

2021

Examining diversity in the Iowa Goldfinch Award

Jill M. Doyle
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©2021 Jill M. Doyle

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

Recommended Citation

Doyle, Jill M., "Examining diversity in the Iowa Goldfinch Award" (2021). *Graduate Research Papers*. 1937.
<https://scholarworks.uni.edu/grp/1937>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Examining diversity in the Iowa Goldfinch Award

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of [School Library Studies Graduate Research Papers](#) written by students in the [Division of School Library Studies](#), Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

The purpose of this quantitative content analysis was to evaluate the race/ethnicity of the main characters and authors in the picture books on the 2015-16 and 2020-21 Iowa Goldfinch Award lists, a student-nominated book list. The books were evaluated using coding that was adapted from earlier research. Then the statistics were compared to ascertain whether the portrayal of diverse cultures changed. Results indicated that the diversity of both the main characters and the authors increased by 25%, to include races other than White. The number of White main characters decreased from 6 to 3, while non-human characters decreased from 15 to 9; and the number of Black, Asian, and Latinx characters increased from 0 to 8. Likewise, the representation of authors of color increased from 0 to 5. It is vital that all children experience books that are by and about diverse cultures. In addition to student-nominated award list book purchases, teacher librarians must continue to seek out picture books that contain characters that reflect the increasing racial diversity in the United States.

EXAMINING DIVERSITY IN THE IOWA GOLDFINCH AWARD

A Graduate Research Paper
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
UNIVERSITY OF NORTHERN IOWA

by
Jill M. Doyle
July 2021

This Research Paper by: Jill M. Doyle
Titled: Examining Diversity in the Iowa Goldfinch Award

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

under the supervision of

First Reader: Karla Krueger, EdD

Second Reader: Joan Bessman Taylor, PhD.

Curriculum and Instruction Department Head: Robin Dada, PhD

Paper approved on _____

First Reader Signature: _____

This page is known as the "Reader Page." Upon completion and approval of the paper, a copy of this page will be filed in the student file in the C&I office and a copy given to each faculty reader.

ABSTRACT

The purpose of this quantitative content analysis was to evaluate the race/ethnicity of the main characters and authors in the picture books on the 2015-16 and 2020-21 Iowa Goldfinch Award lists, a student-nominated book list. The books were evaluated using coding that was adapted from earlier research. Then the statistics were compared to ascertain whether the portrayal of diverse cultures changed. Results indicated that the diversity of both the main characters and the authors increased by 25%, to include races other than White. The number of White main characters decreased from 6 to 3, while non-human characters decreased from 15 to 9; and the number of Black, Asian, and Latinx characters increased from 0 to 8. Likewise, the representation of authors of color increased from 0 to 5. It is vital that all children experience books that are by and about diverse cultures. In addition to student-nominated award list book purchases, teacher librarians must continue to seek out picture books that contain characters that reflect the increasing racial diversity in the United States.

TABLE OF CONTENTS

CHAPTER 1. INTRODUCTION	1
Justification of Problem	1
AASL Standards Support for Diverse Collections	2
Importance of Books by and About Diverse Populations	2
Furthering Past Research Regarding Diversity in Children’s Literature	3
Rationale	4
Summary of Problem Statement	5
Purpose	5
Research Questions	5
Assumptions	5
CHAPTER 2. LITERATURE REVIEW	6
Lack of Diversity in Celebrated Caldecotts and Commonly-used Leveled Books	6
Importance of Diverse Literature for All Learners	8
Selection Criteria to Build Diverse Collections with High Quality, Culturally Relevant Literature	10
Summary	12
CHAPTER 3. METHODOLOGY	14
Research Design	14
Sample of Books	15

Procedures	16
Data Collection	16
Data Analysis	16
Limitations	17
CHAPTER 4. FINDINGS	18
Research Question 1: Portrayal of Race/Ethnicity in Main Characters and Secondary Characters	21
Research Question 2: Portrayal of Race/Ethnicity of Authors	25
Research Question 3: The Change in Diverse Characters from the 2015-16 List to the 2020-21 List	26
Research Question 4: The Inclusion of Diverse Authors from 2015-16 to 2020-21	27
CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS	29
Conclusions	29
Recommendations	31
Recommendations for Librarians and Educators	31
Recommendations for Future Studies	32
REFERENCES	33
APPENDIX A: 2015-16 IOWA GOLDFINCH BOOK LIST	35
APPENDIX B: 2015-16 IOWA GOLDFINCH BOOK LIST	36
APPENDIX C: CODING CATEGORIES	37

LIST OF TABLES

TABLE	PAGE
1 2015-16 Iowa Goldfinch Award List Race/Ethnicity of Main Characters and authors	18
2 2020-21 Iowa Goldfinch Award List Race/Ethnicity of Main Characters and Authors	20
3 Race/Ethnicity of Main Characters	22
4 Race of Human Secondary Characters in 2015-16 List	23
5 Race of Human Secondary Characters in 2020-21 List	24
6 Race/Ethnicity of Authors	25

LIST OF FIGURES

FIGURE	PAGE
1 Comparison of Race/Ethnicity of Main Characters	27
2 Comparison of Race/Ethnicity of Authors	28

CHAPTER 1

INTRODUCTION

Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created...by the author...a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books. (Bishop, 1990, para.1)

Justification of Problem

A quality library consists of a diverse collection of books and resources to enable learners to not only meet educational goals but expand their worldly point of view. These books will “help [us] to understand each other better by helping to change our attitudes towards difference” (Bishop, 1990, para. 10). In her article, “Still an All-White World?,” Kathleen Horning (2014) emphasized that “children’s literature still represents a mostly White world in a real one that’s becoming increasingly diverse” (p. 20). She also stressed that budgets are an obstacle many school librarians must deal with which “make[s] it an ongoing challenge to meet [students’] needs” (p. 20). A lack of characters who are of diverse races and ethnic groups in books is a continuing issue that needs to be resolved.

AASL Standards Support for Diverse Collections

The American Association of School Librarians (AASL) (2018) National School Library Standards outline the school librarian's role in providing diverse materials to meet the needs of all learners. The emphasis of the AASL *Include Shared Foundation II: Create Domain* is about the diversity of the library collection that "represents all members... in a global learning community by establishing and maintaining a collection of reading and information materials...that support the diverse developmental, cultural, social, and linguistic needs of [all] learners" (AASL, 2018, p. 60). The *Include Shared Foundation II: Grow Domain* further accentuates the need for school libraries to contain "a diverse collection of sufficient size for the learner population" (p. 60). The American Library Association (ALA) (2006) addressed diverse collections in the Interpretation of the Library Bill of Rights where they spelled out what is needed: "A diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences" (para. 1).

