

# New Frontiers

A newsletter for ★ educators

THE DEPARTMENT OF EDUCATION AND PUBLIC PROGRAMS AT THE JOHN F. KENNEDY PRESIDENTIAL LIBRARY AND MUSEUM

## Conference Stirs Excitement about History and Biography

On April 6, 2016, more than 100 people attended the annual conference for teachers of grades 3–8 and school librarians, presented in partnership with the John Fitzgerald Kennedy National Historic Site. *New Frontiers in Biography and History: Real-Life Stories to Inspire Young Readers & Writers* featured conversations with four award-winning authors of historical books for young people and workshops led by two passionate advocates for the use of high-quality nonfiction in the classroom.



PHOTO BY MATT GRIFFING

Conference keynote speaker Myra Zarnowski leads a workshop.

The program began with a lively keynote by Myra Zarnowski, who teaches courses in literacy, social studies and children's literature at Queens College, CUNY. She presented innovative approaches to learning and writing about history using examples from books by each of the distinguished guest authors: Tonya Bolden, Candace Fleming, Emily McCully and Andrea Pinkney.

**One approach** that may help students think and write like historians was described as "uncoverage"—in which an author reveals some of

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## Landmark Exhibit Provides Rare Look at Ernest Hemingway's Life and Work

**H**idden treasures from the John F. Kennedy Presidential Library and Museum are now on display in a ground-breaking new exhibit. *Ernest Hemingway: Between Two Wars*, created in partnership with the Morgan Library & Museum in New York City, is the first major exhibition devoted to the Nobel Prize-winning author's life and work. Drawing from the JFK Library's Hemingway Collection, and spanning the years 1916 to 1945, the exhibit includes multiple drafts of the writer's major works, his correspondence with a legendary circle of expatriate writers, photographs, and personal mementos. These original materials "reveal the fearless and relentless pursuit of the truth that drove Hemingway as a writer," noted Stacey Bredhoff, JFK Library museum curator. While Hemingway's larger than life persona is well established, this exhibit showcases the author's disciplined writing process and offers teachers and students an intimate view of the world events and life experiences that inspired some of his most famous works. The intersection of history and literature in this way can help students better understand the past and inspire them to think critically about the interpretation of human experience.

THE ERNEST HEMINGWAY COLLECTION, JOHN F. KENNEDY LIBRARY



Hemingway (left) with his Jeep driver in northern France, 1944.

### Eyewitness to History

Hemingway was involved in three major conflicts—World War I, the Spanish Civil War, and World War II—and wrote about each event. Memories of his time as an American Red Cross ambulance driver in Italy in 1918 and his recuperation following a serious shrapnel injury, provided the basis for short stories and the novel *A Farewell to Arms*. While working as a foreign correspondent for the *Toronto Star* in France and Spain during the 1920s, he met writers Gertrude Stein and F. Scott Fitzgerald, watched bullfights, and began his first novel *The Sun Also Rises*. In the late 1930s, while covering the Spanish Civil War for the North

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### HIGHLIGHTS

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**8** 2016 Summer Institute

## Rare Look at Ernest Hemingway's Life and Work *continued*

American Newspaper Alliance, he developed a sympathy for the anti-fascist cause and wrote *For Whom the Bell Tolls*. Hemingway also narrated a 1937 documentary film, *The Spanish Earth*, an excerpt of which plays in the exhibit. Remarkably, as a war correspondent for *Collier's* magazine, he also witnessed key moments of World War II, including the D-Day invasion.

This exhibit offers a fascinating look at the real people who inspired some of Hemingway's most well-known characters and an exploration of how the author transformed fact into fiction. For example, a photograph of Hemingway in his ambulance driver uniform is displayed alongside the unpublished manuscript of the first Nick Adams story. That story—written on American Red Cross stationery while he was hospitalized—is set in the same Milan hospital where Hemingway recuperated from his World War I shrapnel injury. Drafts of *The Sun Also Rises* reveal that he used

names of friends and acquaintances while plotting out the story, even inserting “I” at times. The author also changes from first-person to third-person in a first-page draft of *For Whom the Bell Tolls*.

