

Equity 8™

The gender-equity rating

Mighty Tug (picture book)

Written by Alyssa Satin Capucilli, Illustrated by David Mottram, Copyright 2018

Rating: 7 out of 8 stars



Met criteria = 1

Did not meet criteria = 0

Egregiously did not meet criteria = -1

What to look for	Example(s)	Rating	Explanation of rating and recommendations
<p>Did the author tell the entire story without mentioning gender? (Just by mentioning gender we communicate that it's someone's most important quality and activate stereotypes.)</p>	<p>No gendered words, such as she, he, girl, boy, mommy, daddy, etc.</p>	0	<p>"She" pronoun is used. The Statue of Liberty is called "Lady Liberty."</p>
<p>Did the artist illustrate the entire story without contributing to gender stereotypes?</p>	<p>No pink, bows, or exaggerated eyelashes, etc. on girls. No blue, ball caps, etc. on boys, (Length of hair alone is not enough to exclude a book from this criterion. Authors often want/need to differentiate between characters. Hair is one way to do this that is less loaded with negative stereotyping.)</p>	1	<p>No gendered accessories.</p>

<p>Is there counterstereotyping? (Note: not mentioning gender counters stereotypes as it puts gender in the background.)</p>	<p>Are stereotypes challenged by showing the opposite? Examples are showing a boy happily cuddling a baby or a girl swinging a bat with expert skill.</p>	1	<p>The main character is a girl boat who is strong, brave, determined, has agency, and is proud of herself. She is counted on by many other boats.</p>
<p>Are characters with different gender representations interacting with mutual respect, skill, and admiration? (Or are the characters neutrally drawn so we can create the above dynamic ourselves?)</p>	<p>Are girls and boys both shown using tools while building something? Do they smile at each other? Do they treat each other like a peer (and not an/a inferior or superior)?</p>	1	<p>There are many boats she interacts with. We can make the other boats a mix of girls and boys without drawing on stereotypes to do so. (Stereotyped comments to avoid would be, "That's a big boat, so it's a boy" or "That boat is so cute, so it's a girl.") We can create positive interactions among the boats to produce this dynamic.</p>
<p>Does the girl character have agency?</p>	<p>Is her body shown in motion? Is she making something happen through her efforts? Can you see her straining her muscles in active movement?</p>	1	<p>She pulls and pushes other boats to get them where they need to go. She races when time is pressing, to help other boats. In an emergency, a fire boat asks for her help, which she provides.</p>
<p>Does the book's story represent any of the Guiding Principles?</p>		1	<p>Physical ownership. Her body is strong and powerful. She uses it to solve problems. Resiliency. In numerous difficult circumstances, she puts all her effort into her work</p>

			<p>and accomplishes it despite tough circumstances.</p> <p>Joy. The deep pleasure she finds in her work is apparent.</p> <p>Contribution</p>
<p>Are girls the main characters or do they share the spotlight equally with boy characters?</p>		1	<p>The main character is a girl boat.</p>
<p>Is the writer and/or illustrator a woman?</p>		1	



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