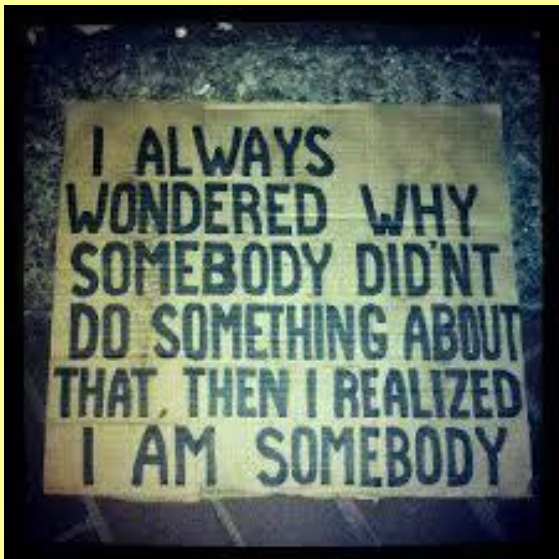




In March of 2016, Ms. Stewart's 1st grade class took a closer look at the diversity of their classroom library books.

After weeks of collecting data and assessing the different characters, they quickly began to realize that their books had an overwhelming amount of white males represented. They then noticed that there was an extremely low number of children with disabilities and children of color represented. The question at that point that everybody began to wonder was simple; Why?



They immediately begin to question their findings and wondered why there were so many different kinds of people missing from their books. They began to empathize with the reality that some of their classmates had very little opportunity to see themselves represented in the books they read. They questioned what type of message that was sending. Was there a particular type of person superior to all the others? Why were so many authors

deliberately writing stories with only one type of person in mind? Ms. Stewart's class began to brainstorm ways to educate more people about the lack of literary diversity in their library. They wanted more people to know about this problem because they wanted to help others understand how important it was to have multiple representations of various types of people in children's literature.

After thorough collaboration with their peers, they felt that by educating others on this issue with their data collection, they could then encourage others to begin donating diverse books to local classrooms. Their class strongly believed that by having various people represented in children's literature, more students would be motivated and inspired to read and more students could begin learning compassion for all types of people through daily literary exposure.

The function of education is to
**teach one to think intensively
and to think critically.**
Intelligence plus
character - that is the
goal of true education.
Martin Luther King, Jr.
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