



TEACHER'S GUIDE
to accompany
inTIME—the student
magazine developed by

“**TIME Learning Ventures**”



Kurt Klein and Gerda Weissmann Klein

What Teens Can Do: Helping Students Get Involved Through Service to Make a Better World

Resources and activities for teaching about the power of individuals to make a difference

A Message From the Gerda and Kurt Klein Foundation

WE KNOW THAT there is nothing that teens can't do when they are inspired and motivated. Young people have always been our hope for improving the world by tackling still unsolved problems with energy and optimism. We welcome teens' impulses to challenge the prejudices of previous generations, and in so doing, to forge a brighter future for all people.

“**Teachers have the ability to influence in the most incredible ways.**”

The Klein Foundation is named for two individuals whose youth was indelibly scarred by prejudice and hate. Gerda and the late Kurt Klein came of age under the terror of Nazi Germany. Kurt, a German Jew, escaped to America but lost his parents in the Holocaust. Gerda, a Polish Jew, was the sole survivor among her family and friends.

The Kleins' story is also one of survival and hope. As a U.S. army officer, Kurt liberated Gerda and then fell in love with her. They married and made not only a life together but a commitment

to warn of the dangers of bigotry and to promote tolerance and respect.

Through education programs and service initiatives, Gerda and Kurt Klein have brought their appeals for understanding and activism to students across the United States. They went to Columbine High School after the shooting deaths in 1999. There, they made a special connection with students by their example that painful life experiences can be used for good.

Gerda's firsthand experience with hunger during the war prompted the Kleins to make fighting hunger in America part of their mission. The Foundation's programs urge young people to get involved through volunteerism and advocacy.

The TIME Learning Ventures program has been developed in that spirit—to empower students to promote tolerance and respect and inspire them to take action against societal ills through service. This guide is filled with teaching suggestions for using the inTIME publication and the book and DVD on the Kleins.

This program comes to you with special thanks from Gerda Klein. And with it, she offers a reminder of your power to affect and guide students. During the

years of darkness in the camps, lessons from her own teachers were her light. “Their words became the guidelines to what was right and what was wrong and how to hope and how to inspire,” says Gerda. “Teachers have the ability to influence in the most incredible ways.”

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One Survivor Remembers

Enrich a Study of World War II with the Story of Gerda and Kurt Klein

The tragic yet inspiring story of Gerda Weissmann and Kurt Klein is one that has special meaning for high-school students. Both Gerda and Kurt experienced the brutality of Nazi Germany as teens.

IN PRESENTATIONS BEFORE tens of thousands of students over the years, the Kleins have time and again touched a chord in young people and helped them to better understand the suffering of all victims of intolerance.

Using the Kleins' story to enrich a study of the Second World War can have the same impact on your students. They may already be familiar with some details of the Kleins' experiences. All But My Life, Gerda's memoir, has been excerpted in high-school social studies and literature programs for years.

Whether your students are familiar with the Kleins or are learning about them for the first time, here are suggestions for integrating the resources on this amazing couple into a study of World War II, the Holocaust, or a service learning curriculum. Along with the article in the inTIME publication, this program includes materials provided by the Klein Foundation:

All But My Life, by Gerda

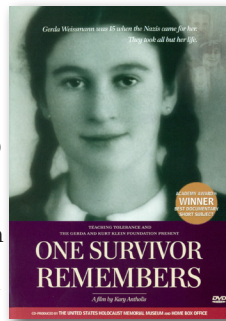
Weissmann Klein, first published in 1957 and revised in 1995 (Hill and Wang). Gerda takes the reader through the harrowing war years; her courtship with Kurt Klein, who is among the U.S. liberation forces; their early life together in Buffalo,

New York; and the beginning of their activism. (*The Hours After*,

published in 2000, and *A Boring Evening at Home*, released in 2003, continue their story to the present.)

One Survivor Remembers

a 39-minute DVD based on Gerda's memoir. This co-production of HBO and the United States Holocaust Memorial Museum won an Oscar® for Best Documentary Short Film at the 1996 Academy Awards. **Be sure to watch Klein's Oscar acceptance speech at the end of the credits.**



Survival and Memory

Gerda Weissmann was an innocent girl whose life was devastated by the blind hatred of the Nazi campaign against Jews and other minorities. Expand on the summary of Gerda's experience in the student magazine by showing the documentary One Survivor Remembers in class. It provides a chronology of the war from Gerda's perspective and features interviews with both her and Kurt Klein.

