A Gender Analysis of NCSS Notable Picture Book Winners: 

2006-2008

Kay A. Chick
Timothy D. Slekar
Eric P. Charles

Pennsylvania State University Altoona

This study provides a gender analysis of National Council for the Social Studies Notable Trade picture book selections suitable for the primary grades from the years 2006-2008. The study examines the number of male and female characters and the presence, or absence of, gender stereotypes relative to characters’ personalities, occupations, and behaviors. Results indicate a significant difference in the number of male and female characters, with many more male characters represented. Both males and females frequently performed stereotypical jobs or roles, with no books depicting males in lower status jobs than females. In books with only female main characters, some women were able to cross traditional gender lines and demonstrate strong personalities. Of the 17 predetermined behaviors in which characters engaged throughout these books, seven of them showed significant differences between males and females. Males were more likely to participate in sports, fight in battles or demonstrate aggressive behaviors, pursue worthy causes such as heroism, use television/computer/radio, and earn a living. Females were more likely to perform domestic chores and demonstrate affection or emotion.

Key Words: Gender, Gender stereotypes, National Council for the Social Studies, Notable Trade books, Picture books

Introduction

Each year the National Council for the Social Studies (NCSS), in cooperation with the Children’s Book Council (CBC), selects Notable Social Studies Trade Books for young people. These books, written for children in grades K-12, are considered the best of the best in social studies trade literature. A committee of 12 book reviewers, chosen for their expertise in children’s literature and the social studies, selects books that represent at least one of the broad subject categories of the social studies, including history, biography, civic ideals and practices, contemporary concerns, economics, and geography (National Council for the Social Studies, 2009). Each book is linked to the thematic strands from Expectations of Excellence: Curriculum Standards for Social Studies (National Council for the Social Studies, 1994). Seven selection criteria are considered by book reviewers. The committee looks for books that emphasize human relationships, represent diversity and a broad range of cultural experiences, demonstrate originality or uniqueness, are reader friendly and of high literary quality, are suitable for students in grades K-12, have a pleasing format and enticing illustrations, and include appropriate citations or bibliography (National Council for the Social Studies, 2009).
Each NCSS review committee member reads approximately 125 books each year, all of which have been submitted by children’s book publishers. Each book is read and evaluated by three committee members and is rated on a scale of 1-3, with 3 being the best. Those books that are judged to have the highest rating from all three committee members are included on the NCSS Notable Trade Book list for that year. Books rated less than a three are not included unless they represent a unique perspective on a topic or a reviewer makes a strong case for inclusion. Each trade book is evaluated on its own merit, but the collection is not judged as a whole. The annotated list of Notable Trade Books is published and released each year in the May/June issue of Social Education or Social Studies and the Young Learner. With 26,000 educators across the United States and in 69 foreign countries as members of NCSS (National Council for the Social Studies, 2010), the Notable Trade Books publication is widely read, both nationally and internationally. Books from the list are purchased by teachers and librarians worldwide, affording this literature the opportunity for far reaching impact.

Gender Bias in Textbooks

Although reviewers look for books that represent diversity and a broad range of cultural experiences, there is no specific consideration given to the issue of gender. Social studies trade books are often used in the classroom to supplement history textbooks. Studies indicate that history textbooks demonstrate significant gender imbalance and bias, with some texts containing less than 3% of pages devoted to females (Sadker & Sadker, 1994). When women are included, they are not fully integrated within the text but are instead commonly treated as sidebar notes (Chick, 2006; Clark, Allard, & Mahoney, 2004; Sadker & Sadker, 1994).

Gender bias in children’s texts also extends to males. While more recent studies indicate females are often represented as possessing masculine personality traits in elementary textbooks (Eagly & Diekman, 2003; Evans & Davies, 2000), males were seldom shown to demonstrate female personality traits or participate in stereotypical female behaviors or roles (Diekman & Murnen, 2004; Evans & Davies, 2000).

