

Hemingway-Pfeiffer Museum and Educational Center Curriculum Guide Missouri



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An Arkansas State University Heritage Site



The Hemingway-Pfeiffer Museum and Educational Center in Piggott, Arkansas, is the former residence of Paul and Mary Pfeiffer, whose daughter Pauline was married to the great American writer, Ernest Hemingway. During their marriage, Pauline and Ernest were frequent visitors to Piggott, and the Pfeiffers converted their barn into a studio to give Ernest privacy for writing. It was in this unlikely spot that he wrote portions of *A Farewell to Arms* and various short stories.

Arkansas State University has restored the site to the same 1930s ambiance that greeted the Hemingways during their visits, including a majority of the original furnishings.

The Hemingway-Pfeiffer Museum and Educational Center offers educational programming to all ages, especially K-12 groups. HPMEC can satisfy Core Curriculum requirements through lessons on a variety of topics, including:

- ◆ The life and writing of Ernest Hemingway.
- ◆ The agricultural history of the Arkansas Delta region.
- ◆ The history and lifestyle of the 1920s-1930s.
- ◆ The Great Depression and New Deal.
- ◆ The internationally prominent Pfeiffer family.

If you'd like special educational programming on any of these topics, or if you'd like to request programming on another topic, contact Dr. Adam Long at 870-598-3487 or adamlong@astate.edu.

Site Tour Curriculum Frameworks

The Hemingway-Pfeiffer Museum and Educational Center site tour is a great supplement to the classroom curriculum for K-12 grade students. During guided tours, students not only learn about Ernest Hemingway's role in the Midsouth's literary legacy, but also how certain historical time periods, such as the Roaring Twenties, the Great Depression and the New Deal impacted the people and culture of the Mississippi River Delta region. Topics discussed during the tour are aligned with the Missouri Department of Education's Show-Me Standards and Social Studies Frameworks. Also, several on-site programs coincide with the Common Core Standards for English Language Arts.

The Hemingway-Pfeiffer Museum, as a historic site, is a cultural document—a primary source—that can be “read” and analyzed by students. Through analysis of certain historical events, cultural changes, and the literary influence of Ernest Hemingway, students garner an understanding of how the site fits into a larger historical narrative and reflects a diverse cultural heritage.

The guided tour and on-site programs offer an interactive opportunity to apply an approach that is aligned with Missouri's Show-Me Social Studies Standards.

*For a complete description of the Show-Me Standards and Social Studies Frameworks, visit:

<http://dese.mo.gov/divimprove/curriculum/frameworks/ss.html>

As you prepare for your class, the following list can serve as a guide for where the tour content fits into specific Social Studies curriculum frameworks. The tour can be used to address a specific subject such as the Great Depression or it can provide a multi-subject review for students. Please consult the museum staff on how the tour can be tailored to meet your classroom curriculum needs.



Show-Me Standards:

- SS 2 continuity and change in the history of Missouri, the United States, and the world.
- SS 4 economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).
- SS 5 the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and environment.
- SS 6 relationships of the individual and groups to institutions and cultural traditions.
- SS 7 the use of tools of social science inquiry (such as surveys, statistics, maps, documents).

Grade K-12 Social Studies Curriculum Frameworks:

Strand II: How do individuals relate to and interact with groups?

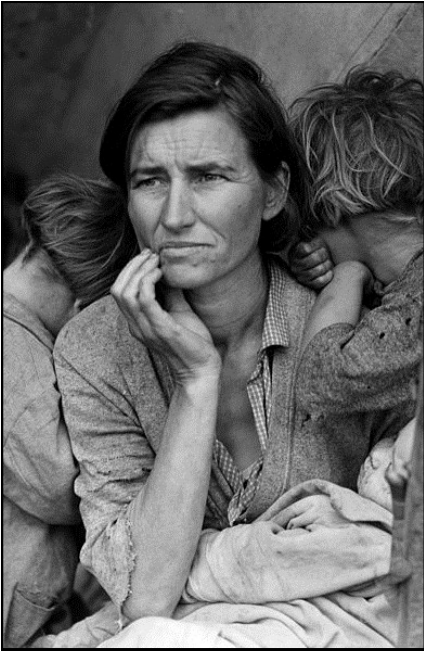
- B. Social-Cultural Perspective
- C. Historical Perspective
- D. Economic Perspective
- E. Geographic Perspective

Strand III: How do events and developments in this and other places relate to us and to each other?

