USING THE CALDECOTT AWARD AND HONOR BOOKS TO ENHANCE
MULTICULTURAL LITERATURE

Michelle Oberdick

A Thesis

Submitted to the Graduate College of Bowling Green
State University in partial fulfillment of
the requirements for the degree of

MASTER OF EDUCATION

May 2009

Committee:
Dr. Cynthia Bertelsen, Advisor
Dr. Cindy Hendricks
Dr. Sharon Subreenduth
ABSTRACT

Dr. Cynthia Bertelsen, Advisor

The purpose of this study was to analyze the portrayal of race in the illustrations and text of Caldecott Award and Honor books beginning with the year 2003 through 2008. Books with solely animal characters were discarded due to the inability to determine their race resulting in 14 books to be analyzed. The races of the main and supporting characters, how those characters were portrayed, and whether the books were either racially neutral or racially specific were examined. In a racially neutral book, race plays very little role in the story whereas in a racially specific book the race plays a major role. After the books were analyzed, a matrix listing the books with all races that were present was created. Bar graphs comparing the number of characters for each race in all of the 14 books were created. Lastly, a pie chart showing the percentage of books that were racially neutral versus racially specific was created. This investigation found that only White, African American, and Asians were present in the 14 most recent Caldecott Award and Honor books. Alaskan Natives, American Indians, Hispanics, or Native Hawaiians (defined by the U.S census) were not present in any of the books analyzed. Of the 14 books, 64% of the books contained white characters, 42% percent contained black characters, and less than 1% contained Asian characters. Some books contained more than one race making the total more than 100%. Lastly, 29% of the books were racially specific whereas 71% were racially neutral.
ACKNOWLEDGEMENTS

I would like to acknowledge those who have supported me during the process of researching and completing my thesis. I would like to thank my chair person, Dr. Cynthia Bertelsen, for all her encouragement, advice, and her constant understanding. I would also like to thank Dr. Cindy Hendricks for her guidance and assistance throughout the entire process. I would also like to extend thanks to Dr. Sharon Subreenduth for her suggestions and opinions about the study.

I would like to thank my family, my parents and my brother Michael, who have helped and supported me throughout this process. They have helped me to reach my educational goals and for that I am very grateful.

Lastly, I would like to thank the rest of the Reading Graduate Assistants, who have been nothing but supportive throughout the year. It seemed as though the work would never end. I can see the light at the end of the tunnel, and without the rest of my peers it would have been a much harder process.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>CHAPTER I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Research Question</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Rationale</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Definition of Key Terms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Limitations</td>
<td>5</td>
</tr>
<tr>
<td>II</td>
<td>CHAPTER II. REVIEW OF THE LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Theoretical Orientation for the Study</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>The Importance of Children Identifying with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Story Characters and Motivation</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Reader Response</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Multicultural Education</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>History of Multicultural Education</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Goals of Multicultural Education</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Characteristics of Multicultural Education</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Multicultural Children’s Literature</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Caldecott Award and Honor Books</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Process of Selecting Caldecott Award Books</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Significant Historical Research Regarding the Caldecott Award Books</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>23</td>
</tr>
<tr>
<td>CHAPTER III. METHODS AND PROCEDURES</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Research Design</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Data Sources</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Instrumentation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Procedures</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER IV. DATA ANALYSIS AND DISCUSSION OF RESULTS</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analysis</td>
<td>33</td>
</tr>
<tr>
<td>All Characters</td>
<td>35</td>
</tr>
<tr>
<td>Main Characters</td>
<td>36</td>
</tr>
<tr>
<td>Supporting Characters</td>
<td>37</td>
</tr>
<tr>
<td>Portrayals of Race</td>
<td>38</td>
</tr>
<tr>
<td>Racially Neutral vs. Racially Specific</td>
<td>40</td>
</tr>
<tr>
<td>Discussion of Results</td>
<td>41</td>
</tr>
<tr>
<td>Summary</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>43</td>
</tr>
<tr>
<td>Conclusions</td>
<td>44</td>
</tr>
<tr>
<td>Recommendations</td>
<td>47</td>
</tr>
<tr>
<td>For Teachers</td>
<td>47</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Race of All Characters</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Race of Main Characters</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>Race of Supporting Characters</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>Racially Neutral vs. Racially Specific</td>
<td>40</td>
</tr>
</tbody>
</table>
CHAPTER I. INTRODUCTION

Classroom teachers are always trying to enhance their classroom libraries by adding more literature to the collection. Librarians also have this same responsibility. Both teachers and librarians choose the books to which their students will be exposed daily. It is their responsibility to choose literature that will be beneficial to their students, and to provide them with a multitude of learning opportunities. With this responsibility, teachers and librarians have to keep in mind the variety of literature they provide to their students. They have to ask themselves what books they will choose and whether the books reflect the diversity that is represented amongst the students. Students like to read books to which they can relate, and it is important for libraries to include books where students see illustrations that represent themselves. It is essential for both teachers and librarians to choose books wisely with careful consideration of all aspects of the literature.

A common way for many librarians or teachers to choose books for their collections is by selecting books that have won awards, such as the Newberry Award or the Caldecott Award. Both of these awards are given to outstanding literature based on text or illustrations. It is a distinct honor to have received one of these awards, which is why books with these stamps on the front cover are frequently included in classroom and school libraries. The Caldecott Award has been given to books with outstanding illustrations since 1938, and there are now 70 books with the distinguished award.

When choosing books, teachers and librarians need to be sensitive to their students’ backgrounds. It is important for a range of diversity to be present in the literature in classroom and school libraries for all students to be represented. Diversity can be defined in many different ways; however, for this study, the focus is on racial diversity. Racial diversity refers to a variety
of different races. Teachers and librarians need to take this into account when choosing books for their libraries so that the races of all students are equally represented amongst the books.

Statement of the Problem

Many teachers and librarians choose books solely on the fact that they have received an award, such as the Caldecott Award. The Caldecott Award is given annually based on the illustrations in the children’s book. The criteria for winning a Caldecott Award does not mention anything about selecting books from a wide range of diversity; therefore, many populations may not be equally represented amongst the Caldecott Award winning books. However, it is evident that in today’s classroom there is more emphasis on multiculturalism and diversity, and that many of the Caldecott Awards consist of folk tales, fables, and cultural stories (Chamberlain & Leal, 1999).

With multiculturalism becoming more important in today’s classroom, it is imperative that teachers and librarians choose books based on these issues. The Caldecott Awards are commonly found in classroom and school libraries, which is why it is important to determine whether these books are providing students with a wide range of diversity representing many populations. Many studies examined stereotyping of gender-roles in Caldecott Award winning books (Allen, Allen, & Sigler, 1993). However, very little research has been completed regarding racial diversity present in the award winning picture books. It is important to have diversity present in classroom books because children like to see themselves in the materials that they are reading. When children see themselves in the books, then they may be more motivated to read.

Research Question

Caldecott Award winning books are frequently found in classroom and school libraries. If all races are not represented in these distinguished books, then issues may evolve regarding
equity among races as seen in the picture books available in classroom or school libraries. Because of this potential problem, this study focuses on the following research question: Based on the illustrations and text in the Caldecott Award and Honor books, what portrayals of race are present?

Rationale

There are several reasons why a content analysis of the illustrations in the Caldecott Award and Honor books would be a beneficial study for classroom teachers, librarians, and students. This study can help both teachers and librarians choose books with a range of diversity for either their classroom or school libraries. Short and Fox (2003) believe,” We must ensure that young people have regular, meaningful engagements with high-quality children’s books that are culturally authentic and accurate” (p. 22). Students need exposure to authentic children’s literature with a range of diversity to understand other cultures and people who are different from themselves.

By providing children with literature showing a range of diversity, children of diverse populations will be able to identify themselves in the literature and hopefully become more motivated to read. Cronin (2001) states, “Culturally relevant literature is literature that contains story elements identifiable with the students’ own culture and is usually written by their own cultural group” (p. 45). According to Cronin, culturally relevant literature helps students connect with the books that they are reading. When students make connections with reading materials, it is more likely that the material will motivate them to continue reading.

Definition of Key Terms

African American—“A person having origins in any of the black racial groups of Africa. It includes people who indicate their race as ‘Black, African American, or Negro,’ or provide
written entries such as African American, Afro American, Kenyan, Nigerian, or Haitian” (U.S. Census Bureau, 2000, ¶ 28.).

*Alaska Native*—“Includes written responses of Eskimos, Aleuts, and Alaska Indians as well as entries such as Arctic Slope, Inupiat, Yupik, Alutiiq, Egegik, and Pribilovian.” (U.S Census Bureau, 2000, ¶ 31.).

*American Indian*—“Includes people who indicate their race as ‘American Indian,’ entered the name of an Indian tribe, or report such entries as Canadian Indian, French-American Indian, or Spanish-American Indian” (U.S. Census Bureau, 2000, ¶ 30.).

*Asian*—“A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. It includes ‘Asian Indian,’ ‘Chinese,’ ‘Filipino,’ ‘Korean,’ ‘Japanese,’ ‘Vietnamese,’ and ‘Other Asian’” (U.S Census Bureau, 2000, ¶ 32).

