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# Multicultural picture books: Windows and mirrors

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## **Abstract**

Multicultural children's picture books offer readers views into far away places that can be similar or very different from that of the reader. These picture books can be used to enhance the Social Studies curriculum by offering students new perspectives on other cultures. The researcher employed the five dimensions of global perspectives developed by Robert G. Hanvey (1976) and criteria from the Iowa Core Curriculum Social Studies Standards (grades 3-5), to determine the titles that best exemplified the criteria. Review of related literature included the topics of multicultural education, multicultural literature and reader-text-relationships. The project consists of an annotated bibliography of twenty multicultural picture books selected for purchase to incorporate into the Social Studies curriculum. The annotations include suggested thematic connections.

MULTICULTURAL PICTURE BOOKS: WINDOWS AND MIRRORS

A Graduate Project

Submitted to the

Division of School Library Studies

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Masters of Arts

UNIVERSITY OF NORTHERN IOWA

by

Dawn M. Goodale

July, 2012

This Research Project by: Dawn M. Goodale

Titled: Multicultural Picture Books: Windows and Mirrors

has been approved as meeting the research requirement for the  
Degree of Master of Arts.

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### **ABSTRACT**

Multicultural children's picture books offer readers views into far away places that can be similar or very different from that of the reader. These picture books can be used to enhance the Social Studies curriculum by offering students new perspectives on other cultures. The researcher employed the five dimensions of global perspectives developed by Robert G. Hanvey (1976) and criteria from the Iowa Core Curriculum Social Studies Standards (grades 3-5), to determine the titles that best exemplified the criteria. Review of related literature included the topics of multicultural education, multicultural literature and reader-text-relationships. The project consists of an annotated bibliography of twenty multicultural picture books selected for purchase to incorporate into the Social Studies curriculum. The annotations include suggested thematic connections.

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## CHAPTER 1

### INTRODUCTION

Children are indefatigably curious about the way other people live and where they live-and why they live there if it's hot (or cold, or rainy, or mountainous...). They are curious about differences, open-minded rather than insular. Books can help foster their awareness of the superficiality of differences and the similarity of people everywhere. (Sutherland & Arbuthnot 1991, p. 529)

Whittier Elementary School is located in a small city in the Midwest. As in many small communities, the student population by ethnicity is 96.29% white. Whittier students lack opportunities to interact with people of diverse cultures while at school. Children's literature helps to connect students to people of other backgrounds. The Whittier Elementary library collection lacks depth in regards to multicultural literature. This deficiency hinders students' opportunities to learn about other cultures. Culturally diverse children's picture books will support curricular needs and provide opportunities for the members of the Whittier learning community to grow in their understanding of other cultures.

#### **Justification**

Nieto (2004) makes the argument that "students from the dominant culture need multicultural education more than others because they are generally the most miseducated about diversity" (p. 353). Agosto (2001) wrote that multicultural materials allow young people to experience lives culturally different from their own. Furthermore, multicultural literature helps children identify with their own culture, exposes children to other cultures, and opens the dialogue on issues regarding diversity (Colby & Lyon, 2004).



Former Secretary of Education, Richard Riley (1997), purported that “the *common school* – the concept upon which our public school system was built – teaches children important lessons about both the commonality and diversity of American culture. These lessons are conveyed not only through what is taught in the classroom, but by the very experience of attending school with a diverse mix of students.” (p. 1) Likewise, Nieto (2004) wrote that “one of the primary purposes of education is to teach young people the skills, knowledge, and critical awareness to become productive members of a diverse and democratic society, a broadly conceptualized multicultural education can have a decisive influence” (p. 390).

One way to address a lack of diversity is through the use of culturally diverse picture books. As Lo & Leahy (1997) pointed out, stories and books that portray people’s lives in circumstances far different from our own may be the most effective pathways to fostering students’ multicultural or global perspectives. Wham, Barnhart, and Cook (1996) assert that through literature individuals have the opportunity to share in the lives of others; the stories also provide an avenue for multicultural understanding. Bainbridge, Pantaleo & Ellis (1999) contend that multicultural children’s literature is one vehicle through which teachers can support and encourage tolerance and understanding among children.

Children are naturally curious about others and the world around them. International literature is important both to teachers’ development and to the development of their students, as suggested by Lo & Cantrell (2002). The researchers further state that good stories from other cultures and languages help connect us to potential friends around the world. This philosophy is supported by the American Library Association

(2006), which addresses the topic of diversity in Article II of the Library Bill of Rights. The document states that a balanced collection reflects a diversity of materials. It also declares that librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice and to select and support the access to materials on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

The belief that diversity is essential in the library's collection is also evident in the Iowa School Library Program Guidelines (p. 12). The level 1 requirement for collection development states that the library is expected to include a current and diverse collection of fiction and non-fiction in a variety of formats to support student and curriculum needs (State Library of Iowa, 2007). In January 2010, the Indianola School District, of which Whittier Elementary is a part, completed a Department of Education site visit. The district received a citation for not meeting this requirement.

According to Waugh (2009) social studies is one subject that truly comes alive through the use of multicultural children's literature. Traditionally, the social studies curriculum has been the arena in which the teaching of values has taken place. Whether these values revolve around the themes of citizenship and democracy, or rather family and cultural diversity, social studies as a discipline has had the responsibility of providing the body of knowledge and skill to students (Evans, Davis, & Campbell, 1993). The *Curriculum Standards for Social Studies* (NCSS, 1994b) endorses the belief that students should be helped to construct a pluralist perspective based on diversity. This idea is upheld by Lamme, Fu and Lowery who purport that the characters in books, children

from many different cultures, can introduce multicultural traditions to children in social studies classes (2004). They further this notion by pointing out that “especially during times of world conflict, children need to connect to children from under-represented cultures or cultures that might appear to be in conflict with their own” (p. 128).

### **Deficiencies**

Previous research does not provide teachers with a bibliography of multicultural children’s picture books that will correlate with the Whittier Elementary 3<sup>rd</sup> – 5<sup>th</sup> grade social studies curriculum and support the Social Studies portion of the Iowa Core Curriculum.

### **Significance**

By examining current multicultural children’s picture books and aligning them with the third - fifth grade social studies curriculum, the researcher will be able to create an annotated bibliography for teachers, teacher librarians, curriculum directors and parents. It is the hope of the researcher that educators and parents will use the bibliography to select multicultural picture books that promote understanding and acceptance of the differences in people and support the importance of diversity in our world.

### **Problem Statement**

The Whittier library collection lacks an in-depth collection of quality picture books that celebrate diverse cultures and support the social studies curriculum as it aligns with the Iowa Core Curriculum.

### **Purpose Statement**

The intent of this study is to identify culturally diverse picture books that will support and enhance the third-fifth grade Social Studies curriculum as it aligns with the Iowa Core Curriculum in the area of multicultural education.

### **Research Questions**

1. Which culturally relevant picture books will align with and complement the third through fifth grade Social Studies essential concepts from the State of Iowa Core Curriculum as they reflect diversity?
2. What professional resources may be used to identify high quality picture books with diversity or multicultural themes?

### **Limitations**

This project is limited to a twenty-book sampling of multicultural picture books that will align with the third through fifth grade Social Studies curriculum and the Social Studies portion of the Iowa Common Core Curriculum.

### **Definitions**

#### **Multicultural education**

Gay (1994) defines multicultural education as the “policies, programs, and practices employed in schools to celebrate cultural diversity” (p. 3).

Nieto (2004) provides a broader definition in a sociopolitical context as follows:

“multicultural education is a process of comprehensive school reform and basic education for all students.” It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic,

religious, economic, and gender, among others) that students, their communities, and teachers reflect” (p. 346).