Importance of Books by and About Diverse Populations

Paul and Russo, (n.d.) authors of "How to Raise a Reader" explain "Exposing children to diversity in books will prepare them for life in a diverse world" (p. 3). In a *New York Times* article, children's author-illustrator Christopher Myers (2014) reflected on the importance of diverse text pointing out, "recognizing oneself in a text" gives readers the "understanding that your life and lives of people like you are worthy of being told" (p. 2). The nature of this diverse world is further illustrated by the vision of young adult author Nic Stone (2020) when he said, "The more we see Black people

living—loving and doing and being and feeling and going on adventures and solving mysteries and being the heroes—the more we come to recognize our shared humanity” (n. p.). A diverse library collection will provide all students access to books that will act as mirrors, windows, and sliding glass doors which will benefit entire school communities (Bishop, 1990; Koss, Johnson & Martinez, 2018; Martinez, Koss & Johnson, 2016). The Cooperative Children’s Book Center (CCBC) (2020) evaluates children’s and young adult books annually for their diversity or more specifically, how many books are written “by and about BIPOC (Black, Indigenous, and People of Color)” (para. 1). Their findings “continue to show...the number of books featuring BIPOC protagonists lags far behind the number of books with White main characters--or even those with animal main characters” (para. 14). They also noted that only 17.2% of the books published in 2019 contained a main character who was either Black or Latinx (CCBC, 2019, para. 12). Equal representation needs to come to the publishing industry to enable librarians to meet the needs of all learners.

Furthering Past Research Regarding Diversity in Children’s Literature

It is essential that books written for children contain characters that reflect the lives of the youth of America. A study by Martinez, Koss, and Johnson (2016) depicted the lack of ethnic diversity in the books on the Caldecott Award lists (p. 19). The researchers focused on the Caldecott books because they are commonly found in schools and are; therefore, easily accessible (p. 20). They discovered that 71% of the award winning books had White main characters. Martinez et al. (2016) encourage educators to seek out award lists that recognize “literature by and about diverse populations” (p. 25).

Rationale

According to a report by demographer, Poston (2020) 59.7% of the United States population is currently non-Hispanic White people. “The next biggest group” is Hispanics “at 18.7%...followed by Blacks and Asians” (Poston, 2020, Racial proportions will shift section, para. 1). He predicts that in 2030, the Hispanics, Blacks, and Asian populations will all increase significantly while the total number of Whites will decrease to 55.8% of the U.S. population. It is imperative that school library collections contain books to reflect this diversity. A library that consists of a varied collection will enable children to see themselves in the characters, build learners’ knowledge of and empathy for others, and broaden their global perspective when they simply read (AASL, 2018; Bishop, 1990; Myers, 2014). In a TED Talk, children's author Grace Lin (2016) expressed the significance of having books that act as mirrors and windows so we can relate to characters who are like us but also see and understand other cultures. She explained, “Kids who always see themselves in books need to be able to see things from other viewpoints. How can we expect kids to get along with others in this world, to empathize, and to share if they never see outside of themselves?” (TED, 2016, 10:58). Everyone deserves the opportunity to meet characters who look like them as well as characters from other cultures. School administrators and teacher librarians require solid information about diversity in a library collection in order to make informed decisions about library budgets to ensure the selection of books that will create a diverse collection.

Summary of Problem Statement

Children's book award lists do not contain equal representation of books by and about diverse races.

Purpose

The purpose of this literary content analysis was to evaluate the picture books on the 2015-16 and the 2020-21 lists of Iowa Goldfinch Award to determine whether the portrayal of diverse cultures has changed.

Research Questions

1. What is the race/ethnicity of each Goldfinch Award book's main character?
2. What is the race/ethnicity of each book's author on these Goldfinch Award lists?
3. How has the inclusion of diverse main characters changed from the 2015-16 list to the 2020-21 list?
4. How has the diversity of the authors changed from the 2015-16 list to the 2020-21 list?

Assumptions

This researcher assumes that libraries with limited budgets are more likely to only purchase books on state award lists. Also, many of these picture books will not have human characters.

CHAPTER 2

LITERATURE REVIEW

The purpose of this literary content analysis was to evaluate the picture books on the 2015-16 and the 2020-21 lists of Iowa Goldfinch Award to determine whether the portrayal of diverse cultures has changed. The three areas of prior research that inform this study are a lack of diversity in Caldecott and commonly-used leveled books, the importance of diverse literature for all learners, and the selection criteria to build high quality, culturally relevant library collections.

Lack of Diversity in Celebrated Caldecotts and Commonly-used Leveled Books

Award books are easily accessible to children and seldom go out of print; therefore, the diversity within these lists is critical. Koss, Johnson, and Martinez (2018) examined the Caldecott Award books for racial and ethnic diversity of not only the main characters but also the books' authors and illustrators to judge whether America's diverse youth could identify with the characters (p. 4). Koss et al. asked how the diversity in Caldecott books changed since its beginning as reflected in the race/ethnicity of the main characters, authors, and illustrators (p. 7). The methodology included was a quantitative content analysis approach with coding for the race/ethnicity of all 337 Caldecott Medal and Honor books from 1938 to 2017. The codes, White, Black, Asian, Latinx, American Indian, Middle Eastern, Multiracial, and Other were based on the language used by "major children's book award committees" (p. 7). To establish the race/ethnicity of the book's main character, the researchers assessed the textual clues and the illustrations

including how characters were dressed, cultural details within the physical setting, whether cultural items such as a pinata were present, and the character's skin color. Koss et al. utilized several resources such as the author and illustrator's websites, publisher websites, book jacket information or photo, and online searches when identifying the race of the authors and illustrators. Codes were calculated using percentages and frequencies of the connection between the race/ethnicity of the books' main characters and that of the books' illustrators and authors, with attention to quantitative patterns by decades (p. 8). In the end, the data revealed that the majority of authors (86.9%) and illustrators (86.2%) were identified as White while most of the human main characters (70.6%) were also White. The researchers noted that factors such as social and historic events in America may have been influential in the results.

While Koss et al (2018) researched the diversity of books in an official collection, namely the Caldecott Award list, Hughes-Hassell, Barkley, and Koehler (2009) analyzed 556 Fountas and Pinnell leveled books, labeled as J through M transitional books by the publisher. These early chapter books were chosen because they were commonly used across the country as part of literacy instruction. Hughes-Hassell et al. defined their purpose as an examination of the presence of main characters who are people of color. The main questions that guided the research were what percentage of the books recommended for transitional or beginning readers featured people of color, what individual groups of color are represented and to what extent, and what race or ethnicity were the authors of the chosen books. To determine the race or ethnicity of the main characters and the book's author, researchers examined the illustrations, plot summaries,

and book reviews, plus other online book resources such as the authors' and publishers' websites. The researchers found that of the 556 transitional books analyzed, a total of 464 contained main or secondary characters who were White. This is in contrast to the 94 characters who represented African Americans, 73 non-human characters, and 49 who identified as Asian American, Hispanic, Multiracial, and American Indian/Alaska Native racial/ethnicities combined. There were 12 titles (2.2%) with authors of color, while the remaining 97.8% were White authors. The results of the two studies described above indicate that children of color have been rarely found in Caldecott and transitional books.