After viewing, use questions such as these to encourage discussion:

- What makes Gerda a survivor?
- How did Gerda's imagination help her survive?
- What factors made a difference in who lived and who did not?
- What is the "human spirit"? Are we born with it or do life's events



Gerda Klein helps out at a food bank in Washington, D.C.

develop it? What role does it play in survival?

- Gerda quotes the poet Goethe when she shows Kurt the other survivors: "Noble be man, merciful and good." What makes this an ironic statement under the circumstances?
- What purpose does memory serve—for Gerda and for those who share in her memories?

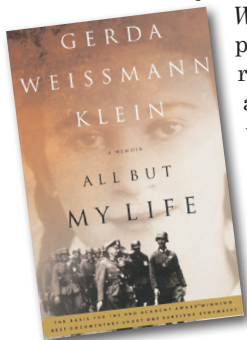
Powerful Primary Sources

The resources on Gerda offer valuable primary source materials for students to analyze.

Gerda Klein's memoir *All But My Life*, on which the documentary is based, fills in more detail to help students grasp the impact of World War II on its victims. Share passages from the book, then follow up with discussion or written assignments that probe students' understanding.

For example, Gerda describes the ordinary quality of her life before the war and how that everyday reality disappears. A vivid moment is when she sneaks into the family garden, now off-limits to her, and sees the wallpaper of her bedroom through an upstairs window. Ask students to contemplate ordinary aspects of their own lives and then to imagine those features suddenly being removed or denied. Have students convey their feelings in an essay, song, drawing or photograph that shows their comprehension of Gerda's plight.

The still photos and newsreel clips





in the documentary offer visual impressions of Gerda's experiences. Guide students in using them to gather historical detail and insights by analyzing the information and emotion the visuals convey.

Inspiring Friendship

Gerda's account of the slave labor camps captures both the suffering and the indomitable human spirit. Among the most powerful memories she relates is a story about Ilse Kleinzähler, a childhood friend who is with Gerda all through the war and dies just before liberation. One morning in camp, Ilse finds a bruised raspberry on the ground. She carries it with her all day and presents it to Gerda that evening. Ilse's extraordinary gesture is immortalized in the New England Holocaust Memorial, erected along Boston's Freedom Trail.

Ask students to comment, through discussion or in a written response. Questions to pique their thinking: Why does the raspberry have such an impact on Gerda? What makes Ilse's act so

remarkable? What does it say about friendship and what defines it? What would students be willing to do for their own friends—and is it possible to know that under everyday circumstances?

The United States and the Holocaust

The story of Kurt Klein's parents, who died at Auschwitz, can personalize an investigation of American attitudes and policy toward helping Jews escape Hitler before and during the war. The information in the student article is based on a PBS documentary, *America and the Holocaust: Deceit and Indifference*. In it, Kurt Klein recounted the desperate efforts that he and his siblings made to get their parents out of Europe. The film focuses on the problem of anti-Semitism in America during this time and the charge that the State Department stalled the issuing of visas that would have brought Kurt's parents and others to safety in the United States.

The America and the Holocaust Web site at www.pbs.org/wgbh/amex/

[holocaust/sfeature/](http://www.ushmm.org) offers a place to start with research. Students can read excerpts of letters from Kurt Klein's parents that he translated and follow the chronology of his parents' failed attempts to secure U.S. visas. Also recommended is the United States Holocaust Memorial Museum Web site at www.ushmm.org.

More Voices of History

Build on the Kleins' personal history of World War II by involving students in gathering oral histories from relatives and local citizens who were adolescents or young adults during the Second World War. Students can choose to either audiotape or videotape recollections of former soldiers, civilians on the homefront and victims of the war's intolerance and brutality. By comparing and analyzing the different accounts, students can look for insights on compelling questions, such as, what are some of the keys to survival under horrific and inhuman circumstances?

Champions of Tolerance

LEARNING FROM THE ACTIVISM OF GERDA AND KURT KLEIN

A key lesson for students from the lives of Gerda Klein and Kurt Klein, who died in 2002 at age 81, is not only what happened to them during the 20th century's most brutal war, but their determination long after to help others learn from their own suffering. Visit the Klein Foundation Web site at www.kleinfoundation.org to find out more about the organization's activities to promote tolerance and understanding. Discuss with the students the impact of having individuals like the Kleins speaking out and educating others about the dangers of prejudice and racism through their personal tragedies.

UNDERSTANDING ISSUES OF DIVERSITY, COEXISTENCE AND INTOLERANCE

Wherever you live, the wide diversity of your community will probably surprise your students. Undertake an investigative project on cultural diversity in your own community. Who lives there? How do they live? As you explore these issues, challenge your students to create

their own coexistence program. This means deciding what are the important component parts of coexistence, how it is the same or different from the idea of "tolerance" and how do they think the values associated with coexistence can best be transmitted.