### Multicultural literature

According to Cai and Bishop (1994) multicultural literature refers to a group of works used to break the monopoly of the mainstream culture and make the curriculum pluralistic, to create a multicultural curriculum and implement multicultural education (p. 59).

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

The purpose of this project was to develop an annotated bibliography of culturally diverse picture books that would support and enhance the grades 3 through 5 Social Studies curriculum in the area of multicultural education. The books were aligned with the Social Studies portion of the Iowa Core Curriculum, and focused on essential concepts and/or skills in Behavioral Sciences, Geography and History. Emphasis was placed on critical analysis of the literature that employed the five dimensions of global perspectives originally developed by Hanvey (1976), and recently adapted for an analysis of award winning children's books by Hall (2011).

This project was informed by existing research in three themes. The first of those was multicultural education where research has examined how and why diverse cultures constitute appropriate content for American schools. The theme of multicultural literature included research that examined trends in this body of literature particularly for children. The third theme explored reader-text-relationships, particularly in the context of cultural and ethnic texts.

#### **Multicultural Education**

The multicultural education movement began to take shape in the 1960s and 1970s in an effort to insure that all cultural groups would have equity in their educational experience. Concurrently, a multiethnic education movement was concerned with creating a learning environment that was reflective of ethnic diversity among White ethnics within American society.

An ethnographic research study by Wenzel reported on the need for multiethnic education in the American public school system. The purpose of the study was to determine White ethnic children's need for multiethnic education, as their parents perceived it. The study employed interviews of key community members to confirm that White ethnic traditions and customs were still in practice. Data from the interviews and contemporary professional literature on multicultural education were used to create a parent survey. Wenzel selected an elementary school for the survey, based on "local census data, ethnic composition, and size" (p. 30). Data collection coincided with parent teacher conferences, commencing in mid-November and ending in mid-December. The principal sent a letter to all parents explaining the study. Consent forms were signed by willing participants. Surveys were distributed and returned by one hundred thirteen respondents.

The survey categories central to this study included ethnic consciousness and school curriculum. The researcher sought to reveal if an ethnic consciousness existed among the parents. Also in question was how parents believed the school curriculum should balance teaching basic skills with assisting children to learn using ethnically relevant materials. Of the 96% of parents reporting, 91% were female, ranging in age from 18– 49 years (Wenzel, 2004).

Through analysis of the data, Wenzel (2004) indicated that the prominence of ethnicity or ethnic consciousness moved in a continuum of assimilation. Of the participants, 70% identified themselves as "just plain American" (p. 32). However, when asked to report ethnic heritage, 84% identified themselves by ethnicity.

A significant portion of the survey conducted by Wenzel (2004) focused on ethnically relevant curriculum material and activities for use in the classroom. In response to the question about schools seeking a balance between teaching basic skills and using multiethnic materials to aid student learning, 50% of the responders believed that learning basic skills was more important than having ethnically relevant curriculum materials. The other half of the participants felt that both were equally valuable. Participants ranked classroom curriculum ideas by importance. Of the responses, 60% indicated a value of the inclusion of ethnically pertinent concepts in the curriculum, whereas 68% of those surveyed believed that their children should learn about current European lifestyles and how they would compare to those in America.

Wenzel (2004) concluded that although there was evidence of assimilation among White ethnic people, parents valued their White ethnicity. Participants indicated an interest in their children learning about their cultural ethnicity as well as that of other heritages, within the school curriculum. Findings suggested the need for a culturally relevant curriculum that would improve the education of White ethnic children. This would also aid all students to form an understanding of diversity among White ethnic people.

The concept of assimilation was also considered in an in-depth analysis of four multicultural picture books by Yoon, Simpson & Haag (2010). The researchers examined underlying ideologies within the stories by utilizing a framework of multicultural education created by Grant and Sleeter in 2003. The researchers questioned the ideologies that were rooted in the multicultural texts, with an interest in the underlying themes of assimilation and pluralism. The four books were chosen through a random



selection process. Two approaches from the framework were important to the study. An assimilation approach focused on the exceptional and culturally different students in an effort to help them assimilate into the dominant culture (Yoon, et al., 2010). The approach that focused on the education of all students as diverse and equal was described as cultural pluralism (Yoon, et al., 2010). Critical discourse analysis, with concentration on issues of ideology, identity, and power was the method employed for the analysis.

The researchers focused on the analysis of the four books that conveyed ideas of assimilation. Through the analyses, Yoon, et al. (2010) found two themes within the assimilation ideology. The first theme depicted the main characters as strong and independent, initially resisting the new culture. By the end of the stories, these characters chose to assimilate into the dominant culture. The second theme to emerge was the idea that the United States was the land of opportunity and was praised for opportunities non-existent in the main characters' native countries.

As a result of the analysis, the researchers found “that the framework of multicultural education provided new ways of looking critically at underlying ideologies in multicultural books” (Yoon, et al., 2010, p. 114). The use of this framework gave them a broader perspective to consider whether the books were multicultural in the sense that they supported the concept of cultural pluralism. This examination illuminated the fact that the books, while thought to be good examples of multicultural literature from a character standpoint, held underlying messages that native cultures and linguistics were not valued by the dominant culture (Yoon, et al., 2010).

In their examination, Yoon, et al. (2010) learned that “in order to understand complex underlying ideologies within the texts, we need to move beyond the literary

elements” (p. 115). They found that when the focus was on the characters, the story might be interpreted based on how the character overcame adversity. When a wide sociocultural lens focused on broad cultural ideologies, readers may have found that the story glorified the dominant culture. The researchers also found positive reviews of the analyzed books. The reviews concentrated primarily on character traits. The reviewers’ look at underlying ideologies was minimal. Yoon, et al. determined that the way in which a story was examined impacted the readers’ interpretation. The findings suggested the need to follow three criteria when reviewing multicultural literature:

1. Ideology through inferred messages
2. Representation of all people
3. Promotion of critical pedagogy

On the basis of these criteria, the researchers indicated the need for teachers to consider underlying messages that may be embedded in multicultural stories. In addition to the consideration of literary elements, cultural authenticity and accuracy, awareness of the underlying ideologies was vital. They found it essential to determine whether the multicultural books were intended to represent and educate all students. Consideration of whether or not the multicultural books would promote essential teaching was found to be imperative. Yoon, et al. (2010) utilized the framework of multicultural education, specifically the approaches for assimilation and cultural pluralism to guide their study. The framework equipped the researchers with a broad social lens by which to analyze the stories.

### **Multicultural Literature**

Multicultural literature can be a window to the world for children who otherwise would not have opportunities to learn about people different from themselves. Reading such literature has been found to affect how children view themselves as well as people of different cultures.

McBride (1997) conducted a descriptive case study in which she observed forty-six fourth grade students to determine how the use of multiethnic children's books would affect their multicultural awareness. The purpose of the study was to compare the instructional techniques and the multicultural curriculum of the fourth grade classrooms in an urban elementary school. Data were collected through the following sources: pre and post open-ended student interviews, classroom observations, student observations, journal responses, field notes, artifacts which included discipline referrals and specialty teacher notes, and the researcher's personal journal. Inductive analysis was used to analyze the data.

As a result of the interviews, the author found that reading multiethnic children's literature positively affected the attitudes and perceptions of students. Findings indicated that those students who were read multiethnic literature developed a more positive perception of ethnic groups other than their own. Three themes became evident through data analysis. The first theme was that to be effective, multicultural education must be integrated through the curriculum daily. Secondly, the teacher's attitude was found to be a critical aspect of multicultural education. The final theme was students' perceptions of ethnic groups other than their own change when multicultural literature is part of the curriculum (McBride, 1997).