Importance of Diverse Literature for All Learners

Diverse literature has the potential to make a significant impact on student learning and development. Cavalovitch (2016) noticed a lack of diverse characters within children's books and discovered how to use representational literature in her diverse first grade classroom. She wondered how student engagement would be affected after sharing texts that contain varying perspectives and identities. The purpose of her research was to determine if teaching and learning improved with the inclusion of representational text (p. 5). A form of action research method was used to conduct this research by following a three step process of identifying the problem (lack of books that her students could connect with culturally), planning (choosing diverse texts and developing lessons), and then doing the action portion (conducting the lessons) of the study. Over an eight week period she read books to her first grade class initially containing only White characters, then adding stories with Hispanic main characters. While reading, she attempted to build

personal connections between the diverse books and her Spanish speaking students. For instance, she told the students that one character was from Venezuela and she specifically asked for assistance from one of her students from Venezuela with the pronunciation of the Spanish words. She asked questions, observed reactions and levels of engagement, journaled about her findings and made conclusions based on her findings. By sharing literature that represented the students in her classroom, the researcher was able to see student engagement increase and attributes this to her validation of the students' identity and presence. This study demonstrated the benefits of providing students with books that contain varying perspectives and identities.

While Cavalovitch (2016) researched how student engagement was affected when students read diverse books, Sarraj, Bene, Li, and Burley (2015) developed and implemented a program for multicultural education. Their intention was to use the results of this study to demonstrate the need for multicultural education in a rapidly increasing minority population in the United States. A collaborative action research study partnered the researchers and 17 fifth grade students and their classroom teacher from a West Texas elementary school. During a two week period, students learned about other cultures through multicultural vocabulary, diverse stories read aloud and discussed as a group, and videos (depicting cultural music, dance, and traditional clothing); and then they answered open-ended questions. Next, Sarraj et al. analyzed the data within the students' assignments, researchers' field notes, and teacher observations and discovered four emerging themes that depicted classroom discussion about the diverse books: curiosity, empathy, preconceptions, and bullying. These results indicated that an increased

knowledge of varying cultures benefited the students as they gained respect and understanding of others. The researchers recommended that schools add additional opportunities for multicultural lessons to provide students with the skills needed to appreciate differences and build positive relationships.

The results of these two studies offer evidence that support the use of multicultural literature in schools. Cavalovitch (2016) experimented with the use of reflective texts in her diverse first grade classroom while Sarraj et al. (2015) partnered with a fifth grade teacher to discover students' responses to cultural education. Both classes displayed positive attitudes which further promoted the impact of sharing diverse characters with students and ultimately enabling them to accept the world around them.

Selection Criteria to Build Diverse Collections with High Quality, Culturally Relevant Literature

The selection of quality diverse literature has the potential to make a significant impact on student learning and development. Burns, Kimmel, and Garrison (2013) evaluated the diversity of 48 fiction books that make up the Appendix B of the Common Core Standards for English Language Arts. The authors wondered how these 48 titles from the K-5 lists reflected the current diversity of the reading interests and perspectives of a national and global population. The year of publication, genre, setting, major awards, the main character's diversity, plus defining cultural characteristics of the text were noted for each title as it was analyzed. Burns et al. (2013) discovered that a majority were out-dated with an average copyright date of 1970 making many books not relatable to current students. Researching the characteristics of the protagonist, Burns et al. (2013)

found 37 books (77%) had male main characters whose race and ethnicity was identified as European or European American (61% or 19 books). Minority characters were found in only 12 books (of the 31 titles with human main characters) and had to serve the needs of all students in grades K-5. The researchers discussed the need for an updated, culturally inclusive list which would be representative of the diverse global population in America today. To ensure all American students can see themselves in the Common Core Standards, Burns et al. (2013) call on teacher librarians, who have expertise in selecting quality text, to follow selection criteria; appeal, currency, relevance, and appropriateness of titles to ensure the inclusion of quality, contemporary texts that represent all diverse cultures.

While Burns et al. (2013) evaluated the diversity of an existing list and introduced selection criteria for choosing quality texts, Zygmunt, Clark, Tancock, Mucherah, and Clausen (2015) taught teacher candidates specific selection criteria to choose quality diverse books. The researchers' focus was to increase culturally relevant children's literature in their community and educate teacher education candidates to evaluate books and identify culturally relevant text. The candidates searched for quality books in databases and lists of African American children's literature, evaluated the credentials of the databases, and then created an initial book list. Next, each title was evaluated using these criteria: relevance (to local kid's experiences), cultural appropriateness (reflecting values, traditions, histories, and experiences of the culture), illustrations (accurately represent a culture and are free of stereotypes) and language (dialogue is culturally authentic). A database listing the resulting 61 texts included the following details; title,

author, illustrator, awards received, genre, reading level, and topic/theme. Twenty varied African American community members attended a two hour literacy event where they listened to book talks, interacted with the books, shared stories related to the texts, and then selected their favorite titles. The impact of the event and its relationship to culturally relevant text was noted in follow up interviews where the connections shared about the books were the most significant take-aways. Grant money allowed Zygmunt et al. to donate a set of 21 high quality, culturally relevant African American children's books to six local agencies. The two studies in this section showed that diverse texts are needed to allow all students to see themselves in books and that by following selection criteria, teacher librarians and teacher candidates will be able to evaluate and identify both quality diverse books and culturally relevant literature (Burns et al., 2013; Zygmunt et al., 2015).

Summary

The first two studies provided examples of the scarcity of diverse characters and authors in books that are easily accessible and therefore read by many school children (Koss, Johnson, & Martinez, 2018; Hughes-Hassell, Barkley, & Koehler, 2009). The Caldecott books examined by Koss et al. (2018) are commonly found in school libraries, while Hughes-Hassell et al. (2009) studied the transitional books published by Fountas and Pinnell which are often utilized in school literacy instruction. Both studies employed similar resources to determine the race/ethnicity of the characters and authors such as the book's illustrations, textual clues, as well as the author and publisher's websites. They also had related results, namely a lack of diversity in their books. Several studies examined the importance of diverse literature and the benefits they can have on student

engagement and learning (Cavalovitch, 2016; Sarraj, Bene, Li, & Burley, 2015). Research by Cavalovitch (2016) found the benefits of sharing representational literature with students while Sarraj et al. (2015) discovered an increased knowledge of varying cultures benefited the students. The final researchers presented selection criteria which enabled the evaluation and identification of quality diverse literature (Burns, Kimmel, & Garrison, 2013; Zygmunt, Clark, Tancock, Mucherah, & Clausen, 2015). Burns et al. (2013) evaluated Appendix B of the Common Core and implored teacher librarians to use their selection criteria to discover contemporary diverse books. Teacher candidates led by Zygmunt et al. (2015) learned specific selection criteria to choose culturally relevant children's literature. To extend the work of previous research, this study explores the 2015-16 and the 2020-21 lists of Iowa Goldfinch Award to determine whether the portrayal of diverse cultures has changed.

