

**Directions:**

We will be using two resources for this activity: *Narrative of the Life of Frederick Douglass, an American Slave* from Week 1 and the “Functions of Paragraphs” handout from Week 4.

1. Create a chart on a separate piece of paper with these two column headings: **Says** and **Does**.
2. Read through each paragraph and summarize briefly what each one **says**.
3. Refer to the “Functions of Paragraphs” handout and decide which each paragraph **does**.

The key to writing **does** sentences is to keep them different from the **says** sentences—keep them from even *mentioning* the content of the paragraph. Thus, you shouldn’t be able to tell from a **does** sentence whether the paragraph is talking about cars or ice cream.

Example:

- “This paragraph gives an example of how women’s liberation has affected men more than it has women.”

To make it a real **does** sentence, remove any mention of the ideas or content and talk only about function:

- “This paragraph gives an example” would do. Or perhaps better, “This paragraph gives an example designed to surprise the reader.”