



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 educators, adult family members and other caregivers of children, reading the books listed on this site with your children and incorporating them into instruction are excellent ways to talk about these important concepts at home and in the classroom.

Rose Spoke Out: The Story of Rose Schneiderman

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

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.

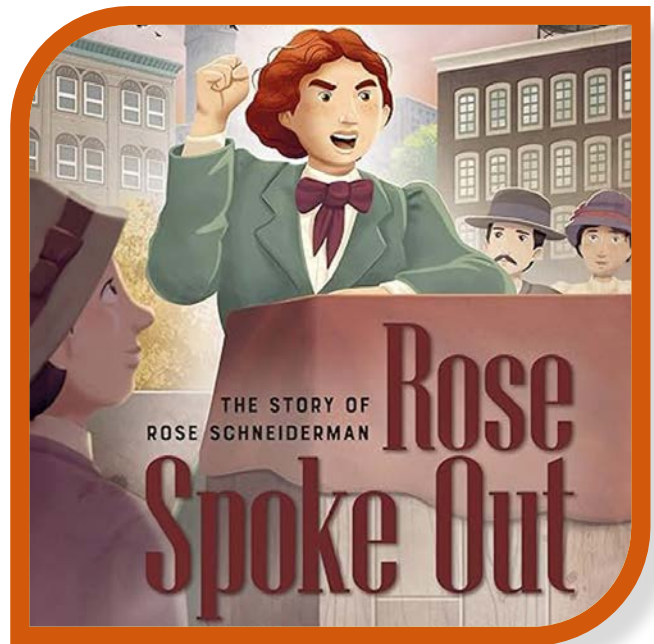
ISBN: 978-1681156170

Publisher: Apple & Honey Press

Year Published: 2023

Age Range: 5-8

(Note: Compelling picture books can be used with all ages of students.)



Book Themes

Hope, Making a Difference, Community, Working Together, Social Justice, Poetry

Key Words

Discuss and define the words below with students prior to reading the book. Rather than focus on students' retention of all the words, make sure they understand the words enough to follow the story and remind students of the words' meanings as they come up in the book. You can also post the words and point out when they appear in the story. For definitions that are differentiated for young children, see ADL's [Education Glossary Terms](#).

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|------------|------------|------------------|------------|-----------|
| ■ anger | ■ earning | ■ fair | ■ powerful | ■ sewed |
| ■ arguing | ■ enormous | ■ Four Questions | ■ rich | ■ speech |
| ■ boss | ■ equal | ■ immigrants | ■ rights | ■ wage |
| ■ Congress | ■ factory | ■ persecution | ■ safer | ■ workers |

Discussion Questions

Before reading the book aloud, ask some or all of these pre-reading questions:

- Who and what do you see on the cover of the book?
- What do you think is happening?
- Based on the cover and the title, what do you think the book will be about?

As you read the book aloud, ask a few discussion questions periodically throughout reading to check for comprehension and keep the students engaged. Below are some sample questions that correlate to specific page numbers:

- Why does Rose have to get a job? (Page 5)
- What does Rose know about the other factories? (Page 16)
- How is Rose feeling now? (Page 27)

After reading the book aloud, engage students in a discussion by asking some or all of the following discussion questions:

- What happens in the story?
- What was Rose like as a child and how did those personality traits continue as an adult?
- Rose's mother says she had 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?"
- How does Rose feel as she works in the hat factory? How can you tell how Rose is feeling?
- What was it like to work in the factory? What problems and unfairness did Rose and her co-workers experience as they worked?
- Why did Rose think the workers should talk together to the factory owners about these safety and fairness issues? Does it work?
- What happens when the women in many factories in New York City stopped working, marched to city hall and made speeches?
- When there was a fire in one of the factories that killed 146 workers, how did Ruth and the other workers feel? What did they do? What impact did Rose's speech make?
- Throughout the book, how does Rose use her words and her voice to change things she thinks are unfair?
- How did you feel when the book ended?
- 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 book is called Rose Spoke Out? What does it mean to "speak out?"