CHAPTER 3

METHODOLOGY

Previous studies have shown a continuing need for research about whether or not characters from diverse cultural groups are depicted in children's literature. The purpose of this literary content analysis was to evaluate the picture books on the 2015-16 and the 2020-21 lists of Iowa Goldfinch Award to determine whether the portrayal of diverse cultures has changed.

This study explored the following questions:

1. What is the race/ethnicity of each Goldfinch Award book's main character?
2. What is the race/ethnicity of each book's author on these Goldfinch Award lists?
3. How has the inclusion of diverse characters changed from the 2015-16 list to the 2020-21 list?
4. How has the diversity of the authors changed from the 2015-16 list to the 2020-21 list?

Research Design

A quantitative content analysis with a deductive approach was employed for this study. Wildemuth (2017) described quantitative content analysis as "the systematic, objective, quantitative analysis of... (essentially) any information captured and recorded in a fixed manner" (p. 307). This method was well suited for this study because content was objectively examined and the results were numeric statistics that aided in answering the research questions.

Sample of Books

According to Wildemuth (2017), content analysis is a method that may be applied to texts such as books. The focus for this literary content analysis was the 41 picture books on the Iowa Goldfinch Award lists (21 books from the year 2015-16 and 20 books from the year 2020-21). A complete list of the titles and their authors is included in Appendix A and Appendix B, respectively. These particular texts were chosen for numerous reasons, but first and foremost because the Iowa award books are commonly a first purchase by Iowa teacher librarians, making them very accessible to Iowa children. In addition, according to the website, the Goldfinch committee strives to build a list that contains “fiction or nonfiction, with a wide range of interests and reading levels” (IASL, n.d., Book Criteria section). The Goldfinch Selection Criteria (n.d.) states, it is important that the chosen books are all fairly new with copyright dates within two years of being nominated. Although two years is the span of dates at the time of nomination, some books that were nominated may be up to five years old at the point of actual inclusion on a final Goldfinch Reading List. These books are also of high interest to students because the award reading lists are derived from recommendations by Iowa students in grades kindergarten through third. Five years separation between the lists was intentional to discover if any growth in diversity of the main characters and authors occurred. Together, these were key factors that influenced this researcher’s selection process. It should be noted that it was not a goal of this study to analyze the Goldfinch Award itself, only the books therein. As such, this sample is not representative of all books or of all Goldfinch

lists; it only represents the list resulting from student nominations in the two years selected.

Procedures

Data Collection

Following guidance from Wildemuth (2017), prior research was consulted regarding methods of data collection (p. 310). The content analysis categories created by Koss et al. (2018), Hughes-Hassell et al. (2009), and those used by CCBC (2020) were reviewed. As the researcher, I considered the goals of this research, namely identifying and recording the race/ethnicity of the books' main characters and authors, and I coded books using eight races/ethnicities (see Appendix C). I used a Google Form to tally data according to the criteria noted in Appendix C and a spreadsheet to aid in analyzing books with main characters and /or authors from various cultural backgrounds.

Data Analysis

Content analysis was performed on one book to ensure the approach was “unbiased, valid, reliable, and replicable” (Wildemuth, 2017, p. 308). The accuracy of the coding system was evaluated, and it was discovered that several edits were necessary. I followed the methodology of Koss et al. (2018) and Hughes-Hassel et al. (2009) to determine the race or ethnicity of the main characters. I examined the illustrations, paying close attention to cultural cues. I also read plot summaries and book reviews, plus I used online book resources such as the CCBC website and Amazon books. I adapted the codes for characters to include an “Other” option to represent any character whose race could not be identified and for books without a main character. Information about the author

was obtained from various sources such as, the author or publisher's webpage, an image on the book's cover, an author visit to the researcher's school, CCBC, Goodreads, and Amazon. The terms "Unknown Race" was utilized for authors whose race or ethnicity could not be determined (Hughes-Hassell, et al., 2009, Current study section). These edits ensured the code categories (see Appendix C) were "exhaustive" and the questions would not have more than one answer as directed by Wildemuth (2017, p. 311).

I paid special attention to the illustrations as well as the text. All books were read a second time, in which I checked for consistency and maintained recorder accuracy. Notes were kept during the coding process, specifically about the race/ethnicity of the characters and authors, and they were presented in the Findings section (Wildemuth, 2017, pp. 320-323). Finally, I analyzed the data to compare the lists from the two years using frequencies of the race of the main characters and authors.

Limitations

This study was limited to the selected texts that appeared on the Iowa Goldfinch Award 2015-16 list and the 2020-21 list. These picture books were nominated by students in kindergarten through third grades; therefore, many quality texts could have been overlooked. One researcher read and analyzed these books for the race/ethnicity of the characters and authors. Other factors such as the authenticity, quality, and accuracy of the literature were not addressed.

CHAPTER 4

FINDINGS

A quantitative content analysis was conducted by keeping a list of the race/ethnicity of each book's main characters and authors. Tables 1 and 2 show the list of 41 book titles and corresponding authors with the year of the book's copyright date in parentheses. They also display the race or ethnicity of the main character and the author for each book. A note follows telling where the researcher identified the race/ethnicity of the main character and author. Table 1 lists this for the 2015-16 Iowa Goldfinch Award books, and Table 2 shows the information for the 2020-21 Goldfinch Award books.

Table 1

2015-16 Iowa Goldfinch Award List Race/Ethnicity of Main Characters and Authors

Book title Author (Copyright)	Race/Ethnicity of Main Character/Note Where it Was Identified	Race/Ethnicity of Author/Note where it was Identified
Aggie the Brave Lori Ries (2010)	Not Human/Illustrations & Summary	White/Author's Website
Ball Mary Sullivan (2013)	Not Human/Illustrations & Plot Summary	White/CCBC & Amazon
Battle Bunny Jon Scieszka and Mac Barnett (2013)	Not Human/Illustrations & Summary	White (both authors)/CCBC & Amazon
Black Rabbit Philippa Leathers (2013)	Not Human/Illustrations & Summary	White/CCBC, Author Website & Goodreads
Bugs in My Hair David Shannon (2013)	White/ Illustrations	White/CCBC & Author Website
Caterina and the Perfect Party Erin Eitter Kono (2013)	Not Human/Illustrations & Book Jacket Summary	White/Random House Publishing Website
Chopsticks	Not Human/Illustrations &	White/CCBC &

