

---

HIM 1990-2015

---

2015

## An Exploration of Text and Illustrations for Implicit and Explicit Gender Bias and Stereotypes in Caldecott Award and Honor Books From 2001-2014

Jessica Kunkel  
*University of Central Florida*

 Part of the [Elementary Education Commons](#)

Find similar works at: <https://stars.library.ucf.edu/honorstheses1990-2015>

University of Central Florida Libraries <http://library.ucf.edu>

This Open Access is brought to you for free and open access by STARS. It has been accepted for inclusion in HIM 1990-2015 by an authorized administrator of STARS. For more information, please contact [STARS@ucf.edu](mailto:STARS@ucf.edu).

---

### Recommended Citation

Kunkel, Jessica, "An Exploration of Text and Illustrations for Implicit and Explicit Gender Bias and Stereotypes in Caldecott Award and Honor Books From 2001-2014" (2015). *HIM 1990-2015*. 1719. <https://stars.library.ucf.edu/honorstheses1990-2015/1719>

AN EXPLORATION OF TEXT AND ILLUSTRATIONS FOR IMPLICIT AND EXPLICIT  
GENDER BIAS AND STEREOTYPES IN CALDECOTT AWARD AND HONOR BOOKS  
FROM 2001-2014

by

JESSICA C. KUNKEL

A Thesis submitted in partial fulfillment of the requirements for the Honors in the Major  
Program in Elementary Education in the College of Education and the Burnett Honors College at  
the University of Central Florida Orlando, Florida

Spring Term 2015

Thesis Chair: Taylar Wenzel, Ph.D

© Jessica C. Kunkel

## **Abstract**

Children's literature is a critical aspect during a child's development; the messages portrayed in children's books can affect the development of gender identity in young children and can affect how a child will act and perceive the world around them in the future (Tsao, 2008).

Expanding on this research this study aimed to determine if award winning children's literature contained implicit and explicit gender stereotypes and biases in the illustrations and text. The sample examined was Caldecott Award and Honor books from 2001 through 2014; the sample size did not include biographies, autobiographies, informational books, concept books, poetry, and science fiction. This study only examined works of fiction and each book was examined, read, and analyzed. Following the methodology of various studies, a three part Data Collection Instrument was used: book identification, frequency analysis of illustrations, and a character analysis.

This research attempted to answer the following questions: (1) Is there evidence of gender stereotypes in the written depiction of characters in Caldecott Award and Honor books award between 2001 and 2014?, (2) Is there evidence of gender stereotypes in the illustrated depictions of characters in Caldecott Award and Honor books award between 2001 and 2014?, and (3) Are males' and females' roles and attributes represented equally through the text and illustrations? This research aimed at examining whether gender biases and stereotypes still existed in the text and illustrations and if so, to what extent.

## **Acknowledgements**

To my thesis chair and mentor, Dr. Taylar Wenzel. Thank you so much for believing in me and continually supporting me throughout this process. Words will never be able to express how truly grateful I am for having you as a mentor during my program at UCF. You always had the kind words to say to get me through my hurdles.

I would also like to thank my fellow committee members, Dr. Elsie Olan and Dr. Sherron Killingsworth Roberts. As expertize in my field, I knew you would be perfect for my committee. You both encouraged me and always pushed me to take my research to the next level. Thank you for everything that you both have done for me throughout this process.

A special thank you goes out to my right hand man, Kim Kolb. Throughout this whole process you were the only person that truly understood my stress. Thank you for always being there for me and providing me with your encouragement.

## **Dedication**

I would like to dedicate this to my mom, Maria, thank you for continuously pushing me to achieve my goals in and out of the classroom. This could not have been done without you; from you providing me the opportunity to attend UCF to you listening to me vent throughout my coursework. You are the person I strive to be like and I owe this all to you.

## Table of Contents

Abstract.....	iii
Acknowledgements.....	iv
Dedication.....	v
Table of Contents.....	vi
List of Tables.....	ix
Chapter One: Introduction.....	1
Significance of this Study.....	2
Research Questions.....	2
Chapter Two: Literature Review.....	4
Children’s Literature.....	4
Caldecott Criteria.....	5
Child Development.....	8
Methodologies Used to Review Children's Literature.....	10
Chapter Three: Methodology.....	12
Inclusion of Trade Books.....	12
Data Collection Instrument.....	13
Process of Evaluation.....	14
Data Analysis.....	15
Chapter Four: Findings.....	17

Results.....	17
Book Titles.....	17
Illustrations .....	18
Book Text.....	19
Analysis of Data.....	20
Chapter Five: Discussion and Concluding Remarks .....	23
Summary of Research.....	23
Limitations .....	24
Conclusions.....	24
Educational Implementations.....	26
Recommendations of Future Study.....	26
The Researcher’s Story.....	27
References.....	28
Appendix A: Literature Analyzed.....	30
Literature Analyzed .....	31
Appendix B: The Data Collection Instrument .....	35
Data Collection Instrument.....	36
Appendix C: Random Reading Order.....	37
Random Reading Order .....	38
Appendix D: Data Collection Instruments for Excluded Caldecott Award and Honor Medal Books, 2001-2014.....	41



Data Collection Instruments for Excluded Caldecott Award and Honor Books ..... 42

Appendix E: Data Collection Instruments for Included Caldecott Award and Honor Medal  
Books, 2001-2014 ..... 72

Data Collection Instruments for Included Caldecott Award and Honor Books ..... 73

## **List of Tables**

Table 1: Gender Representation in Caldecott Titles from 2001-2014.....	18
Table 2: Gender Representation in Illustrations in Caldecott Books from 2001-2014.....	18
Table 3: Character Analysis in Text in Caldecott Books from 2001-2014.....	19
Table 4: Major Character Analysis in Text by Gender.....	20
Table 5: Minor Character Analysis in Text by Gender.....	20

## **Chapter One: Introduction**

Image yourself as a young child, searching the library in your elementary classroom and you are unable to find a book in which you identify with. You begin to think that you and your life are not “normal” and being raised by a single mom is something you should be ashamed of. You are made fun of by your peers because you do not have a father to take you to father-daughter dances; you begin to wonder if you would ever fit in. Then one day you hear a saying, “Don’t let the pickle bother you!” implying that you should not let the little things get under your skin, just put aside the bad and continue enjoying your life. This saying got you through the majority of your life but one day you realized that you needed to make a difference and help children understand that they are “normal” regardless of their home life, ethnicity, etc.

At a young age, children begin to create and assimilate thoughts about the world around them. While many of these notions come from day to day interactions, children begin to absorb information from the picturebooks being read to them (Sarvis, 2004). Picturebooks are used to not only entertain children, but also as a way to transfer attitudes and values (Kortenhaus & Demarest, 2005). Thus, children’s literature has a critical job to fill; the illustrations have to be vibrant and colorful, but they also have to correctly portray different cultures and people to young minds.

Tsao (2008) explains that gender stereotyping and sexism in children’s picturebooks can affect the development of gender identity in young children. Perceiving the information from the illustration and the text, children begin to understand how print books work, but they also make assumptions about 1) how they should act, and 2) about the world around them. Tsao also believes that due to the overwhelming exposure that children have to picturebooks, the texts and

illustrations can affect children's development in various ways. This external influence during a crucial stage of development can have potentially significant effects on children's attitudes, self-esteem, and self-perception.

### Significance of this Study

Children's books with outstanding illustrations have the opportunity to win the Caldecott Award. When awarded a Caldecott seal, books are placed in the front of bookstore windows and receive a high rate of publicity. Although the books have gone through an in depth analysis by a committee, one might ask whether these books are suitable for young eyes and ears. While Caldecotts are primarily judged on their illustrations, many individuals in the public do not realize that the text is also a critical component; research suggests that children receive subliminal messages from the text as well as illustrations (Anderson & Hamilton, 2005). Do parents preview the literature's text and illustrations prior to reading it to their children, or do they rely on the Caldecott seal as an indicator that the text is free of grammatical errors and stereotypes? Numerous studies have been conducted where the researcher only focuses on the illustrations, but in this thesis the researcher will examine both the text and illustrations for evidence of gender bias and stereotypes. Caldecott Award and Honor books were selected for this study because of the likelihood that these texts receive increased publicity due to their recognition as award winners (Crisp & Hiller, 2011).

### Research Questions

This research attempted to answers the following questions:

1. Is there evidence of gender stereotypes in the written depiction of characters in Caldecott Award and Honor books awarded between 2001 and 2014?
2. Is there evidence of gender stereotypes in the illustrated depictions of characters in Caldecott Award and Honor books awarded between 2001 and 2014?
3. Are males' and females' roles and attributes represented equally through the text and illustrations?

## **Chapter Two: Literature Review**

This thesis examined whether Caldecott Award and Honor books from 2001 through 2014 have implicit and explicit gender stereotypes and biases in the text and illustrations. The analysis of gender stereotypes through Caldecott Award and Honor picturebooks is an expansive body of research. In previous studies, however, the researchers have focused primarily on the analysis of illustrations in the text. While illustrations typically offer the main focal point in Caldecott Award winners, it is important to remember that children are absorbing the messages through the illustrations and text (Anderson & Hamilton, 2005).

