361 EXHIBIT 1   CHECKLIST FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS FOR BIAS

Wisconsin Rapids Public Schools Checklist for the Evaluation of Instructional Materials for Bias

Title: _____ Grade(s) _____

Author: _____ Publisher/Date: _____

DIRECTIONS: After looking through the material, noting both text and illustrations, respond to each of the questions below. Document each "yes" or "no" with quantitative and, where appropriate, descriptive data. For example: a "yes" for #1 might have as documentation the following statement: "Of a total of 28 stories and poems, 20 have men or boys as leading characters." A "no" for #8 might have as its documentation: "There appears to be a balance in the representation on non-Euro-Americans. Of the 9 characters including, 4 portray them in passive roles. The remainder are all active."

	YES	NO	NA

1. Do most of the selections have boys or men as leading characters?
Documentation:

2. Do most of the selections have leading characters who are
Euro-American?
Documentation:

3. Is the general male image active, that is, one of physical or mental
activity, competence, and/or leadership?
Documentation:

4. Is the general female image passive, that is one of inactivity,
incompetence, silliness, service to male characters or a nuisance or
problem to them?
Documentation:

5. Are there more portrayals of women/girls in traditional than in non-
traditional female roles?
Documentation:

6. Are there more portrayals of men/boys in traditional than in non-
traditional male roles?
Documentation:

7. Are non-Euro-Americans generally portrayed in roles which are
stereotypical of their ethnic group?
Documentation:

8. Is the general non-Euro-American image passive, that is, one of
inactivity, incompetence, silliness, service to Euro-Americans or
a nuisance or problem to them?
Documentation:

	YES	NO	NA

9. Is the book generally uni-ethnic, that is, have characters of only one ethnic group interacting and interrelating with each other?
    Documentation:

10. Does the book for the most part, exclude characters who are elderly, physically disabled, obese, "homely", etc.?
    Documentation:

11. If included, are elderly persons generally portrayed as inactive, incompetent, quaint, evil, or foolish?
    Documentation:

12. If included, are persons with handicapping conditions represented either as "super persons" or as non-productive, non-active members of society, that is, somehow as not part of "normal" society?
    Documentation:

Decision: Recommended

Comments:

Name _____ Date: _____

Based on checklists by Madison Metropolitan School District.