Amy Krouse Rosenthal (2012)	Book Jacket Summary	Goodreads
Clever Jack Takes the Cake Candace Fleming (2010)	White/Illustrations & Textual Cues	White/CCBC & Goodreads
Count the Monkeys Mac Barnett (2013)	Not Human/Illustrations	White/CCBC & Author Website
Crankenstein Samantha Berger (2013)	White/Illustrations & Book Summary	White/CCBC & Goodreads
The Day the Crayons Quit Drew Daywalt (2013)	Not Human/Illustrations & Book Jacket Summary	White/CCBC, Book Jacket photo, & Goodreads
Like Bug Juice on a Burger Julie Sternberg (2013)	White/Illustrations & Book Cover	White/Author's Website & Goodreads
Memoirs of a Hamster Devin Scillian (2013)	Not Human/Illustrations, Book Jacket Summary	White/CCBC & Amazon
Mr. Tiger Goes Wild Peter Brown (2013)	Not Human/Illustrations	White/CCBC & Goodreads
Painter and Ugly Robert J. Blake (2011)	Not Human/Illustrations	White/Author's Website
Pick a Circle, Gather Squares Felicia Sanzari Chernesky (2014)	White/Illustrations & Book Summary	White/Author's Website
Princess Peepers Pam Calvert (2011)	White/Illustrations & Book Reviews	White/Author's Website & Amazon
Say Hello to Zorro! Carter Goodrich (2011)	Not Human/Illustrations	White/CCBC & Goodreads
Should I Share My Ice Cream? Mo Willems (2011)	Not Human/Illustrations & Author Website	White/CCBC & Author Website
The Story of Fish and Snail Deborah Freedman (2013)	Not Human/Illustrations & Book Review	White/CCBC & Author Website
The Watermelon Seed Greg Pizzoli (2013)	Not Human/Illustrations & Cover image	White/CCBC & Author Website

Table 2

2020-21 Iowa Goldfinch Award List Race/Ethnicity of Main Characters and Authors

Book title Author (Copyright)	Race/Ethnicity of Main Character / Note of Where Race/ Ethnicity Were Identified	Race/Ethnicity of Author / Note of Where Race/ Ethnicity Were Identified
After the Fall Dan Santat (2017)	Not Human/ Illustrations & summary	White/Book Jacket & CCBC
Bad Seed Jory John (2018)	Not Human/ Illustrations & GoodReads summary	White/CCBC & Author Website
The Bear and the Piano David Litchfield (2018)	Not Human/ Illustrations & Book Jacket Summary	White/CCBC & Goodreads
Can I Be Your Dog? Troy Cummings (2018)	Not Human/Illustrations & Author Visit	White/Author Visit & CCBC
Counting on Katherine: How Katherine Johnson Saved Apollo 13 Helaine Becker (2018)	Black/Illustrations, CCBC, & Book Review	White/CCBC & Goodreads
Dad and the Dinosaur Gennifer Choldenko (2017)	White/Illustrations	White/CCBC & Book Jacket
Drawn Together Minh Le (2018)	Asian/Illustrations & CCBC	Asian/CCBC & Book Jacket
Dreamers Yuyi Morales (2018)	Latinx/Illustrations & Author Website	Latinx/CCBC & Author Website
Elbow Grease John Cena (2018)	Not Human/Illustrations & Book Summary	White/CCBC & Author Website
The Epic Adventures of Huggie and Stick Drew Daywalt (2018)	Not Human/Illustrations & Book Summary	White/CCBC & Book Jacket
I am Human: A Book of Empathy Susan Verde (2018)	Black/CCBC & Illustrations	White/Author Website & Amazon
I Walk With Vanessa: A Story	Black/Illustrations &	White/CCBC &

About a Simple Act of Kindness Kerascoet (2018)	CCBC	Goodreads
Mae Among the Stars Roda Ahmed (2018)	Black/Illustrations & CCBC	Black/Book Jacket & CCBC
Rescue & Jessica Jessica Kensky (2018)	White/Illustrations, Photo on Acknowledgements Page, & Book Jacket	White/CCBC & Book Jacket
7 Ate 9: The Untold Story Tara Lazar (2017)	Not Human/Illustrations & Summary	White/CCBC & Goodreads
There Are No Bears in This Bakery Julia Sarcone-Roach (2019)	Not Human/Book Jacket Summary & Illustrations	White/CCBC & Goodreads
Wall in the Middle of the Book Jon Agee (2018)	White/Illustrations & Book Jacket Summary	White/CCBC & Author Website
We Don't Eat Our Classmates Ryan T. Higgins (2018)	Not Human/Illustrations & Book Jacket Summary	White/CCBC & Goodreads
What If You Had Animal Feet? Sandra Markle (2015)	Other-No Main Character/Illustrations & Book Reviews	White/Amazon & CCBC
Word Collector Peter H. Reynolds (2018)	Black/Illustrations & Book Jacket	White/CCBC, Goodreads & Author Website

Research Question 1: Portrayal of Race/Ethnicity in Main Characters and

Secondary Characters

Research question 1 referred to the race/ethnicity of each book's main character. This was evaluated using each picture book's illustrations, textual clues, information on the book jacket, book summaries, as well as online sources such as CCBC, author websites, Goodreads, and Amazon. A majority of the main characters in 2015-16 (15 books) and 2020-21 (9 books) of the Goldfinch lists were not human (71.4% and 45% respectively).

The remaining six books on the 2015-16 list had White main characters. The 2020-21 list featured three White main characters plus other ethnicities including five Black, one for each Latinx, Asian and other (see Table 3).

Table 3

Race/Ethnicity of Main Characters

	2015-16 Goldfinch list		2020-21 Goldfinch list	
	n	%	n	%
White	6	28.6	3	15
Black			5	25
Latinx			1	5
Indigenous				
Asian			1	5
Middle Eastern				
Mixed				
Not Human	15	71.4	9	45
Other			1	5
Total	21	100	20	100

Note. n=number of main characters meeting that race/ethnicity

Many of the picture books do not have human characters, which is consistent with the annual findings from CCBC and the previous research of Koss et al. (2018) and Hughes-Hassell et al. (2009). This researcher noticed this continued theme in the books contained in this study and investigated the race of the central human featured in the books with no human main character. The illustrations were the only source the

researcher used, which posed some limitations. Several of the images only show part of the human's body. When this occurred, the researcher used whatever information was available to best determine the race/ethnicity. As seen in Table 4, nine of the 15 books without a human main character in the 2015-16 list contained only animals or inanimate objects such as chopsticks, while the remaining six books each had a White human secondary character. As seen in Table 5, two of the nine books without a human main character in the 2020-21 list contained only animals or inanimate objects, while the remaining seven books had a secondary character who was White (3), Asian (2), Black (1) and Other (1). This last book, *We Don't Eat Our Classmates*, was evaluated as Other because it did not have a primary, human character and the humans represented were of diverse races. For more details, see Table 5.