Extension Activities

Below are activities for students that can extend learning from the book.

1. Make a Speech like Rose

Ask students: *How does Rose use her words to express her ideas and help others? How does she later use her voice to improve things for her and the other workers in the factory?* 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 improve the conditions, which helps but only somewhat. Rose then uses her voice to make speeches to workers from other factories, which encourages others to speak up. A few years later after a factory fire kills 146 workers, Rose makes a big speech to thousands of people at the Metropolitan Opera House in New York City. Ask: *What is the purpose of making a speech? How do Rose's speeches make a difference? Have you ever heard a speech that made an impact on you and if so, how?* Engage students in a writing process where they write a speech about something they think is unfair or needs changing. First, brainstorm some possible topics. Then, explore with them three important elements of a speech including: (1) an introduction which includes the student introducing themselves and sharing an attention-grabbing opening, (2) the main point they want to get across, adding in supporting details, facts or information and (3) a conclusion or final statement, which can include a "call to action" (what they want their audience/listeners to do or think about the issue). Invite students to either write the speech or create bullet points or notes for the speech. Engage students in practicing their speech with a partner, providing feedback to each other and then delivering the final speech to the class or school. Consider recording their speeches and sharing more widely in the school. For younger students, use an abbreviated version of this process by having them write down some of their ideas and then have them practice and deliver a short speech.

2. Fighting for Fairness and Justice

Ask students: *What is fairness? What is justice?* Talk with students about the word "justice," which is an important theme in the book. Elicit/explain that justice is fair treatment and access to resources and opportunity. This means that all people, regardless of their identity, should have a fair chance and deserve to get what they need to achieve their goals and dreams. Ask students: *How does justice play 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. Ask students: *What does justice mean to you? What are examples of places, spaces and situations where there is a lack of justice (or fairness), or injustice?* Brainstorm a list of ideas that they come up with and then have each student select one and find out more about that topic or issue by conducting research, using books, online sources and people who may know more about the situation. In addition to learning about the issue of injustice, they should also find out if there were any people or groups that tried to bring about justice and fairness, as Rose Schneiderman does. Then have them share what they learned with each other and if time permits, engage them in a more substantial research project on their topics.

3. Get to Know Rose Schneiderman

Re-read page 31 ("More about Rose Schneiderman") and elicit from students that Rose was born in 1883 in Poland. She and her family were Jewish and immigrated from Poland to the United States (New York City) 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. From 1937 to 1943, she served as secretary of the New York State Department of Labor. You can

learn and share more information about Rose Schneiderman by using these resources: [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](#). (Note: Most of these resources are written for adults so you will have to summarize what you learned for students.) Engage students in creating a project about Rose Schneiderman by drawing a portrait of her, writing a short biography about her, performing a short skit about an aspect of her life (either from the book or something else they learned) or creating a timeline of her life. Have students share their projects with the class.

You can also explain to students 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.

ADL Resources

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

Curriculum Resources

9 Ideas for Teaching Jewish American Heritage Month <https://www.adl.org/resources/lesson-plan/9-ideas-teaching-jewish-american-heritage-month>

Bellen Woodard, Identity and "Crayon Activism" <https://www.adl.org/resources/lesson-plan/bellen-woodard-identity-and-crayon-activism>

Judy Heumann and Disability Rights Activism <https://www.adl.org/resources/lesson-plan/judy-heumann-and-disability-rights-activism>

Who Am I? Identity Poems <https://www.adl.org/resources/lesson-plan/who-am-i-identity-poems>

Websites

10 Ways Youth Can Engage in Activism <https://www.adl.org/resources/tools-and-strategies/10-ways-youth-can-engage-activism>

Jewish American Heritage Month Resources <https://www.adl.org/resources/tools-and-strategies/jewish-american-heritage-month-resources>

The Purpose and Power of Protest <https://www.adl.org/resources/tools-and-strategies/purpose-and-power-protest>

Children's Books

Books about Social Justice <https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?f%5B0%5D=topic%3A1583>

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>