

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 analysis with specific references to the text.

12 January, 1780.

MY DEAR SON,

Line I hope you have had no occasion, either from
5 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.

10 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
15 understanding opening and daily improving.

Some author, that I have met with, compares a
judicious traveller 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
20 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.

25 These are times in which a genius would wish to
live. It is not in the still calm of life, or the repose
of a pacific station, that great characters are formed.
30 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,
35 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
40 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
45 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.

50 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
55 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,
60 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.

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2014 SCORING GUIDELINES

Question 2

General Directions: This scoring guide will be useful for most of the essays you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

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

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper 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 **effectively** analyze the rhetorical strategies Adams uses to advise 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 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** analyze the rhetorical strategies Adams uses to advise her son. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing 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 advise her son. 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 writer's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** analyze the rhetorical strategies Adams uses to advise 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 writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies Adams uses to advise her son. They are less perceptive in their understanding of the passage or Adams's strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Adams uses to advise 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 prose often demonstrates 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 undeveloped, 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.

— Indicates an entirely blank response.

* For the purposes of scoring, analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.

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2 I

Many people regard parenting as the most demanding profession in the world because parents need to strike a delicate balance between ~~the demonstration~~ ^{the demonstration} of love and the reiteration of principles when instructing their children. In her letter to her son John Quincy Adams, Abigail Adams ~~skill~~ skillfully maintains this delicate balance, advising her son to ~~accompany~~ ^{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} ~~Abigail~~ demonstrates that she is ~~not~~ ^{not} forceful but reasonable. ~~and~~ ^{she} contends that "if [she] ~~had~~ ^{has} thought [his] reluctance arose from proper deliberation" (3-4), she will not "urge" (6) him to go on the voyage, suggesting that Adams has carefully evaluated her son's ^{mindset} ~~mind~~ and her subsequent arguments ~~do~~ ^{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~~ such voyage can increase his



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personal experience, and that his father can serve as a model for him. Elaborating on her second point, Adams emphasizes that "[g]reat 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 ~~dis~~^{disadvantages}. ~~Progressing~~ from her argument that such voyage improves her son's personal character, Adams further suggests that it ~~can~~^{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 ~~transforming~~^{liberating} the ~~society~~^{American} 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 ^{comparisons and} contrast to illustrate her arguments. Paralleling "a judicious traveller to a river" (16-17), Adams advises her son to take advantage of what he has and ~~turns~~^{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



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beneficial to the society as he grows up. When ~~is~~ ^{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~~ ^{Cicero} would not have shone "so distinguished an orator if he had not been roused, kindled, and inflamed by the tyranny of Catiline, Verres, and Mark Anthony" (31-32), Adams implies to her that the calamities he views in life will only make him stronger and wiser, so he should not hesitate to face 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 ~~letter~~ ^{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 ~~is~~ ^{has} "readily submitted to [her] advice" (9), Adams ~~praises~~ ^{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~~ ^{illustrates} her trust toward John Quincy Adams - she believes 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 ~~parent~~



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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 rhetorics, 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. ~~In this way, Adams has excelled~~

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H₁

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 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 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 ~~re~~emphasizing her unconditional support and boosting her son's ego, Adams is able to evoke feelings of love and security in the reader and her intended audience ~~her~~ - her son. Moreover, ~~the~~ 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~~ particularly [his] ever affectionate mother". The positive emotions ~~she~~ 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



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use of pathos creates an overall attitude of encouragement, giving her son the incentive to go far and do what is right.

Adams' complete ^{memory} of figurative language is prevalent throughout her entire letter. Allusions to great historical figures such as Cicero and Mark Anthony point out the characteristics ^{and symbiotic relationship} of hardship and leadership, while ~~figurative~~ vivid descriptions help to clearly illustrate her meaning to her son. For example, she compares a "judicious traveller 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 heart as being "engaged" and "[woken] into life." ~~the use of~~ The use of such literary devices are vital to the crafting of Adams' argument — as the reader ~~the~~ sees the pictures she paints with her control of language, they are encouraged and motivated to also not give up and to not doubt his or herself. Overall, the tone ~~of~~ Adams creates



H3

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with her careful and descriptive prose proves to be visual and literary enhancements to ~~her writing~~ in advising her son ~~of~~ about his trials and tribulations.