Table 4

Race of Human Secondary Characters in 2015-16 List

Book Title	Main Character is Not Human	All Characters are Animals or Inanimate Objects	Race of Human Secondary Character/ Per Illustrations
Aggie the Brave	✓		White
Ball	✓		White
Battle Bunny	✓	✓	
Black Rabbit	✓	✓	
Caterina and the Perfect Day	✓	✓	
Chopsticks	✓	✓	

Count the Monkeys	✓		White
The Day the Crayons Quit	✓	✓	
Memoirs of a Hamster	✓		White
Mr. Tiger Goes Wild	✓	✓	
Painter and Ugly	✓		White
Say Hello to Zorro!	✓		White
Should I Share My Ice Cream?	✓	✓	
The Story of Fish and Snail	✓	✓	
The Watermelon Seed	✓	✓	

Table 5

Race of Human Secondary Characters in 2020-21 List

Book Titles	Main Character is Not Human	All Characters are Animals or Inanimate Objects	Race of Human Secondary Character/ Per Illustrations
After the Fall	✓	✓	
Bad Seed	✓		White
The Bear and the Piano	✓		White
Can I Be Your Dog?	✓		Asian
Elbow Grease	✓		Black
The Epic Adventures of Huggie and Stick	✓		White

7 Ate 9: The Untold Story	✓	✓	
There Are No Bears in This Bakery	✓		Asian
We Don't Eat Our Classmates	✓		No Main Secondary Human

Research Question 2: Portrayal of Race/Ethnicity of Authors

The race/ethnicity of each book's author was assessed for the second research question. The CCBC (2021) website was used as a guide, but I also pursued other sources to obtain this information including the photo on the book's dust jacket, the author or publisher's website, a picture from an author visit, plus, Amazon and Goodreads websites. All authors on the 2015-16 Goldfinch list identified as White. The 2020-21 list had only 15 White authors while Asian, Black, Latinx, and Unknown were also represented with 2, 1, 1, 1 respectively. Table 6 shows the race/ethnicity of the authors in the 2015-16 and 2020-21 Goldfinch lists.

Table 6

Race/Ethnicity of Authors

	2015-16 Goldfinch list		2020-21 Goldfinch list	
	n	%	n	%
White	21	100	15	75
Black			1	5
Latinx			1	5
Indigeonous				

Asian			2	10
Middle Eastern				
Mixed				
Unknown/ Race Not Found			1	5
Other				
<hr/>				
Total	21	100	20	100
<hr/>				

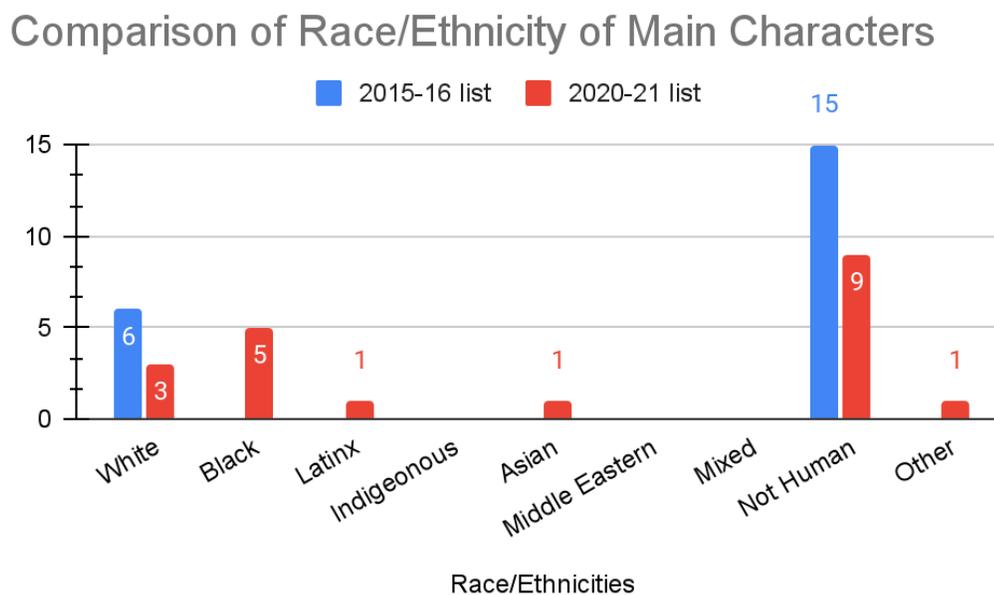
Note. n=number of authors meeting that race/ethnicity

Research Question 3: The Change in Diverse Characters from the 2015-16 List to the 2020-21 List

Research question 3 asked, How has the inclusion of diverse main characters changed from the 2015-16 list to the 2020-21 list?. The 2015-16 list contained only White (28.6%) or non-human (71.4%) main characters. The 2020-21 list had main characters with varied races/ethnicities namely non-human (45%), Black (25%), White (15%), Asian (5%), Latinx (5%) and Other (5%). Black main characters exceeded White characters, and Asian and Latinx characters were also represented in this list. See Figure 1 for a detailed comparison.

Figure 1

Comparison of Race /Ethnicity of Main Characters



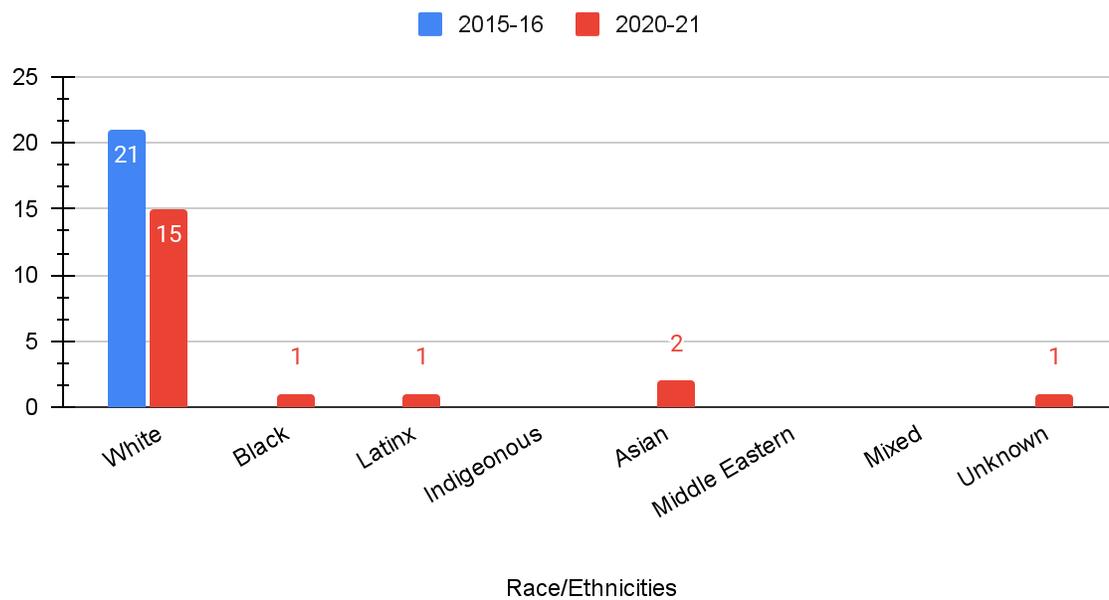
Research Question 4: The Inclusion of Diverse Authors from 2015-16 to 2020-21