- A. Civil-Political Perspective
- B. Social-Cultural Perspective
- C. Historical Perspective
- D. Economic Perspective
- E. Geographic Perspective

Strand IV: How do the lives of individuals and conditions in society affect each other?

- B. Social-Cultural Perspective
- C. Historical Perspective
- D. Economic Perspective
- E. Geographic Perspective



Above photo courtesy of USHMM.

Left photo courtesy of Library of Congress.



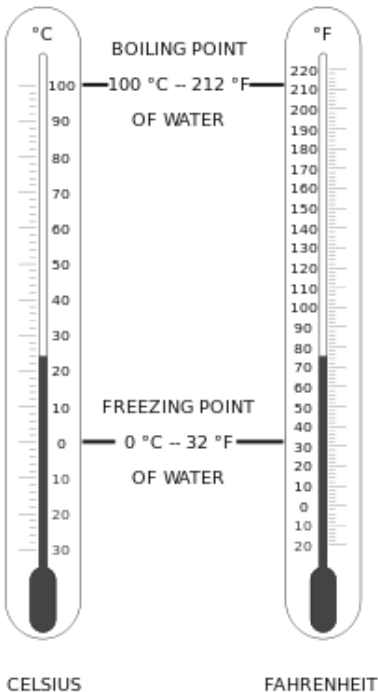
Lesson Plan A

Grade Level: K-5

Learning Outcomes (Core Curriculum Anchor Standards for Reading):

- 3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Learning Outcomes (Core Curriculum Anchor Standards for Writing):



- 3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Lesson Plan:

The lesson begins with a reading of Ernest Hemingway's short story "A Day's Wait." This story tells of a misunderstanding between a father and son. The child, who was raised in Paris, does not understand the difference between Celsius and Fahrenheit. When he hears he has a 102-degree temperature, he

believes he is dying. The father does not understand the son's worry until after the son has spent a day believing he is about to die.

Following the stories, discuss these questions with the group:

- Why was Schatz worried in the story? What did he overhear the doctor say?
- What are the two temperature scales that the father talks about? What's the difference between them?
- What does the father mean when he says that "It's like miles and kilometers"? How are Fahrenheit and Celsius like miles and kilometers?
- Using context clues, figure out the meaning of the words "influenza" and "covey".

After the discussion, have the students respond to the following prompt in writing:

In "A Day's Wait," a father and son misunderstand each other. Describe a time in which you misunderstood a member of your family, or a time in which a member of your family misunderstood you. What happened? How did you figure out the misunderstanding? How was your experience like Schatz's?

Though this lesson plan can be completed anywhere, the Hemingway-Pfeiffer Museum and Educational Center contains the restored home that is the setting of this story, as well as artifacts such as the *Book of Pirates* mentioned in the story. Groups visiting the museum are sure to have an enriched experience with the story.

Lesson Plan B

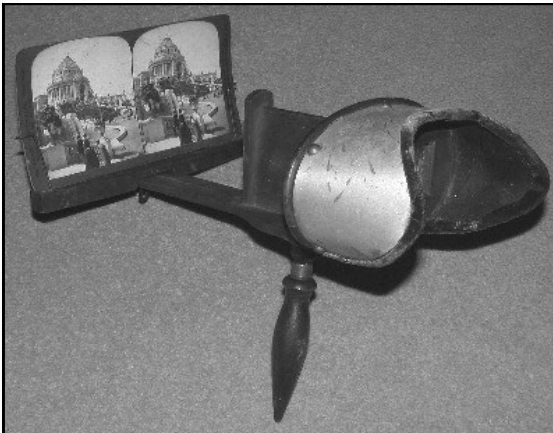
Grade Level: K-5

Learning Outcomes (Core Curriculum Anchor Standards for Writing):

- 3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Outcomes (Core Curriculum Anchor Standards for Speaking and Listening):

- 1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.



Lesson Plan:

The Hemingway-Pfeiffer Museum and Educational Center owns several antique stereoscopes, which are devices similar to viewfinder toys. HPMEC also owns dozens of slides for the device, most depicting scenes from around the world.

1. The students are divided into several groups.
2. Each group is given a viewfinder and a stack of slides.
3. The students each look at a different slide and then describe it to his/her classmates.
4. After all students have looked and described, the students get to see the slides that their peers described to them.
5. After all students have seen all the slides, they respond to the following prompt in writing:

Choose your favorite of the slides.

- What is going on in the slide?
- What is the place like?
- What does it feel like?
- What does it smell like?
- What does it sound like?
- What do people do there?
- Use details from the slide to show why you think your place is like you think it is.