Extending previous research, this study will examine if gender stereotypes and biases in text and illustrations exist in award winning children's literature. To obtain the information for this literature review, the researcher used multiple databases in various disciplines such as Education, Sociology, and Psychology. To narrow the information relevant to the study, the researcher used the following key terms to search the databases: Caldecott, gender, bias, stereotypes, and impact on children. The following sections provide an analysis of children's literature as related to Caldecott criteria, the influence of children's literature, and development of a child in terms of cognition and perception of self and society. Children's Literature is a broad title, therefore it was broken down into two subheadings: Caldecott criteria and gender bias and stereotypes in children's literature.

### Children's Literature

### *Caldecott Criteria*

Given by the American Library Association (ALA), the Caldecott award began in 1937 by Rene Paul Chambellan and Fredric G. Melcher (ALA, 2014). The award is named after Randolph J. Caldecott, an influential children's illustrator working in England during the 19<sup>th</sup> century. The award was created to allow distinguishable illustrators to receive recognition (ALA, 2014). The Caldecott award is considered a highly prestigious award, requiring that children's literature follow a strict criterion in order to be under consideration by the review committee.

According to the Association of Library Service to Children (ALSC), (2008), a book must meet four guidelines before being considered for the Caldecott award. The following are the terms and criteria to be eligible for consideration:

1. An American publisher in the United States in English shall award the medal to the artist of the most distinguishable American picturebook for children the preceding year.
2. The award is restricted to artists who are citizens or residents of the United States.
3. Each book is to be considered as a picturebook and the committee will make their primary decision using the illustrations but the text and other components of the book are to be considered.
4. The book must be a self-contained entity and should not depend on another form of media for its enjoyment.

In order to be considered for a Caldecott Award or Honor Medal, the author or the illustrator must go through the following submission process. One copy of the picturebook

should be submitted to the ALSC office in Chicago and another should be sent to the chair of the committee. It is free to submit a book for consideration and no membership is required.

### *Gender Bias and Stereotypes in Children's Literature*

Gender bias and stereotypes have found their way into children's literature despite the guidelines set by publishers in an effort to prevent this from happening (Woolfolk, 2011). Exposure to gender bias and stereotypes can cause children to assimilate thoughts that do not accurately portray society. For example, if male characters seldom show "feminine" expressive traits, such as being affectionate toward other characters in the text, then a child may begin to believe that compassionate traits in a male are frowned upon in society (Woolfolk, 2011). In this section, the researcher found relevant studies that show how gender bias and stereotypes are present in children's literature and the effects of these stereotypes on children.

Worland (2008) states that, while award-winning picturebooks have been examined carefully in the award eligibility process gender stereotypes are still persistently being represented in illustrations and evidence exists of an unequal representation of male versus female characters. Worland further claims that children's literature is read to children at a critical point in their lives; the text and illustrations from a piece of literature contribute to how children perceive the world around them. Worland found that in the 1960s, picturebooks did not represent both genders equally and both genders were presented in a stereotypical way. Throughout the 1970s and 1980s, an evidence of bias was documented as reduced; however, children's literature authors and illustrations accomplished these changes in many cases by simply adding females to the illustrations rather than removing the gender stereotypes throughout the text and illustrations.



In addition to Worland, research by Anderson and Hamilton (2005) noted evidence that gender imbalances in children's literature are typically in favor of male characters; meaning gender role stereotypes are portrayed more often for children and women. In their study on gender role stereotyping of parents in children's picturebooks, the researchers indicated a huge imbalance in the portrayals of mothers and fathers. According to their results, mothers were shown as caring and nurturing, while fathers were portrayed as stoic and took little part in their children's lives. Narahara (1998) argues that characters become gender roles models; "nonsexist books show a desirable influence on the self-concept, attitude, and behavior of children" (Anderson & Hamilton, 2005, p. 146).

According to Kortenhuis and Demarest (1993), the representation of male and female characters in central roles and illustrations has improved over the past two decades; however the authors state that the roles portrayed by these characters are not an accurate representation of today's society. Kortenhuis and Demarest found that females seemed to possess more passive dependent behaviors and tend to stay in the background of the stories, while males were more independent and the central characters for the plot. Out of the 60 books examined, the researchers only found one book that illustrated a working mother; from this "we must conclude that children's books do adequately reflect the changing role of woman in the workplace of American society in the 1980s" (Kortenhuis and Demarest, 2005, p. 13).

Leland et al. (2013) took an interesting approach to finding stereotypes in children's literature; the study determined whether or not five middle school classes could define and identify stereotypes within children's literature such as picturebooks. The authors found that, while students were capable of defining what "stereotype" meant, they often found it difficult to

point identify evidence of stereotypes within the texts. Students were, however, capable of realizing that female and male characters were not equally represented (2013). As an example, one student mentioned, “it is a stereotype that all guys are scattered brained and forgetful and that all little girls are boy-crazy” (Leland et al., 2013, p. 7). Students seemed to catch obvious stereotypes such as these, but failed to realize that they were projecting their own stereotypes onto several of the characters. For example, one student mentioned that a women farmer should not be working so hard because “A lady should not work like that” (Leland et al., 2013, p. 7).

According to the researcher, Worland gender stereotypes and bias have been present in award winning picturebooks for many of years (2008). Although the gender bias has decreased over the years, many researcher still find that the illustrations are still portraying gender stereotypes. A vast majority of the studies have only focused on the illustrations for their analyses (Woolfolk, 2011; Worland, 2008, Anderson and Hamilton, 2005, Leland et al, 2013) and unfortunately the illustrations are only one half of the components to a picturebook. That is why this study aims at examining and analyzing the illustrations and text for gender stereotypes and biases; with both components analyzed the researcher will be able to provide a more complete analysis of whether the book is correctly portraying males and females within our society.

### Child Development

Child development can be considered from many disciplines and approaches. For the purposes of this study, the researcher is focusing on the following categories: cognitive development, self-concept, perception of society, and social development. Cognitive

development can be defined as “gradual changes in the mental process, in which become more complex and sophisticated” (Woolfolk, 2011, p. 31). As a child matures, more than physiological changes are taking place in the brain. Cognitive and social development occur simultaneously as a child matures, and during this time a child is collecting information through their day to day actions and interactions to assimilate ideas about the world around them. These ideas/beliefs mold the child into the person they want to be and this is known as self-concept; children’s ideas, feelings, attitudes, and expectations vary from situation to situation and can be modified over time as child acquires new life experiences (Woolfolk, 2011). Children also develop socially as they learn more about how to relate to others and their emotions (Woolfolk, 2011). With so many daily interactions contributing to a child’s development, understanding how children’s literature is influencing cognitive and social development, self-concept, and perceptions of general society is critical.

According to Piaget, “our thinking process changes radically, though slowly, from birth to maturity because we constantly strive to make sense of the world” (Woolfolk, 2011). Simatwa (2010) studied Piaget’s theory of intellectual development and the implications it has on instructional management, “understanding and the applying Piaget’s Theory is important in the effective enhancements and learning process at pre-secondary school level.” Piaget’s theory is composed of four stages: sensory motor, pre-operational, concert operational, and formal operational. While developing, children go through these stages; however, some may develop faster and change through the stages quicker. According to Simatwa, Piaget’s stages can be used as to curriculum planning. Considering these stages will not only help the educator understand how students perceive the information, but it will ensure that the child is walking away with a

well-rounded knowledge on the information. This information supports the importance of evaluating all literature that is presented to children in various stages of development.

According to Roberts (1976), psychologists have deemed picturebooks to be a very important aspect of children's lives because the books are typically read to children during key periods in which children are learning sex role behaviors. Supporting this claim, Frawley (2008) states that children learn information from text to begin building gender schema of what it means to be a male or a female and form sex-role stereotypes. These sex role behaviors and stereotypes contribute to a child's self-concept, which is the foundation of both social and emotional development (Woolfolk, 2011). Woolfolk states that self-concept is continuously evolving when an individual is self-evaluating in different situations, such as personally reflecting on a major event in their life. By self-reflecting one's thoughts and opinions may be modified and alter their self-perception.

#### Methodologies Used to Review Children's Literature

Many researchers have attempted to identify whether gender stereotypes and bias exist in children's literature. Understanding how previous researchers implemented processes of data collection and analysis offers insight into choices about the methodology of this study.

In their study focusing on analysis of literature stereotypes, Kortenhaus and Demarest (1993) examined a sample of 150 books, 125 were non-award winning picturebooks and 25 were randomly selected Caldecott winners and runner-ups. Expanding the work of studies done before them, they used a similar method and chose to take the frequency of males and females (humans and animals) in the illustration and central role, as well as classified their behavior as "instrumental independent" and "passive dependent".

Anderson and Hamilton (2005) examined a sample size of 200 children's book created of 50 Caldecott Winner and Honor books from 1995-2001, 155 non-Caldecott winning best sellers from 1999-2001, and 2001 Funorama.com top 10 picturebooks. One male professor, one female professor, two female students, and one male student collected the data; the researchers looked for appearances, emotions from the characters, and nurturing behaviors. The research group was made of both females and males of varies ages so the group could remain neutral. Each individual would analyze the book alone, then the group would come together and average the data that was found.

