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Franklin Delano Roosevelt's historical representation within children's and young adult literature

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Social Studies Research and Practice

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Article information:

To cite this document:

John H. Bickford, Megan Lindsay, (2017) "Franklin Delano Roosevelt's historical representation within children's and young adult literature", Social Studies Research and Practice, Vol. 12 Issue: 2, pp.125-138, <https://doi.org/10.1108/SSRP-04-2017-0012>

Permanent link to this document:

<https://doi.org/10.1108/SSRP-04-2017-0012>

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Franklin Delano Roosevelt's historical representation within children's and young adult literature

Children's and
young adult
literature

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Abstract

Purpose – Education initiatives require substantive changes for history, social studies, English, and language arts teachers of any grade level. History and social studies teachers are to integrate multiple texts from diverse perspectives, which increases teachers' uses of trade books and primary sources; English and language arts teachers are to spend half their allotted time on non-fiction topics, which enhances the position of historical content. The compulsory changes are not accompanied with ready-made curricula. Trade books are a logical starting point for teachers inexperienced with the new expectations, yet, research indicates that historical inaccuracies and misrepresentations frequently emerge. The paper aims to discuss these issues.

Design/methodology/approach – The authors' inquiry explored trade books' historical representation of Franklin Delano Roosevelt, America's longest serving president. The data pool was organized by early grades (Kindergarten-4), middle grades (5-8), and high school (9-12) to contrast patterns of representation between and within grade ranges.

Findings – Findings included patterns of representation regarding Roosevelt's noteworthiness and accomplishments, advantages and assistances, and moral and political mistakes.

Social implications – Classroom suggestions included guiding students to identify historical gaps and interrogate primary sources to fill these gaps.

Originality/value – Similar research has not been conducted on this historical figure.

Keywords Children's trade books, Franklin Roosevelt, Historical representation, Informational texts, Primary sources, Young adult literature

Paper type Research paper

Citizens in democracies all over the world regularly cast votes to peaceably elect or remove candidates. The long, distinguished civic history of the USA is an example. While historians and political scientists would not likely agree on the most consequential president, Franklin Delano Roosevelt would certainly be considered and not simply because he is America's longest serving and only four-term president. Roosevelt was first elected President soon after the Great Depression started, died shortly before the Second World War's end, and changed the country and world in the process. Franklin Roosevelt's lesser known achievements surpass those of most other presidents and are too numerous to list; his figurative fingerprints abound in contemporary America (Hendrickson, 2005; Howard and Pederson, 2003; Pederson, 2011). Domestically, Roosevelt impacted the economy through small business loans, Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and banking regulation. African-Americans applauded the desegregation of military-based occupations. Workers and their families valued child labor laws, labor union rights, 40-hour work weeks, disability insurance, fair employment practices, minimum wage, social security, farm subsidies, and unemployment insurance. Artists appreciated grants for public art. The GI Bill forever changed both individual soldiers' lives after the Second World War and student populations on college and university campuses. Federal school lunch programs shaped public schools; these programs were previously supported only by states

Social Studies Research and
Practice
Vol. 12 No. 2, 2017
pp. 125-138

© Emerald Publishing Limited
1933-5415
DOI 10.1108/SSRP-04-2017-0012

and local municipalities. Roosevelt's soil conservation laws, 65 national parks, and numerous monuments shifted the relationship between federal government and the environment. Roosevelt foundationally strengthened America through, to name but a few, the Federal Communications Commission, the Works Progress Administration, 650 million miles of roads, 78,000 bridges, two billion trees planted, rural electrification, and the Tennessee Valley Authority. Roosevelt's March of Dimes sparked new expectations for federal response to disease. Internationally, Roosevelt ensured America's economic and military superpower status as he led a coalition – while placating, manipulating, and surveilling allies and enemies alike – to defeat the Axis and envisioned a transnational military and judicial body, the United Nations (Jenkins, 2003; Persico, 2001; Schlesinger, 1957, 1958, 1960; Stafford, 1999; Young *et al.*, 2001). Critics and supporters agree with the notion that Roosevelt consequentially shaped America and the world (Jenkins, 2003; Lash, 1971; Schlesinger, 1957, 1958, 1960). Remarkably, he did so from a wheelchair due to polio. Franklin Roosevelt, like any person, had assistance, shortcomings, and failings.