Of course, it is also important to acknowledge Adams' use of sentence structure to effectively highlight critical points of her letter. While much of her writing contains long sentences which are either periodic or cumulative, she often punctuates her point with assertions such as "nature has not been deficient" and "great necessities call out great virtues". By breaking up her long, drawn-out sentences ^{with shorter}, Adams conveys her main ideas through these short phrases of encouragement. As the reader is jolted by these spots of extreme clarity, they become 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 ~~do the~~ ^{close} bring honor ~~and~~ to his family and people. But inspection of Adams' writing shows how successful rhetorical ~~strategies~~ strategies often can be crucial ~~in~~ in the craftsmanship of great and persuasive writing — in that arena, Adams' ~~talent~~ ~~prevails~~ prevails through her use of pathos, figurative language, and syntax.

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John Quincy Adams was a privileged American who had one of ~~the~~ 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 ~~her~~ ^{syntax} ~~her~~ ^{examples} ~~her~~ 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 delayed sentence in lines 24-26 "Nothing is wanting..." 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



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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 rivulets, Quincy must 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~~ emphasize the moral lesson to her son. Through metonymy, she establishes a connection between the mind (Quincy's natural intelligence) and senses that engage the heart (the receptor of life experiences). The ~~use~~ use of body parts to connect Quincy's intelligence with his ability to incorporate life experiences offers a powerful ^{support} ~~argument~~ for her argument. In the end, Adams personifies truth to draw a connection between it and her. This



authorizes Abigail because it is ~~quite~~ obvious that the dictates of truth are actually her own. She uses this to ~~empower~~ empower herself as a mother ~~and~~ whose advice must be followed for John Quincy to live to his potential.

Just as ~~and~~ Abigail Adams would persuade her husband to ~~bring~~ support ideas like women's suffrage ~~decades~~ almost a century before the rest of the nation listened, she ~~employed~~ employed ~~the~~ ~~power~~ 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} ~~men~~ of the Adams family could not disregard. Her appeals to her authority as well as 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.

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~~Any parent will testify that it can be hard to pass on advice and wisdom to ~~their~~ ~~their~~ child, particularly when the advice, while excellent, might be unpopular.~~

In Abigail Adams' letter to her young son John Quincy, she gives him advice on how to make the most of his natural talents and ~~see~~ succeed in this world. In her attempt to underscore the importance of her message, Adams relies on several rhetorical strategies. ~~to pass~~ 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 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 ~~to~~ his] improvement should be some proportion to [his] advantages." She is emphasizing that due to his intelligence and upbringing, he has large shares to fill



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so to speak and must seize these advantages. She expects this, as does the world as a whole, ~~and this~~ ~~emphas~~ Adams uses the same strategy later in the letter with the ~~world's~~ use of the words "your lot" in referring to ~~the~~ 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 ~~the~~ 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 ~~to~~ 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~~ ~~his~~ ancestry and to fulfill his responsibility to the world, Adams is employing a brilliant rhetorical strategy that will ~~finally~~ ~~great~~ increase the impact of her words.

~~Of course, everyone needs guidance~~

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 ~~the~~ people to emulate. The beginning of the letter



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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, ~~invokes~~ ~~instead the authority~~ 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 arguments. Later on in the letter, Adams switches to role models, citing several names for her son to emulate. Adams references the famed, ^{talented} orator Roman orator Cicero and this learned, influential reference seems to add credibility to her as well as provide J. Q. with a role model. Mentioning such a renowned man of many successes adds power to her advice of ~~taking advantage~~ 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. These invocations and examples serve to strengthen the authority and appeal of Adams' advice and help



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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 others, have been used throughout the ages to increase the power of a speaker or author.

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#2

E

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~~ 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~~ Considering that her son is traveling abroad, Abigail provides a relatable example of ~~a~~ a ~~comparison~~ comparison of "a judicious traveller to a river." The river increasing its stream as it flows further from its source ~~is~~ 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



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E2 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~~ 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~~ by emphasizing her faith in him and subsequently guiltting him into always trying to do his best.

Abigail structures her letter carefully and writes it in a way as to slowly



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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.

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In the letter Abigail Adams wrote to her son, John Quincy Adams, she provides him ~~with~~ 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 ^(line 27-28) wish to live" and "honor your country" (line 41) are all ways that Mrs. Adams expressed her pride in her son. She believed John Adams was "powerful" (line 48) and could handle anything given to him during his voyage.