Yello (2012) examined 24 Caldecott winner and honor picturebooks between 2001 through 2011. The researcher excluded poetry, concept books, biographies, autobiographies, and historical fiction picturebooks. The primary focus of her study was to analyze and examine the characters roles and gender representations of male and female characters. Yello used a frequency analysis of the illustrations and classified each of the images as male, female, or neutral. Images were classified as neutral when a cluster of male and female images were in an illustration.

This study was informed by the methodology of these studies by modifying and combining the methods of previous researchers. The following chapter outline the methodology and the target population, while Chapter Four will describe the findings of implicit and explicit gender biases and stereotypes in Caldecott Award and Honor books' illustrations and text from 2001 through 2014.

## **Chapter Three: Methodology**

This study sought to answer the following questions:

1. Is there evidence of gender stereotypes in the written depiction of characters in Caldecott winner and honor books awarded between 2001 and 2014?
2. Is there evidence of gender stereotypes in the illustrated depiction of characters in Caldecott winner and honor books awarded between 2001 and 2014?
3. Are males' and females' roles and attributes represented equally through the text and illustrations?

This chapter first explains which trade books were included in this thesis and why certain trade books were excluded from this thesis. Then this chapter will explain the process of data analysis and the Data Collection Instrument that was used when analyzing each trade book.

### Inclusion of Trade Books

All trade books in this study were either the recipient of a Caldecott Award or Honor in the years 2001 to 2014. This time frame of award recognition was selected because these dates make up the 21<sup>st</sup> century and are also the most recent sample of Caldecott Award and Honor books. By selecting these dates, the researcher aimed to determine if children's literature is accurately portraying society, most notably the equal portrayal of men and women without gender bias.

Caldecott Awards can be awarded to picturebooks in all genres. Replicating the methodology of Yello (2012), this study was confined by the researcher to include only books

that are works of fiction. Thus, collections of informational books, concept books and poetry were excluded from analysis. These genres were eliminated from this research study because they give factual information and/or explain true aspect of the biological, social, or physical world (Lynch-Brown & Tomlinson, 2008). Autobiographies and biographies were also excluded from the study because analyzing factual information about a person or an object would be impossible to categorize as stereotypical. Historical fiction was also delaminated from this thesis because it provides fictional information but is based on factual events. Further, these books do not include literary characters that can be examined. Science Fiction, wordless picturebooks, and chapter books was not examined in this study in efforts to decrease the sample size examined. In Appendix A you will find a chart of all the trade books considered for this thesis. The chart explains whether the book was included or excluded from this thesis.

#### Data Collection Instrument

Modified from Yello (2012) and Kortenhuis and Damarest (1993), Data Collection Instrument is comprised of three sections was used to collect information as each picturebook was examined: These sections include: (1) book identification, (2) frequency count of females and males in illustrations, and (3) analysis of characters' and their behaviors, broken down by evidence documented in text. In the identification section of the data collection tool, the book's title, year of publication, author, illustrator, the year nomination and award type (Caldecott Award or Honor Medal) was recorded. The second section of the data tool was used for a frequency analysis according to four characteristics: (1) the total number of female images in the illustrations, (2) the total number of male images in the illustrations, (3) the total number of combination images in the illustrations. The section of combination images was included as a

place to put all images that did not explicitly include just a female or male image. Combination images could include but are not limited to the following: non-human objects, Male and Female illustration, Male and non-human object, and non-human object and Female. For the purposes of this study, an image was defined as a visual depiction of a character in the form of an illustration in the book (Lynch-Brown & Tomlinson, 2008). The final section of the data tool was a table that was used to list all characters mentioned and shown through the text. The characters were classified as major or minor and then sub-classified as flat or round. A character was considered major if the character plays the primary roll throughout the text. Therefore, if the character does not play a critical role in the text, it will be deemed minor. A flat character was considered to be a character who was not fully developed throughout the text and stayed constant throughout the story. A round character was the exact opposite, a character that was developed throughout the text and experienced changes throughout the text. Once the characters were classified, descriptions used throughout the text will be pulled and documented on the Data Collection Instrument. A notes section was included at the bottom of the Data Collection Instrument to allow the researcher an area to write notes if needed; this is the area where the researcher would include any stereotypical behaviors or traits given to the characters. According to Merriam-Webster Dictionary, a stereotype can be defined as an oversimplified image or idea of a particular person or thing; this definition was adopted throughout the data collection process. A copy of the Data Collection Instrument can be found in Appendix B.

#### Process of Evaluation

To prevent the likelihood of bias throughout the examination of the picturebooks, each book was assigned a random reading order using a Table of Random Numbers. The 57 books



used in this study were sorted by the researcher according to Caldecott Award year in chronological order beginning with 2001. Each book was then assigned a random reading order; the list of books in their reading order can be found in Appendix C.

### Data Analysis

The analysis of each book began with the front cover of the picturebook and ended with the last page of the book. Book covers and dust jackets were analyzed because, oftentimes when individuals see the Gold or Silver Medal from Caldecott, they place trust that the picturebook is high quality literature (Crisp & Hiller, 2011). Each page was examined twice in order to confirm reliability; one complete examination of the book was done and then prior to beginning the analysis of the next book a complete reexamination was conducted. Following the methodology of Yello (2012), the researcher began by collecting the book's full title and subtitle, if applicable; the names of the author(s) and illustrator(s); and the name and location of the publisher. The title of the book was then classified as masculine, feminine or neither, using the pronouns and proper names within the title; this was a critical component because the book title was one of the first components noticed by readers, and often young readers use the title and the cover of a book as the primary reason to select a book for reading (Lynch-Brown & Tomlinson, 2008).

A frequency count of the images in the illustrations was completed during data collection. As used by Yello (2012) and Dougherty and Engel (1987), a frequency count was essential since "the total number of male and female images a child receives from a book be more influential on the child's developing concepts of sex roles than just the number of different characters" (Engel, 1981, p. 648). Each character that appeared in the text and illustrations was counted in the frequency count. Further, each character was categorized as male, female, or combination. If a

group of male and female characters were mentioned or shown, it was counted as a combination image; this was done so the researcher can remain objective. An image was also considered combination if the image did not have a gender such as animals, mechanics, etc. For example, a tree or robot was considered neutral because it cannot be categorized as male or female.

In summary, this chapter has addressed the methodology the researcher took during the data collection process. This chapter also explained the various reasons why certain trade books were excluded from the study. In the following chapters the findings will be presented and broken down into the following categories: book titles, illustrations, book text, and finally the analysis of the data compiled.

## **Chapter Four: Findings**

This study was completed to analyze gender stereotypes and gender bias implicitly and explicitly stated in the illustrations and text. Caldecott Award and Honor Medal books published between 2001 and 2014 were considered for the frequency analysis of the illustrations and character analysis based on the text. Each Caldecott Award and Honor Medal book that met the requirements of this study were examined, read, analyzed and reanalyzed to ensure validity and reliability. The researcher noted the prevalence of females and males in the title, classified illustrations into three categories (male, female, or combination), and a character analysis was completed using descriptors from the text. A Data Collection Instrument was used to complete the information and is provided in Appendix A. A total of 57 books were considered from this study; however, 28 books met the qualifications of the study and were used in the data analysis of this study. The books included in the study were all classified as works of fiction; books classified as poetry, informational, or concept books were excluded from the study. These books were excluded from the study because they do not include literacy characters that could have been examined for stereotypes or biases.

In the following section you will be presented with the results of the thesis. The results have been divided into three categories: book titles, illustrations, and book text. Each category is explained and the results are presented.

### Results

#### *Book Titles*

The first component of the picturebooks that were examined was the title. A book title was classified in one of three categories: male, female, or neutral. A book title was classified as

“male” if it contained a masculine name or pronoun. Of the 28 picturebooks that were analyzed, 4 had a masculine name or pronoun in the title (14%), 3 had a feminine name or pronoun in the title (11%), and 21 had neither a masculine or feminine name nor pronoun in the title (75%).

**Table 1: Gender Representation in Caldecott Titles from 2001-2014**

Category	Number of Titles	Percent of total number of Titles
Male	4	14%
Female	3	11%
Neutral	21	75%
<b>Total</b>	<b>28</b>	<b>100%</b>

*Illustrations*

The second component of the picturebooks that was examined was the illustrations. A frequency analysis was used to count and classify all of the illustrations. The frequency analysis for each book examined and analyzed can be found in Appendix D. Of the 28 books included in this study, a total of 2,498 illustrations of characters were analyzed. Of the 2,498 illustrations, 1,017 (41%) were classified as male, 423 (17%) were classified as female, and 1,058 (58%) were classified as combination. Table 2 presents a complete analysis of the character illustrations.

**Table 2: Gender Representation in Illustrations in Caldecott Books from 2001-2014**

Category	Number of illustrations	Percent of total number of illustrations
Male	1,017	41%
Female	423	17%
Combination	1,028	58%
<b>Total</b>	<b>2,468</b>	<b>100%</b>

An analysis of the data collected and represented in Table 2, reveals that neutral illustrations outnumber female and male titles. Neutral illustrations outnumbered female illustrations by 635 appearances and male illustrations by 41 appearances.

### *Book Text*

The third and final component of the picturebooks that was examined was the text. A character analysis was completed on the character mentioned throughout the text. Characters were classified round, flat, major, or minor; this was determined by the role that they played throughout the text. The final component in the character analysis was pulling descriptions of the characters from the text. A total of 84 characters were examined from the 28 picturebooks; out of these 84 characters, 47 (56%) are minor characters and 37 (44%) are major characters. These major and minor characters were then classified as round or flat; out of these 84 characters, 9 (11%) are considered round and 75 (89%) are considered flat. Table 3 presents a complete analysis of the characters from the text.

