

A Text Analysis of Multiple Heritage Young Children's Literature

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Abstract

Using membership categorization analysis, 15 young children's books related to multiple heritages were examined. Each book was read to determine the major themes/membership categories of the books using the constant comparison approach. Five major themes were identified: (a) Difference, (b) Family, (c) Pride, (d) Self-Expression, and (e) Grandparents. For purposes of this study, a major theme emerged if (a) it were included in at least five of the books, (b) it focused on displaying how the book could help children with multiple heritage backgrounds feel good about themselves, and (c) it would help other children enjoy learning about their multiple heritage friends and classmates. Implications for the use of multiple heritage books with children are presented.

Keywords: multiple heritage, young children, literature, multicultural, multiracial

A Text Analysis of Multiple Heritage Young Children's Literature

In our text analysis of multiple heritage young children's literature, we describe such literature similarly to the definitions of multiple heritage persons who "possess multiple aspects of heritage, including race, ethnicity, religion, language, gender, and national origin" (Henriksen & Palidino, 2009, p. xiii), suggesting that such persons "are more than race, especially as race is a social construction and does not truly describe the individual" (Henriksen & Paladino, p. xiii). Thus, we define multiple heritage literature for young children as that containing multiple perspectives of heritages including the perspectives, in combination or individually, of race, ethnicity, gender, language, religion, and/or national origin.

Recognizing that multiple heritage children's identities are complex and come from a wide variety of backgrounds, the authors of children's literature who are inclusive of the aforementioned definition purposefully address one or more components of children's multiple heritages. In general, authors portray children of multiple heritages as children who attempt to fit in and to make friends. The challenge in accurately portraying real-life scenarios emerges when authors must depict children with multiple heritages who recognize that they do not always fit in one particular heritage group as do most other children (80%) in the White American ethnic/racial group in the United States (U.S. Census Bureau, 2008a). Multiple heritage children were among the 9 million or 3% of those individuals in the United States in 2010 (U.S. Census Bureau, 2011)

Many parents and grandparents are also among those who classify themselves as having multiple heritages, or they have multiple heritage children or grandchildren, and often they are unable to provide straightforward answers to questions children have about their differences which usually begins when the child enters school (Henriksen & Paladino, 2009). Yon (2000) stated that "the passion for identity takes shape as assumptions about sameness or difference between selves and communities are brought into question and people begin to reflect upon who they are or worry about what they are becoming" (p. 2). Often multiple heritage difference is an experience that the parents or grandparents may not have had (Kenney & Kenney, 2009). Therefore, they may seek resources that can help them teach their children about multiple heritages.

Oral History Related to Multiple Heritage

Multiple heritage understandings for children often begin with oral histories. Family oral histories present authoritative accounts of past occurrences within a given family. Oral histories may be told in the form of family stories, old wives tales, folklore, myths or legends, or even fairy tales. Such history is important because it teaches and provides a sense of belonging and a connection to the child's past.

Deschenie (2007) pointed out that Native American storytellers have helped the young gain a sense of culture and tradition. Relatedly, Kingsbury (2007) suggested that families who preserve oral histories keep alive the culture and traditions of their ancestors. In fact, it is believed that oral histories, or the telling of stories, have been around since humans' existence. According to "Our First Stories" (2010):

...storytelling is that which defines our humanity. For thousands of years, as people struggled to survive, they passed through stories what wisdom and knowledge they accumulated. In early times, storytelling was used to explain significant and often confusing events such as storms, tidal waves, lightening, and fire. Special types of stories about heroes and gods were used to bind individuals to common belief systems. Moral tales conveyed the first codes or laws that ensured the harmony, cooperation, and ultimately the success of early human populations. (§1)

As time has evolved, according to *The Call of the Story* website, oral histories have aided individuals of “subsequent generations to understand from where they come and what they can accomplish” (“Our First Stories”, §4). Oral histories can be translated into written family histories which can share the varied perspectives of family members, including those with multiple heritages. Those perspectives, then, can be reflective of the realities of multiple heritage children.

Books Related to Multiple Heritage Families

According to Smith (1990), shared personal stories emerge from the core of one’s identity. Accounts of family histories or family events written from the perspective of multiple heritage families, whether self-published or formally published as stories and books, not only reflect the realities of children, but such accounts also may be key in shaping children’s worldviews and identities.

