her son, making it seem devastating for him to let her down.

Considering that her son is traveling abroad, Abigail provides a relatable example of a comparison of “a judicious traveler to a river.” The river increasing its stream as it flows further from its source is reflective of her son flourishing as he travels farther away from home. This analogy allows John Quincy to recognize with the water and have confidence in himself as he continues his journey. Abigail also uses the analogy of the water reaching mineral rich springs where it increases in quality. Her son can again associate himself with the water and have hope that, like the stream of water, he will reach his own spring of minerals and learn things along his journey that will help him succeed in life.

Throughout the entire letter, Abigail consistently expresses her love for and confidence in her son. The closing paragraph is especially strong as Abigail uses a type of “reverse psychology.” She speaks of her “pleasing hopes” of her son that he will always do the right thing and stay true to his virtues. For John Quincy, this confidence in him from his mother makes it seem awful to let her down, therefore trying even harder to “honor [his] country” and please his mother. Abigail seems to know that her son will feel this way while reading her letter, and therefore uses pathos by emphasizing her faith in him and subsequently guilt him into always trying to do his best.

Abigail structures her letter carefully and writes it in a way as to slowly encourage her son to try his best and then firmly stating her faith that he “will not swerve” from his values, bringing her words of advice to a strong close. The analogy of the river was implemented to allow her son to apply a concept to himself and his situation, and the appeal to pathos was used to guilt her son into staying true to himself. Together, along with the structure of the letter, these strategies first establish a sense of relatability for her son and then persuade him to try his best to succeed driven by the fear of letting his mother down.

Student Score: _____ Actual Score: _____

Essay #6

Many people regard parenting as the most demanding profession in the world because parents need to strike a decisive balance between the demonstration of love and the reiteration of principles when instructing their children. In her letter to her son, John Quincy Adams, Abigail Adams skillfully maintains this delicate balance, advising her son to accompany his father and brother to France. By considering her son’s perspective and then offering her own opinions, employing exemplification and contrast to substantiate her arguments, and showing a loving and trusting attitude toward her son. Abigail Adams reveals why a journey to France can benefit John Quincy Adams in the long run.

Starting her letter by giving proper considerations to her son's point of view, Adams demonstrates that she is not forceful but reasonable. She contends that "if [she] [has] thought [his] reluctance arose from proper deliberation" (3-4), she will not "urge" him to go on the voyage, suggesting that Adams has carefully evaluated her son's mindset and her subsequent arguments do not aim to suppress her son but aim to improve his character. In her rhetoric, Adams points to three reasons that her son should accompany his father and brother to France—that John Quincy Adams is familiar with French, that such voyage can increase his personal experience, and that his father can serve as a model for him. Elaborating on her second point, Adams emphasizes that "great necessities call out great virtues" (37). She admits that her son may enjoy "leisure" (36) by not going to France; however, too much leisure will only make his qualities as a "hero and... statesman" (41) "dormant" (40). While acknowledging the possible downside of the trip, she confidently posits that the benefits far outweigh the disadvantages. Progressing from her argument that such voyage improves her son's personal character, Adams further suggests that it can also make him a more responsible future leader who can benefit the society. As John Adams has "taken a large and active share" (52-53) in liberating the American society from the British authority, Adams hopes her son to employ his experience in "[transmitting] this inheritance to ages yet unborn" (49).

Throughout her letter, Adams offers ample examples and sets up appropriate comparison and contrast to illustrate her arguments. Paralleling a "judicious traveler to a river" (16-17), Adams advises her son to take advantage of what he has and turns his advantages into larger rewards both for himself and for society. Just as the stream becomes wider "the further it flows from its source" (18), Adams longs to see her son become wiser and more beneficial to the society as he grows up. When positing that a trip to France will increase her son's experience, which brings "wisdom and penetration" (35), Adams also draws on historical example. Arguing that Cicero would not have shone so "distinguished an orator if he not been roused, kindled, and inflamed by the tyranny of Catiline, Verres, and Mark Antony" (31-34), Adams implies that the calamities he views in life will only make him stronger and wiser, so he should not hesitate to confront difficulties. Building on this example, she sets up a contrast between a dormant man in "retirement" (36) and a hero in harsh times, suggesting her son follow the lifestyle of the latter.

Along with her reasoning, Adams shows a loving and trusting attitude toward her son that appeals to his emotions. Acknowledging that her son has "readily submitted to [her] advice" (9), Adams praises her son for his consideration of her opinion. When she states that difficult times are times "in which a genius would wish to live" (26-27), Adams illustrates her trust toward John Quincy Adams—she believe that he is a genius and thus should abide by the thinking of a genius. In the conclusion of the letter, Adams reiterates that she already considers her son as one who pays "strict and inviolable regard" (57) to truth, revealing her parental love and pride. Advising him to "adorn" (60) himself with "justice, fortitude, and every manly virtue" (59-60), Adams speaks from the heart of an "affectionate mother" (64), making her arguments more acceptable to her son.