*Caldecott Medal or Award*—“Is given annually to the illustrator of the most distinguished American picture book for children published during the preceding year” (Woolman & Litsey, 1988, p. 5.).

*Caldecott Honor*—“Is an award given to worthy runners-up for the Caldecott Medal, a higher honor” (American Library Association, 1987, ¶ 4).

*Diversity*—For the purpose of this study, the researcher is referring to a range of different races, or racially diverse.

*Hispanic or Latino*—“Hispanics or Latinos are persons of Cuban, Mexican, Puerto Rican, South or Central-American, or other Spanish culture or origin” (Office of Minority Health and Health Disparities, 2008, ¶ 1).
Illustration—Photographs, pictures, or illustrations of people.

Native Hawaiian or Other Pacific Islander—“A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. It includes people who indicate their race as 'Native Hawaiian,' 'Guamanian or Chamorro,' 'Samoan,' and 'Other Pacific Islander’” (U.S. Census Bureau, 2000, ¶ 44.).

Picture Book for children—“A book in which children are a potential audience. The book displays respect for children's understandings, abilities, and appreciations. Children are defined as persons of ages up to and including fourteen and picture books for this entire age range are to be considered” (American Library Association, 1987, ¶ 5.).

Race—limited to the races identified in the census, including: African American, Alaska Native, American Indian, Asian, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and White.

White—“A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as 'White' or report entries such as Irish, German, Italian, Lebanese, Near Easterner, Arab, or Polish” (U.S. Census Bureau, 2000, ¶ 27.).

Limitations

Although this study examined many Caldecott Award and Honor Books, it did not include all books dating back to 1938. The Caldecott Award and Honor books examined in this study included those in which won the Award or Honor between the years of 2003 and 2008.

The researcher was a white female which could have made it more difficult to specifically define race and attributes of the characters in the Caldecott Award and Honor Books. Another person analyzing the books might have defined the characters differently.
Another limitation is that this study only examined discrete racial categories. Mixed races were not included in the study. Lastly, the researcher read the text and examined the pictures. However, if one were to only look at the pictures or only read the text, different outcomes could be possible.
CHAPTER II. REVIEW OF THE LITERATURE

With the population constantly changing, classrooms today are becoming more and more racially and ethnically diverse. Because of this diversity, it is becoming more important in the classrooms for teachers to incorporate multicultural education and literature. The children in classrooms today should be able to identify with the characters of books they are reading, and for this to be possible, multicultural literature must be present.

Teachers and librarians have the responsibility of choosing books for their classroom and school libraries, and they need to choose books wisely. Many Caldecott Award and Honor books are present in both classroom and school libraries because they have won the prestigious award. The problem teachers and librarians face with choosing these books is the possibility that the Caldecott Award and Honor books may not represent diverse populations.

This chapter includes research about the theoretical orientation for the study, multicultural education, multicultural children’s literature, Caldecott Award and Honor Books, the process of selecting the Caldecott Award books, and lastly the significant historical research regarding the Caldecott Award and Honor books.

Theoretical Orientation for the Study

_The Importance of Children Identifying with Story Characters & Motivation_

According to Steiner, Nash, and Chase (2008), one benefit of including multicultural education is the opportunity that it provides for children to be able to see themselves within the literature. Students who do not see their culture represented in literature they are reading may believe that their culture, and more specifically, themselves, may not be valued in society (Hinton-Johnson & Dickinson, 2005). When students learn about their own culture in literature
they can learn to appreciate not only their own culture but others as well (Lowery & Sabis-Burns, 2007). Lowery and Sabis also believe that:

When students encounter texts that feature characters with which they can connect, they can see how others are like them and how literature can play a role in their lives. On the other hand, when students do not encounter characters like themselves, literature is more likely to be frustrating rather than pleasurable. (p. 51)

When reading literature, children need to see reflections of themselves and their lives in the curriculum, otherwise they may not feel valued or they may not feel motivated to read (Taylor, 2000). Wigfield and McCann (1997) argue, “Without motivation, even the brightest student may learn little in the classroom and will not become engaged in classroom activities” (360). Research (Gambrell, 1996) has shown that for students to become effective readers, they need to have the necessary cognitive skills to read, but also need to exhibit a desire to read. Teachers need to provide students with a literature-rich classroom context to support their motivational goals (Guthrie, 1996). Students may show an increased interest if they are provided with multicultural books with which they can identify (Hinton-Johnson & Dickenson, 2005). By providing students with multicultural literature, teachers can help students identify with their culture when reading (Lowery & Sabis-Burns, 2007).

**Reader Response**

When children have access and read multicultural literature, they tend to engage more with the literature and are more apt to respond in an aesthetic matter. According to Rosenblatt (2005), students need literature to provide them with a personal and meaningful transaction. A student should have the opportunity to read for pleasure and emotionally respond to the book rather than always focusing on comprehension, Rosenblatt explains, “…whatever may strike the
spark of personal relevance can create the conditions for leading the young reader into ever richer and more challenging literary experiences” (p. 67). When students are given an opportunity to choose books they personally enjoy, their level of motivation is increased. This excitement about reading connects to the Rosenblatt’s aesthetic, “…which is attributed to the presence of emotion…” (p. 89).

To provide students with the opportunity to be responsive readers, it is important to provide many books in the classroom library (Hickman, 1995), which is why choosing multicultural books for both classroom and school libraries is important. Wake and Modla (2008) believe, “Readers first respond to text based on their prior knowledge and then build meaning through individual and social exchanges with the text” (p. 182). Teachers are encouraged to have their students look for racial and cultural differences within the text and read from different perspectives, and then respond to the literature (Wake & Modla). Students can respond to literature in many ways, and teachers may need to provide them with materials such as writing paper, booklets, envelopes, props, dress up clothes, puppets, or any other art supplies to support their aesthetic responses (Hickman). However, it is important for teachers to keep in mind that not all students will have the same response to books, and to encourage students to find other books that interest them (Hepler & Hickman, 1982). The reader’s response theory provides students with a satisfaction with books and helps them to interpret the books based on their personal connections (Kiefer, Hepler & Hickman, 2007).

When readers are deprived of interaction with their own identity and culture, their understanding and responses are limited to the text (Desai, 1997). Children need the opportunity to respond with texts in which they can identify. When reading a variety of children’s literature, books, and genres students are able to connect with the text, with the main character and explore
new role models and ideas (McGinley, Kamberelis, Mahoney, Madigan, Rybicki, & Oliver, 1997). Students are not only able to connect and respond to books focusing on their own culture, but other books as well (McGinley et al.). According to Hines (1997), “…we need to create reader-centered approaches with conceptual frameworks for “reading” the histories, lives, and literacies of linguistically and culturally diverse students, characters, and citizens” (p. 124). Students need the opportunity to respond to culturally relevant texts.

**Multicultural Education**

The No Child Left Behind Act (2001) requires that all students, in grades three through eight, reach 100% proficiency in specified academic areas (Grant & Sleeter, 2007a). More specifically, children from poverty, children with different races or ethnicities, children with disabilities, or children with limited English skills need access to quality educational experiences (Grant & Sleeter). According to Gorski (2000):

> Multicultural education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and socially aware and active beings, locally, nationally, and globally. (p. 9)

**History of Multicultural Education**

According to Sleeter and Grant (1999), the multicultural education approach emerged in the early 1970s as a result of several different issues. These included the Civil Rights Movement and the use of biased materials in school-related curricula. At the height of the Civil Rights Movement, “many Americans of all racial and social class backgrounds were becoming
increasingly dismayed, frustrated, and angry about the blatant racism they saw, which began to push them toward wanting to do the right thing” (Sleeter & Grant, p. 57). This led to the push for equal opportunities for all students and helped in the rise and awareness of multicultural education (Tiedt & Tiedt, 2002).

Another issue helping the rise of multicultural education was the use of biased instructional materials. Grant and Sleeter (2007a) explain, “Multicultural education grew through the activism of parents, community members, and teachers (supported by several studies of textbooks and materials), who took a stand against textbooks and other instructional materials that were filled with race and gender bias” (p. 59). Since many of the educational materials designed for classroom use included mostly Caucasian families and children, children and families from diverse populations were either omitted or often represented in a stereotypical manner (Gilton, 2007). Parents, community members, and teachers who were aware of this injustice, began protesting against the adoption of these textbooks that included only white, middle-class characters and stereotypes of other cultures and races (Grant & Sleeter). This societal outcry prompted many of the publishing companies to make changes in their textbooks by including more diversity (Grant & Sleeter).

The government responded to these injustices by enacting several laws. These included the Civil Rights Act of 1964, the Elementary and Secondary Act of 1965, and the Bilingual Education Act of 1974 (La Belle & Ward, 1994). These legislative mandates enhanced the multicultural education movement by creating more opportunity and equality in school settings.

