

JEFFREY R. WILSON
DEVELOPING IMPLICATIONS

Objectives: This activity is designed to help students move from having an argument to understanding what's at stake in that argument.

Readings: William Shakespeare, *Hamlet* (ca. 1599)

Instructions:

1. Thinking about your argument, how could you use it to comment on:
 - a) one of the larger themes/questions in *Hamlet*?
 - b) the way Shakespeare created art?
 - c) what Shakespeare seems to have believed?
 - d) how the text should be performed?
 - e) life today (which is very different than offering "life lessons")?
 - f) the best way to understand some modern idea or current event?
2. If someone accepts your argument as true:
 - a) What are the policy implications that follow—i.e., the standards and rules that should be adopted by some institution that has some power over matters related to your topic?
 - b) What are the common ideas that your argument challenges?
 - c) What are the lingering questions that need further thought or research?
 - d) How might you create a theory out of your argument—i.e., an abstract model with the power to explain additional examples that you haven't covered?
 - e) How does your argument help us understand the end of the play?

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3. Meet with a partner. Explain your argument. Then pitch your partner on 2-3 possible directions for implications—your favorites from what you’ve developed here. Try to determine the best direction to take your conclusion. Talk a little bit about how that idea might play out. Feel free to make some notes here.
4. In a few sentences, write out a first draft of the actual substance of your *implications*, which will be developed and discussed in your conclusion.