

# YES, (or NO)...BUT

## PURPOSE:

Student takes a physical stance on a question, then s/he supports his/her viewpoint with verbal reasoning. The “Yes, But” instructional tool asks for a student’s opinion in a written format. “Yes, But” utilizes a basic t-chart format for note-taking with which students are encouraged to examine multiple perspectives toward a more controversial time point in history or toward a current issue with multiple viewpoints.

## PROCEDURE:

The student conducts a mental debate analyzing the supporting evidence or reasoning behind the student’s initial answer to the question followed by analysis of the evidence and reasoning supporting the opposite opinion.

A particular question is posed to the students, at which time they are to take a stance, answering “yes” or “no”. The student is to write his answer (yes or no) at the top of the left-hand column on his own response paper. Under his response, he is to list major evidence or reasoning which supports his answer.

# YES, (or NO)...BUT

In the right-hand column, the student is asked to step into the “shoes” of a person who would answer with the opposite response. Under this “But” column, the student is to identify major evidence and reasoning which would counter his own arguments.

No	But
The Alien and Sedition Acts were wrong.	The Alien and Sedition Acts were a direct violation of the First Amendment to the U.S. Constitution guaranteeing the right to freedom of speech.

Students should be instructed to direct writing to address “to what extent” the statement is true or false.

