Objectives

1. Students will read and listen to an excerpt from Fyodor Dostoevsky’s *Crime and Punishment* with the opportunity for extension to the full text.

2. Students will respond to the text through writing and discussion.

3. Practice and reinforce the following Grade 11-12 ELA Common Core Standards for reading, writing, speaking and listening:

   - **READING LITERARY TEXT:** RL.11-12.1-6, 8, 9, 10
   - **WRITING:** W.11-12.1-2, 4-7
   - **SPEAKING AND LISTENING:** SL.11-12.1-6

Time

120 minutes (with up to an additional 135 minutes of extension possibilities)

Materials

SyncTV Premium Lesson on Fyodor Dostoevsky’s *Crime and Punishment*. The full text is also available through StudySync.

Overview

The StudySync lesson presents an excerpt from Fyodor Dostoevsky’s *Crime and Punishment*. The short excerpt of roughly 1,200 words focuses on the emotions and behavior of the main character, Raskolnikov, during and after the two murders he commits. Students will engage in pre-reading activities, then read the text and respond to it in a number of ways after watching the SyncTV video which models high-level discussion. This will allow students to write well-informed responses that correlate to the ELA Common Core Standards for grades 11-12. It will also prepare students to read the full text if desired. The full text is freely available on StudySync as well.
Background (10 minutes)

1. **Watch the Preview** (SL.11-12.1–2). As a group, watch the video preview of the premium lesson. Ask the students to share their impressions. Use the following questions to spur discussion about the preview:
   a. What motivates someone to commit murder?
   b. What is the difference between feeling guilt and feeling fear of consequences?
   c. Do you believe some criminals want to get caught? Why?

Extension (additional 15 minutes)

d. **Write Creatively** (W.11-12.3). After listening to the preview, ask students to imagine the sort of crime a person might commit that would lead that person to a sense of self-righteousness which justifies the crime. Have them write a brief narrative about their imagined scenario. Limit students to five minutes.

e. **Share** (SL.11-12.6). Ask for any students who would like to share their narratives to do so. If the students are reluctant to share, you might share your own to help break the ice.

Engaging the Text (110 minutes)

2. **Read the Text** (25 minutes)

   a. **Read and Annotate** (RL.11-12.1– 5, 10). Ask students to read the introduction and the excerpt of *Crime and Punishment*. You should give students ample time to read the text and annotate it properly. If you are going to give students a writing assignment to follow their reading, you should give it before they begin their annotating to guide their notes. If the classroom has a projector, you may wish to model good note-taking skills by demonstrating the first one or two annotations as a class. *Crime and Punishment* has difficult language at times, so pointing out the use of the annotation tool to mark vocabulary and concepts is helpful. For annotations, it can also be helpful to suggest that students write a question they have, make a prediction, define a word, or paraphrase something they read—these are useful comprehension tools. If they are completing this as homework, have them ask any questions they have in their annotations. These will be visible to you using the “Mimic” function before they submit their writing assignments or any time after they submit. Additionally, you can prompt students to write at least three questions of their own as a prompt for discussion.

Extension (additional 20 minutes)

b. **Listen** (RL.11-12.1–4; SL.11-12.1-2). As a class, listen to the audio reading of the text. Ask students to use context clues to define key terms such as *convulsive*. As a group, work to define any other unclear terms or ideas. This also serves as a good model for how students should use the audio supplement on their own in conjunction with note-taking strategies mentioned above.

c. **Comprehend** (RL.11-12.1-4). Either distribute the multiple-choice questions or read them aloud to the class. As a class, reread and discuss any passages of the text about which students remain unclear.
d. **Explain (ELL).** Use sentence frames to show how Dostoevsky establishes the scene of the murder and theft. The narrator has ______________________<murdered the old woman>. He is looking for ____________________<valuables to steal>. When he uses the keys, he _____________________<finds valuable things> and _______________________<steals them>. He is interrupted by _________________________________<Lizaveta>, and ________________________<murders her>.