In her rhetoric, Adams demonstrates her sophisticated thinking and successfully maintains the balance between showing her love for her son and instructing him to do what is right.

Student Score: _____

Actual Score: _____

Essay #7

A mother's love is unyielding and unconditional in its strength, power, and ability to motivate her children. In every sense of this definition, Abigail Adams embodies a mother's love

in her letter to her son, John Quincy Adams. Through the rhetorical strategies of pathos, figurative language, and inverted syntax, Abigail Adams adopts an encouraging tone in order to advise her son to make the right decisions and allay any of his fears or worries.

Throughout the letter, Adams's often appeals to the emotions of her son with pathos by acknowledging her affection for him or reassuring his sense of security or confidence. She reminds him that he is "favored with superior advantages under the instructive eye of a tender parent," and that "nothing is wanting" with him. By repeatedly emphasizing her unconditional support and support and boosting her son's ego, Adams is able to evoke feelings of love and security in her son. Moreover, these warm sentiments are reaffirmed at the very end of Adams' letter when she confirms that no matter what her son does, he will "render [his] parents extremely happy, particularly [his] ever-affectionate mother." The positive emotions Adams creates serve to be efficient in their purpose of motivating and guiding her son down the right path while also being mindful of his own fears and insecurities. Her effective use of pathos creates an overall attitude of encouragement giving her son the incentive to go far and do what is right.

Adams' complete mastery of figurative language is prevalent throughout her entire letter. Allusions to great historical figures such as Cicero and Mark Antony point out the characteristics and symbiotic relationship of hardship and leadership, while vivid descriptions help to clearly illustrate her meaning to her son. For example, she compares a "judicious traveler to a river... which, running through rich veins of minerals, improve their qualities as they pass along." Through this image of a "spring of knowledge," Adams is able to convey to her son that experience and time will only improve his character if he lets it. Even more references to nature are made when she declares that "wisdom and penetration are the fruit of experience," following up this metaphor with personification that describes the mind as being "raised and animated" and the heart as being "engaged" and "[woken] into life." The use of such literary devices are vital to the crafting of Adams' argument—as the John Quincy sees the picture she paints with her control of language, he is encouraged and motivated to also not give up and to not doubt himself. Overall, the tone Adams creates with her careful and descriptive prose proves to be visual and literary enhancements in advising her son about his trials and tribulations.

Of course, it is also important to acknowledge Adams' use of sentence structure to effectively highlight critical points of the letter. While much of her writing contains long sentences that are alternately periodic or cumulative, she often punctuates her point with assertions such as "nature has not been deficient" and "great necessities call out for great virtues." By breaking up her long, polysyndetonic sentences with innovative parallelism, Adams conveys her main ideas through these short phrases of encouragement. As John Quincy would no doubt be jolted by these spots of succinct clarity, he would grow more motivated to listen to what she is saying.

No one can know for sure if Adams' letter achieved her purpose and successfully encouraged her son to bring honor to his family and people. But close inspection of Adams' writing shows how effective rhetorical strategies often can be crucial in the craftsmanship of great and persuasive writing—in that arena, Adams' truly prevails through her use of pathos, figurative language, and varied syntax.

Student Score: _____

Actual Score: _____

Essay #8

Traveling abroad in the 18th century was a dangerous journey that only the adventurous and brave embarked upon. Abigail Adams, in her letter to her son and the 2nd American president

John Quincy Adams, wishes her son well on his voyage. Adams employs grim diction and strong figurative language to adopt a cautionary tone while advising her son to stay safe during his journey to France.

Adams conveys her concern for the well being of her son in his departure through her word choice, while still encouraging him to continue in all travel-related endeavors. She calls upon the genius of Cicero by writing “inflamed by the tyranny.” Adams also writes about “war, tyranny, and desolation” and how these things are “scourges of the Almighty,” as well as using words such as “deprecated,” “calamities,” and “deficient.” These choices in diction are grim, often associated with hardship or sorrow or the French; Adams chooses these words carefully in order to caution her son, without discouraging him.

The description of the struggles her son may run into is also utilized by Adams in her giving of advice. In her description of a traveler she “compares a judicious traveler to a river.” The metaphor “a river that increases... passes along” is rich with detail that help Adams to convey how she admires the emotional and mental strength of those willing to travel. The descriptive language used to praise Cicero also shows Adams’ admiration of the brave, mineral-enriched traveler. She writes “would Cicero have shown... kindled and enflamed” to show the hardiness of this man. The praise she awards to travelers is also offset by her comparisons and descriptions, as they still hint toward the darker side of traveling abroad. This hint toward the darker side is carried into the cautionary tone produced by Adams throughout the passage.