Relevant to this study was the finding by McBride (1997) that a multicultural curriculum by itself had no effect on students' attitudes. The data suggested that the approach of the teacher in celebration of diversity and acceptance of all students was an essential key to positive multicultural learning experiences. The researcher also found that the inclusion of multicultural literature positively affected student perceptions of other ethnic groups.

Hall (2011) also supported the practice of using multicultural picture books to help students gain a deeper understanding and appreciation of others. The researcher addressed the need for quality picture books that would promote global perspectives and prepare children to become successful citizens in a universal world. She focused her attention on twenty Caldecott Award books, from the 1970s and the 2000s. The researcher sought to identify award books that exhibited global awareness.

Hall (2011) analyzed the text and illustrations of the award books using a scaffold of questions based on the 1976 theoretical framework of Hanvey. Five dimensions of global perspectives were the basis of the framework. The first was "perspective consciousness," which was an awareness of and appreciation for other worldviews. The second perspective, "state-of-the planet awareness," illustrated an understanding of world conditions and problems that confront the world, including ecological issues. Hanvey's third perspective was "cross-cultural awareness," which mandated an acceptance of different beliefs and customs in societies around the world. The fourth perspective was "knowledge of global dynamics," in which people develop an understanding that the world is interconnected and one's actions can impact other people in the world. The final perspective, "awareness of human choices," requires all people to realize that choices

could impact others throughout the world. Hall (2011) furthered the discussion of Hanvey's work using a 2001 study by Lo that adapted Hanvey's five dimensions in order to create a rubric for evaluation purposes. Hall created a set of questions that followed Lo's framework, in which she examined "the issues of perspective, settings, stereotypes, behaviors and voice in the text and illustrations of the award books" (p. 433). This outline made it possible for Hall to conclude which types of global perspectives were evident in each book as well as the depth to which each book revealed the various perspectives.

The researcher first looked at the ten books from the 1970s. The framework of questions Hall (2011) used in her analysis indicated that 80% of the books from this decade included stories of cultures outside of the United States. These stories included African tales, an Armenian tale, a Japanese tale, an Indian tale, and a Cornish tale. Ninety percent of the books expressed at least one of the global perspectives. Most of the books were found to represent at least three of the five potential perspectives. Forty percent of the books exhibited all of the global perspectives, while one title was void of any aspect of global awareness. Hall found that 90% of the books offered the reader a perspective consciousness via characters that were culturally different.

The analysis of the 2000s award books indicated a much different attitude toward global perspectives. Of the ten books, 30% did not portray any type of global awareness. During this decade, only 50% of the books revealed one aspect of global awareness. Of the ten stories, only two revealed a complete representation of global perspectives, while only one book was set in another country. Hall's (2011) analysis showed that the award books from the 1970s illustrated a greater focus on the perspectives of global awareness.

In conclusion, Hall (2011) pointed out the effects of globalization on all people throughout the world. Her study supported the ideologies that books have been a platform used to share values, to illustrate cultural differences and to aid children to develop a deeper understanding of other cultures and customs. Through the use of Hanvey's framework for global perspectives, a dialogue has been created to examine picture books, which would support global awareness and thus prepare children to be effective members of a global society. Award winning books, such as the annual Caldecott Award have been widely circulated and made available in classrooms and libraries across the nation. The need exists for educators to be aware of the patterns in picture books and choose those that support global perspectives.

Another consideration for the use of multicultural literature in the classroom is the perspective of the teacher. Lowery and Sabis-Burns (2007) investigated the foundations of multicultural literature and its importance in the schools' reading curricula. Through the research, Lowery and Sabis-Burns found that many experts believe the use of multicultural literature provides students with opportunities to explore their own cultures as well as the diversity of others. This has led students to develop an appreciation of all cultures; their own as well as the cultures of others. Lowery and Sabis-Burns noted that many young children enter school void of any concepts of other cultures. These children often developed perceptions of others who were different from themselves through various forms of media. The result was a superficial idea of others. The researchers found that many of these children were first exposed to people of diverse cultures through reading materials in the classrooms. Lowery and Sabis-Burns cite Bank's term for this condition, "ethnic encapsulation," in reference to "the cultural deprivation resulting from

limited awareness of any culture other than one's own culture" (p. 3). Reading children's literature afforded students explicit opportunities to relate to others in ways they would not typically find accessible.

Lowery and Sabis-Burns further discussed the lack of multicultural books or books with diverse perspectives in many classrooms and libraries. This research also revealed that many multicultural literature books on library shelves were outdated. The researchers found that some diverse groups in the United States were rarely depicted in the literature.

Lowery and Sabis-Burns (2007) note the changing demographics of the United States and the expectation that the number of minority children of school age will increase to 47% by 2020. Teachers must be prepared to meet the needs of an increasingly diverse population.

Lowery and Sabis-Burns (2007) examined the impact of multicultural literature on 36 pre-service teachers in a children's literature class. Students were given assignments that related to multicultural literature. The first assignment was to write a self-reflection of one's cultural, ethnic or racial background. Other assignments included research of an unfamiliar culture, and reading young adult and picture books from a variety of genres that depicted cultural diversity. The students were also required to lead weekly reader response literature circles in a low-income all minority charter school for 10 weeks. The pre-service teachers chose to use literature representative of the African American culture for the literature circles.

The researchers reported that when writing about their own cultural, racial or ethnic backgrounds, 90% of the students focused on their culture, stating that they were

uncomfortable discussing their race and ethnicity. As the semester progressed, the students were asked to reflect on the first assignment. Students were found to be more comfortable discussing others' cultures than assessing their own (Lowery & Sabis-Burns, 2007).

Lowery and Sabis-Burns (2007) analyzed the pre-service teachers' reflections at the end of the course and found three themes emerged from the writings. The first theme identified was "looking back" (p. 54). Students responded that the first assignment gave them cause to look at themselves from a new perspective. They became aware of who they were from a cultural and ethnic perspective, realizing their prejudices. Another theme that emerged was "learned so much" (p. 55). The respondents noted that they had "learned so much" about multicultural literature, about themselves and other cultures (p. 56). They expressed an awareness of diversity among people and the importance of understanding how to analyze literature for use in the classroom. The final theme was "seeing the need" (p. 56). The pre-service teachers expressed the need to use multicultural literature in the reading curriculum as a way to teach awareness and cultivate acceptance among all members of the classroom.

In conclusion, Lowery and Sabis-Burns (2007) determined that teachers should teach reading through multicultural literature as they seek to develop cultural awareness and acceptance among all members of their classrooms. They also found that teachers must critically analyze the books for an accurate representation of diverse cultures.



### **Reader-text-relationships**

Reading books has long been a way for students to learn new ideas and concepts. When students are invited to think critically about the text and make personal connections to the events of the story, they can learn more about themselves and others.

The topic of reader-text-relationships was explored by Glazier and Seo (2005) in an observational classroom study of a ninth grade language arts class. The researchers looked at the ways students used text-talk in response to multicultural literature. Their intent was to determine whether all members of the class freely examined their cultural voices. Specifically, Glazier and Seo investigated what would happen when students of different backgrounds discussed texts that involved cultural differences. Their intent was to identify what or who would impact these conversations. The researchers sought to find out if reading and discussing multicultural literature would lead to “inter/intra-cultural understanding” (p. 690).