Goals of Multicultural Education

With the rise of multicultural education, it is important for teachers to realize and understand the goals that embrace this movement. Banks (1999) purports that “a key goal of
multicultural education is to help individuals gain greater self-understanding by viewing themselves from the perspectives of other cultures” (p. 2). This can be accomplished when students respect their peers by valuing the cultural diversity within the school setting (Sleeter & Grant, 1999).

A third goal of multicultural education is to provide students with the opportunity to learn about other cultures, lifestyles, and perspectives (Banks, 1999). If a school only emphasizes the Anglo American culture, then students of other cultures may not feel welcome or may feel like an outsider (Banks).

Another goal of multicultural education is to help reduce discrimination amongst racial and ethnic groups based on certain physical, racial, or cultural characteristics (Banks, 2009). According to Sleeter (1996), teachers can take on the roles of therapists in the classroom by helping students look at their stereotypes and attitudes, determining any negative feelings about their peers, identifying misconceptions about their judgments of other people, and replacing the negative images with positive ones.

**Characteristics of Multicultural Education Curriculum**

Gorski (2000) proposes seven key characteristics of a multicultural education curriculum. These characteristics are: delivery, content, teaching and learning materials, perspective, critical inclusivity, social and civic responsibility, and assessment.

The first characteristic, *delivery*, refers to the teacher addressing many different learning styles by offering a variety of instructional techniques (Gorski, 2000). These techniques include developing student-centered lessons, incorporating student conversations and interactions, modeling appreciation for diversity, and addressing the needs of all students (emphasis added) (Tiedt & Tiedt, 2002).
Another characteristic is the content. This characteristic emphasizes the importance of incorporating appropriate and accurate content into the curriculum. Banks (1999) claims that teachers should have proper background knowledge of the history and culture of various ethnic groups. This can be accomplished by addressing the contributions and perspectives of all groups and cultures and by integrating the following 11 key concepts:

1. Origins and immigration
2. Shared culture, values, and symbols
3. Ethnic identity and sense of peoplehood
4. Perspectives, world views, and frames of reference
5. Ethnic institutions and self-determination
6. Demographic, social, political, and economic status
7. Prejudice, discrimination, and racism
8. Intraethnic diversity
9. Assimilation and acculturation
10. Revolution
11. Knowledge construction (p. 57)

Another characteristic of multicultural education is the teaching and learning materials used. When selecting materials, teachers should remember to use materials that are diverse in nature (e.g. videos, movies, games, workbooks, picture books, textbooks, newspapers) and free from bias (Gorski, 2000). Gaetano, Williams, and Volk (1998) assert that the learning materials represent the various ethnic and cultural diversity within the classroom and the type of materials extend and expand the students’ knowledge about the different cultures.
A fourth key characteristic of multicultural education is **perspective** (Gorski, 2000), which means the content must be taught from several perspectives. Gorski suggests providing students with content through different lenses such as narratives written by slaves or Native Americans.

A fifth key characteristic is **critical inclusivity**, which reflects the students’ engagement in the learning process. One way to engage students is through reading aloud and encouraging students to learn through listening (Tiedt & Tiedt, 2002). Students could also share their experiences with others (Gorski, 2000).

**Social and civic responsibility** refers to encouraging the students to be active participants in the country’s democracy by teaching them about social justice issues (Gorski, 2000). Teachers can help students connect the curriculum to their lives and through participation in political, economic, and social aspects of society (Banks, 1999). Teachers should encourage students to work collaboratively in the classroom by helping teach each other. Social relationships amongst students are enhanced when peers take responsibility for the success of others (Ladson-Billings, 1995).

**Assessment** is the final key characteristic of the multicultural curriculum education. Curriculum and materials need to be continually reviewed and assessed for accuracy and evidence of bias (Gorski, 2000). Aside from the assessment of the actual content, it is also important to make sure that all forms of assessments given to students are free from bias (Tiedt & Tiedt, 2002). Grant and Sleeter (2007a), recommend using a variety of different individualized assessments in the classroom.
Multicultural Children’s Literature

With the rise of multicultural education there has also been a rise of multicultural literature. Prior to the 1970s, few books were published that included characters who were not white. If a particular book included characters representing other races, those characters were often times stereotyped (Kiefer, Hepler & Hickman, 2007). Over time, the movement for social justice led to an increase in children’s literature books that contained character from all cultures (Kiefer, Hepler & Hickman).

Multicultural children’s literature can help teachers and students form new perspectives on culture, discuss their ideas and challenge their ideas about cultures, and make personal connections with the literature (Mathis, 2001). Wake and Modla (2008) believe, “Multicultural literature provides a substantial starting point for exploring issues of culture and education via critical literacy and reader-response approaches” (p. 182). According to Rosenblatt (2005), reader response is when the students are provided with literature that allows them to have a personal and meaningful transaction with the text. When reading multicultural literature, children are able to explore and discuss different worlds and cultures (Wake & Modla).

Multicultural literature includes interactions between characters of different races, cultures, or ethnic groups from differing locations (Steiner, Nash, & Chase, 2008). These stories provide opportunities for readers to share personal aspects of certain cultures and identify with the characters in the text (Mathis, 2001). By using multicultural literature in the classroom, teachers can help students not only connect with the text but it can also help them learn about other cultures (Steiner, Nash, & Chase). Lowery and Sabis-Burns (2007) add, “Multicultural literature plays an important role in acclimating readers to the lives and more of people in their
own and other cultures and countries. Readers are able to live vicariously through these literary representations” (p. 51).

Multicultural literature also includes both age and exceptionalities (Finazzo, 1997). Teachers can choose literature that help students appreciate the elderly without considering their ages or limitations and reduce the fear of growing old. Other literature about the elderly can help students process death (Finazzo). Multicultural literature also includes exceptionalities. When individuals with exceptionalities are present within literature, students can see individuals with special needs as a productive member of society (Finazzo).

Research has shown that students can benefit from exposure to different cultures in multicultural literature which is why it is important to include these kinds of books in classroom and school libraries (Hinton-Johnson & Dickinson, 2005). When selecting children’s literature books for their classroom libraries or for instruction, teachers should choose books from a variety of genres (e.g., fiction, non-fiction, and poetry) and decide if the characters, theme, and overall message of the book are authentic (Taylor, 2000). The teacher must also ensure the book selections represent children and adults of various ages, races, cultural groups, genders, and disabilities (Gaetano, Williams, & Volk, 1998).

Kiefer, Hepler, and Hickman (2007), offer the following questions teachers should ask themselves when evaluating multicultural literature:

1. Does the book include a diverse and range of representation?
2. Does the book avoid the use of stereotyping?
3. Is the language of the text depicting an accurate perspective of the culture?

Likewise, Gaetano, Williams, and Volk (p. 77) identified the following eight questions when choosing multicultural literature:
1. Does this material project a positive message about particular groups of people?

2. Are the illustrations of the physical traits of the characters that appear in the materials accurate or natural?

3. In books, does the story portray main characters from various groups who are active, involved in decision making, and/or strongly influential in the outcome of the story?

4. Are variations in ways of living of members of particular groups depicted accurately?

5. Is the language used to describe the members of a particular group in a positive tone?

6. Are high-stakes occupations distributed across groups in the story?

7. Is the success of a character in a story kept separate from perception of the person’s physical appearance?

8. Is there variation in the setting which stories occur (urban, suburban, rural), and are these settings in a positive light?

When choosing books, teachers should ask themselves these questions so that their book selections represent cultural authenticity (Wilfong, 2007). According to Taylor, teachers tend to choose books and materials that are familiar to them which means that characters in the books may be more representative of the teacher’s cultural experiences rather than the members of the class. Kiefer, Hepler and Hickman (2007) warn, that it is important to offer students books about a variety of cultures, and not just books that reflect the building’s racial population.

According to Bishop (2003), there are two different types of multicultural literature: culturally neutral books and culturally specific books. A *culturally neutral* book is a book that
represents characters of different ethnicities and cultures, but the ethnicity or culture does not play a critical role in the story plot or theme. A *culturally specific* book is a book in which culture plays a major part in relation to the characters and themes of the story (Bishop). Bishop also believes that it is important to choose both types of books to include in classroom and school libraries for students to learn about not only their own cultures, but other cultures as well.

According to Steiner, Nash, and Chase (2008), multicultural literature will help benefit the students in the classroom for many reasons, including:

1. It provides an opportunity for all children to see themselves in literature
2. It fosters development of positive self esteem
3. It prevents people from feeling isolated
4. It cultivates respect, empathy, and acceptance of all people

### Caldecott Award and Honor Books

The Caldecott Award has been awarded to the most distinguished American picture book for children by the American Library Association since 1938. This award is one of the oldest awards presented to children’s books (Lacy, 1986). The award is named after Randolph Caldecott who was a famous artist and illustrator of children’s books (Woolman & Litsey, 1988). The first award was given in 1938. To win the Caldecott Award, the illustrator must be either a citizen or resident of the United States of America (Woolman & Litsey). Books that have outstanding illustrations but do not actually win the Caldecott Award are named Caldecott Honor Books. Books that have won the Caldecott Award and Honor book distinction depict a variety of media that includes woodcut, watercolor, opaque, paint, collage, pen, ink, & paint (Kiefer, Hepler, & Hickman, 2007). Since 1938, there have been 70 Caldecott Award Books and over 100 Honor Books.
Process of Selecting the Caldecott Award Books

A committee of 15 women and men meet each year to discuss eligible books and decide upon a winner for the Caldecott Award (Marcus, 1998). New members join the committee every year (American Library Association, 1987). Committee members look and sort through possible contenders for the award and then discuss their ideas and opinions with teachers, librarians, or other adults (Fiore, 1993). The group then arrives at a decision about which book should be selected. The book receiving the majority of votes is the winner of this prestigious award (Fiore).