What objects do the students see in the picture below? What do these symbols mean to them and how do these symbols relate to their study of the world today? What happens when coexistence breaks down?



FIGHTING INTOLERANCE WHERE YOU LIVE

Challenge students to evaluate the mood in your school. Use the "Tolerance Temperature" activity on page 6 to help students recognize problem behaviors. Discuss their responses and guide them in drawing conclusions about the tolerance level at school and the roots

of problems such as verbal abuse and violent behaviors. How does intolerance come into a community, school or home and how can it be stopped? Act out the dynamics of intolerance and coexistence through role playing, dialogue and problem solving. How do they imagine peaceful coexistence among diverse individuals or groups? What makes it work and what undermines it?

Lead students in brainstorming solutions. The profiles of "Teens Making a Difference" in the student publication offer several role models of students who are activists in their communities. The "5 Rules to Live and Serve By" in the student magazine are guiding principles from the Kleins. Discuss how students can apply them in their own lives. Ask students to develop their own rules to add to this list. Challenge students to use the rules and ideas to create an action plan for improving teen-to-teen relations in your school. Discuss ways to implement the plan and support students in doing so. Check periodically on how students think the plan is working, and brainstorm with them for new approaches to fighting intolerance.

Involving Your Students in Community Service

Tips and strategies, plus a recommended project: Tackle hunger through service-learning

YOUR HIGH SCHOOL may be among an increasing number of schools around the U.S. that has a community-service requirement for graduation. For your students, the teen activists featured in inTIME can confirm anew that they are part of a broad movement of young people working to serve their communities. If service is not an integral part of your school's mission, the issue can show students what other teens gain through service and inspire your students to consider what they can do.

Engaging Students in Service

For students who are new to service, concentrate on key points from the teen profiles and service-success tips from "The Activist's Planner" to build kids' interest and confidence. For example:

- **EVERYONE HAS SOMETHING TO GIVE.** Most teens have a talent or an interest that others can learn from.
- **GIVE THE TIME YOU CAN.** Imagine if every teen gives just one hour a week... equating to millions of people served.
- **GET INVOLVED TO HAVE A VOICE.** Today's teens are tomorrow's leaders. Service helps get young people ready to take the helm.
- **SERVICE HAS PERSONAL BENEFITS.** Highlight ways students gain from service in learning about themselves and what they can do.
- **SERVICE CAN BE A GROUP EFFORT.** Many students are not comfortable volunteering on their own—and that's okay! Students at Clarence High School demonstrate the power in numbers when a service project is a class- or school-wide endeavor.

Linking Advocacy and Learning

Advocacy is an important part of service. Guiding students in lobbying on an issue can have many benefits.

For starters, the project can motivate students to apply and polish academic

skills and knowledge. As students investigate an issue such as hunger in their community, they may use interview skills to acquire information from directors of local food charities, gather and analyze statistics, research for needed background and frame persuasive arguments.

Equally valuable is the awareness students gain through advocacy that they have the power to stand up and speak out—and the right to do so. The experience can make concrete the principle that government officials are representatives of the people who serve the common good.

Even when a close-up view of a problem reveals bureaucratic obstacles to achievable solutions, those insights can be instructive too. They show students that problems such as hunger are not unsolvable. Often the solutions only need those with the will to apply them.

Matching Students and Projects

Some students may know immediately the kind of volunteering or advocacy they want to do. Others will need your guidance in figuring out how they can help. Refer students to the "More Ways to Make a Difference" list in inTIME to kick off a brainstorming session on volunteer possibilities in your area. Suggest teens consider these points to help them find a type of service they will enjoy:

- Talents, interests or skills of their own that they can apply to service
- Issues they care about, such as hunger, homelessness, illiteracy, disadvantaged children, environmental concerns or animal rights
- Settings they prefer, such as indoor or outdoor activities
- Age or condition they'd like to work with, such as younger children, students their own age, the elderly, disabled children or adults

- Situations they prefer, such as volunteering as part of a team or on their own; helping one person at a time or interacting with a group
- Estimated amount of time they can give to the project

As students plan projects, help them be mindful of how they can promote tolerance, respect, understanding and inclusiveness through their activity.

Monitoring and Reflecting on Service Outcomes

Monitor students' volunteer activities. If it's a class project, schedule time for debriefing and discussion after each service session. If students are volunteering independently, ask for a written or verbal progress report, what the student does each session, problems to address and opportunities for learning and enrichment that the service is providing.