### Drafting and Revising

Young people struggling to express themselves may draw inspiration from a 1925 letter in which Hemingway defines his writing goals and defends his work against his parents' tacit disapproval. Having moved to Paris with his wife Hadley, and having published his first book of short stories, Hemingway wrote to his father in Oak Park, Illinois: “You see I'm trying in all my stories to get the feeling of the actual life across—not to just depict life—or criticize it—but to actually make it alive. So that when you have read something by me, you've actually experienced the thing.” Among the manuscripts and notes on display in the exhibit, students may be surprised to find the “literary giant” crossing out words, changing character names, scribbling long lists of titles, and even rejecting whole chapters of now famous works.

Along with poignant expressions of friendship, are candid critiques from friend and literary rival F. Scott Fitzgerald. Commenting on the first-page draft of *The Sun Also Rises*, Fitzgerald expressed a “sense of disappointment” at the opening bullfighter scene. Hemingway did write a different introduction and moved that bullfighter scene to a later chapter. As Hemingway noted, he was “trying to get the words right.” The author wrote forty-seven endings to *A Farewell to Arms*, nine of which are on display.

Upon Hemingway's death on July 2, 1961, President Kennedy released a statement from Hyannisport, Massachusetts: “From his first emergence as one of the bright literary stars in Paris during the twenties—as a chronicler of the ‘Lost Generation,’ which he was to immortalize—he almost single-handedly transformed the literature and the ways of thought of men and women in every country in the world.” *Ernest Hemingway: Between Two Wars* explores Hemingway's quest to transform life experience into literature which continues to influence readers and writers today.

### Highlights for History Teachers and Students:

- ★ A selection of personal belongings and mementos including the War Merit Cross awarded to Hemingway during World War I, a 1920s street map of Paris, his World War II dog tags, and his travel trunk
- ★ An excerpt of *The Spanish Earth*, a documentary filmed on the front lines of the Spanish Civil War, narrated by Hemingway and released in 1937
- ★ A draft of Hemingway's essay “Notes on the Next War: A Serious Topical Letter,” published in *Esquire* in September 1935
- ★ Excerpts from “The Horror of Hürtgenwald,” an unpublished story about writers witnessing war

### Highlights for English Teachers and Students:

- ★ A letter written by Hemingway to his father in which he sets out his artistic credo
- ★ Three of the notebooks in which Hemingway wrote the first draft of *The Sun Also Rises*
- ★ Manuscript page of the final, published ending to *A Farewell to Arms* and nine of some 47 alternative endings
- ★ A list of potential titles for one of Hemingway's most popular short stories, “The Short Happy Life of Francis Macomber”
- ★ Hemingway's logs about fishing for marlin that provided details for *The Old Man and the Sea*

The exhibit is on display through **December 31, 2016**. Visit:

- ★ [jfklibrary.org/betweentwowars](http://jfklibrary.org/betweentwowars) for more exhibit details
- ★ [jfklibrary.org/hemingway](http://jfklibrary.org/hemingway) to explore the collection
- ★ [jfklibrary.org/hemingwaycollectionhistory](http://jfklibrary.org/hemingwaycollectionhistory) to learn more about the collection's journey

### Why the John F. Kennedy Presidential Library and Museum?

When Ernest Hemingway died in Ketchum, Idaho in 1961, a large portion of his literary and personal estate remained at his Cuban home, the Finca Vigía, which he had left behind the summer after the 1959 Cuban Revolution. Despite the difficulty of traveling between the US and Cuba due to the strained relationship between the two countries, President Kennedy quietly arranged for Mary Hemingway, Ernest's widow, to enter Cuba to retrieve his documents and belongings. In 1964, Mary Hemingway contacted Jacqueline Kennedy and offered her husband's collection to the John F. Kennedy Presidential Library and Museum. Mrs. Hemingway wanted the various drafts of his stories and novels—many written in Hemingway's "big sprawling hand"—readily accessible, so people could see the writing process from initial idea "to the point where it is finally published the way the author thinks is the best." On July 18, 1980, Patrick Hemingway, the writer's son, and Jacqueline Kennedy Onassis dedicated the Hemingway Room. ★