According to Lacy (1986), it is important to foster visual literacy in children’s books today by providing students with opportunities to enjoy and explore illustrations, which is why visual literacy is important in the Caldecott Award and Honor Books. There are several different aspects of visual literacy including line, color, light and dark (value), shape, space, and texture which should be taken into account when looking at artwork and deciding upon a Caldecott Award winning illustrator (Lacy).

Line is an element that includes visible drawn lines or even lines that may be invisible in pictures and color refers to the use of primary colors which are red, yellow, and blue to create secondary colors and reflect light (Lacy, 1986). Light and dark refers to the contrast of colors and a scale of lightness and darkness present in the picture whereas shape is referring to two dimension objects that are depicted in pictures (Lacy). Space is an illusion that creates illustrations to look deep, shallow, or flat (Lacy). The overall composition of the illustration refers to the relationship of these different elements and the final product (Lacy).

Significant Historical Research Regarding the Caldecott Award and Honor Books

Although few studies have reported the degree of diversity present in the Caldecott Award and Honor books, there have been documented studies conducted that examined gender
roles and stereotyping in the Caldecott Award and Honor Books. For example, Allen, Allen, and Sigler (1993) examined gender role stereotyping in Caldecott Medal Award Picture Books from 1938 through 1988. The purpose of this investigation was to identify accurate portrayals of gender identities. The authors collected all Award and Honor books from 1938 through 1940 and 1986 through 1988 and completed a content analysis. They found that the books portrayed more females throughout the 1986-1988 time span, but there was still more males than females. They also found that the females that were present in the latter time span were more stereotyped than the initial time span. Overall, Allen, Allen, and Sigler found little change in regards to gender-role stereotyping in the Caldecott Award and Honor Books.

Davis and McDaniel (1999) completed another study about gender portrayal in Caldecott-winning books. In this study, the authors examined the ways that the males and females were presented in Caldecott-winning books from 1972 through 1997. The authors conducted a follow up study to Czaplinski’s 1972 study Sexism in Award Winning Picture Books. In Czaplinski’s study, Caldecott award-winning books from 1940 through 1971 were analyzed focusing on gender inequalities. Czaplinski found that males outnumber females in both text and pictures. To follow up this study, Davis and McDaniel analyzed a total of 24 Caldecott Award Books from 1972 through 1997. They found 60% of the characters were male, and 40% were female. They compared their results to the work of Czaplinski and discovered that the decade with the highest percentage of females present was the 1950s with an average of 51% of the characters being female whereas in the 1990s there was an average of 39% of female characters showing a decrease in numbers. This study did not investigate how the male or female characters were depicted. Davis and McDaniel found that there are still more male than female characters in the Caldecott Award Winning Books.
Delmann-Jenkins, Florjancic, and Swadener (1993) completed a study examining gender roles and cultural diversity in Caldecott Award and Honor books. The authors completed a content analysis on Caldecott Award and Honor books from 1979 through 1982. The focus of this study was gender-role stereotyping, portrayal of female roles, the number of male versus female characters, and the presence of cultural diversity. “…picture books can be strong vehicles in fostering young children’s understanding and acceptance of racial and color differences, and perhaps most importantly, respect for their own and other’s unique cultural heritages” (Delmann-Jenkins, Florjancic, & Swadener, p. 76).

Delmann-Jenkins, Florjancic, and Swadener (1993) compared the results of their study to a research study completed in 1984 by Collins, Ingoldsby and Dellman in which they analyzed Caldecott Award and Honor Books from 1969 through 1971 focusing on gender roles. Collins et al. found that females were evolving in the texts and were perceived in more respected roles. However, Delmann-Jenkins, Florjancic, and Swadener found that for every female present in the book, 1.6 males were present in the text, and that for every female present in the illustrations, 1.4 males were present which had increased when they compared it to the study completed by Collins et al.

Delmann-Jenkins et al. (1993) also looked at pictures of male and female animals finding that for every picture of a female animal there were 3.5 males present. When looking at the roles males and females played, it was found that for every female featured as a main character there were 1.7 males featured as a main character. In conclusion, Delmann-Jenkins et al. concluded that authors and illustrators appeared to be more sensitive to the accuracy of portraying females from 1979 through 1982. The study also examined cultural diversity finding that seven out of the 15 books were considered to be culturally diverse. Out of those seven
books, three featured females as the central character and three also had males and females sharing the main roles. Delmann-Jenkins (1993) report, “These findings are extremely positive; not only are authors of recent award winning picture books sensitive to the portrayal of minority groups and non-dominant cultures, but they are also conscious in depicting females in prominent new roles in their story lines” (p. 81).

The implications of the Delmann-Jenkins, Florjancic, and Swadener (1993) study discussed the importance of including culturally authentic children’s literature in the classroom to help children receive accurate information about different cultural groups, diversity, and gender roles in an anti-biased curriculum. The researchers believed that the cultural diversity in Caldecott Award and Honor Books would help to increase the amount these books were used in the early childhood programs.

Brown (2001) also completed a study comparing cultural diversity in the Caldecott Award Books. She compiled a list of the winners from 1938 until 2000 totaling 62 different books. The list showed the country or state culture that was present in the books. She found that 21 of the books had a universal culture; 33 books were of different country’s cultures including: China, Palestine, Canada, France, Mexico, Scotland, England, Russian, Africa, India, and Japan, and the remainder of the books were about different states’ cultures. Overall, Brown found that the award winning literature is composed of many different cultures and ethnicities.

Dellmann-Jenkins and Yang (1997) completed a study examining the portrayal of older people in award-winning literature for children. The researchers completed a content analysis looking at older adult characters in the Caldecott Award and Honor Books from 1972 until 1995 to determine if older characters were present, and how they were depicted. The researchers examined 95 different picture books, narrowing the books down to only 11 containing older
people in the books at all. The researchers believed it was important to examine the portrayal of older people in the books because it could affect children’s attitudes towards older people. If the portrayal of older people is negative, children may come to fear aging and have negative attitudes towards older people. The results showed that only 12% of the characters in Caldecott Honor and Award books were older. However, the conclusions drawn from this study was that generally, older people are portrayed in a positive light in the Caldecott Award and Honor books. They are rarely seen negatively, and as time goes on, more older people are appearing in the Caldecott Award and Honor books.

Summary

This review of the literature has showed the importance of multicultural education and the importance of why literature used in the classroom needs to be culturally authentic and relevant. When students are provided with culturally authentic literature it helps them to be able to connect with the text and identify with the characters. It also gives them the opportunity to respond to the text aesthetically through reader response. Caldecott Award and Honor books could be considered to culturally authentic literature if more research is completed. There have been few studies completed about the diversity present amongst the Caldecott Award and Honor books. Both Delmann-Jenkins, Florjancic, and Swadener (1993) and Brown (2001) found that there was a range of diversity and ethnicities present in the Caldecott Award and Honor books dating until 2001. Delmann-Jenkins and Yang (1997) discovered in a study that only 12% of Caldecott Award Books had elderly people present through the year of 1995. Since these studies, little research has been completed on the most recent Caldecott Award and Honor books.
CHAPTER III. METHODS AND PROCEDURES

The purpose of this study was to examine the diversity present in the Caldecott Award and Honor Children’s Books from the years 2003 through 2008. Classroom teachers and librarians have the responsibility of choosing books for their libraries, and it is important for them to choose books that will represent their buildings’ diverse student population. Students tend to be more motivated when they can identify themselves in the books they are reading (Steiner, Nash, & Chase, 2008). This study was designed specifically to answer the research question: Based on the illustrations and text in the Caldecott Award and Honor books, what portrayals of race are present? Knowing this information can assist classroom teachers and librarians in making informed decisions about which Caldecott Award and Honor books to include in their classroom and school libraries.

Methods

Research Design

Content analysis is a comparative method in which the researcher compares, contrasts, and categorizes the data while looking for emerging patterns (Parsons & Colabucci, 2008). According to Patton (1990), the first step of a content analysis is to label the data and establish a data index. The researcher did this by creating a data chart for each book in the study (see Appendix A). Patton also suggests using a classification system when completing a content analysis. The classification system used in this study consisted of sorting the books according to year, and then completing a data sheet for each of the books. After the content analysis was completed, the results were quantified by using frequency counts, which was the last part of the classification system (see Appendix B).
This study used a mixed method research design, which means that both qualitative and quantitative research methods were used, with a larger focus on the quantitative data. The quantitative data came from the percentages and number of racial groups present in the books. The qualitative data focused on how the characters of different racial groups were portrayed. To complete the collection of qualitative data, the researcher took notes on the data chart regarding how the characters were portrayed in each of the books.