**Table 3: Character Analysis in Text in Caldecott Books from 2001-2014**

Category	Number of Characters	Percent of total number in text
Round	9	11%
Flat	75	89%
Major	37	44%
Minor	47	56%
<b>Total</b>	<b>84</b>	<b>100%</b>

The character analyses in the text was then divided into two smaller subgroups. The major and minor characters were examined to see how many of the characters were male, female, or neutral. Characters, which were underdeveloped or were not assigned a gender, were considered neutral. There were 37 major characters in the picturebooks, of these 19 (51%) were male, 11 (30%) were considered female, and 5 (19%) were considered neutral. Of the 47 minor characters, 23 (49%) were considered male, 13 (28%) were considered female, and 11 (23%) were considered neutral. Tables 4 and 5 present a complete analysis of the characters by gender.

**Table 4: Major Character Analysis in Text by Gender**

Category	Number of Characters	Percent of total number in text
Male	19	51%
Female	11	30%
Neutral	5	19%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Table 5: Minor Character Analysis in Text by Gender**

Category	Number of Characters	Percent of total number in text
Male	23	49%
Female	13	28%
Neutral	11	23%
<b>Total</b>	<b>47</b>	<b>100%</b>

Analysis of Data

According to data collected and analyzed in this study, the majority of the Caldecott Award and Honor Medal books remain neutral regarding gender stereotypes. These picturebooks do not contain a masculine or feminine name or pronoun in the title, and the illustrations contained a mixture of feminine and masculine features that classified the illustration as neutral. Although a vast majority of the illustrations were considered male, meaning they contained only masculine features such as male characters or masculine features within the illustrations; however, these representation of the male characters was not done in a stereotypical way.

Characters analysis was a critical component of this study and, according to the data, the majority of the characters used throughout the picturebooks were underdeveloped and therefore

lacking any real qualities that were considered stereotypical. During the duration of the data collection, the researcher found four books that did not develop characters at all and therefore could not be analyzed. Characters during the duration of the study were classified as either round or flat. Characters who were considered round included a vast number of descriptions from the author and changed throughout the text. Character who were classified as flat were those in which did not change exponentially throughout the text and were not given many characteristics by the author. However, one issue did present itself in the results. When examining the genders of the major and minor characters, it was very clear that the majority of the characters, whether major or minor, were male. Therefore, there was an unequal gender representation in the central and supporting roles throughout the text.

In summary, the goal of this research study was to analyze characters roles and gender representation of male and female characters in award winning children's picturebooks. Of the 28 books examined, 4 had a masculine name or pronoun in the books title, three contained a feminine name or pronoun in the title, and 21 had neither a masculine or feminine name nor pronoun in the title. A frequency analysis was used to examine the illustrations of the picturebooks, a total of 2,498 illustrations of characters were analyzed. Of the 2,498 character illustrations, 1,017 were male (41%), 423 were female (17%), and 1,058 were considered combination image (58%). These findings are alarming, although the titles imply the authors are trying to be less gender bias the images depict a different story. Combination images included the following images: a combination of male and female images and gender neutral items such as animals, mechanics, or robots. This category should have outnumbered the male and female category due to the various images that could have been classified. There is a disconnected from

the titles and images; titles are fairly equal in representing males, females, and neutral characters, while the images favor males. In addition to the frequency analysis of the illustration, a character analysis was used to examine the characters in the text. A total of 84 characters were examined and classified as major or minor and then either flat or round from the 28 books examined. . The researcher then determined whether the major or minor characters were male, female or neutral. Of the 37 major characters, 19 were male, 11 were female, and 5 were neutral. Of the 47 minor characters 23 were male, 13 were female, and 11 were neutral. The following chapter will discuss the conclusions based on these findings as well as recommendations for educators and for future research.



## **Chapter Five: Discussion and Concluding Remarks**

This chapter outlines the conclusions that may be drawn from this research. A brief summary of the research and the design will be presented. This will then be followed by recommendations for future research on the topic of gender bias and gender equity.

### Summary of Research

This study analyzed character roles and representation in illustrations and text; in hopes to identify gender bias and stereotypes implicitly and explicitly stated through the text and illustrations. The research sought to answer the following questions:

1. Is there evidence of gender stereotypes in the written depiction of characters in Caldecott winner and honor books awarded between 2001 and 2014?
2. Is there evidence of gender stereotypes in the illustrated depiction of characters in Caldecott winner and honor books awarded between 2001 and 2014?
3. Are males' and females' roles and attributes represented equally through the text and illustrations?

The entire population of Caldecott Award and Honor Medal books published between 2001 and 2014 were utilized for the research. Following the methodology of previous studies, several genres were excluded from the research, such as: biographies, autobiographies, informational books, concept books, poetry, and wordless picturebooks.

A data collection tool was obtained from a previous study (Yello, 2011) and modified to fit the needs of this research. Each Caldecott Award and Honor Medal book that met the criteria of this study were examined, read, and analyzed twice to ensure validity. A frequency analysis

was done of the illustrations in which each illustration was classified as male, female or neutral. The book title was also classified as male, female or neutral. Alongside these two elements, characters in the text were also examined through a character analysis. Characters were classified as major or minor and then sub-classified as flat or round. Compiling all of this information gave the researcher a well-rounded analysis of each of the award winning picturebooks.

### Limitations

Although the researcher completed a thorough analysis of the sample size selected, there are several limitations of this study. Bellow you will find the following areas in which the researcher could have expanded on during this thesis.

- Considered by a single rater
- The population was a single award winning population; this sample size could have differeing results from the whole population of children's picturebooks
- The primary focus was on the genre of fiction and excluded any trade book, which did not include a literary character

### Conclusions

The present findings suggest that authors of award winning picturebooks are publishing books in which they take a neutral stance of gender representation in the title and throughout the illustrations. The illustrations throughout the picturebooks included a wide range of female and male characters and features. However, when examining the results of the characters analysis a disconnect was found. Although the illustrations and showing male and female characters, the majority of the characters throughout the picturebooks were male. In both areas of major and

minor characters, males were more frequently represented than female characters. Looking closer at the character analysis, although males outnumbered females, neither of the genders were represented in a stereotypical matter. This could be due to the authors presenting flat characters that were not completely developed throughout the text.

The information presented in this study is valuable information on gender bias and gender stereotypes in regards to award winning picturebook illustrations and text. However, these results could be said to have some limitations due to the research design of this study. The following points must be considered as final interpretations of the data are made:

1. Illustrations and text were analyzed by a single rater, which could include personal bias.
2. Character analysis and frequency analysis were based on a single rater.
3. The population used in this study (Caldecott Award and Honor Medal books) was not a representation of all that is published.
4. The study's primary focus was on works of fiction and therefore excluded a large number of Caldecott Award and Honor Medal books such as collections of biographies, autobiographies, informational books, concept books, poetry, and wordless picturebooks.

Considering all of these points, this research should still be considered valuable due to the extensive analysis conducted. The researcher molded this study to build on the previous research that has been completed. The information presented should shed light on the importance of previewing the text children have access to, regardless if they have been deemed award winning.

### Educational Implementations

Literature is a critical component of the curriculum. Educators should try to incorporate high quality literature in conjunction with various subject areas. Regardless of the text, whether it is a novel or a picturebook, the text should be examined and analyzed prior to being presented to the class. Educators should not only be looking for child appropriate content but they should also make sure that the content is free of stereotypes and gender biases. A simple glimpse into the book is not enough; teacher should take the time and completely analyze each and every page.

### Recommendations of Future Study

This study examined characters and ways in which they were represented in not only the illustrations but also in the text; a new avenue in the field of gender bias and gender stereotypes in children's literature. Because this was the first time this research had been completed, extensions can be completed to improve the information. The data collection tool could be modified to include more detail from the books and to decrease the chances of researcher biases. For example, the data collection tool could include a section in the character analysis that allows the researcher a place to categorize the behaviors of the character by predetermined categories. Researchers could also examine a wider sample size that more accurately portrays all children's literature published from 2001 through 2014. This study showed a small portion of what could be done when examining implicit and explicit messages from illustrations and text. Researchers could expand on this study and examine a wider sample size, include more genres, and/or create a more in-depth data collection tool, as mentioned above.

### The Researcher's Story

The hypothetical story found in the introduction was how I felt growing up. Growing up I found myself on the outside of what was considered “normal”. I was raised by a single mother and my father figure growing up was my male cousin, who is a mere three years older than me. Every picturebook that I picked up made it very clear that my family was not normal, I should have been raised by a mother and a father. Thinking back on this experience and how crummy I felt, I know I never want any other human being to feel this way. This childhood experience made me realize how much children’s literature has an impact on how a child perceives themselves. I have always known that I wanted to be a teacher and mold the lives of children but I also knew I could not do that alone and that would only be done with the help of children’s literature. Children are exposed to literature even before they can read; from these stories they are receiving messages about what is “normal”, how they should act, and various other messages. With exposure to high quality literature that has been correctly previewed by an educator or parent, children can develop a high sense of personal comfort and for lack of better terms “comfortable in their own skin”. If children are sent out into the world with a great sense of who they are, then when exposed to negative messages they can be comfortable and happy with who they are. In my classroom I want each and every student to identify with the literature on my shelves. I want each student to embrace their difference and know that they are special regardless of whether they were raised by a single parent, a same sex couple, grandparents, adopted parents, or even a heterosexual couple. The saying “Don’t let the pickle bother you” will be used throughout my classroom; this saying will pertain to the small disagreements my students will inevitably have to the issues of bullying in my classroom.

