

# Imagine...Roosevelt as a child!!

## Personalities of Key Historical Figures

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### Lesson Plan Summary

This lesson is designed to introduce students to key figures in American History of the 20<sup>th</sup> century. Students will gain a broader understanding of the key figures through research and development of a fictional short story about the chosen key figure.

### Objectives:

Create a fictional childhood story about a key figure in 20<sup>th</sup> Century American History. Students must research the person and base their short story on factual information about the person.

Florida Sunshine State Standards as follows:  
SS.A.1.3.1 SS.A.1.3.2 SS.A.5.3.2 LA.A.2.3.6 LA.2.3.8

**Historical Time Period:** 20<sup>th</sup> Century

**Grade Levels:** Middle and High School

### Materials/Resources Needed:

- List of Key Historical Figures
- Student access to biographies or autobiographies
- Internet access (at home or in school)
- Copies of the Personality Profile

### Lesson Time:

### Lesson Procedures:

1. Select a Key Figure from 20<sup>th</sup> Century U.S. History (The students can chose from a teacher provided list or choose on their own).

Examples:

J. Edgar Hoover  
Franklin Roosevelt  
John F. Kennedy  
Nancy Reagan  
George W. Bush  
Laura Bush  
Harry Truman  
Elvis  
Wright Brothers  
Marilyn Monroe

Teddy Roosevelt  
Eleanor Roosevelt  
Ronald Reagan  
George H.W. Bush  
Barbara Bush  
Richard Nixon  
Babe Ruth  
Jackie Robinson  
Amelia Earhart  
Al Capone

2. Conduct Research:

Read autobiographies and biographies, search the internet for news reports such as newspaper and magazine articles and images.

3. Create a bibliography of all sources of information.  
(Do not use Wikipedia or Wikianswers as a source)
4. Complete a personality profile for the key figure you have chosen.
5. Write an intent paragraph stating who the key figure you chose is and explaining why you chose the person and how they impacted U.S. History in the 20<sup>th</sup> century.
6. Create a fictional short story based on the childhood of the key figure you chose. You can create the events, but all events must be historically accurate for the time period and place they grew up and they must fit the personality of the person.

**Assessment:**

The personality profile, intent paragraph, and fictional short story serves as the assessment.

| <b>Requirement</b>           | <b>Description</b>  | <b>Points Possible</b> |
|------------------------------|---|------------------------|
| <b>Personality Profile</b>   | Completed profile on the same key figure the story is written about   | 20                     |
| <b>Intent Paragraph</b>      | Why the person was chosen, his/her impact on U.S. History, free from major spelling or grammatical errors               | 20                     |
| <b>Childhood Short Story</b> | Historically accurate, key figure in U.S. History, fits the personality, free from major spelling or grammatical errors | 50                     |

## Historical Key Figure Personality Survey

**Directions:** For each row, check the characteristic that most fits the personality of your Key Figure. Once you have completed all the rows, count the number of checks in each column. The column with most checks is the Personality Type your Key Figure falls into. Read the Personality type description of the Key Figure; keep this in mind when creating your short story.