Data Sources

The Caldecott Award and Honor books were collected by searching the Wood County Public Library database. The books chosen were Caldecott Award and Honor books from 2003 through 2008. A total of 25 books were selected. These books were chosen for the study because they were the most recent books to receive the Caldecott Award and Honor; therefore the books might be more accessible to teachers, and it was more likely that they would be included in classroom and school libraries. Books with only animals as the main or supporting characters were not used in the content analysis because of the difficulty in determining racial categories they may represent. Of the 25 selected books, 11 books were discarded from the study because they included many animals. Therefore, 14 books were used to complete this investigation (see Appendix C).

Instrumentation

When examining the 14 Caldecott Award and Honor Books used in this study, the researcher used a data sheet for each book to record data about the books (see Appendix A). On each data sheet, the researcher recorded the title of the book along with the author and illustrator of the book. Each book was then coded by the year the award was received, and by which award was received: either a CA for the Caldecott Award or a CH for the Caldecott Honor. For
example, the book, *Flotsam*, was coded 2007CA because it won the Caldecott Award in 2007. The book, *Rosa*, was coded 2006CH because it received the Caldecott Honor in 2006.

Using the data sheet as a guide (see Appendix A), the researcher then read the book, and identified the race of the major and minor characters on the guide sheet. The racial categories included: African American, Alaskan Native, American Indian, Asian, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, and unable to determine the race of the character. Each character in the books received only one tally mark despite the number of appearances in the book. The researcher also used the data sheet to take notes about how the characters were portrayed as well as to identify whether the book was racially specific or racially neutral.

After all of the books were coded, the researcher developed a second chart (see Appendix B). The purpose for this chart was to identify each book by the race of the characters represented in each book.

**Data Collection**

To answer the research question, the 25 Caldecott Award and Honor books were read; books that did not contain human characters were eliminated from the study. A total of 14 books were used in this investigation. The research methodology used was a content analysis; therefore, each of the books was read and results were recorded on a data sheet (see Appendix A). Tallies and written notes were recorded on the data sheet to determine the race of the characters in the story, how the characters were portrayed and whether the book was racially neutral or racially specific. Since the focus of the study was to examine different racial groups (defined by the U.S Census information) present in these books, detailed notes were recorded on the data sheets.

The researcher collected data on both the illustrations and the text in the Caldecott Award
and Honor books. When looking at the illustrations, skin color and facial features were noted to help determine racial groups. Main and supporting characters were analyzed, and the researcher tallied the racial categories that were present based on the illustrations. The text also helped the researcher to gather data as well. By reading the story, textual clues were used in conjunction with the illustrations to determine the race of the characters. Observations about the characters’ skin color and facial features along with how the characters were portrayed were noted in the last column of the data sheet (see Appendix A). Notes included if the character had brown skin, white skin, black skin, etc. Notes also included facial features such as eye shapes and formations or noses.

In Bishop’s 2003 investigation, she categorized books as culturally neutral and culturally specific. A culturally neutral book was described a book that represented characters of different racial groups where culture played almost no role in the story. A culturally specific book was a book in which culture played a major part in relation to the characters and themes of the story (Bishop, 2003). For this study, Bishop’s ideas were modified to identify racially neutral and racially specific books. Racially neutral books were books where race contributed very little or not at all to the storyline. Racially specific books were books where race played a major role in the story. For example, if an Asian character was identified, but the fact that the character was Asian had little or nothing to do with the story line (the character could just as well have been White or African American without affecting the story), the book was considered racially neutral. If the character’s race contributed significantly to the story or the story was about racial issues, then the book was considered to be racially specific. Observations and notes were made about each of the books to determine if the book was racially specific or neutral. The notes were recorded at the bottom of the data chart. Notes included the historical aspects of the story or the
impact a particular racial group played to deem the book racially specific. The researcher also noted if the racial group of the characters had a role in the plotline of the story. If not, the book was considered to be racially neutral.

Procedures

The first step in this study was to collect all 25 Caldecott Award and Honor books from the years 2003 through 2008. This was done by using any books that were already in the researcher’s personal collection, and by searching the Wood County Public Library. After all books were collected, the researcher examined the books to determine which books contained only animals; 11 books were eliminated. These books were discarded because it would be difficult to analyze the race of the animals. The investigation focused on the remaining 14 books.

The researcher then developed a data sheet that contained a tally chart listing all racial categories, how the characters were portrayed, and whether the book was racially specific or racially neutral. One data sheet was used per book (see Appendix A). The books were coded based on the year that the received the Caldecott Award or Honor.

The researcher read each of the Caldecott Award and Honor books twice. The first reading allowed for the researcher to locate the physical features of the main and supporting characters. The researcher then read each book again to identify and note any terms that might indicate the different races. Tally marks were recorded when characters of these racial categories appeared: African American, Alaskan Native, American Indian, Asian, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and White. These races were chosen based on a classification system stemming from the data in the U.S census.

Racial categories were determined by examining the color of the skin of the characters and by facial features. Racial categories were also determined by reading the text and taking note
of the setting, the characters names, any cultural artifacts, and any other pertinent information.

Distinctly categorizing racial groups based on particular characteristics is very complex and
difficult. Personal judgment based on the text and illustrations of the book was used to determine
the race of the character. If the race of a character could not be determined, a tally mark was
placed in a column labeled unable to determine race. Eight questions suggested by Gaetano,
Williams, and Volk (1998) when choosing multicultural literature were asked after reading each
book. The questions included:

1. Does this material project a positive message about particular groups of people?
2. Are the illustrations of the physical traits of the characters that appear in the
   materials accurate or natural?
3. In books, does the story portray main characters from various groups who are
   active, involved in decision making, and/or strongly influential in the outcome of
   the story?
4. Are variations in ways of living of members of particular groups depicted
   accurately?
5. Is the language used to describe the members of a particular group in a positive
   tone?
6. Are high-stakes occupations distributed across groups in the story?
7. Is the success of a character in a story kept separate from perception of the
   person’s physical appearance?
8. Is there variation in the setting which stories occur (urban, suburban, rural), and
   are these settings in a positive light? (p. 77)
These questions helped to guide decisions about the portrayal of the characters. The researcher also made notes about the books including positive or negative stereotypes and how the characters were portrayed. For instance, the researcher noted for one book “… the characters were portrayed in a positive light and as a loving family.” Whereas, for another book, the researcher recorded that African Americans were negatively portrayed and shown as “… less than whites, inferior.”

After the racial categories of the characters were analyzed, the books were read again to determine whether the book was racially neutral or racially specific. Racially neutral books were books where race contributed very little or not at all to the storyline. Racially specific books were books where race played a major role in the story.

The next step was to compile all analyses of the Caldecott Award and Honor books, and to create a chart in which all books were listed along with the physical traits observed in the books. Some books were listed more than once in the chart because the book had a variety of races present in the book. After the chart was completed, one table was created that depicted the number of books in the study, the number of supporting characters, and the number of main characters. Three different bar graphs were also generated. Three graphs were created to compare the different racial categories evident in the illustrations and another graph was created to compare how many books were racially specific vs. racially neutral.

*Data Analysis*

When analyzing the Caldecott Award and Honor books, an inductive process was used. According to Mertler (2006), an inductive process is “when conducting qualitative data analysis, the researcher begins with specific observations, notes any patterns in those data, formulates one or two more tentative hypothesis, and finally develops general conclusions and theories” (p.
In this study, the books were coded based on the year the book received the Caldecott Award or Honor, and then sub-coded into two categories: RN (racially neutral) or RS (racially specific). The codes helped the researcher to sort data. The data were analyzed using the data handouts by creating tally marks for each of the racial categories that appeared in the Caldecott Award and Honor Books. The researcher was looking for racial categories (determined by the U.S. Census) by looking at skin color or facial features in the illustrations or by taking note of the setting, the characters’ names, or any cultural artifacts while reading the text.

Books were then determined to be racially specific or racially neutral based on observations noted by the researcher, which led to using frequency counts to create a matrix listing all books and characteristics which was used to identify patterns amongst the Caldecott Award and Honor. The frequency counts helped to show the racial categories that were present in each of the books, and also which books contained characters of more than one race. Frequency counts also allowed the researcher to compare and contrast the races of the characters in each of the Caldecott Award and Honor books.

Qualitative data were collected relative to the portrayal of the racial group in the stories. Notes from each book were used to determine how the racial groups were portrayed and to determine if there were any trends or conclusions that could be drawn.

