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ANALYZING CHILDREN'S LITERATURE AWARDS, LITERARY CRITERIA, AND
DISTRICT DEMOGRAPHICS TO CREATE A DIVERSE AND INCLUSIVE ELEMENTARY
SCHOOL CLASSROOM LIBRARY

by

CASEY LAVALLEE

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Elementary Education
in the College of Community Innovation and Education
at the University of Central Florida
Orlando, Florida.

Fall Term 2018

Thesis Chair: Dr. Lee-Anne Trimble Spalding

ABSTRACT

Future elementary school teachers are tasked with the responsibility to ensure that the children in their classrooms have access to high quality books every day. This can be accomplished by building classroom libraries with titles that are not only of high literary quality but are also inclusive of the students in the classroom as well as the people these children will encounter outside of the classroom. Children should be able to see themselves represented in the literature they read, and they should also be able to develop empathy for people who are different than they are. Diverse literature can have a huge impact on children and their outlook on themselves and the world. Because of the importance of quality diverse books for young children, this thesis outlines the resources, such as the plethora of children's literature awards for diverse books, that are available to teachers. It also includes a checklist for teachers to follow as they build their classroom libraries. This checklist helps teachers ensure that the books they choose meet the needs of the diverse population in their class. Once teachers know the resources available to them, they have a checklist that they can follow to build or evaluate their library, and they are aware of the diverse populations represented in their districts, schools, and classes, they are able to create an inclusive and impactful collection of books for their students.

DEDICATION

To my parents, who were my first teachers and are the reason I love literature.

To my professors in the College of Community Innovation and Education for inspiring me to
consider all students as I teach.

To my future students, who deserve a book they can see themselves in and cherish for the rest of
their lives.

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CHAPTER ONE: INTRODUCTION

Diversity continues to be an important focus of today's classroom. This study worked to analyze the awards and resources that teachers can use when selecting literature for their classroom libraries. The importance of including a diverse library as well as the research questions that focused my study are outlined in this chapter.

Relevance of Study

The children's literature that an elementary school classroom contains is important because the books that children are exposed to can serve as a source of enjoyment that fosters a love of reading, help them develop empathy, allow students to see their own cultural groups represented in the characters, and introduce them to different worldviews (Tunnell, Jacobs, Young, & Bryan, 2016). Since literature has such a huge impact on students, teachers cannot choose blindly when selecting titles for their classroom library. It is essential that the books in the classroom allow students to have a positive experience with reading. This can be done by selecting quality, diverse books that help students see themselves represented, see the differences of other cultural groups in society, and take action to promote social change (Spiegler, 2016).

Unfortunately, many students are not presented with books that contain diverse content. There is an absence of diverse titles in elementary schools, even though there are many resources that can aid teachers in finding those books (Quiroa, 2017). Therefore, the purpose of this thesis is to expose teachers to the materials they can use to add diverse themes to their classroom libraries. The results of this research will enable them to use literary criteria, children's literature awards, as well as their personal school or district demographics to create a beneficial classroom library for the students that they teach.

Research Questions

The completion of my research for this thesis should answer the following primary questions:

1. What are the children's literature awards and resources available for teachers who are building a classroom library?
2. What criteria and factors should elementary school teachers consider when creating a quality, diverse classroom library?

CHAPTER TWO: LITERATURE REVIEW

This chapter is divided into five sections which provide information regarding the definition of diversity, the importance of diverse books, the criteria for diverse book selection, notable and diverse children's literature awards, and the use of district demographics in this study. These sections are included to show the base of knowledge that is already available on this topic, and the importance of continuing to research and discover the best way for teachers to incorporate diversity in their classrooms.

Diversity Defined

Diverse literature is a general term that can have multiple implications. It is often intertwined with multicultural literature which is defined by Short, Lynch-Brown, & Tomlinson as "literature by and about groups that have been marginalized and disregarded by the dominant European-American culture in the U.S." (2014 p 218). This definition can serve as a basic understanding of the populations that fall under the category of diverse, multicultural, and global but it is still too broad and open to interpretation. For this thesis, the term diversity will include but is not limited to gender, race, physical and mental exceptionalities, ethnicity, culture, language, sexual orientation, social class, and religion (Temple, Martinez, & Yokota, 2011). All of these ways in which people differ will help be the defining point of the books that teachers should select for their classroom libraries.

Importance of Diverse Books

Using diverse and inclusive children's literature in your classroom is essential because all children bring unique backgrounds and experiences with them when they enter school (Williams, 2017). School populations are becoming increasingly diverse, and teachers are more likely to have students from various backgrounds in their classrooms (Short, Lynch-Brown, & Tomlinson,

2014). This means that they must be equipped to welcome and support everyone. It is a teacher's job to celebrate the diversity of her students and share the differences that are present in the world.

The most widely agreed upon reason that teachers should integrate diversity into their libraries is that students must see themselves represented in their school environment. Temple, Martinez, and Yokota state that, "students feel welcome in school to the extent to which they find themselves and their experiences represented in the books and materials they find there." (2011, p 109). Similarly, Cullinan and Wooten state that literature can be a mirror for students that "reflects and affirms [their] own lives and experiences." (2015, p 112). Although many scholars see the importance of children seeing themselves represented in books, it is equally important that children learn about other cultures and identities besides their own. If children only read about characters who represent themselves, they could dangerously believe that their "way of life is the norm" (Cullinan & Wooten, 2015, p 112). Showcasing diversity and human differences in literature can give children a broader outlook on life and help them understand others (Temple, Martinez, & Yokota, 2011). Diverse children's books have the potential to instill empathy and build tolerance in young readers.

Another reason that diverse perspectives must be shown in the books that teachers choose is that it is a way for change to occur in the world (Temple, Martinez, & Yokota, 2011). When students see injustice or inequality happening to the characters in the fiction stories that they read or happening to real individuals in the non-fiction text that they encounter, it makes them more aware of the world they live in and the way life might be for people in society who have differences. It can push them to take action and make a difference in the world (Temple, Martinez, & Yokota, 2011). If children are exposed to quality diverse books at a young age, they

will be more likely to acknowledge the positive differences and the obvious similarities that exist among all humans (Tunnell, Jacobs, Young, & Bryan, 2016).

It is necessary for elementary school students to have access to mirror books that help them affirm their own identities, window books that give them insight into the different people around them, and books that inspire social justice action (Spiegler, 2016). Getting students to read books from these diverse perspectives is an important goal in creating culturally aware children who grow into culturally aware citizens (Reutzel and Fawson, 2002).

Criteria for Diverse Book Selection

Teachers should consider several criteria when selecting texts to complete their libraries. Many sources have different standards that they base their literature selections on. Although each perspective differs slightly, it is widely agreed upon that each text, as well as the library as a whole, should be evaluated for its cultural authenticity, the perspective it was written in (outsider or insider of the culture), its use of stereotypes, the time period the book is from, its literary merit, and whether it is a children's literature award-winner. Each of these agreed-upon criteria, and several others, are described in length by Cullinan and Wooten (2015), Tunnell, Jacobs, Young, and Bryan (2016), Short, Lynch-Brown, & Tomlinson (2014), and Temple, Martinez, & Yokota (2011).

The first criterion that is always mentioned when thinking about diverse literature is its cultural authenticity. Cultural authenticity occurs when a book accurately shows the beliefs, values, and lives of the cultural group that is intended to be depicted (Short, Lynch-Brown, & Tomlinson, 2014). If a book is culturally authentic it means that people who live within the specific cultural group would agree that their experiences are being justly represented (Tunnell, Jacobs, Young, and Bryan, 2016). Evaluating a book for its cultural authenticity can be done by

examining the text's details, language, and illustrations to determine if they match the culture (Short, Lynch-Brown, & Tomlinson, 2014). Every other criterion for diverse book selection is based on the cultural authenticity of the book. If a book is not written with cultural authenticity it runs the risk of giving readers misinformation, stereotypes, and bias about a culture (Temple, Martinez, & Yokota, 2011).

Stereotyping is when a set of attributes or behavior is depicted as being shared by all members of a specific cultural group (Temple, Martinez, & Yokota, 2011). It is important for teachers to select books that do not perpetuate stereotypes and avoid bias. Books must communicate to students that every group is composed of individuals who may or may not share commonalities with other members of their culture (Tunnell, Jacobs, Young, and Bryan, 2016). This can be done by selecting and encouraging students to read “a range of books that provide multiple representations of a culture” (Short, Lynch-Brown, & Tomlinson, 2014, p 221). Pairing books of different perspectives with each other can help students see comparisons that provoke thought about a culture (Cullinan and Wooten, 2015). Teachers can avoid stereotypes by selecting quality literature and by including a variety of books in their classroom about each topic or culture in order for children to thoughtfully compare the representations of these groups.

Another way to find culturally authentic literature is to examine the perspective that it is written in. Books can be written by authors who have an inside or outside perspective. Inside perspective means that the author is a member of the cultural group or may have expertise with the diverse topics in the book while outside perspective means that it is written by a non-member of that community (Temple, Martinez, & Yokota, 2011). Many people believe that truly authentic books must be written by an insider to avoid a distorted view of the culture (Tunnell, Jacobs, Young, and Bryan, 2016) while some critics argue that “an inside perspective can be

gained by cultural outsiders” (Temple, Martinez, & Yokota, 2011, p 114). Perspective can help determine cultural authenticity even though it is a complex criterion that is not always a deciding factor. For example, a book written about a child with a disability could be more authentic coming from a parent who has raised and cared for a child with that disability than it would be coming from someone who has never lived that experience. Even though the author’s experiences are usually a good indicator of the cultural authenticity, this is not always the case. Authentic, quality literature can be written by an outsider who has done extensive research on the topic. In the above example, a person who has researched the disability may be qualified to write about it. However, no matter which viewpoint you hold, it is clear that perspective plays an important role in diverse book selection.

The time period of the books that are selected for your library also plays a crucial role in their cultural authenticity. If the books that are chosen are all set in the past, it can perpetuate a dated stereotype about those cultures (Short, Lynch-Brown, & Tomlinson, 2014). It is very important that a classroom library collection contains traditional literature and historical fiction as well as realistic fiction that shows contemporary views (Short, Lynch-Brown, & Tomlinson, 2014). Having a balance of genres will help shed light on past and present cultural representation.

Building on the fact that a library should contain text from different genres, it should also be evaluated for its literary merit. Individual books, as well as the whole collection, should be quality pieces of children’s literature in addition to being diverse and culturally authentic. High literary quality of fiction text includes a “well-constructed plot, worthwhile themes, believable characters, an engaging style, an appropriate viewpoint, well-executed illustrations, and excellent design” (Cullinan and Wooten 2015, p 114). Each of these elements is an appropriate evaluation

of fiction books. However, when evaluating a library, it is much more than just the elements of fiction text. Teachers should also have a balance of many different genres. Short, Lynch-Brown, and Tomlinson put it best when they stated that, “Balance among the genres of literature as well as variety in topics is essential.” (2014, p 22). Children need to see themselves and others accurately represented in fiction, non-fiction, and all the subsets of these two categories of literature. If young readers are going to be able to understand the diverse nature of the cultures that they read about, they must be presented with books that show this broad range of experiences and perspectives (Temple, Martinez, & Yokota, 2011). Many resources exist to help teachers evaluate their classroom libraries for literary merit. Tunnell, Jacobs, Young, and Bryan have a section in Appendix A of their book *Children’s Literature Briefly* (2016) titled *Planning and Evaluating the Classroom Library* (p 242). This section includes a bulleted list that states what classroom libraries should have:

- “At least 7 books per child
- A 50/50 balance of fiction and nonfiction
- A range of nonfiction text with lots of expository text
- A range of fiction including contemporary realistic fiction, historical fiction, folk literature, fantasy, and science fiction
- An assortment of poetry
- Plenty of magazines
- Popular series books
- A balance of ‘boy’ and ‘girl’ books
- Varied cultural representations in books
- New books added regularly

- At least one-third of the books below grade level so all children find easy books to read”

(Tunnell, Jacobs, Young, and Bryan, 2016, p 242-243). Similarly, Scholastic has a classroom library checklist found in the article *How to Build Your Classroom Library* written by Jeff Lowe which is presented in Appendix A of this thesis. Although these two existing classroom library checklists differ in their content and ideas for a library collection, they still concur on the need for diverse children’s books. Both aforementioned lists can be used to help teachers evaluate their own libraries for literary merit in the genres and range of literature that they have.

Children’s Literature Awards

The final common criterion for text selection is whether it is a children’s literature award-winner. The plethora of children’s literature awards has made the task of finding diverse titles much easier.

Notable Children’s Literature Awards

The following awards that I will discuss are not given based on diverse content, but they are important resources to use when creating a library that contains titles of high literary merit. The information from this table can also be found in Appendix B.

Award	Description	Past Winners
John Newbery Award	Has been given each year since 1922 to the most distinguished children’s book from the year before. (American Library Association, 2018)	http://www.ala.org/alsc/award_sgrants/bookmedia/newberymedal/newberyhonors/newbery_medal
Randolph Caldecott Award	Has been given every year since 1938 to the best children’s literature illustrator (American Library Association, 2018).	http://www.ala.org/alsc/award_sgrants/bookmedia/caldecottmedal/caldecotthonors/caldecottmedal
Theodor Seuss Geisel Award	Has been given every year	http://www.ala.org/alsc/award

	since 2006 to the most distinguished children's literature author and illustrator of emergent readers (American Library Association, 2018).	sgrants/bookmedia/geiselaward/geiselawardpastwinners
Robert F. Sibert Informational Book Award	Has been given every year since 2001 to the most distinguished nonfiction, informational book from the year before (American Library Association, 2018).	http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal/sibertpast/sibertmedalpast
Orbis Pictus Award	Has been given since 1989 to recognize excellent nonfiction books (National Council of Teachers of English, n.d.).	http://www2.ncte.org/awards/orbis-pictus-award-nonfiction-for-children/
Scott O'Dell Award	Has been given annually since 1982 to the best children's historical fiction book from the previous year (O'Dell, S, 2017).	http://scottodell.com/the-scott-odell-award
Boston Globe-Horn Book Award	Has been given since 1967 for prestigious children's literature books in the categories of picture book, fiction, poetry, and nonfiction (The Boston Globe-Horn Book Award, 2018).	http://bghb.hbook.com/?subpage=WinnersAndHonorees

Figure 1: Notable Awards Table

The following awards honor and celebrate quality books written or illustrated with Hispanic/Latinx themes, African and African American themes, Asian American themes, Arab and Middle Eastern themes, Native American/American Indian themes, Disability and Exceptionality themes, LGBTQ themes, Tolerance and Peace themes, and religious themes (Quiroa, 2017, p 24). In the subsequent sections and Appendix B, I will discuss these themes and the resources that exist to find award-winning books.

Hispanic/Latinx Themes

The Americas Award began in 1993 to honor books and authors that portray Latin America, the Caribbean, or Latinos and to help teachers select books for their classrooms (Consortium of Latin America Studies Program (CLASP), n.d.). The 1993-2017 award winners can be found on the CLASP website (<http://claspprograms.org/pages/detail/68/Award-Winners>).

The Pura Belpre award is named after “the first Latina librarian at the New York Public Library” (American Library Association, 2018). It began in 1996 and is given each year since to a Latinx author and illustrator who “portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth” (American Library Association, 2018). The past winners can be found at the ALA website (<http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal/belprepast>) and used to help teachers select quality Latino literature.

The Tomas Rivera Book Award has been given by The Texas State University College of Education since 1995 to honor authors and illustrators who accurately portray the Mexican American experience to children through literature (Texas State University College of Education, 2017). The past award winners can be found on the Texas State website (<http://www.education.txstate.edu/ci/riverabookaward/book-award-winners.html>). These resources will help teachers ensure that they are selecting books with a respectful portrayal of Hispanic cultures.

African and African American Themes

The Coretta Scott King Award is given annually to African American children’s literature authors and illustrators who show an appreciation for human values and African American culture through their work (American Library Association, 2018). The award is named after Dr.

Martin Luther King Junior's Wife, Coretta Scott King, for her amazing determination to instill peace (American Library Association, 2018). The first Coretta Scott King award was given in 1970, and the award has expanded since then to include several categories (American Library Association, 2018). The full list of winners from 1970 to present can be found on the American Library Association Coretta Scott King Book Awards page here

<http://www.ala.org/rt/emiert/coretta-scott-king-book-awards-all-recipients-1970-present>.

Selecting books that have received this award can help teachers ensure that their library contains quality literature with African American themes.

Another resource for teachers to find books with African themes is Africa Access. This organization was founded in 1989 to encourage schools to select quality books about Africa (Africa Access, 2017). The organization created an award in 1991 that had these three goals: “(1) to encourage the publication of children's and young adult books that contribute to a better understanding of African societies and issues, (2) to recognize literary excellence, and (3) to acknowledge the research achievements of outstanding authors and illustrators.” (Africa Access, 2017). Teachers can visit this organization's site (<http://africaaccessreview.org/>) to find quality African books for their classroom libraries as well as lessons and resources for those books.

Asian American Themes

The South Asia National Outreach Consortium created the South Asia book award to recognize books, authors, and publishers that honor South Asia and to provide teachers with quality recommendations for their classrooms (South Asia Book Award, 2018). Teachers can use the past award section of their site (<http://southasiabookaward.org/past-awards/>) to find their past winners and descriptions of those books.

The Asian Pacific Library Association was founded in 1980 and became affiliated with the American Library Association in 1982 (Asian Pacific Library Association, 2017). This organization has given awards in several categories including children's literature. The awards have been given out every three years since 2001, and the winners are at their website (<http://www.apalaweb.org/awards/literature-awards/winners/>). These two children's literature awards can help teachers find quality books about Asian Americans.

Arab and Middle Eastern Themes

The Arab American National Museum has a literary program that acknowledges books written by and about Arab Americans in order to avoid stereotypes and represent the Arab American Experience (Arab American National Museum, n.d.). Their website (<http://www.arabamericanmuseum.org/bookaward>) displays all of the book winners from 2007-2017 and is a quality resource for teachers to find books about Arab Americans.

Native American/American Indian Themes

The American Indian Library Association was created in 1979 to provide library services for Native Americans. It is an affiliate of the American Library Association that awards writing and illustrations by and about Native Americans every two years (American Indian Library Association, n.d.). The books are selected because of their representation of the American Indian for their "fullness in humanity" in both past and present (American Indian Library Association, n.d.). The winners of this children's literature award can be found at their site (<http://ailanet.org/activities/american-indian-youth-literature-award/>). Teachers can use this resource to find children's books that accurately portray Native American to their students.

Disability and Exceptionality Themes

The Schneider Family Book Award is given to honor an author or illustrator who accurately represents a disability experience for children (American Library Association, 2018). This award has been given out since 2004, and all of the award winners can be found at the ALA website (http://www.ala.org/awardsgrants/awards/1/all_years).

The Dolly Gray Children's Literature Award began in 2000 to "recognize authors, illustrators, and publishers of high quality fictional and biographical children, intermediate, and young adult books that appropriately portray individuals with developmental disabilities" (Council for Exceptional Children- Division on Autism and Developmental Disabilities, n.d.). This award was created to honor Dolly Gray who was born in 1971 with severe cerebral palsy (Gray, 2004). Since literature is such an important way to learn about the lives of those who have disabilities, the award was created to commemorate Dolly's 18 years of life as a reader (Gray, 2004). The full list of winners can be found at the Council for Exceptional Children- Division on Autism and Developmental Disabilities website (<http://www.daddcec.org/Awards/DollyGrayAwards.aspx>).

Disabilities in Kidlit is an amazing resource for teachers to find quality children's literature that reflects the lives of children with disabilities. The site offers "disabled people's thoughts on stereotypes, pet peeves, particular portrayals, and their own day-to-day experiences" to help people who visit the site understand the importance of children's literature in the accurate portrayal of this group (Disabilities in Kidlit, n.d.). Although this is not a children's literature award, the site does offer an honor roll of carefully vetted books (<http://disabilityinkidlit.com/honor-roll/>) for teachers to evaluate and add to their libraries. There

is obviously an abundance of resources for teachers to turn to when selecting books that respectfully show disabilities.

LGBTQ Themes

The Stonewall Book Award is “first and most enduring award for GLBT books” (American Library Association, 2018). The award was started in 1971 by the American Library Association's Gay, Lesbian, Bisexual, and Transgender Round Table (American Library Association, 2018). Teachers can use the book list on the ALA website (<http://www.ala.org/rt/glbtrt/award/stonewall/honored>) to see the past winners and use them as resources for their classrooms. The Round Table has also released a Rainbow book list every January since 2008 to give teachers an abundant list of updated resources. The Rainbow Book List can be found at the ALA website (<http://glbtrt.ala.org/rainbowbooks/archives/1255>). Using these resources can help teachers find literature that supports students in the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and others (LGBTQ+) community.