3. **Watch SyncTV (25 minutes)**

   a. **Watch.** Either watch the SyncTV discussion associated with *Crime and Punishment* as a class or ask students to watch it on their individual computers.

   b. **Focus (RL.11-12.2; SL.11-12.2–3).** Rewatch the portion of the SyncTV episode from 3:28-4:02. In this section, the characters discuss the idea that Raskolnikov is not the only guilty part to reinforce the “grey areas” that the novel hints at. The possible guilt of the old woman is brought up even though, as the students point out, it’s hard to see her as anything other than the victim in this scene.

   c. **Focus (RL.11-12.2; SL.11-12.2–3).** To focus on how the SyncTV students analyze Raskolnikov’s guilt/fear dichotomy, rewatch from 6:54 to 7:20. Here, the students discuss the implication of morality as a driving force for Raskolnikov’s thought of turning himself in.

   d. **Discuss (SL.11-12.1–6).** After watching the model discussion, divide students into small groups (2-3 students). Move around the room monitoring the groups as students follow the SyncTV episode as a model to discuss some of the following questions:

      i. Why do you think Raskolnikov commits the first murder?
      ii. Which passages from the text reveal Raskolnikov’s guilt?
      iii. Which passages from the text reveal Raskolnikov’s fear?
      iv. What do the pledge items that Raskolnikov steals represent?
      v. Why do you think Raskolnikov feels tempted to give himself up?
      vi. Why do you think the author has Raskolnikov commit a second murder?
      vii. What message is the author conveying in this excerpt?

**Extension (additional 20 minutes)**

   e. **Evaluate (SL.11-12.1-6).** Watch the SyncTV episode again (as a whole class if possible). Before watching, assign each of your students one of the students in the episode to follow. Have students examine each of the points that the students in the video make.
4. **Think (10 minutes)**
   
a. **Respond** (*W.11-12.1-2, 4, 6*). Ask students to read the “Think” questions, watch the corresponding video clips, and respond to the questions.

5. **Write (50 minutes)**
   
a. **Discuss** (*SL.11-12.1*). Either read the prompt as a group and clarify or have students read it individually and ask for questions. In either case, be sure to specify and go over the rubric that you will be using to evaluate students.

b. **Organize** (*RL.11-12.1-3, W.11-12.1-2, W.11-12.5*). Ask students to go back and annotate the text with the prompt in mind. They should be organizing their thoughts and the points they’ll address in their writing as they make annotations. This is an excellent place to apply pre-writing strategies such as outlining.

c. **Write** (*W.11-12.1-2, 4-6*). Have students complete and submit their writing responses.

**Extension (additional 30 minutes)**

d. **Prepare** (*W.11-12.4–6*). Using one of the writing prompts that you did not assign (or developing one of your own) and the StudySync rubric labeled “Basic Essay Structure – CCS W8.1”, as a class, outline an essay on *Crime and Punishment*. Walk students through the expectations of basic 5-paragraph essay writing.

   i. First, have students individually develop thesis statement ideas. Then ask several students to share these ideas.

   ii. Choose a solid idea that does not yet make an argument, and then as a class develop that idea into an argumentative thesis. The following link provides strong examples of this if needed: [http://www.slideshare.net/ctomlins/strong-thesis-statements](http://www.slideshare.net/ctomlins/strong-thesis-statements)

   iii. Break the students into small groups (2-3 students each) and ask them to develop supporting points for the class’s thesis.

   iv. Have the groups list 1-2 examples from the text and 1-2 examples from their own experiences that could bolster each point. Ask them to rank their supporting evidence from strongest to weakest and eliminate the weakest 2 ideas for each point.

   v. Lastly, bring the whole class together again to discuss good conclusions. Go through the criteria given in the rubric for a good conclusion. Ask students to write their own concluding sentences.

   vi. By the end of the exercise, each student should have his/her own essay outline template.

**Extension (additional 30 minutes)**

e. **Write** (*W.11-12.3-6*). Have students change the time period to update *Crime and Punishment*. You might ask them to make it retrospective, such as an episode of CSI moving through the scene described in the passage and flashing back to what actually happened. However, make sure they follow the actual plot arc and keep
the themes intact.

6. Review

   a. **Peer Review (W.11-12.4-6).** Use the StudySync “Review” feature to have students complete five evaluations of their peers’ work based on your chosen review rubric. Have the students look at the peer evaluations of their own writing. In pairs, ask the students to discuss briefly the peer evaluations. Suggested questions: What might you do differently in a revision? How might you strengthen the writing and the ideas?