The research team observed the sixteen-member class twenty-seven times during a three-month period. During this timeframe the class was reading a multicultural text about the Kiowa. Data collected throughout the research included “audiotapes and videotapes of classroom events, audiotapes of the teacher and student interviews, artifacts of student work, and researcher field notes” (Glazier & Seo, 2005, p. 690). They used ethnographic and sociolinguistic methods of analysis in order to find out what transpired in the conversations between the students and the teacher in response to multicultural text. Each conversation was broken into segments dependent upon what was happening during that portion of the conversation. The segments were divided into minutes and the numbers of student utterances were recorded. The data suggested that the students’

utterances were most prevalent when invited to share their personal thoughts about the story they were reading. It was during these segments that the numbers of text-to-self connections were highest (Glazier & Seo, 2005).

The teacher initiated some discussions with language such as “has anyone in here ever felt like...” as a means for the students to make personal connections to the text (Glazier & Seo, 2005, p. 693). Through close analysis of student conversations, the researchers were able to observe who participated most often and during which segments. The data results indicated that the students who shared their personal experiences most often were the minority students. They were the students “making text-to-self connections, using text as a mirror” (p. 695). The findings of this portion of the study indicated that the European American students had not made the same connections.

In order to gain a better understanding of the differences between the minority students’ text-to-self connections, and the lack of connections by the majority students, Glazier and Seo (2005) conducted case studies of two students: one, a European American student, the other, a Latina student. Both students were considered talkative and contributed meaningfully to class discussions. Results of the data indicated that the European American student made several text-to-text connections, but was unable to verbalize any self-to-text connections. The European American student was unable to identify his culture other than to say that he was American. When asked to describe his culture, he responded “I’m me-that’s it” (p. 696). Conversely, the majority of the Latina student’s utterances were text-to-self connections. She felt that through the reading of the text, she was given a chance to talk about her culture and share her personal story.

Glazier and Seo (2005) concluded that the use of multicultural texts in the curriculum gave students the opportunity to talk about the text. This practice allowed students to make personal connections to the text and to discuss how it related to others. However, this practice also revealed that students in the majority had difficulty connecting personally to the text. The researchers contended that in order to address the inability to make connections to their own and other cultures, teachers must help the students discover their own diversity and see themselves as important to the conversations.

Establishing reader-text-relationships allows students to draw conclusions about themselves and the world around them. Souto-Manning (2009) conducted a teacher action research study in which she investigated the use of children's literature in developing students' understandings of multiple perspectives. During a two-year period, the researcher employed the use of children's literature as a means to initiate conversations between her students regarding differing viewpoints.

The community of students in the first grade classroom was diverse; culturally, ethnically and socio-economically. The researcher contended that due to the differences in the children's backgrounds the students were isolated from one another. They did not value their differences nor did they respect one another's opinions. Souto-Manning (2009) utilized children's literature to open authentic dialogues between the students in an effort to help them recognize and appreciate their differences.

The researcher used children's literature as conversation starters across the curriculum. One particular occasion called for the teacher to read aloud multiple versions of the classic story *The Three Little Pigs* in an effort to help the students gain an

awareness of different perspectives. This practice enabled the students to make personal connections to the stories. As a result of reading and discussing the various versions, “students started theorizing from their experiences” (Souto-Manning, 2009). “This reflects Rosenblatt’s (as cited in Souto-Manning) transactional theory, in which each time a reader and a text transact, there is a unique poetry created” (p. 62). In the process of this exercise, the researcher observed the students begin to respect the different perspectives of their classmates. As the year progressed, Souto-Manning found evidence that the students valued the thoughts and ideas of their classmates. They began to engage in authentic conversations and learn from multiple perspectives.

Souto-Manning (2009) concluded that the children’s books were important tools in her classroom curriculum. The most important outcomes were the connections the children made to the texts, which lead them to have a better understanding of themselves and their classmates. She asserted that educators should use multicultural literature to initiate conversations among the classroom community.

### **Summary**

The review of the literature revealed findings important to this study. The literature review of multicultural education research revealed the importance of teaching about all ethnicities, including those of white Americans (Wenze, 2004). Also of relevance were the concepts of assimilation and cultural pluralism in regards to members of American society, as discovered by Yoon, et al. (2010).

Books have been found to be a vehicle to share values, illustrate cultural differences, and aid students to develop deeper understandings of others (Hall, 2011). The use of multicultural literature in classroom curriculums has a positive effect on

student attitudes and perceptions of themselves and others (McBride, 1997; Hall, 2011; Lowery & Sabis-Burns, 2007). Teachers need to closely examine books to determine those best suited to promote an acceptance and appreciation of all people (Hall, 2011). The research indicated a need for more multicultural picture books in classrooms and libraries. Lowery & Sabis-Burns (2007) found that multicultural books were rarely available in classrooms and libraries, and of those on the shelves, many were outdated.

Reading multicultural texts provides students an opportunity to make personal connections to the readings (Glazier & Seo, 2005; Souto-Manning, 2009). Through these connections, students were able to develop greater understandings of themselves and others (Souto-Manning, 2009).

The findings in the review of this literature served as a guide for the researcher in the creation of the annotated bibliography of twenty multicultural picture books that will enhance the Social Studies Curriculum as it aligns to the Iowa Core Curriculum Standards.

## **CHAPTER 3**

### **PROCEDURES**

Prior to this project, Whittier Elementary had no current bibliography of multicultural picture books to support the third through fifth grade social studies curriculum as it aligns with the Iowa Core Curriculum Social Studies Standards. The purpose of this research project was to develop an annotated list of culturally diverse picture books that will enhance the third through fifth grade Social Studies curriculum in the area of multicultural education. The intended use of this project is to aid teachers in selecting quality multicultural literature that focuses on the essential concepts and/or skills in the Behavioral Sciences, Geography and History strands of the Iowa Common Core Social Studies Curriculum Standards.

#### **Project Parameters**

The project is an annotated bibliography of multicultural picture books that third through fifth grade teachers will utilize when selecting books for Social Studies instruction. The bibliography contains no more than twenty picture books with a copyright date of 2002 or later.

#### **Project Format**

The format of this project is an annotated bibliography. This document consists of a list of 20 multicultural picture books that includes a summary for each title. The bibliographic information was written using the format of the Modern Language Association. Each annotation was written in paragraph form. The researcher created a table for use in determining the books that were annotated. The table includes the five

dimensions of Hanvey's (1976) global perspectives and the three components of the third through fifth Iowa Core Curriculum Social Studies Standards. (See Appendix.)

### **Project Procedures**

The researcher began this project by consulting several resources for multicultural children's literature including, but not limited to, the following sources:

1. Across cultures: a guide to multicultural literature for children by Kathy East and Rebecca L. Thomas (2007).
2. Award winning picture books lists; Pura Belpre Award, and the Coretta Scott King Book Awards
3. Oyate: An organization that seeks to advocate for accurate representation of Native Americans in children's literature. [www.oyate.org](http://www.oyate.org)
4. Kane Miller: This publisher offers award-winning books from around the world. [Kanemiller.com](http://Kanemiller.com)
5. Tamarind: Tamarind is a publisher focusing on a balance of diversity in children's picture books. [www.tamarindbooks.co.uk](http://www.tamarindbooks.co.uk)
6. Star Bright Books: A global publisher of books that feature children of all colors, nationalities and abilities. [www.starbrightbooks.org](http://www.starbrightbooks.org)
7. Children's Book Press: This non-profit independent publisher promotes cooperation and understanding through multicultural and bilingual literature for children. [www.childrensbookpress.org](http://www.childrensbookpress.org)
8. Lee and Low Books: Lee and Low Books is an independent publisher of children's books focusing on diversity. [www.leeandlow.com](http://www.leeandlow.com)

The researcher initially selected 35 titles by reading the annotations from the sources previously indicated. Each title selected had at least 2 positive professional reviews. Review sources included the aforementioned source list. When a source did not indicate at least one additional positive review, the researcher found one, either in another source on the list, or a supplementary review in *School Library Journal*, *Booklist*, *Horn Book Guide*, or another professional librarian review tool. The researcher based her selection on 35 titles that had 2 positive reviews as required by the school district's library selection policy. The researcher employed the five dimensions of global perspectives developed by Robert G. Hanvey (1976) and criteria from the Iowa Core Curriculum Social Studies Standards (grades 3-5), to determine the titles that best exemplified the criteria. The researcher entered the selected books in the Appendix by recording keywords and/or short phrases that indicated how each book met the criteria. Because the source list was arranged in priority order, the researcher began at the top of the source list to identify texts for consideration. In addition to the requirement of two positive reviews, additional screening criteria was publication date (2002 or later), grade 3-5 interest-level, current availability in print, and connection to one of the following third-fifth grade Iowa Core Curriculum Social Studies Standards:

Behavior science:

- Understand that group and cultural influences contribute to human development, identity, and behavior.