Tolerance and Peace Themes

The Jane Addams Children's Book Award has been given annually since 1953 to children's books that help children think about peace, social justice, and equality (Jane Addams Peace Association, n.d.). A list of past award winners can be found on the Jane Addams Peace Association website (<http://www.janeaddamschildrensbookaward.org/>). Teachers can use these awards to promote empathy and kindness for all people in their classroom.

The Carter G. Woodson Book Award has been given annually since 1974 by the National Council for the Social Studies to an exemplary book written about ethnicity in the United States of America (The National Council for the Social Studies, 2016). A list of the past award winners

can be found on their website (<https://www.socialstudies.org/awards/woodson/winners>) and used as a resource to find quality books about different ethnicities.

Religious/Spiritual Beliefs

Acknowledging and celebrating religious diversity among students is just as important as the other aspects of diversity. However, because of the extensive list of religions in the United States, it is beyond the scope of this thesis to find resources for books that represent each religion. As a teacher, it is still essential to include books from various religions to expose students to the differences that can exist in spiritual beliefs.

These children's literature awards are only a sample of credible resources available to ensure that teachers are selecting quality diverse books for their classroom libraries.

District Demographics

It is important to consider the school and district demographics when creating a classroom library because children must see themselves represented in the literature that they read. If the population of the students is considered, the library will be more beneficial for the students.

I used Seminole County as my example of how to analyze your district's demographics. Of the thirty-seven elementary schools in this county, I found five randomly selected schools: English Estates Elementary, Goldsboro Elementary Magnet School, Lawton Elementary School, Walker Elementary School, and Wilson Elementary School. I selected these schools by numbering each elementary school in Seminole County one through thirty-seven. Then, I used <https://www.randomizer.org/> to select five random numbers. I matched the randomly selected number to its corresponding school, and I was given the five aforementioned schools.

The following table and the pie charts in Appendix C compare the percentage of Asian, Hispanic, Black, White, multiracial, free lunch eligibility, and reduced lunch eligibility for the five Seminole County schools. The free and reduced lunch statistics are important for this thesis because they show the number of students who are categorized as living in low socioeconomic status. Socioeconomic status is defined as, “an individual’s income, occupation, education, and prestige in society.” (Slavin, 2018 p 67). A family may be categorized as living in low socioeconomic status if their financial income is not sufficient enough to sustain their entire family. Children qualify for free or reduced lunch if their family is considered to be in low socioeconomic status by the state. In Florida, a family can determine whether they qualify for free or reduced lunch based on their annual income and the number of people in their household. This information is available on the Florida Health website on an income eligibility chart (<http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/Guidance/documents/income-elig-guidelines-2017-2018.pdf>). Knowing if a student receives free or reduced lunch can help teachers emotionally support children who may have families that are struggling financially.

I found this data at Public School Review (<https://www.publicschoolreview.com/florida/seminole-county/elementary>) where it was collected in 2015. I examined the averages of the demographics from these five schools to use as a basis when selecting an ideal classroom library for Seminole County.

School	Asian	Hispanic	Black	White	Multiracial	Free Lunch Eligibility	Reduced Lunch Eligibility
English Estates Elementary	2%	39%	21%	32%	6%	63%	10%
Goldsboro Elementary Magnet School	11%	19%	34%	32%	4%	54%	6%
Lawton Elementary School	4%	17%	7%	69%	3%	23%	4%
Walker Elementary School	5%	16%	3%	71%	5%	14%	4%
Wilson Elementary School	11%	14%	14%	60%	1%	27%	2%

Figure 2: Demographics Table (Public School Review, 2015)

CHAPTER THREE: METHODOLOGY

In this section of my thesis, I outlined how I answered my research questions. My first question which is, “What are the children’s literature awards and resources available for teachers who are building a classroom library?” can be answered through my literature review and the corresponding table of children’s literature awards in Appendix B. These awards and the themes included to answer this research question were chosen to match the definition of diversity that was identified in my literature review. The links to the awards and resources are embedded into this thesis for readers to use to find up to date, award-winning literature. This question was examined further as I took steps to answering my second research question.

My second research question, “What criteria and factors should elementary school teachers consider when creating a quality, diverse classroom library?”, was answered in a few steps. First, I used the criteria for book selection and the diverse children’s literature awards that were identified in my literature review to create a checklist that elementary school teachers can use when building their classroom libraries. Next, I examined the demographics from the five randomly selected Seminole County Elementary Schools and generated averages for the ethnicities and cultural groups that are found within these schools. These demographics will help me understand the cultural groups that should be highly represented within the classroom library and which resources I should refer to when searching for books. Then, I used the checklist that I created, the resources and children’s literature awards that I identified, and the school demographics that I analyzed to create recommendations for a second-grade classroom library in Seminole County. I chose the books using the resources and children’s literature awards outlined in the table in Appendix B. When I went to the websites for these awards, I looked at recent winners in the past five years and used the “Creating A Diverse Library Checklist” to decide if I

wanted to include them in my sample or not. Once I had identified several books from each award, I thought about the books that I consider to be classics or personal favorites. The books that I felt followed the guidelines of my checklist and fit into a diverse theme were also added to the sample library regardless of the year they were published or how recent they were written. This ideal library collection is an example for teachers to model when using my checklist and their own school or district's demographics to purchase titles for their library. Finally, I selected outstanding books from the library and used the resources that are available to teachers to create a unit plan incorporating these books. This is an example of the next steps that teachers can take to use the titles in their diverse library collection. After completing these steps, I have a checklist that any elementary school teacher can use to create their diverse library as well as an example of how to use the checklist for a specific grade and population of students. Answering these research questions will assist teachers in building the most beneficial library collection to meet the needs of their diverse student population.

CHAPTER FOUR: RESULTS OF MY RESEARCH

In this chapter, I outlined how the demographics were averaged and used to benefit my classroom library creation. I also included the product of this thesis which is the checklist that teachers can use as a resource to help them create or modify their existing library to ensure that the books they choose are from diverse themes. The final section of this chapter includes the books that I found to be appropriate additions to a diverse classroom library.

Demographics

After analyzing the demographics of the five randomly selected Seminole County schools (Appendix C), I found the following averages for each cultural group:

- Asian: 6.6%
- Hispanic: 21%
- Black: 15.8%
- White: 52.8%
- Multiracial: 3.8%
- Free Lunch Eligibility: 36.2%
- Reduced Lunch Eligibility: 5.2%

I got these percentages by adding up each percentage in that cultural group from the five randomly selected schools (English Estates Elementary School, Goldsboro Elementary Magnet School, Lawton Elementary School, Walker Elementary School, and Wilson Elementary School) then I divided by five to get the mean. These numbers show the population of students that Seminole County schools serve. The highest percentages of diverse cultural groups in the averages of these five schools are Hispanic, black, and free lunch eligibility. This means that teachers who are preparing to teach in a Seminole County school must prepare their library with

books that represent students from these populations, so these children are able to see themselves represented within the classroom. However, these averages show that there are many Asian and multiracial students in the school as well. There are also students that identify with cultural groups that cannot be represented by the statistics found at publicschoolreview.com. For these reasons, teachers must include literature from many other and diverse cultural groups. Teachers can use the children's literature awards and resources from Appendix B to find books that represent all of the students they will serve in their classroom.

In addition to including literature from all cultural groups because there may be children who identify with those groups in your classroom, teachers should also include many cultures in their classroom libraries because children need to be exposed to other cultures through books that show them the importance of accepting others despite their differences. Books that represent diverse populations, even if those populations are not represented in your classroom, will help children develop empathy and understanding for people in the world.

Diverse Classroom Library Checklist

Teachers who are trying to create a diverse classroom library or who are evaluating their existing classroom library for its diversity can use the following checklist which is also located in Appendix D. The statements in the checklist are aligned with the criteria for diverse book selection that are identified in the literature review. They include evaluating the books as well as the library as a whole for its cultural authenticity, the perspective the books are written in, the use of stereotypes, the time period the books are written in, literary merit, and whether there are children's literature award-winning books. The format of the checklist is modeled after the *Classroom Library Checklist* written by Lowe and published by Scholastic which can be found in Appendix A. Teachers can read each statement and check off yes or no depending on their

classroom library collection. A teacher who is using this checklist to evaluate their library should aim to answer yes to as many of the statements as possible.

Yes	No	Statement
		Are there books for children at different reading levels and abilities?
		Are there a variety of time periods/settings present in the library?
		Does the library have a balance of genres: fiction (historical, realistic, fantasy) and nonfiction (informational and biography)?
		Do students in the class have a way to recommend new books for the classroom collection?
		Does every child have books in the library where they can see themselves represented?
		Are there new books added frequently based on the cultures of students in the classroom?
		Does the library give children the opportunity to see individuals who are different from themselves to encourage acceptance of diversity?
		Do the books communicate that every culture is composed of individuals?
		Are the text's details, language, and illustrations aligned with the cultural group that is intended to be depicted?
		Do the books in the library avoid stereotypes/bias?
		Does the library encourage children to read a range of books about the same cultural group that are written from different perspectives?
		Are there books written by authors who have an inside perspective/first-hand expertise in the cultural group?
		Do the books in the library accurately represent the beliefs, values, and lives of the cultural group that is intended to be depicted?
		Does the library contain a variety of award-winning books such as the Newbery Award, Caldecott Award, Geisel Award, Sibert Informational Book Award, Orbis Pictus Award, Scott O'Dell Award, or the Boston Globe-Horn Book Award?
		Does the library contain Africa and African American themes such as books recognized by the Coretta Scott King Award or Africa Access?
		Does the library contain American Indian themes such as books that are recognized

		by The American Indian Library Association?
		Does the library contain Arab and middle eastern themes such as books recognized by the Arab American National Museum?
		Does the library contain Asian themes such as books recognized by the South Asia Book Award or the Asian Pacific Library Association?
		Does the library contain disability and exceptionality themes such as books recognized by the Schneider Family Book Award, the Dolly Gray Children's Literature Award, or Disabilities in Kidlit?
		Does the library contain LGBTQ themes such as books recognized by the Stonewall Book Award?
		Does the library contain tolerance and peace themes such as books recognized by the Jane Addams Children's Book Award or the Carter G. Woodson Book Award?
		Does the library contain Latinx/Hispanic themes such as books recognized by the Americas Award, the Pura Belpre Award, or the Tomas Rivera Book Award?

Figure 3: Creating a Diverse Classroom Library Checklist

Diverse Library Book Collection

The following list is composed of quality books that represent diverse themes in children's literature. Most of these books are picture books because I have chosen to focus my sample for a second grade Seminole County classroom. However, the picture books that I identified can be used with all grade levels because of their ability to be read aloud and discussed on a deeper level as a whole class.

I chose the books below using the resources and children's literature awards outlined in the table in Appendix B. When I went to the websites for these awards, I looked at recent winners in the past five years and used the "Creating A Diverse Library Checklist" that I created to decide if I wanted to include them in my sample or not. Once I had identified several books from each award, I thought about the books that I consider to be classics or personal favorites in each of these categories. The books that I felt followed the guidelines of my checklist and fit into a diverse theme were also added to the sample library regardless of the year they were published

or how recent they were written. In addition to the resources and checklist, I also kept Seminole County demographics in mind to compile this sample classroom library collection.

Hispanic/Latinx Themes

According to the data I analyzed from <https://www.publicschoolreview.com/>, the highest percentage of students from a diverse cultural group in Seminole County were Hispanic children. The population of the five randomly selected elementary schools was at an average of 21%. Since they are highly represented within the school district, they must also be highly represented within the classroom library. The following books are quality children's literature that contains Latinx themes.

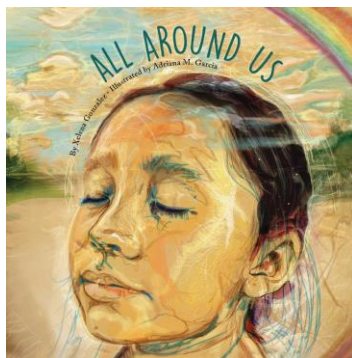


Figure 4: *All Around Us* Cover Illustration

All Around Us

Written by Xelena González, Illustrated by Adriana M. García

Cinco Puntos Press, 2017

Grades: K-2

Awards: Tomas Rivera Book Award (2018), Pura Belpre Award Honor Book for illustrations (2018)

Genre: Realistic Fiction

Synopsis: This beautifully illustrated picture book shows a young girl and her grandfather discussing the world around them and the circles that they see everywhere. The author and illustrator are two Latina women who used their childhood neighborhood to write and draw this book.

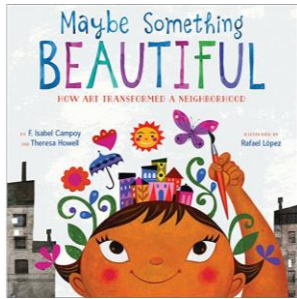


Figure 5: *Maybe Something Beautiful: How Art Transformed a Neighborhood* Cover Illustration

Maybe Something Beautiful: How Art Transformed a Neighborhood

Written by Isabel Campoy and Theresa Howell, Illustrated by Rafael López

Houghton Mifflin Harcourt Books for Young Readers, 2016

Grades: K-2

Award: Tomas Rivera Book Award (2017)

Genre: Realistic Fiction

Synopsis: In this story, a young girl named Mira wants to turn her gray city into a colorful one.

With the help of a muralist, music, and the rest of the town, they paint the walls bright colors.

This book is based on the true story of Rafael and Candace Lopez transforming their dark city of San Diego into a bright place of hope and happiness.

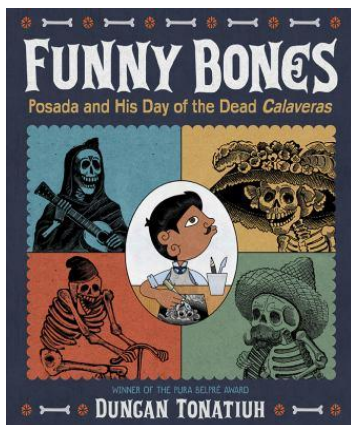


Figure 6: *Funny Bones: Posada and His Day of the Dead Calaveras* Cover Illustration

Funny Bones: Posada and His Day of the Dead Calaveras

Written and Illustrated by Duncan Tonatiuh

Abrams Books for Young Readers, 2015

Grades: 2-5

Awards: Tomas Rivera Book Award (2016), Pura Belpre Honor Book for illustration (2016),

Americas Award Honorable Mention (2016)

Genre: Biography

Synopsis: This picture book tells the story of how Calaveras (skeletons) seen on the Day of the

Dead in Mexico came to be. They were created by Mexican artist José Guadalupe (Lupe)

Posada. This book brings his life and his contributions to the Mexican culture to life.

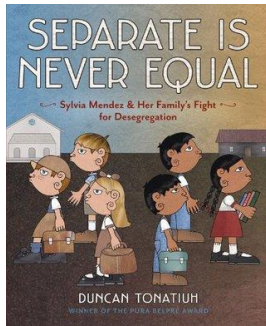


Figure 7: *Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation* Cover Illustration

Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation

Written and Illustrated by Duncan Tonatiuh

Abrams Books for Young Readers, 2014

Grades: 2-5

Awards: Tomas Rivera Book Award (2015), Pura Belpre honor book for illustrations (2015), Americas Award (2015)

Genre: Biography

Synopsis: This is the story of Sylvia Mendez and her family who were American citizens with Mexican and Puerto Rican heritage living in California. Sylvia was turned away from an “all-white” public school because of the color of her skin and her heritage. Because of this inequality, the Mendez family filed a lawsuit against the school district. They won the lawsuit, and the segregation of California schools was brought to an end.

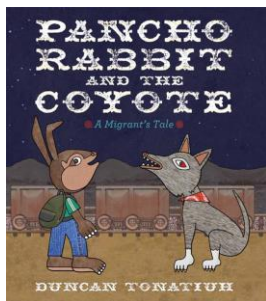


Figure 8: *Pancho Rabbit and the Coyote: A Migrant's Tale* Cover Illustration

Pancho Rabbit and the Coyote: A Migrant's Tale

Written and Illustrated by Duncan Tonatiuh

Abrams Books for Young Readers, 2013

Grades: K-5

Awards: Tomas Rivera Book Award (2014), Pura Belpre honor book for narrative and illustration (2014), Americas Award Honorable Mention (2014)

Genre: Fantasy

Synopsis: Pancho Rabbit is a young rabbit who lives on a ranch in Mexico. Because there was no rain one spring, the crops could not grow, Pancho's father could not work, and his family was poor. His father left for America (El Norte) in order to find work in the great carrot and lettuce fields. Pancho and his family expected the father back soon, so when he did not show up Pancho set out on a journey to find him. With the help of a sneaky coyote, Pancho finds his father and helps him return to Mexico. This story shows the challenges and struggles that migrant families are facing as they try to find work and money in another country.

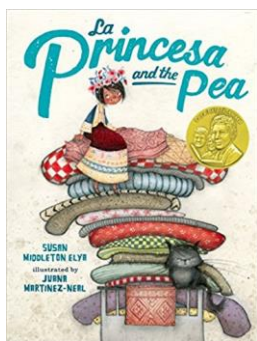


Figure 9: La Princesa and the Pea Cover Illustration

La Princesa and the Pea

Written by Susan Middleton Elya, Illustrated by Juana Martinez-Neal

Penguin Random House, 2017

Grades: K-2

Award: Pura Belpré Award for illustrations (2018)

Genre: Traditional Literature

Synopsis: This bilingual twist on the classic story of the Princess and the Pea includes Hispanic main characters. The Queen is testing the girl who is to marry her son by insisting that she sleeps on several mattresses with a pea at the bottom. If she can detect the pea, she is worthy of her son. The story is told in English with Spanish vocabulary throughout.

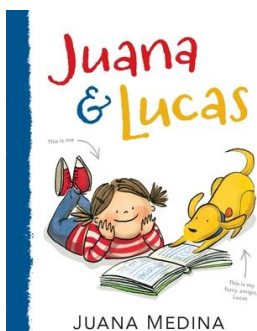


Figure 10: Juana & Lucas Cover Illustration

Juana & Lucas

Written and Illustrated by Juana Medina

Candlewick Press, 2016

Grades: 2-5

Award: Pura Belpré Award for Narrative (2017)

Genre: Realistic Fiction

Synopsis: Juana is a young girl living in Colombia. She loves her dog Lucas as well as Bogota, the city she is from. This book is the story of her adventures in school learning English, her time with her family, and so much more. The character is based on the author of the book who also grew up in Bogota, Colombia.

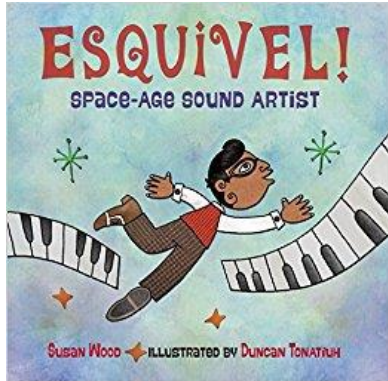


Figure 11: *Esquivel!: Space-Age Sound Artist* Cover Illustration

Esquivel!: Space-Age Sound Artist

Written by Susan Wood, Illustrated by Duncan Tonatiah

Charlesbridge, 2016

Grades: K-2

Award: Pura Belpre Honor book for illustration (2017)

Genre: Biography

Synopsis: Juan Garcia Esquivel was born in Mexico loving music and mariachi bands. He began to explore music, and he soon created vivid space-age lounge music for people to enjoy. This book shows his life and journey with music.

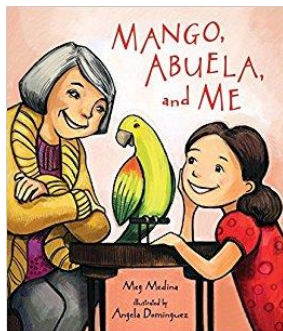


Figure 12: *Mango, Abuela, and Me* Cover Illustration

Mango, Abuela, and Me

Written by Meg Medina, Illustrated by Angela Dominguez

Candlewick Press, 2015

Grades: K-2

Award: Pura Belpre Honor Book for narrative and illustration (2016)

Genre: Realistic Fiction

Synopsis: Mia's grandmother moves from far away to live with Mia's family in the city. The only problem is that she only speaks Spanish, and Mia has a hard time communicating with her. They slowly begin to learn each other's languages and they bond over a pet parrot, Mango, who repeats phrases and helps them practice their new languages. This is a great story of loving one another no matter what language they speak.



