

Reviewing Science Picture Books for Justice, Equity & Inclusion

Purpose: This worksheet is designed to help educators identify science picture books that have a strong justice, equity, and inclusion lens.

Instructions: As you review your selected picture book: 1) identify whether each **Component** outlined below is included, or not, in the picture book, 2) use the **Notes** section to keep track of evidence for why you rated the picture book as you did and 3) plan how you will address identified weaknesses as you use the text with students.

Title:

Author(s):

Illustrator(s):

Copyright Date:

Grade Level / Reading Level:

Central Science/Engineering Concept:

How might you use this book in your classroom?

How might you elevate and highlight strengths when you use this text? How might you address identified weaknesses? How might you explicitly name and/or engage students in a discussion of strengths & weaknesses in age-appropriate ways?

Illustrations			
Component	Description	Is this component included? (✓ if 'Yes')	
Diversity of peoples and experiences	Illustrations represent a diversity of individuals with distinctive identities in authentic ways (<i>able-bodied people and people with disabilities, multilingual people, people with a variety of socioeconomic status, people of multiple ages</i>).	<input type="checkbox"/>	Unsure
	Illustrations represent a diversity of ways of living and being in the world. <i>For example, illustrations of adaptive equipment used by characters with disabilities are accurate relative to the copyright date.</i>	<input type="checkbox"/>	Unsure
	Attention has been made to including often 'invisible' members of our communities. <i>For example, homeless individuals, single caregivers, families living in rural areas.</i>	<input type="checkbox"/>	Unsure
Avoids stereotypes	Illustrations avoid stereotypes (oversimplified representations of an identity group such as class, dis/ability, race, gender, etc.) that are portrayed as applying to all individuals who identify as part of that group.	<input type="checkbox"/>	Unsure
Avoids tokenism	Illustrations avoid tokenism (when the text illustrates or incorporates only 'one' example of a particular identity group). <i>For example, tokenism could exist in a book that incorporates only one Latinx child in a book full of white children or only one child with glasses.</i>	<input type="checkbox"/>	Unsure
Colorful and recognizable	Illustrations are colorful and images represented are recognizable to children.	<input type="checkbox"/>	Unsure

Notes about Illustration Strengths and Weaknesses:

Storyline			
Component	Description	Is this component included? (✓ if 'Yes')	
Relationships	The text centers people who represent a variety of traditionally minoritized identities as central figures in the storyline. <i>For example, people of diverse racial, ethnic, and linguistic identities, families living in rural areas, people with dis/abilities are positioned as 'doers' rather than holding supporting or passive roles.</i>	<input type="checkbox"/>	Unsure
	The storyline avoids portraying characters who represent minoritized identities as gaining acceptance or achievement explicitly through having extraordinary qualities or through changing their identities to adopt 'normal' expectations.	<input type="checkbox"/>	Unsure
Lifestyles	The storyline demonstrates favorable detail about the lifestyles of characters that go beyond oversimplification. <i>For example, the storyline reflects a variety of lifestyles within specific identity groups (variety of family structures and roles, types of work).</i>	<input type="checkbox"/>	Unsure
Collective actions for change	The storyline includes people from multiple identity groups working together for collective justice. <i>For example, characters work together to advocate for equitable water policies, animal, or climate change initiatives.</i>	<input type="checkbox"/>	Unsure
Interesting storyline	The storyline is active and engaging. <i>For example, the storyline encourages readers to consider questions and/or share their own ideas as they read.</i>	<input type="checkbox"/>	Unsure
Age appropriate	The storyline is age appropriate for the target audience. <i>For example, the storyline may explore social topics with animal characters instead of people in storybooks for younger audiences.</i>	<input type="checkbox"/>	Unsure
Asset-based words	The words used throughout are asset-based and do not include 'loaded words' that demean people or make them invisible because of their identities. <i>For example: 'mail delivery person' instead of 'mailman,' 'friends' instead of 'guys,' 'person with a physical disability' instead of 'cripple' or 'handicapped,' 'multilingual learners' instead of 'English language learner,' 'home language' instead of 'native language.'</i>	<input type="checkbox"/>	Unsure
Bi/Multilingualism	Characters who are bi/multilingual are depicted as engaging in dynamic linguistic practices. <i>For example, translanguaging or using their full linguistic repertoire).</i>	<input type="checkbox"/>	Unsure

Science vocabulary	The storyline avoids relying on readers' understanding of science academic vocabulary.	<input type="checkbox"/>	Unsure
	The storyline incorporates everyday ways of describing scientific topics and is not bogged-down with definitions of science academic terminology.	<input type="checkbox"/>	Unsure
Science as a human endeavor	The storyline demonstrates characters engaged in the messy, non-linear process of science. <i>For example, characters are involved in creative problem solving.</i>	<input type="checkbox"/>	Unsure
	The storyline demonstrates characters engaged in non-traditional science activities, using a variety of methods. <i>For example, the text focuses on the work of water rights activists.</i>	<input type="checkbox"/>	Unsure
	The storyline demonstrates characters making revisions in light of new evidence and persisting through frustration/perceived failure.	<input type="checkbox"/>	Unsure
	Storyline includes individuals working within groups to investigate scientific phenomena. <i>For example, the storyline is not about individuals working in isolation.</i>	<input type="checkbox"/>	Unsure
Multiple perspectives about science ideas	The storyline includes multiple explanations related to the topic beyond those generally accepted by the scientific community, including for those topics for which there is limited consensus within the scientific community. <i>For example, Indigenous ways of knowing related to Earth/space systems or what exactly all dinosaurs looked like.</i>	<input type="checkbox"/>	Unsure

Notes about Storyline Strengths and Weaknesses:

Perspective			
Component	Description	Is this component included? (✓ if 'Yes')	
Author's expertise and background	The author is qualified to write about this subject (from a scientific perspective and/or from an identity group perspective). <i>For example, an author who includes characters with dis/abilities may have a dis/ability or is a family member or is close to someone who has a dis/ability.</i>	<input type="checkbox"/>	Unsure
Illustrator's expertise and background	The illustrator is qualified to write about this subject (from a scientific perspective and/or from an identity group perspective). <i>For example, an illustrator who includes depictions of a certain cultural practice comes from a community that engages in that cultural practice.</i>	<input type="checkbox"/>	Unsure
Authenticity	The book avoids embarrassing, humiliating, or essentializing people from identity groups represented in the book. <i>For example, dis/ability is presented as part of the human experience and variation in the world is normalized. THINK: If you belonged to the identity groups represented in the story, you would share this book with your family?</i>	<input type="checkbox"/>	Unsure

Notes about Perspective Strengths and Weaknesses.