

BLITZ THESES

SNAPSHOT

Students respond to a quote by formulating arguments for or against the position on the spot.

LESSON PLAN

Goals:

- Develop students' mental agility for analytical thinking
- Train students in concise argumentation
- Help students review course material

Class:

Any

Procedure:

-  1. **The instructor gives students a question or quote from an author or figure related to the course material.**
2. Students are prompted to develop an argument for or against the position. They outline an argument in 5 minutes, providing 3 supporting points and a conclusion.
-  3. **Instructors can decide whether students keep their arguments to review independently or submit them for feedback.**

SPOTLIGHT

This quick, interactive activity can be used in any class, regardless of subject area, time constraints, or format. The spontaneous, time-limited format pushes students to synthesize course material and think critically about it in real time, facilitating the review process.

THINGS WE LIKE

Using quotes as springboards for critical thinking stimulates student interest and even investment in the arguments they go on to construct. You can draw on quotes from news sources to help students make real-world connections, or pull quotes from sources such as historical leaders, philosophers, or literature to help embed the issue in a broader historical or cultural context.

WAYS TO ADAPT

Engage peer-to-peer learning by having students debate their positions with their peers. Students who took different stances can learn from their peers' objections, and students who took the same stance as their peers can learn how to build or nuance their own arguments. For a virtual class, you can use grouping features (e.g. Breakout Rooms on Zoom) to facilitate these one-on-one discussions. Adjust timing accordingly (e.g. 3 minutes for writing, 2 for discussion).



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