Figure 13: Drum Dream Girl Cover Illustration

Drum Dream Girl

Written by Margarita Engle, Illustrated by Rafael López

Houghton Mifflin Harcourt, 2015

Grades: K-2

Award: Pura Belpre Award for illustration (2016), Asian Pacific Library Association Honor Book (2016)

Genre: Historical Fiction

Synopsis: A young girl dreams of playing the drums even though in her country only boys are allowed to play the drums. With hard work and determination, the girl finally shows her country that all people should be able to follow their dreams and play the drums. The story of the drum dream girl is based on the true story of Millo Castro Zaldarriaga who in 1932, at the age of 10, broke the traditional Cuban taboo against female drummers. Her courage opened up the possibility for all females to become drummers in Cuba.

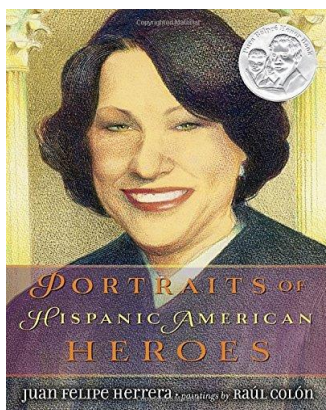


Figure 14: Portraits of Hispanic American Heroes Cover Illustration

Portraits of Hispanic American Heroes

Written by Juan Felipe Herrera, Illustrated by Raúl Colón

Dial Books for Young Readers, 2014

Grades: 2-5

Award: Pura Belpre honor book for narrative (2015)

Genre: Non-fiction

Synopsis: This collection of Hispanic American Heroes shows men and women who have positively impacted America through politics, art, science, sports, and more. The biographies are accompanied by stunning portraits of the individuals that are highlighted.

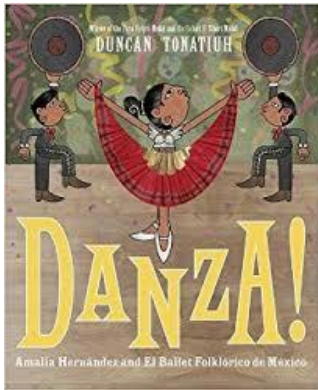


Figure 15: *Danza!*: Amalia Hernández and El Ballet Folklórico de México

Danza!: Amalia Hernández and El Ballet Folklórico de México

Written and Illustrated by Duncan Tonatiuh

Abrams Books for Young Readers, 2017

Grades: K-2

Award: Americas Award (2018)

Genre: Biography

Synopsis: This picture book tells the story of Amalia Hernandez who studied dance in Mexico and dreamed of becoming a dancer. The story of her life is a celebration of her accomplishments of opening a dance company that integrated ballet with folkloric dances called El Ballet Folklórico de México. This dance company eventually became an international success, and it still tours the world spreading Hernandez's dance dreams.



Figure 16: *All the Way to Havana* Cover Illustration

All the Way to Havana

Written by Margarita Engle, Illustrated by Mike Curato

Henry Holt and Company, 2017

Grades: K-2

Award: Americas Award Honorable Mention (2018)

Genre: Poetry

Synopsis: This poetic story tells about a time when a young boy travels from his small village in Cuba to the Cuban city, Havana. On the way to visit family in Havana, the young boy takes in the sights, sounds, and people of his lively country. He bonds with his father over car repairs and shows a positive outlook on life through a child's eyes.

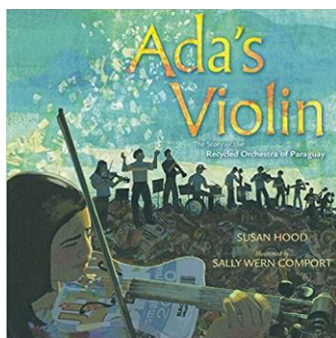


Figure 17: Ada's Violin Cover Illustration

Ada's Violin

Written by Susan Hood, Illustrated by Sally Wern Comport

Simon and Schuster Books for Young Readers, 2016

Grades: K-2

Award: Americas Award (2017)

Genre: Non-fiction

Synopsis: This picture book is the true story of living in Cateura, Paraguay. The children in the book, including Ada Rios, grew up on top of a landfill with little to no money for the essentials that they need in life. Ada always dreamed of playing the violin, but because of her family's poverty, she didn't think her dream would ever come true. When Favio Chavez, a music teacher, arrives in their town, he makes the children instruments out of recycled material found in the landfill. They soon became the Recycled Orchestra, and now they travel the world spreading the hope of their true story.

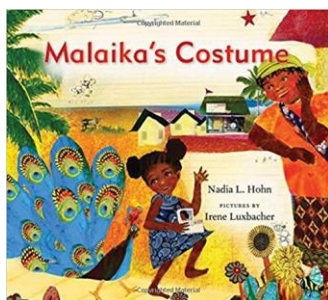


Figure 18: Malaika's Costume Cover Illustration

Malaika's Costume

Written by Nadia L. Hohn, Illustrated by Irene Luxbacher

Groundwood Books, 2016

Grades: K-2

Award: Americas award Honorable Mention (2017)

Genre: Realistic Fiction

Synopsis: It's Carnival time in Trinidad and Tobago, and Malaika's mother is away in Canada working to provide for Malaika and her grandmother. Malaika wants to dance in the parade, but the money that her mother was supposed to send for a costume has not arrived. With the help of her grandmother and the tailor, Ms. Chin, Malaika makes a breathtaking peacock costume for the Carnival parade. This is a beautiful picture book about family and the celebration of Carnival.

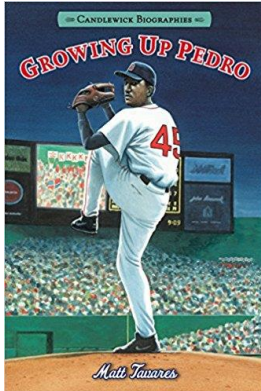


Figure 19: *Growing Up Pedro: How the Martinez Brothers Made it from the Dominican Republic All the Way to the Major Leagues* Cover Illustration

Growing Up Pedro: How the Martinez Brothers Made it from the Dominican Republic All the Way to the Major Leagues

Written and Illustrated by Matt Tavares

Candlewick, 2017

Grades: K-2

Award: Americas Award Honorable Mention (2016)

Genre: Biography

Synopsis: Pedro Martinez grew up in the Dominican Republic playing baseball with his older brother Ramon. Together, they dreamed of playing in the major leagues. This book tells the inspiring story of brotherhood, and how they made their dreams come true by rising to the top in baseball.

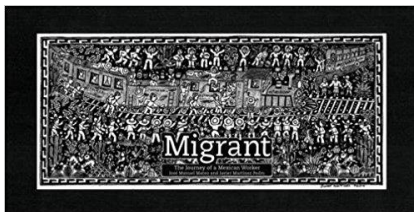


Figure 20: *Migrant: The Journey of a Mexican Worker* Cover Illustration

Migrant: The Journey of a Mexican Worker

Written by José Manuel Mateo and Javier Martinez Pedro

Abrams Books for Young Readers, 2014

Grades: 2-5

Award: Americas Award Honorable Mentions (2015)

Genre: Realistic Fiction

Synopsis: This uniquely styled book tells the story of a boy who dangerously crossed the border from Mexico to migrate to the U.S. with his family. The narrative tells of his arrival and the fear of being an illegal citizen. This book is an accordion-style fold out that has translations in Spanish on the reverse side of the English text. The beautiful illustrations and story depict the journey of a migrant worker from Mexico.

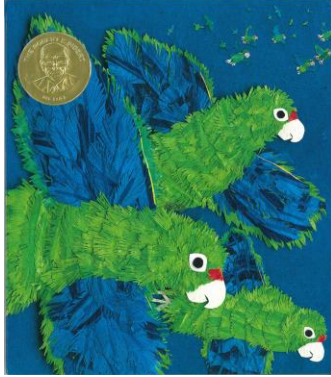


Figure 21: Parrots Over Puerto Rico Cover Illustration

Parrots Over Puerto Rico

Written by Cindy Trumbore, Illustrated by Susan Roth

Lee and Low Books, 2013

Grades: 2-5

Award: America Award (2014), Robert F. Sibert Informational Book Medal (2014)

Genre: Non-fiction

Synopsis: This book recounts factual information about the parrots that live in Puerto Rico. These birds lived on the island for millions of years and unfortunately almost faced extinction in the 1960s. This story includes the history of Puerto Rico, scientific efforts to protect the beautiful birds, and unique illustrations.

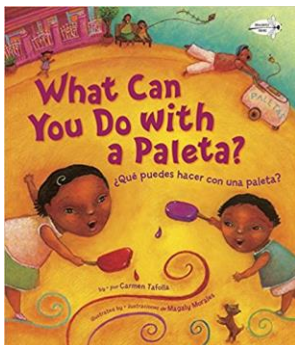


Figure 22: What Can You Do With a Paleta? Cover Illustration

What Can You Do with a Paleta?

Written by Carmen Tafolla, Illustrated by Magaly Morales

Dragonfly Books, 2009

Grades: K-2

Genre: Realistic Fiction

Synopsis: In this bilingual picture book, a young Mexican girl shows the reader all of the possibilities of a Paleta. A paleta is a traditional Mexican popsicle treat.

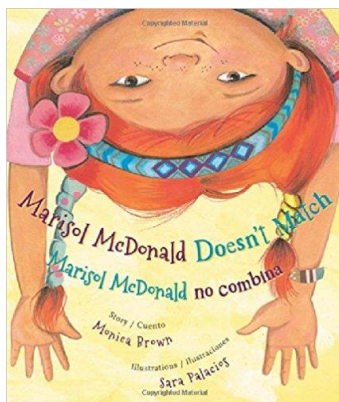


Figure 23: Marisol McDonald Doesn't Match/Marisol McDonald No Combina Cover Illustration

Marisol McDonald Doesn't Match/Marisol McDonald No Combina

Written by Monica Brown, Illustrated by Sara Palacios

Lee and Low Books, 2011

Grades: K-2

Genre: Realistic Fiction

Synopsis: This picture book tells the same story in English as well as Spanish about a biracial Peruvian-Scottish-American girl who is always mismatched. From her food to her clothes to the games she likes to play, Marisol never seems to match, but she's okay with it. This book is an uplifting bilingual story of a girl who just likes being herself.

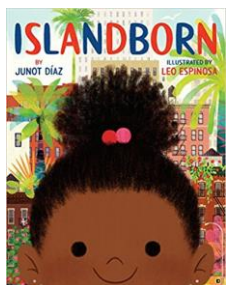


Figure 24: Islandborn Cover Illustration

Islandborn

Written by Junot Diaz, Illustrated by Leo Espinosa

Dial Books for Young Readers, 2018

Grades: K-2

Genre: Realistic Fiction

Synopsis: Lola goes to a diverse school of children who immigrated from other countries. Lola immigrated from an Island (the Dominican Republic) when she was just a baby. When her teacher asks the class to draw their birthplace, Lola cannot remember what it looks like. This upsets her until she realizes that she can ask her family and friends who grew up on the Island to help her draw her picture and learn about her birthplace. This is a story of imagination, diversity, and family connections.

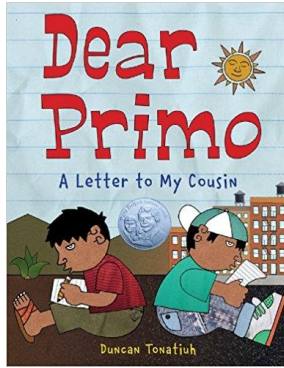


Figure 25: Dear Primo: A Letter to My Cousin Cover Illustration

Dear Primo: A Letter to My Cousin

Written and Illustrated by Duncan Tonatiuh

Abrams Books for Young Readers, 2010

Grades: K-2

Award: Pura Belpre Honor Book (2011)

Genre: Realistic Fiction

Synopsis: Charlie is a young boy living in America and his cousin Carlitos is a young boy living in Mexico. They write letters back and forth to one another sharing their lives, traditions, and the things that they do each day. This is a great book to share because of the Spanish words scattered throughout the story as well as the awareness it brings to cultural similarities and differences.

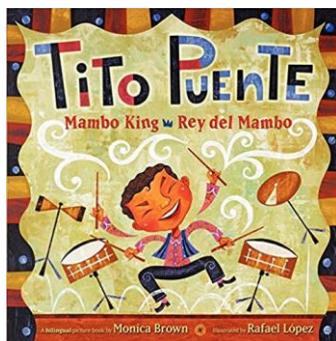


Figure 26: Tito Puente Mambo King, Rey del Mambo Cover Illustration

Tito Puente Mambo King, Rey del Mambo

Written by Monica Brown, Illustrated by Rafael Lopez

Harpercollins Children's Books, 2013

Grades: K-2

Award: Pura Belpre Honor Book (2014)

Genre: Biography

Synopsis: This bilingual biography tells the story of Tito Puente who went from a child banging on pots and pans to a Grammy Award-winning musician. It celebrates his life and success as a passionate musician and the "King of Mambo."

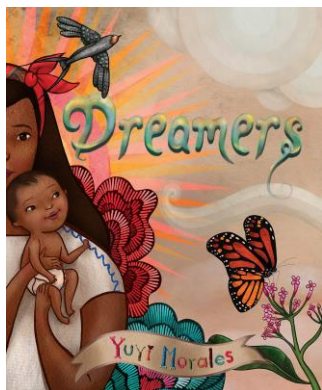


Figure 27: Dreamers Cover Illustration

Dreamers

Written and Illustrated by Yuyi Morales

Neal Porter Books, 2018

Grades: K-2

Genre: Autobiography

Synopsis: Yuyi Morales came to the United States from Mexico in 1994 with her infant son. Although their path was uncertain, Yuyi brought her talent and hard work to America. She and her son studied English at the library and soon were able to speak it clearly. This book celebrates the qualities and traits that migrant dreamers bring with them when they come to the United States.



Figure 28: Planting Stories: The Life of Librarian and Storyteller Pura Belpré Cover Illustration

Planting Stories: The Life of Librarian and Storyteller Pura Belpré

Written by Anika Aldamuy Denise, Illustrated by Paola Escobar

HarperCollins, 2019

Grades: K-2

Genre: Biography

Synopsis: Pura Belpré came to America from Puerto Rico in 1921. When she got to the United States she became a bilingual assistant at the New York Public Library. She later went on to become New York City's first Puerto Rican librarian. This book celebrates her life as a puppeteer, storyteller, and champion for bilingual literature.

African and African American Themes

According to the data I analyzed from <https://www.publicschoolreview.com/>, the second highest percentage of students from a diverse cultural group in Seminole County were black children. The population of the five randomly selected elementary schools was at an average of 15.8%. Since they are highly represented within the school district, they must also be highly represented within the classroom library. The following books are quality children's literature that contains African and African American themes.

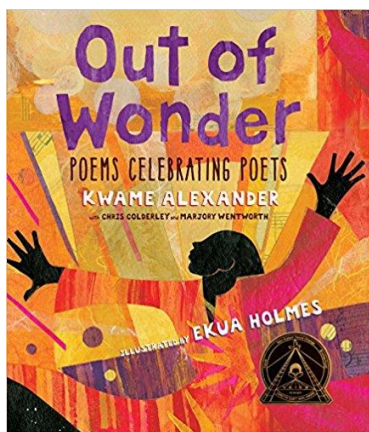


Figure 29: Out of Wonder: Poems Celebrating Poets Cover Illustration

Out of Wonder: Poems Celebrating Poets

Written by Kwame Alexander, Chris Colderley, & Marjory Wentworth, Illustrated by Ekua Holmes

Candlewick Press, 2017

Grades: 2-5

Award: Coretta Scott King Illustrator Award (2018)

Genre: Poetry

Synopsis: This uniquely illustrated poetry book contains original poems about famous authors that have influenced the lives of this book's authors and illustrator. The beautiful poems inspire readers to listen, wonder, and maybe even write poems themselves.

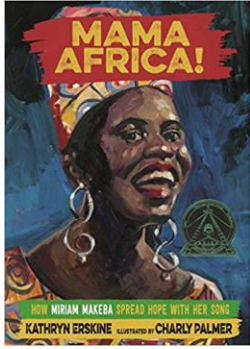


Figure 30: Mama Africa!: How Miriam Makeba Spread Hope with Her Song Cover Illustration

Mama Africa!: How Miriam Makeba Spread Hope with Her Song

Written by Kathryn Erskine, Illustrated by Charley Palmer

Farrar Straus Giroux Books for Young Readers, 2017

Grades: K-5

Award: Coretta Scott King/John Steptoe Award for New Talent (Illustrator 2018)

Genre: Biography

Synopsis: This book is the story of Grammy award-winning singer, Miriam Makeba. Miriam fought for equality in South Africa during the civil rights struggle with apartheid while also uplifting people with her voice. The biography tells the story of Mama Africa's rise to fame in this difficult time for her country.

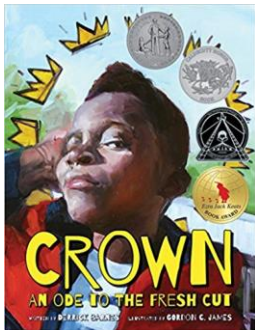


Figure 31: Crown: An Ode to the Fresh Cut Cover Illustration

Crown: An Ode to the Fresh Cut

Written by Derrick Barnes, Illustrated by Gordon C. James

Bolden Books, an Agate Imprint, 2017

Grades: K-2

Awards: Newbery Honor Book (2018), Caldecott Honor Book (2018), Coretta Scott King Author/Illustrator Honor Book (2018), Ezra Jack Keats New Writer/Illustrator Award Book (2018)

Genre: Realistic Fiction

Synopsis: The experience of getting your haircut at the barbershop is one that builds confidence and self-esteem in the young African American boy who is narrating this story. He tells of the magnificent experience of sitting in the chair and the way a fresh cut makes him feel important and fly. This incredible book brings readers through an experience that many black children can easily relate to.

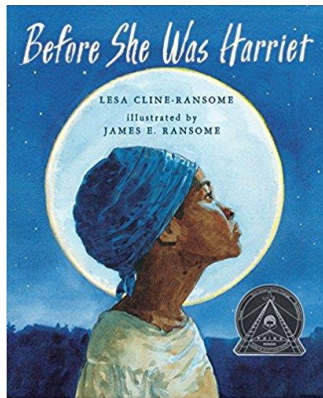


Figure 32: *Before She Was Harriet: The Story of Harriet Tubman* Cover Illustration

Before She Was Harriet: The Story of Harriet Tubman

Written by Lesa Cline-Ransome, Illustrated by James E. Ransome

Holiday House, 2017

Grades: K-2

Award: Coretta Scott King Illustrator Honor Book (2018)

Genre: Biography

Synopsis: This biography of Harriet Tubman tells her story in a unique way. It starts with her as an elderly woman thinking back on the many roles that she played throughout her life before she was Harriet. It shows the hope and determination that Harriet Tubman carried with her through the many journeys and struggles that she faced.

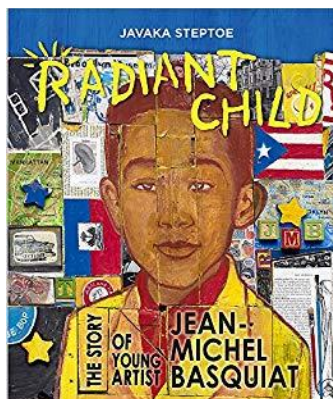


Figure 33: *Radiant Child: The Story of Young Artist Jean-Michel Basquiat* Cover Illustration

Radiant Child: The Story of Young Artist Jean-Michel Basquiat

Written and Illustrated by Javaka Steptoe

Little, Brown and Company, 2016

Grades: K-5

Awards: Caldecott Medal (2017), Coretta Scott King Illustrator Award (2017)

Genre: Biography

Synopsis: Jean-Michel Basquiat was a young boy who saw art everywhere around him. He identified that art doesn't need to be inside the lines or look neat and clean to be beautiful. When Basquiat grew up, he became a famous 1980s artist. His work showed the world art that they had never seen, and it was a cultural phenomenon.