Research question 4 asked, How has the diversity of the authors changed from the 2015-16 list to the 2020-21 list?. The race of the authors in the 2015-16 and 2020-21 Goldfinch lists was defined and then analyzed for any difference. As seen in Figure 2, the earlier list was composed of all White authors, but the 2020-21 list was authored by White (15 books, 75%), Asian (2 books, 10%), Black (1 book, 5%), Latinx (1 book, 5%), and Unknown (1 book, 5%) individuals. This constitutes a 25% increase in the diversity of the authors, similar to the change in the race of the main characters. See Figure 2 for more details.

Figure 2

Comparison of Race/Ethnicity of Authors

Comparison of Race/Ethnicity of Authors



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this quantitative content analysis was to evaluate the race/ethnicity of the main characters and authors in the picture books on the 2015-16 and 2020-21 Iowa Goldfinch Award lists, a student-nominated book list. The books were evaluated using coding that was adapted from earlier research. Then the statistics were compared to ascertain whether the portrayal of diverse cultures changed. Results indicated that the diversity of both the main characters and the authors increased by 25%, to include races other than White. The number of White main characters decreased from 6 to 3, while non-human characters decreased from 15 to 9; and the number of Black, Asian, and Latinx characters increased from 0 to 8. Likewise, the representation of authors of color increased from 0 to 5. It is vital that all children experience books that are by and about diverse cultures. In addition to student-nominated award list book purchases, teacher librarians must continue to seek out picture books that contain characters that reflect the increasing racial diversity in the United States.

Conclusions

The Iowa Goldfinch award list contains books targeted to children in grades K-3. These picture books are commonly a first purchase by teacher librarians therefore they are found in many Iowa elementary schools, and thus very accessible to Iowa children. To understand if Iowa children are exposed to books that can act as mirrors (Bishop,

1990), the focus of this study was to identify the race/ethnicity of the main characters and authors of the picture books on the 2015-16 and 2020-21 Goldfinch award lists.

The first research question focussed on the evaluation of these 41 picture books specifically for the race/ethnicity of the main characters. Research has shown countless benefits when children encounter books that contain characters who resemble them (Cavalovitch, 2016; Sarraj, Bene, Li, & Burley, 2015). Keeping this in mind, I coded and recorded the race of each title's main character. Given that past research of the CCBC (2019) found a majority of picture books portray main characters who are White and a large number portray Non-human main characters, it was not surprising that a majority of the books in the Goldfinch lists also featured main characters who were portrayed as either White or Not Human characters (such as animals or inanimate objects). The 2020-21 Goldfinch list had fewer non-human main characters, and had more diverse main characters represented as Black, Asian, and Latinx. The same was true for the analysis of the secondary characters in books that did not have a human main character. These also saw an increase in non-White characters in the 2020-21 list.

Next, this study sought to find the race of the authors of these Goldfinch books. A majority were created by individuals who identify as White (2015-16=100% & 2020-21=75%), and this makes it imperative that consumers and librarians purchase books by diverse authors and urge publishers to pursue and publish works created by diverse authors. In the end, purchasing books by and about diverse cultures will send publishers this vital message.

The growth or lack of growth in diverse races as reflected in the race of the main characters and authors were the focal points of this research project. The third and fourth questions for this study asked how the inclusion of diverse characters and authors changed from the 2015-16 list to the 2020-21 list. There were marked advancements in the diversity of these lists which shows that the Iowa Goldfinch list has become increasingly inclusive. Similar to the positive effects of diverse characters, books that are authored by varied races demonstrate to children that people of all races can do anything, even write books. This researcher looks to the future with hopes that this is a continued trend in the Iowa Goldfinch award, which is made up of books nominated by children. As such, this list represents trends in books popular among students in school libraries, which may also be a reflection of trends in purchasing and/or book promotions. This researcher believes that every reader deserves the opportunity to meet characters who look like them as well as characters from other cultures. This is especially a necessity of award books that are readily available in school libraries and easily attainable to today's youth.

Recommendations

Recommendations for Librarians and Educators

Teacher librarians and educators must pay close attention when ordering picture books. Just because a book is nominated or on a state award list, does not constitute it as an accurate representation of the diverse population within the school. To meet the needs of all students, diverse texts are a necessity. In addition to librarians selecting books chosen by students for their popularity on a children-nominated book award, teacher

librarians must be diligent to select books beyond these lists. This researcher encourages the use of online selection tools that are available on websites such as the Cooperative Children's Book Center (CCBC) and We Need Diverse Books (WNDB). Both sites contain book search fields that are user friendly and help to identify current books and authors from varied races. They also feature recommended book lists such as, the CCBC's Book of the Week and the Walter Dean Myers Award at the WNDB site.

Referring to national diverse book award lists such as the Belpré Award which celebrates the Latino cultural experience is also recommended because the award committees follow procedures and protocols to ensure quality and culturally legitimate selections are included. Following these steps will enable educators to pinpoint diverse books as well as culturally relevant texts.

Recommendations for Future Studies

Continued studies focused on the diversity of books on award lists would be beneficial especially one geared to older or younger children since K-3rd grade was my focus. An updated evaluation of this list regarding the representation of diverse races every five years would be helpful to check if improvement continues. Another consideration is to follow the Koss et al. study and research social and national events that may have influenced the Iowa Goldfinch list or whether the books on the award list follows the diversity in publishing trends as reported annually by the CCBC. Researchers could examine all picture books chosen as Goldfinch winners to see whether diverse characters appear within these titles and if they are authored by diverse individuals.