## References

- American Library Association. (n.d.) *Mission & priorities*. Retrieved from <http://www.ala.org/aboutala/missionhistory/mission>
- American Library Association. (n.d.). *The Randolph Caldecott Medal*. Retrieved from <http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/aboutcaldecott/aboutcaldecott>
- Crisp, T., & Hiller, B. (2011). Telling tales about gender: A critical analysis of Caldecott medal-winning picture books, 1938-2011. *Journal Of Children's Literature*, 37(2), 18-31.
- Dougherty, W. H., & Engel, R. E. (1987). An 80s look for sex equality in Caldecott winners and honor books. *The Reading Teacher*, 40(4), 394-398.
- Engel, R. (1981). Is unequal treatment of females diminishing in children's picture books? *The Reading Teacher*, 34(6), 647-652.
- Frawley, T. J. (2008). Gender schema and prejudicial recall: How children misremember, fabricate, and distort gendered picture book information. *Journal Of Research In Childhood Education*, 22(3), 291.
- Hamilton, M.C., Anderson, D., & Broaddus, M.(2006). Gender stereotyping and underrepresentation of female characters in 200 popular children's picture books: A twenty-first century update. *Sex Roles*, 55(11/12), 757-765.
- Kortenhaus, C. M., & Demarest, J. (1993). Gender role stereotyping in children's literature: An update. *Sex Roles*, 28219-232.
- Leland, C, Harste, J., & Clouse, L. (2013). Talking back to stereotypes. *Journal Of Reading Education*, 38(2), 5-9.

- Lynch-Brown, C., Tomlinson, C.M. (2014). *Essentials of children's literature*. Boston: Pearson.
- Roberts, P., & Chambers, D.(1976). Sugar and spice and almost always nice: A content analysis of the Caldecotts.
- Sarvis, J.(2004). Gender roles in children's literature: An historical perspective: 1970-2003. *Dissertation Abstracts International, Section A: The Humanities And Social Sciences*, 65(3), 887.
- Simatwa, E. W. (2010). Piaget's theory of intellectual development and its implication for instructional management at pre-secondary school level. *Educational Research And Reviews*, 5(7), 366-371.
- Tsao, Y. (2008). Gender issues in young children's literature. *Reading Improvement*, 45(3), 108-114.
- Woolfolk, A. (2011). *Educational psychology*. Boston : Pearson/Allyn and Bacon.
- Worland, J. (2008). Girls will be girls...and so on: Treatment of gender in preschool books from 1960 through 1990. *Children & Libraries: The Journal Of The Association For Library Service To Children*, 6(1), 42-46.
- Yello, N. (2012). *A content analysis of Caldecott medal and honor books from 2001-2011 [electronic resource] : Examining gender issues and equity in 21st century children's picture books* . Unpublished thesis. Orlando: University of Central Florida.

## **Appendix A: Literature Analyzed**



Literature Analyzed

<b>Year</b>	<b>Book</b>	<b>Author</b>	<b>Genre</b>
2001	<i>So You Want To be President?</i>	Judith St. George	Informational
	<i>Casey at the Bat</i>	Ernst Thayer	Poetry
	<b><i>Click, Clack, Moo: Cows that Type</i></b>	<b>Doreen Cronin</b>	<b>Fiction</b>
	<b><i>Olivia</i></b>	<b>Ian Falconer</b>	<b>Fiction</b>
2002	<b><i>The Three Pigs</i></b>	<b>David Wiesner</b>	<b>Fiction</b>
	<i>The Dinosaurs of Waterhouse Hawkins</i>	Barbara Kerley	Biography
	<i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i>	Doreen Rappaport	Biography
	<b><i>The Stray Dog</i></b>	<b>Marc Simont</b>	<b>Fiction</b>
2003	<b><i>My Friend Rabbit</i></b>	<b>Eric Rohmann</b>	<b>Fiction</b>
	<i>The Spider and the Fly</i>	Mary Howitt	Poetry
	<b><i>Hondo &amp; Fabian</i></b>	<b>Peter McCarty</b>	<b>Fiction</b>
	<i>Noah's Ark</i>	Peter Spier	Biography
2004	<i>The Man Who Walked Between the Towers</i>	Mordicai Gerstein	Biography
	<b><i>Ella Sarah Gets Dressed</i></b>	<b>Margaret Chodos-Irvine</b>	<b>Fiction</b>
	<i>What Do You Do With a Tail Like This?</i>	Steve Jenkins and Robin Page	Concept
	<b><i>Don't Let the Pigeon Drive the Buss</i></b>	<b>Mo Willems</b>	<b>Fiction</b>
2005	<b><i>Kitten's First Full Moon</i></b>	<b>Kevin Henkes</b>	<b>Fiction</b>
	<i>The Red Book</i>	Barbara	Fiction

		Lehman	Wordless Picturebook
	<i>Coming On Home Soon</i>	<b>Jacqueline Woodson</b>	<b>Fiction</b>
	<i>Knuffle Bunny: A Cautionary Tale</i>	<b>Mo Willems</b>	<b>Fiction</b>
2006	<i>The Hello, Goodbye Window</i>	<b>Norton Juster</b>	<b>Fiction</b>
	<i>Rosa</i>	Nikki Giovanni	Biography
	<i>Hot Air: The (Mostly) True Story of the First Hot-Air Balloon Ride</i>	Marjorie Priceman	Fiction Wordless Picturebook
	<i>Song of the Water Boatman and other Pond Poems</i>	Joyce Sidman	Poetry
2007	<i>Flotsam</i>	David Wiesner	Fiction Wordless Picturebook
	<i>Gone Wild: An Endangered Animal Alphabet</i>	David McLimans	Concept
	<i>Moses: When Harriett Tubman Led her people to Freedom</i>	Carole Boston Weatherford	Biography
2008	<i>The Invention of Hugo Cabret</i>	Brian Selznick	Historical Fiction
	<i>Henry's Freedom Box: A True Story from the Underground Railroad</i>	Ellen Levine	Biography
	<i>First the Egg</i>	Laura Vaccaro Seeger	Concept
	<i>The Wall: Growing Up Behind the Iron Curtain</i>	Peter Sis	Autobiography
	<i>Knuffle Bunny Too: A Case of Mistaken Identity</i>	<b>Mo Willems</b>	<b>Fiction</b>
2009	<i>The House In The Night</i>	<b>Susan Marie Swanson</b>	<b>Fiction</b>

	<i><b>A Couple of Boys Have the Best Week Ever</b></i>	<b>Marla Frazee</b>	<b>Fiction</b>
	<i>How I Learned Geography</i>	Uri Shulevitz	Autobiography
	<i>A River of Words: The Story of William Carlos Williams</i>	Jen Bryant	Poetry
2010	<i>The Lion &amp; the Mouse</i>	Jerry Pinkney	Fiction Wordless Picturebook
	<i><b>All the World</b></i>	<b>Liz Garton Scanlon</b>	<b>Fiction</b>
	<i>Red Sings From Treetops: A Year In Colors</i>	Joyce Sidman	Poetry
2011	<i><b>A Sick Day for Amos McGee</b></i>	<b>Philip C. Stead</b>	<b>Fiction</b>
	<i>Dave the Potter, Artist, Poet, Slave</i>	Laban Carrick Hill	Biography
	<i><b>Interrupting Chicken</b></i>	<b>David Ezra Stein</b>	<b>Fiction</b>
2012	<i>A Ball for Daisy</i>	Chris Raschka	Fiction Wordless Picturebook
	<i><b>Blackout</b></i>	<b>John Rocco</b>	<b>Fiction</b>
	<i><b>Grandpa Green</b></i>	<b>Lane Smith</b>	<b>Fiction</b>
	<i><b>Me...Jane</b></i>	<b>Patrick McDonnell</b>	<b>Fiction</b>
2013	<i><b>This is Not My Hat</b></i>	<b>Jon Klassen</b>	<b>Fiction</b>
	<i><b>Creepy Carrot!</b></i>	<b>Aaron Reynolds</b>	<b>Fiction</b>
	<i><b>Extra Yarn</b></i>	<b>Mac Barnett</b>	<b>Fiction</b>
	<i>Green</i>	Lauren Vaccaro Segger	Concept
	<i><b>One Cool Friend</b></i>	<b>Toni Buzzeo</b>	<b>Fiction</b>
	<i><b>Sleep Like a Tiger</b></i>	<b>Mary Logue</b>	<b>Fiction</b>
2014	<i><b>Locomotive</b></i>	<b>Brian Floca</b>	<b>Fiction</b>
	<i>Journey</i>	Aaron Becker	Fiction Wordless Picturebook
	<i>Flora and the Flamingo</i>	Molly Idle	Fiction Wordless Picturebook