## Analyzing Hemingway's Work

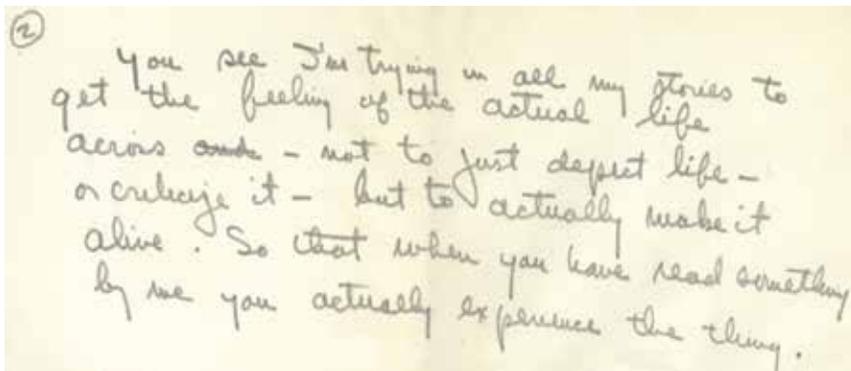
### Classroom Activities for High School

To enhance the learning experience of high school classes who visit the exhibit, a handout with activities helps students examine Hemingway's writing techniques. The following activities, adapted from the handout, can also help students explore the author's writing in the classroom using Hemingway's readily available published works.

#### ACTIVITY 1

**Objective:** Students will conduct close reading and analysis of Hemingway's writing based on his own stated literary goals.

1. With your students, examine this excerpt from a letter that the 25-year-old Hemingway wrote to his father, explaining his writing goals.



2. Ask students to look for brief excerpts from Hemingway's fiction that they believe do not "just depict life—or criticize it" but make it feel "alive." Have students select two examples, no longer than one to four sentences each.
3. For each example, students should provide an explanation of the techniques Hemingway used. They are encouraged to include as many techniques as they can identify, such as:
  - Using short sentences and simple phrases.
  - Eliminating superfluous words in descriptive text.
  - Using simple dialogue or sentences that reflect a deeper meaning than the words convey.

*"You see I'm trying in all my stories to get the feeling of the actual life across — not to just depict life — or criticize it — but to actually make it alive. So that when you have read something by me you actually experience the thing."*

Ernest Hemingway, letter to his father,  
March 20, 1925.



*Ernest Hemingway*

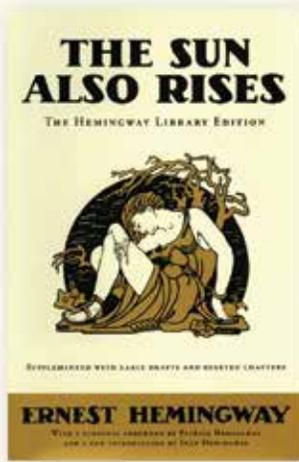
BETWEEN TWO WARS

JOHN F. KENNEDY PRESIDENTIAL  
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APRIL 11—DECEMBER 31, 2016  
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*Cut along the dotted lines to  
make your own bookmark!*

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## BOOKS BY ERNEST HEMINGWAY [1923–1940]

### NOVELS

*The Torrents of Spring*, 1926  
*The Sun Also Rises*, 1926  
*A Farewell to Arms*, 1929  
*To Have and Have Not*, 1937  
*For Whom the Bell Tolls*, 1940

### SHORT STORY COLLECTIONS

*Three Stories & Ten Poems*, 1923  
*In Our Time*, 1925  
*Men Without Women*, 1927  
*Winner Take Nothing*, 1933  
*The Fifth Column and the First  
 Forty-Nine Stories*, 1938

### NONFICTION

*Death in the Afternoon*, 1932  
*Green Hills of Africa*, 1935

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## Analyzing Hemingway's Work in Your Classroom *continued*

To model this activity with your own students, use the following excerpt from *The Sun Also Rises* to demonstrate an explanation of his methods:

*“The fiesta was really started. It kept up day and night for seven days. The dancing kept up, the drinking kept up, the noise went on. The things that happened could only have happened during a fiesta.”*

Explanations of techniques used in the excerpt might include:

- Use of simple repetition (ex. “kept up”) instead of descriptive adjectives to convey the experience of a boisterous week-long fiesta.
- Use of simple and non-specific language (ex. “things that happened”). By not explaining or elaborating, the reader is invited to imagine what “things” could have happened at the fiesta that do not usually occur in the more sober, quieter, everyday world.

