



Selecting Children's Picturebooks about Latinos

Individual Title Evaluation Sheet

Title of Book:		Publication Date:		Publisher:	
Author:		Illustrator:			
Book Characteristics:		Please Circle ONE Answer			
1. What is the genre of the book?		Fiction		Nonfiction	
2. Is the author of the book Latino or non-Latino?		Latino	Non-Latino		Don't Know
3. Is the illustrator of the book Latino or non-Latino?		Latino	Non-Latino		Don't Know
4. Is the text of the book bilingual, interlingual, or written only in English?		Bilingual	Interlingual (English with few Spanish words)		English Only
5. What supplemental linguistic features are present in the text? Select all that apply.		Glossary	Pronunciation Guide	Author Notes	None
Examine the Personal Traits of the Character:					
6. Are the Latino characters portrayed as having a broad range of emotions similar to characters from other cultures?		Yes		No	
7. Do Latinos need the help of Anglo (white) people to solve their problems?		Yes		No	
8. Do Latinos have to abandon some aspect of their culture in order to achieve happiness?		Yes		No	
9. Do Latinos move to the U.S. where everything is "perfect" and everyone is happy? (Do they leave their home country to find success in America?)		Yes		No	
Examine the Role of Various Characters:					
10. Do Latino characters actively participate in the story (main character) or are they only secondary characters?		Main Characters		Secondary Characters	
11. Do Latinos spend their time taking siestas and putting off things until mañana (<i>lazy</i>) or do they have <u>active</u> roles like other characters in the narrative?		Lazy		Active	
12. Are Latino characters in culturally stereotyped roles such as newly arrived immigrants, men full of machismo, shy girls, mothers of many children, or gang members?		Yes		No	

13. Is a strong sense of community and family expressed in the illustrations and text? (Community and extended family are very important in the Latino cultures).	Yes	No		
Examine and Identify Stereotypes:				
14. Are Latinos only depicted as poor low class citizens often living in barrios (Latino neighborhoods)?	Yes	No		
15. Are cultural stereotypes present in the illustrations such as sombreros, piñatas, cacti, mariachi bands, donkeys, and palm trees?	Yes	No		
16. Are females depicted outdoors and as equally active as male characters?	Yes	No		
17. Do Latinos lapse into Spanish when excited, or use broken English?	Yes	No		
Examine the Diversity in Text and Illustrations:				
18. Are positive role models of both genders provided for Latino children in the book's illustrations and text?	Yes	No		
19. Do all of Latino characters have the same physical appearance? (The diversity in skin tones, hair styles and textures, and clothing should be presented. Not all Latinos have a "Latin Look" of dark skin, hair, and eyes.)	Yes	No		
20. Are varied cultural experiences of Latinos represented? (The diversity of the Latino subcultures – such as Central and South America, Mexico, the Dominican Republic, Puerto Rico, Cuba, etc. – should be represented in the books available in your program/classroom. One book will probably not contain all the diversity of the Latino cultures but, collectively, your books should represent the various cultural differences.)	Yes	No		
21. Which Latino subculture is represented? (If subculture is not specified, select the Generic Latino category.)	Puerto Rican:	Cuban:	Central America:	South American:
	Caribbean (non-Puerto Rican or Cuban):	Mexican/ Mex. Amer.:	Generic Latino	
Comments and Recommendations:				

GUIDELINES FOR EVALUATING CHILDREN'S BOOKS ABOUT LATINOS



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Examine the Personal Traits of the Character

- ❖ Are the Latino characters portrayed as having a broad range of emotions similar to characters from other cultures?
- ❖ Can Latinos solve their own problems or do they rely upon Anglos for help?
- ❖ Do Latinos abandon some aspect of their culture in order to achieve happiness?
- ❖ Do Latinos move to the U.S. where everything is "perfect" and everyone is happy?

Examine the Role of Various Characters

- ❖ Do Latino characters actively participate in the story (main characters) or are they only secondary characters? Do they have leadership roles?

- ❖ Do Latinos spend their time taking siestas and putting off things until mañana?
- ❖ Are Latino characters in culturally stereotyped roles such as newly arrived immigrants, men full of machismo, shy girls, mothers of many children, or gang members?
- ❖ Is a strong sense of community and family expressed in the illustrations and text? Do elders help care for the children?

Examine and Identify Cultural Stereotypes

- ❖ Are Latinos only depicted as poor low class citizens often living in barrios (Latino neighborhoods)?
- ❖ Are cultural stereotypes present in the illustrations such as sombreros, piñatas, cacti, mariachi bands, donkeys, and palm trees?
- ❖ Are females depicted outdoors and as active as male characters?
- ❖ Do Latinos lapse into Spanish when excited or use broken English?

Examine the Diversity of Representation in Text and Illustrations

- ❖ Are positive role models of both genders provided for Latino children?
- ❖ Do all of Latino characters have the same appearance? OR Is the diversity in skin tones, hair styles and textures, and clothing presented? Not all Latinos have a "Latin Look" of dark skin, hair, and eyes.
- ❖ Are varied cultural experiences of Latinos represented? Is the diversity of the Latino cultures represented such as Central and South America, Mexico, the Dominican Republic, Puerto Rico, Cuba, etc.?

Examine the Experience of the Author and Illustrator

- ❖ Does the author/illustrator have experience with the Latino subculture that he/she is representing? OR Is the book written/illustrated by someone who has briefly visited a Latin American country? How qualified is the author/illustrator to write the book?

* Many of the ideas for these evaluation criteria are my own and other are adapted from: Council on Interracial Books for Children. "Latinos or Hispanic Americans." *Guidelines for selecting bias-free textbooks and storybooks*. New York: Author, 1980.