Introduction

You have been transported to the 19th Century and are being asked to represent Raskolnikov -- the protagonist/anti-hero of Fyodor Dostoevsky's novel, "Crime and Punishment" -- in a trial in which his fate will be determined. We know Raskolnikov is guilty of murder. Therefore, you will not be trying to defend or prosecute Raskolnikov on the charge. Rather, you will be building a case for or against whether Raskolnikov can achieve spiritual redemption and forgiveness. You will search the net for literary criticism to support your "case." Your group will then write a speech for the "trial," presenting your evidence and conclusions.

Tasks

You have read "Crime and Punishment." Now, you will be assigned to groups of four. Two of the groups will be arguing the "defense" position that Raskolnikov can achieve spiritual redemption and forgiveness. The other two groups will present the "prosecution" view that the anti-hero cannot achieve redemption/forgiveness. Each group will have the following members: Lawyer: You will review the "primary source" (the plot of the novel and specific quotations from Raskolnikov himself or other characters) for any statements or symbolism supporting the group's position. Investigator: You will review secondary "sources" (i.e., the Internet) for any quotations, analysis, etc., to support the same. Legal Secretary: You will be charged with keeping track of "evidence" by ensuring that all sources are properly credited and that any materials needed for the final presentation are available and organized. Pastoral Consultant: You have been hired to provide "expert testimony" in the trial. You will specifically research Russian Orthodox Church beliefs of the 19th century to determine if it is consistent with these beliefs for Raskolnikov to achieve redemption/forgiveness. You will also research Dostoevsky's personal religious leanings.

Useful Websites For Writer and Investigator:
library.thinkquest.org/23846/library/novels/crimeand_01_nov.html
www.associatedcontent.com/article/87369/an_essay_about_crime_and_punishments.html
www.angelfire.com/md2/timewarp/crimeandpunishment.html
www.answers.com/topic/crime-and-punishment
www.fyodordostoevsky.com/essays/jbarthelette.html
www.shvoong.com/books/475122-crime-punishment
everything2.com/index.pl?node_id=114588
www.sparknotes.com/lit/crime/section13.rhtml
www.library.csusm.edu/plagiarism/howtocredit/how_credit_purpose.html
http://www.owl.english.purdue.edu/owl/resource/557/09/
http://www.countrystudies.us/russia/38.html
http://www.aggreen.net/beliefs/beliefs.html
http://www.jaar.oxfordjournals.org/cgi/content/full/lfm022v1
www.geocities.com/wolandusa/ElijahInDostoevsky.htm
http://www.fcps.edu/westspringfieldhs/academic/english/1project/99exist/dos.htm

Process

1.) You will individually research your assigned topics.
2.) Then, you will come together to share your information with each other.
3.) As a group, you will determine which pieces of evidence best support your group position on the issue of redemption/forgiveness.
4.) You will begin to write a speech in which you present your evidence and urge your audience to arrive at the same conclusion.
5.) Keep in mind that your speech should be emotionally moving. It should use quotes from Raskolnikov or other characters when possible. Your speech will be 10 - 15 minutes long. The opposing side will be able to question you for 5 minutes. Afterwards, they will present their own case for 10 - 15 minutes, and YOUR team will be allowed to cross-examine THEM.
6.) The "jury" (the remaining class members) will vote to determine whether Raskolnikov can or cannot achieve redemption/forgiveness.
7.) The following day, the remaining two groups will square off against each other in the "courtroom."

Evaluation

You have been transported to the 19th Century and are being asked to represent Raskolnikov -- the protagonist/anti-hero of Fyodor Dostoevsky's novel, "Crime and Punishment" -- in a trial in which his fate will be determined. We know Raskolnikov is guilty of murder. Therefore, you will not be trying to defend or prosecute Raskolnikov on the charge. Rather, you will be building a case for or against whether Raskolnikov can achieve spiritual redemption and forgiveness. You will search the net for literary criticism to support your "case." Your group will then write a speech for the "trial," presenting your evidence and conclusions.
<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Very Good 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>The team has consulted no sources or only one source and have no quotations from the book.</td>
<td>The team has consulted 1 - 3 sources from the book and have 1 - 2 quotations from the book.</td>
<td>The team has consulted at least 4 sources and listed at least two quotations from the book.</td>
<td>The team has consulted more than 5 sources and listed multiple quotations from the book.</td>
<td>%25</td>
</tr>
<tr>
<td>Organization</td>
<td>The team has no identifiable pattern for organizing material.</td>
<td>The team has a minimal outline for presenting the material, with 2 - 3 basic points/arguments presented. There is some organizational pattern.</td>
<td>The team has an outline including a minimum of 4 basic points/arguments. The organizational pattern is very clear.</td>
<td>The team has an outline including more than 4 points/arguments. The organizational pattern is very clear and easy to follow.</td>
<td>%25</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>The team did not present any evidence to support their conclusions.</td>
<td>The team presented 2 - 3 examples from the text or from internet resources supporting their conclusions.</td>
<td>The team presented a minimum of 4 examples from the text or from internet resources supporting their conclusions.</td>
<td>The team presented multiple examples from the text or from internet resources supporting their conclusions.</td>
<td>%25</td>
</tr>
<tr>
<td>Presentation</td>
<td>The team presentation included minimal visual effects.</td>
<td>The team presentation included 2 - 3 visual effects.</td>
<td>The team presentation included a minimum of 4 visual effects as well as additional media to appeal to a range of learning styles.</td>
<td>The team presentation included multiple visual effects and used additional media in a thorough and coordinated manner to appeal to a wide range of learning styles.</td>
<td>%25</td>
</tr>
</tbody>
</table>

Total Score %100

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**Conclusion**

Congratulations! You have demonstrated excellent citizenship skills by participating in the legal system of 19th Century Russia. The jury appreciated your dedication and professionalism in putting together the case for/against Raskolnikov's redemption. Even Dostoevsky himself would be impressed!

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**Teacher Page**

Illustrations &nbsp;bookcrazy.files.wordpress.com/2008/02/dostoev &nbsp;www.arkaaa.org/images/scales-of_justice.gif &nbsp;blog.mlive.com/.../2008/03/large_01library3.jp &nbsp;www.ozyez.org/.../crystal_gavel.jpg &nbsp;www.moments-notice.com/.../russianwaterways2.jpg &nbsp;bp3.blogger.com/.../183845333_ea91e988b1.jpg &nbsp;www.ucl.ac.uk/hebrew-jewish/img/7.jpg &nbsp;Resources &nbsp;library.thinkquest.org/23846/library/novels/crimeand_01_nov.html &nbsp;www.associatedcontent.com/article/87369/an_essay_about_crime_and_punishments.html &nbsp;www.angelfire.com/md2/timewarp/crimeandpunishment.html &nbsp;www.answers.com/topic/crime-and-punishment &nbsp;www.fyodordostoevsky.com/essays/jbarthelette.html &nbsp;www.shvoong.com/books/475122-crime-punishment &nbsp;everything2.com/index.pl?node_id=114588 &nbsp;www.sparknotes.com/lit/crime/section13.rhtml &nbsp;Sunshine State Standards &nbsp;LA.1112.1.7.1 &nbsp;Use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. LA.1112.1.7.2 &nbsp;Analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning. LA.1112.1.7.3 &nbsp;Determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts. LA.1112.2.1.4 &nbsp;Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme. &nbsp;&nbsp; &nbsp; &nbsp; Standards

Credits

Other