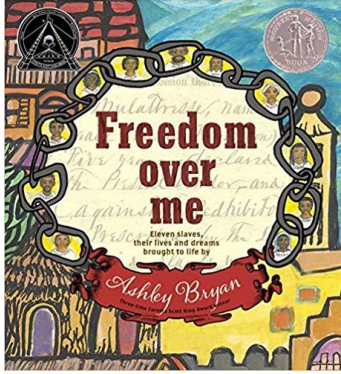


Figure 34: *Freedom Over Me: Eleven Slaves, Their Lives, and Dreams Brought to Life* Cover Illustration

Freedom Over Me: Eleven Slaves, Their Lives, and Dreams Brought to Life

Written and Illustrated by Ashley Bryan

Atheneum Books for Young Readers, 2016

Grades: 2-5

Awards: Coretta Scott King Author/Illustrator Honor Book (2017), Newbery Honor Book (2017)

Genre: Poetry

Synopsis: The lives of eleven slaves who were considered to be monetarily worth less than household objects such as a chair, a dress, or a lantern are portrayed in this book through poetry. These fictional stories are based on real slaves who were listed in their owners' wills as material objects with little worth. This incredible book shows the life that their owner knew nothing about including their dreams and ambitions.

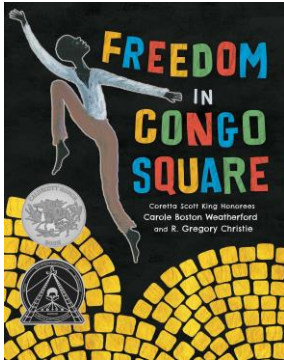


Figure 35: *Freedom in Congo Square* Cover Illustration

Freedom in Congo Square

Written by Carole Boston Weatherford, Illustrated by R. Gregory Christie

Little Bee Books, 2016

Grades: K-2

Awards: Coretta Scott King Illustrator Honor Book (2017), Charlotte Zolotow Award (2017)

Genre: Historical Fiction

Synopsis: This picture book tells about the real event of slaves dancing and singing in Congo Square on Sundays. They were only permitted to congregate on this one day, and they looked forward to it through their rigorous work all week. The illustrations and poetic style portray the struggle of their daily work as well as their hope for their time at Congo Square in New Orleans.

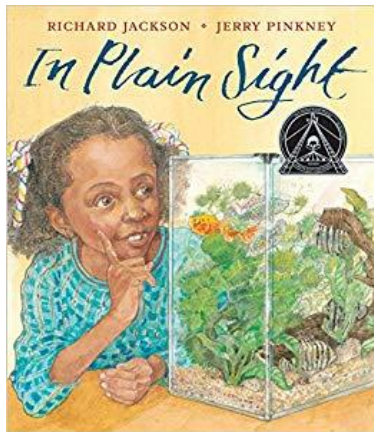


Figure 36: *In Plain Sight* Cover Illustration

In Plain Sight

Written by Richard Jackson, Illustrated by Jerry Pinkney

Roaring Brook Press, 2016

Grades: K-2

Awards: Coretta Scott King Illustrator Honor Book (2017)

Genre: Realistic Fiction

Synopsis: Everyday Sophie's grandpa asks her to help him find something that he's "lost" when she gets home from school. This fun game that they play shows the love and connection between a young girl and her grandfather.

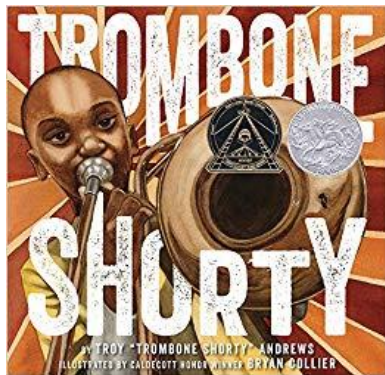


Figure 37: *Trombone Shorty* Cover Illustration

Trombone Shorty

Written by Troy Andrews, Illustrated by Bryan Collier

Abrams Books for Young Readers, 2015

Grades: K-5

Awards: Caldecott Honor Book (2016), Coretta Scott King Illustrator Award Winner (2016)

Genre: Autobiography

Synopsis: As a young boy Troy Andrews learned to play the trombone. In this picture book, Troy tells his own story of loving music, playing his trombone, and becoming an international star despite the odds. The story of Troy, the Trombone Shorty, is one of hope and hard work.

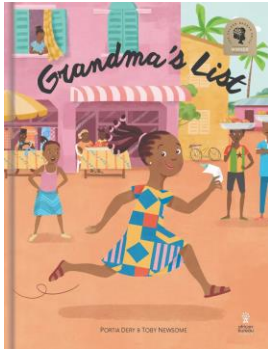


Figure 38: *Grandma's List* Cover Illustration

Grandma's List

Written by Portia Dery, Illustrated by Toby Newsome

African Bureau Stories, 2017

Grades: K-2

Awards: Africa Access Review (2018)

Genre: Realistic Fiction

Synopsis: A young girl in Africa named Fatima is helping her grandmother by doing the grocery shopping. She runs into some trouble when she loses the grocery list and must try and remember everything that her grandmother wrote down. When Fatima cannot remember everything, she is anxious that her family will be mad. However, they understand and are very forgiving. This excellent book highlights family love and is highly recommended by Africa Access Review.

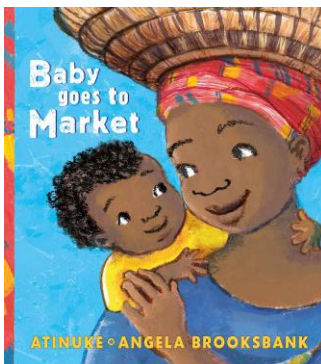


Figure 39: *Baby Goes to Market* Cover Illustration

Baby Goes to Market

Written by Atinuke, Illustrated by Angela Brooksbank

Candlewick Press, 2017

Grades: K-2

Awards: Africa Access Review (2018)

Genre: Realistic Fiction

Synopsis: This counting book takes place in a Nigerian marketplace with a baby and his mother. As they shop, the baby continues to put a number of different foods in their basket without the mother noticing. When the basket gets full and heavy, the mother notices and thinks her baby must be getting hungry. This fun tale is a great read aloud.

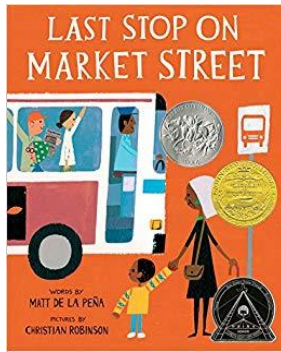


Figure 40: Last Stop on Market Street Cover Illustration

Last Stop on Market Street

Written by Matt de la Peña, Illustrated by Christian Robinson

G.P. Putnam's Sons, 2015

Grades: K-2

Awards: Newbery Award Book (2016), Coretta Scott King Illustrator Honor Book (2016)

Genre: Realistic Fiction

Synopsis: C.J. is a young boy who travels to a soup kitchen on a bus with his grandmother after church. As C.J. complains about little inconveniences and the things he wishes he had in life, his grandmother shows him the bright side in everything. She tries to open C. J's eyes to the beauty all around him.

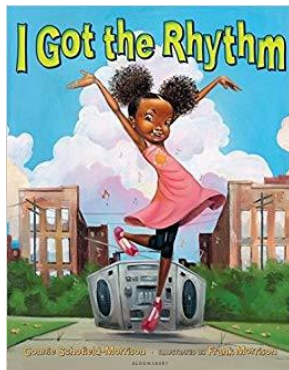


Figure 41: I Got the Rhythm Cover Illustration

I Got the Rhythm

Written by Connie Schofield-Morrison, Illustrated by Frank Morrison

Bloomsbury Children's Books, 2014

Grades: K-2

Genre: Realistic Fiction

Synopsis: A spunky African American girl shows how she can keep the rhythm as she claps, snaps, tips, taps, stomps, shakes, and much more. This fun book encourages music and movement in young children.

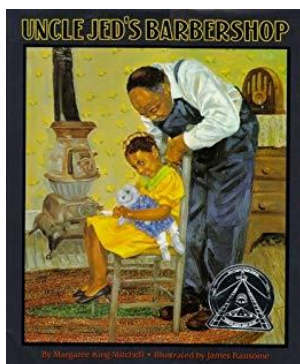


Figure 42: Uncle Jed's Barbershop Cover Illustration

Uncle Jed's Barbershop

Written by Margaree King Mitchell, Illustrated by James Ransome

Simon and Schuster Books for Young Readers, 1993

Grades: 2-5

Genre: Historical Fiction

Synopsis: This classic story takes place in the segregated south in the 1920s and is told from the point of view of a young girl, Sarah Jean, who loves her Uncle Jed the barber. Jed was the only black barber in their county, and he dreamed of opening his own barbershop one day. Despite financial setback and hardships, Uncle Jed eventually saved enough money to open his barbershop on his 79th birthday. This book helps children learn about family values, hard work, saving money, and making your dreams come true.

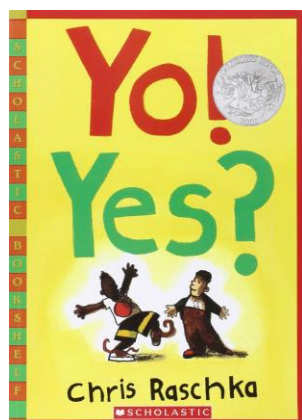


Figure 43: Yo! Yes? Cover Illustration

Yo! Yes?

Written and Illustrated by Christopher Raschka

Orchard Books, 1993

Grades: K-2

Award: Caldecott Honor Book (1994)

Genre: Realistic Fiction

Synopsis: A black boy and a white boy become friends through a series of one-worded conversation. This simple book shows the importance of friendship and kindness to everyone you meet.

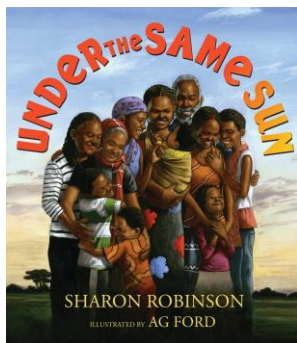


Figure 44: Under the Same Sun Cover Illustration

Under the Same Sun

Written by Sharon Robinson, Illustrated by Ag Ford

Scholastic Press, 2014

Grades: 2-5

Genre: Autobiography

Synopsis: Sharon Robinson, daughter of Jackie Robinson (the baseball player who integrated the sport in 1947), tells the true story of the time she and her mother traveled to Tanzania to visit her brother David and his family. This incredible story shares not only their journey to East Africa, but also the importance of family even when separated by miles and miles. Robinson also includes real pictures of her family, a map of their journey from New York City to Tanzania, a Swahili to English glossary, and a description of a typical Tanzanian meal.

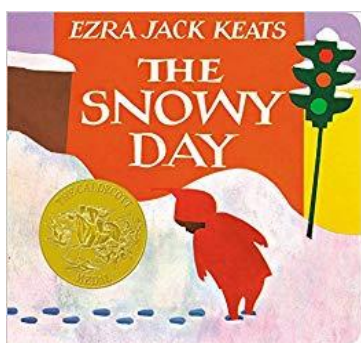


Figure 45: The Snowy Day Cover Illustration

The Snowy Day

Written and Illustrated by Ezra Jack Keats

The Viking Press, 1962

Grades: K-2

Award: Caldecott Medal (1963)

Genre: Realistic Fiction

Synopsis: This picture book is the first one to have an African American main character. Peter is a young boy who spends an eventful day outside in the snow. He comes in and his mother helps him get ready for bed. He is scared the snow will be gone the next day, but when he wakes up he joins his friend for another day in the snow.

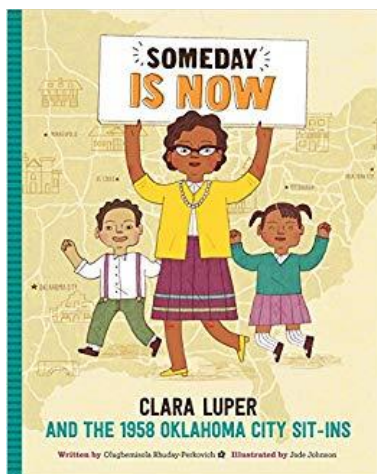


Figure 46: *Someday Is Now: Clara Luper and the 1958 Oklahoma City Sit-ins* Cover Illustration

Someday Is Now: Clara Luper and the 1958 Oklahoma City Sit-ins

Written by Olugbemisola Rhuday-Perkovich, Illustrated by Jade Johnson

Seagrass Press, 2018

Grades: K-2

Genre: Biography

Synopsis: Clara Luper is a civil rights activist who saw injustice and wanted to make a change. Luper is known for her sit-ins with her students in Oklahoma. This book tells about her courage and nonviolence as well as a glossary of key people during the civil rights movement.



Figure 47: *Thank You, Omu!* Cover Illustration

Thank You, Omu!

Written and Illustrated by Oge Mora

Little, Brown Books for Young Readers, 2018

Grades: K-2

Genre: Realistic Fiction

Synopsis: Omu makes delicious stew that everyone in her community loves. She is happy to share with her neighbors, but when the pot is empty, she is sad to see that she didn't get any for herself. This beautiful story about loving, sharing, and community is a great read for young children.

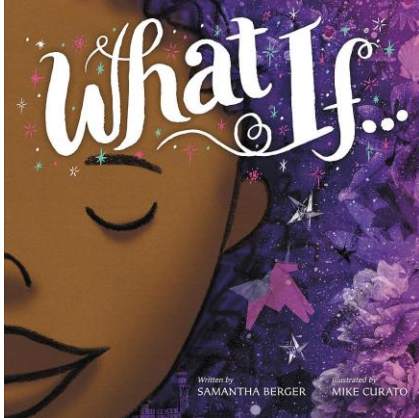


Figure 48: *What If...* Cover Illustration

What If...

Written by Samantha Berger, Illustrated by Mike Curato

Little, Brown Books for Young Readers, 2018

Grades: K-2

Genre: Fantasy

Synopsis: The main character of this story thinks of imaginative and creative ways to express herself in this world. The beautiful illustrations and the rhythmic words of this story help the reader feel as empowered and resilient as this girl.

Asian Themes

According to the data I analyzed from <https://www.publicschoolreview.com/>, the third highest percentage of students from a diverse cultural group in Seminole County were Asian children. The population of the five randomly selected elementary schools was at an average of 6.6%. Since they are represented within the school district, they must also be represented within the classroom library. The following books are quality children's literature that contains Asian themes.



Figure 49: Take Me Out to the Yakyu Cover Illustration

Take Me Out to the Yakyu

Written and Illustrated by Aaron Meshon

Atheneum Books for Young Readers, 2013

Grades: K-2

Genre: Realistic Fiction

Synopsis: In this comparison story, a young Japanese-American boy attends a baseball game in America with his American grandfather as well as a baseball game in Japan with his Japanese Ji Ji (grandfather). The experiences of both games are shown side by side to contrast the small details of the sport in two different countries. The author also included Japanese words throughout the text as well as an English to Japanese glossary at the end.

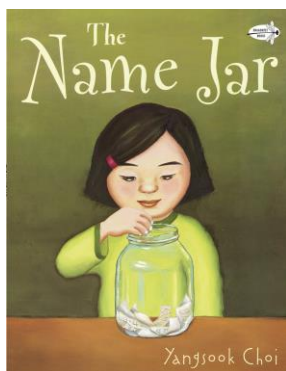


Figure 50: *The Name Jar* Cover Illustration

The Name Jar

Written and Illustrated by Yangsook Choi

Dell Dragonfly Books, 2003

Grades: K-2

Genre: Realistic Fiction

Synopsis: Unhei is a new student in America from Korea. She is worried about her new classmates liking her, and she is nervous about their ability to pronounce her name. On the first day of school Unhei is too scared to tell them her real name so she tells her peers she will choose a name in a week. All of her classmates put common American names into a jar to help her choose, but when the time comes Unhei decides to tell her new friends her real name and how to pronounce it. She is proud of her Korean name, and she just wants to be herself.

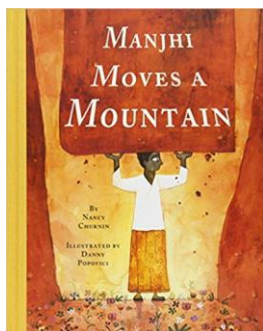


Figure 51: *Manjhi Moves a Mountain* Cover Illustration

Manjhi Moves a Mountain

Written by Nancy Churnin, Illustrated by Danny Popovici

Creston Books, 2017

Grades: K-3

Award: South Asia Book Award (2018)

Genre: Biography

Synopsis: Dashrath Manjhi was a man from a village named Gehlaur in India. His village was in poverty and was separated from the wealthy city of Wazirganj by a mountain. In order to help his people, get to the other village, Manjhi began digging a road through the mountain with only a chisel and a hammer. The task took 22 years, but in the end, the people of his village had easier access to running water, doctors, school, and jobs. Manjhi's story is one of determination and community service.

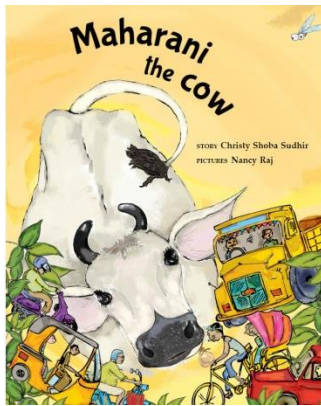


Figure 52:Maharani the Cow Cover Illustration

Maharani the Cow

Written by Christy Shoba Sudhir, Illustrated by Nancy Raj

Tulika Publishers, 2017

Grades: 2-4

Award: South Asia Book Award Honor Book (2018)

Genre: Realistic Fiction

Synopsis: Maharani is a giant cow in the middle of the street in India. As cars drive by and people honk their horns, the cow continues to calmly block the road. This fun and bustling story shows a common setting in Indian streets.



Figure 53:When the Rain Comes Cover Illustration

When the Rain Comes

Written by Alma Fullerton, Illustrated by Kim LaFave

Pajama Press, 2017

Grades: K-3

Award: South Asia Book Award Highly Recommended (2018)

Genre: Realistic Fiction

Synopsis: Malini is a young girl in Sri Lanka who must plant rice crops for her family with the help of an ox. When the rain comes and floods her village, Malini must be brave. She leads her ox to a barn and saves the crop from washing away in the monsoon. This book uses onomatopoeia and vivid pictures to show a staple of the Sri Lankan culture, farming, as well as a struggle for this island, monsoon season.

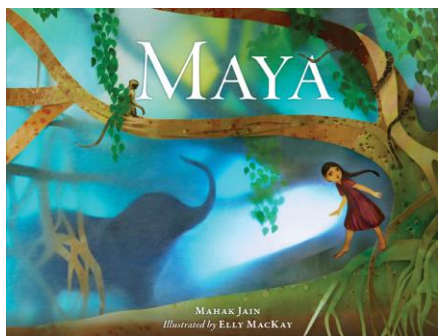


Figure 54: Maya Cover Illustration

Maya

Written by Mahak Jain, Illustrated by Elly MacKay

Owlkids Books, 2016

Grades: K-2

Award: South Asia Book Award (2017)

Genre: Fantasy

Synopsis: In modern India, Maya and her mother experience a power outage. Since Maya is afraid of the dark and is still grieving the loss of her father, her mother tries to soothe her with stories of the Banyan trees. As Maya and her mother comfort each other and try to fall asleep, Maya's imagination shows her life and light instead of darkness. This is a story of love, loss, imagination, and overcoming fear.

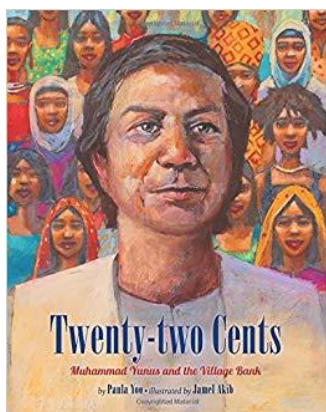


Figure 55: Twenty-Two Cents: Muhammad Yunus and the Village Bank Cover Illustration

Twenty-Two Cents: Muhammad Yunus and the Village Bank

Written by Paula Yoo, Illustrated by Jamel Akib

Lee & Low Books Inc., 2014

Grades: 2-5

Award: South Asia Book Award (2015)

Genre: Biography

Synopsis: Muhammad Yunus was an economics professor in Bangladesh. He saw the injustice occurring in his country where people in poverty were unable to borrow small amounts of money without huge interest rates. Muhammad founded the Grameen Bank to help people get small loans to change their lives. His compassion, determination, and economic sense won him the Nobel Peace Prize in 2006.