According to Athanases (1998), Eagleton (1996), and Harris (1999), what is read and how it is interpreted may be dependent upon individuals’ background perspectives, such as race, socioeconomic level, and gender, and, we claim that a multiple heritage perspective can be added to that list. When discussing teachers’ use of storybooks and culturally-related literature at school, Alma Flor Ada (1992) stated,

All children have the right to have their language and cultural identity recognized by the school. They all deserve to dialogue with the books they read in order to recognize that protagonists live not only on printed pages, but in daily life - that all children are indeed valued protagonists, the protagonists of their own life stories. (p. xiii)a

Furthermore, Nilson (2005) stated, “Factual and fictional works written by cultural ‘insiders’ may help teachers, counselors, administrators, and policymakers gain greater understandings of the challenges children of diverse backgrounds experience” (p. 535). We add that such works also may assist parents, grandparents, or caregivers of children to have a better understanding of children with multiple heritages.

When teachers or others have selected books for children with multiple heritages, there have been no particular guiding frameworks. Though there have been positive recommendations to include *multicultural* children’s literature in classrooms (Anderson, 2002; Mathis, 2001; Perini, 2002) and though research has been conducted on

multicultural literature use in the classroom (e.g., Adams, 1981; Garcia & Florez-Tighe, 1986; Grice & Vaughn, 1992; Nathenson-Mejia & Escamilla, 2003; Reimer, 1992; Smith, 1995; Yamauchi, Nakagawa, & Murdoch, 1998), prior to our analysis, there have been no literary analyses specifically related to a collection of *multiple heritage* books. However, 30 years ago, The Council on Interracial Books for Children (1980) offered a guideline for the consideration of *multiracial* books which acknowledged author authenticity-- the author's and/or illustrator's qualifications to write or draw about the specific topic. Whether the books be written or illustrated by persons of multiple heritages, we found that there are a limited number of books about multiple heritage identities for the young child, and critiques of such books are virtually nonexistent as equally as is the basic research on children with multiple heritages through age 12 (Harris, 2009). Thus, in adding to the literature on children with multiple heritages, the purpose of this article is to share the procedure for and report our literary text analysis study of 15 selected multiple heritage young children's books. We define young children as ages 4 to 10 or prekindergarten through third-grade age level.

Method

According to Patton (2002), "records, documents, artifacts, and archives...constitute a particularly rich source of information about many organizations and programs" (p. 293). This premise can be expanded to include other written materials, such as books which often provide descriptions of the life experiences of different cultural groups of people. Text analysis was chosen for this study because it provides the most effective way to analyze the children's books chosen in terms of themes and categories.

Peräkylä (2005), in his discussion of text analysis, suggested that textual materials can provide qualitative researchers with data that aid the exploration of different cultures. He noted that qualitative researchers read and reread "their empirical materials, they try to pin down their key themes and, thereby, to draw a picture of the presuppositions and meanings that constitute the cultural world of which the textual material is a specimen" (p. 870). By reading and rereading the books for this study, we sought to identify the ways in which children of multiple heritages, and their classmates as well, could gain insights into this population and the ways in which children of multiple heritages could form a clearer understanding of their own identity. Using membership categorization analysis (MCA) (Peräkylä, 2005), the process of focusing on the formal properties of texts, we identified the themes found in the books and discussed the consequences of the selections.

Instrumentation

In order to complete the book analysis for this study, an instrument protocol was developed so that each book could be selected based on appropriateness for the study and necessary information could also be collected. Miles and Huberman (1994) noted that it is important to create a method to develop a document summary so that information can

be coded and easily retrieved for analysis. Information included in the document summary form was based on the following questions: (a) *Is the focus of the book--children with multiple heritage backgrounds?*; (b) *What is the copyright date of the book?*; (c) *What is the title of the book?*; (d) *Who is the author of the book?*; (e) *What are the cultural backgrounds of the primary characters?*; (f) *For what age group was the book written?*; (g) *In what language(s) is the book written?*; and (g) *What is the general message of the book?*. The questions were field tested with two experts in the field of children's literature. Responses were then discussed by the authors and the specific questions were then formulated for inclusion in the instrument. For purposes of this study, only books written for early childhood through third grade children (ages 4-10) were used. The information gathered from the document summary form allowed for the selection of only those books that met the study criteria.