Gender and Children’s Literature

As children learn gender role identity, they also are learning to read. By age three most children can assign gender with ever-increasing accuracy. Since they make their determination based on appearance, behavior, clothing, and toys, gender stereotypes begin to form (Chatton, 2001). Children use these stereotypes to establish the gender of characters in the books that are read to them. Preschoolers accept, without question, the portrayal of characters in books, and they view gender-role differences as absolute (Pidgeon, 1994). Therefore, picture books have a profound impact on gender role development. Young children model not only adults and other role models in their environment, but they also have been found to model the characters they read about.

The evidence indicated that males never held lower status jobs than females (100% of books with both male and female characters lacked male characters in lower status jobs than females).
in books. Literature teaches gender norms (Diekman & Murnen, 2004). Studies indicate that children who read about gender stereotyped characters increase their sexist beliefs (Knell & Winer, 1979; Scott, 1986), while children who read books with gender fair characters decrease stereotypic attitudes (Barclay, 1974; Scott, 1986; Trepanier-Street & Romatowski, 1999). Young children, in particular, pay close attention to illustrations in picture books and often assign gender based on the type and color of clothing (Chatton, 2001).

Gender bias and gender inequalities are very much present in the subject matter, language, and illustrations of children’s books (Jett-Simpson & Masland, 1993). Studies published over the last four decades indicate there are significantly more male than female characters in award-winning books selected as Caldecott winners, Newbery winners, and the American Library Association’s Notable Children’s Books (Davis & McDaniel, 1999; Gooden & Gooden, 2001; Powell, Gillespie, Swearingen, & Clements, 1998; Turner-Bowker, 1996; Weitzman, Eifler, Hokada, & Ross, 1972). These same findings were evident in studies conducted with non-award-winning children’s literature (Nilsen, 1978; Engels, 1981, Poarch & Monk- Turner, 2001). In an analysis of children’s book titles, male names are used almost twice as often as female names, and books with female titles often are stories of male characters (Ernst, 1995). In addition, authors use different adjectives to describe male and female characters in children’s books. In a study by Turner-Bowker (1996), females were commonly described as “beautiful, frightened, worthy, sweet, weak, and scared” (p. 475). Picture books show significantly more illustrations of males than females (Davis & McDaniel, 1999). When females are illustrated, they are more often portrayed performing domestic chores (Poarch & Monk-Turner, 2001).

Some studies indicate that the balance of male to female characters has improved over time, although there still are significant differences between the number of male and female characters (Gooden & Gooden, 2001; Poarch & Monk-Turner, 2001; Powell, Gillespie, Swearingen, & Clements, 1998). Recent children’s literature publications suggest that authors are attempting to depict girls and women as strong female characters. These females demonstrate a range of emotions and are viewed as intelligent, independent, capable, and courageous (Heine & Inster, 1999). Although many of these books can be labeled “nonsexist,” some writers question whether authors are skirting the gender bias issues by simply portraying female characters who have adopted male stereotyped personalities, attributes, and occupations (Diekman & Murnen, 2004).

Males also are portrayed in stereotypical ways in children’s literature. In one study, males were described as “big, horrible, fierce, great, terrible, furious, brave, and proud” (Turner-Bowker, 1996, p. 475). Males seldom are shown as demonstrating female personality traits (Diekman & Murnen, 2004; Evans & Davies, 2000) or participating in stereotypical female behaviors or roles (Gooden & Gooden, 2001). In illustrations, males often are represented as gender-stereotyped figures, taking part in the great outdoors, earning a living, or operating an automobile (Poarch & Monk-Turner, 2001).

