

***If links don't work please access original google doc here:

<https://docs.google.com/document/d/1rKBDNK4n2Wf31xPJ2ColcMoUwLMn-6vA0v46t2EaGb4/edit?usp=sharing>

1:25	Intro
1:30	Warm up to main activity
1:38	Main Activity
1:51	Discussion
2:12	Closing
2:15	(dismiss)

Intro (5 mins)

- (as students come in encourage them to place chairs in a circle)
- take attendance - would you rather go to the moon with only veggies or to mars with only fruit?
- Review community agreements
- Recap previous classes

Warm up to main activity (8 mins)

- fold a sheet of paper in half. put 1 circle at the center of one half. put another circle at the center of the other half.
- inside one circle write "rhetoric"
- inside the other write "empathy"
- now do a mind-map of both –
 - given what we discussed last class with Jolliffe and Covino, what associations come up for rhetorics? if you're not sure do your best to make an educated guess.
 - given what you know about empathy, do the same with that quality. what is it? why do people do it? how do people do it?
 - You'll have 5 mins
- (after 4 mins) - if you haven't already start mapping some connections between them
- share - 3 volunteers - what came up for you? what surprised you? got you stuck?
- With [Leslie Jamison's "The Empathy Exams"](#), we're going to consider how Leslie Jamison does just that– draws connections between rhetoric & empathy (*note: this was assigned reading*)

Main activity (13 mins)

- Split class into 7 small groups; assign one to each:

- Kairos
- Exigence
- Audience
- Constraint
- Ethos
- Pathos
- Logos
- In these small groups
 - find at least 1 quote from the text in which LJ is employing that rhetorical framework (ex: PATHOS - “I sent Dave a text. I wanted to tell him about the fist of fear, the baby heart, how sad it felt to read about a woman changed by pregnancy when I knew I wouldn’t be changed by mine—or, at least, not like she’d been. I didn’t hear anything back for hours. This bothered me. I felt guilt that I didn’t feel more about the abortion; I felt pissed off at Dave for being elsewhere, for choosing not to do the tiniest thing when I was going to do the rest of it.”)
 - discuss how this/these builds a sense of empathy – within the world of the story and/or with you and LJ, as reader/author
 - note these on this [gDoc](#)
 - Be ready to discuss!

Discussion (21 mins)

- give 1 min of reading time for each group (everyone reads the gDoc)
- give 2 mins for group NEXT to them to paraphrase/ note what they think is particularly salient
 - synthesize comments & intervene as needed

Closing (4 mins)

- flex time// next class we’ll discuss more about WHY empathy is so important