Document Collection Process

In order to complete the text analysis of books about children with multiple heritage backgrounds, it was necessary to locate as many books as possible that appeared to be related to the topic. We first began by completing a topic search on Amazon.com searching for children's books that had a multiple heritage theme. Several books were identified. We also consulted the book, *Counseling Multiple Heritage Individuals, Couples, and Families* (Henriksen & Paladino, 2009), which contained a listing of numerous books for children. Following those two searches, we searched Barnes and Noble.com and Borders.com for additional titles. We also consulted the *Loving Day Celebration* website at <http://www.lovingday.org/resources>, and we contacted the Multiracial/Multiethnic Interest Network (an interest network of the American Counseling Association) where we also found additional books to include in our study. Finally, we contacted the MAVIN Foundation (an organization that focuses on providing resources for the multiracial community) and checked their book list to complete our search. One final general search was conducted through a Google search. Based on the searches, 40 books were deemed as potential ones for inclusion in the study; however, further analysis yielded only 15 books with a multiple heritage theme which met the study criteria.

Membership Categorization Analysis (MCA)

Using MCA (Peräkylä, 2005), we analyzed the young children's multiple heritage books (texts) for "significance, meaning, and relevance" (Lunenburg & Irby, 2008, p. 94) related to the themes expressed about having a multiple heritage background or being in a multiple heritage family. Some of the demographic categories identified included (a) age of reader, (b) language of book, and (c) publication dates. The MCA analysis process (Peräkylä, 2005) allowed us to additionally select categories or themes that also provided rich descriptions of the books analyzed and allowed for the creation of definitions of the identified categories or themes. The classification of categories also led us to the identification of descriptions of cultural activities related to those categories (Peräkylä, 2005). "The analysis of categorization gives the researcher access to the cultural worlds

and moral orders on which the texts hinge” (Peräkylä, 2005, p. 874). Using MCA, we were also able to provide a detailed analysis of the books used in this study and to provide a discussion of the content of the books based on their identified categories.

Our text analysis approach also employed the process of constant comparisons, which allowed for the comparison of book to book so that themes could be further identified, defined, and then compared for similarities and differences (Corbin & Strauss, 2008). Through this process, themes were differentiated, categories were identified, and definitions for each theme were developed (Corbin & Strauss, 2008). The constant comparison process involved several steps (Glaser, 1965). First, we collected books that could be analyzed for inclusion in the study and that could then be content analyzed and coded. Second, we identified cultural issues, events, or activities in the books that became categories or themes for further focus. Third, we listed and defined each category or theme, developed a definition of the theme, and then described how each book represented the theme. Themes were also described based on the cultural activities found in the books.

Results

Book Categories and Demographics

We began MCA with the review of the 15 books to determine if each book had an overall theme of addressing one or more multiple heritage issues. We found that 10 of the books were written in English; one book was bilingual English/Spanish; one book was bilingual English/Chinese, one book was bilingual English/Yiddish, and two books were bilingual English/Korean. The published dates for the books covered four decades with one book in the 1970s, one book in the 1980s, seven books in the 1990s, and six books since the year 2000. The books covered several age ranges including 4-7 (one book), 4-8 (eight books), 4-10 (one book), 4-11 (one book), 6-10 (three books), and 6-12 (one book). Fourteen of the books were illustrated with brightly colored pictures that helped to bring the stories to life, and one book used photographs to bring life to the story. The main character in 10 of the books is a girl; four of the books have a boy as the main character, and one book features a brother and a sister. The families in each of the books depict a wide variety of heritages including White (White), Black (African-American), Chinese, Mexican, Korean, Jewish, and Native American (see Table 1).

Table 1

Summary Table of Multiple Heritage Children's Books

Author/Title	Heritages Included/ Gender	Reading Level by Age	Major Themes and Cultural Elements	General Message
Ada, A. F. (2002). <i>I love Saturdays y domingos</i> (Spanish/English)	Mexican American / White (Girl)	6-10	1. Children value and enjoy cooking, and cultural celebrations. 2. Children understand how different cultures celebrate and visit different things.	A multiple heritage (Latina and White) girl explains her joy of weekends: Saturdays with her Euro-American Grandparents and Sundays (los domingos) with her Mexican-American grandparents. She enjoys different things: the circus, the pier, out floating balloons and kites, and the stories she hears reflect her grandparents' heritages and their devotion to family.
Adoff, A. (1973) <i>Black is Brown is Tan</i>	African American / White (Boy)	4-8	1. Colors are different and are similar, and bring harmony to multicultural families	A multicultural family celebrates the many shades and colors of its family members. The extended family are contrasting colors of white and black, as the family are similar shades of "black is brown is tan."
Cheng, A. (2000). <i>Grandfather Counts</i> (English/Chinese)	Chinese/ White (Girl)	6-10	1. Difference is cherished 2. A grandparent, especially one from a different country is mentor and brings valuable and cultural companionship.	Helen, with a Chinese mother and a White father, is initially bothered by having to give up her room to her visiting Chinese grandfather, but comes to learn valuable components of her heritage, including language and cultural treasures and love for family.