Geography:

- Understand ways regional, ethnic, and national cultures influence individuals' daily lives.



- Understand how people from different cultures think about and deal with their physical environment and social conditions.
- Understand language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people.

History:

- Understand ways culture has influenced interactions of various groups.
- Understand ways culture affects decisions of a society, group or individual.

Once the researcher identified thirty-five titles, she began to assess each book based on the criteria identified in the Appendix. Notes were taken to give a brief description of the story's theme(s) and how the book related to the criteria in the Appendix. An X was placed in the box of each criterion the researcher deemed the story to represent. An example of the criteria of Perspective Consciousness (see Appendix) was met by the story *Sixteen Years in Sixteen Seconds: The Sammy Lee Story*. Sammy Lee was not allowed to swim in the public pool because he was Korean American. Readers will gain an understanding of his perspective from this story. *The Mangrove Tree: Planting Trees to Feed Families* exemplifies the perspective of State-of-the-Planet Awareness (see Appendix). This is the story of Dr. Gordon Sato, a cell biologist who discovered a way to make mangrove trees grow in the desert of Africa. His project changed the impoverished village of Hargigo, in Eritrea, into a self-sufficient community. Students would increase their understanding of world conditions by reading about Dr. Sato's program. Hanvey's third perspective is Cross-cultural Awareness (see Appendix). *Tashi and the Tibetan Flower Cure* presents children with diverse ideas and practices

from Tibet. When Tashi's grandfather, Popola, becomes ill, she subscribes to an ancient Tibetan remedy and surrounds him with flowers to cure his illness.

Knowledge of Global Dynamics (see Appendix) is the fourth perspective the researcher used to identify multicultural picture books. This perspective focuses on the world as an interconnected system and the belief that our actions affect others throughout the world. *Mama Miti: Wangari Maathai and the Trees of Kenya* is an example of this perspective. Mama Miti guides fellow Kenyans to plant trees as a way to improve the environment and their lives. The fifth perspective is Awareness of Human Choices (see Appendix). *Only the Mountains do not Move: A Maasai Story of Culture and Conservation* represents this perspective. This photo-essay is a story of a Maasai tribe that has lived off the land for thousands of year. Faced with dwindling grazing land for their herd, and plagued by drought, the tribe must adopt new agriculture methods while holding on to their culture, in an effort to survive. This story will be helpful for children as they build an awareness of the importance of human choices in our world.

In addition to Hanvey's global perspectives, the Iowa Core Curriculum Social Studies Standards were also employed to identify multicultural picture books for this project. The first standard, behavior science (see Appendix), concentrates on students developing an understanding of group and cultural influences on human development, identity and behavior. This standard is evident in *Dave the Potter*, a Coretta Scott King Award winning story about a slave named Dave who became a respected potter in South Carolina in the 1800s. Dave was also a poet who inscribed his verse on many of the pots he sculpted. This true story will aid readers in their understanding of how humans develop and internalize their culture.

Geography (see Appendix) is the second Social Studies Standard included in the selection process. This standard relates to geographic location and its effect on human development, how people from different cultures deal with their physical environment and social conditions, as well as ethnic and cultural influences on individuals. The Coretta Scott King Award winning book, *We are the Ship: The Story of Negro League Baseball* reveals the challenges that Negro League players experienced as they traveled the United States playing baseball in a segregated America. Students will gain insight into the discrimination the players faced and their determination to overcome the injustices they experienced.

The history standard (see Appendix) concentrates on ways that society has influenced interactions among various groups of people, as well as the ways that culture affects the decisions of a society, group or individual. This standard is exemplified in the story *Irena's Jars of Secrets*. The researcher chose the aforementioned titles as evidence of meeting the criteria used to determine the twenty books selected for purchase and the annotated bibliography.

The researcher selected twenty books from the Appendix that were most representative of the criteria in order to create the bibliography of books to be purchased. The researcher limited the selection to twenty titles due to funding restraints. The twenty titles selected for the bibliography were marked in the Appendix with an asterisk in front of the title. The researcher would have purchased more of the books in the initial list, if the budget had allowed for such purchases. Additional selections would have included those books that met at least four of the criterion used for purchase selections (see Appendix).

## CHAPTER 4

### PROJECT

#### ANNOTATED BIBLIOGRAPHY OF MULTICULTURAL PICTURE BOOKS

Bruchac, Joseph. *Buffalo Song*. Illus. Bill Farnsworth. New York: Lee & Low, 2008.

Print. The buffalo is a sacred animal to Native Americans. Thousands of these majestic animals once roamed North America, but by the late nineteenth century fewer than fifteen hundred head were in existence. Walking Coyote and his wife, Mary, grew concerned about the loss of the buffalo. They adopted orphaned calves and raised them in an effort to save the buffalo from extinction. This compelling and true story presents the hardships associated with this important but difficult endeavor. An afterward is included. Share this story when studying Native Americans, animal extinction, and people who make a difference. H-1, H-5, ICC-1, ICC-2a, ICC-2b, ICC-3b

Evans, Shane W. *Underground: Finding the Light to Freedom*. New York: Neal Porter-Roaring Book, 2011. Print. Take a journey with a family on the Underground Railroad. Escape into the darkness, run and crawl to freedom. Evans' use of minimal text gives power to the mixed media drawings rendered in midnight blues with black line details. At first, light is depicted only through the white crescent moon, the stars, and the whites of the fugitive's eyes. Readers experience the heartache and difficulties of life as a runaway slave. The culmination makes it all worthwhile as the darkness turns to sunlight when freedom is reached. Perfect for the study of slavery, abolitionists, and the Underground Railroad. Author's

note gives background on slavery and the need for freedom. H-1, H-2, ICC-1, ICC-2a, ICC-2b, ICC-3a, ICC-3

Greenfield, Eloise. *When the Horses Ride By: Children in Times of War*. Illus. Jan Spivey Gilchrist. New York: Lee & Low, 2006. Print. War is a reality in some parts of the world. It has occurred throughout history, all across the globe. Greenfield's picture-poetry book looks at war from a child's perspective. The poems, written in free verse, explore the effects war has on children's lives. The author challenges her audience to hold fast to dreams for a better world. The twelve-poem collection describes wars and events from several historical periods including the displacement of Native Americans, the American Revolution, World Wars I & II, and the Iraq war. Illustrations in mixed-media collage, employing a wide array of colors, enhance each entry. This picture book would serve as a great discussion starter regarding wars throughout history. H-1, H-3, H-4, H-5, ICC-1, ICC-2A, ICC-2C, ICC-3a, ICC-3b