Assistance to Franklin Roosevelt flowed from various sources and took numerous forms. Roosevelt's mother, Sara, was unflagging in her financial and emotional support. Additionally, myriad advisors and assistants contributed to his accomplishments (Cook, 1992, 1999; Pottker, 2005). Two of many were Louis Howe, his advisor, and Eleanor Roosevelt, his wife. Howe devoted the better part of his life to Roosevelt, even at the expense of Howe's own family (Cook, 1992, 1999). Eleanor Roosevelt assisted more than most vice presidents and certainly more than any First Lady before or after (e.g. Beasley, 2010; Cook, 1992, 1999, 2016; Lash, 1964, 1971; O'Farrell, 2011). A substantial number of Roosevelt historians characterize his time in office as a shared presidency, whereby President Roosevelt pragmatically focused on tasks that could be realistically accomplished while Mrs Roosevelt idealistically initiated proposals that should be enacted (e.g. Beasley, 2010; Goodwin, 1995; Pederson, 2011; Provizer, 2011). Eleanor Roosevelt, Louis Howe, and Sara Roosevelt contributed mightily and in diverse ways to President Roosevelt's accomplishments, which surpassed, but did not correct, his conspicuous weaknesses and shortcomings.

Franklin Roosevelt had one particularly extended moral transgression, his decades-long affair with Lucy Mercer (later, Rutherford) that emerged and faded at times (Lash, 1964, 1971; Persico, 2009; Pottker, 2005). Eleanor Roosevelt's discovery of the relationship irrevocably altered, but did not end, their marriage. The relationship between President and Mrs Roosevelt became more of a partnership, initially held by mutual interests and later with respect (Cook, 1999, 2016; Lash, 1964, 1971; Pottker, 2005). Roosevelt's ethical missteps cannot be ignored if his leadership is to be praised.

President Roosevelt's initiatives launched and sometimes failed, while others failed to launch, and still others, with the benefit of hindsight, should have never been launched. The Judicial and Legislative branches, for instance, frequently questioned the constitutionality of Roosevelt's initiatives and curbed his overreaches. The National Recovery Administration (NRA) and the Judicial Procedures Reform Bill of 1937 are two examples of Judicial and Legislative curtailments. The former was (unanimously) ruled unconstitutional by the Supreme Court and the latter, his attempt to reshape the Supreme Court to obtain more favorable rulings, lapsed in the Senate (Parrish, 2002; Savage, 1991; Segal *et al.*, 1995). Roosevelt also erred on initiatives he enacted and failed to enact, which can largely be attributed to his ever-conscious attention to perception and political implication (Hendrickson, 2005; Howard and Pederson, 2003; Jenkins, 2003; Pederson, 2011). To note a few dubious initiatives and non-actions, Roosevelt refused to intervene to prevent lynching in the South, interned law-abiding citizens of Japanese ancestry and their relatives for the duration of the war, refused entry to European Jews fleeing Hitler prior to the war, and failed to take substantive steps to halt or slow the industrial genocide that would later be termed the Holocaust (Goodwin, 1995; Hareven, 1968; Jenkins, 2003). It would be

meaningful to consider how Roosevelt's prominent, and complicated, historical position is translated into trade books, an increasingly common curricular resource.