Reflection is a key part of the experience, particularly at the conclusion of a service project. It prompts students to evaluate what they did, what they learned and what they accomplished. Reflection can help students recognize how they can influence others through service. For a ready-to-use reflection sheet, see page 7 of this guide. Review students' responses as a group, or have students hand in the reflection sheets and then comment on their insights. What you learn can help in planning additional service activities.

To reinforce the call for information in the inTIME publication, encourage students to share their service activities with the Klein Foundation. The e-mail address is kleinfoundation@usa.net.



TEACHING TOLERANCE

The Klein Foundation partners with Southern Poverty Law Center, publishers of Teaching Tolerance magazine, to distribute a comprehensive educational kit based upon the Oscar-winning documentary, "One Survivor Remembers." To request your FREE kit, which has more than a dozen standard-based lesson plans, go to www.kleinfoundation.org.

TAKING ACTION TO END HUNGER THROUGH SERVICE

Involve students in investigating hunger in your community and then taking action through a food drive, a fund-raiser, volunteering with a local food charity, an advocacy project—or a unique idea of their own. Here is an array of resources to support a hunger service project.

GETTING STARTED

Use the inTIME article, “What You Can Do: Taking Action to End Hunger,” as a starting point for helping students understand the problem of hunger in America.

To prompt further analysis, introduce the **student activity** “Food for Thought” on page 8 of this guide. It offers a powerful quote by Gerda Klein about her personal experience with hunger during the war. It also features quotes that relate to issues of hunger and intolerance and to the importance of individuals recognizing their ability—and obligation—to take action to help solve problems.

Have students share their responses to the quotes they analyzed and encourage class discussion and debate. Guide students to build consensus on the respective role of government and the idea of charity versus social justice in helping the hungry. Challenge them to consider the cost of inaction, in humanitarian concerns and particularly in terms of hungry children and the lost potential they may represent.

GETTING INVOLVED WITH HUNGER SERVICE-LEARNING

To promote hunger activism, the Klein Foundation has developed free service-learning curricula for middle and high school teachers and students.

The Klein Foundation’s Hunger Service-Learning Programs provide action plans of investigations and activities to guide students in identifying specific needs and participating in food-service projects in their community. These programs give students the opportunity to assume responsibility through the concrete actions of working to end hunger. The curricula allow students

to play a role in feeding the hungry, to learn about hunger and its impact, and to help end hunger by promoting particular remedies. These programs can be accessed online at <http://www.kleinfoundation.org/action/>.

MORE RESOURCES FOR HUNGER SERVICE PROJECTS

Here are ideas for other resources and projects to help the hungry.

● FEEDING AMERICA

One of the most important ways you can get involved in Feeding America is by becoming a hunger advocate. Advocacy is critical to fighting hunger, and becoming a hunger advocate offers many ways to become active not only in important public policy issues of the day but also in your community. Visit feedingamerica.org to learn about the Hunger Action Center.

● GREAT AMERICAN BAKE SALE

Since 2003, more than 1.3 million people have baked, bought or sold cookies, cakes and brownies, raising \$5 million to help feed the nation’s hungriest children. Hold a Great American Bake Sale; it’s a fun and simple way to help kids in your state get the nutrition they need. Log on to the organization’s website at greatamericanbakesale.org to find the information, tips and materials you need for a successful event.

● THE FOOD PROJECT

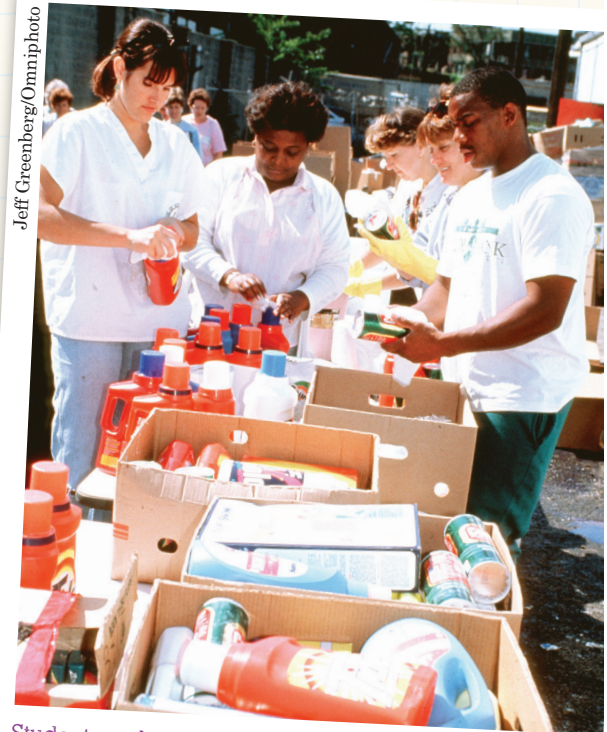
This Boston-area program involves students and adults in growing vegetables—from

planting to harvesting. The food is donated to homeless shelters and sold at farmers’ markets. Since 1991, the Food Project has built a national model that engages young people in personal and social change through sustainable agriculture. For more information, visit thefoodproject.org.