### ACTIVITY 2

**Objective:** Students will draw a visual depiction of a scene in the natural world described by Hemingway.

A few good sources for applying this activity are the opening paragraphs of *A Farewell to Arms* and *For Whom the Bell Tolls*, as well as the beginning of the short story “Big Two Hearted River.”

1. In reading over a selected Hemingway passage, students should consider what images stand out from his writings, and what they would want to add to complete their picture.
2. After students have sketched out the scene, you might follow up with the questions:
  - What was most vivid to you in Hemingway’s depiction of the scene? Why was it most vivid?
  - What did you want to add to the picture to complete your interpretation of the scene? Why do you think Hemingway may have left out the details you have added?
3. If more than one student draws the same passage, have them compare what they sketched and consider the similarities and differences.

Both of these activities allow for students to analyze passages of their own choosing. However, you may prefer to present pre-selected excerpts. By completing one or both of these activities, students examine the choices Hemingway made in depicting the world as he wanted the reader to experience it. Through close analysis of the text, students not only become better readers, but also have an increased understanding of tools they may wish to incorporate in their own writing.

For information about related programming and classroom resources, visit [jfklibrary.org/hemingwayprograms](http://jfklibrary.org/hemingwayprograms). ★

**Hemingway first worked** for *The Kansas City Star* after graduating from high school and noted the influence of that experience on his writing.

*The Kansas City Star* rules for writing:

- ★ Use short sentences.
- ★ Use short first paragraphs.
- ★ Use vigorous English.
- ★ Avoid the use of adjectives.
- ★ Eliminate every superfluous word.

## Conference Stirs Excitement about History and Biography *continued*

the process of researching, discovering, puzzling out, and shaping a story about the past. For teachers, history then becomes something to do, not merely a collection of factual material to plant in children's minds as you would store things in an attic.

The authors took the stage for a panel discussion moderated by Mary Ann Cappiello, professor of language and literacy at Lesley University. Panelists recounted how they became involved in writing books for children. Other topics included the research process, the application of fiction techniques and poetic voice to nonfiction, and the challenges of writing about people who have been "left out of history books." **One takeaway** from the conversation that teachers might share with their students is the importance of finding some detail or aspect of your subject that you can strongly relate to. For example, Andrea Pinkney's discovery that Sojourner Truth had "size 12 feet" provided a key to telling her story. In writing a picture book about Muhammad Ali, Tonya Bolden wasn't able to identify with the boxing champ as an athlete but she could relate to him as an *artist*.

Attendees were clearly energized by both morning sessions. "The panel discussion was fascinating," commented one participant. "As a teacher, I walked away with an inspired view of how to teach nonfiction writing and how to inspire my students to read nonfiction texts in the future!"

PHOTO BY MATT GRIFFING



Panel discussion with (left to right): Mary Ann Cappiello, Tonya Bolden, Candace Fleming, Emily McCully, Andrea Pinkney.

Participants attended one of two afternoon workshops led by Myra Zarnowski and Mary Ann Cappiello. They also had a choice of two dialogues between authors. Emily McCully and Andrea Pinkney discussed picture books for younger readers, especially their use of illustrations. Candace Fleming and Tonya Bolden reflected on their books for older readers, focusing initially on a common subject—Abraham Lincoln—and shared their unique perspectives on his life and on the writing of the Emancipation Proclamation.

The conference concluded with a brief presentation on resources from previous conferences posted on the Library's web site. To find excerpts of talks by children's book authors at past conferences, go to [jfklibrary.org/profdev](http://jfklibrary.org/profdev). Excerpts from the 2016 conference will be available next fall. ★

## STUDENT SPOTLIGHT!



On April 28, 2016, the John F. Kennedy Presidential Library and Museum hosted a re-enactment of the 1963 March on Washington for Jobs and Freedom as part of the YWCA USA's annual *Stand Against Racism* campaign. Over 140 fourth-grade students, along with accompanying teachers and chaperones, from the Dever School in Dorchester, Massachusetts and the Merrymount School in Quincy, Massachusetts participated in the event. To prepare for the re-enactment, students from both schools worked in small groups to study one of the leaders of the 1963 March and rehearse an excerpt from his speech delivered at the Lincoln Memorial. Participants then staged their own 21st-century version of the historic event, filling the Library Pavilion with freedom songs and displaying signs they had made to express their hopes for justice today. The program concluded with an interview with University of Massachusetts Boston student Keturah Brewster, an organizer with Youth Jobs Coalition, who addressed the students' many questions about her efforts to achieve equal rights today.