Summary

This chapter defined the methods and procedures that were used to complete this study. This study was completed to determine the race of the characters present amongst the Caldecott Award and Honor books from 2003 through the most recent winners of 2008. A total of 14 books were used as data sources for this investigation. Data handouts and tally charts were used collect data and to determine what portrayals of race were present in the book and whether the book was
racedly specific or racially neutral. The qualitative data were then analyzed using an inductive process resulting in several bar graphs used to present the results of the study.
CHAPTER IV. DATA ANALYSIS AND DISCUSSION OF RESULTS

The purpose of this study was to examine the racial diversity in the Caldecott Award and Honor books from 2003 through 2008. This study was designed to answer the question: Based on the illustrations and text in the Caldecott Award and Honor books, what portrayals of race are present? The first step in the study was to locate all 25 of the books that had won the Caldecott Award or Honor between 2003 and 2008. Eleven of these books were discarded because they contained only animal characters. The remaining 14 texts were read, and the pictures were examined to determine which races were portrayed in the books, how those races were portrayed, and whether the books were racially neutral or racially specific. The books were coded using a data sheet (see Appendix A). The results from the content analysis of all 14 Caldecott Award and Honor books are presented in this chapter.

Data Analysis

A content analysis related to race was completed on each of the 14 Caldecott Award and Honor books. The races that were included in the study were based on the U.S. Census: African American, Alaskan Native, American Indian, Asian, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and White. There were five books in which neither the illustrations nor the text allowed the researcher to identify the race at least one of the characters with 100% certainty, thus the researcher created an additional category: inability to determine race. Characters in these books may have been more cartoon like or unusually colored. The researcher examined both the main characters and supporting characters in the books. A total of 31 main characters and 40 supporting characters were identified.
### Table 1

Race Representation in Caldecott Award and Honor Books

<table>
<thead>
<tr>
<th>Race</th>
<th># of Books</th>
<th># of Main Characters</th>
<th># of Supporting Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>6</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>9</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>Inability to Determine Race</td>
<td>5</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 1 depicts the number of books that represented each racial group and the main and supporting characters identified in each racial category. The inability to determine race was an additional category that was included because the racial group for nine characters in five of the 14 books was not able to be identified. Overall, nine of the 14 books contained white characters; six books contained African American characters, and one book contained Asian characters. The majority of the main characters were White (14) with the number of African American characters the next highest (11). Alaskan Natives, Hispanics, and Native Hawaiian were not represented at all.
The next sections will describe in detail the results for the races of all characters, the main characters, the supporting characters, the portrayal of the characters, and lastly racially specific and racially neutral books.

**All Characters**

Figure 1 shows the racial groups of all characters. There were only three racial groups present in all of the 14 Caldecott Award and Honor Books. Out of the 14 Caldecott Award and Honor books, six books included African American characters. This represents 42% of the books analyzed. The six books contained 11 African American main characters and 9 African American supporting characters. This totaled 20 different characters from the African American racial category.

Asian characters were not well represented in the 14 books that the researcher read and analyzed. Out of the 14 books, only one book contained Asian characters, which indicates that less than 1% of the books represented Asian characters.

![Figure 1: Racial Groups of All Characters](image-url)
The largest racial category represented in the 14 books was White. Nine of the 14 books contained White characters indicating that 64% of the books had at least one White character. Out of the nine books with White characters, there were 14 main characters and 26 supporting characters, totaling 40 different White characters.

In the 14 books analyzed, there were no Alaskan Native, American Indian, Hispanic/Latino, or Native Hawaiian characters present. However, the researcher was unable to identify 9 characters in five of the books due to shading used in the illustrations or from lack of information gleaned from the text.

**Main Characters**

Figure 2 depicts the race of the main characters represented in the 14 books that were read and analyzed. There were a total of 31 main characters throughout all 14 books. The largest racial category was White, with a total of 14 main characters appearing in 8 different books. The second largest racial category was African Americans, with a total 11 main characters appearing in 4 different books. Although there appeared to be almost as many African American main characters as there were White characters, there were only 4 historical books that had African American main characters present. This slightly skews the results because African Americans

![Race of Main Characters](image-url)
were not main characters in any books unless the books were representing historical events or facts. African Americans could have easily been a main character in many of the books but were not. The third largest category was the *inability to determine* category. This group had six different main characters in five books that the racial group could not be identified. The rest of the racial groups were not represented in any of the 14 books.

**Supporting Characters**

Figure 3 shows the racial categories of the supporting characters in the 14 books that were read and analyzed. The largest racial category was White, with a total of 26 supporting characters appearing in 5 of the books. There were more White supporting characters than White main characters. The second largest racial category was African Americans, with a total 9 supporting characters appearing in 4 books. There were 17 more supporting White characters than there were African American characters. The third largest group for the supporting characters was the *inability to determine* category. There were three different supporting characters in five of the books that could not be identified by race. There were two

![Race of Supporting Characters](image)
Asian supporting characters in the one of the books. The remaining identified races were not represented in any of the 14 books. Once again, the group that appeared most frequently was the White racial group.

*Portrayals of Race*

*White*

Overall, the majority of the White characters were portrayed as kind, loving, and hard working people. For instance, in the book, *Knuffle Bunny*, the main character was a young white girl who could not yet talk. She went with her daddy to the Laundromat and left her favorite stuffed animal there. After returning home, Trixie was visibly upset; her father could not figure out why but her mother noticed immediately that Trixie’s favorite stuffed animal was missing. The three of them spent the rest of the afternoon looking for her stuffed animal. “Trixie’s daddy looked for Knuffle Bunny. And looked and looked and looked. But Knuffle Bunny was no where to be found. So Trixie’s daddy decided to look harder” (Willems, 2004, pp. 33-35). This excerpt portrayed Trixie’s father as loving, kind, and willing to do anything to make his daughter happy.

However, in *Henry’s Freedom Box: A True Story from the Underground Railroad* and *Rosa*, the White characters were depicted as being mean and better than the African Americans. In the book, *Rosa*, Rosa Parks, an African American woman, was tired. She defined as “not tired from work, but tired of putting white people first. Tired of stepping off sidewalks to let white people pass, tired of eating at separate lunch counters and learning at separate schools” (Giovanni, 2005, p. 11). From the words in the text and the facial expressions of the African American characters, it was concluded that the white people could easily be portrayed as being racist and elitist. They discriminated against the African Americans, and treated them poorly by making them sit at the back of the bus or using a different restroom.
African American

The African American characters were portrayed in several different ways. For instance, the books *Henry’s Freedom Box: A True Story from the Underground Railroad* and *Moses: When Harriet Tubman Led Her People to Freedom* reflected slavery and thus portrayed African Americans as property depicting them as being less significant than the White characters. Even though the African Americans were slaves, Harriet Tubman was shown as being a strong, independent woman willing to take a chance for her family.

Another book, *Rosa*, depicted African Americans inferior to the White characters only because of their racial group. In the story, Rosa stood up for what she believed in and was portrayed as strong and determined. Even though the majority of African Americans were portrayed negatively in these three books, the authors of the books wanted the text to be based on historical events and facts.

Other books that included African American characters portrayed them in a positive light. For example, when examining the text and illustrations of *Knuffle Bunny Too: A Case of Mistaken Identity* and *Flotsam*, the researcher noted the four supporting African American characters appeared friendly, neighborly, and interesting due to the role the characters assumed in the story and the physical portrayals of the characters within the storyline.

Asian

Asian characters were not well represented in the 14 books analyzed. Of the 14 books, only one book contained Asian characters. In the wordless picture book, *Flotsam*, the two Asian characters were supporting characters and had very little impact on the story. They were portrayed in a positive light acting as good friends to the main character.
After reading each of the 14 Caldecott Award and Honor books, each book was evaluated to determine whether the book was either racially neutral or racially specific based on the text and the impact the characters’ race played throughout the story. This study found that overall, 29% of the most recent award winning Caldecott and Honor books were racially specific; whereas, 71% of the most recent award winning Caldecott and Honor books were racially neutral as illustrated in Figure 4 below. Of the 14 books, the researcher determined that only four of the books were racially specific, meaning that the characters’ race in those four books had a major part in the story.

Figure 4: Racially Neutral vs. Racially Specific

The four books that were racially specific included: *Coming on Home Soon, Moses: When Harriet Tubman Led her People to Freedom*, *Rosa*, and *Henry’s Freedom Box: A True Story from the Underground Railroad*. These four books had a common theme: slavery and the discrimination faced by African American people in United States history. Three of the books were about slavery while another book was about the story of Rosa Parks. These books were all
based on historical events, and the story would not have been the same had the race of the characters been altered.

In *When Harriet Tubman Led her People to Freedom*, Harriet was a brave African American woman who risked her life to make nine trips back and forth on the Underground Railroad to help other slaves escape. Her racial identity was a very important part of the story. The same was true in *Rosa*. Rosa Parks was a strong willed, independent African American woman who stood up for her rights as a human being. The story would have not been historically accurate if Rosa’s racial identity was altered, thus making her racial identity central to the storyline. The racial identities of the characters in these four books were an integral part to the story, and the story would not have been the same had the racial group of the characters been omitted or seen as unimportant.

*Racially Neutral*

However, the other 10 books in the study were determined to be racially neutral. The 10 books included: *Ella Sarah Gets Dressed*, *Flotsam*, *The Hello Goodbye Window*, *The Invention of Hugo Cabret*, *Knuffle Bunny: A Cautionary Tale*, *Knuffle Bunny Too: A Case of Mistaken Identity*, *The Man Who Walked Between the Towers*, *Noah’s Ark*, *The Red Book*, and *Zen Shorts*. These 10 books had characters with a few different races and ethnicities; however, the races of the characters appeared to not play an essential part in the story. These books could have been written about characters of any race, and no meaning of the story would have been lost.

