

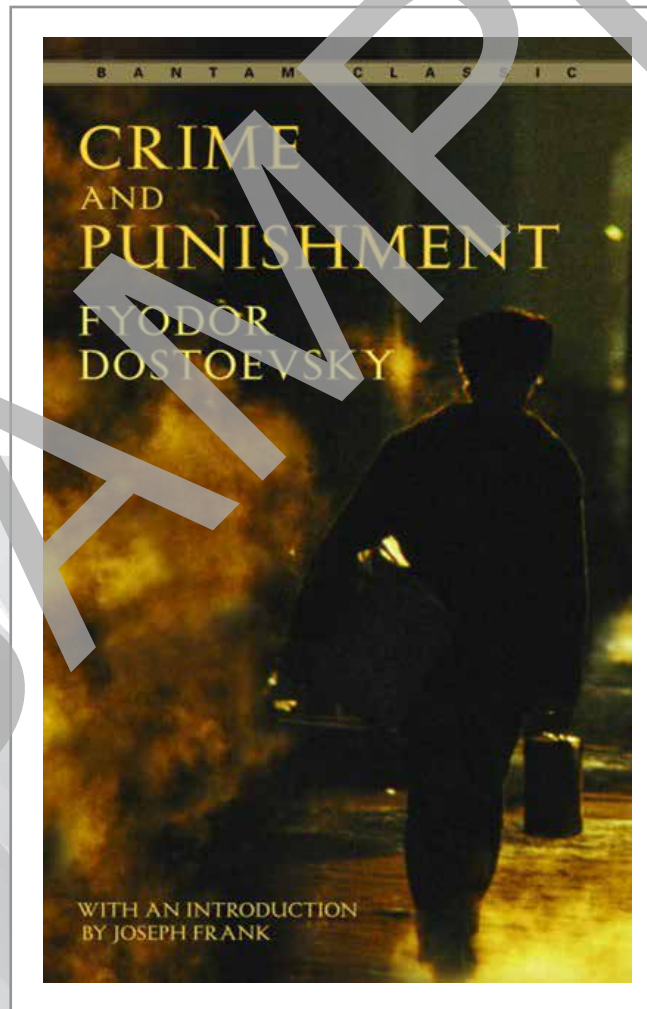


STUDENT PACKET

GRADES 9-12

Crime and Punishment

Fyodor Dostoevsky



READ, WRITE, THINK, DISCUSS AND CONNECT

Crime and Punishment

Fyodor Dostoevsky

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

cynicism (90)	affronted (93)	satire (96)	charlatanism (107)
enigmatic (109)	infinite (111)	treacle (114)	capriciously (116)
metaphysical (118)	affectation (135)	brigands (139)	inveterate (143)
melancholy (152)	sacrament (172)	peremptorily (174)	

Directions: Complete the following chart.

Vocabulary Word	Part of Speech	Antonym	Synonym
1. cynicism			
2. affronted			
3. satire			
4. charlatanism			
5. enigmatic			
6. infinite			
7. treacle			
8. capriciously			
9. metaphysical			
10. affectation			
11. brigands			
12. inveterate			
13. melancholy			
14. sacrament			
15. peremptorily			

Name _____

Directions: Answer the following questions on a separate sheet of paper. Starred questions indicate thought or opinion questions. Use your answers in class discussions, for writing assignments, and to review for tests.

Note: Keep a list of metaphors and similes you discover as you read the book.

Part I, Chapters I–II, pp. 1–25

1. *Describe Raskolnikov as he first appears in the novel. What do you think his appearance indicates about him?
2. *What do you think Raskolnikov means when he speaks of wanting to attempt a “thing like that”?
3. Whom does Raskolnikov visit? Why? How would you describe his state of mind when he leaves?
4. *Identify Marmeladov, Katerina Ivanovna, and Sonia. What does Marmeladov reveal about Sonia? Why do you think he tells this?
5. What is Marmeladov’s primary problem? How does he react to this problem? What does he think should happen to himself?
6. *Describe Marmeladov’s home. Explain whether or not you think Katerina’s attitude and actions are justified.
7. *Explain your interpretation of Marmeladov’s opinion about forgiveness.
8. ***Prediction:** What is Raskolnikov’s “project,” and will he be able to complete it?

Chapters III–IV, pp. 25–50

1. Describe Raskolnikov’s living conditions.
2. Who is Nastasya, and why is she important to Raskolnikov?
3. *Why does Raskolnikov’s landlady intend to complain to the police about Raskolnikov? Explain why you do or do not think she is justified.
4. From whom does Raskolnikov receive a letter? What effect does it have on him?
5. What does the letter reveal about the following? (a) Dounia (b) Mr. Svidrigailov (c) Marfa Petrovna (d) Luzhin
6. *Why does Luzhin want to marry Dounia? How does Raskolnikov react to the engagement? Why do you think he does so?
7. What benefits does Raskolnikov’s mother foresee in Dounia’s marriage?
8. *Explain the irony of Raskolnikov’s reaction to the drunken girl in the street.
9. Who is Razumihin? What does he reveal about Raskolnikov?