Grimes, Nikki. *Talkin' About Bessie: The Story of Aviator Elizabeth Coleman*. Illus. E.B. Lewis. New York: Orchard-Scholastic, 2002. Print. This is a fictionalized account of Elizabeth Coleman's life. Readers will learn about the many challenges the aviator faced in her quest to become the first African American female licensed to fly a plane. Bessie was born in 1892, during segregation. She died at the age of 34 years. The story includes references to the Ku Klux Klan, Jim Crow laws, and Orville and Wilbur Wright to name a few. Grimes' picture book would be a solid addition to units on slavery, segregation, biographies, and

role models, as well as early 20th century studies. H-1, H-3, ICC-1, ICC-2a, ICC-2b, ICC-3a, ICC-3b

Hill, Laban Carrick. *Dave the Potter*. Illus. Bryan Collier. New York: Little, Brown & Company, 2010. Print. Dave the potter was an extraordinary man. He was a slave and a poet who lived and worked in South Carolina in the 1800's. His pottery was well crafted and often contained poems etched into the side of the jars. Little is really known about this remarkable man who was able to read and write poems that he dared to share openly through his craft. The story is illustrated in watercolor and collage, and contains hidden messages and images of slavery. An afterward contains a photograph of his actual pottery, more information about Dave and poems he wrote on his pieces. There is also an author and illustrator note as well as a bibliography and website listing. Use this story when studying American artists, African Americans, slavery, 1800's South Carolina. H-1, ICC-1, ICC-2a, ICC-2b, ICC-2c, ICC-3a, ICC-3b

Hopkins, Lee Bennett, comp. *Amazing Faces*. Illus. Chris Soentpiet. New York: Lee & Low, 2010. Print. Hopkins has created a collection of sixteen poems that showcase the diversity in our nation. Well-known writers from various cultural backgrounds have contributed verses about the similarities of human emotions. The watercolor illustrations beautifully enhance the writings by focusing on the faces of children and adults; multicultural America. Use this selection for multicultural studies as well as poetry and writing units. H-1, H-3, H-4, ICC-1, ICC-2a, ICC-2b, ICC-2c, ICC-3a, ICC-3b

Johnson, Angela. *Wind Flyers*. Illus. Loren Long. N.p.: Simon & Schuster, 2007. Print.

This fictional tale explains how a young African American boy became a wind flyer; a member of the prestigious Tuskegee Airmen and a World War II hero. The lyrical text comes to life in the beautiful illustrations painted in warm, bright colors. Use this story to generate discussions about determination and hard work required to fulfill dreams, as well as the obvious topic of the Tuskegee Airmen and World War II. H-1, H-3, ICC-1, ICC-2a, ICC-2b, ICC-3b

McKissack, Patricia C. *Never Forgotten*. Illus. Leo Dillon and Diane Dillon. New York:

Schwartz & Wade, 2011. Print. Once upon a time white people went to West Africa to kidnap native men, women and children. These people were then sold as slaves in the Americas. *Never forgotten* is the story of a young boy who was raised by his widowed blacksmith father and the elements: fire, wind, water and Earth. While he gathered firewood for the forge, “pale men riding in seabirds with large white wings” took him across the ocean. With the help of the elements, Musafa is located in a blacksmith shop in Charleston, South Carolina where he uses the skills that his father taught him when he was a child. This selection will enhance the study of slavery, of loss and of family. Written in free verse, it is an excellent example of novels in verse. Author’s note included. H-1, H-3, H-4, ICC-1, ICC-2a, ICC-2b, ICC-2c, ICC-3a, ICC-3b

Napoli, Donna Jo. *Mama Miti: Wangari Maathai and the Trees of Kenya*. Illus. Kair

Nelson. New York: Paula Wiseman-Simon & Schuster, 2010. Print. There are many ways for people to make a difference in the world. Mama Miti did it one tree at a time. This biography tells the story of Wangari Maathai, a brilliant

Kenyan woman and recipient of the 2004 Nobel Peace Prize who taught African women to plant trees in order to improve their lives. Mama Miti (mother of trees) learned about her culture and traditions through stories told by her elders. She grew to understand and value the importance of trees and how they could play a role in the livelihood of her people. Wangari has spent her life working for a peaceful coexistence between people and the environment. She is a wonderful example to all who hear her story. Back matter includes an afterward, a glossary, and notes from the author and illustrator. This is a strong title for developing state of the planet awareness and for promoting how people can make a difference in the world. H-1, H-2, H-3, H-4, H-5, ICC-1, ICC-2a, ICC-2b, ICC-2c, ICC-3a, ICC-3b

Nelson, Kadir. *We are the Ship : The Story of Negro League Baseball*. Illus. Kadir Nelson. New York: Jump at the Sun-Hyperion, 2008. Print. Baseball is an all-American sport, loved by millions of people. This is the story of the Negro League, whose players were willing to play under difficult conditions, because they loved baseball and felt fortunate to be paid to play. Nelson's well-researched account of the Negro League gives readers an opportunity to experience the challenges that black players faced while playing during segregation. The history of Negro baseball is presented from the late 1800's through the 1960's when Jackie Robinson, the first African American to play major league baseball, was signed to play for the Brooklyn Dodgers. Nelson shares the excitement and dedication the players embodied as serious and gifted athletes. The paintings are dramatic and truly bring the players to life. This book will appeal to children



interested in the history of baseball. It would also be a powerful addition to a study of civil rights and African American history. H-1, H-3, H-4, ICC-1, ICC-2a, ICC-2b, ICC-3a, ICC-3b

Orona-Ramirez, Kristy. *Kiki's Journey*. Illus. Jonathan Warm Day. San Francisco:

Children's Book Press, 2006. Print. Kiki is a young girl and an urban Indian. She lives with her parents in Los Angeles, where her teacher thinks she should know about all Indians, because she is one. She feels frustrated that her teacher thinks all Indians share the same customs. To help her understand her culture better, Kiki's parents take her on a spring break trip to visit her grandmother and her uncle in New Mexico. Throughout the visit, Grandma Santana teaches Kiki valuable lessons about her heritage. "Remember that even though you are far away, living in that big city, always be proud of this place and who you are." Kiki also learns about baking bread in the outdoor adobe oven and about the history of the pueblo. This story is written and illustrated by two Taos Pueblo Indians. A note from the author, information about the author and illustrator, as well as a glossary are included. H-1, H-3, ICC-1, ICC-2a, ICC-2b, ICC-2c, ICC-3a, ICC-3b

Parker, Toni Trent. *Sienna's Scrapbook: Our African American Heritage Trip*. Illus.

Janell Genovese. San Francisco: Chronicle, 2005. Print. Sienna and her family are going on a road trip. They will travel 700 miles from Hartford, Connecticut to a family reunion in Winston-Salem, North Carolina, where Sienna eagerly awaits a visit to the Krispy Krème donut shop. She is a bit disappointed to learn that her parents have planned a tour of black historical sites along the way. "Summer is supposed to be about fun, not about learning!" However, Sienna and her little

brother Davey quickly embrace the journey and delight in the history of their ancestors as they visit museums, restaurants, homes of famous civil rights leaders, monuments and theatres. Part journal, part scrapbook, Sienna documents each stop on the journey with actual photos, child-like drawings, and images of actual ticket stubs and an authentic concert program. The back matter contains the addresses and contact information for each chronicled stop as well as an author's note. Suggested content uses include studies of American history, the geography of the northeast and southern states, Black History, and famous musicians, politicians and civil rights leaders. H-1, H-3, H-4, H-5, ICC-1, ICC-2a, ICC-2b, ICC-2c, ICC-3a, ICC-3b

Reynolds, Jan. *Celebrate!: Connections among Cultures*. New York: Lee & Low, 2006.