Author/Title	Heritages Included/ Gender	Reading Level by Age	Major Themes and Cultural Elements	General Message
Cole, H., & Vogt, N. (2005). <i>Am I a Color Too?</i>	White/ African American (Boy)	4-8	1. Human beings value dreams and freedom, and cannot be classified by the color of skin 2. Black and white cannot contain the many shades of the world.	A young multiple heritage boy searches for the word that might describe his skin color, and discovers that people, like the world, are many shades of colors without words. He realizes that human-beings cannot be categorized with words.
Davol, M. W. (1993). <i>Black, White, Just Right</i>	African American / White (Girl)	4-8	1. Hobbies and habits oppose a stereotype 2. Affection for self-expression	A multiple heritage child describes the differences of her White father and an African American mother, and her own uniqueness as “just right.”
Friedman, R. R. (1984). <i>How My Parents Learned to Eat</i>	Japanese/ White (Girl)	4-8	1. People in love have more in common than they have differences. 2. Multiple heritage children admire and integrate both cultures into daily living.	A young multiple heritage girl tells the story of how her mother (Japanese) and her father (American) met and eagerly adapted to each other’s culture through learning to eat with chopsticks or a fork.

Author/Title	Heritages Included/ Gender	Reading Level by Age	Major Themes and Cultural Elements	General Message
Garland, S. (2004) <i>Billy and Belle</i>	African American / White (Girl/Boy)	4-8	1. Children express themselves uniquely 2. Life and simply pleasures are a gift	Billy and Belle are brother and sister in a multiple heritage family who are expecting the arrival of a new baby in the midst of a busy, and typical day with children.
McGill, A. (1999). <i>Molly Bannaky</i>	White (Girl)	4-11	1. Value of perseverance 2. Pride in heritage and storytelling through generations	A White English dairymaid is exiled to America where she is a servant, gains her freedom, and starts a farm. She purchased an African slave, who was not accustomed to the climate and was often sick. Regardless, he showed devotion and pride in his work and taught Molly how to grow tobacco. They fall in love and marry, and after his passing and her aging years, their rich stories of her background as a dairymaid and his as an African king were shared with their multiple heritage grandson.

Author/Title	Heritages Included/ Gender	Reading Level by Age	Major Themes and Cultural Elements	General Message
Monk, I. (1999). <i>Hope</i>	African American / White (Girl)	4-10	1. Pride in one's multiple heritage is to be shared through storytelling 2. White and African American families have hopes and dreams that have been expressed through time and unite in a dream.	After being called "mixed" a multiple heritage young girl learns that she has a unique and hopeful story of African-American grandparents who marched for equal rights and White grandparents who were teachers. Her pride in her multiple heritage and her love for family is meant to be shared with others.
Munsch, R. (1990). <i>Something Good</i>	White Canadian / Unknown (Girl)	4-8	1. Children sometimes do literally what is told to them. 2. Life is funny.	A multiple heritage girl, Tyra, saw that her father would not buy anything fun and fills a basket of ice-cream, candy, and cookies, and is reprimanded and told to stand still. She is given a price tag, as if she were a doll, and is found by her father who is asked to pay 20.95, as she is well worth it.
Rattigan, J. K. (1993). <i>Dumpling Soup</i> (English/Korean)	Korean/ Japanese/ Chinese/ Hawaiian / White (Girl)	6-10	1. Families can be very large and also very diverse. 2. Children understand and embrace cultural celebrations.	A 7-year-old child explains diversity through the celebrations of the new year and her family: the Yang family, a family of Hawaiian, yet Korean, Chinese, Japanese, Hawaiian, and White descent and the wonderful family recipe of dumpling soup.