*Females were much more likely to ‘perform domestic chores’ and ‘demonstrate affection or emotion.’*
The Purpose of this Study

Gender inequities and stereotypes in picture books could have a significant impact on children’s attitudes toward gender, as well as how they view men’s and women’s roles in history, current events, and other aspects of the social studies. Librarians and teachers often turn to the NCSS Notable Trade Book Selections to identify exceptional literature that can be used in the classroom to counter gender inequities and bias in students’ textbooks. If these selections have not been assessed for gender balance, representation, and stereotypes, teachers’ attempts to remedy gender inequities by incorporating NCSS Notable Trade Books into their teaching may backfire. It remains to be seen whether use of these books is helpful in overcoming the stereotypes these teachers hope to refute.

This study provides a gender analysis of NCSS Notable Trade picture book selections suitable for the primary grades from the years 2006-2008. The purpose was to establish whether the books selected as NCSS Notable Trade Book winners exhibit gender balance and/or gender stereotypes. The study examined the number of male and female main characters and the presence or absence of gender stereotypes relative to characters’ personalities, occupations, and behaviors.

Method

All trade books in this study were NCSS Notable Trade Book winners in the years 2006-2008. The total number of books selected as trade book winners was 116 in 2006, 134 in 2007, and 88 in 2008. Of those totals, this study focused on picture books rated by reviewers as suitable for the primary grades. Some picture books contain content and illustrations that are unsuitable for young readers. Picture books about Socrates, life in a concentration camp, and Cambodia’s “killing fields,” were rated by reviewers as more appropriate for students in intermediate, middle school, and high school grades. Nineteen picture books in 2006, 21 in 2007, and 11 in 2008, were rated as unsuitable for primary grade students, and were, therefore, not included in this study. Picture books recommended for primary grade readers that were evaluated included 32 winners from 2006, 19 from 2007, and 19 from 2008, for a total of 70 books.

With the exception of two (less than 3%), all of the books included in the study may be properly classified as picture books. Although the National Council for the Social Studies and the Children’s Book Council do not make this designation, reviewers include the number of pages in each book, whether the book contains illustrations, and whether books are most appropriate for primary (P), intermediate (I), middle school (M), or high school (H), or a combination of levels. Picture books generally are defined as those trade books having 32-40 pages, containing illustrations, and written for young readers in grades K-2. There are occasions when other books, not defined as picture books, are suitable for young readers in the primary grades. The two books rated by reviewers as appropriate for students in grades K-2 that are not picture books included Why? The War Years (DePaola, 2007), a beginning chapter book, and A School Like Mine: A Unique Celebration of Schools Around the World (Smith & Shalev, 2007), an information book.
containing 80 pages. Both books contain illustrations on nearly every page in addition to text. Therefore, these two books also were evaluated for this study and included in the total of 70.

There are weaknesses inherent in the system used by NCSS and the Children’s Book Council for designating books as suitable for primary (P), intermediate (I), middle school (M), or high school (H), or a combination of levels. The reviewer who writes the annotation for each book selected makes the designation as to reading level. Based on his/her own experience, it is that reviewer’s opinion as to the appropriate reading level for each book. It is possible that a number of reviewers would view a book as suitable for different reading levels. In addition, the reading levels of primary grades students vary dramatically. Consequently, there are many primary grade students who could easily read books designated as appropriate for intermediate grades, but those books were not included in the analysis.

Books were coded to determine: (1) the number of male and female main characters (with main characters defined as those characters that played a major role in the story), (2) the personality and occupational roles of characters (with each trait coded as ‘never true or usually not true,’ ‘occasionally true,’ ‘often true or usually true,’ ‘always or almost always true,’ and (3) whether categories of behaviors were performed by characters of each gender (e.g. travel, sports, and domestic chores). (See Appendix A) The behavioral categories list is original to this study, while the list of personality characteristics and occupational roles used items found to be significant by Diekman & Murnen (2004).

