

AP Lit & Comp

2/10 & 2/11 '20

1. Groups lead discussion for chapters 7-8 & 9-10 *ATOTC*
2. **SAYS/DOES/HOW**: prose prompt
3. For next class...

Discussion groups take it away...

M2

- Chapters 7-8: Alex, Tehya, and Kenzie
- Chapters 9-10: Maris & Carly

G4

- Chapters 7-10: Richelle, Adison, Charles, Kate, and Madeline

SAYS / DOES / HOW

- We're going to try a new strategy to help with reading both prose and poetry. It's called **SAYS, DOES, HOW**.
- This strategy is designed to help you avoid writing just plot summary in your AP essays. Accordingly, this will help you have a more engaging and thoughtful response (and higher scoring essay).

SAYS

DOES

HOW

- Paraphrase and/or summarize what happens or is said
- Interpret the meanings of what happens or is said
- Describe the strategies/devices the author uses to create meaning within the passage

SAYS

DOES

HOW

- This column identifies plot details. In other words, you will write what happens in the story or poem. You will also write down what the narrator or characters say. **This is a column for facts.**
- Paraphrase what happens or is said.
- This is where you'll interpret the meanings of what happens or is said. This column is where you begin **thinking about the significance** of the “says” column.
- You will ask questions that help you figure out theme, character, and narrative role.
- **Describe** the strategies/devices the author uses to create meanings. This column prompts you to **consider the author's craft**. In other words, you will consider **HOW** the author **manipulates** language to create multiple meanings.

Take a few quick minutes...

- to read the short story called “The Birthday Party.” It’s super short, but if you read it a few times, you’ll notice it’s packed full of character development.
- After reading the story, think about how you’d break it down into a **SAYS / DOES / HOW** chart and fill yours out.

Now...

- compare with people at your table and add to yours.
- Add your thoughts up on the white board, and let's see what people have to say.

SAYS

- **Paragraphs 1-2:** A first person narrator describes a married couple celebrating the husband's birthday in a small restaurant. He has a round face, self-satisfied face, and she is pretty but beginning to show signs of aging.
- **Paragraph 3:** A surprise birthday cake is delivered to the couple's table. The wife ordered the cake. The husband is embarrassed.
- **Paragraph 4:** man says something "curt and unkind" and the woman is crying.

DOES

- Paragraph 1-2:** Intro creates a small intimate setting. These paragraphs also hint at the emerging conflict by characterizing the husband as arrogant and the woman as a pretty woman who is aging.
- Paragraph 3:** This paragraph moves from description of setting and characters to action. The action serves to highlight the couple's **dysfunctional relationship**. The husband is a bully and the wife the victim.
- (continued on next slide)

HOW

Paragraphs 1-2: Brush chooses a first person narrator who shares her first impressions of the couple. Brush uses the contrast of a "self-satisfied" husband and a "fadingly pretty" wife to alert the reader something "noticeable" does exist and sets up the shift from description to action in the third paragraph.

SAYS

DOES

HOW

The reader, along with the narrator, feels sympathy for the wife and antipathy for her bully husband.

- **Paragraph 4:** The narrator and the reader's dislike for the husband intensifies as he shows an unfeeling, chauvinistic attitude to his wife. Through creating this response from the narrator and reader, Brush points out the many unbalanced marital relationships that existed in the mid-20 century and perhaps still do.

- **Paragraph 3:** This paragraph shifts from a physical description of the narrator's first impressions to public actions of the couple and those around them. The narrator is still merely observing the situation, but Brush selects details that create sympathy for the wife and dislike for the husband. The wife "beamed with shy pride" while the husband was "hotly embarrassed, and indignant."
- (continued next slide)

SAYS

DOES

HOW

- Background playing of “Happy Birthday” and the “pattering of applause” reinforce both the narrator and the reader’s dislike of the husband.
- **Paragraph 4:** The narrator shifts from a factual observer to one with an opinion. She, at least in her mind, tells the husband what she thinks of him: “Oh, now, don’t be like that!” Furthermore, she indicates he is “like that.” The narrator shifts between the pronouns “I” and “you.” This shift makes the reader an ally of the narrator.

SAYS / DOES / HOW

- The points I shared on my SAYS, DOES, HOW chart are the details I saw as I read. Note that the *does* and *how* columns are more about interpretation. I didn't, for instance, mention the colors in the passage or anything about the hat.
- Now, using the excerpt from *The Beet Queen*, fill out a SAYS/DOES/HOW chart. If you finish today, meet up with a few other classmates and compare your charts, adding additional details that others noticed.
- After doing this, write your thesis statement and add to the shared doc on Classroom.

For next class...

- Read through chapter 14 of Book the Third
- Complete the SAYS/DOES/HOW chart for *The Beet Queen* and write your thesis statement (add it to the shared doc on Classroom.)