Author/Title	Heritages Included/ Gender	Reading Level by Age	Major Themes and Cultural Elements	General Message
Senisi, E. B. (1998). <i>For My Family, Love, Allie</i>	African American / White (Girl)	4-7	1. Value of cooking as a gift 2. Extended family offers support and fun	In spite of her feelings that she is too young, Allie discovers that she can use her hands to make a contribution that is meaningful to the family by creating a special dessert for a family gathering. Allie learns the importance of food in both her Jamaican and White heritages.
Shin, S. Y. (Multiple Heritage-Transracial Adoption Korean/American) (2004). <i>Cooper's Lesson</i> (English/Korean)	White/ Korean (Boy)	6-12	1. Life is not always simple enough to be "put in a box" and is a unique learning experience of one's culture and identity. 2. Authentic relationships engage children to grow in their heritage understanding.	A multiple heritage (Korean and American) boy challenges himself when he is caught between two worlds and begins to understand his identity after a relationship with a Korean store owner who teaches him his native language.
Smith, C. L. (Multiple Heritage-Muscogee (Creek) Nation) (2000). <i>Jingle Dancer</i>	Creek-Chippewa/ Anishinaabe (Girl)	4-8	1. Traditional dances with the cultural components of costume connects family and generations	A multiple heritage native American (Creek-Chippewa/Anishinabe) girl turns to tradition and relatives to help her complete the four rows of jingles and share with the many generations of women and jingle dance.

Author/Title	Heritages Included/ Gender	Reading Level by Age	Major Themes and Cultural Elements	General Message
Wing, N. (1996). <i>Jalapeno Bagels</i> (English/Yiddish)	Mexican/ Jewish (Boy)	4-8	1. Children are creative and aware of their many heritages. 2. Two distinct elements from a culture connect for new and delightful combination.	For a project in school, Pablo must choose an item from his family's panderia for International Day, but cannot decide whether he should bring a Mexican pastry dish from his mother or a Jewish bagel from his father. He discovers the perfect choice as a representation of himself, and both cultures in the form of a jalapeno bagel.

Book Themes/Membership Categories

Each book was read to determine the major themes/membership categories of the books using the constant comparison approach (Corbin & Strauss, 2008). Five major themes were identified as depicted in Table 2 (Difference, Family, Pride, Self-Expression, and Grandparents). For purposes of this study, a major theme emerged if (a) it were included in at least five of the books, (b) it focused on displaying how the book could help children with multiple heritage backgrounds feel good about themselves, and (c) it would help other children enjoy learning about their multiple heritage friends and classmates. None of the 15 books in this study included a negative or disparaging view of children with multiple heritage backgrounds.

Table 2

Summary of Themes/Categories from Multiple Heritage Children's Books

Theme	Books Containing Theme	Description of Theme/Category
Difference	15	Difference was viewed as a color, type of hair, family make-up, skin color, food, and celebrations.
Family	12	Family was viewed as parents, grandparents, and those who share their love for one another.
Pride	8	Pride was viewed as being able to cherish and express the traditions of one's multiple heritages including dance and cooking.
Self-Expression	8	Self-expression was viewed as being able to integrate and express in daily living all of one's multiple heritages.
Grandparents	5	Grandparents are a special group of family members that teach the history of the many cultures of the children in the books.

The first theme, *different*, was found in all 15 books and focused on those personal attributes that identify the uniqueness of each individual. The books incorporated many differences that were identified as being based on color, cultural celebrations, dance, family make-up, food, hobbies and habits, skin tones, types of hair, and unique expressions. In each book that contained this theme, difference was presented in a positive manner, and the authors encouraged readers to celebrate their individual differences. For example, in the book *The Colors of Us* (Katz, 2002), readers learn that people have different skin colors and that, like art, people are designed in many beautiful colors. Children learn that individuals are all beautiful people and that different skin colors help to celebrate individual uniqueness.

The second major theme identified was *family*, which emerged in 12 of the books. In each book that focused on family, included were parents, grandparents, aunts, and uncles, as well as others who shared their love for one another. Many of the books focused on the family make-up of the child who was the main character of the story. There were a wide variety of families presented including White-African American, White-Latino (Mexican American), White-Japanese American, White-Hawaiian (Korean, Chinese, Japanese, and Hawaiian), Native American (Creek-Chippewa/Anishinabe), and White-Chinese American. For example, in the book *I Love Saturdays y domingos* (Ada, 2002), the key character is a little girl whose family is both White and Latino. The focus

is on the expression of traditions in both of her cultures, and the story ultimately focused on how birthdays are celebrated with family in those cultures.