Inter-rater reliability was established by selecting seven out of the 70 books using a random number table. The principal investigator and one other researcher evaluated each of the seven books and the results were compared. Inter-rater reliability was high (Holsti C. R. = 91.7), with coders in agreement on 211 out of 230 data points (Holsti, 1969). This estimate of reliability was considered sufficient to support the aims and data analysis of the current study. The seven books used to establish inter-rater reliability were not included in the subsequent data analysis, and the remaining books were evaluated solely by the principal investigator.

**Results and Discussion**

**Number of Male and Female Main Characters**

The 63 picture books in this study first were analyzed to determine the number of male and female characters in the collection as a whole. A repeated measures t-test found a significant difference in the number of male and female main characters (male = 2.1, female = 1.3, \( t(63) = 2.01, p < .05 \)). There was also a difference in the number of books with representatives of only one gender; 23 books had only male main characters, while just 13 books had only female main characters (binomial \( p < .05 \)). This three year collection contained 12 biographies or historical fiction selections based on the lives of men such as Thomas Edison, Roy Campanella, John Quincy Adams, and Roberto Clemente. Only three biographies of women were included (binomial \( p < .05 \)), two of them written about the artist Georgia O’Keeffe, and the third on civil rights activist, Rosa Parks.

Males were much more likely than females to engage in ‘sports activities,’ ‘fight in battles or demonstrate aggressive behaviors,’ ‘pursue worthy causes such as heroism,’ ‘use TV, radio, or computer,’ and ‘earn a living.’
Occupations and Roles

In books with both male and female main characters, females frequently performed stereotypically feminine jobs or roles (56.5% of books were ranked as having females who always or almost always demonstrated stereotypical jobs). Females did not have a range of jobs (78.9% of books portrayed females who did not hold a range of jobs). In addition, women did not participate in adventurous jobs, such as explorers or big game hunters. Figure 1 shows the frequency of females in stereotypical jobs.

![Figure 1: Frequency of Females in Stereotypical Jobs or Roles in Books with Both Male and Female Characters](image)

In these same books, male characters typically performed stereotypically male jobs or roles (70% of books portray males as always or almost always having stereotypical male jobs or roles). The evidence indicated that males never held lower status jobs than females (100% of books with both male and female characters lacked male characters in lower status jobs than females). Figure 2 shows the frequency of males in stereotypical jobs.

In books with only male main characters only, male roles and jobs were highly consistent with historical context (94% of books portrayed male with roles consistent with historical context). In comparison, in books with only female main characters, the relationship of roles to historical context was less consistent (60% of books portrayed females in traditional roles, while 40% of books portrayed women as individuals who were able to cross traditional gender lines). In Through Georgia’s Eyes (Rodriguez, 2006), for example, Georgia O’Keeffe supported her artistic talents by hiking in the woods, exploring bones in the desert, and sleeping on her roof so she could study the night sky.
In an analysis of personality characteristics, the data on books with only male main characters suggests that males defend their own beliefs (81% of books ranked always or almost always), have strong personalities (87% of books rated ‘always or almost always’), and demonstrate leadership abilities (78% of books ranked ‘always or almost always’). Characters such as Jackie Robinson, Sammy Lee, and Imran, a young Muslim American boy, for example, feel comfortable standing up for what they believe in. Likewise, in books with only female main characters, females defend their beliefs (75% of books rated “always or almost always”), are independent (61.5% of books ranked “always or almost always”), and have strong personalities (76.9% or books rated “always or almost always”).

Books with both male and female characters showed similar trends in personality characteristics to those found in books with only male and only female main characters. In such books, both men and women defended their beliefs (61% of books ranked ‘always or almost always’), had strong personalities (80% of books rated ‘always or almost always’), and were forceful (68.8% of books ranked ‘always or almost always’). These trends are supported by data suggesting that while male personality characteristics are consistent with historical context (86.7% of books ranked ‘always or almost always’) and portray stereotypical male personality traits, female personality characteristics are not always consistent with traditional female stereotypes (60% of books rated ‘always or almost always’). Books such as Rough, Tough Charley (Kay, 2007) and The Bus Ride that Changed History: The Story of Rosa Parks (Edwards, 2005), for example, portray female characters with strong personalities that cross-typical gender boundaries.