We explore how President Franklin Delano Roosevelt is historically represented in trade books intended for early grades (Kindergarten-4), middle grades (5-8), and high school grades (9-12). Our inquiry centered on how authors targeting different grade levels characterized Roosevelt's dispositions and deeds, his family's wealth and social prominence, the assistance he obtained, the problems – both self-created and beyond his control – he overcame, and his presidency's successes and shortcomings. Authors of children's and young adult literature cannot employ historians' detail, yet fables neglecting imperfections are not representative history. Educators should be aware of what is described in detail, minimized to an extent where meaning is compromised, misrepresented, or omitted entirely. History-based trade books, at times, misrepresent with problematic word choices or disregard relevant historical aspects. We were not able to identify previous scholarly inquiries into the historical representation of President Franklin Delano Roosevelt within trade books. Education initiatives make such inquiries essential for various reasons.

First, education initiatives require students beginning in primary elementary grades to read multiple, diverse texts in social studies and history and more non-fiction in English and language arts (National Council for the Social Studies (NCSS), 2013; National Governors Association Center for Best Practices and Council of Chief State School Officers (NGA and CCSSO), 2010). The stipulations compel substantive change for social studies and English, which have been largely synonymous with, respectively, a single textbook and the fiction genre (McMurrer, 2008). Students in both curricula are to scrutinize diverse viewpoints of the same historical event, era, or figure (NCSS, 2013; NGA and CCSSO, 2010). Trade books are a low-cost alternative to an expensive textbook with a single narrative that cannot meet the needs of students with diverse reading abilities.

Second, the education initiatives do not guide teachers toward (or away from) any particular curricular materials (NCSS, 2013; NGA and CCSSO, 2010; Sapers, 2015). While there are at least three-dozen trade books about Franklin Roosevelt, teachers can ascertain relatively little prior to purchase. Online summaries are short, reviews are subjective, and both are possibly written by non-experts or those with a vested interest, like authors and editors. Publishers report trade books' specific reading level, content coverage, and perhaps degree of graphic content, yet, there is no measure of each book's historical accuracy and representation.

Third, President Roosevelt's accomplishments are prominent, anomalous, and can potentially appear in various curricula in numerous grades. He could be included in any twentieth century social studies, history, or civics course at any grade level. Roosevelt could also appear in English language arts (ELA), as half of all content must be non-fiction. Elementary and middle level ELA sometimes include relevant content on or around specific days or periods, like Presidents Day (February) and National Disability Awareness Month (October), either of which would be a logical place for Roosevelt's inclusion.

For these and other reasons, it is necessary to consider what trade books include and disregard, how trade books celebrate Roosevelt's accomplishments, and both if and how trade books recognize his shortcomings. It is not necessary to engage in historiographical quibbles, like if his wartime espionage established precedents that would embolden subsequent leaders' unconstitutional actions (Persico, 2001; Stafford, 1999), or historical tangents, like Roosevelt's lifelong interest in and conservationist devotion to trees (Brinkley, 2016). The focus should be on content most teachers would view as age-appropriate and most historians would consider essential: Roosevelt's family wealth and familial prominence; his illness, disability, and its impact on his life; the diverse support he received; the successes (and failures) of his economic, social, political, and military initiatives; and his personal dispositions and transgressions.

Method

Qualitative content analysis research methods were used throughout the study (Krippendorff, 2013; Maxwell, 2010). In determining the research pool, the largest current trade book publishers and distributors were explored (Amazon; Barnes and Noble; Booksource; Scholastic) and all trade book titles centering on Franklin Roosevelt were collected. It was immediately apparent that relatively few children's and young adult books focused entirely on Roosevelt ($n = 32$) in comparison to comparable studies (Bickford, 2015; Bickford and Rich, 2014a, b; Bickford and Schuette, 2016; Sakowicz, 2016). The intended audience was determined through triangulation of Advantage/TASA Open Standard (Milone, 2014), Lexile (Lennon and Burdick, 2004), Grade Level Equivalent (Manna, n.d.), and Developmental Reading Assessment (Pearson, n.d.). This was a necessary step to consider how patterns of representation differed in trade books targeting early grades (K-4), middle grades (5-8), and high school (9-12) students. Similarly sized samples ($n = 6$) were selected to represent every grade-range, which combined to be more than half the total pool ($n = 18/32$; 56 percent) (Data Pool References). A larger sample size was sought, yet, there were only six early grades trade books; all early grades trade books were selected and matching sizes of middle grades and high school trade books were randomly chosen. Despite the seemingly smallest pool of empirical research about history-based trade books, this organization enabled juxtaposition of various authors' historical representation of Roosevelt in trade books targeting distinctly different grade levels.