Print. In this photo-essay, readers get the opportunity to see how different cultures celebrate in similar ways. Celebrations focus on gathering together, eating and drinking, decorating ourselves, playing music, dancing, and using fire. Cultures include Tibetans and Sherpas in the Himalayas, the Tuareg nomads of the Sahara, Aborigines of the Australian outback, the Sami people who live in northern Europe, within the Arctic Circle, the Yanomami of the Amazon rain forest, the Inuit of North America, Balinese rice farmers of Indonesia, and Americans throughout the United States. Include this title when studying celebrations or other cultures. H-1, H-3, ICC-1, ICC-2a, 2b, 2c, ICC-3b.

-- . *Only the Mountains Do Not Move: A Maasai Story of Culture and Conservation*.

New York: Lee & Low, 2011. Print. This book is a photographic essay that follows the daily lives of members of the Maasai people of East Africa. The story,

told through vivid images, explores the roles that men, women and children play on a daily basis in this close knit culture. This nomadic group faces many environmental challenges. They are working to adapt their way of life as they strive to preserve their traditions for the future. An author's note, glossary and pronunciation guide are included. Share this story to raise awareness of other world views, to promote awareness of other cultures and to help students understand that humans have to make choices regarding their survival. H-1-5, ICC-1, ICC-2a-b, ICC-3b.

Rose, Naomi C. *Tashi and the Tibetan Flower Cure*. New York: Lee & Low, 2011. Print. Tashi is a Tibetan American who lives with her mother and Popola (grandfather). Tashi loves spending time with Popola. He sings Tibetan chants to her and shares stories of life in his Tibetan village. One day her grandfather becomes ill. Tashi remembers a story he told her about sick people in his village using flowers to get better. She begins gathering flowers and soon the whole community brings flowers to Popola to help him get well. This touching fictional story will help children develop an awareness for diversity of people and cultures. H-1, H-3, H-4, H-5, ICC-1, ICC-2a, ICC-2b, ICC-2c, ICC-3b

Roth, Susan L., and Cindy Trumbore. *The Mangrove Tree: Planting Trees to Feed Families*. New York: Lee & Low, 2011. Print. This is a non-fiction account of Dr. Gordon Sato's work that transformed the small village of Hargigo, in the African country of Eritrea. Told in cumulative verse, with additional narrative and mixed media collage, the story describes Dr. Sato's plan to plant mangrove trees in this desert land near the Red Sea. The trees provided food for the sheep and goats,

cleaner air, and wood for the cook stove. The authors included an afterword, photographs, a glossary and pronunciation guide, web sites of interest and sources. Use this story to build awareness of global challenges and people who are working to make our world a better place for those less fortunate. H-1, H-2, H-4, H-5, ICC-1, ICC-2b, ICC-3b.

Russell, Barbara Timberlake. *Maggie's Amerikay*. Illus. Jim Burke. New York: Melanie Kroupa-Farrar, Straus & Giroux, 2006. Print. In 1898 schoolgirl Maggie McCrary and her family set sail from Ireland to America, in search of a new and better life. They land in New Orleans and move into a crowded tenement. While her dad peddles items from a pushcart and her mom sews, Maggie attends school. When her little sister contracts yellow fever Maggie needs to find a way to earn some money to replace her mom's lost wages. She meets a young boy who takes her to an elderly man. Daddy Clements wants to record his life story, but he doesn't read or write. African immigrant meets Irish immigrant and at first the two don't see eye to eye. However, Maggie is determined to help her family and Daddy Clements respects her strong will. As the old man shares his story, Maggie grows to appreciate and understand a little about him and his culture. Maggie records Daddy Clement's story and earns a little money for her family. Music is an underlying theme in this story; Mr. McCrary plays a tin whistle, and Maggie's friend Nathan plays the coronet. This all takes place as ragtime is becoming a popular music genre in this musical haven of the south. Possible curriculum connections include 20th century immigrants, New Orleans, race relations,

ragtime and jazz music, Irish Americans and African Americans. H-1, H-3, H-4, H-5, ICC-1, ICC-2a, ICC-2b, ICC-2c, ICC-3a, ICC-3b, ICC-3c

Singer, Marilyn. *A Full Moon Is Rising*. Illus. Julia Cairns. New York: Lee & Low, 2011. Print. Singer takes readers around the world, on a seventeen poem tour about the full moon. This is more than just a book of poetry. Science and cultural lessons abound. The book begins with a full page description of the moon and it's stages. The author explains the importance of the full moon to people around the world. Each poem is set in a different place in the world. The illustrations are vibrant and will prompt discussion topics. Back matter describes each setting in greater depth. End papers contain a map of the world with the location of each poem identified. H-1, H-3, H-4, ICC-2b, ICC-3b

Vaughan, Marcia. *Irena's Jars of Secrets*. Illus. Ron Mazellan. New York: Lee & Low, 2011. Print. This is the true story of Irena Sendler, a Polish-Catholic social worker who risked her own life to save thousands of Jewish children in Warsaw, Poland during World War II. Written as a narrative biography, illustrated in soft oil tones on canvas, this beautiful story pays tribute to a strong and courageous heroine who was called to help those in need. Includes an afterword, glossary and pronunciation guide, and sources. This story will serve as a worthy title to build awareness of historical events and human choices. H-1, H-3, ICC-1, ICC-3a, ICC-3b.

Yoo, Paula. *Sixteen Years in Sixteen Seconds: The Sammy Lee Story*. Illus. Dom Lee. New York: Lee & Low, 2005. Print. In the early 1900's, Sammy Lee's parents left Korea for a better life in America. It was his father's dream that Sammy

would become a doctor, but Sammy was more interested in being an Olympic diver. He and his father eventually agreed that Sammy could pursue diving as long as he kept up his grades in school. Sammy worked very hard but at times felt frustrated. Often times Sammy faced discrimination because he was Korean. He wasn't even allowed to attend his senior prom because it was held in an auditorium that only allowed white students to enter. His diving time was also affected because access to some public pools was limited to certain days of the week for non-whites. Sammy's father believed that "in America, you can achieve anything if you set your heart to it." Sammy took it to heart and worked very hard to become both a doctor and an Olympic diver. This poignant biography is sure to inspire readers of all ages. This story is a natural springboard for discussions about race discrimination. Other topics include immigration, World War II, the 1948 London Olympics, and diving. H-1, H-3, H-5, ICC-1, ICC-2a, ICC-2b, ICC-3a, ICC-3b

**\*Note: Codes listed at the end of each annotation i.e. H-1, H-3 or ICC-2b, etc. represent the five dimensions of Hanvey's (1976) global perspectives and the three components of the third through fifth Iowa Core Curriculum Social Studies Standards. (See Appendix.)**

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **Problem and Purpose**

In order for young children to gain an understanding and an appreciation for people of other cultures, they need opportunities to see the world from different points of view. One way for them to gain access to our diverse world is through high quality multicultural picture books. The Whittier Elementary School library lacked quality multicultural picture books to support the Iowa Core Curriculum Social Studies Standards. The purpose of this project was to identify high quality picture books that would enhance the social studies curriculum for grades three through five.

#### **Conclusions**

The researcher found that there is a multitude of picture books in print within the theme of multicultural literature. The use of the criteria from Hanvey's (1976) global perspectives and the Iowa Core Curriculum Social Studies Standards guided the selection of books that would best support students as they study and learn through the social studies curriculum.

#### **Recommendations**

Picture books serve as a wonderful window and mirror that offer children access to the similarities and differences between people of other cultures and themselves. This is also true of chapter books. The researcher believes that the use of chapter books to further connect students to multicultural issues would also strengthen the Social Studies curriculum for third through fifth grade students. The researcher recommends that this project be furthered by the creation of an annotated bibliography of chapter books that

would also align with the Iowa Core Curriculum Social Studies Standards for third through fifth grades.