   Extension (additional 20 minutes)

   b. **Self-Assess (W.11-12.4-6).** Use the StudySync assignment creation tool to create a “Writing” assignment that asks students to address the following prompt:

   Reread your essay and the reviews of your essay on *Crime and Punishment*. After reading these reviews, what do you believe were the biggest strengths of your essay? What were the biggest weaknesses? If you were to go back and write this essay again, what would you change about your writing process? How has writing this essay made you a better writer?
SUPPLEMENTARY MATERIALS

Key Vocabulary

1. faculties (*n.*) – mental abilities
2. convulsive (*adj.*) – characterized by an involuntary spasm
3. filigree (*n.*) – ornamental work of fine wire, typically gold or silver, formed into delicate tracery.
4. brocade (*n.*) – rich fabric, usually silk, woven with a raised pattern, often with gold or silver thread
5. chamois (*n.*) – pliable leather made from the skin of sheep, goats, or deer

Reading Comprehension Questions

1. What has Raskolnikov done at the start of the passage?
   a. robbed someone
   b. killed someone
   c. stolen something
   d. written graffiti

2. What is not in the room Raskolnikov enters?
   a. holy images
   b. a big bed
   c. a chest of drawers
   d. a safe

3. How does Raskolnikov know the woman is dead?
   a. Just by looking
   b. He uses a mirror
   c. He checks her pulse
   d. He feels the wound

4. What does Raskolnikov find on the old woman?
   a. a tattoo
   b. glasses
   c. a purse
   d. a watch

5. Why does Raskolnikov think he is losing his mind?
   a. He focuses on a trivial detail.
   b. He can’t remember which key fits.
   c. He thinks he is hearing things.
   d. He can’t find his way out.

6. How does Raskolnikov find what he is looking for?
   a. He forces Lizaveta to tell him.
   b. He guesses what the key fits.
   c. He searches every room.
   d. He empties the chest of drawers.
7. What does he find in the box?
   a. Clothes and gold  
   b. Piles of money  
   c. Nothing at all  
   d. A signed will

8. What startles Raskolnikov?
   a. the police  
   b. the wind  
   c. lightning  
   d. Lizaveta

9. Which word best describes Lizaveta’s reaction?
   a. defiant  
   b. puzzled  
   c. petrified  
   d. hysterical

10. What does Raskolnikov feel at the end of the excerpt?
    a. guilt  
    b. sadness  
    c. happiness  
    d. fear

Answer Key

1. B
2. D
3. A
4. C
5. A
6. B
7. A
8. D
9. C
10. A
Further Assignments

1. Ask students to rewrite their written responses to the writing prompt based on their peers' feedback and/or their self-assessments. (*W.11-12.5, 10*)

2. Assign students a StudySync “Writing” activity to research, write, and present a report on an aspect of Russian culture in the 19th century. Topics relevant to *Crime and Punishment* might include Dostoevsky, Russian literature, religion, clothing, or jewelry. (*W.11-12.2, 4-10; SL.11-12.4-5*)

3. Put students into groups. Have each group research, write, and present a report about crime and punishment in a different century and country, including the present example of Russia in the mid-19th century. Topics might include investigation, famous crimes, laws, and penal systems. (*W.11-12.2, 4-10; SL.11-12.4-5*)

4. Pair ELL students with English-fluent partners. Have partners imagine that the police arrested Raskolnikov following the scene in the excerpt. Have partners write a short script of a conversation between Raskolnikov and the police. (*ELL*)

5. Assign students to two groups to debate Raskolnikov’s reaction to his crimes. Have one side argue that he feels guilt. The other should argue that what he feels is fear of the consequences. Each group should use evidence from the text and their own ideas. (*RL.11-12.1–2, SL.11-12.1, 3–4*)

6. Assign the remainder the novel for students to read, either independently or as a class. Have students examine the theme of the novel as was modeled in the SyncTV video throughout the text. This can be the cornerstone of a literary criticism writing assignment. (*RL.11-12.1-5, 7, 10*)