To determine patterns and anomalies, open coding and axial coding were utilized. During open coding, each reviewer individually read and recorded observations. Open coding enabled each reviewer to separately survey what was included and excluded. After reading all books, the reviewers shared, combined, and condensed observations into tentative, testable codes. To determine the presence (or absence) of content, reviewers engaged in axial coding analysis as they independently reread each book. An adult writer might include information that a young reader might not fully grasp, so attention was paid to how content was included. Distinctions were made between explicitly detailed historical content and vaguely included or minimized historical content. Expectations for age-appropriate detail increase as students grow; age-appropriate levels of detail for elementary students are different from age-appropriate levels of detail for high school students (NCSS, 2013; NGA and CCSSO, 2010). To be deemed explicit and detailed (ED), an early grades book needed two or more sentences, a middle grades book needed four or more, and a high school book needed eight or more sentences. To be judged as having minimized or vague (MV) content, an early grades book needed the content recognized but in less than two sentences or in indefinite ways that an early grades student might find unclear; middle grades and high school books that included the content in less than, respectively, four and eight sentences or with nebulous descriptions were appraised as MV. This enabled juxtaposition of patterns of historical representation and age-appropriate levels of detail both between and within different age-ranges of books. This progressive scale of age-appropriate detail was both necessary to contrast different age-ranges of books and seemingly innovative for content analysis of history-based trade books (e.g. Bickford, 2015; Bickford and Schuette, 2016; Connolly, 2013; Schmidt, 2013; Schwebel, 2011). New patterns did not emerge during the axial coding reading, which enabled the reviewers to finalize the Content Analysis Tool (Appendix 1). The steps to generate empirical findings align with best practice for content analysis research. Multiple readings and modification to the content analysis tool are essential due to the veiled nature and ubiquity of historical misrepresentations (Krippendorff, 2013; Maxwell, 2010).

Findings

The data pool, as mentioned previously, included three smaller, equal-sized samples. These samples were organized by early grades ($n = 6$; 33 percent), middle grades ($n = 6$; 33 percent),

and high school ($n = 6$; 33 percent), which are the established age-ranges within the social studies (NCSS, 2013). The three samples enabled consideration of how the trade books’ intended audience shaped their representation of Franklin Roosevelt. The non-fiction genre denotation likely encourages teachers to expect authors to achieve age-appropriate levels of historical accuracy and representation (Heafner and Groce, 2007; Lucey *et al.*, 2014; McMurrer, 2008). The intended reader’s age-range largely shaped trade books’ representation of Roosevelt’s noteworthiness and accomplishments, advantages and assistances, and mistakes, both moral and political. These matters form the basis for the subsequent subsections.

Noteworthiness and accomplishments

All the reviewed trade books explicitly described five attributes and accomplishments in detail. These were that Roosevelt was the nation’s only four-term president; he ably confronted the Great Depression through various economic and social initiatives; his leadership guided the nation and its allies to the precipice of victory during a world war; his polio affliction limited his movement and largely detained him to a wheelchair, but did not thwart him; and, lastly, Roosevelt’s notable dispositions and exemplary leadership skills facilitated his accomplishments. Every trade book, whether intended for an early grades or high school student, explicitly described in age-appropriate ways these five noteworthy individual elements and accomplishments. Since expectations for length and detail increased with the grade ranges, writers conveyed content with an appropriate amount of detail so a child in the targeted age-range would most likely grasp its historical significance.