	<i>Mr. Wuffles!</i>	David Wiesner	Fiction Wordless Picturebook
--	---------------------	------------------	---------------------------------

**\*Bold represent the Caldecott Award and Honor books included in this study**

Total Number: 56

Number of Books Included: 26

Number of Books Excluded: 30

## **Appendix B: The Data Collection Instrument**

Data Collection Instrument

<b>Title of book:</b>		<b>Copyright Year:</b>	
<b>Author:</b>		<b>Year of nomination:</b>	
<b>Illustrator:</b>		<b>Award type:</b>	

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Illustrations:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:**

## **Appendix C: Random Reading Order**

Random Reading Order

1. ***Click Clack Moo: Cows That Type***
2. *Extra Yarn*
3. ***The Hello, Goodbye Window***
4. ***The Stray Dog***
5. ***Locomotive***
6. ***Olivia***
7. *So You Want to be President*
8. *The Dinosaurs of Waterhouse Hawkins*
9. ***My Friend Rabbit***
10. ***Sleep Like a Tiger***
11. *The Man that Walked Between the Towers*
12. *Casey at the Bat*
13. *Flora and the Flamingo*
14. ***Zen Shorts***
15. ***The Three Pigs***
16. *Rosa*
17. ***Knuffle Bunny***
18. ***One Cool Friend***
19. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*
20. *The Spider and the Fly*
21. *Journey*



**22. *Coming on Home Soon***

**23. *Hondo & Fabian***

24. *The Red Book*

25. *Noah's Ark*

**26. *Kitten's First Full Moon***

**27. *Ella Sarah Gets Dressed***

**28. *Don't Let the Pigeon Drive the Bus***

29. *What Do You Do With a Tail like this?*

30. *The River of Words*

31. *Hot Air: The (Mostly) True Story of the First Hot Air Balloon Ride*

**32. *Creepy Carrot!***

33. *Flotsam*

34. *Gone Wild: An Endangered Animal Alphabet*

35. *The Invention of Hugo Cabret*

36. *Songs of Water Boatman and other Pond Poems*

**37. *This is Not my Hat***

**38. *A House in the Night***

39. *Moses: When Harriett Tubman Led her People to Freedom*

40. *First the Egg*

41. *Green*

**42. *Knuffle Bunny Too***

**43. *Grandpa Green***

44. *Me...Jane*

45. *Henry's Freedom Box: A true Story from the Underground Railroad*

46. *The Wall: Growing Up Behind the Iron Curtain*

**47. *A Couple of Boys have the Best Week Ever***

48. *A Ball for Daisy*

**49. *Blackout***

**50. *A Sick Day for Amos McGee***

51. *Red Sings from Treetops: A Year In Colors*

52. *The Lion and the Mouse*

53. *How I Learned Geography*

54. *Dave the Potter, Artist, Poet, Slave*

**55. *Interrupting Chicken***

**56. *All the World***

**57. *Mr. Wuffles!***

**\*Bold represent the Caldecott Award and Honor books included in this study**

**Appendix D: Data Collection Instruments for Excluded Caldecott Award and Honor Medal Books, 2001-2014**

Data Collection Instruments for Excluded Caldecott Award and Honor Books

<b>Title of book:</b>	<i>So You Want to be President?</i>	<b>Copyright Year:</b>	2000
<b>Author:</b>	Judith St. George	<b>Year of nomination:</b>	2001
<b>Illustrator:</b>	David Small	<b>Award type:</b>	Caldecott Award

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Illustrations:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Informational Book- N/A

<b>Title of book:</b>	Casey at the Bat	<b>Copyright Year:</b>	2000
<b>Author:</b>	Ernest Thayer	<b>Year of nomination:</b>	2001
<b>Illustrator:</b>	Christopher Bing	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Illustrations:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Poetry- N/A

<b>Title of book:</b>	The Dinosaurs of Waterhouse Hawkins	<b>Copyright Year:</b>	2001
<b>Author:</b>	Barbara Kerley	<b>Year of nomination:</b>	2002
<b>Illustrator:</b>	Brian Selznick	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Biography- N/A

<b>Title of book:</b>	Martin's Big Words: The Life of Dr. Martin Luther King, Jr.	<b>Copyright Year:</b>	2001
<b>Author:</b>	Doreen Rappaport	<b>Year of nomination:</b>	2002
<b>Illustrator:</b>	Bryan Collier	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Biography-N/A

<b>Title of book:</b>	The Spider and the Fly	<b>Copyright Year:</b>	2002
<b>Author:</b>	Mary Howitt	<b>Year of nomination:</b>	2003
<b>Illustrator:</b>	Tony DiTerlizzi	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:**

Poetry- N/A



<b>Title of book:</b>	Noah's Ark	<b>Copyright Year:</b>	2002
<b>Author:</b>	Jerry Pinkney	<b>Year of nomination:</b>	2003
<b>Illustrator:</b>	Jerry Pinkney	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Biography-N/A

<b>Title of book:</b>	The Man Who Walked Between the Tower	<b>Copyright Year:</b>	2003
<b>Author:</b>	Mordecai Gerstein	<b>Year of nomination:</b>	2004
<b>Illustrator:</b>	Mordecai Gerstein	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Biography- N/A

<b>Title of book:</b>	What Do You Do With a Tail Like This?	<b>Copyright Year:</b>	2003
<b>Author:</b>	Steven Jenkins and Robin Page	<b>Year of nomination:</b>	2004
<b>Illustrator:</b>	Steven Jenkins and Robin Page	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Concept- N/A

<b>Title of book:</b>	The Red Book	<b>Copyright Year:</b>	2004
<b>Author:</b>	Barbara Lehman	<b>Year of nomination:</b>	2005
<b>Illustrator:</b>	Barbara Lehman	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Wordless Picturebook- N/A

<b>Title of book:</b>	Rosa	<b>Copyright Year:</b>	2005
<b>Author:</b>	Nikki Giovanni	<b>Year of nomination:</b>	2006
<b>Illustrator:</b>	Bryan Collier	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Biography- N/A

<b>Title of book:</b>	Hot Air: The (Mostly) True Story of the First Hot-Air Balloon Ride	<b>Copyright Year:</b>	2005
<b>Author:</b>	Marjorie Priceman	<b>Year of nomination:</b>	2006
<b>Illustrator:</b>	Marjorie Priceman	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Wordless picturebook-N/A

<b>Title of book:</b>	Song of the Water Boatman and Other Pond Poems	<b>Copyright Year:</b>	2005
<b>Author:</b>	Joyce Sidman	<b>Year of nomination:</b>	2006
<b>Illustrator:</b>	Beckie Prange	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Poetry- N/A

<b>Title of book:</b>	Flotsam	<b>Copyright Year:</b>	2006
<b>Author:</b>	David Wiesner	<b>Year of nomination:</b>	2007
<b>Illustrator:</b>	David Wiesner	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Wordless picturebook-N/A



<b>Title of book:</b>	Gone Wild: An Endangered Animal Alphabet	<b>Copyright Year:</b>	2006
<b>Author:</b>	David McLimans	<b>Year of nomination:</b>	2007
<b>Illustrator:</b>	David McLimans	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Concept-N/A

<b>Title of book:</b>	Moses: When Harriet Tubman Led Her People to Freedom	<b>Copyright Year:</b>	2006
<b>Author:</b>	Carole Boston Weatherford	<b>Year of nomination:</b>	2007
<b>Illustrator:</b>	Kadir Nelson	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis: Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Biography- N/A

<b>Title of book:</b>	The Invention of Hugo Cabret	<b>Copyright Year:</b>	2007
<b>Author:</b>	Brian Selznick	<b>Year of nomination:</b>	2008
<b>Illustrator:</b>	Brian Selznick	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Not a children's picturebook- N/A

<b>Title of book:</b>	Henry's Freedom Box: A True Story from the Underground Railroad	<b>Copyright Year:</b>	2007
<b>Author:</b>	Ellen Levine	<b>Year of nomination:</b>	2008
<b>Illustrator:</b>	Kadir Nelson	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Biography-N/A

<b>Title of book:</b>	First the Egg	<b>Copyright Year:</b>	2007
<b>Author:</b>	Laura Vaccaro Seeger	<b>Year of nomination:</b>	2008
<b>Illustrator:</b>	Laura Vaccaro Seeger	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Concept-N/A

<b>Title of book:</b>	The Wall: Growing Up Behind the Iron Curtain	<b>Copyright Year:</b>	2007
<b>Author:</b>	Peter Sis	<b>Year of nomination:</b>	2008
<b>Illustrator:</b>	Peter Sis	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Biography- N/A

<b>Title of book:</b>	How I Learned Geography	<b>Copyright Year:</b>	2008
<b>Author:</b>	Uri Shulevitz	<b>Year of nomination:</b>	2009
<b>Illustrator:</b>	Uri Shulevitz	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Autobiography- N/A

<b>Title of book:</b>	A River of Words: The Story of William Carlos Williams	<b>Copyright Year:</b>	2008
<b>Author:</b>	Jen Bryant	<b>Year of nomination:</b>	2009
<b>Illustrator:</b>	Jen Bryant	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Poetry-N/A



<b>Title of book:</b>	The Lion & the Mouse	<b>Copyright Year:</b>	2009
<b>Author:</b>	Jerry Pinkney	<b>Year of nomination:</b>	2010
<b>Illustrator:</b>	Jerry Pinkney	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Wordless picturebook-N/A