Figure 56: Cilla Lee-Jenkins: *Future Author Extraordinaire* Cover Illustration

Cilla Lee-Jenkins: Future Author Extraordinaire

Written by Susan Tan, Illustrated by Dana Wulfekotte

Roaring Brook Press, an imprint of Macmillan Children's Publishing Group, 2017

Grades: 2-5

Award: Asian Pacific Library Association Honor Book (2018)

Genre: Realistic Fiction

Synopsis: Cilla Lee-Jenkins is a Chinese-American girl who knows she is destined to be a writer. She feels like she needs to become a bestselling author before her baby sister is born so that her family will still have a reason to pay attention to her. Cilla decides to write about herself including how her American family traditions are so different from her Chinese family traditions. This humorous story of a biracial young girl is full of love.

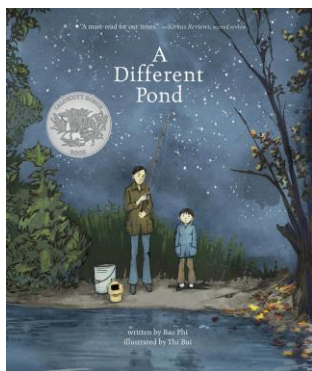


Figure 57: A Different Pond Cover Illustration

A Different Pond

Written by Bao Phi, Illustrated by Thi Bui

Capstone Young Readers, 2017

Grades: K-2

Award: Asian Pacific Library Association Winner (2018), Caldecott Honor Book (2018)

Genre: Realistic Fiction

Synopsis: A young boy and his father wake up early in the morning to go fishing for food, not recreation. As they fish in their American pond, the father tells his son stories of fishing in a different pond in his home country of Vietnam. The father-son bond in this book shows a connection that lasts through generations and countries.

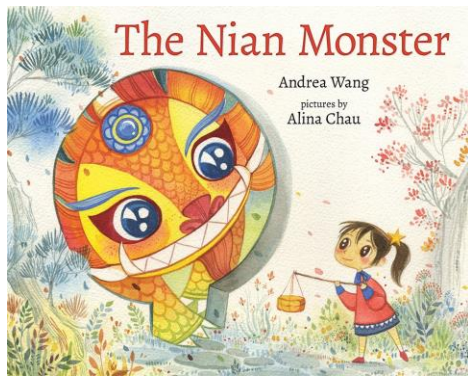


Figure 58: The Nian Monster Cover Illustration

The Nian Monster

Written by Andrea Wang, Illustrated by Alina Chau

Albert Whitman & Company, 2016

Grades: K-2

Award: Asian Pacific Library Association Honor Book (2018)

Genre: Fantasy

Synopsis: Xingling is a young girl in China. Before the Chinese New Year, the Nian monster shows up to destroy Shanghai. Xingling is a quick thinker and she outsmarts the monster for three days in order to save her country. This story is a repetitive and predictable structure that is a great way for children to learn about the Chinese New Year and traditional Chinese food.

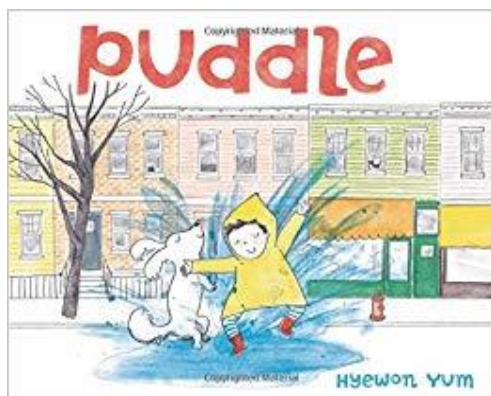


Figure 59: Puddle Cover Illustration

Puddle

Written and Illustrated by Hyewon Yum

Farrar Straus Giroux Books for Young Readers, 2016

Grades: K-2

Award: Asian Pacific Library Association Winner (2017)

Genre: Realistic Fiction

Synopsis: This creative story celebrates the use of imagination and the bond between a mother and her son. On a rainy day, the son is discouraged and upset because he doesn't think he can have any fun inside the house. His mother shows him how to use his imagination to draw and enjoy his day despite the rain.

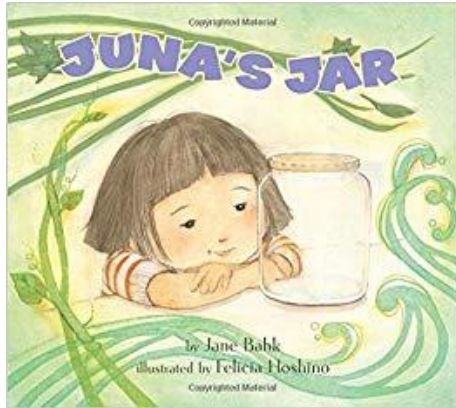


Figure 60: Juna's Jar Cover Illustration

Juna's Jar

Written by Jane Bahk, Illustrated by Felicia Hoshino

Lee & Low Books,

Grades: K-2

Award: Asian Pacific Library Association Winner (2016)

Genre: Fantasy

Synopsis: Juna and her friend Hector live in Koreatown in California. When Hector moves away, Juna is sad and decides to go on an adventure to look for her friend. She uses her kimchi jar and her imagination to travel to the ocean, the jungle, and fly through the sky. On her journey Juna discovers that friends can be found in unexpected places.

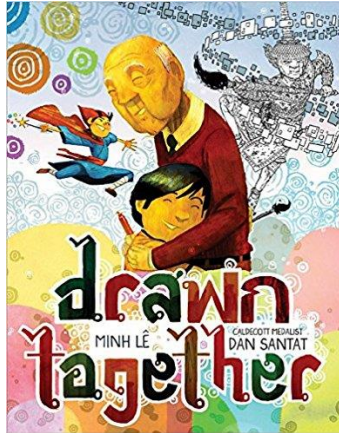


Figure 61: Drawn Together Cover Illustration

Drawn Together

Written by Minh Lê, Illustrated by Dan Santat

Disney-Hyperion, 2018

Grades: K-2

Genre: Realistic Fiction

Synopsis: A young boy visits his Vietnamese grandfather, and because of their language barrier they cannot communicate, and they feel distant. They are unable to connect with one another until they discover that they can communicate through art and storytelling. These art forms help them bond and become closer to one another.

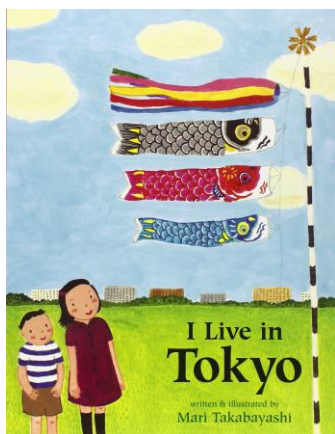


Figure 62: *I Live in Tokyo* Cover Illustration

I Live in Tokyo

Written and Illustrated by Mari Takabayashi

HMH Books for Young Readers, 2004

Grades: K-2

Genre: Realistic Fiction

Synopsis: This story follows seven-year-old Mimiko through his life in Japan. The reader of this story will learn information about Japan's food, festivities, clothing and more just by following along with Mimiko.

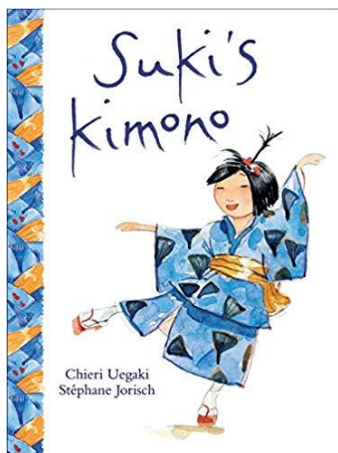


Figure 63: *Suki's Kimono* Cover Illustration

Suki's Kimono

Written by Chieri Uegaki, Illustrated by Stéphane Jorisch

Kids Can Press, 2005

Grades: K-2

Genre: Realistic fiction

Synopsis: Suki loves her blue kimono that was given to her by her grandmother. She loves it so much that she decides to wear it on the first day of school. At school, Suki shares all of the fun things that she did with her grandmother over the summer and the fond memories that she made in Japan.

Arab and Middle Eastern Themes

Although middle eastern countries are in Asia, they are given a separate category in this thesis because of the awards and resources that are available. As mentioned above, the Asian population of the five randomly selected Seminole County elementary schools was at an average of 6.6%. A portion of this percentage of Asian students may include children from Arab and Middle Eastern countries. Since they are represented within the school district, they must also be represented within the classroom library. The following books are quality children's literature that contains Arab and Middle Eastern themes.

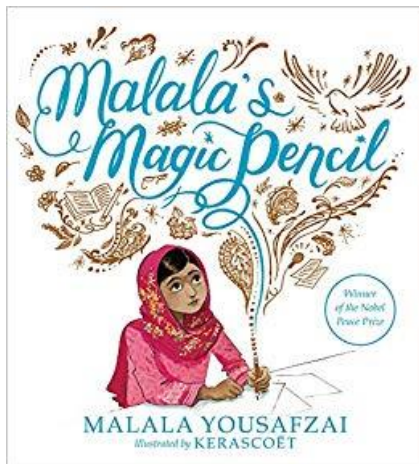


Figure 64: Malala's Magic Pencil Cover Illustration

Malala's Magic Pencil

Written by Malala Yousafzai, Illustrated by Kerascoet

Little Brown and Company, 2017

Grades: K-5

Genre: Autobiography

Synopsis: Malala Yousafzai tells her life story of growing up in Pakistan where women and girls were oppressed and denied an education because of the Taliban. As a little girl she would wish that she had a magic pencil to change the world for better, but as she got older she realized she could use her voice to speak out for the things she believed in. Malala's inspirational story of determination and sticking up for her people is written in a way that reaches all ages.

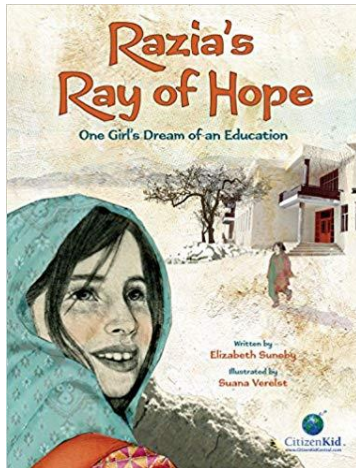


Figure 65: Razia's Ray of Hope One Girl's Dream of an Education Cover Illustration

Razia's Ray of Hope One Girl's Dream of an Education

Written by Elizabeth Suneby, Illustrated by Suana Verelst

Kids Can Press, 2013

Grades: 2-5

Award: South Asia Book Award (2014)

Genre: Realistic Fiction

Synopsis: This fictional story is based on real events happening in Afghanistan. In this book, a young girl named Razia is excited to learn that a new girls' school is opening in her village. However, because girls are not traditionally allowed to get an education in Afghanistan, Razia must convince her father and oldest brother that she deserves to be educated.

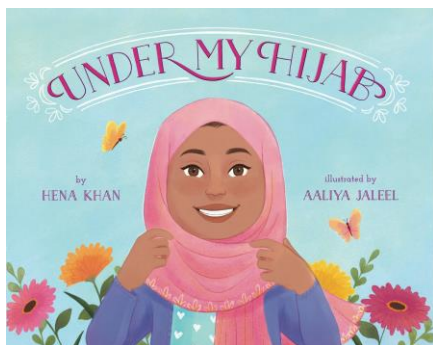


Figure 66: Under My Hijab Cover Illustration

Under My Hijab

Written by Hena Khan, Illustrated by Aaliya Jaleel

Lee & Low Books, 2019

Grades: K-2

Genre: Realistic Fiction

Synopsis: In this story a young girl observes the women in her family and the way that they wear their hijabs. They each find a unique way to express themselves through their traditional headwear. The young girl dreams of her own future wearing a hijab and how she will show her personality just as the women in her life do. This story shows a pride in Muslim culture and faith.

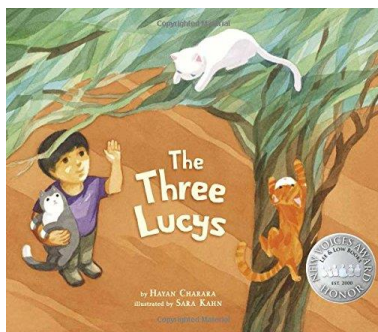


Figure 67: *The Three Lucys* Cover Illustration

The Three Lucys

Written by Hayan Charara, Illustrated by Sara Kahn

Lee & Low Books, 2016

Grades: 2-5

Award: Arab American Museum Honorable Mention (2017)

Genre: Realistic Fiction

Synopsis: During the July War between Lebanon and Israel in 2006, Luli experiences a great loss. He loses one of his three Lucys (one of his three cats) when his family must leave their home because of air raids and bombings. This story deals with difficult topics such as war and loss in a context that is not threatening for children to read. The main conflict is with Luli and the loss of his cat, so it is a great opening for further discussion of these difficult topics.

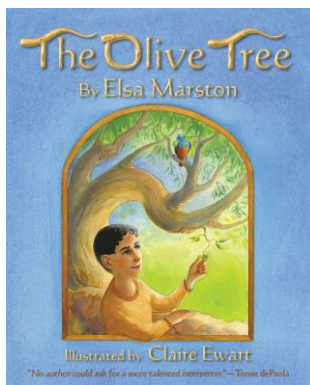


Figure 68: *The Olive Tree* Cover Illustration

The Olive Tree

Written by Elsa Marston, Illustrated by Claire Ewart

Wisdom Tales Press, 2014

Grades: K-2

Award: Arab American Museum Honorable Mention (2015)

Genre: Realistic Fiction

Synopsis: Sameer is a young boy in Lebanon who loves the olive tree that is between his house and the house next door. The house next door has been uninhabited for years because the family left during the troubling times that the country was facing. When they return, the young girl, Muna, does not want to play with Sameer as he hoped. Instead she claims that the olive tree only belongs to her family. When lightning strikes the tree and neither family is able to eat the olives or fight over them anymore, Sameer and Muna realize that sharing and friendship are important.

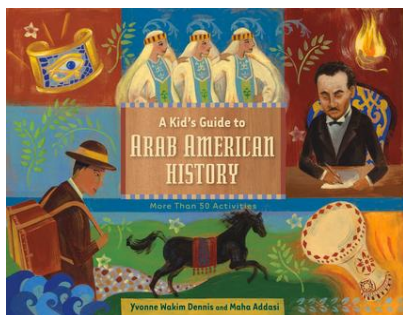


Figure 69: *A Kid's Guide to Arab American History* Cover Illustration

A Kid's Guide to Arab American History

Written by Yvonne Wakim Dennis and Maha Addasi

Chicago Review Press, 2013

Grades: K-5

Award: Arab American Museum Award Winner (2014)

Genre: Nonfiction

Synopsis: This book is written to give children a chance to read about experiences of Arab American cultures. It avoids stereotypes by having sections that focus on the individuals who are Lebanese, Syrian, Palestinian, Jordanian, Egyptian, Iraqi, and Yemeni. This book also includes biographies of distinguished Arab Americans such as Danny Thomas, Paula Abdul, Helen Zughaib, and Ralph Nader. It also has more than fifty fun activities that show Arab American arts, language, games, clothing, and food.

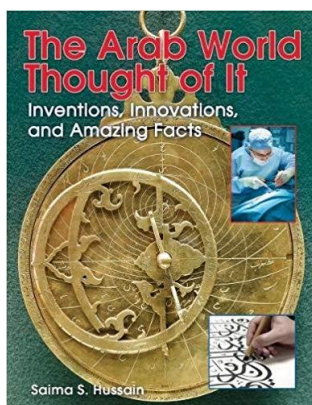


Figure 70: *The Arab World Thought of It* Cover Illustration

The Arab World Thought of It

Written by Saima S. Hussain

Annick Press, 2013

Grades: K-5

Award: Arab American Museum Honorable Mention (2014)

Genre: Nonfiction

Synopsis: This book is a collection of biographies of Arab Americans who have made contributions to the world in the fields of astronomy, medicine, architecture, food, education, and art. It is a great way to expose children to the fact that people from North Africa and the Arabian Peninsula have had a significant impact on the world.

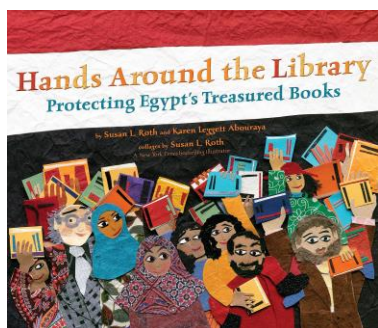


Figure 71: Hands Around the Library: Protecting Egypt's Treasured Books Cover Illustration

Hands Around the Library: Protecting Egypt's Treasured Books

Written by Susan L. Roth and Karen Leggett Abouraya

Dial, 2012

Grades: K-5

Award: Arab American Museum Award Winner (2013)

Genre: Nonfiction

Synopsis: In January 2011, thousands of Egyptian students and people who appreciate the knowledge provided by books stood around the great Library of Alexandria and joined hands to protect the building. They chanted, "We love you, Egypt!" to show their support for the freedom that the library represents. The unique collage style illustrations that accompany this story show that people unite for a common cause even in the country's turmoil.

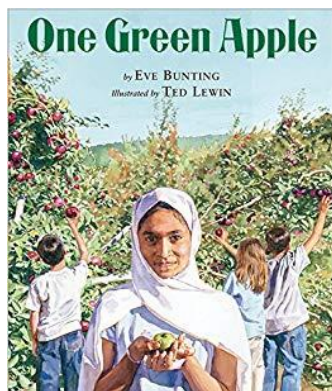


Figure 72: One Green Apple Cover Illustration

One Green Apple

Written by Eve Bunting, Illustrated by Ted Lewin

Clarion Books, 2006

Grades: K-5

Award: Arab American Museum Award Winner (2007)

Genre: Realistic Fiction

Synopsis: Farah is a young Muslim immigrant who feels out of place at her new school in America. She truly begins to feel like she belongs when she joins her classmates on a field trip to an Apple Orchard. She bonds with her peers as they make apple cider, and she listens to their laughter and realizes that children in America are not much different than children in her home country.

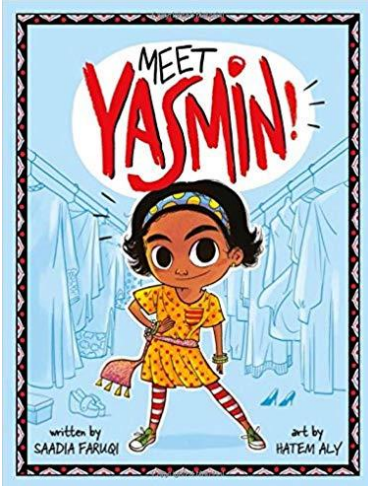


Figure 73: Meet Yasmin! Cover Illustration

Meet Yasmin!

Written by Saadia Faruqi, Illustrated by Hatem Aly

Picture Window Books, 2018

Grades: 2-5

Genre: Realistic Fiction

Synopsis: Yasmin is a spunky Pakistani-American second grader who is using her imagination and surroundings to inspire solutions to her problems. This transitional chapter book shows Yasmin's life through a creative and curious child's perspective.

Native American/American Indian Themes

Even though the data that I analyzed from <https://www.publicschoolreview.com/> did not show a percentage of Native American children in the five randomly selected Seminole County public schools, it is still important to include children's literature with Native American/American Indian themes. Children should be exposed to books with themes from all different cultures to help them develop empathy and tolerance for others. Including books with Native American/American Indian themes in an elementary school library will teach students about their culture and lives. It is extremely beneficial for students to read about other diverse groups.

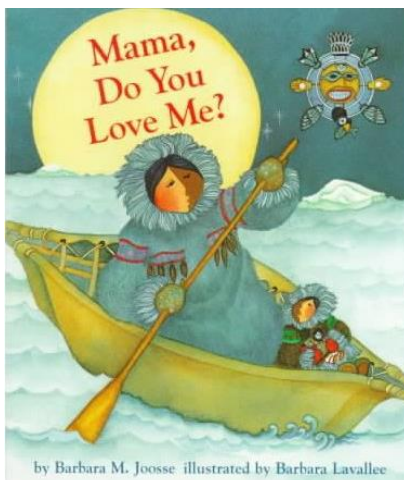


Figure 74: *Mama, Do You Love Me?* Cover Illustration

Mama, Do You Love Me?

Written by Barbara M. Josse, Illustrated by Barbara Lavallee

Scholastic Inc., 1991

Grades: K-2

Genre: Realistic Fiction

Synopsis: This story shows the bond between an Inuit mother and her daughter. As the daughter learns of her mother's limitless love, the reader is able to learn about the Native Northern Alaska Inuit tribe and their way of life. The end of the book also includes descriptions of sacred animals and objects of the Inuit tribe that were featured throughout the story.

