

Read "Heidi's Dilemma" again carefully. Think about the difficult choices facing her when her terrified friend, Greta, knocked on her door and asked, "Will you help me?" Put yourself in that time (early 1940's) and in that place (Nazi-occupied Amsterdam in Holland). Imagine that **you** are Heidi and **the decision is yours**. As with most genuine moral dilemmas, there are hard choices and with each there are serious consequences - short term and long term.

Consider your two options: to give Greta sanctuary in your family's secret attic room **OR** to deny her that sanctuary. In the two columns below, bullet the forces pulling you in both directions. In other words, **make a list of the factors you must consider on BOTH sides of the dilemma**. Use the back if you need more room.

Then, using these lists as your guide, write 3 separate, carefully thought-out paragraphs typed or written on looseleaf paper (INK/CURSIVE). YOUR OBJECTIVE IS TO SHOW THAT YOU HAVE ANALYZED EACH OF THE CHOICES AS WELL AS YOUR DECISION!

* Note: You **MAY** use the personal pronouns **I/me** in this writing!!! :)

- Paragraph 1: A paragraph explaining why you **would** help Greta.
- Paragraph 2: A paragraph explaining why you **would not** help Greta.
- **Paragraph 3:** A paragraph explaining **YOUR** decision. **Your topic sentence should state your decision**; the rest of the paragraph should explain your reasons for that decision, showing that you understand the complexity and the consequences of your decision.

<u>Reasons to give Greta sanctuary (par.1)</u>	<u>Reasons NOT to give Greta sanctuary (par.2)</u>

Heidi's Dilemma Evaluation Sheet

pd. _____

- A=** - preliminary steps were done **very thoroughly** and turned in with paragraphs
- three paragraphs were done according to directions
 - final paragraph contained **at least 3 supports**
 - final paragraph explained each support with **much depth; solid analysis**
 - writing showed **excellent organization** w/ topic sent., supports, and **effective** conclusion.
 - writing had **very few, if any, errors in grammar/spelling**
- B=** - preliminary steps were done and turned in with paragraphs
- three paragraphs were done according to directions
 - final paragraph contained **at least 3 supports**
 - final paragraph explained each support w/**some depth; good analysis**
 - writing showed **good organization** w/topic sent., supports, & conclusion
 - writing had a **few errors in grammar/spelling**
- C=** - preliminary steps were done, but **may not be very complete**
- three paragraphs were done according to directions
 - final paragraph **may not have contained 3 supports**
 - final paragraph offered **little or no explanation for the supports**
 - writing may have showed **weak organization and some components may be missing** (topic sentence? 3 supports? concluding sentence?)
 - writing had **fairly common or major errors in grammar/spelling**
- D=** - preliminary steps **missing or very shallow/ incomplete**
- **may not contain all three paragraphs** required
 - final paragraph **may not have 3 supports or supports are too weak to be convincing/ don't show much understanding of the situation**
 - **lack of organization/may be missing one or more key components**
 - **common and/or major errors in grammar/spelling**
 - **general sense of weak effort & shallow analysis**
 - **directions not followed in some way**
- F=** - preliminary steps **missing or too incomplete**
- **does not contain all three paragraphs** required
 - **final paragraph does not have 3 supports or supports are too weak to be convincing/don't show understanding of the situation**
 - **lack of organization/may be missing one or more key component**
 - **common and/or major errors in grammar/spelling**
 - **unacceptable effort, weak or lack of analysis**
 - **directions not followed in some way**

Late penalty? _____

Grade (L-3) _____