Lesson Plan C

Grade Level: 6-12

Learning Outcomes (Core Curriculum Anchor Standards for Reading):

- 1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 6) Assess how point of view or purpose shapes the content and style of a text.
- 9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.

Learning Outcomes (Core Curriculum Anchor Standards for Writing):

- 2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson Plan:

Give students a handout (shown on pages 12 and 13) featuring quotations from the letters of the Pfeiffers and Hemingways about the rise of Hitler.

After giving students a chance to read the letters, discuss the following questions as a group:

- What is a primary source?
- Who was Adolph Hitler?
- What circumstances led to his rise to power?
- How might someone have looked at Hitler differently at the beginning of his career than they would looking back now?

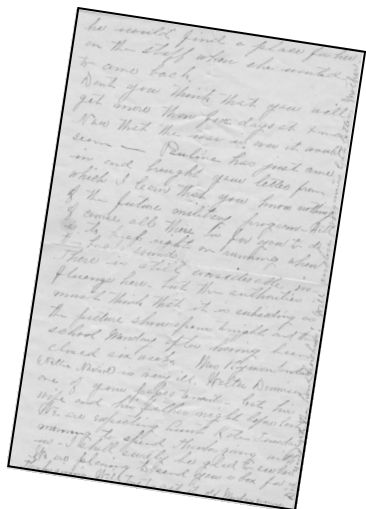
After this discussion, have the students respond in writing to the following prompt:

Explain the different points of view expressed in these five letters.

What do you think led to these different points of view?

Do you see any change in point of view over time?

Though this assignment can be completed anywhere, the Hemingway-Pfeiffer Museum provides vital background on the writers of these letters. This background would allow the students to answer the writing prompt much more thoughtfully.



Handout for Lesson Plan C

With Pfeiffers living around the world, it is not surprising the family regularly corresponded about world affairs. What may be more surprising is their diversity of opinion. As Hitler began to gain power in Germany in the 1930s, the Pfeiffers noted his rise and predicted the effect that it would have on the world and on the family:

Letter 1:

“The news from Germany is very conflicting and the real purposes of Hitler, or rather those backing him, are not yet quite apparent. Hitler himself, as is usual with dictators, is employing dramatics and the German people have about decided not to let England and France wipe their feet on the face of Germany any longer, and I don’t blame them.”

Paul Pfeiffer to Pauline (Sept. 19, 1933)

Courtesy of the John F. Kennedy Library

Letter 2:

“I haven’t tried to reach Hadley as I haven’t her phone no. and I’m pretty sure she is in Geneva at the fiasco. Do you know, I think Germany had a point in resigning from the League. I do think she had a humiliating position.”

Pauline Hemingway to Ernest (Oct. 18, 1933)

Courtesy of the John F. Kennedy Library

Letter 3:

“I hate Hitler because he is working for one thing; war. He says one thing with his mouth and does another with his hands. War is the health of the State and anyone with his conception of the state has to have war or the threat of war to keep it going.”

Ernest Hemingway to Mary Pfeiffer (Oct. 16, 1933)

Courtesy of Princeton University Library

Letter 4:

“That is if they will let you in Germany, I don’t know if you are one of the not wanted. I believe they burned your books.”

Gus Pfeiffer to Ernest Hemingway (Mar. 7, 1935)

Courtesy of the John F. Kennedy Library.

Letter 5:

“Leonard K. asked to be remembered to you. He’s still the same Leonard. No longer a Hitler enthusiast quite the contrary- further he makes no apologies. He never hangs out the Swastika flag on the Nazi Gala days. He does pay his dues for he believes in National Socialism but he doesn’t believe in dictators or self power seeking individuals. Instead he believes in sacrificing self for a cause - always has done so & still doing so.”

Gus Pfeiffer to Ernest Hemingway (Mar. 1, 1936)

Courtesy of the John F. Kennedy Library

Lesson Plan D

Grade Level: 6-12

Learning Outcomes (Core Curriculum Anchor Standards for Writing):

- 2) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Learning Outcomes (Core Curriculum Anchor Standards for Language):

- 5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Lesson Plan:

During their 1933-34 safari, both Ernest and Pauline Hemingway kept journals of their activities. The journals included descriptions of the animals they hunted. Ernest's journal was novelized and published as *Green Hills of Africa*. Pauline's journal was never published. In this lesson, students will work on writing descriptions like those found in these journals.

First, students will visit the Hemingway Barn-Studio. They will bring a note pad and a pencil. They will be given a few minutes to look at the animals, and then asked to choose three animals and make notes about them.