The trade books were not uniform in their historical representation of Roosevelt’s specific economic strategies, social policies, and military accomplishments. When viewing the end result, most historians largely view each variable as either an accomplishment or at least an improvement (Hendrickson, 2005; Howard and Pederson, 2003; Pederson, 2011; Young *et al.*, 2001). The USA was in the grip of the largest, longest economic depression to date. Roosevelt’s multifaceted initiatives stimulated and sustained the economy. His social policies, whether through laws curtailing child labor, establishing minimum wages and social security, or desegregating industries supporting the military, touched most every citizen and demographic element in some way. While Roosevelt did not live to see the Second World War’s end, his political maneuverings prior to America’s entry into the war and decisive leadership upon entry positioned the USA and its allies for a decisive win in a multi-front war. It would be difficult to characterize any element as unimportant. The trade books, as can be seen in Table I, expanded on Roosevelt’s economic and military successes far more than his social accomplishments.

Trade books described Roosevelt’s economic and military accomplishments in more detail than his social policies. Most trade books in all grade ranges ($n = 14$; 78 percent) explicitly detailed two or more Roosevelt’s economic and military accomplishments, yet three books (17 percent) minimized or vaguely represented Roosevelt’s economic and military accomplishments (Calkhoven, 2011; Krull, 2011; Weingast, 1952) and one book (6 percent)

	Economic strategies			Military successes			Social policies		
	ED	MV	OE	ED	MV	OE	ED	MV	OE
Early grades	4	2	0	3	3	0	4	1	1
Middle grades	6	0	0	5	1	0	3	3	0
High school	6	0	0	5	1	0	3	3	0

Notes: ED denotes books that were explicit and detailed; MV signifies books that were minimized or vague; OE represents books that omitted entirely all content. See Methods for details on each denotation

Table I.
The historical
representation of
Roosevelt’s economic,
military, and
social policies

did not explicitly detail any element (Barchers and Ruscoe, 2008). While details about specific trade books are included within Table AI, more early grades trade books described Roosevelt's social policies in greater detail than middle grades and high school books. In other words, Roosevelt's social policies had a more prominent position in the early grades books than in middle grades or high school books. No historical inaccuracies were detected, yet, the non-fiction trade books did not thoroughly represent each relevant aspect. Conspicuous patterns of misrepresentation emerged during consideration of the advantages and assistances Roosevelt was given at birth and accepted throughout his life.

Advantages and assistances

Franklin Roosevelt benefited dramatically, as historians report (Jenkins, 2003; Lash, 1971; Schlesinger, 1957, 1958, 1960), from being born to a wealthy family whose heritage was as prominent as any American family. Family money and name provided incalculable privileges with manifold positive implications. As with fiscal and familial benefits, various people also provided innumerable assistance. His mother, Sara Delano Roosevelt, doted on young Franklin and remained deeply invested, socially, emotionally, and financially, until the end of her life in 1941 during his third term. Eleanor Roosevelt, wife and proxy, was either at his side or traveling to forward their mutual agenda. Louis Howe, perhaps more than anyone, was both omnipresent and attentive to Roosevelt's needs and wants until Howe's death in 1936. Howe's family came second to Roosevelt's ambitions and intents (Cook, 1992; Lash, 1964, 1971; Pottker, 2005). These five sources of privilege and support, family wealth, family name, Sara Delano Roosevelt, Eleanor Roosevelt, and Louis Howe, were consequential in Roosevelt's life but not similarly represented in the trade books (Table II).