**What Characters Do in Books**

Characters engaged in a range of behaviors in these picture books. Of the 17 predeter-
mined behaviors, seven of them showed significant differences between male and female characters. Significant differences were indicated in participating in sports, \( (X^2(1) = 4.57, p < .05) \), engaging in domestic chores \( (X^2(1) = 17.19, p < .05) \), fighting in battle/aggression \( (X^2(1) = 5.44, p < .05) \), demonstrating affection or emotion \( (X^2(1) = 4.17, p < .05) \), pursuing a worthy cause, such as heroism \( (X^2(1) = 4.50, p < .05) \), using television/radio/computer \( (X^2(1) = 2.67, p < .05) \), and earning a living \( (X^2(1) = 9.85, p < .05) \). Males were much more likely than females to engage in ‘sports activities,’ ‘fight in battles or demonstrate aggressive behaviors,’ ‘pursue worthy causes such as heroism,’ ‘use TV, radio, or computer,’ and ‘earn a living.’ Females were much more likely to ‘perform domestic chores’ and ‘demonstrate affection or emotion.’ Thus, all significant differences in the behavior of characters fell within traditional gender lines.

Conclusions and Recommendations

The purpose of this study was to determine whether there was gender balance and/or gender stereotypes present in NCSS Notable picture book winners from the years 2006-2008. Results indicate there were gender inequities in the number of male and female main characters. In the collection as a whole, more books with male main characters were selected as winners than books with female main characters. This means that libraries basing their purchases on NCSS recommendations will purchase more books highlighting the contributions of males, which will ultimately be read by children.

Gender inequities and stereotypes also were found in all areas analyzed. Males tended to be involved in stereotypical activities such as sports, battles, heroism, and earning a living, while females were seen doing domestic chores and expressing affection or emotion. Females were, at times, able to cross traditional gender lines in both roles and personality characteristics, and these findings are consistent with previous studies (Evans & Davies, 2000; Diekman & Murnen, 2004).

In books with both male and female main characters, both genders were portrayed in stereotypical jobs or roles. In books focused solely on the lives of females, women often were depicted in roles that crossed typical gender boundaries. These stories tended to portray strong females who defended their beliefs, demonstrated their independence, and were sometimes able to exert their self-determination and autonomy. These women demonstrated, even within a historical context, that females can be self-sufficient and be leaders.

Books with only male main characters were consistent with historical context in regard to personality traits and occupations. Male characters almost always held stereotypical jobs and never held lower status jobs than females. Males were never shown doing domestic chores and rarely displayed emotions or affection. These findings are consistent with previous studies (Diekman & Murnen, 2004; Evans & Davies, 2000; Gooden & Gooden, 2001).

While it is important that children hear about women with strong personalities and leadership skills, it also is vital that they read about men who are sensitive, nurturing, caring, and participants in household chores and child-rearing.
It is worth noting that much of the imbalance found in this study likely originates at the publication level. Surely, many more books with male main characters are written and published, and most books display stereotypes (by the simple definition of stereotype). Based on related research (e.g., Chick, 2006; Clark, Allard, & Mahoney, 2004; Sadker & Sadker, 1994), we suspect that the NCSS notable book selection is much less biased than a random sample of published books would be, which is encouraging, given that gender is not considered in the evaluation of individual books, nor is gender bias assessed across the collection. These books may, indeed serve as a good supplement to texts books; just not as good a supplement as teachers may think.

It is particularly worth noting that, while the behavior of male and female characters in these books is typically consistent with historical context, young children trying to model these picture book characters may not be developmentally ready to understand the difference between behaviors displayed “then” and “now.” Teachers and librarians who use these books may want to highlight, with children, the changes in male and female gender roles over the past century, as well as teach children how to identify gender bias in the books they read.