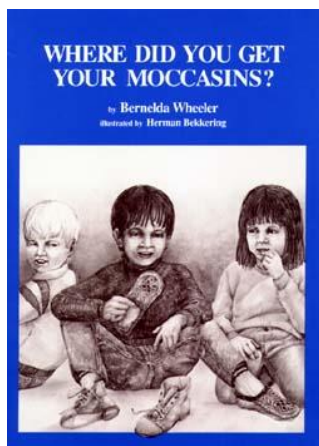


Figure 75: *Where Did You Get Your Moccasins?* Cover Illustration

Where Did You Get Your Moccasins?

Written by Bernelda Wheeler, Illustrated by Herman Bekkering
Pemmican Publications Inc., 1986

Grades: K-2

Genre: Realistic Fiction

Synopsis: In this story a little boy goes to school wearing native moccasins. The other students question him about where his shoes are from and how they were made. The boy shares how his Kookum (his Grandmother) made the moccasins with deer leather and store-bought beads. This story shows the merging of traditional Native American ways with current American culture.

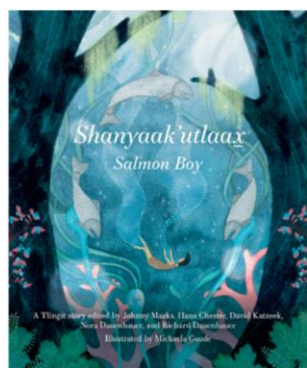


Figure 76: *Shanyaak'utlaax: Salmon Boy* Cover Illustration

Shanyaak'utlaax: Salmon Boy

Edited by Tlingit speakers Johnny Marks, Hans Chester, David Katzeek, Nora Dauenhauer, and Richard Dauenhauer, Illustrated by Michaela Goade
Sealaska Heritage Institute, 2017

Grades: K-2

Award: American Indian Library Association Winner (2018)

Genre: Folktale

Synopsis: This traditional Tlingit story teaches children to respect nature, animals, and culture. A young boy throws away a piece of Salmon in disgust which upsets the Salmon People. They take this young Tlingit boy into their underwater world, name him Shanyaak'utlaax, and teach him a lesson.

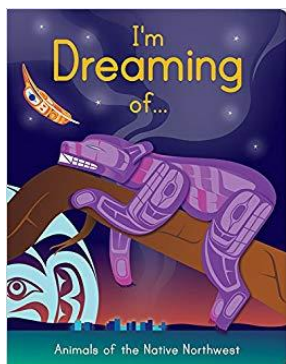


Figure 77: *I'm Dreaming of Animals of the Native Northwest* Cover Illustration

I'm Dreaming of Animals of the Native Northwest

Written by Melaney Gleeson-Lyall; Illustrated by Mervin Windsor, Maynard Johnny Jr., Eric Parnell, Ernest Swanson, Ben Houstie, Paul Windsor, Allan Weir, Terry Starr, Nicole LaRock, Simone Diamond, and Francis Horne Sr.

Native Northwest, 2017

Grades: K-2

Award: American Indian Library Association Honor Book (2018)

Genre: Realistic Fiction

Synopsis: This book shows a person dreaming of different animals that are found in the Native Northwest. The rhythmic words are paired with rich cultural illustrations to teach children about different animals found in this region as well as the traditional artwork.

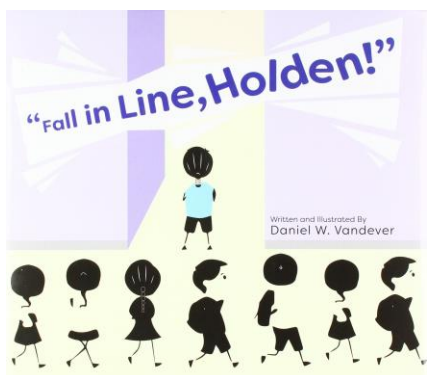


Figure 78: *Fall in Line, Holden!* Cover Illustration

Fall in Line, Holden!

Written by Daniel W. Vandever

Salina Bookshelf Inc, 2017

Grades: K-2

Award: American Indian Library Association Honor Book (2018)

Genre: Realistic Fiction

Synopsis: A young boy from the Navajo tribe is at a boarding school. This book shows his mundane life and the fact that he is always being told to conform while at school. It also shows his vivid imagination and the way he makes his world come to life. Seeing the world through Holden's eyes shows the wonder he is able to create in his world.



Figure 79: Mission to Space Cover Illustration

Mission to Space

Written by John Herrington

White Dog Press, 2016

Grades: K-2

Award: American Indian Library Association Honor Book (2018)

Genre: Autobiography

Synopsis: John Herrington is Chickasaw Native American who became an astronaut. In this book, he shares his life with space travel, NASA, and his Chickasaw heritage. He uses real photographs and an English-Chickasaw vocabulary list of space related terms to combine his love for space with his life and experiences as a Native American.

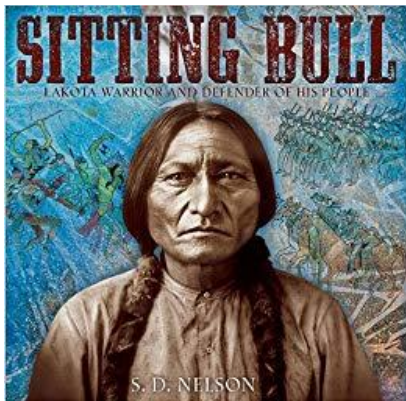


Figure 80: Sitting Bull Lakota Warrior and Defender of his People Cover Illustration

Sitting Bull Lakota Warrior and Defender of his People

Written by S.D. Nelson

Harry N. Abrams, 2015

Grades: 2-5

Award: American Indian Library Association Honor Book (2016)

Genre: Biography

Synopsis: Sitting Bull was a Native American warrior and chief of the Lakota/Sioux tribe. He was a great warrior/chief, and this book tells his story of leading his people against the U.S. Army. He was one of the chiefs to surrender their tribe to the U.S. government and begin living on a reservation.

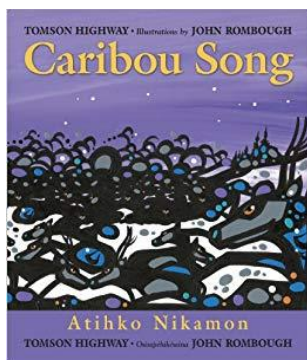


Figure 81: *Caribou Song* Cover Illustration

Caribou Song

Written by Tomson Highway, Illustrated by John Rombough

Fifth House, 2013

Grades: K-2

Award: American Indian Library Association Winner (2104)

Genre: Fantasy

Synopsis: Two boys, Joe and Cody, are brothers who are in the Cree tribe. They ride in a dog sled with their Mama and Papa to follow the caribou all year. Joe and Cody entice the large animals by playing an accordion and dancing. One day, they don't notice that the caribou have started surrounding them in the meadow. With the herd completely around them, the boys can barely see each other, and they have lost sight of their parents. Even though this moment should be terrifying, it instead becomes a spiritual, magical encounter with the Caribou.

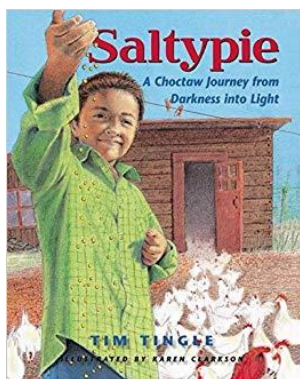


Figure 82: *Saltpie: A Choctaw Journey from Darkness into Light* Cover Illustration

Saltpie: A Choctaw Journey from Darkness into Light

Written by Tim Tingle, Illustrated by Karen Clarkson

Cinco Puntos Press, 2010

Grades: 2-5

Awards: American Indian Library Association Honor Book (2012)

Genre: Autobiography

Synopsis: In this book, Tim Tingle tells his own story of moving from Oklahoma Choctaw country to Pasadena, Texas. He reflects on his grandmother's struggles as she became an orphan at an Indian boarding school. This book tackles issues of American Indian stereotypes and teaches about the Choctaw culture.

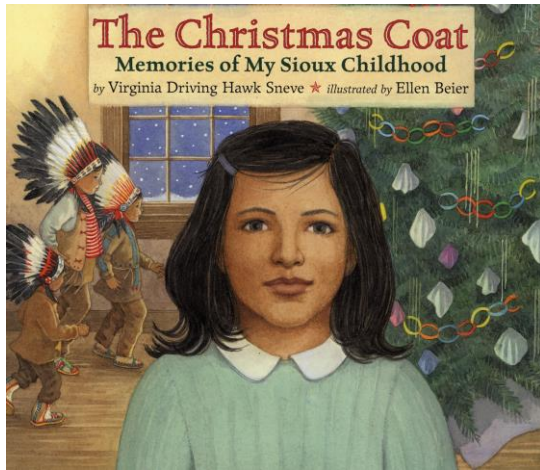


Figure 83: *The Christmas Coat: Memories of My Sioux Childhood* Cover Illustration

The Christmas Coat: Memories of My Sioux Childhood

Written by Virginia Driving Hawk Sneve, Illustrated by Ellen Beier

Holiday House, 2011

Grades: K-2

Awards: American Indian Library Association Winner (2012)

Genre: Biography

Synopsis: Virginia tells a story from her own childhood in South Dakota as a Sioux Native American. All of the children on her reservation would look forward to Christmas when boxes of clothes are sent to them from the East. Virginia wants a beautiful gray coat that one of her classmates gets to first, but in the end her mother comes through with a beautiful coat for Virginia.

Disability Themes

Even though the data that I analyzed from <https://www.publicschoolreview.com/> did not show the percentage of children with disabilities in the five randomly selected Seminole County public schools, it is inevitable that every elementary school will have a population of students with disabilities. Children should be exposed to books that show individuals of all abilities to help them develop empathy and tolerance for others. Including books with disability themes in an elementary school library will teach students about the lives and different abilities of all people. It is extremely beneficial for students to read about other diverse groups.

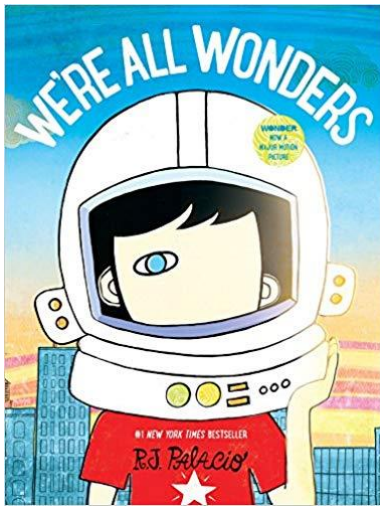


Figure 84: *We're All Wonders* Cover Illustration

We're All Wonders

Written and Illustrated by R.J. Palacio

Alfred A. Knopf, 2017

Grades: K-2

Genre: Realistic Fiction

Synopsis: This story is the picture book version of the book *Wonder*, which is written by the same author. In this story, a young boy named Auggie is born with a facial deformity, and he knows he is different than his peers. It doesn't stop him from doing ordinary things like riding his bike and playing with his dog. Even though his feelings get hurt when he is stared at or made fun of for his looks, he still believes that everyone is a wonder no matter what they look like. This story shows that kindness and acceptance are essential because all people are different and wonderful.



Figure 85: *Rescue & Jessica: A Life-Changing Friendship* Cover Illustration

Rescue & Jessica: A Life-Changing Friendship

Written by Jessica Kensky and Patrick Downes, Illustrated by Scott Magoon

Candlewick Press, 2018

Grades: K-5

Genre: Autobiography

Synopsis: When Jessica lost her legs and was unable to walk and get around on her own, she met a friend that changed her life. That friend was a service dog named Rescue. Rescue helped Jessica through the hard times physically and emotionally. This book is based on the true story of how Jessica Kensky lost her legs in the Boston Marathon in 2013. Her service dog showed her that even with two artificial legs, there is hope and love in the world. She is able to live a normal life despite the setback of having no legs.

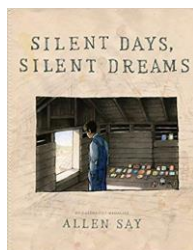


Figure 86: *Silent Days, Silent Dreams* Cover Illustration

Silent Days, Silent Dreams

Written and Illustrated by Allen Say

Arthur A. Levine Books, 2017

Grades: 2-5

Award: Schneider Family Book Award (2018)

Genre: Biography

Synopsis: James Castle was born deaf, mute, autistic, and most likely with dyslexia. Although he didn't walk until he was four, and he would never learn to speak, write, read, or use sign language, James still found a beautiful way to communicate with the world. His artwork is hanging in major museums around the world, and this story tells how he overcame the obstacles he has faced since birth to become an amazing artist.

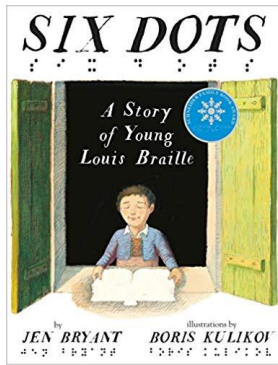


Figure 87: *Six Dots: A Story of Young Louis Braille* Cover Illustration

Six Dots: A Story of Young Louis Braille

Written by Jen Bryant, Illustrated by Boris Kulikov

Knopf Books for Young Readers, 2016

Grades: K-2

Award: Schneider Family Book Award (2017)

Genre: Biography

Synopsis: The book tells the story of Louis Braille who lost his ability to see when he was only five years old. He attended a school for the blind, but there was no way for him to read, and he desperately wanted to read. This brought him to the creation of a new alphabet. This alphabet could be used and read through touch. His invention changed the blind community, and it is still used by many people today.

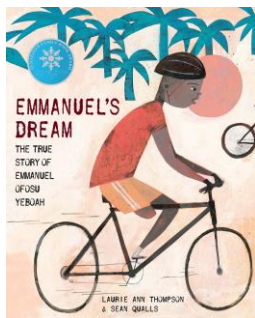


Figure 88: *Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah* Cover Illustration

Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah

Written by Laurie Ann Thompson, Illustrated by Sean Qualls

Schwartz & Wade, 2015

Grades: K-2

Award: Schneider Family Book Award (2016)

Genre: Biography

Synopsis: Emmanuel Ofosu Yeboah was born in Ghana, West Africa with a deformed leg. Most people did not believe he could accomplish much, except for his mother who also taught him to follow his dreams. His disability never held him back from going to school, playing soccer, providing for his family, or becoming a cyclist. Emmanuel's story is a powerful one about overcoming adversity, and Emmanuel is still spreading his message that a disability is not an inability.

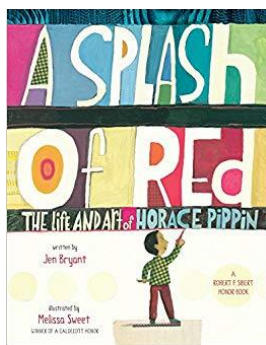


Figure 89: *A Splash of Red: The Life and Art of Horace Pippin* Cover Illustration

A Splash of Red: The Life and Art of Horace Pippin

Written by Jen Bryant, Illustrated by Melissa Sweet

Knopf Books for Young Readers, 2013

Grades: K-2

Award: Schneider Family Book Award (2014), Robert F. Sibert Honor Book (2014), Orbis Pictus Award for Outstanding Nonfiction for Children (2014)

Genre: Biography

Synopsis: Horace Pippin loved to draw and make art. Even while fighting in WWI, he was drawing from the trenches. Unfortunately, Pippin was shot during the war, and he was unable to move his left arm or do what he loved: make art. However, Pippin never gave up, and he practiced until he was able to regain control of his arm and paint again. This inspiring story shows the world to never give up despite the obstacles in front of you.

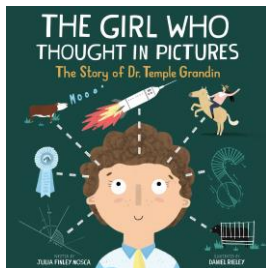


Figure 90: *The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin* Cover Illustration

The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin

Written by Julia Finley Mosca, Illustrated by Daniel Rieley

The Innovation Press, 2017

Grades: K-2

Award: Dolly Gray Children's Literature Award (2018)

Genre: Biography

Synopsis: Temple Grandin was diagnosed with autism, and no one expected her to accomplish much. However, she proved them wrong by becoming one of the greatest contributions to science. Dr. Temple Grandin has invented groundbreaking improvements for farms around the world, and she did it all with her unique and amazing mind. This wonderful biography includes an illustrated rhyming tale, fun facts, a colorful timeline of events, and a note from Dr. Temple Grandin.

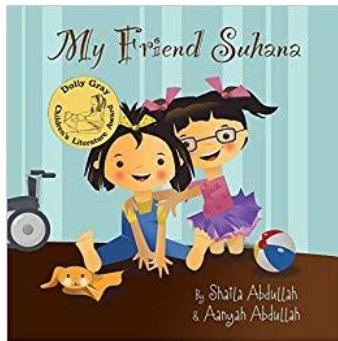


Figure 91: My Friend Suhana: A Story of Friendship and Cerebral Palsy Cover Illustration

My Friend Suhana: A Story of Friendship and Cerebral Palsy

Written by Shaila Abdullah, Illustrated by Aanyah Abdullah

Loving Healing Press, 2014

Grades: K-2

Award: Dolly Gray Children's Literature Award (2016)

Genre: Realistic fiction

Synopsis: This heartwarming story shows how a young girl forms a close bond with another young girl who has cerebral palsy. Through art the two girls are able to communicate and reach each other forming a true friendship.

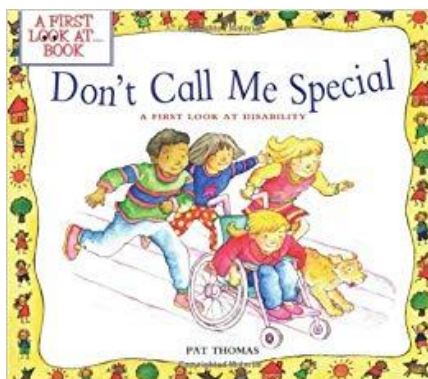


Figure 92: Don't Call Me Special: A First Look at Disability Cover Illustration

Don't Call Me Special: A First Look at Disability

Written by Pat Thomas, Illustrated by Lesley Harker

Barron's Educational Series, 2002

Grades: K-2

Genre: Nonfiction

Synopsis: This informational book helps young children understand what it means to have a disability by exploring common concerns about physical disabilities. It helps illustrate to children how people embrace their disabilities to have happy and fulfilling lives.

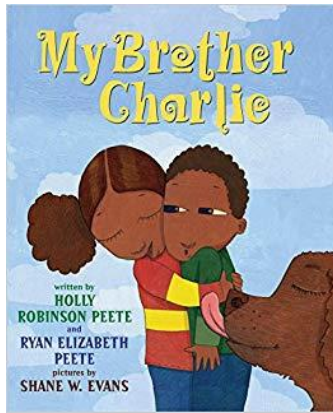


Figure 93: My Brother Charlie Cover Illustration

My Brother Charlie

Written by Holly Robinson Peete and Ryan Elizabeth Peete, Illustrated by Shane Evans
Scholastic Press, 2010

Grades: K-5

Award: Dolly Gray Children's Literature Award (2012)

Genre: Realistic Fiction

Synopsis: Holly Peete works with her daughter Ryan to tell a story based on her son who has autism. The older sister narrates this story and shares that her brother may be different, but he is still great at many things. His disability does not define who he is.

Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Themes

Even though the data that I analyzed from <https://www.publicschoolreview.com/> did not show the percentage of children in the LGBTQ community or with family members who are in the LGBTQ community in the five randomly selected Seminole County public schools, it is inevitable that every elementary school will have students with knowledge of this community or who have been exposed to LGBTQ individuals. Children should be given the opportunity to read books that show the LGBTQ community in a positive light to help them develop empathy and tolerance for others. Including books with LGBTQ themes in an elementary school library will teach students that no matter who a person loves or how they identify, they still deserve respect in our world. It is extremely beneficial for students to read about other diverse groups including the LGBTQ community.

Although, I strongly recommend including appropriate books, such as the ones below, that highlight this theme in an elementary school library, it is an extremely controversial topic. Before including any children's literature that could be controversial or may cause parents and families to be upset or uncomfortable, it is best for teachers to consult and get permission from their administration first.

GEORGE

ALEX GINO
SCHOLASTIC

Figure 94: George Cover Illustration

George

Written by Alex Gino

Scholastic Press, 2015

Grades: 2-5

Award: Stonewall Book Award (2016)

Genre: Realistic Fiction

Synopsis: George is anatomically a boy, but she is definitely a girl. She doesn't know how to show her family and friends that she is actually a girl and have them accept her for who she is until her class decides to do a Charlotte's Web play. George really wants to play Charlotte, but her teacher won't let her try out because she is anatomically a boy. This touching story about coming out and the difficulties of being trapped inside the wrong body is a great introduction to the transgender community for young children.