<b>Title of book:</b>	Red Sings From Treetops: A Year in Color	<b>Copyright Year:</b>	2009
<b>Author:</b>	Joyce Sidman	<b>Year of nomination:</b>	2010
<b>Illustrator:</b>	Pamela Zagarenski	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Poetry/Concept-N/A

<b>Title of book:</b>	Dave the Potter, Artist, Poet, Slave	<b>Copyright Year:</b>	2010
<b>Author:</b>	Laban Carrick Hill	<b>Year of nomination:</b>	2011
<b>Illustrator:</b>	Bryan Collier	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Poetry- N/A

<b>Title of book:</b>	Me...Jane	<b>Copyright Year:</b>	2011
<b>Author:</b>	Patrick McDonnell	<b>Year of nomination:</b>	2012
<b>Illustrator:</b>	Patrick McDonnell	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Female
-----------------------	--------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Biography-N/A

<b>Title of book:</b>	A Ball for Daisy	<b>Copyright Year:</b>	2011
<b>Author:</b>	Chris Raschka	<b>Year of nomination:</b>	2012
<b>Illustrator:</b>	Chris Raschka	<b>Award type:</b>	Caldecott Award

			Winner
--	--	--	--------

<b>Title of Book:</b>	Female
-----------------------	--------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Wordless picturebook-N/A

<b>Title of book:</b>	Green	<b>Copyright Year:</b>	2012
<b>Author:</b>	Lauran Vaccaro Segger	<b>Year of nomination:</b>	2013
<b>Illustrator:</b>		<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Concept-N/A

<b>Title of book:</b>	Journey	<b>Copyright Year:</b>	2013
<b>Author:</b>	Aaron Becker	<b>Year of nomination:</b>	2014
<b>Illustrator:</b>	Aaron Becker	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Wordless picturebook-N/A

<b>Title of book:</b>	Flora and the Flamigo	<b>Copyright Year:</b>	2013
<b>Author:</b>	Molly Idle	<b>Year of nomination:</b>	2014
<b>Illustrator:</b>		<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Female
-----------------------	--------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Wordless picturebook-N/A



<b>Title of book:</b>	Mr. Wuffles!	<b>Copyright Year:</b>	2013
<b>Author:</b>	David Wiesner	<b>Year of nomination:</b>	2014
<b>Illustrator:</b>	David Wiesner	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	
-----------------------	--

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	
--	--

**Males:**

<b>Total number of images in illustrations</b>	
--	--

**Neutral:**

<b>Total number of images in illustrations</b>	
--	--

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Wordless picturebook-N/A

**Appendix E: Data Collection Instruments for Included Caldecott Award and  
Honor Medal Books, 2001-2014**

Data Collection Instruments for Included Caldecott Award and Honor Books

<b>Title of book:</b>	Click, Clack, Moo: Cows that Type	<b>Copyright Year:</b>	2000
<b>Author:</b>	Doreen Cronin	<b>Year of nomination:</b>	2001
<b>Illustrator:</b>	Betsy Lewin	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	24
--	----

**Males:**

<b>Total number of images in illustrations</b>	8
--	---

**Neutral:**

<b>Total number of images in illustrations</b>	26
--	----

**Character Analysis in Illustrations:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Farmer Brown	Major/Flat	Angry
Cows	Major/Flat	Persistent
Hens	Minor/Flat	Persistent
Duck	Minor/Flat	Neutral

**Notes:**

<b>Title of book:</b>	Olivia	<b>Copyright Year:</b>	2000
<b>Author:</b>	Ian Falconer	<b>Year of nomination:</b>	2001
<b>Illustrator:</b>	Ian Falconer	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Female
-----------------------	--------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	73
--	----

**Males:**

<b>Total number of images in illustrations</b>	9
--	---

**Neutral:**

<b>Total number of images in illustrations</b>	4
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Olivia	Major/Round	Good at wearing people out, firm, good at sand castles, and persistent
Olivia's Mom	Minor/Flat	Firm, loving
Ian	Minor/ Flat	Annoying
Perry	Minor	N/A

Edwin	Minor	N/A
Olivia's Dad	Minor	N/A

**Notes:**

<b>Title of book:</b>	The Three Pigs	<b>Copyright Year:</b>	2001
<b>Author:</b>	David Weisner	<b>Year of nomination:</b>	2002
<b>Illustrator:</b>	David Weisner	<b>Award type:</b>	Caldecott Honor Winner

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	0
--	---

**Males:**

<b>Total number of images in illustrations</b>	83
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	25
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Pig One	Major/Flat	Curious and noble,
Pig Two	Major/Flat	Curious and noble
Pig Three	Major/Flat	Curious and noble
Wolf	Major/Flat	Persistent

Dragon	Minor/Flat	Protective
--------	------------	------------

**Notes:**

<b>Title of book:</b>	The Stray Dog	<b>Copyright Year:</b>	2001
<b>Author:</b>	Marc Simont	<b>Year of nomination:</b>	2002
<b>Illustrator:</b>	Marc Simont	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	21
--	----

**Males:**

<b>Total number of images in illustrations</b>	43
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	2
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Father	Minor/Flat	N/A
Mother	Minor/Flat	N/A

Girl	Major/Flat	Playful, caring
Boy	Major/Flat	Playful, caring
Willy	Major/Round	Hungry, in a hurry, and happy
Warden	Minor/Flat	Dog warden (collects dogs)

**Notes:** Warden is male that is portrayed in a stereotypical role

<b>Title of book:</b>	My Friend Rabbit	<b>Copyright Year:</b>	2002
<b>Author:</b>	Eric Rohmann	<b>Year of nomination:</b>	2003
<b>Illustrator:</b>	Eric Rohmann	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	0
--	---

**Males:**

<b>Total number of images in illustrations</b>	19
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	67
--	----

**Character Analysis in Text:**

Character Name	Classification of Character	Text Description
Rabbit	Major/Round	Means well, trouble

		follows, helpful, and filled with ideas
Mouse	Minor/Flat	N/A

**Notes:**

<b>Title of book:</b>	Hondo & Fabian	<b>Copyright Year:</b>	2002
<b>Author:</b>	Peter McCarty	<b>Year of nomination:</b>	2003
<b>Illustrator:</b>	Peter McCarty	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Male
-----------------------	------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	3
--	---

**Males:**

<b>Total number of images in illustrations</b>	25
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	0
--	---

**Character Analysis in Text:**



<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Hondo	Major/Flat	Adventurous, Fun
Fabian	Major/Flat	Fun, Calm
Fred	Minor/Flat	N/A
Baby	Minor/Flat	N/A

**Notes:**

<b>Title of book:</b>	Ella Sarah Gets Dressed	<b>Copyright Year:</b>	2003
<b>Author:</b>	Margaret Chodos-Irvine	<b>Year of nomination:</b>	2004
<b>Illustrator:</b>	Margaret Chodos- Irvine	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Female
-----------------------	--------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	23
--	----

**Males:**

<b>Total number of images in illustrations</b>	3
--	---

**Neutral:**

<b>Total number of images in illustrations</b>	0
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Ella Sara	Major/Flat	Persistent and independent
Mother	Minor/Flat	N/A
Father	Minor/Flat	N/A
Sister	Minor/Flat	N/A

**Notes:**

<b>Title of book:</b>	Don't Let the Pigeon Drive the Bus	<b>Copyright Year:</b>	2003
<b>Author:</b>	Mo Willems	<b>Year of nomination:</b>	2004
<b>Illustrator:</b>	Mo Willems	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	0
--	---

**Males:**

<b>Total number of images in illustrations</b>	3
--	---

**Neutral:**

<b>Total number of images in illustrations</b>	34
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Bus Driver	Minor/Flat	N/A
Pigeon	Major/Flat	Persistent and goes through various stages of emotions

**Notes:**

<b>Title of book:</b>	Kitten's First Full Moon	<b>Copyright Year:</b>	2004
<b>Author:</b>	Kevin Henkes	<b>Year of nomination:</b>	2005
<b>Illustrator:</b>	Kevin Henkes	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	30
--	----

**Males:**

<b>Total number of images in illustrations</b>	0
--	---

**Neutral:**

<b>Total number of images in illustrations</b>	0
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Kitten	Major/Round	Hungry, inquisitive, brave, fast, unlucky, sad, tired, and lucky

**Notes:**

<b>Title of book:</b>	Coming On Home Soon	<b>Copyright Year:</b>	2004
<b>Author:</b>	Jacqueline Woodson	<b>Year of nomination:</b>	2005
<b>Illustrator:</b>	E. B. Lewis	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	30
--	----

**Males:**

<b>Total number of images in illustrations</b>	2
--	---

**Neutral:**

<b>Total number of images in illustrations</b>	0
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Ada Ruth	Major/Round	Strong and hopeful
Mama	Minor/Flat	Independent
Grandma	Minor/Flat	Strong and hopeful

**Notes:**

<b>Title of book:</b>	Knuffle Bunny: A Cautionary Tale	<b>Copyright Year:</b>	2004
<b>Author:</b>	Mo Willems	<b>Year of nomination:</b>	2005
<b>Illustrator:</b>	Mo Willems	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	41
--	----