Name _____

Character Analysis

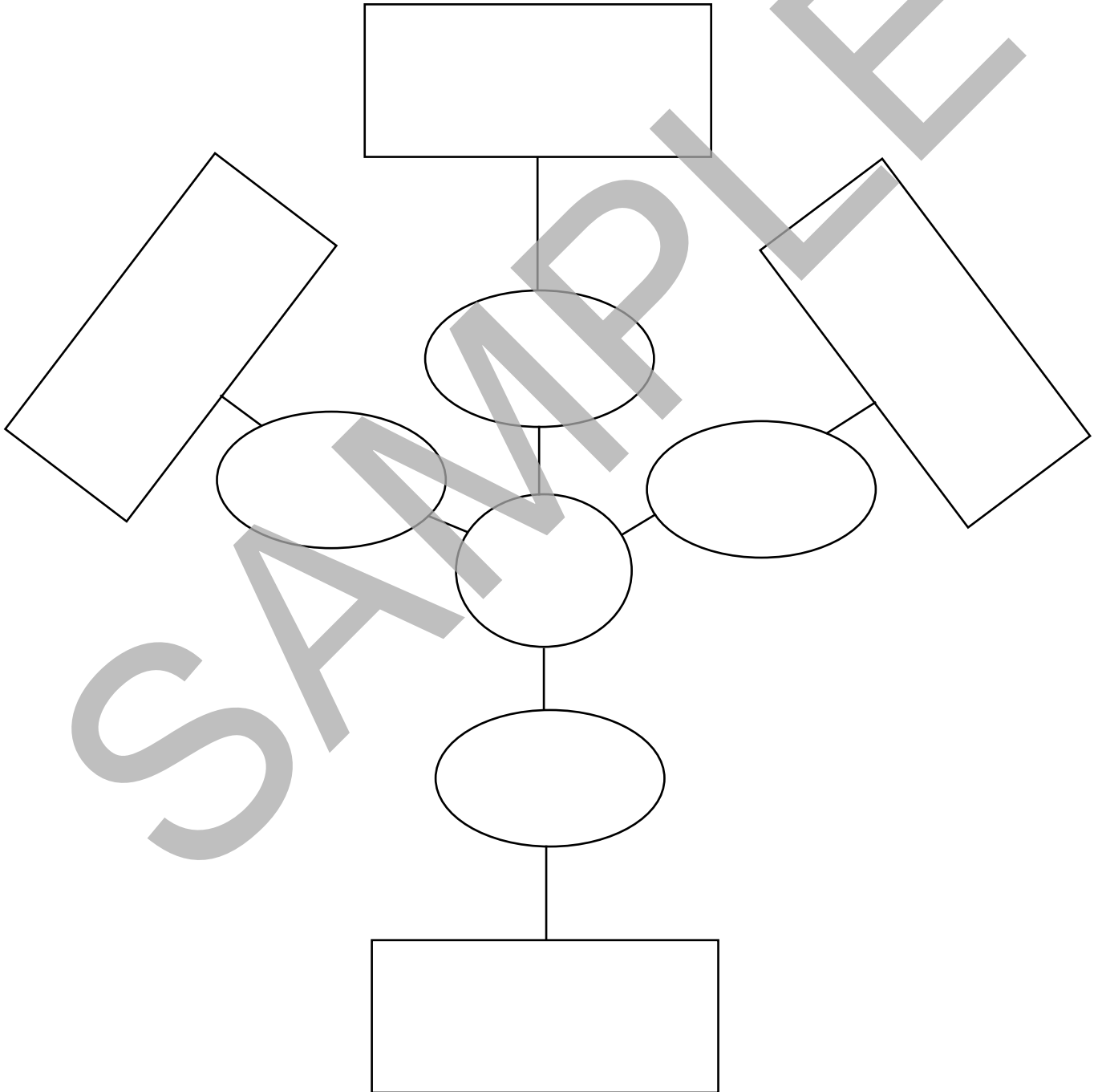
Directions: Label the boxes below with the names of characters who appear in the novel. Working in small groups, discuss the attributes of the various characters. In each character's box, write several words or phrases that describe him or her.

The form contains eight identical character analysis boxes arranged in two rows of four. Each box is designed for a student to write a character's name in the bottom section and describe their attributes in the larger top section. A large, light gray watermark reading 'SAMPLE' is oriented diagonally across the entire page, from the bottom-left towards the top-right.

Name _____

Characterization

Directions: The teacher will assign your group one of the following characters: Razumihin, Sonia, Svidrigailov, Dounia, Marmeladov, Porfiry Petrovitch, or Luzhin. Place the name of your group's character in the center circle. Write words that describe him/her in the ovals around the name. List details from the story that demonstrate each quality in the rectangles. Share your completed chart with the class.



Name _____

Using Dialogue

Directions: Choose some dialogue from the book. Fill in the chart to evaluate the purpose of the dialogue and whether or not it is effective in moving the plot along.

