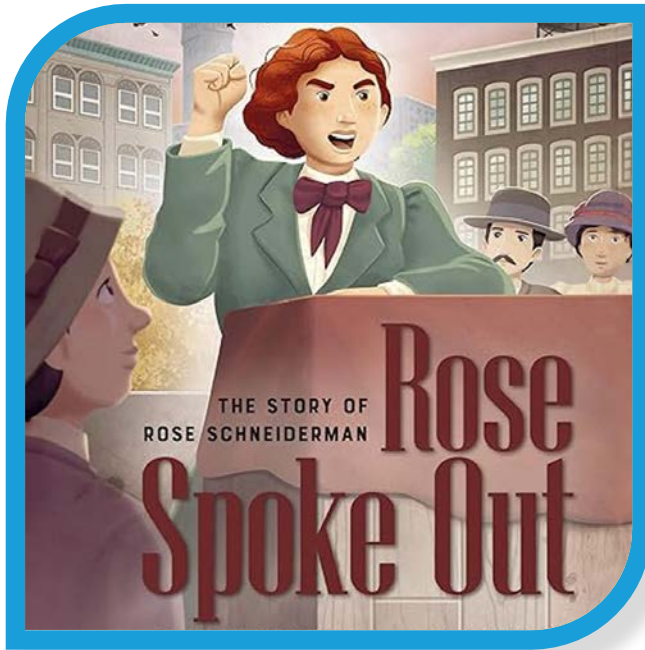




# Monthly Featured Book

Presented by ADL's Education Department

**About the Monthly Featured Book:** This collection of featured books is from Books Matter™: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in ADL Education's programs. For parents, guardians and family members, reading the books listed on this site with your children and integrating the concepts into your interactions with them is an excellent way to help children grapple with and learn about these important principles.



## Rose Spoke Out: The Story of Rose Schneiderman

Emma Carlson Berne (Author) and Giovanni Abeille (Illustrator).

Age Range: 5-8

Year Published: 2023

### Book Themes

Jewish People, Identity and Culture, Fairness and Social Justice, Advocacy and Activism

## About the Book

Rose Schneiderman, a young Jewish immigrant from Poland, went to work in a cap factory in New York City when she was just thirteen years old. She saw that women workers earned much less than men, that the factory was cold and dirty, without even clean water for the workers to drink. Rose spoke up for better conditions and organized 20,000 women to walk out, leaving factories all over the city empty and still. Following the Triangle Shirtwaist Factory fire in 1911, Rose's speech at the Metropolitan Opera House galvanized support for better working conditions. The International Ladies Garment Workers Union was born.

## Conversation Starters

Whether you read the book aloud with your child or your child reads it on their own and you discuss it later, you can use these open-ended questions to deepen the conversation. Remembering not to judge their responses, listen thoughtfully and engage in a give-and-take that will help them expand upon their understanding of the book and its themes.

- What happens in the story?
- What is Rose like when she is a child? Do you think she had similar personal qualities when she became an adult? How so?

- Why does Rose have to get a job? How does she feel about leaving school so she can work?
- Rose's mother says Rose has a "big mouth" but Rose said she had a "big voice." What do you think they mean by this? What is the difference between a "big mouth" and a "big voice?"
- Why did Rose think the workers should talk together to speak to the factory owners about the safety and fairness concerns in the factory? Have you ever spoken out with others? What was that like?
- How does Rose use her voice and words to make a difference?
- What did you learn about Rose Schneiderman by reading the book? What else do you want to know about her?
- Why do you think the author wrote this book?

## Talking Points

Below are some important considerations to highlight in order to make this a learning opportunity for your child and your family.

### 1. Who was Rose Schneiderman?

To learn and discuss more about Rose Schneiderman, read or re-read page 31 ("More about Rose Schneiderman") and talk with your child about what you learned overall from the book and that section. Elicit that Rose was born in 1883 in Poland. She and her family were Jewish and became immigrants when they moved from Poland to NYC in 1890. When she was thirteen years old, Rose started working in a factory because her father died and her family needed the money. Later on at her job, Rose began to organize workers to make the factories safer, cleaner and fairer for the workers. You can also share that by 1906, she was vice president of the New York Women's Trade Union League and she helped organize the Uprising of the 20,000 for the International Ladies Garment Workers Union in 1909. If there is interest, share the larger context in which Rose and her family came to the U.S. In the late 1800s and early 1900s, two and half million Jewish people immigrated from countries in Eastern Europe such as Poland, Czechoslovakia, Hungary and others. They fled those countries because they were being persecuted (cruel and unfair treatment) and because they lacked financial/work opportunities and faced great poverty. Most of the Jewish immigrants who came to the U.S. during this time period settled in cities, found jobs in the garment industry (clothing) and other businesses and became involved in the labor movement (like Rose) to help improve conditions for workers. Ask your child what more they want to know about Rose Schniederman. You can learn and share more information about her by using these resources (note: these resources are for adults): [Rose Schneiderman facts for kids](#), [10 Things You Should Know About Rose Schneiderman](#), [Rose Schneiderman: A Woman of Valor](#), [Rose Schneiderman](#) and [She was a leader of the American labor movement](#).