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## Appendix A

## Multicultural Picture Book Comparison

Book Title	Notes	Hanvey's Global Perspectives					Iowa Core Curriculum		
		Perspective Consciousness	State-of-the-Planet Awareness	Cross-cultural Awareness	Knowledge of Global Dynamics	Awareness of Human Choices	Behavior Science	Geography	History
The Name Jar 2001 p. 23	Kids unable to say young (Korean) girl's name	X		X			X	X	X
Ruby's wish 2002 p.30	Chinese girl gets College opportunity	X		X			X	X	X
Mae Jemison: Out of this world 2003 p. 53	Bio. 1 <sup>st</sup> African-American Women in space	X			X	X	X		X
No bad news 2001 p. 61	Marcus worries about the bad things that happen in his neighborhood, a friend encourages him to be part of the good that's happening		X	X	X		X	X	X
Cooper's lesson 2004 p. 63	Cooper feels like an outsider. Mr. Lee hurts his feelings, then they form a friendship	X		X			X		X
My librarian is a camel: how books Are brought to children Around the world 2005 p. 68	Mobile libraries around the world	X		X				X	X

Book Title	Notes	Hanvey's Global Perspectives					Iowa Core Curriculum		
		Perspective Consciousness	State-of-the-Planet Awareness	Cross-cultural Awareness	Knowledge of Global Dynamics	Awareness of Human Choices	Behavior Science	Geography	History
How the Amazon queen Fought the Prince of Egypt 2005 p. 70	Queen and Prince fight to a draw and see each other as equals then form an alliance			X	X	X	X	X	X
Hammerin' Hank: the life of Hank Greenberg 2006 p. 80	1930 Jewish Pro baseball player faced discrimination and hostility.			X			X		X
*Sixteen years in sixteen seconds: the Sammy Lee story 2005 p. 81	Korean American in 1930's limited pool time due to color, against all odds became an Olympic gold medalist	X		X	X		X		X
*Sienna's scrapbook: Our African American heritage trip, 2005 p. 83	Family visits significant sites in African American history	X		X		X	X	X	X
The way we do it in Japan, 2002	American mother, Japanese father and son relocate to Japan from US	X		X			X	X	X

Book Title	Notes	Hanvey's Global Perspectives					Iowa Core Curriculum		
		Perspective Consciousness	State-of-the-Planet Awareness	Cross-cultural Awareness	Knowledge of Global Dynamics	Awareness of Human Choices	Behavior Science	Geography	History
Landed, 2006	12 year-old boy from China immigrating to San Francisco to be with his father, faces many hardships.	X		X		X	X	X	X
*Maggie's Amerikay, 2006	Irish American immigrants move to New Orleans in 1898. To earn money, daughter Maggie writes down stories of Daddy Clements, an African American who was brought to America as a slave.	X		X			X	X	X
*Wind flyers, 2007	Story of the Tuskegee Airmen, the all-black US Army Air Force squadron.	X			X		X	X	X
The great skating race, 2004	Holland, 1941. Jewish-German opposition. Young Dutch boy helps two Jewish children escape by ice-skating with them to safety in Belgium. Holocaust, WW II, history, heroism	X				X	X	X	X

Book Title	Notes	Hanvey's Global Perspectives					Iowa Core Curriculum		
		Perspective Consciousness	State-of-the-Planet Awareness	Cross-cultural Awareness	Knowledge of Global Dynamics	Awareness of Human Choices	Behavior Science	Geography	History
*Talkin' about Bessie: The story of aviator Elizabeth Coleman, 2002	Fictionalized biography about Bessie Coleman. An African-American born in Texas in 1892. As a black woman she overcame much prejudice to become the first licensed African-American pilot.	X		X		X	X	X	X
Diego Rivera: His World and Ours, 2011	Illustrated bio of famous Mexican artist who drew from his heritage to create his murals combining ancient & modern art techniques	X		X			X	X	X
Grandma's gift, 2010	Eric spends Christmas w gma in NYC. Traditional Puerto Rican Christmas celebration	X		X			X		X
Heart and soul: The story of America and African Americans, 2011	Historical accts, views of inequality, landmark events, famous leaders, world changers	X		X	X	X	X	X	X
*Underground: Finding the light to freedom, 2011	Chronicles a family's escape from slavery via the underground railroad	X		X	X		X	X	X
*Never forgotten, 2011	African boy kidnapped and sold into slavery. historical	X		X	X		X	X	X
*Dave the potter: artist, poet, slave, 2010	South Carolina slave in 1800's, became famous artist and poet. Historical, slavery	X		X	X	X	X	X	X

Book Title	Notes	Hanvey's Global Perspectives					Iowa Core Curriculum		
		Perspective Consciousness	State-of-the-Planet Awareness	Cross-cultural Awareness	Knowledge of Global Dynamics	Awareness of Human Choices	Behavior Science	Geography	History
*We are the ship: the story of Negro League baseball, 2008	Negro leagues history Baseball history	X		X	X		X	X	X
Tatanka & the Lakota people: a creation story, 2006	Native American creation story, mythological	X		X			X	X	X
A place where sunflowers grow, 2006	Japanese Americans relocation during WWII, young Mari uses art class to help her adjust to the relocation center	X		X	X		X	X	X
*Kiki's journey, 2006	Native American youngster lives in Los Angeles, goes to Taos Pueblo with family and tries to fit in. Diversity, Heritage, Culture	X		X			X	X	X
*Tashi and the Tibetan flower cure, 2011	Tibetan American girl uses a traditional healing method to help her ill grandfather Two cultures, Community, Ancient wisdom	X		X			X	X	X





Book Title	Notes	Hanvey's Global Perspectives					Iowa Core Curriculum		
		Perspectiv e Consciousn ess	State-of- the- Planet Awareness	Cross- cultural Awareness	Knowledge of Global Dynamics	Awareness of Human Choices	Behavior Science	Geography	History
*The mangrove tree: planting trees to feed families, 2011	Dr. Gordon Sato, a Japanese American cell biologist discovered a way to grow mangrove trees in the desert of the small African country of Eritrea. This project transformed the impoverished villages into self-supporting communities. Cultural diversity, environment, farming	X	X		X	X	X	X	X
*A full moon is rising: poems, 2011	This collection of poems showcases children throughout the world in celebration of the full moon. Cultural diversity, family traditions, holidays and celebrations, farming, environment	X	X		X		X	X	X
*Irena's jars of secrets, 2011	Biography of Irena Sendler, a Polish Catholic social worker who risked her own life to rescue nearly 2,500 Jewish children from the Warsaw Ghetto during WW II. History, war, heroism, discrimination, Jewish history, responsibility		X		X	X	X	X	X

Book Title	Notes	Hanvey's Global Perspectives					Iowa Core Curriculum		
		Perspective Consciousness	State-of-the-Planet Awareness	Cross-cultural Awareness	Knowledge of Global Dynamics	Awareness of Human Choices	Behavior Science	Geography	History
*Amazing faces: poems, 2010	A collection of poems and emotions felt by a diverse array of children and adults. Cultural diversity, multicultural ethnicities, life experiences	X		X	X		X	X	X
*Celebrate! : connections among cultures, 2006	Visit communities around the world and share in their celebrations. Discover the similarities between different cultures. Cultural diversity, holidays & celebrations, environment, nature	X		X			X	X	X
*When the horses ride by: children in times of war, 2006	Poems about war from a child's perspective. Includes several wars throughout history. History, war, human perseverance	X		X	X	X	X	X	X