*Discussion of Results*

In the study, the results showed that 64% of the most recent award winning Caldecott and Honor books contained White characters. White characters appeared more than any other race in all of the books, making it the dominant racial category in the study. African American
characters were found in 42% of the books, which made it the next most common racial category in the study. Lastly, there was less than 1% of Asians present in the books. There were no characters who were Alaskan Native, American Indian, Hispanic/Latino, or Native Hawaiian represented in the any of the 14 Caldecott Award and Honor books that were reviewed and analyzed.

The two main races that were present in the books, African Americans and Whites, were most frequently portrayed in a positive light. The only time either race was portrayed negatively was if the book was representing historical events, which was in four of the 14 books.

This study also found that overall, 29% of the most recent award winning Caldecott and Honor books were racially specific, meaning race was significant part of the story; whereas, 71% of the most recent award winning Caldecott and Honor books were racially neutral, meaning any race could have been substituted into the storyline without changing the story.

Summary

The purpose of this investigation was to examine the racial diversity in the Caldecott Award and Honor books from 2003 through 2008. This study was designed to answer this question: Based on the illustrations and text in the Caldecott Award and Honor books, what portrayals of race are present?

According to this investigation, there were only three races present in all of the 14 Caldecott Award and Honor Books (see Appendix C). Of the books, 64 % contained White Characters, while 42% of the books contained African American characters, and less than 1% of the books contained Asian Characters.
CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine whether Caldecott Award and Honor books from the past five years had a variety of racial diversity and how that diversity was portrayed. This study focused on the following research question: Based on the illustrations and text in the Caldecott Award and Honor books, what portrayals of race are present? This study employed a content analysis on the Caldecott Award and Honor books from 2003 through 2008 looking for racial diversity, how the characters were portrayed, and if the books were either racially neutral or racially specific.

Summary

The researcher used the Caldecott Award and Honor books dating from 2003 through 2008 because those books are the most recent to win the award. The most recent winners of the Caldecott Award or Honor are more likely to be included in a classroom or school library. There were 25 books that won the award within this 5-year period; 11 of the 25 books were discarded from the study because they had only animal characters making it hard to classify race. After collecting the remaining 14 books, all of the books were read and the illustrations and text were evaluated to complete a content analysis of each book. The U.S Census classification of racial groups was used to identify the racial groups in this investigation. The racial categories included African American, Alaskan Native, American Indian, Asian, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White. An additional category, “unable to determine,” was used in cases where race could not be identified. During the review of each book, notes were taken about how each of the characters were portrayed and then it was determined whether the book was racially specific or racially neutral.
The findings from the research showed that the racial groups present in the most recent award winning Caldecott Award and Honor books were White, African American, and Asian. There were six books that had African American characters indicating that 42% of the books analyzed had characters that were African Americans. Nine of the 14 books contained White characters showing that 64% of the books had at least one White character. Of the 14 books, only one contained any Asian characters, which suggests that less than 1% of the books had Asian characters. In that one book, the two Asian characters were supporting characters and had very little impact on the story. The study also found that of the 14 books, only four were racially specific while 10 were racially neutral.

Conclusions

There were three main conclusions drawn from the results of this study. One conclusion was that little diversity was found amongst the books. A second conclusion drawn was the limited representation of all racial groups found in these prestigious award winning books. The African American characters were predominately found in the historically accurate books. A last conclusion is that teachers and librarians need to supplement the Caldecott Award and Honor books with other multicultural literature so students can identify with characters from all racial groups in the books they select and read.

When readers are deprived of interaction with their own identity and culture, their understanding and responses are limited to the text (Desai, 1997). By identifying with their culture, students are able make a connection with the text and may be more motivated to read. Students need to not only have the necessary skills to read but also the motivation to read as well (Gambrell, 1996).
Teachers and librarians need to include multicultural books in the classroom and school libraries so the students can identify themselves within the text, which can lead to motivating them to continue to read more books. This study examined the racial diversity amongst the Caldecott Award and Honor books to determine if as a whole the books are multicultural.

It is important that all racial are represented in children’s literature for students to see themselves represented in the text. From the results of this study it appears that White or African American students are more likely to connect with the Caldecott Award and Honor books since the majority of the main and supporting characters were from those two racial categories. The United States is a melting pot with many different races making up its population. With the rise of multicultural education, (Sleeter & Grant, 1999) it would have seemed that the Caldecott Award and Honor books would have appeared to be more racially diverse. However, many of the races were under represented or not represented at all.

In this study it appeared that there was a wide variety of African American characters, having 11 main characters and 9 supporting characters. However, all 11 of the main characters and 5 of the supporting characters appeared in four historical books. This leaves African American characters to appear in only two of the other books in the study. Teachers can integrate three of the books, *Coming on Home Soon, Moses: When Harriet Tubman Led her People to Freedom,* and *Henry’s Freedom Box: A True Story from the Underground Railroad,* into thematic units centered around slavery and the Underground Railroad. Teachers can also incorporate different books with a theme, and use the Caldecott Award and Honor books as a springboard for other areas of study.

Students from the Asian, Alaskan Native, Hispanic/Latino, or Native Hawaiian/Other Pacific Islander racial categories would not have such an easy time identifying with the
characters present in the most recent Caldecott Award and Honor books. All of these races were significantly underrepresented in the text and illustrations. According to the 2000 Census, the Hispanic/Latino race is the second largest in the country, making up 12.5% of our nation's population. As stated in the Census, the African American race makes up 12.3% of our population, the third highest race in the nation. It would be expected that the characters from the Latina/Latino racial group would appear more frequently in children’s literature books since this particular group comprises 12.5% in our population.

Students from the racial groups that are underrepresented in these books may find it difficult to personally identify with the characters in the Caldecott Award and Honor books. They will not see their racial group or cultures present. When students are not able to see their culture or racial group represented in the literature that they are reading in school, they may perceive their culture, or even themselves, as not as important as the other racial groups shown in the books (Hinton-Johnson & Dickinson, 2005). Consequently, students may have a difficult time responding to the text because they do not see themselves or their culture as being valued (Hinton-Johnson & Dickinson). Students have to make connections with the text if they are to aesthetically to what they are reading (Rosenblatt, 2005). Since the books examined in this study have very little racial diversity, it is understandable the students from diverse populations may have difficulty making connections with the text.

Based on this study, Caldecott Award and Honor books do not address racial diversity with regularity. Therefore, teachers should not use these books in their classrooms as their only source to represent racial diversity. Teachers can bring in other books or activities to enhance multicultural literature. However, the Caldecott Award and Honor books can be used to supplement multicultural literature the teacher chooses to use in the classroom.
Little research has been previously completed about the diversity in Caldecott Award and Honor books. However, Dellman-Jenkins, Florjancic, and Swadener (1993) completed a study about gender roles and diversity in Caldecott Award and Honor books. In this study, the authors looked at 15 books that won the Award or Honor from 1989 through 1992. The authors found that 7 out of 15 of the books were racially diverse stating that those seven books had main characters that were of a minority group. The authors did not state the racial groups of the characters. The books used Dellman-Jenkins, Florjancic, and Swadener’s study appeared to have more diversity than the 14 books read and analyzed in this study. One would anticipate the most recent award winners would have the same, if not more, diverse characters than earlier Caldecott Award and Honor books.

Bishop (2003) states that multicultural books fall into two different categories, racially neutral books or racially specific books, and that both types of books should be included in classroom and school libraries. This study found that out of the 14 books, only four were racially specific and ten were racially neutral. Bishop states that both books should be found in libraries, however, there should be a more equal distribution of the two categories of books. Students should be able to see the importance of different races and cultures of the characters, not just the fact that a certain race is present in the story. Ideally, there should be an even distribution of racially neutral and racially specific books found in the Caldecott Award and Honor books.

**Recommendations**

*For Teachers*

Teachers need to carefully consider the types of books they choose to include in their classroom libraries. It is important for teachers to choose books that will have characters that represent all students in the classroom. According to Lowery and Sabbis-Burns (2007), it is
important for students to have access to texts with which they can connect and identify, and if the students do not feel a connection with the text, it is likely they could be less motivated to read.

According to Mathis (2001), it is not only important for teachers to include multicultural literature in their classroom libraries, but it is also essential that the teacher models his or her appreciation for other cultures. Teachers should encourage students to read multicultural literature for the students to make connections and respond to the text.

Based on the results from this study, teachers should not solely rely upon using the most recent Caldecott Award and Honor books as their only multicultural children’s books. Due to the lack of racial diversity present in the books studied, teachers should branch out and look for other books that represent the different races. Teachers should also try to choose an equal amount of racially specific and racially neutral books. Even though the Caldecott Award and Honor books are highly respected, teachers should not rely solely on the Award and Honor books as their only multicultural literature. It is important for teachers to supplement the Caldecott Award and Honor books with other multicultural children’s literature as well as Teachers other award winning books such as the Coretta Scott King Award Books or the Newberry Award Books.