REFERENCES

- American Association of School Librarians (AASL). (2018). *National school library standards for learners, school librarians, and school libraries*. ALA Editions, an imprint of the American Library Association.
- American Library Association (ALA). (2006, July 26). *Diverse collections: An interpretation of the library bill of rights*. American Library Association.
<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/diversecollections>
- Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 6(3), ix-xi.
- Burns, E., Kimmel, S., & Garrison, K. L. (2013). How common is common?. *Teacher Librarian*, 41(1).
- Cavalovitch, T. (2016). Representation matters: How representation in children's literature influences children of different ethnicities. *Duquesne Scholarship Collection*.
- Cooperative Children's Book Center (CCBC). (June 16, 2020). *The numbers are in: 2019 CCBC diversity statistics*.
<http://ccblogc.blogspot.com/2020/06/the-numbers-are-in-2019-ccbc-diversity.html>
- Cooperative Children's Book Center (CCBC), (2021). Data on books by and about Black, Indigenous and People of Color published for children and teens compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison.
<https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/books-by-about-poc-fnn/>
- Horning, K. T. (2014). Still an all-white world? *School Library Journal*, 60(5), 18+.
https://link-gale-com.proxy.lib.uni.edu/apps/doc/A367298628/AONE?u=uni_rodit&sid=AONE&xid=4ed5c7d3
- Hughes-Hassell, S., Barkley, H. A., & Koehler, E. (2009). Promoting equity in children's literacy instruction: Using a critical race theory framework to examine transitional books. *School Library Media Research*, 12.
<https://files.eric.ed.gov/fulltext/EJ877497.pdf>
- Iowa Association of School Librarians (IASL). (n.d.). *Iowa goldfinch award*.
<https://www.iasl-ia.org/awards/book-awards/goldfinch-award-k-3-winners>

- Koss, M. D., Johnson, N. J., & Martinez, M. (2018). Mapping the diversity in Caldecott books from 1938 to 2017: The changing topography. *Journal of Children's Literature*, 44(1), 4–20.
- Martinez, M., Koss, M. D., & Johnson, N. J. (2016). Meeting characters in Caldecotts: What does this mean for today's readers?. *Reading Teacher*, 70(1), 19–28.
<https://doi-org.proxy.lib.uni.edu/10.1002/trtr.1464>
- Myers, C. (2014, March 15). The apartheid of children's literature. *New York Times*.
<https://www.nytimes.com/2014/03/16/opinion/sunday/the-apartheid-of-childrens-literature.html>
- Paul, P. & Russo, M. (n.d.). How to raise a reader. *New York Times*.
<https://www.nytimes.com/guides/books/how-to-raise-a-reader>
- Poston, D. L. Jr. (2020, January 2). Three big ways that the U.S. will change over the next decade. *The Conversation*.
<https://theconversation.com/3-big-ways-that-the-us-will-change-over-the-next-decade-126908>
- Sarraj, H., Bene, K., Li, J., & Burley, H. (2015). Raising cultural awareness of fifth-grade students through multicultural education: An action research study. *Multicultural Education*, 22(2), 39-45.
- Stone, N. (2020). *Don't just read about racism—read stories about black people living*. Hearst Magazine Media, Inc.
https://www.cosmopolitan.com/entertainment/books/a32770951/read-black-books-nic-stone/?utm_campaign=likesopme&src=dashhudson&utm_medium=instagram&utm_source=dash%20hudson&utm_content=www.instagram.com/p/CBMPFERhHJD/
- TEDx Talks. (2016, January 18). *The windows and mirrors of your child's bookshelf* [video]. YouTube.
https://www.youtube.com/watch?v=_wQ8wiV3FVo&feature=youtu.be
- We Need Diverse Books* (WNDB). (2021). <https://diversebooks.org>
- Wildemuth, B. M. (Ed.). (2017). *Applications of social research methods to questions in information and library science*. Libraries Unlimited.
- Zygmunt, E., Clark, P., Tancock, S., Mucherah, W., & Clausen, J. (2015). Books like me: Engaging the community in the intentional selection of culturally relevant children's literature. *Childhood Education*, 91(1), 24-34.

APPENDIX A

2015-16 IOWA GOLDFINCH BOOK LIST

	Title	Author(s)
1	Aggie the Brave	Lori Ries
2	Ball	Mary Sullivan
3	Battle Bunny	Jon Scieszka and Mac Barnett
4	Black Rabbit	Philippa Leathers
5	Bugs in My Hair	David Shannon
6	Caterina and the Perfect Party	Erin Eitter Kono
7	Chopsticks	Amy Krouse Rosenthal
8	Clever Jack Takes the Cake	Candace Fleming
9	Count the Monkeys	Mac Barnett
10	Crankenstein	Samantha Berger
11	The Day the Crayons Quit	Drew Daywalt
12	Like Bug Juice on a Burger	Julie Sternberg
13	Memoirs of a Hamster	Devin Scillian
14	Mr. Tiger Goes Wild	Peter Brown
15	Painter and Ugly	Robert J. Blake
16	Pick a Circle, Gather Squares	Felicia Sanzari Chernesky
17	Princess Peepers	Pam Calvert
18	Say Hello to Zorro!	Carter Goodrich
19	Should I Share My Ice Cream?	Mo Willems
20	The Story of Fish and Snail	Deborah Freedman
21	The Watermelon Seed	Greg Pizzoli

APPENDIX B

2020-21 IOWA GOLDFINCH BOOK LIST

	Title	Author(s)
1	After the Fall	Dan Santat
2	Bad Seed	Jory John
3	The Bear and the Piano	David Litchfield
4	Can I Be Your Dog?	Troy Cummings
5	Counting on Katherine: How Katherine Johnson Saved Apollo 13	Helaine Becker
6	Dad and the Dinosaur	Gennifer Choldenko
7	Drawn Together	Minh Le
8	Dreamers	Yuyi Morales
9	Elbow Grease	John Cena
10	The Epic Adventures of Huggie and Stick	Drew Daywalt
11	I am Human: A Book of Empathy	Susan Verde
12	I Walk With Vanessa: A Story About a Simple Act of Kindness	Kerascoët
13	Mae Among the Stars	Roda Ahmed
14	Rescue & Jessica	Jessica Kensky
15	7 Ate 9: The Untold Story	Tara Lazar
16	There Are No Bears in This Bakery	Julia Sarcone-Roach
17	Wall in the Middle of the Book	Jon Agee
18	We Don't Eat Our Classmates	Ryan T. Higgins
19	What If You Had Animal Feet?	Sandra Markle
20	Word Collector	Peter H. Reynolds

APPENDIX C

CODING CATEGORIES

Below are the questions that were used to collect the data.

Adapted from the previous research of Koss et al. (2018) and Hughes-Hassell et al. (2009, Current study section)

Book Title:

Author:

Choose the correct Goldfinch list for this book...

2015-16

2020-21

What is the race/ethnicity of the main character?

White

Black

Latinx

Indigeonous

Asian

Middle Eastern

Mixed

Not Human

- Other (race could not be identified or book without a main character)

If the main character is not human but a main human character exists in the

story, what race /ethnicity are they?

- White
- Black
- Latinx
- Indigeonous
- Asian
- Middle Eastern
- Mixed
- Race Not Found
- Other

What is the race/ethnicity of the author?

- White
- Black
- Latinx
- Indigeonous
- Asian
- Middle Eastern
- Mixed

- Other
- Unknown/Not found