

Chronicle of a Death Foretold

Socratic Seminar

Seminar Questions

- Who or what is to blame for Santiago's murder? Is any person or social institution more to blame for Santiago's murder than others?
- The narrator states that most of the townspeople thought that the main victim of the tragedy was Bayardo San Román. Do you agree with their conclusion? Why or why not? Who is the real victim of this tragedy?

Criteria for Success

- Speaking and Listening: Speaks clearly and uses discipline-appropriate language; properly incorporates unit vocabulary; actively listens to others
- Argument: Shares an original and sophisticated argument based on knowledge from the texts in the unit
- Evidence: Presents evidence that is specific, detailed, relevant, and cited from the text
- Preparation: Comes to seminar adequately prepared with annotated texts and outlined potential responses and questions
- Discourse: Responds to the ideas of your classmates rather than sharing what you have prepared

Seminar Preparation

To prepare for this Summative Socratic Seminar:

- Read/annotate all the texts from the unit and bring them with you to class.
- Craft responses including multiple pieces of evidence, either bulleted or in complete sentences, to each of the seminar questions above.
- On the next page is a graphic organizer that shows you one way you can prepare for the seminar.

Socratic Seminar Graphic Organizer

Question #1: Who or what is to blame for Santiago's murder? Is any person or social institution more to blame for Santiago's murder than others?		
<i>Ideas</i>	<i>Evidence</i>	<i>Commentary</i>

Question #2: The narrator states that most of the townspeople thought that the main victim of the tragedy was Bayardo San Román. Do you agree with their conclusion? Why or why not? Who is the real victim of this tragedy?

<i>Ideas</i>	<i>Evidence</i>	<i>Commentary</i>

SOCRATIC SEMINAR RUBRIC 9–12

	Fully Meets	Mostly Meets	Partially Meets	Does Not Meet
Speaking and Listening	• Student speaks clearly and loudly • Uses sophisticated and discipline-appropriate language effectively; incorporates unit vocabulary correctly when speaking • Effectively uses tone and emotion • Shows active listening by offering clarification and/or follow-up that extends the conversation • Makes effective eye contact with the group	• Student speaks clearly and loudly • Uses discipline-appropriate language effectively; incorporates unit vocabulary when speaking, though usage is occasionally incorrect • Occasionally uses tone and emotion • Shows active listening, offers clarification and/or follow-up • Makes eye contact with the group	• Student is sometimes unclear and speaks low at times • Uses discipline-appropriate language and tone inconsistently; attempts to incorporate unit vocabulary, but usage is incorrect • Actively listens, but does not offer clarification and/or follow-up to others' comments • Makes eye contact with the group only sometimes	• Student is unclear, rambles, and speaks consistently low • Language is inappropriate and/or too colloquial; does not incorporate unit vocabulary • Student does not listen to others, offers no commentary to further the discussion • Does not make eye contact with the group
Argument	• Argument is sophisticated, original, and convincing and draws on deep and accurate knowledge of the text(s)	• Argument is convincing and draws on accurate knowledge of the text(s)	• Argument has some basis in relevant texts	• Argument has little basis in relevant text(s) • Argument may be repetitive and too similar to an argument already stated in seminar

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Evidence	• Evidence from the text is specific, relevant, and nuanced • Evidence from outside the text is detailed, specific, and relevant	• Evidence from the text is specific, relevant, and accurate • Evidence from outside the text is relevant and accurate	• Evidence from the text is insufficiently or incorrectly explained • Evidence from outside the text is vague and/or unspecific	• Does not use textual evidence to support the argument being made • Evidence from outside the text is inaccurate and/ or irrelevant
Prep	• All important sections of the text are annotated • Prepared seminar responses are detailed and specific and reference many sections of the text	• All important sections of the text are annotated • Prepared seminar responses are detailed and reference multiple sections of the text	• Some sections of text(s) are not annotated • Prepared seminar responses are vague and/or unspecific and reference only one section of the text	• Most of the text(s) is not annotated • Prepared seminar responses are vague and/or unspecific and do not reference specific sections of the texts
Discourse	• Student effectively moves conversation forward by summarizing, linking, clarifying, or questioning ideas • Student may bring up a relevant idea or question that radically alters the direction of the discussion	• Student moves conversation forward by summarizing student ideas, questioning student ideas, or clarifying ideas	• Student attempts to move conversation forward but may do so ineffectively • Student attempts to link ideas and reflect on what others have said, although it may be done unsuccessfully	• Student does not effectively move conversation forward • Comments do not connect to the previously discussed ideas

SOCRATIC SEMINAR SELF-REFLECTION

- Who is one person you want to shout-out based on today's seminar? Why?
- Who is one person you want to hear more from during seminars? Why?
- What is one piece of affirming feedback you would give yourself based on today's seminar?
- What is one piece of adjusting feedback you would give yourself based on today's seminar?
- What is one new idea that you are walking away with?