It is important for teachers to choose a range of books representing all racial groups especially those most prevalent in their classrooms and/or schools. Teachers should also include books with more Latino characters due to the fact that the Latino population is the second highest in the United States. Teachers should choose books that avoid stereotyping, and show all racial groups and cultures in a positive light. “Multicultural literature can subtly expose children to another “world” as it opens their eyes to new perspectives” (Lowery & Sabbis-Burns, 2007, p. 53). With positive exposure to many races and cultures, students can learn about their own culture and the cultures of their peers, which is why it is important for teachers to include
multicultural literature in their classroom libraries and lessons. Overall, it is most important that teachers supplement the Caldecott Award and Honor books with other multicultural literature in the classroom.

*For Caldecott Committee*

The Caldecott Award is held in high esteem, and therefore the committee should have more social responsibility when selecting the award winning books. It is recommended that the committee consider other factors such as racial diversity rather than focusing solely on the appeal of the illustrations.

*For Further Study*

This study suggests that the most recent Caldecott Award and Honor books do not display a variety of races and cultures thus making the books as a whole not very multicultural. The books also had a low percentage of racially specific books. Overall, the majority of the books contained White or African American characters leaving out many of the other races prevalent in today’s classrooms.

The researcher only examined the Caldecott Award and Honor books from 2003 through 2008. It is recommended for future research to include all Caldecott Award and Honor books. It is possible that earlier Award or Honor books may include more multiculturalism.

Additional research could explore why the Latino/Hispanic population was left out completely from the Caldecott Award and Honor books, even though it is the second highest population in the country. Students in the classroom who come from a Latino/Hispanic background need an opportunity to see themselves in the literature they read.

Along with research on the exclusion of Latinos, the researcher believes that the other racial groups present in the U.S. should also appear in the Caldecott Award and Honor books.
For example, the Alaskan Native, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander populations were omitted in all Caldecott Award and Honor books from 2003-2008. Characters from the Asian population made up less than 1% of the books, and therefore the Asian race was also underrepresented. Based on the U.S. Census, these racial groups make up a smaller percentage of the population of the United States. However, it is still essential that students from with these racial backgrounds see themselves in the Caldecott Award and Honor books in order to identify and connect with the text. Further research should also be conducted about why these racial categories were excluded from the most recent Caldecott Award and Honor books.

Overall, it is concluded that more research should be done on the racial diversity amongst the Caldecott Award and Honor Books. The researcher only looked at the books that were identified as the Award or Honor recipients from 2003 through 2008. Since the award began in 1938, there are numerous books that were not included in this study that could be examined.

Summary

This chapter provided a summary of the research conducted. Conclusions from the study were presented. According to this study, the most recent Caldecott Award and Honor books are not the best choice for classroom teachers when looking for multiculturalism. The characters in the books were positively portrayed; however there were only three different races present in all of the 14 books: White, African American, and Asian. The study also found that only 29% of the books were racially specific whereas 71% were racially neutral. Lastly, recommendations for teachers and further research were stated. Teachers are recommended to supplement the Caldecott Award and Honor books in their classrooms with other multicultural children’s literature. When multicultural children’s literature is present, it allows the students to be able to identify and connect with the text and may motivate them to continue reading. Further research
should be completed on why the most recent Caldecott Award and Honor books have left out
Alaskan Native, Asian, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander races from
the books. In order to determine if the Caldecott Award and Honor books are truly multicultural,
it would be essential to analyze all of the books, beginning with the year the award was
established in 1938.
REFERENCES


L. Roser & M. G. Martinez (Eds.), *Book talk and beyond: Children and teachers respond to
literature* (pp. 3 – 9). Newark, DE: International Reading Association.

framework for reader-centered cultural criticism. In T. Rogers & A.O. Short (Eds.) *Reading
across cultures: Teaching literature in a diverse society*. (pp.116-134). New York: Teachers
College Press.


*Library Media Connection, 2*, 42-43.

McGraw Hill.


Lacy, L. (1986). *Art and design in children’s picture books: An analysis of Caldecott award-


Mathis, B. (2001). Respond to stories with stories: Teachers discuss multicultural children’s


APPENDIX A

CALDECOTT AWARD & HONOR BOOKS DATA ANALYSIS CHART
### Caldecott Award & Honor Books Data Analysis Chart

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Illustrator</th>
<th>Author</th>
<th>Code</th>
<th>Sub-codes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Main Character</th>
<th>Supporting Character</th>
<th>Portrayal of Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inability to determine race</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Main Character</th>
<th>Supporting Character</th>
<th>Portrayal of Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racially Specific</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racially Neutral</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Main Character</th>
<th>Supporting Character</th>
<th>Portrayal of Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

COMPLETED DATA ANALYSIS MATRIX
<table>
<thead>
<tr>
<th>Title</th>
<th>African American</th>
<th>Alaskan Native</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic/Latino</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Inability to determine race</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Invention of Hugo Cabret</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Henry’s Freedom Box</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knuffle Bunny Too: A Case of Mistaken Identity</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X X</td>
</tr>
<tr>
<td>Floomam</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moses: When Harriet Tubman Led Her People to Freedom</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Hello, Goodbye Window</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Rosa</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zen Shorts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The Red Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X X</td>
</tr>
<tr>
<td>Coming on Home Soon</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knuffle Bunny: A Cautionary Tale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The Man Who Walked Between Towers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ella Sarah Gets Dressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X X</td>
</tr>
<tr>
<td>Noah’s Ark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
APPENDIX C

ANNOTATED BIBLIOGRAPHY OF CALDECOTT AWARD
AND HONOR BOOKS USED IN STUDY

This story takes place in 1974 just as the World Trade Center was being completed. It is based on a true story about a man who connected a wire between the two towers and walked across them as if he was on a tightrope.


This book is based on the true story of Rosa Parks. It describes Rosa’s ordeal with refusing to sit on the back of the bus, and the inequality for the colored people. Rosa launched a bus strike which helped to change the segregation in the country.


This is a story about a stubborn, young girl named Ella Sarah. Ella Sarah wants to pick out her own outfit for the day, but her parents keep advising her to wear something else. Ella Sarah refuses and wears her own crazy creation. When her friends come over for a tea party, they are all wearing crazy outfits as well.


This is a story about young girl who likes to visit her Nanna and Poppy. At Nanna and Poppy’s house, there is a window in which she can look in to see her grandparents and what they are doing or look out to see the world. She can wave hello to her grandparents when arriving, and she waves goodbye when it is nighttime and time for bed. The story describes many of the things and people she can see when looking in or out of the window.


In this wordless story, a young girl finds a small red book in the snow and a young boy finds a small red book in the sand. Through the book, the two children can see each other and
their daily actions. The young girl buys several balloons and begins to float away but she drops her book, and the boy is worried that he will not see her again.


This is a story about the life of a boy named Henry, who was a slave. It takes the reader through the different stages of Henry’s life as a young boy, an adolescent and an adult. Henry eventually married and had three children, but his family was sold on the slave market. This led Henry to come up with a plan to set himself free.


In this imaginative story, three siblings meet bear named Stillwater in their backyard. Stillwater is a very knowledgeable bear, and he gives each of the three siblings short meditations. Another name for short meditations is “Zen shorts” which is how the book received its name.


This is a religious book about the tale of Noah’s Ark. God let Noah know that he was not happy with the people on the Earth, and that he was going to make a flood. Noah made an Ark and filled it with two animals of every kind, just as God advised him to do. People laughed and wondered why Noah was making such a big ark because there was no rain. But Noah still followed God’s instructions, and was happy he did when the flood came.


This is a story about a boy named Hugo Cabret who lived in a train station in Paris. It took place in 1931. Hugo Cabret is full of secrets, and in the story he discovers a strange drawing that impacts his life.

This is a story about Harriet Tubman and her struggles with the Underground Railroad. Harriet Tubman decides to go North for freedom, and it describes her hardships heading North. After she arrives in the North, Harriet decides to risk her life and go back South to help other slaves escape as well.


The definition of Flostam is something that floats. In this wordless story, a young boy is at the beach and finds several new things including a snail and also a camera. The boy takes the film from the camera to get developed and discovers many other people have also found the same camera.


In this story, a toddler named Trixie goes to the laundry mat with her father. After the two are finished with the laundry, they head back home. However, Trixie is very angry and keeps whining. Father cannot figure out why, until they get home, and he realizes that Trixie has lost her favorite stuffed animal named Knuffle Bunny.


This is the sequel to the original *Knuffle Bunny*. In this story, Trixie is in pre-school and has decided to take Knuffle Bunny in to show the class during show and tell. However, another girl in the class has also brought in the same stuffed animal as Trixie, and she is very upset about it.

Ada Ruth’s mother has just gone north to find a job to support Ada Ruth and her grandma. The war is going on, and Ada Ruth is upset that her mother is so far away. Ada Ruth waits for her mother’s return and is desperate to hear good news.