**Males:**

<b>Total number of images in illustrations</b>	39
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	1
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Trixie	Major/Flat	Helpful, fussy, boneless, unhappy, happy
Trixie's Daddy	Minor/Flat	Unhappy
Trixie's Mommy	Minor/Flat	N/A

**Notes:** Illustrations included realistic images and cartoons

<b>Title of book:</b>	The Hello, Goodbye Window	<b>Copyright Year:</b>	2005
<b>Author:</b>	Norton Juster	<b>Year of nomination:</b>	2006
<b>Illustrator:</b>	Chris Raschka	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	30
--	----

**Males:**

<b>Total number of images in illustrations</b>	17
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	0
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Nana	Major/Flat	Silly and fun
Poppy	Major/Flat	Silly, fun, and musically inclined
Narrator	Major/ Flat	Curious and silly

**Notes:**

<b>Title of book:</b>	Zen Shorts	<b>Copyright Year:</b>	2005
<b>Author:</b>	Jon J. Muth	<b>Year of nomination:</b>	2006
<b>Illustrator:</b>	Jon J. Muth	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	11
--	----

**Males:**

<b>Total number of images in illustrations</b>	85
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	0
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Michael	Minor/Flat	Curious
Carl	Minor/Flat	Observant and shy
Abby	Minor/Flat	Outgoing
Stillwater	Major/ Round	Apologetic, good at story telling, and Zen
Uncle Ry	Minor/Flat	Giving, crazy, and nice

**Notes:**



<b>Title of book:</b>	Knuffle Bunny Too: A Case of Mistaken Identity	<b>Copyright Year:</b>	2007
<b>Author:</b>	Mo Willems	<b>Year of nomination:</b>	2008
<b>Illustrator:</b>	Mo Willems	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	29
--	----

**Males:**

<b>Total number of images in illustrations</b>	34
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	24
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Trixie	Major/Flat	Talkative, excited, playful, worried, and persistent
Ms. Greengrove	Minor/Flat	N/A
Sonja	Minor/Flat	Angry, worried, and

		persistent
--	--	------------

**Notes:**

<b>Title of book:</b>	A House in the Night	<b>Copyright Year:</b>	2008
<b>Author:</b>	Susan Marie Swanson	<b>Year of nomination:</b>	2009
<b>Illustrator:</b>	Beth Krommes	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	3
--	---

**Males:**

<b>Total number of images in illustrations</b>	3
--	---

**Neutral:**

<b>Total number of images in illustrations</b>	17
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Characters were not described in the text

<b>Title of book:</b>	A Couple of Boys Have the Best Week Ever	<b>Copyright Year:</b>	2008
<b>Author:</b>	Marla Frazee	<b>Year of nomination:</b>	2009
<b>Illustrator:</b>	Marla Frazee	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Male
-----------------------	------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	9
--	---

**Males:**

<b>Total number of images in illustrations</b>	84
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	0
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
James	Major/Flat	Sad and adventurous
Billy	Major/Flat	Loves nature
Pam	Major/Flat	Likes people
Eamon	Major/Flat	Adventurous

**Notes:**

<b>Title of book:</b>	All the World	<b>Copyright Year:</b>	2009
<b>Author:</b>	Liz Garton Scanlon	<b>Year of nomination:</b>	2010
<b>Illustrator:</b>	Marla Frazee	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	21
--	----

**Males:**

<b>Total number of images in illustrations</b>	26
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	41
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** Characters in the picturebook are flat and not well developed

<b>Title of book:</b>	A Sick Day for Amos McGee	<b>Copyright Year:</b>	2010
<b>Author:</b>	Philip C. Stead	<b>Year of nomination:</b>	2011
<b>Illustrator:</b>	Erin E. Stead	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	Male
-----------------------	------

**Frequency Analysis: Females:**

<b>Total number of images in illustrations</b>	0
--	---

**Males:**

<b>Total number of images in illustrations</b>	69
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	16
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Amos McGee	Major/Flat	Busy, made time for friends, and loved by many.

**Notes:**

<b>Title of book:</b>	Interrupting Chicken	<b>Copyright Year:</b>	2010
<b>Author:</b>	David Ezra Stein	<b>Year of nomination:</b>	2011
<b>Illustrator:</b>	David Ezra Stein	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	31
--	----

**Males:**

<b>Total number of images in illustrations</b>	17
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	4
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Little Red Chicken	Major/Flat	Interrupting and creative
Papa	Minor/Flat	Frustrated and sleepy

**Notes:**

<b>Title of book:</b>	Blackout	<b>Copyright Year:</b>	2011
<b>Author:</b>	John Rocco	<b>Year of nomination:</b>	2012
<b>Illustrator:</b>	John Rocco	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	28
--	----

**Males:**

<b>Total number of images in illustrations</b>	25
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	37
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
-----------------------	------------------------------------	-------------------------




**Notes:** Character were not described in the text and therefore could not be examined

<b>Title of book:</b>	Grandpa Green	<b>Copyright Year:</b>	2011
<b>Author:</b>	Lane Smith	<b>Year of nomination:</b>	2012
<b>Illustrator:</b>	Lane Smith	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Male
-----------------------	------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	0
--	---

**Males:**

<b>Total number of images in illustrations</b>	15
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	15
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Grandpa Green	Major/round	Born along time ago, ambitious, forgetful, loved his wife

**Notes:**

<b>Title of book:</b>	This is Not my Hat	<b>Copyright Year:</b>	2012
<b>Author:</b>	Jon Klassen	<b>Year of nomination:</b>	2013
<b>Illustrator:</b>	Jon Klassen	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	0
--	---

**Males:**

<b>Total number of images in illustrations</b>	0
--	---

**Neutral:**

<b>Total number of images in illustrations</b>	15
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Narrator		Stole a hat and he does not want to return it

**Notes:**

<b>Title of book:</b>	Creepy Carrot!	<b>Copyright Year:</b>	2012
<b>Author:</b>	Aaron Reynolds	<b>Year of nomination:</b>	2013
<b>Illustrator:</b>	Peter Brown	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	0
--	---

**Males:**

<b>Total number of images in illustrations</b>	13
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	9
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Jasper	Major/Flat	Passionate
Creepy Carrots	Minor/Flat	Creepy
Mom	Minor/Flat	N/A
Dad	Minor/Flat	N/A

**Notes:**

<b>Title of book:</b>	Extra Yarn	<b>Copyright Year:</b>	2012
<b>Author:</b>	Mac Barnett	<b>Year of nomination:</b>	2013
<b>Illustrator:</b>	Jon Klassen	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	11
--	----

**Males:**

<b>Total number of images in illustrations</b>	20
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	17
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Annabelle	Major/Flat	Creative, giving, and happy
Mars	Minor/Flat	N/A
Nate	Minor/Flat	Jealous
Mr. Norman	Minor/Flat	Stern
Mr. Pendleton	Minor/Flat	N/A
Mrs. Pendleton	Minor/Flat	N/A

Dr. Palmer	Minor/Flat	N/A
Annabelle's Mom	Minor/Flat	N/A
Annabelle's Dad	Minor/Flat	N/A
Louis	Minor/Flat	N/A
Mr. Crabtree	Minor/Flat	Free spirit
Archduke	Minor/Flat	Mean

**Notes:** Many of the characters are mentioned once and never fully developed therefore an analysis could not be completed

<b>Title of book:</b>	One Cool Friend	<b>Copyright Year:</b>	2012
<b>Author:</b>	Toni Buzzeo	<b>Year of nomination:</b>	2013
<b>Illustrator:</b>	David Small	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	0
--	---

**Males:**

<b>Total number of images in illustrations</b>	36
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	0
--	---

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Elliot	Major/Flat	Proper young man, fun, and polite
Magellan	Major/Flat	N/A
Elliot's Father	Minor/Flat	N/A

**Notes:**



<b>Title of book:</b>	Sleep Like a Tiger	<b>Copyright Year:</b>	2012
<b>Author:</b>	Mary Logue	<b>Year of nomination:</b>	2013
<b>Illustrator:</b>	Pamela Zagrinski	<b>Award type:</b>	Caldecott Honor Medal

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	0
--	---

**Males:**

<b>Total number of images in illustrations</b>	0
--	---

**Neutral:**

<b>Total number of images in illustrations</b>	47
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>
Little Girl	Major/Flat	Not tired/sleepy, clean, and curious
Mom	Minor/Flat	N/A
Dad	Minor/Flat	N/A

**Notes:**

<b>Title of book:</b>	Locomotive	<b>Copyright Year:</b>	2013
<b>Author:</b>	Brian Floca	<b>Year of nomination:</b>	2014
<b>Illustrator:</b>	Brian Floca	<b>Award type:</b>	Caldecott Award Winner

<b>Title of Book:</b>	Neutral
-----------------------	---------

**Frequency Analysis:**

**Females:**

<b>Total number of images in illustrations</b>	5
--	---

**Males:**

<b>Total number of images in illustrations</b>	40
--	----

**Neutral:**

<b>Total number of images in illustrations</b>	32
--	----

**Character Analysis in Text:**

<b>Character Name</b>	<b>Classification of Character</b>	<b>Text Description</b>

**Notes:** The story explains how the railroad was created, characters are not explained or developed. However the railroad is assigned a gender and referred to as “she”