Teachers and librarians incorporating NCSS winners into the social studies and language arts curriculum might want to adjust for the bias in the collection by ensuring that young children hear and read about women who made a difference (See Appendix B). These educators may also want to search for material completely lacking amongst the NCSS offerings, and also, presumably, difficult to find in general. While it is important that children hear about women with strong personalities and leadership skills, it also is vital that they read about men who are sensitive, nurturing, caring, and participants in household chores and child-rearing. Both boys and girls should be able to not only identify with characters they read about, but also envision themselves as possessing all the positive traits portrayed in literature.

In the future, the NCSS Notable Trade Book review committee may want to consider gender when they evaluate books to ensure they are representative of a broad range of portrayals of male and female characters. In addition, after each book is evaluated individually, the committee may want to assess the collection as a whole with regard to gender balance and stereotypes, as well as other aspects of diversity and cultural representation. If this widely read book collection bears the stamp of NCSS, it should represent diverse viewpoints and gender fair character portrayals.

References


It is particularly worth noting that, while the behavior of male and female characters in these books is typically consistent with historical context, young children trying to model these picture book characters may not be developmentally ready to understand the difference between behaviors displayed “then” and “now.”
About the Authors

Kay A. Chick is an Associate Professor of Curriculum and Instruction at Penn State Altoona. Her research interests include gender issues in education, social studies methods, and children’s literature. She can be reached at kxc19@psu.edu.

Timothy D. Slekar is an Associate Professor of Teacher Education at Penn State Altoona. He obtained his PhD from the University of Maryland, College Park and M. Ed from Millersville University of Pennsylvania. His areas of research include preservice teacher cognitive processes in learning to teach elementary aged students American history.

Eric P. Charles is an Assistant Professor of Psychology at Penn State Altoona. He has expertise in perceptual development and ecological psychology. He is current focused on reviving interest in Edwin Bissell Holt, a student of William James and a mentor to Edward Chase Tolman and James J. Gibson.

Citation for this Article

Gender inequities and stereotypes in picture books could have a significant impact on children’s attitudes toward gender, as well as how they view men’s and women’s roles in history, current events, and other aspects of the social studies.
APPENDIX A

Gender and Children’s Literature Data Collection Form

Title of Book: _______________________________________ Date: ____________________

Genre: Biography, Realistic Fiction, Fiction, Historical Fiction, Reference, Non-fiction, Fairy Tale/Folktale, Information

Number of Male Main Characters:

Number of Female Main Characters:

1. Never true or usually not true
2. Occasionally true
3. Often true or usually true
4. Always or almost always true

Personality Characteristics (male AND female characters in book)

1. ___Both female and male characters defend their own beliefs.
2. ___Female characters are independent.
3. ___Female characters act assertively.
4. ___Only male characters have strong personalities.
5. ___Males, not females, are forceful.
6. ___Both female and male characters have leadership abilities.
7. ___Males, but not females, are dominant.
8. ___Female characters are willing to take a stand.
9. ___Only male characters are aggressive.
10. ___Male and female personality characteristics are consistent with historical context.

Personality Characteristics (male only characters in book)

1. ___Male characters defend their own beliefs.
2. ___Male characters have strong personalities.
3. ___Male characters have leadership abilities.
4. ___Males are forceful.
5. ___Males are aggressive.
6. ___Males personality characteristics are consistent with historical context.
Personality Characteristics (female only characters in book)

1. ___Female characters defend their own beliefs.
2. ___Female characters are independent.
3. ___Female characters act assertively.
4. ___Female characters have strong personalities.
5. ___Females are forceful.
6. ___Females have leadership abilities.
7. ___Females are willing to take a stand.
8. ___Females are aggressive.
9. ___Female personality characteristics are consistent with historical context.

Domestic Roles

1. ___Only male characters take care of the yard.
2. ___Male and female domestic roles are consistent with historical context.