● THE SOUPER BOWL OF CARING

This grassroots effort began in South Carolina in 1990 and has grown into a national movement of caring, generating more than \$50 million for soup kitchens, food banks and other charities across the country. The Souper Bowl of Caring encourages young people to use Super Bowl weekend to collect donations or canned goods to help fight hunger and poverty in their community. Participating groups are provided free materials and educational resources, and every dollar received is given directly to the charity selected by the participant. To get involved, visit souperbowl.org.

Jeff Greenberg/Omniphoto



Students gather, pack and distribute food and household supplies to the hungry.

STUDENT ACTIVITY

IDENTIFYING PROBLEMS / SOLUTIONS

What's the Tolerance Temperature in Your School?

Use this sheet to make an honest assessment of student-to-student relations in your school. You can extend your answers to include your community, too.



Using the scale, circle the word that most closely fits each statement.

1. I see kids being verbally and/or physically harassed by others.

Never Seldom Occasionally Frequently Constantly

2. Kids stand up and intercede to help a student being verbally or physically harassed.

Never Seldom Occasionally Frequently Constantly

3. Kids ignore or encourage verbal or physical harassment by others.

Never Seldom Occasionally Frequently Constantly

4. Kids feel comfortable being “different”—in ideas, clothes, interests.

Never Seldom Occasionally Frequently Constantly

5. Kids from diverse cultures and backgrounds are welcomed and accepted.

Never Seldom Occasionally Frequently Constantly

6. Kids are singled out for harassment because of their race, religion or sexual orientation.

Never Seldom Occasionally Frequently Constantly

7. Prejudice is a problem in our school and/or community.

Never Seldom Occasionally Frequently Constantly

Hot? Cool? In between? Is intolerance raging in your school?

Or is everybody cool with each other? Use your answers to make an assessment:

How tolerant and accepting of others are kids in your school? _____

What are the biggest problems in your school? _____

What can you do to make your school a more tolerant place? _____

REFLECTIONS ON SERVICE

Successful service is about both what you do and what you learn in the process. Use this sheet to guide your self-reflection on a recent service activity. As needed, continue your answers on a separate sheet of paper.

After learning about the activism of Gerda and Kurt Klein, how were you motivated to get involved in community service? _____

What was your service activity and how did you prepare for it? _____

What did you learn about the problem or need from your service? _____

What did you learn about yourself from this experience? _____

How did this service experience make you feel? _____

Think about the issues of tolerance and respect. How did you promote those values through your service activity? _____

What would make this a better service activity—more successful or rewarding—next time? _____

STUDENT ACTIVITY

FOOD FOR THOUGHT



On a separate sheet of paper, respond to these quotes as directed.

1. Analyze this quote from Gerda Klein by answering these questions:

What is she saying? What do her words mean to you? What do they make you think?
How do they make you feel?

“ I was in a place, for six incredible years, where winning meant a slice of bread and living another day. ”

—Gerda Weissmann Klein, Holocaust survivor

2. Choose one of the quotes below. Analyze it using these questions:

What do you think the speaker is saying? What reaction do you have to this quote?
How does it make you feel? How could you use it to take action against intolerance or hunger?

“ I propose that the opposite of intolerance is not tolerance. It is understanding. It is acceptance. It is compassion. ”

—Jean Zeldin, Executive Director, Midwest Center for Holocaust Education

“ Coexistence is more than a concept and more than a popular idea for our new global culture. It involves changing our lives and changing the way we think. Coexistence is not necessarily learning to live together but perhaps learning to live side by side. ”

—Raphie Etgar, Curator, Coexistence Exhibit/Museum on the Seam

“ The first duty of government is to see that people have food, fuel and clothes. ”

— John Ruskin, 19th-century English critic and reformer

“ How wonderful it is that nobody need wait a single moment before starting to improve the world. ”

—Anne Frank, Holocaust victim

“ The most important question of the 21st century is not what or how much. It is how? How do you propose to turn your good ideas into positive changes in other people's lives? You must be the How Generation. ”

—Bill Clinton, 42nd U.S. President