In *The Boy Who Dared* by Susan Campbell Bartoletti, a young boy named Helmuth grows up during the Second World War in a Germany controlled by Hitler and the Nazi party. Throughout his childhood, Helmuth goes from a boy who supports and believes in Hitler, to a man who would rather die than follow the rules created by him. This is clearly seen in events such as a time where Helmuth argues about a Jewish man's rights with his stepfather named Hugo. During his teens, Helmuth continues to develop an opinion against Hitler as he begins breaking laws such as staying out past curfew, helping get information to the public, or stealing illegal books from his workplace. In *The Boy Who Dared* by Susan Campbell Bartoletti, a WW2 Germany, a boy named Helmuth slowly loses faith in the German government as they continue to restrict and prosecute people in his community.

In a WW2 Germany, a young boy named Helmuth is forced to make decisions that will alter the course of his life. Helmuth's optimism towards Hitler and the Nazi party is soon diminished when the Jewish people start getting prosecuted. "Do you know who Hitler is?" a storm trooper asks Helmuth. "The leader of the National Socialist Party," says Helmuth. 'And now he's our chancellor!" (Bartoletti 16). Helmuth walks by a stormtrooper the day Hitler is elected and is asked who Hitler is. He, like the stormtrooper, is thrilled because he believes that Hitler can fix Germany. This shows that, at first, Helmuth believes in the Nazi party. He doesn't think that Hitler would ever cause harm to anyone in Germany, just like many others during that time. Helmuth is forced to leave an area that was once filled with prosperous Jewish shops.
When Helmuth is walking in the market square near his home, he notices many guards surrounding Jewish shops. When he approaches them they tell him to leave, causing his opinion of the government to change. This is very important because it is the point when Helmuth begins to doubt that Hitler will bring peace. He gets a seed of doubt planted within him that will, with time, begins to grow.

Helmuth slowly begins to disobey laws made by the Nazi party, along with his new stepfather named Hugo. Hugo becomes a form of an antagonist in the story because throughout the book he sides with the Nazi government, never his own stepson. An example of this is when Hugo believes a Jewish person who shot a German official is at fault. Helmuth on the other hand has other ideas. When Helmuth gets home, on the news is a story about a Jewish man who shot a police officer in Europe. Hugo immediately says that the Jewish people are monsters who need to be stopped. Helmuth, after beginning to change his opinion on Hitler, argues with Hugo that the police officer most likely threatened the man. After arguing, Helmuth storms out of the house furious with Hugo. This event is very important. It helps shape Helmuth's opinion even more about not just the government, but his own stepfather, a German official. He continues to side with the Jewish people who he believes are being treated unfairly. "He carries the radio gingerly to the kitchen table...Dare he turn it on? He does. He twists the knob" (Bartoletti 102). After his brother comes home from the battlefield with an illegal shortwave radio, Helmuth steals it from his brother’s room and listens to a foreign radio station, a crime punishable by death. This shows that Helmuth has had enough of Hitler and wants to hear the truth from other countries about the war. This shows he has created an even stronger opinion about the government, so much so that he commits crimes that could cost him dearly.
Over time, Helmuth becomes more careless in the ways he breaks laws. As he starts trying to spread his ideas, he gets the thought to express his ideas in the form of pamphlets. As he continues to listen to the shortwave radio for accurate information, he gets the idea to create anonymous posters to speak for the everyday citizens of Germany. He uses his grandmother's typewriter without her knowing to create hundreds of posters with various slogans to try to give people belief that Hitler can and will be stopped. This evidence is extremely important because it shows that he has completely changed from a Hitler supporter into a protester who will stop at nothing to bring him down. This evidence shows that he will be relentless in giving innocent people the rights they deserve, even if it costs him his own life.

"At work, he grows friendly with another apprentice, Gerhard Düwer...He shows him his latest pamphlet, titled, 'I've Figured Out Everything'" (Bartoletti 136). While Helmuth is at work, he meets a man named Gerhard who appears to share the same views as him. He criticizes what Hitler has done to the country and sneers whenever he sees his face. While Helmuth is making the posters, he decides to show Gerhard. This shows that he has formed into someone who doesn't realize how much his actions can cost him. This shows that Helmuth wants everyone to know about his ideas.

Susan Campbell Bartoletti shows readers that opinions can change drastically for many reasons. Reasons that can cause people to do things that alter the course of their life. In The Boy Who Dared by Susan Campbell Bartoletti, in WW2 Germany, a boy named Helmuth slowly loses faith in the German government as they continue to restrict and prosecute people in his community. Throughout the book Helmuth is faced with decisions that could alter his future. These decisions, although sometimes life-threatening, are just like yours. What will you do with them?
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| **Introduction & Claim** | - Introduction cohesively includes: connection, summary, claim.  
- Thesis statement clearly presents claim(s) to be proven. | - Introduction includes: connection, summary, claim.  
- Introduction presents theory (ies) as claim(s) to be proven. | - Has only a claim statement to open the paper.  
- Paragraph does not clearly present claim(s) to be proven. |
| **Body Paragraphs: Content (weighted)** | **Claim:** all paragraphs have a clear focus from the claim, using key words.  
**Evidence:** Examples support claims in various ways (quoted, paraphrased).  
**Connections:** Statements are positioned around all examples to connect the examples to the claim. | **Claim:** some paragraphs could be more clear about the focus from the claim.  
**Evidence:** Examples support claims, but lack variety in presentation.  
**Connections:** Statements are positioned around some examples to connect the examples to the claim. | **Incomplete/ Missing** |
| **Organization** | - Evidence presents claim(s) in an effective, logical structure (chronologically or by priority).  
- Transition words are cohesive to the structure used. | - Evidence presents claim(s) in a logical structure (chronologically, or by priority).  
- Transition words are cohesive to the structure used. | - Evidence does not seem to be presented in a logical structure.  
- Transition words are unconnected or not used. |
| **Conventions** | - Evidence of editing for spelling, capitalization & punctuation (especially quotation marks and commas).  
- Uses formal vocabulary/word choice. | - Attempts were made to edit, but essay needs improvement.  
- Vocabulary/word choice is casual. | - Lacking conventions; no evidence of editing.  
- Vocabulary/word choice needs improvement to be clear. |

This is an advanced 8th grade literary essay. He starts with a strong claim statement which relates the character to the events of the text. In chronological format, he presents a variety of evidence with complex analysis about how those events show the change in this character. The writer smoothly shows how the character’s actions are increasingly destructive to the world he is living in and how they serve to shift the characters beliefs. The ease with which this argument reads makes it an advanced essay.