

Equity 8™

The gender-equity rating

Vroom! (picture book)

By Barbara McClintock, Copyright 2019

Rating: 6 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
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.)	No gendered words, such as she, he, girl, boy, mommy, daddy, etc.	0	Gendered pronouns are used.
Did the artist illustrate the entire story without contributing to gender stereotypes?	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.)	1	Different hair lengths are allowed in this criterion.

<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>	<p>1</p>	<p>A girl starts driving a race car with skill. Annie's face in the rearview mirror is determined and focused. She grips the steering wheel firmly.</p> <p>When stuck in city traffic, Annie looks irritated. This is good; she is not drawn as a one-dimensional character who is always smiling.</p> <p>In one illustration, women are shown as drivers of a truck and a bus. Great.</p> <p>She is shown coming in first in a race.</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>	<p>0</p>	<p>The main character does not interact with peers.</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>	<p>1</p>	<p>Annie is shown doing a big jump into her race car (a very physical and coordinated act). Unfortunately, we do not see her muscles activated, as she's fully covered in her racing suit and the illustrator didn't show hints of muscles underneath.</p>

			<p><i>Annie is also shown driving the car to a variety of places, sometimes at full speed. This is not as powerful as showing her use her body to lift or push. However it is a form of agency to direct a car in such diverse environments.</i></p> <p><i>Where it says, “Annie drove fast,” we see her determined and focused face plus the impact she has around her.</i></p>
<p>Does the book’s story represent any of the Guiding Principles?</p>		1	<p>Equality: <i>Because there are so many messages about boys liking cars, this book demonstrates equality by showing a girl thoroughly enjoying driving a race car. Likewise, because there are so many messages about a mom being home to take care of kids, this story demonstrates equality by having a dad be the attentive caregiver at home.</i></p>
<p>Are girls the main characters or do they share the spotlight equally with boy characters?</p>		1	<p>A girl is the main character. Two males (her parent and sibling) are in the beginning and end of the story.</p>
<p>Is the writer and/or illustrator a woman?</p>		1	