While details about specific trade books are included within Table AI, clear and meaningful patterns emerged. Both early and middle grades trade books acknowledged individuals' assistance to Roosevelt far less than Roosevelt's socio-economic and familial advantages. It would be reasonable to speculate that early grades trade books did not credit numerous names to not overwhelm the intended readers; that does not, however, excuse the palpable pattern of misrepresentation within middle grades trade books. Preadolescent students, ages 10-14, can be expected to learn the names of historically meaningful individuals and their contributions. More so than simply disregarding credit or erasing contribution, failing to acknowledge and detail Roosevelt's advantages and assistances places all recognition on Roosevelt, which can mislead students. Omission of Roosevelt's advantages and his assistants' contributions positions young learners – bereft of vast historical background – to give more credit than is due. Roosevelt's presidential accomplishments and the obstacles he surmounted arguably rival any president, but he did not act alone. He was not destined to be president, but had advantages and privileges that enabled his ascendancy; he was not predestined for presidential success as various supporters contributed to his successes.

Table II.
The historical representation of Roosevelt's advantages and assistances

	Family money			Family name			S. Roosevelt			E. Roosevelt			L. Howe		
	ED	MV	OE	ED	MV	OE	ED	MV	OE	ED	MV	OE	ED	MV	OE
Early grades	4	2	0	3	1	2	2	2	2	2	3	1	1	1	4
Middle grades	5	1	0	4	0	2	3	0	3	3	3	0	2	2	2
High school	6	0	0	5	1	0	6	0	0	6	0	0	6	0	0

Notes: ED denotes books that were explicit and detailed; MV signifies books that were minimized or vague; OE represents books that omitted entirely all content. See Methods for details on each denotation

Two common historical misrepresentations, omission and presentism, appear in the above pattern manifest within early and middle grades trade books (Bickford and Rich, 2014a, b). The omission of Roosevelt's assistances and advantages contributes to the presentist belief that his fate was ordained. Roosevelt, clearly, was exceptional and only a harsh critic could consider his accomplishments less than heroic, but he did not act alone and his programs were not initiated in isolation. Teachers, especially in the early and middle grades, could benefit from awareness of content the trade books overlooked or vaguely minimized.

Mistakes, both moral and political

Franklin Roosevelt, like everyone, was not without character flaws or regrettable mistakes. His decades-long affair caused heartache and had lasting repercussions (Cook, 1992; Lash, 1964, 1971; Pottker, 2005). As a sitting president, he was, at times, rebuked by both the legislative and judicial branches and criticized for both curtailing civil liberties of Japanese-Americans and for nonintervention in Southern lynching. He also is posthumously questioned for seeming indifference to Adolf Hitler's victims (Hendrickson, 2005; Howard and Pederson, 2003; Jenkins, 2003; Parrish, 2002; Pederson, 2011; Savage, 1991; Segal *et al.*, 1995). Roosevelt's position as president compelled various decisions, which elicited questions, critiques, and rebukes. Distinct patterns of (mis)representation emerged in trade books as some incorporated, and many ignored, Roosevelt's complicated history. Patterns are reported in Table III.

More trade books, regardless of the intended audience, omitted Roosevelt's moral transgressions ($n = 11$; 61 percent) than included them in any way. Half of the biographies intended for high school students failed to mention any. Similarly, just over a third of trade books ($n = 7$; 39 percent) explicitly detailed Roosevelt's political mistakes. The cumulative effect of the vague minimization, or blatant disregard, of Roosevelt's faults contributes to the myth of a mistake-free man.

Heroification, dependent upon omission, is the resultant corollary for young students bereft of deep historical background when Roosevelt's faults, indecisions, and missteps are disregarded or minimized (Bickford and Rich, 2014a, b). Heroification and omission are two common historical misrepresentations and act in concert in this context. The omission of Roosevelt's missteps positions young readers to assume he single handedly altered history; Roosevelt's faults and lapses need not be foregrounded, but heroification emerges when all negative matters are omitted. Trade books' oversights do not, however, prevent their curricular use in classrooms.

