**SAMPLE SAYS/DOES CHART**

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| **original sentence** | **what it *says*** | **what it *does*** |
| “My starting point was a reconsideration of two historical paradigms: the concept of republican womanhood—a term developed more than twenty years ago by historians who examined post-Revolutionary rhetoric, prescriptive literature, and promotion of female education, and saw a conscious design to give women a part in the creation of a good society by allotting them the role of moral compass and educator of the private family—and the concept of separate spheres, which assigned women to domestic employments, homosocial relationships, and limited activity outside the home.” | 1. I began my study by rethinking two important historical concepts: “republican womanhood” and “separate spheres.”  2. “[T]he concept of republican womanhood” suggests that when we look at early American speeches and texts designed for female audiences, we see a pattern of authors suggesting that women are necessary for social order because they are the ones who provide children with moral instruction.  3. “Separate spheres” is a term that suggests that early American women lived largely outside of the political order, and instead focused on the home. | Branson’s sentence contextualizes her argument in terms of other historical arguments that have come before her.  It also defines some of the key terms that she will engage in her study, and ensures that all of her readers share an understanding of these terms that is the same as her own. |

Quotation from : Branson, Susan. *These Fiery Frenchified Dames: Women and Political Culture in Early National Philadelphia*. Philadelphia: University of Pennsylvania Press, 2001.

Exercise adapted from: Bean, John C. *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossy-Bass, 2001.