The third major theme identified in 8 of the 15 books was *pride*. Pride is defined as the cherishing and expression of the traditions of one's multiple heritages that included dance, cooking, and the sharing of the history of the family. For example, in the book, *Molly Bannaky* (McGill, 1999), readers find that Molly learned many lessons from a slave she owned about having pride in one's heritage and that passing on of stories is a way to keep one's culture alive. Molly fell in love and married her slave and shared her stories with her multiple heritage grandson. In the book, *Hope* (Monk, 1999), a child of African American and White heritages uses the tradition of storytelling to share the pride she has in both of her heritages. She tells the stories of the struggle for equal rights and the pride of being a teacher. Storytelling was a common activity found in several books.

The fourth theme identified in eight books was *self-expression*, which is defined as the ability to integrate and express in daily living all of the heritages contained in one's background. For example, in the book, *Black, White, Just Right* (Davol, 1993), a multiple heritage child describes for others the differences in having an African American mother and a White father. The child uses these descriptions to let everyone else know that she is okay with herself and that others should be just as accepting. The focus of the story is on acceptance through self-expression.

The fifth theme identified from the MCA, *grandparents*, was found in 5 of the 15 books. This theme provided a means to teach the child that was the focus of the book about each of the child's heritages. For example, in the book, *I Love Saturdays y domingos* (Ada, 2002), the little girl who is the focus of the story is about to have a birthday. In the days leading up to the birthday celebration, the child spends time with her White grandparents and her Mexican American grandparents. With each family, the child learns about the history of her background and comes to love both of her heritages. The social identity of the child is described by the grandparents who teach the family history and is demonstrated by how each family is supportive and accepting of each other. The grandparent theme is also demonstrated in *Grandfather Counts* (Cheng, 2000). The focus is on helping the little girl learn more about her Chinese heritage and how to be proud of her heritage. Molly Bannaky (McGill, 1999) also provides a grandparent's perspective of the multiple heritage experience as the primary character in the book tells the story of how she and the grandfather came together and how the richness of the heritage was also shared. Grandma is also a key figure in *Dumpling Soup* (Rattigan, 1993). In this book, the grandmother teaches the children about the specialty foods from her Korean heritage. The children learn to embrace this part of their heritage and want to make the dumplings to share with the rest of the family. In *Jingle Dancer* (Smith, 2000), the little girl learns from her grandmother a Native American dance that she will dance at the next Pow Wow. For the little girl, it is important that her grandmother teaches her this dance because she wants to show her pride in her cultural background. Through the theme of grandparents, the children who are the focus of the books learn about their heritages and demonstrate both pride and a willingness to share themselves with others. Socially, they are able to see that they have many different backgrounds that make them special.

Discussion and Implications

The books used in our study share stories of being multiple heritage and of being influenced by multiple heritage children. When reading these books, the lives of children with multiple heritage backgrounds become real, and readers of non-multiple heritage backgrounds are invited to take a glimpse into the multiple heritage world. Specifically, the five themes found among the books selected for our study (Difference, Family, Pride, Self-Expression, and Grandparents) promote an understanding of multiple heritage concepts (a) developing a sense of self worth, (b) creating a better understanding of others, (c) forming an acceptance within the society in which the children live, and (d) developing empathy for others in different situations. The results of the analysis provide teachers these multiple heritage concepts to include in their lesson plans and also to share with their students' parents and grandparents as they seek such books to aid their children in understanding the context in which children of multiple heritages live. Additionally, teachers who use books and who may share such books with families can demonstrate the reflections of the families of children from multiple heritage backgrounds and ultimately can help the children of multiple heritage backgrounds experience a sense of belonging both in the classroom and in the community. This perspective is consistent with the category *different*, which focuses on learning about the traits and characteristics that make each person a unique individual.

Souto-Manning and Mitchell (2010) suggested that it is important for teachers to "enhance knowledge of cultural diversity and to consider cultural aspects that affect how children learn" (p. 270). Using children's books with a multiple heritage theme can help bring about this needed understanding. Though this is a reasonable expectation, there are some limitations we found regarding multiple heritage literature: (a) availability of multiple heritage books for young children, (b) accessibility of the books, (c) ease in finding the books, (d) availability of evaluation tools for assessing the quality of the books, (e) mistaking multicultural books with multiple heritage books, and (f) lack of sufficient research about multiple heritage children's literature. Future research is needed about the impact of multiple heritage literature and young children's, teachers', parents', and grandparents' responses to such literature

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