| A  | B  | C  | D                                      |
|--|--|--|--|
| <input type="checkbox"/> Likes Control   | <input type="checkbox"/> Enthusiastic    | <input type="checkbox"/> Sensitive       | <input type="checkbox"/> Consistent    |
| <input type="checkbox"/> Confident       | <input type="checkbox"/> Visionary       | <input type="checkbox"/> Calm            | <input type="checkbox"/> Reserved      |
| <input type="checkbox"/> Firm            | <input type="checkbox"/> Energetic       | <input type="checkbox"/> Non-demanding   | <input type="checkbox"/> Practical     |
| <input type="checkbox"/> Likes Challenge | <input type="checkbox"/> Promoter        | <input type="checkbox"/> Enjoys Routine  | <input type="checkbox"/> Factual       |
| <input type="checkbox"/> Problem Solver  | <input type="checkbox"/> Mixes Easily    | <input type="checkbox"/> Relational      | <input type="checkbox"/> Perfectionist |
| <input type="checkbox"/> Bold            | <input type="checkbox"/> Fun-loving      | <input type="checkbox"/> Adaptable       | <input type="checkbox"/> Detailed      |
| <input type="checkbox"/> Goal Driven     | <input type="checkbox"/> Spontaneous     | <input type="checkbox"/> Thoughtful      | <input type="checkbox"/> Inquisitive   |
| <input type="checkbox"/> Strong-willed   | <input type="checkbox"/> Likes new ideas | <input type="checkbox"/> Patient         | <input type="checkbox"/> Persistent    |
| <input type="checkbox"/> Self-reliant    | <input type="checkbox"/> Optimistic      | <input type="checkbox"/> Good Listener   | <input type="checkbox"/> Sensitive     |
| <input type="checkbox"/> Persistent      | <input type="checkbox"/> Take Risks      | <input type="checkbox"/> Loyal           | <input type="checkbox"/> Accurate      |
| <input type="checkbox"/> Takes Charge    | <input type="checkbox"/> Motivator       | <input type="checkbox"/> Even Keeled     | <input type="checkbox"/> Controlled    |
| <input type="checkbox"/> Determined      | <input type="checkbox"/> Very Verbal     | <input type="checkbox"/> Gives in        | <input type="checkbox"/> Predictable   |
| <input type="checkbox"/> Enterprising    | <input type="checkbox"/> Friendly        | <input type="checkbox"/> Indecisive      | <input type="checkbox"/> Conscientious |
| <input type="checkbox"/> Competitive     | <input type="checkbox"/> Popular         | <input type="checkbox"/> Dislikes Change | <input type="checkbox"/> Discerning    |
| <input type="checkbox"/> Productive      | <input type="checkbox"/> Enjoys Variety  | <input type="checkbox"/> Sympathetic     | <input type="checkbox"/> Analytical    |
| <input type="checkbox"/> Purposeful      | <input type="checkbox"/> Group Oriented  | <input type="checkbox"/> Nurturing       | <input type="checkbox"/> Precise       |
| <input type="checkbox"/> Adventurous     | <input type="checkbox"/> Initiator       | <input type="checkbox"/> Tolerant        | <input type="checkbox"/> Scheduled     |
| <input type="checkbox"/> Independent     | <input type="checkbox"/> Inspirational   | <input type="checkbox"/> Peace Maker     | <input type="checkbox"/> Deliberate    |
| <input type="checkbox"/> Enterprising    | <input type="checkbox"/> Likes Change    | <input type="checkbox"/> Dry Humor       | <input type="checkbox"/> Orderly       |

A Total: \_\_\_\_\_

B Total: \_\_\_\_\_

C Total: \_\_\_\_\_

D Total: \_\_\_\_\_

| Column   | Profile Name      | Strengths  | Areas of Growth   |
|----------|-------------------|--|---|
| <b>A</b> | Lion              | Leaders—boss at work or they think they are. Love to solve problems. Very aggressive, which can cause problems with other people.  | Learn meaningful communication skills. Slow down and involve others in decision making.                       |
| <b>B</b> | Otters            | Fun lovers—easily excitable and love to talk. Great at motivating others. Need to be able to talk and share in decision making. Outgoing nature, “usually know people who know people.” Very loving and encouraging. Possess a strong want to liked by everyone. | Work on deepening relationships, being serious at the appropriate time, and respecting deadlines and rules.   |
| <b>C</b> | Golden Retrievers | Loyal—“absorb the most emotional pain and punishment in a relationship and still stay committed.” Great Listeners, empathetic, and encouragers. People Pleasers (even to a fault).   | Be sure not to enable people’s problems. Learn to confront issues.  |
| <b>D</b> | Beavers           | “By the book”—strong need to do things right. They read instructional manuals, great at quality control, and succeed when accuracy is essential. Like rules, consistency, and hold high expectations.  | Learn gentle communication skills. Must except that is alright to make mistakes and it is ok to ask for help. |