Students are prompted to keep in mind various categories of description:

- How do the animals look?
- How do they feel?
- How do they smell?

After the students have had several minutes to observe the animals, the class returns to the Educational Center where students are asked to choose one of the animals they observed and to write a description of it. They are asked to be as specific as possible. For instance, “brown” can refer to a variety of shades. How can a writer describe a specific shade of brown?

After the students have finished their description, each has an opportunity to read what he or she has written. This is followed by a class discussion of what worked and didn’t work in each description.

- Which descriptions did you like?
- Which didn’t work?
- How could you revise your description to make it more effective?

Hemingway-Pfeiffer Timeline

- Oct. 8, 1894 Paul M. Pfeiffer of Cedar Falls, Iowa, marries Mary Alice Downey of Parkersburg, Iowa.
- July 22, 1895 Pauline Marie Pfeiffer born to Paul and Mary Pfeiffer in Parkersburg.
- July 21, 1899 Ernest Miller Hemingway born to Clarence and Grace Hall Hemingway of Oak Park, Illinois.
- March 1901 Paul M. Pfeiffer family moves to St. Louis, where Paul and his brothers Henry and Gustavus establish Pfeiffer Pharmaceuticals, which will become Warner-Hudnut and later Warner-Lambert.
- July 1, 1902 Paul M. Pfeiffer, while residing in St. Louis, purchases first property in Piggott, Arkansas.
- July 4, 1913 Paul. M. Pfeiffer moves his family to Piggott, Arkansas, after promising his wife to place a Catholic chapel in the home.
- August 1918 Pauline graduates from the University of Missouri School of Journalism.
- February 1925 After working for several publications in the U.S., Pauline goes to Europe to work for *Vogue* as assistant to the Paris editor.
- March 1925 Pauline and her sister Virginia meet Ernest and Hadley Hemingway at a party in Paris given by Kitty Cannell and Harold Loeb.

- December 1925 Pauline spends Christmas and New Years at Schruns, Austria, with Ernest and Hadley. Pauline and Hadley have become friends, and Pauline and Ernest are spending more time together.
- Oct. 22, 1926 *The Sun Also Rises* published in New York.
- Dec. 8, 1926 Ernest files for divorce from Hadley.
- May 10, 1927 Ernest and Pauline are married in Paris.
- May 31, 1928 Ernest visits Piggott for the first time. Ernest is working on *A Farewell to Arms* .
- June 28, 1928 Patrick Hemingway is born. The Hemingways drive from Piggott to Kansas City for the delivery.
- Nov. 21, 1928 The Hemingways depart Piggott, where they have been staying between visits to friends over the last several months. This is one of several such visits to Piggott.
- Sept. 27, 1929 *A Farewell to Arms* published in New York.
- April 29, 1931 Uncle Gus Pfeiffer purchases a house for the Hemingways in Key West, Florida.
- Nov. 12, 1931 Gregory Hemingway born in Kansas City.
- May 17, 1932 Virginia Pfeiffer completes renovation of Ernest's barn-studio in Piggott.
- December 1932 Barn-studio catches fire during a visit by Ernest; his manuscripts saved, but he loses books, clothing, and guns.

- Dec. 21, 1932 Movie version of *A Farewell to Arms* premieres in Piggott.
- Apr. 13, 1933 Hemingway goes to Cuba for marlin fishing with Pauline's brother, Karl, and her uncle, Gus Pfeiffer.
- June 1933 Virginia begins second renovation of Hemingway's studio after the fire.
- Dec. 20, 1933 Ernest and Pauline Hemingway party departs Nairobi for a two-month safari.
- Oct. 25, 1935 *Green Hills of Africa* published in New York.
- December 1936 Hemingway meets Martha Gellhorn in Key West.
- Feb. 27, 1937 Hemingway sails for Europe to join Martha as a war correspondent. During the next few years he and Martha will have an affair.
- Nov. 4, 1940 Ernest and Pauline Hemingway divorce.
- Nov. 21, 1940 Ernest marries Martha Gellhorn.
- Jan. 26, 1944 Paul Pfeiffer dies in Piggott.
- Jan. 29, 1950 Mary Pfeiffer dies in Piggott
- February 1950 Pfeiffer home and barn-studio purchased by Tom and Beatrice Janes.
- Oct. 1, 1951 Pauline Hemingway dies while visiting her sister's home in Hollywood.
- July 2, 1961 Ernest Hemingway takes his life in Ketchum, Idaho.

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Notes



The Hemingway-Pfeiffer Museum and Educational Center is conveniently located fifty miles north of Jonesboro.

