

Discussion PODs

Ponder, Observe, Discuss

1. **ROLES:** Each student will take a role during the POD. This role must be recorded in the log in your POD folder. You must **rotate** the roles so that each student takes each role once in every five POD sessions.
 - a. **Discussion Leader:** Your job is to keep the discussion on track. Make sure you're addressing all of the questions/topics assigned. Make sure everyone has a chance to participate and no one is dominating the discussion. Keep discussion civil and respectful.
 - b. **Timekeeper:** Your job is to keep track of time -- overall time remaining in the POD session and/or time for each discussion question/topic as the group determines.
 - c. **Note-Taker 1 and 2 (2 students):** Your job is to take notes of the discussion, using the provided Cornell Note sheets. Things to record:
 - i. The question/topic under discussion
 - ii. Significant comments or observations *with reference to related text evidence*
 - iii. Conclusions drawn by the group
 - iv. Disagreements on conclusions
 - d. **Reporter:** Your job is to take the two sets of notes and write up a one-page summary (as homework) to turn in the next class day.

2. **PROCESS:** Each discussion POD will be 25 minutes long. During your POD:
 - a. Select your roles for the day and record them in your log.
 - b. Discuss the three questions/topics identified. You **do not** need to find a "correct" answer. These questions will require you to consider multiple perspectives and to draw from your understanding of the texts to explore possible answers. You may (and should) draw conclusions, but do not worry about a "correct" answer.
 - c. Wrap up your discussion at the appropriate time; give the two sets of notes to the Reporter so he/she can complete his/her role.

3. **GRADING RUBRIC:** PODs will be graded sporadically as classwork grades, without announcement. (This means any POD has the potential of being graded!) Grades will be based on the following:
 - a. Staying on task during POD time (teacher observed) (25%)
 - i. *not checking texts or doing other work*
 - b. Quality and depth of discussion (teacher observed) (25%)
 - i. *Using text evidence to support points*
 - ii. *Responding to and/or expanding on ideas expressed by others*
 - iii. *Connecting topics or points to other texts, current events, etc.*
 - c. Quality of discussion Notes (physical product) (25%)
 - i. *Notations for topics/questions discussed*
 - ii. *Key points made and conclusions reached or disagreements*
 - iii. *References to text evidence*
 - d. Quality of Reporter summary (physical product) (25%)
 - i. *Clearly identifies topics of discussion, highlights key points, and conclusions reached or disagreements*
 - ii. *Uses complete sentences and standard paragraph construction*
 - iii. *Uses effective transitions and keywords to signal structure*
 - iv. *No more than one page*