Discussion

The new education initiatives require curricular adjustments. Trade books, for various reasons, are a logical curricular resource for teachers. Research indicates, however, that non-fiction trade books for oft-included historical figures are unreliable, but only when one expects to rely on a singular curricular resource. Education initiatives impacting social studies, history, civics, English, reading, and language arts teachers, though, prescribe that

	Moral transgression			Political mistake		
	ED	MV	OE	ED	MV	OE
Early grades	1	1	4	0	3	3
Middle grades	2	0	4	3	1	2
High school	3	0	3	4	2	0

Notes: ED denotes books that were explicit and detailed; MV signifies books that were minimized or vague; OE represents books that omitted entirely all content. See Methods for details on each denotation

Table III.
The historical
representation of
Roosevelt's mistakes,
moral and political

teachers employ multiple and diverse texts in every curricular unit to compel evaluation of divergent perspectives (NCSS, 2013; NGA and CCSSO, 2010). Far from limited by the historical misrepresentations within their selected trade book, teachers are encouraged to use rich and engaging primary sources to fill the gaps. While educators can employ a variety of approaches, two elements are likely necessary: students' cognizance of the historical gaps and teachers' labor to fill the historical gaps.

First, teachers must position students to recognize historical misrepresentations within the trade book. Task students with scrutinizing a text for what is included, how it is included, and what is omitted. To do so, adapt and use the Content Analysis Tool (Appendix 1). Students may perceive it as a reading prompt and teachers will consider it as a framework to historicize Roosevelt. Doing so compels evaluation of comprehended content as opposed to simply comprehension (Anderson and Krathwohl, 2001). Students, whether in second, 7th, or 12th grade, will likely approach the questions with confidence, assuming all they must do is read carefully to find an answer. Students' search for answers (only some of which can be found) will likely spark confusion about the absent answers and curiosity about why they were missing. Confusion and curiosity are effective catalysts for interest and inquiry (Barton, 1996; Bickford and Bickford, 2015). Students, then, will be appropriately prompted for exploration, the next step.

Second, students' exploration begins with a felt need to remedy questions left unanswered and swells during investigation of various primary sources. Students can be guided with scaffolding to facilitate analyses like detectives exploring for clues to reconstruct a scene or an attorney interrogating a hostile witness (e.g. Austin and Thompson, 2015; Loewen, 2010; Monte-Sano *et al.*, 2014; Nokes, 2011; Seixas and Morton, 2012; Wineburg *et al.*, 2011). Text-based primary sources, like devotees' letters to Roosevelt and newspapers' editorials, can demonstrate his various social, economic, political, and military successes. Audiovisual primary sources, like oppositional politicians' speeches, can exhibit the wrath he faced from both respectful challengers and angry antagonists. Visual sources, such as photographs and posters, are perhaps the most accessible for the youngest students. Pick a minimized topic or an omitted subject, whether it is the instances of tangible support Roosevelt received, the successes (and failures) of his economic, social, and military initiatives, and any dispositions and transgressions warranting compliments or criticisms. There are apt and readily accessible sources. The video documentary with complementary primary sources *American Experience: Franklin Roosevelt and the digital warehouses of Library of Congress: American Memory and the Franklin Delano Roosevelt Library's Digital Collection* contain extensive resources. The Eleanor Roosevelt Papers Project has countless videos and primary sources positioning the two Roosevelts in the depths of the Great Depression, crafting and implementing the New Deal, addressing race relations during the Great Depression, confronting the realities and brutalities of the Second World War, and even witnessing the Lucy Mercer (Rutherford) affair. The previous suggestions are representative and illustrative but by no means comprehensive. Documents written by and intended for adults almost a century ago may seem dubious for early and middle grade classrooms, but visual sources are instantly accessible and text-based sources can be easily adjusted for length and complexity while maintaining original intent (Monte-Sano *et al.*, 2014; Wineburg and Martin, 2009; Wineburg *et al.*, 2011).

Our research addressed a perceived gap about how one of the most important twentieth century figures is represented within a common curricular resource for teachers. The representative, randomly selected data pool of early grades, middle grades, and high school trade books enabled analysis of historical representation and comparison of findings within and between grade-ranges. The changing expectations for teachers enhance the importance of this research because SSH and ELA teachers of all grade levels are more likely to use trade books.