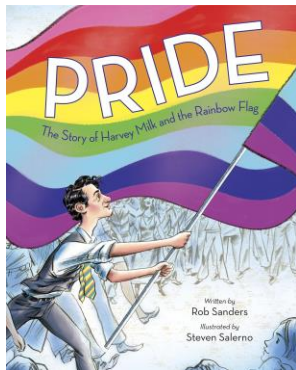


Figure 95: Pride: The Story of Harvey Milk and the Rainbow Flag Cover Illustration

Pride: The Story of Harvey Milk and the Rainbow Flag

Written by Rob Sanders, Illustrated by Steven Salerno

Random House Books for Young Readers, 2018

Grades: K-5

Genre: Nonfiction/Biography

Synopsis: This story follows the development and use of the Rainbow flag that represents love, equality, and pride. This Gay Pride flag began in 1978 and is still used by the LGBTQ community.

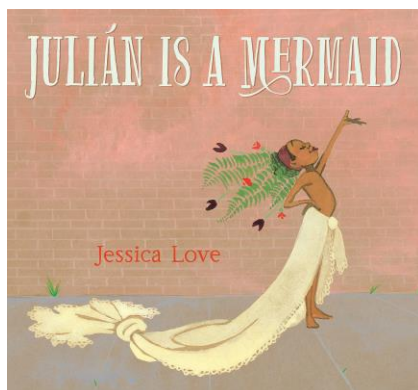


Figure 96: *Julian is a Mermaid* Cover Illustration

Julian is a Mermaid

Written and Illustrated by Jessica Love

Candlewick, 2018

Grades: K-2

Genre: Realistic Fiction

Synopsis: While riding home on the bus with his Abuela, Julian sees three women dressed beautifully like mermaids. Julian is so intrigued by their appearance, and he cannot wait to dress like a mermaid as well. This is a powerful story of self-love and being who you are on the inside.

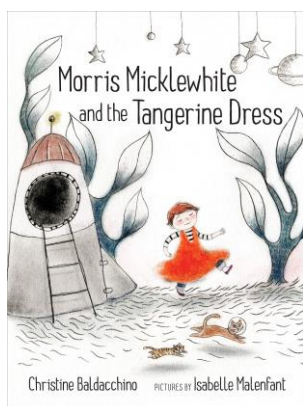


Figure 97: *Morris Micklewhite and the Tangerine Dress* Cover Illustration

Morris Micklewhite and the Tangerine Dress

Written by Christine Baldacchino, Illustrated by Isabelle Malenfant

Groundwood Books, 2014

Grades: K-2

Award: Stonewall Honor Book (2015)

Genre: Realistic Fiction

Synopsis: Morris is a little boy who loves wearing a tangerine dress while playing in his classroom. His classmates do not think it is okay for a boy to wear a dress, so they exclude him from playing in their toy spaceship and they make fun of him. Morris is so upset that he stays home, but he discovers that he can use his imagination to create a spaceship of his own, and he can play with friends who will accept him for who he is.



Figure 98: Heather Has Two Mommies Cover Illustration

Heather Has Two Mommies

Candlewick, 2016 (Reprint edition)

Grades: K-2

Genre: Realistic Fiction

Synopsis: Heather is a sweet young girl who lives with her two lesbian mothers. When she goes to school and the other kids ask about her dad she tells them that she doesn't have one. She only has two mommies. The teacher asks the class to draw pictures of their family. Every family looks different and the teacher explains to them that it doesn't matter what your family looks like as long as you all love one another.

Tolerance and Peace Themes

When analyzing the demographics for the five randomly selected Seminole County Public Schools, I noticed that 36.2% of the population is eligible for free lunch and 5.2% is eligible for reduced lunch. As mentioned above in the District Demographics section, these free and reduced lunch statistics are important because they show the number of students who are categorized as living in low socioeconomic status. Because of this high population of students, it is important to include books in the classroom library that emphasize tolerance for others who are not as well off as other and peace among all students in the classroom regardless of race, gender, physical and mental exceptionalities, ethnicity, culture, language, sexual orientation, social class, or religion. The following books would be great additions because they shed awareness on children living in low socioeconomic status or they highlight tolerance and peace themes.

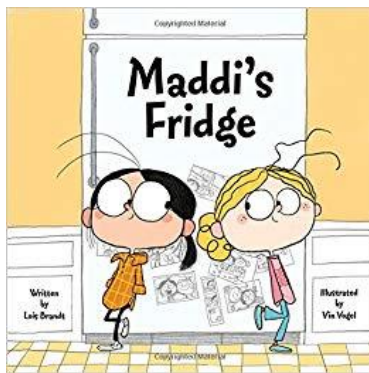


Figure 99: *Maddi's Fridge* Cover Illustration

Maddi's Fridge

Written by Lois Brandt, Illustrated by Vin Vogel

Flashlight Press, 2014

Grades: K-2

Genre: Realistic Fiction

Synopsis: Maddi and Sofia are best friends who play together all the time. One day Sofia goes to Maddi's house and discovers that she only has a carton of milk in her refrigerator. Sofia feels terrible that Maddi's family doesn't have enough money to buy food, but she promises Maddi that she won't tell since Maddi is embarrassed by her empty fridge. This book deals with the important and real issues of poverty and hunger that children face along with ways to help those who face childhood hunger.

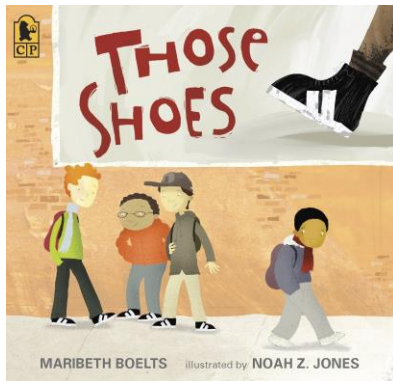


Figure 100: *Those Shoes* Cover Illustration

Those Shoes

Written by Maribeth Boelts, Illustrated by Noah Z. Jones

Candlewick, 2009

Grades: K-2

Genre: Realistic Fiction

Synopsis: Jeremy really wants a fancy pair of shoes, but his grandmother tells him that they can't afford them because he needs new boots for the winter. In this story, Jeremy learns an important lesson about being happy with what you have and the difference between things that you want in life and things that you need.

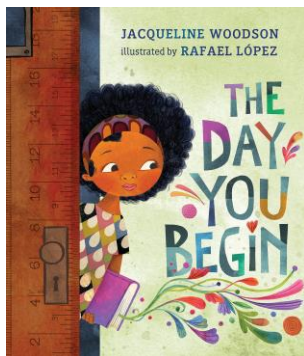


Figure 101: *The Day You Begin* Cover Illustration

The Day You Begin

Written by Jacqueline Woodson, Illustrated by Rafael López

Nancy Paulsen Books, 2018

Grades: K-2

Genre: Realistic Fiction

Synopsis: A young girl is nervous to start her first day at school. She feels that she has nothing in common with the others. However, the whole class soon discovers that you can make friends based on a small connection and by sharing stories with each other. The young girl comes out of her shell and finds new friends in her class.

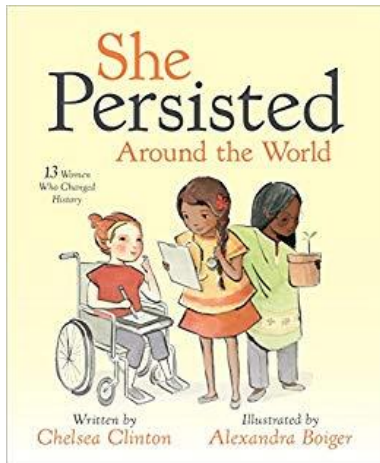


Figure 102: *She Persisted Around the World: 13 Women Who Changed History* Cover Illustration

She Persisted Around the World: 13 Women Who Changed History

Written by Chelsea Clinton, Illustrated by Alexandra Boiger

Philomel Books, 2018

Grades: K-5

Genre: Biography

Synopsis: This collection of thirteen biographies shows influential women who have done incredible things for the world. The stories in this book include Marie Curie and her contributions to science, Joanne Rowling and her contribution to children's literature, Malala Yousafzai and her contributions to girls and their education, and many more influential women.

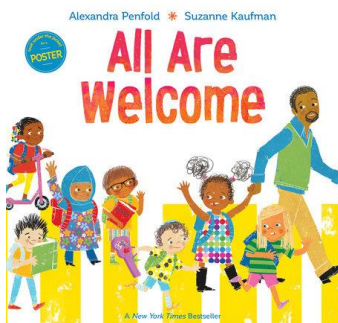


Figure 103: *All Are Welcome* Cover Illustration

All Are Welcome

Written by Alexandra Penfold, Illustrated by Suzanne Kaufman

Knopf Books for Young Readers, 2018

Grades: K-2

Genre: Realistic Fiction

Synopsis: This rhythmic story shows that all people and children are welcome regardless of their race, gender, physical and mental exceptionalities, ethnicity, culture, language, sexual orientation, social class, or religion. It is truly a book about inclusion, tolerance, and peace.

The books identified above are just a small sample of the plethora of diverse titles that are available for children. These are only a few of the most notable and recent children's literature with inclusive themes. In order to find more books that represent certain cultural groups, teachers can use the resources and awards listed in Appendix B. They can also look for more books written or illustrated by the outstanding authors and illustrators highlighted above. There are new diverse title coming out every year, so it is important to stay up to date using the links and QR codes provided.

CHAPTER FIVE: POTENTIAL BARRIERS TO IMPLEMENTATION

This chapter serves as a disclaimer for teachers who are reading this thesis and wondering how it would be possible to implement this in their own classrooms. I acknowledge the possible barriers that teachers may encounter, and offer some solutions and rationale for the importance of including a diverse classroom library for their students despite these limitations.

Financial Resources

The most obvious limitation of this thesis is the amount of money that it would take to build a diverse classroom library from scratch. The purpose of this thesis is not to suggest that teachers must purchase every recommended book. It is to ensure that teachers are aware of the resources that are available to help them build a classroom library where their students can learn about themselves and others through quality books.

According to the 2018-2019 Teacher Placement Salary Schedule for Seminole County, first-year teachers with a bachelor's degree start at \$40,000 a year (Seminole County Public Schools, 2018). This salary does not give teachers the financial freedom to buy every book they would like for their students. This is especially true because books are not the only thing teacher spend their own money on without being reimbursed. A 2015-2016 survey found that 94% of public-school teachers spend approximately \$479 of their own salaries on supplies for their classroom (Will, 2018). This number is just an average amount of money spent. Some teachers in the same survey reported spending over \$1,000 to supply their own classrooms (Will, 2018). These supplies include a variety of materials, not just books. Because it is clear that teachers one: do not make an exorbitant amount of money, and two: they are spending a lot of that money on other classroom necessities, it is obvious that financial resources are a substantial limitation of this thesis.

Despite this obstacle, it is still a teacher's responsibility to create and add to their own classroom library. It is important for teachers to know about the resources and awards that exist when finding quality children's books. By knowing where to find books, teachers will know the best way to make their libraries diverse and inclusive. It is my hope that teachers will use the information in the literature review, checklist, and classroom library collection that I've created to make wise decisions about the books that they choose to buy and add to their classrooms.

It is also possible that teachers do not take on the burden of building their classroom library alone. They could work with their grade level team to purchase books that they lend to one another and share throughout the school year. Teachers can also consult their school's library media specialist to suggest books for the school's library or to check out books from the library for their classroom use. These are only a couple of suggestions that prove it is possible for teachers to include quality diverse titles in their classroom despite the limitation of cost.

Mobility: Changing Classroom Demographics

Another limitation of this thesis that is worth mentioning is the mobility of a classroom library. Although a classroom library is quite large and may be difficult to physically move, that is not what I mean when I say mobility. I am referring to the libraries ability to represent the students within a classroom from year to year. Every school year brings new students with diverse backgrounds, experiences, and cultures. Sometimes new students are even added to school's midyear which can change the classroom demographic more rapidly. In order to ensure that each student is represented, a teacher would have to consistently add to and change their library. While this is a wonderful thing for teachers to do, it is not always practical because of the previously mentioned limitation, money, as well as how quickly classroom demographics can change.

In this thesis, I chose to analyze Seminole County Demographics instead of classroom demographics because the demographics of a county are more consistent than the demographics of a classroom. Averaging the demographics of these five schools provided this thesis with information on the typical demographics of a Seminole County school. The ever-changing nature of a classroom's culture means that a library may not be as mobile in content from year to year. However, if a teacher chooses to build a library based on the demographics of the county or even the school that she/he is working in, the library will be more applicable to the changing clientele from year to year.

CHAPTER SIX: NEXT STEPS

This chapter describes the future steps and extensions of this research. I have included how I will share and disseminate this my product as well as how current elementary school educators can use this research in their own classrooms.

Sharing this Research

Now that I have identified the importance of building a diverse elementary school classroom library as well as the resources and books that are available to help teacher accomplish this, it is important that I ensure the information is shared and that other teachers are able to benefit from it. One of my next steps is to share my research with several different groups of educators so that it has the intended impact on classroom libraries.

I will begin by reaching out to the media and reading specialists at the five Seminole County elementary schools that were randomly selected in my project. These schools are English Estates Elementary School, Goldsboro Elementary Magnet School, Lawton Elementary School, Walker Elementary School, and Wilson Elementary School. Since I used an average of their school demographics to create a collection of diverse books suited for their second-grade classes, they should be informed of my research. In addition to sharing this information with the five schools used in my thesis, I will also share it with the school that I will be student teaching at for the 2018-2019 school year. Since I will be completing this Internship in Seminole County at Partin Elementary School, they will also benefit from the resources and books that I've identified. I hope that each of the schools that I reach out to will take this information and use it as a resource to create their own classroom libraries.

Aside from sharing this information with local Seminole County schools, I also hope to present my research to teacher candidates at the University of Central Florida. With the help of

my thesis chair, I have already presented some of my work at a College of Community Innovation and Education KnightED Talk on April 17, 2018. KnightED Talks are free weekly workshops and professional learning sessions in areas of relevance to the teaching profession for University of Central Florida teacher candidates (School of Teacher Education, 2018). I shared the resources for finding diverse literature as well as the importance of creating an inclusive library for your students with my peers in the College of Community Innovation and Education. I hope to continue sharing my research at future workshops in the future school year. Appendix E shows the handout that I used while presenting my topic. It contains QR codes to the most notable diverse awards that I found during my research. I plan to use this same handout at future KnightED talks.

The above steps that I plan to take in order to disseminate this research to future and current educators will help spread the importance of creating a diverse and inclusive classroom library based on children's literature awards, literary criteria, and district demographics. It is my hope that by sharing my findings, more classrooms will give children access to literature that represents them and teaches them empathy for others.

Using the Library

After teachers have found diverse books through the resources I identified, they may be thinking, "Now what do I do with all of these books?" Children's literature can be incorporated into the classroom in several ways. I believe that the most meaningful way to incorporate books is to include it in content area instruction. According to Serafini, using quality literature in the content areas makes the lesson more interesting and gives literature a positive space in the classroom (2011). Because of the importance of using books in the curriculum, I chose six outstanding books from my suggested literature collection, and I created a second-grade unit plan

that uses diverse literature to teach the concept of story structure. My hope is that the unit plan in Appendix F will serve as a model for teachers to follow when deciding how they want to use the books in their classroom libraries.

APPENDIX A: SCHOLASTIC CLASSROOM LIBRARY CHECKLIST

CLASSROOM LIBRARY CHECKLIST

SCHOLASTIC


PB&C
PAPERBACKS & COLLECTIONS





YES	NO	STATEMENT
		1. Is there a minimum of 15 to 20 books per student?
		2. Is one new book per student added each year?
		3. Do the materials reflect the range of reading levels represented in the classroom, so that all students can find books that are appropriate to their current and developing independent reading level, without any gaps, and with increasing text complexity?
		4. Does the library contain a variety of materials and formats: books, magazines, catalogs, diaries, eBooks, audio books, as well as art supplies and writing paper to respond to reading?
		5. Is informational text at least 50% of the selection?
		6. Do the books represent a wide variety of genres and types: picture books, chapter books, poetry, folktales, joke books, historical fiction, mystery, science fiction, fantasy, biography, classics, series, multicultural, nonfiction, etc.?
		7. Are the books selected for their quality and reader appeal, both in interest and reading level?
		8. Are the books attractive and in good condition?
		9. Are there multiple copies of popular titles, so that students can read books together?
		10. Have at least 40% of the books been published in the last 5 to 10 years?
		11. Do the books reflect cultural and linguistic diversity?
		12. Do the students have a voice in recommending books for the collection?
		13. Are the materials accessible to the students? Not too high or too low?
		14. Are the books categorized and arranged in a logical and clear manner: authors, genre, themes, series, topics, new books, read-alouds, award winners, etc.?
		15. Is there easy-to-read and highly visible signage to aid the students in finding materials?
		16. Does the organization and signage invite browsing and use?
		17. Are most of the books arranged with their covers facing outward?
		18. Does the organization promote the reading of different genres, authors, and types of materials?
		19. Is there a display area to highlight books and other materials and are the displays changed frequently?
		20. Is there a management system for checking out materials and monitoring their return?
		21. Is the classroom library weeded of old, tattered, and worn books on a regular basis?
		22. Is the classroom library located in one area of the room or are the reading materials and reading areas dispersed throughout the room?
		23. Are the reading areas defined with rugs or furniture arrangements?
		24. Is there an area set aside for quiet reading?
		25. Does the quiet reading area provide alternative seating: beanbag pillows, soft cushions, rocking or easy chair, sofa, loft, etc.?
		26. Are the students encouraged to use the classroom library throughout the school day?
		27. Are students provided chunks of time to read for a variety of purposes throughout the school day: for pleasure, for information, to perform a task, etc.





(Lowe, J., n.d.)