Adams, in her letter to her son John Quincy Adams, advises her son to take care of himself while journeying to the Neoclassical hellscape that was 18th Century France. Adams adopts a cautionary tone to warn her son about the possible negative consequences of traveling abroad through her use of grim diction and strong figurative language. Adams, in turn, is able to convey her feelings to her son before his departure.

Student Score: _____

Actual Score: _____

Essay #9

Parents are always concerned for the well-being and future of their child. This is especially evident in Abigail Adams’ letter to her son John Quincy Adams while her son was on a diplomatic trip to Europe with his father. In her letter, Abigail Adams encourages her son to cherish this experience, though he may have been reluctant and “averse” to the trip in the beginning. Abigail Adams advises her son in the development of character and appreciation through her usage of pathos, analogy, personification, metonymy, and historical allusions in order to convince her son of the importance of the development of experience.

The entire letter is filled with the repeating emphasis of the crucial nature of the trip. Firstly, Abigail Adams appeals to the authority and uses the analogy of a scholarly traveler to a river to convince her son to treasure that experience. As she cites from “some author,” like a river, a judicious traveler can “improve the qualities as they pass along.” The author compares the enrichment of the river with minerals and springs in its extension to her son’s advantages in this travel opportunity. Under his father’s guidance, John Quincy will be able to further develop diligence and learn to apply his experiences later on in life. The author’s reinforcement of parental guidance and her diction endearingly referring him as “my son,” reinforce the wisdom and fact that John Quincy’s parents understand what is best for him. Idleness at home will not prove as useful as the experience and development of character that this journey holds.

Abigail furthers her argument of travel and development of experience in her historical allusions to great successful individuals. Again, Abigail attempts to appeal to authority by alluding to distinguished orator Cicero. “Would Cicero have so distinguished himself if he had

not been raised, kindled, and inflamed by the tyranny of Cataline, Verres, and Marc Antony?... All history will convince you of this and that wisdom and penetration are the fruit of experience, not the lessons of retirement and leisure.” Her historical allusion to Cicero dispels any doubt that John Quincy might have about this travel to Europe, appealing to John’s emotions to become as great as Cicero by developing wisdom through experience.

In addition, the author suggests the importance of John Quincy Adams’s experiences and inevitability of the usage of the skills through her personification of the mind and the metonymy of God. She reinforces the urgency and necessity of John to answer the duty of his country in the midst of the Revolutionary conflict. As she states, “When a mind is raised and animated by senses that engage the heart, then those qualities, which would otherwise lay dormant, value into life...” Abigail’s personification emphasizes how the experiences gained and “scenes” witnessed awaken the mind and develop character. Secondly, she refers to God, in her usage of metonymy, “aided by a generous and powerful ally, with the blessing of heaven,” in stating the inevitability of John Quincy Adams in applying his experiences and the crucial and useful nature of this opportunity.

Overall, Abigail Adams reiterates her emotional authority as an affectionate mother throughout the passage to dispel to her son’s doubts about the benefits of this travel abroad experience. Her usage of analogy and historical allusion emphasizes the development of character in travel instead of idleness. Finally, she suggests the inevitable urgency that these experiences will eventually hold for her son.

Student Score:_____

Actual Score:_____

Essay #10

In Abigail Adams letter to her son she uses pathos to convey emotion, ethos and parallel structure as well as an authoritative tone when writing this letter to her son. Abigals purpose is to inform her son to do good for the country and to give him advise how to do so before he becomes the president.

In Abigals last paragraph she appeals to pathos the most by ending the letter “...particularly your ever-affectionate mother” she uses affectionate to show John she is only trying to do what’s best for him and the country by giving him this advice. She also uses parallel structure which makes her advice more appealing to read. If the sentences were choppy it would make what she is asking for more needy and parent-like but she speaks to him in a friendly, parallely manner.

Throughout the entire letter Abigail also uses a very authoritative yet friendly yet respective tone. She speaks to him in the beginning.

Student Score:_____

Actual Score:_____

Essay #11

It is inescapable that at some point in every man’s life, he will hear the phrase “Behind every successful man, there’s a woman.” Even more so than this, however, it holds true that behind every successful child, there is a doting, affectionate, and committed parent. However, it is often difficult for a parent to persuade her child to accept advice. Like it or not, children have minds of their own, and thus, parents can find themselves in a pickle. Advice is best received when it is offered tactfully and carefully, rather than bluntly with the oppressive weight of authority. This truth spans centuries. When writing a letter to her son, John Quincy Adams, Abigail Adams incorporated deliberate tact in the form of imagery and metaphor, as well as an

appeal to her son's emotions in order to persuade him to accept her advice to not only pay "strict and inviolable regard to truth," but "add justice, fortitude, and every manly virtue which can adorn a good citizen, do honor to [his] country, and render [his] parents supremely happy."