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Appendix 1. Content Analysis Tool

- (1) Genre: (A) historical fiction or (B) non-fiction.
- (2) Expected age/grade of the reader: (A) primary elementary (K-2) (B) intermediate elementary (3-5) (C) middle level (6-8), or (D) high school (9-12).
- (3) How did the author represent Roosevelt's dispositions, attitude, motivation, and behavior?
- (4) How did the author contextualize the wealth and prominence of Roosevelt's family in both society and American history?
- (5) How did the author characterize Roosevelt's affliction with polio?
- (6) How did the author characterize Roosevelt's mother and his mother's financial support?
- (7) How did the author characterize Eleanor Roosevelt's contributions and social activism?
- (8) How did the author characterize Louis Howe's contributions?
- (9) How did the author characterize Roosevelt's economic policies, both successes and failures?
- (10) How did the author characterize Roosevelt's social policies, both successes and failures?
- (11) How did the author characterize Roosevelt's military policies, both successes and failures?
- (12) How did the author characterize Roosevelt's moral transgressions?
- (13) How did the author characterize Roosevelt's political failures and failures to act?

Appendix 2

Author name and year	Age range	Family wealth	Family status	Sara Roosevelt	Eleanor Roosevelt	Louis Howe
Barchers and Ruscoe (2008)	EG	VM	OM	OM	OM	OM
Bardhan-Quallen (2007)	MG	GD	GD	GD	VM	VM
Burgan (2002)	EG	GD	OM	OM	VM	OM
Calkhoven (2011)	MG	VM	OM	OM	VM	OM
Caplan (2006)	EG	VM	GD	VM	VM	VM
Doak (2002)	EG	GD	VM	GD	GD	OM
Feinberg (1981)	MG	GD	GD	OM	VM	VM
Freedman (1990)	MG	GD	GD	GD	GD	GD
Johnson (1967)	HS	GD	GD	GD	GD	GD
Krull (2011)	EG	GD	GD	VM	VM	OM
Kudlinski (2003)	EG	GD	GD	GD	GD	GD
McJinsey (2000)	HS	GD	GD	GD	GD	GD
Merriam (1952)	HS	GD	GD	GD	GD	GD
Panchyk (2007)	MG	GD	GD	GD	GD	GD
Schuman (1996)	HS	GD	GD	GD	GD	GD
Smith (1995)	MG	GD	OM	OM	GD	OM
Spies (1999)	HS	GD	VM	GD	GD	GD
Wengast (1952)	HS	GD	GD	GD	GD	GD
Barchers and Ruscoe (2008)	Economic policies	Social policies	Military policies	Moral mistakes	Political mistakes	
Bardhan-Quallen (2007)	VM	OM	VM	OM	OM	
Burgan (2002)	GD	GD	GD	OM	OM	
Calkhoven (2011)	GD	GD	GD	OM	VM	
Caplan (2006)	GD	VM	VM	OM	OM	
Doak (2002)	GD	GD	VM	GD	OM	
Feinberg (1981)	GD	VM	GD	OM	VM	
Freedman (1990)	GD	GD	GD	GD	VM	
Johnson (1967)	GD	VM	GD	GD	GD	
Krull (2011)	VM	VM	GD	OM	GD	
Kudlinski (2003)	GD	GD	GD	OM	VM	
McJinsey (2000)	GD	GD	GD	GD	GD	
Merriam (1952)	GD	VM	GD	OM	VM	
Panchyk (2007)	GD	GD	GD	GD	GD	
Schuman (1996)	GD	GD	GD	GD	GD	
Smith (1995)	GD	VM	GD	OM	GD	
Spies (1999)	GD	GD	GD	GD	GD	
Wengast (1952)	GD	VM	VM	OM	VM	

Table AI.
Content analysis
results

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