On April 21, 2016, ninety-seven high school students and staff members from New England educational enrichment programs attended the annual *Student Leadership Conference* at the Kennedy Library. The program included theater and public speaking workshops centered on the theme of resilient leadership. Brown University senior Manuel Contreras delivered a keynote address about how he co-founded 1vyG: The Inter-Ivy, First-Generation Students Network to advocate for better support and access to resources for students who are the first in their family to attend college. Students also toured the Museum, participated in a simulation for setting national budget priorities, and wrote letters to President Obama. ★

## Minnesota Student Wins the 2016 Profile in Courage Essay Contest

Zhen Tu, a junior at Eagan High School in Eagan, Minnesota and winner of the 2016 *Profile in Courage Essay Contest*, credits her sophomore US history teacher Adam Copeland with igniting her interest in history. This, along with her love of writing, motivated her to enter the *John F. Kennedy Profile in Courage Essay Contest for High School Students* sponsored by the John F. Kennedy Library Foundation and generously supported by John Hancock. This national competition invites students from across the country to write an essay on the political courage of a US elected official. Tu's compelling and original essay on former US Senator Howard Baker of Tennessee was awarded first place among more than 2,000 submissions from students in all fifty states and Washington, DC.

In her essay, Tu describes the political courage of Howard Baker, who successfully forged a bipartisan effort to ratify the controversial 1978 Panama Canal treaties, while serving as Republican Senate Minority Leader. Republican leaders and the majority of Americans fiercely opposed the agreements signed by President Carter and Panamanian General Omar Torrijos. Baker paid a steep price for his unpopular stand when he lost his bid for the 1980 Republican nomination for president. Tu's winning essay is posted at [jfklibrary.org/essaycontest](http://jfklibrary.org/essaycontest).

Zhen Tu was honored during the Profile in Courage Award ceremony on May 1, 2016 at the John F. Kennedy Presidential Library and Museum in Boston, Massachusetts, and received a \$10,000 award. Her nominating teacher, Adam Copeland, received a John F. Kennedy Public Service grant of \$500 to encourage student leadership and civic engagement.

Participating teachers give the *Profile in Courage Essay Contest* high marks as an argumentative essay assignment or a research-based writing project. Tamara Scholz, nominating teacher of second-place winner Shelby Brainard from East View High School in Georgetown, Texas commented, "This contest by far has the clearest and most appropriate standards for [use] in high school English classrooms. It is one of the few that requires students to use documented research to support their own assertions... I am a huge fan of this contest and hope that I continue to have students enter and succeed for many years to come."

The 2017 *Profile in Courage Essay Contest* will open on September 1, 2016. The deadline for next year's contest is January 4, 2017. To access contest information, past winning essays, related standards, and curriculum materials, visit [jfklibrary.org/essaycontest](http://jfklibrary.org/essaycontest). ★



Al Hunt (left), Chair of the Profile in Courage Award Committee and Jack Schlossberg (right), grandson of John F. Kennedy, honor 2016 winner Zhen Tu at the Profile in Courage Award ceremony.



Cissy Baker (left), daughter of former US Senator Howard Baker, attended the Profile in Courage Award ceremony to honor her father's political courage and congratulate winner Zhen Tu.

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# Educational Engagement with Presidential Elections

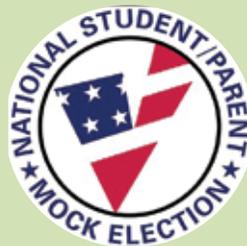
The John F. Kennedy Presidential Library and Museum offers educational programs and resources to engage students and teachers with the 1960 presidential campaign and the 2016 presidential race.