Abigail Adams' incorporation of vivid imagery and metaphor function to make the content more interesting and relatable while subsequently helping to deliver the full impact of her advice. She compares a "judicious traveler to a river," as both increase their "stream" as they "flow farther from their sources." Abigail Adams wants her son to be as a river, and grow intellectually and morally while he is with his father on a mission in France. Although her son's "source" is the United States, she desires him to develop as he "flows farther" away, in this case to Europe. He will do so by analyzing new information and cultures, much as "springs" improve the qualities of rivers as they run "through rich veins of minerals." Thus, the extended metaphor, coupled with visual imagery of a river, enables Abigail Adams to express more clearly her wish for her son to return home an improved man. Adams similarly uses a metaphor as she describes the "fruit of experience," which also serves to provide encouragement to her son as he is "contending with difficulties" in France. By comparing experience to a fruit, Adams implies that although a substantial amount of hard work and dedication will be put into John Quincy Adams' mission to France, if he perseveres in his attempts, then the experience is bound to reap pleasing results. Thus, Abigail Adams convinces her son to reflect "retirement and leisure" in favor of an active, engaged, cosmopolitan lifestyle.

However, these metaphors and imagery would not have been quite as effective if they had not been combined with an emotional appeal towards her son. Founded in sentiment, Abigail Adams constantly pains her advice with pathos in order to portray that she is aware of her son's self-respect and pride. At the very outset of the letter, she recognizes John Quincy's potential and capability by admitting that even after "proper deliberation," she found it fit that he "accompany [his] father and brother to France." Similarly, Adams pairs the metaphors of the river and of the fruit of experience with pathos and an appeal to her son's ego. She buttresses his pride by saying that he has been "favored with superior advantages" and that "nature has not been deficient." Thus, she sets the stage to allow herself to urge him to give "attention, diligence, and steady application." While talking about the fruit of experience, she compares John Quincy to a "hero" and "statesman," elevating him to a superior status so that he will not feel belittled by her maternal advice.

Thus, by using imagery and metaphors as well as an appeal to her son's pride, Abigail Adams tactfully delivers her advice. She is even able to go to the extent of asking her son to make his "affectionate mother" "happy," concluding the letter with yet another appeal to pathos. If she had wounded John Quincy's pride and undermined his self-respect, the chances of her advice finding fertile soil would have been much less, and perhaps it would be left to historians to puzzle over whatever happened to the promising Adams dynasty.

Student Score: _____

Actual Score: _____

Essay #12

Everybody has a mother. If you're lucky, your mother is as sweet and wonderful and loving and intelligent and sagacious as Abigail Adams. If you're not lucky, your mother makes you stand in the corner for hours while balancing a mason jar full of water moccasins on your head until you promise to be good. Because mothers only love good little boys.

John Quincy Adams seems like a good little boy. He went to France. He was, like, a river or a spring-loaded mineral or something. I'm sure he never got into screaming matches with his

mother about whether or not he should have to wear a little sailor outfit for the mother-son duet contest at the Stradlater Country Club. I'll bet he's not a biter, that John Quincy Adams.

Do you know why John Quincy Adams was such a good little boy? Because Abigail told him to be. She used logos by telling him that Cicero became a great orator to please his mother. She used ethos by being a mother, the fixed point in any boy's solar system, giver of light, heat, and gravity. She used pathos by telling John Quincy Adams that he was a stupid disappointment for deleting *NCIS* from the DVR, and that he better start giving competent backrubs, or she was going to make him sleep under the bed again with the Krampus.

But you know what? John Quincy Adams is FINE! He's better than fine, Abigail! He's the FRICKIN' PRESIDENT OF THE UNITED STATES OF AMERICA! Is that not good enough for you, Abigail? What more do you want John Quincy to do—win *the Presidency of the Galaxy*? For heaven's sake, stop ringing the pastry bell when he's trying to get some sleep!!!! He's a grown man, and he shouldn't have to bring you a scone in the middle of the night just because you're hungry!!!!

I'm sorry. I'll be good. Please don't tell Abigail Adams that I wrote that last part.

In conclusion, John Quincy Adams became one of America's great statesmen not because he went to France and answered the call of civic responsibility raised by the tumult and mendacity of the day. No, John Quincy Adams achieved greatness because Abigail Adams scraped him off the bottom of her shoe like the dog turd that he was and polished him until he shined like the Hope Diamond. Because as everybody knows, smother knows best.

Student Score: _____

Actual Score: _____