The rhetorical question, "Would Cicero... and Mark Anthony?" would make John Adams think about his bravery and strength he needs to tap into while in France. The question is basically ~~asking~~ asking "How would Cicero be portrayed now if he wouldn't have had Catiline, Verres and Mark Anthony to encourage his behavior?"



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2 John Quincy Adams needs to compare himself to Cicero and come out as a great leader.

Another sign Mrs. Adams wants her son to be something great would be her repetitive use of ~~the~~ ~~the~~ encouraging words. She continually 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 foot steps.

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.

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C₁

Traveling abroad in the 18th century was a dangerous ~~task~~ ^{journey} that only the adventurous ~~at~~ 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. ~~to~~ Adams employs grim diction and strong figurative language to adopt a cautionary tone ~~of~~ while advising her son to stay safe ~~in it~~ ~~at~~ during his journey to ~~Adams~~ France.

Adams conveys her concern for the wellbeing of her son in his departure through her word choice, while still encouraging him to continue in ~~at~~ 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 ~~and phrases~~ such as "deprecatd," "calamities" and "deficient." ~~at~~ These choices in diction are grim, ~~caution~~ often



C₂

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associated with hardship or sorrow; ~~and~~ Adams ~~uses these~~ chooses these words carefully in order to caution her son, ~~but not to discourage him.~~ without discouraging him.

The descriptions of the struggles her son may run into is ~~also~~ 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... pass 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 traveler. She writes "Would Cicero have sham... kindled, and inflamed" to show the ~~stiff~~ heartiness of this man. The praise she awards to ~~these~~ travelers is also offset by her comparisons and descriptions, as



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They still hint toward the darker side of traveling abroad. This hint toward the darker side is portrayed by Adams 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 France. Adams adopts a cautionary ~~the~~ tone to warn her son about the ~~possible~~ possible negative consequences of traveling abroad through her use of grim diction and strong figurative language. Adams, in turn, is able to ^{successfully} convey her feelings to her son before his departure.

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B,

The 1800s were a time for rebirth and renewal 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. This was a huge deal and Abigail Adams had a big weight on her shoulders to always be firm 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 Quincy 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 advise, and ~~to~~ I hope, will never have occasion to yourself, nor give me reason".

Abigail Adams stays very firm with her tone and makes Quincy Adams realize that he is only the child in the family and that he must listen to his father throughout the trip because his is the adult. She uses a tactic to say Quincy Adams into



B₂

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behaving will 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 and Abigail Adams plays it up to remind ~~Quincy~~ Quincy Adams that he is a child and she has complete control over him.

The use of personification is very prevalent throughout the essay and she explains to him how rich the minerals will be throughout the different parts of the world he will be exploring. "Running through the rich veins of minerals"

In the first ~~of~~ four paragraphs Abigail Adams always refers to herself. ~~and~~ As moving through the letter you will realize that the last two paragraphs mention nothing of herself but strictly of Quincy 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~~ 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



2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

B₃

his son, and not himself. "You will not swerve
dictates, but add justice, fortitude and every manly virtue".

Abigail also sticks to the idea that John Quincy
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 ~~is~~ for John Quincy to be successful.
This worked out for her in the long run and he
eventually became President

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

2, page 1 A

① Abigail Adams does not want to ~~let~~ let her son go on this voyage with her husband. But he has already decided. In her letter she establishes very strong emotions towards her son. She advises him to use the language he has developed, and that will give him a great advantage. She uses short paragraphs in the beginning to establish her ethos. She persuades her ~~son~~ son to cancel his trip.

② Throughout the ~~letter~~ letter, Mrs. Adams creates ~~a~~ negative and positive feeling. She reminds him of all the ~~the~~ moments and ups and downs as mother and son. Many strategies are used upon this letter. First off, she develops short paragraphs in the beginning to ~~get~~ get right to the point of the letter, then she establishes long paragraphs (example paragraph 4) to ~~get~~ get deeply into her thoughts. Her diction helps the reader understand her state of mind. She lets ~~out~~ all of her ideas and thoughts. ~~Her~~ Her sentence structure varies from short, to long, then to complex sentences. She gets right to the point and mentions positive statements about the character of someone's life.

③ Overall, she ends her letter with hopes and truth, realizing that her son will be alright and she does not need to ~~worry~~ worry about anything because she knows that he will be okay.

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