Reiterate and Refute activity

- Class reads and annotates an article (from which they'll draw ideas and evidence). They should create a short outline for an argument: resolved, supporting claims, evidence.

- Students put selves in stance on the issue in article

- Students form pairs

- In pairs, one student states their claims, argument, and evidence while the other student takes notes (flows).
  - Then, the note-taking student first ***reiterates*** the first partner's claims and support, and then ***refutes*** it (clashes) with their own refutation and support for that refutation.

- The idea is that students come to appreciate the value of repetition, and **reiteration**, as well as ***Clash***. Note that the rebuttal sections of the debates are supposed to be mostly "here's why we won the debate" arguments--with no new ideas introduced. The same goes for some of the CX. So, **reiterating** is key. Of course, **Clash** is key to avoid dropped arguments.