You can also explain that Jewish American Heritage Month (JAHM) takes place every May. JAHM is a celebration of the history, culture, achievements and contributions of Jewish people and the Jewish community in the U.S. Because Rose Schneiderman was Jewish and being Jewish was part of her story, reading this book and discussing her life is one way to commemorate Jewish American Heritage Month.

### 2. Fighting for Fairness and Justice

Talk with your child about fairness and justice, a major theme of the book. Ask them what they think the word justice means, and describe it as fair treatment and access to resources and opportunity. This means that all people, regardless of their identity or situation, have a fair chance and deserve to get what they need to achieve

their goals and dreams. Talk with your child about how justice plays a role in the book and Rose's story. Elicit that Rose and the other workers fought to bring about justice and fair treatment for the factory workers, who at the time were experiencing unsafe, unclean and unfair conditions in the factory. Talk with your child about what fairness and justice means to them. Ask if they've seen or experienced unfairness or injustice in their own lives or in their community, online, in the news, etc. Talk with them about these experiences—what happened, how they felt and what, if anything, they or anyone did about it. Share your own experiences as well, explaining that when we see unfairness or injustice, we can choose to do something about it, by either saying or doing something or telling someone else who may be able to help.

### 3. How "Speaking Out" Makes a Difference

Talk with your child about how Rose used her words to make a difference. Ask your child for examples in the book of how Rose used her words and voice to improve conditions at the factory and make a difference. (e.g., Rose spoke up about the unfairness she saw and experienced, she made speeches, she engaged the workers in talking with each other). Elicit/explain that Rose uses her voice to talk with her co-workers when she learns that women workers were earning less than men and that the factory wasn't clean or safe. Together, they talk with the factory owner to try to provide the conditions, which helps but only somewhat. Rose then uses her voice makes speeches to workers from other factories, which encouraged others to speak up. A few years later after a factory fire that killed 146 workers, Rose makes a big speech to thousands of people at the Metropolitan Opera House. Talk with your child about the purpose of a speech like the ones in the book. Ask if they've ever heard an important, impactful or meaningful speech and share your own experiences with listening to or making a speech. Elicit and explain that people's words make a difference and when you hear someone speak strongly/passionately about an issue or topic, it impacts your thoughts and your feelings and may inspire you to say or do something yourself. Ask them if they've ever made a speech or used their voice to make a difference and encourage them to do so in the future.

## Other Books You Might Like



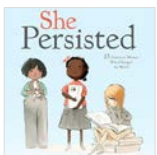
Brave Girl: Clara Lemlich and the Shirtwaist Makers' Strike of 1909 - <https://www.adl.org/brave-girl-clara-and-shirtwaist-makers-strike-1909>



I Dissent: Ruth Bader Ginsburg Makes her Mark - <https://www.adl.org/i-dissent-ruth-bader-ginsburg-makes-her-mark>



Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation - <https://www.adl.org/separate-never-equal-sylvia-mendez-and-her-family-s-fight-desegregation>



She Persisted: 13 American Women Who Changed the World - <https://www.adl.org/she-persisted-13-american-women-who-changed-world>

## ADL Additional Resources

The following are curriculum and other resources on making a difference, Jewish people and identity and activism.

- 9 Ideas for Teaching Jewish American Heritage Month <https://www.adl.org/resources/lesson-plan/9-ideas-teaching-jewish-american-heritage-month>
- 10 Ways Youth Can Engage in Activism <https://www.adl.org/resources/tools-and-strategies/10-ways-youth-can-engage-activism>
- Bellen Woodward, Identity and “Crayon Activism” <https://www.adl.org/resources/lesson-plan/bellen-woodward-identity-and-crayon-activism>
- Children’s Books about Jewish People, Culture and Antisemitism <https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?f%5B0%5D=topic%3A1581>
- Children’s Books About Social Justice <https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?f%5B0%5D=topic%3A1583>
- Early Childhood Frequently Asked Questions <https://www.adl.org/education/resources/tools-and-strategies/question-corner>
- Jewish American Heritage Month Resources <https://www.adl.org/resources/tools-and-strategies/jewish-american-heritage-month-resources>
- Kids Can Make a Difference <https://www.adl.org/resources/tools-and-strategies/kids-can-make-difference>
- Table Talk: Family Conversations about Current Events <https://www.adl.org/education/resources/tools-and-strategies/table-talk>
- Who Am I? Identity Poems <https://www.adl.org/resources/lesson-plan/who-am-i-identity-poems>