## ★ ★ ★ ★ ★ ★ ★ 2016 NATIONAL STUDENT/PARENT MOCK ELECTION ★ ★ ★ ★ ★ ★ ★

**Help your students experience the power of democracy!**

The John F. Kennedy Presidential Library and Museum will once again coordinate the *National Student/Parent Mock Election* for Massachusetts. This voter education program actively engages students in grades K-12 in state and national campaigns to emphasize the importance of voting and the power of their ballots.

As state coordinator, the Kennedy Library will distribute curriculum packets featuring candidates' biographies, their positions on the issues, and classroom activities. On Mock Election Day, students will vote for the candidate who best



represents them and their values. Teachers will report class results to the Kennedy Library, which will announce the overall results of the Mock Election for Massachusetts. Mock Election Day is Thursday, November 3rd.

Massachusetts educators may register by emailing [educationjfk@nara.gov](mailto:educationjfk@nara.gov). For more information, visit [jfklibrary.org/mockelection](http://jfklibrary.org/mockelection).

Educators outside of Massachusetts may sign up at [www.NationalMockElection.com](http://www.NationalMockElection.com). ★

### Elementary Guided Museum Program: Presidential Campaigns and Elections (Grades 4-5)

Engage your students in the 2016 race to the White House with a guided museum program. From launching a campaign to taking the oath of office, students investigate contemporary and archival photographs to learn about running for the office of president of the United States.



Students record and analyze the final results of the 1960 presidential race.

As they make their way to the White House, students use a game board to discover important information about the 1960 election. In a final discussion, students reflect on issues they hope will be addressed

by the next president of the United States. Includes pre- and post-visit curriculum materials and a teacher resource guide to *The President's Desk* interactive online exhibit.

For complete program details including learning objectives, MA Framework connections, and Common Core State Standards, as well as additional related resources, visit [jfklibrary.org/schoolvisits](http://jfklibrary.org/schoolvisits). ★

### Digital Resources for Your Classroom

Explore the Kennedy Library's "Digital Resources: Campaigns and Elections" and download primary sources and educational materials—from JFK's January 2, 1960 announcement of his candidacy to his inaugural address—to help bring the excitement and energy of the 1960 campaign and election into your classroom. All resources have recommended grade levels and are posted at [jfklibrary.org/campaignresources](http://jfklibrary.org/campaignresources). ★



Download this 1960 election game board and other materials at [jfklibrary.org/campaignresources](http://jfklibrary.org/campaignresources).

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considering a field trip to the  
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**Museum Hours**  
Daily, 9 a.m. to 5 p.m.  
Closed Thanksgiving,  
Christmas, and New Year's Day

**AMERICAN STUDIES SUMMER INSTITUTE** ★ July 11–22, 2016 ★ 8:30 a.m. to 12:30 p.m.

## A POLARIZED SOCIETY

### Understanding America's Fault Lines and Their Historical Roots

Join us this summer for an intensive two-week program of thought-provoking lectures and discussions led by distinguished scholars and guests from a variety of disciplines and with diverse perspectives.

The *American Studies Summer Institute*, an annual program

co-sponsored by the University of Massachusetts Boston American Studies Department and the John F. Kennedy Presidential Library and Museum, offers educators and graduate students the opportunity to explore in depth a topic drawn from American history, politics, culture, or social policy.

This year's program, held at the Kennedy Library, will focus on the origins and meanings of contemporary rifts in the U.S. polity. For more than two centuries, Americans have sought to reconcile the civic ideal of *E Pluribus*



*Unum*—out of many, one—with challenges to national unity posed by an increasingly pluralistic society.

The *Institute* will examine issues such as congressional deadlock, money in political campaigns, immigration reform/restriction, refugee crises, terrorism, religious intolerance, racism

and the Black Lives Matter movement, American military interventionism abroad, “family values” debates, gun control, and the growing disparities between the rich and poor.

**Registration deadline extended to June 20, 2016.**

To register, download a registration form at [jfklibrary.org/summerinstitute](http://jfklibrary.org/summerinstitute). For further information, please call the Kennedy Library Department of Education and Public Programs at 617.514.1647. ★

*Additional support for the John F. Kennedy Presidential Library and Museum's history and civic education programs is provided by:*