APPENDIX B: NOTABLE AND DIVERSE AWARDS





Notable and Diverse Awards



Award	Description	Past Winners
John Newbery Award	Has been given each year since 1922 to the most distinguished children's book from the year before. (American Library Association, 2018)	http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberyhonors/newberymedal 
Randolph Caldecott Award	Has been given every year since 1938 to the best children's literature illustrator (American Library Association, 2018).	http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecotthonors/caldecottmedal 
Theodor Seuss Geisel Award	Has been given every year since 2006 to the most distinguished children's literature author and illustrator of emergent readers (American Library Association, 2018).	http://www.ala.org/alsc/awardsgrants/bookmedia/geiselaward/geiselawardpastwinners 

Robert F. Sibert Informational Book Award	Has been given every year since 2001 to the most distinguished nonfiction, informational book from the year before. (American Library Association, 2018)	http://www.ala.org/alsc/award_sgrants/bookmedia/sibertmedal/sibertpast/sibertmedalpast 
Orbis Pictus Award	Has been given since 1989 to recognize excellent nonfiction books (National Council of Teachers of English, n.d.).	http://www2.ncte.org/awards/orbis-pictus-award-nonfiction-for-children/ 
Scott O'Dell Award	Has been given annually since 1982 to the best children's historical fiction book from the previous year (O'Dell, S, 2017).	http://scottodell.com/the-scott-odell-award 
Boston Globe-Horn Book Award	Has been given since 1967 for prestigious children's literature books in the categories of picture book, fiction, poetry, and nonfiction (The Boston Globe-Horn Book Award, 2018).	http://bghb.hbook.com/?subpage=WinnersAndHonorees 

Americas Award	Began in 1993 to honor books and authors that portray Latin America, the Caribbean, or Latinos and to help teachers select books for their classrooms (Consortium of Latin America Studies Program (CLASP), n.d.).	http://claspprograms.org/pages/detail/68/Award-Winners 
Pura Belpre Award	Began in 1996 and is given each year since to a Latinx author and illustrator who “portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth” (American Library Association, 2018).	http://www.ala.org/alsc/award_sgrants/bookmedia/belpremedal/belpreast 
Tomas Rivera Book Award	Given by The Texas State University College of Education since 1995 to honor authors and illustrators who accurately portray the Mexican American experience to children through literature (Texas State University College of Education, 2017).	http://www.education.txstate.edu/ci/riverabookaward/book-award-winners.html 
Coretta Scott King Award	Given annually to African American children’s literature authors and illustrators who show an appreciation for human values and African American culture through their work (American Library Association, 2018).	http://www.ala.org/rt/emiert/coretta-scott-king-book-awards-all-recipients-1970-present 

Africa Access	This organization was founded in 1989 to encourage schools to select quality books about Africa (Africa Access, 2017).	http://africaaccessreview.org/ 
Asian Pacific Library Association	An affiliate of the American Library Association that gives awards every three years to books with Asian Pacific themes in several categories including children's literature (Asian Pacific Library Association, 2017).	http://www.apalaweb.org/awards/literature-awards/winners/ 
South Asia Book Award	Recognizes books, authors, and publishers that honor South Asia and to provide teachers with quality recommendations for their classrooms (South Asia Book Award, 2018).	http://southasiabookaward.org/past-awards/ 
The Arab American National Museum	A literary program that acknowledges books written by and about Arab Americans in order to avoid stereotypes and represent the Arab American Experience (Arab American National Museum, n.d.).	http://www.arabamericanmuseum.org/bookaward 

The American Indian Library Association	An affiliate of the American Library Association that awards writing and illustrations by and about Native Americans every two years (American Indian Library Association, n.d.)	http://ailanet.org/activities/american-indian-youth-literature-award/ 
Schneider Family Book Award	Given to honor an author or illustrator who accurately represents a disability experience for children (American Library Association, 2018).	http://www.ala.org/awardsgrants/awards/1/all_years 
Dolly Gray Children's Literature Award	Began in 2000 to “recognize authors, illustrators, and publishers of high quality fictional and biographical children, intermediate, and young adult books that appropriately portray individuals with developmental disabilities” (Council for Exceptional Children- Division on Autism and Developmental Disabilities, n.d.).	http://www.daddcec.org/Awards/DollyGrayAwards.aspx 
Disabilities in Kidlit	Resource for teachers to find quality children's literature that reflects the lives of children with disabilities (Disabilities in Kidlit, n.d.).	http://disabilityinkidlit.com/honor-roll/ 

<p>The Stonewall Book Award and American Library Association's Gay, Lesbian, Bisexual, and Transgender Round Table Rainbow Booklist</p>	<p>The “first and most enduring award for LGBT books” (American Library Association, 2018).</p>	<p>http://www.ala.org/rt/glbtrt/award/stonewall/honored</p>  <p>http://glbtrt.ala.org/rainbowbooks/archives/1255</p> 
<p>Jane Addams Children’s Book Award</p>	<p>Given annually since 1953 to children’s books that help children think about peace, social justice, and equality (Jane Addams Peace Association, n.d.).</p>	<p>http://www.janeaddamschildrensbookaward.org/</p> 
<p>Carter G. Woodson Book Award</p>	<p>Given annually since 1974 by the National Council for the Social Studies to an exemplary book written about ethnicity in the United States of America (The National Council for the Social Studies, 2016)</p>	<p>https://www.socialstudies.org/awards/woodson/winners</p> 

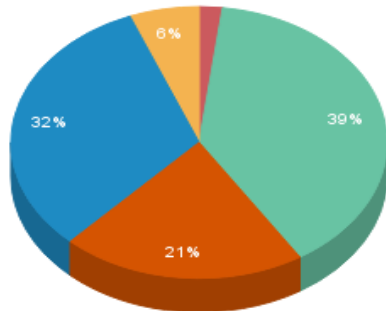
APPENDIX C: DEMOGRAPHICS

School	Asian	Hispanic	Black	White	Multiracial	Free Lunch Eligibility	Reduced Lunch Eligibility
English Estates Elementary	2%	39%	21%	32%	6%	63%	10%
Goldsboro Elementary Magnet School	11%	19%	34%	32%	4%	54%	6%
Lawton Elementary School	4%	17%	7%	69%	3%	23%	4%
Walker Elementary School	5%	16%	3%	71%	5%	14%	4%
Wilson Elementary School	11%	14%	14%	60%	1%	27%	2%

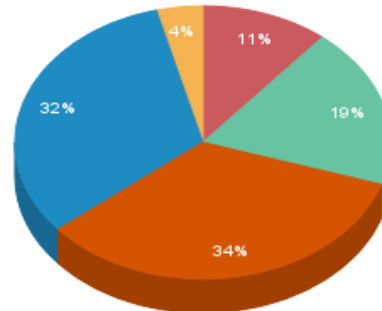
(Public School Review, 2015)

Pie Charts of each School's Demographics

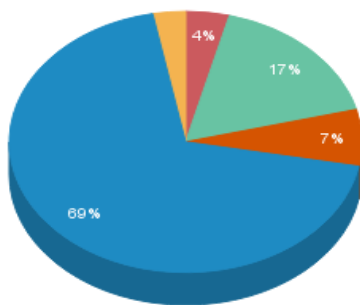
English Estates Elementary



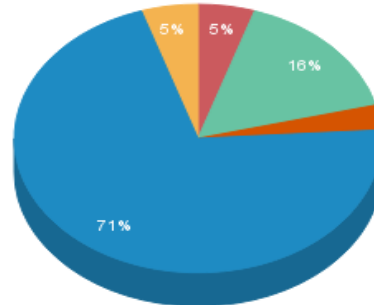
Goldsboro Elementary Magnet



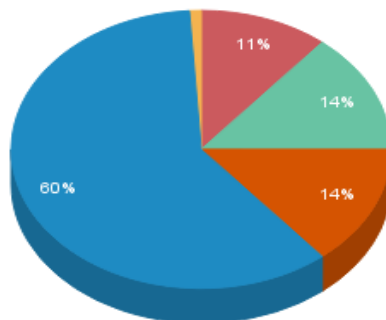
Lawton Elementary



Walker Elementary



Wilson Elementary



Key

Pink= Asian Students
Turquoise=Hispanic Students
Orange= Black Students
Blue= White Students
Yellow= Multiracial Students

(Public School Review, 2015)

APPENDIX D: CREATING A DIVERSE CLASSROOM LIBRARY

Creating a Diverse Classroom Library

Yes	No	Statement
		Are there books for children at different reading levels and abilities?
		Are there a variety of time periods/settings present in the library?
		Does the library have a balance of genres: fiction (historical, realistic, fantasy) and nonfiction (informational and biography)?
		Do students in the class have a way to recommend new books for the classroom collection?
		Does every child have books in the library where they can see themselves represented?
		Are there new books added frequently based on the cultures of students in the classroom?
		Does the library give children the opportunity to see individuals who are different from themselves to encourage acceptance of diversity?
		Do the books communicate that every culture is composed of individuals?
		Are the text's details, language, and illustrations aligned with the cultural group that is intended to be depicted?
		Do the books in the library avoid stereotypes/bias?
		Does the library encourage children to read a range of books about the same cultural group that are written from different perspectives?
		Are there books written by authors who have an inside perspective/first-hand expertise in the cultural group?
		Do the books in the library accurately represent the beliefs, values, and lives of the cultural group that is intended to be depicted?
		Does the library contain a variety of award-winning books such as the Newbery Award, Caldecott Award, Geisel Award, Sibert Informational Book Award, Orbis Pictus Award, Scott O'Dell Award, or The Boston Globe-Horn Book Award?
		Does the library contain Africa and African American themes such as books recognized by the Coretta Scott King Award or Africa Access?
		Does the library contain American Indian themes such as books that are recognized by The American Indian Library Association?

		Does the library contain Arab and middle eastern themes such as books recognized by the Arab American National Museum?
		Does the library contain Asian themes such as books recognized by the South Asia Book Award or the Asian Pacific Library Association?
		Does the library contain disability and exceptionality themes such as books recognized by the Schneider Family Book Award, the Dolly Gray Children's Literature Award, or Disabilities in Kidlit?
		Does the library contain LGBTQ themes such as books recognized by the Stonewall Book Award?
		Does the library contain tolerance and peace themes such as books recognized by the Jane Addams Children's Book Award or the Carter G. Woodson Book Award?
		Does the library contain Latinx/Hispanic themes such as books recognized by the Americas Award, the Pura Belpre Award, or the Tomas Rivera Book Award?

APPENDIX E: KNIGHTED TALKS HANDOUT

KnightED Talks Notable awards:



Newbery



Caldecott



Scott O'Dell

African American Theme:



Native American Theme:



Arab American National Museum:



Asian Theme:



Disability theme:



International Theme:



LGBTQ Theme:



Tolerance and Peace themes:



Latinx Theme:



Notes:

Dr. L. T. Spalding & Casey Lavalley 4-17-18
Diverse Classroom Libraries

APPENDIX F: EXAMPLE UNIT PLAN

Story Structure Unit Plan

Story Structure: Day 1 Plot Introduction

- **English Language Arts, 2nd Grade**
- **Unit Goal**
 - Students will be able to describe story structure using diverse titles with different cultural themes.
- **Lesson Objective(s)**
 - Students will be able to describe the overall story structure of *Julian is a Mermaid* by Jessica Love including how the beginning introduces the story and the ending concludes the action.
- **Florida Standards:**
 - LAFS.2.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **Assessments**
 - Pre-assessment: The teacher will read aloud the story *Julian is a Mermaid* by Jessica Love, and the students will complete a plot map for the book without instruction.
 - Scale
 - 4- I understand story structure, and I can teach it to someone else.
 - 3- I understand story structure.
 - 2- I kind of understand story structure, but I need more practice.
 - 1- I do not understand story structure, but I will with more practice.
- **Motivating Activity/Anticipatory Set/Access prior knowledge:**

- The teacher will use a roller coaster analogy and say: “Imagine you’re at Disney World, and you just got on a roller coaster. When you first step on, you know the name of the roller coaster and you have an idea of what you are getting into. However, as you go up the roller coaster, you get more and more excited about the ride. When you reach the very top, you are as excited as you can be for the fast decline. As you descend, the ride is coming to a close until it eventually stops moving and you get off. This is similar to the events in a fiction story.”

- **Procedures:**

- The teacher will explain the elements of the plot of a story (exposition (characters and setting), rising action, climax, falling action, resolution).
- The teacher will create a plot diagram as an anchor chart for the students.
- The students will copy the teacher’s example and create their own plot diagram to add to their unit portfolio. This will serve as a template for the future plot diagrams they will be creating.
- The teacher will use the story *Julian is a Mermaid* by Jessica Love to demonstrate these elements.
- The class will fill out a plot diagram as a whole class for the book *Julian is a Mermaid* by Jessica Love as they discuss the exposition, the rising action, the climax, the falling action, and the resolution.

- **Closure:**

- Explain to students that for the rest of the week we will be reading books and analyzing their story structure.

- **Materials:**

- *Julian is a Mermaid* by Jessica Love
- Student created plot diagrams
- Portfolios

Story Structure: Day 2 Exposition (Character Traits)

- **English Language Arts, 2nd Grade**

- **Unit Goal**

- Students will be able to describe story structure using diverse titles with different cultural themes.

- **Lesson Objective(s)**

- Students will be able to describe the overall story structure of *We're All Wonders* by R.J. Palacio including how the beginning introduces the story and the ending concludes the action.
- Students will be able to describe characters in the story *We're All Wonders* by R.J. Palacio and how they respond to events and challenges.

- **Florida Standards:**

- LAFS.2.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- LAFS.2.RL.1.3: Describe how characters in a story respond to major events and challenges.

- **Assessments**

- Scale
 - 4- I understand story structure, and I can teach it to someone else.
 - 3- I understand story structure.

- 2- I kind of understand story structure, but I need more practice.
- 1- I do not understand story structure, but I will with more practice.

- **Motivating Activity/Anticipatory Set/Access prior knowledge:**

- The teacher will read aloud the story *We're All Wonders* by R.J. Palacio.
 - The teacher will stop throughout the story to discuss the characters and their traits.
- The teacher will also discuss kindness and bullying.

- **Procedures:**

- The teacher will explain that different characters have different traits, and that these traits develop throughout the story. The teacher will give examples of character traits and how you need evidence from the story to prove a character's traits.
- The students will discuss the traits that they saw in the characters in the story as collaborative groups.
- The students will write character traits on sticky notes and put them on pre-created posters for each main character (Auggie, Daisy, other kids).
- The teacher will read the character traits and discuss them as a whole class.

- **Closure:**

- The teacher will review the elements of story plot.
- The students will fill out another plot diagram for *We're All Wonders* by R.J. Palacio as an exit ticket for the day.
- The students will be adding this to their unit portfolio.

- **Materials:**

- *We're All Wonders* by R.J. Palacio

- Sticky Notes
- Poster Board
- Student created plot Diagrams
- Portfolios

Story Structure: Day 3 Exposition (Setting)

- **English Language Arts, 2nd Grade**

- **Unit Goal**

- Students will be able to describe story structure using diverse titles with different cultural themes.

- **Lesson Objective(s)**

- Students will be able to describe the overall story structure of *Last Stop on Market Street* by Matt De La Pena including how the beginning introduces the story and the ending concludes the action.
- Students will be able to describe the different settings in the story *Last Stop on Market Street* by Matt De La Pena.
- Students will be able to write about at least one setting in the story *Last Stop on Market Street* by Matt De La Pena.

- **Florida Standards:**

- LAFS.2.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- LAFS.2.RL.1.1: Ask and answer such questions as who, what, *where*, *when*, why, and how to demonstrate understanding of key details in a text.

- LAFS.2. W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **Assessments**
 - Scale
 - 4- I understand story structure, and I can teach it to someone else.
 - 3- I understand story structure.
 - 2- I kind of understand story structure, but I need more practice.
 - 1- I do not understand story structure, but I will with more practice.
- **Motivating Activity/Anticipatory Set/Access prior knowledge:**
 - The teacher will read aloud the story *Last Stop on Market Street* by Matt De La Pena.
 - The teacher will stop throughout the story to point out the different settings (church, the bus stop, the bus, the soup kitchen).
 - The teacher will also discuss the meaning of the different settings and their implications for the family's socioeconomic status.
 - The teacher will also highlight the positive attitudes of the characters in the story.
- **Procedures:**
 - After reading the story, the teacher will explain setting and the fact that it includes when and where a story takes place.
 - The teacher will ask the students to turn and talk and then share out what their favorite setting from the story was.
 - The students will draw a picture of one setting from the story and write 2-3 sentences explaining that setting.

- **Closure:**
 - The teacher will review the elements of story plot.
 - The students will fill out another plot diagram for *Last Stop on Market Street* by Matt De La Pena as an exit ticket for the day.
 - The students will be adding this to their unit portfolio.
- **Materials:**
 - *Last Stop on Market Street* by Matt De La Pena
 - Paper
 - Colored Pencils/Crayons/Markers
 - Student Created Plot Diagrams
 - Portfolios

Story Structure: Day 4 Sequencing of Events

- **English Language Arts, 2nd Grade**
- **Unit Goal**
 - Students will be able to describe story structure using diverse titles with different cultural themes.
- **Lesson Objective(s)**
 - Students will be able to understand sequential/chronological order in a story, and they will be able to describe the sequence of events in *A Different Pond* by Bao Phi.
 - Students will be able to identify reasons why the characters in the story *A Different Pond* by Bao Phi came to the United States.
- **Florida Standards:**

- LAFS.2.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- SS.2. A.2.5: Identify reasons people came to the United States throughout history.
- **Assessments**
 - Scale
 - 4- I understand story structure, and I can teach it to someone else.
 - 3- I understand story structure.
 - 2- I kind of understand story structure, but I need more practice.
 - 1- I do not understand story structure, but I will with more practice.
- **Motivating Activity/Anticipatory Set/Access prior knowledge:**
 - The teacher will ask students to think about what they did this morning. She will ask the students to share with their shoulder partner the events of their morning.
 - The teacher will ask for a few students to share out the events of their morning in order. As the students share, the teacher will write the events on the board in sequential order.
 - The teacher will explain sequential/chronological order and the key words that show you a story is chronological order (first, next, then, last).
- **Procedures:**
 - The teacher will set a purpose for reading by telling the students to listen to the important events in the story and their order.
 - The teacher will read aloud *A Different Pond* by Bao Phi.

- The teacher will stop throughout the story to discuss the characters and their Vietnamese culture as well as brainstorm reasons that they are fishing in a United States pond and not in their native country.
- At the end of the book, the class will discuss the events of the story.
- The teacher will explain to the students that they will be working in groups to make a comic strip that retells the story in sequential order.
- The teacher will show an example of a sequential comic strip that shows the events of a person's morning routine.
- **Closure:**
 - The teacher will review the elements of story plot.
 - The students will fill out another plot diagram for *A Different Pond* by Bao Phi as an exit ticket for the day.
 - The students will be adding this to their unit portfolio.
- **Materials:**
 - *A Different Pond* by Bao Phi
 - Paper and colored pencils/crayons/markers for comic strips
 - Student Created Plot Diagrams
 - Portfolios

Story Structure: Day 5 Point of View

- **English Language Arts, 2nd Grade**
- **Unit Goal**
 - Students will be able to describe story structure using diverse titles with different cultural themes.

- **Lesson Objective(s)**

- Students will be able to describe the overall structure of *Mango, Abuela, and Me* by Meg Medina including how the beginning introduces the story and the ending concludes the action.
- Students will be able to acknowledge differences in the points of view of characters in *Mango, Abuela, and Me* by Meg Medina.

- **Florida Standards:**

- LAFS.2.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- LAFS.2.RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- **Assessments**

- Scale
 - 4- I understand story structure, and I can teach it to someone else.
 - 3- I understand story structure.
 - 2- I kind of understand story structure, but I need more practice.
 - 1- I do not understand story structure, but I will with more practice.

- **Motivating Activity/Anticipatory Set/Access prior knowledge:**

- The teacher will read *Mango, Abuela, and Me* by Meg Medina aloud. As she reads, she will be sure to emphasize different voices for different characters.

- **Procedures:**

- The teacher will explain point of view (1st person, 2nd person, and 3rd person).

- The class will decide which point of view *Mango, Abuela, and Me* by Meg Medina is, and they will find evidence from the text that supports their decision.
 - The teacher will put students into groups of four, and she will assign each student a character from the book (Mami, Papi, Mia, and Abuela).
 - The students will each explain the book from that character's point of view. They will retell the story as if they are one of the characters in the story.
 - The group of students will create their own play from a main event that happens in the story including all of the characters. They can add more lines for each character as long as it is accurate to the character traits of that character.
 - The students will practice their lines and then they will present their play to the rest of the class.
- **Closure:**
 - The teacher will review the elements of story plot.
 - The students will fill out another plot diagram for *Mango, Abuela, and Me* by Meg Medina as an exit ticket for the day.
 - The students will be adding this to their unit portfolio.
 - **Materials:**
 - *Mango, Abuela, and Me* by Meg Medina
 - Student Created Plot Diagrams
 - Portfolios

Story Structure: Day 6 Bringing it all together

- **English Language Arts, 2nd Grade**
- **Unit Goal**

- Students will be able to describe story structure using diverse titles with different cultural themes.
- **Lesson Objective(s)**
 - Students will be able to describe the overall structure of *Maddi's Fridge* by Lois Brandt including how the beginning introduces the story and the ending concludes the action.
 - Students will be able to acknowledge differences in the points of view of characters in *Maddi's Fridge* by Lois Brandt.
 - Students will be able to describe how characters in *Maddi's Fridge* by Lois Brandt respond to major events and challenges.
 - Students will be able to tell where and when *Maddi's Fridge* by Lois Brandt takes place.
- **Florida Standards:**
 - LAFS.2.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 - LAFS.2.RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
 - LAFS.2.RL.1.3: Describe how characters in a story respond to major events and challenges.
 - LAFS.2.RL.1.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **Assessments**

- Scale
 - 4- I understand story structure, and I can teach it to someone else.
 - 3- I understand story structure.
 - 2- I kind of understand story structure, but I need more practice.
 - 1- I do not understand story structure, but I will with more practice.
- Portfolio Post Assessment: The teacher will assess the student's knowledge of story structure by reviewing their completed unit portfolio.
- **Motivating Activity/Anticipatory Set/Access prior knowledge:**
 - The teacher will read *Maddi's Fridge* by Lois Brandt aloud. As she reads, she will discuss character traits, setting, sequence of events, and point of view.
- **Procedures:**
 - The students will choose one character from the story and draw them in one setting from the story.
 - The students will include character trait words around the character (ex: kind, a good friend, athletic).
- **Closure:**
 - The teacher will review the elements of story plot.
 - The students will fill out another plot diagram for *Maddi's Fridge* by Lois Brandt as an exit ticket for the day.
 - The students will be adding this to their unit portfolio.
- **Materials:**
 - *Maddi's Fridge* by Lois Brandt
 - Paper and colored pencils/crayons/markers

- Student Created Plot Diagrams
- Portfolios

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