Occupational Roles (male and female characters in book)

1. ___Female characters have only stereotypical feminine jobs or roles.
2. ___Male characters have only stereotypical male jobs or roles.
3. ___Female characters have a range of jobs, including some traditionally held by men.
4. ___Some male characters have lower status jobs than female characters. For example, some males are nurses rather than doctors, secretaries rather than bosses.
5. ___Women as well as men have adventurous jobs, such as explorers or big game hunters.
6. ___Male and female occupational roles are consistent with historical context.

Occupational Roles (male only characters in book)

1. ___Male characters have only stereotypical male jobs or roles.
2. ___Men have adventurous jobs, such as explorers or big game hunters.
3. ___Male occupational roles are consistent with historical context.
4. ___Some male characters hold lower status jobs, such as nurses and secretaries.

Occupational Roles (female only characters in book)

1. ___Female characters have only stereotypical feminine jobs or roles.
2. ___Female characters have a range of jobs, including some traditionally held by men.
3. ___Women have adventurous jobs, such as explorers or big game hunters.
4. ___Female occupational roles are consistent with historical context.
Interests and Activities

1. ___Both boys and girls play with traditionally feminine toys.
2. ___Females participate in activities that are active, such as sports and exploration.
3. ___Females are equally adventurous and/or able at games and technical jobs.
4. ___Male and female interests are consistent with historical context.

Attitudes

1. ___Gender is a primary method of categorization, and/or the basis of widespread generalization (i.e. Boys do this, but girls do that.)
2. ___Females are described in their own right rather than male appendages (i.e. “the clever wife,” “the wise daughter”)
3. ___Male and female members of a partnership are presented as equal.

What Characters Do in Books

Choose as many as apply. Write F and/or M before each action represented.

__family life
__travel (car, boat, bus, etc.)
__reading
__sports
__physical activity (swimming, hiking, fishing, dancing, etc.)
__shopping
__attending a concert, circus, church
__playing games
__the arts (painting, playing a musical instrument, etc.)
__pursuit of a worthy cause (heroics, bravery, protesting, etc.)
__eating/drinking
__public service
__TV/radio/computer
__affection/demonstration of grief or emotion
__earning a living
__domestic chores
__fighting in battle/physical aggression
## Appendix B

**Books with Strong Female Characters**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Could Do That! Esther Morris Gets Women the Vote</td>
<td>Linda Arms White</td>
</tr>
<tr>
<td>My Dadima Wears a Sari</td>
<td>Kashmira Sheth</td>
</tr>
<tr>
<td>Sled Dogs Run</td>
<td>Jonathan London</td>
</tr>
<tr>
<td>Kallaloo! A Caribbean Tale</td>
<td>David and Phillis Gershator</td>
</tr>
<tr>
<td>Ballerina Dreams</td>
<td>Lauren Thompson</td>
</tr>
<tr>
<td>Abbie in Stitches</td>
<td>Cynthia Cotton</td>
</tr>
<tr>
<td>Little Mama Forgets</td>
<td>Robin Cruise</td>
</tr>
<tr>
<td>Dancing with Katya</td>
<td>Dori Chaconas</td>
</tr>
<tr>
<td>The Patch</td>
<td>Justina Chen Heddley</td>
</tr>
<tr>
<td>Show Way</td>
<td>Jacqueline Woodson</td>
</tr>
<tr>
<td>Georgia’s Bones</td>
<td>Jen Bryant</td>
</tr>
<tr>
<td>Through Georgia’s Eyes</td>
<td>Rachel Rodriguez</td>
</tr>
<tr>
<td>Rough, Tough Charley</td>
<td>Verla Kay</td>
</tr>
<tr>
<td>The Bus Ride that Changed History: The Story of Rosa Parks</td>
<td>Pamela Duncan Edwards</td>
</tr>
</tbody>
</table>