



Vermont Reads 2018



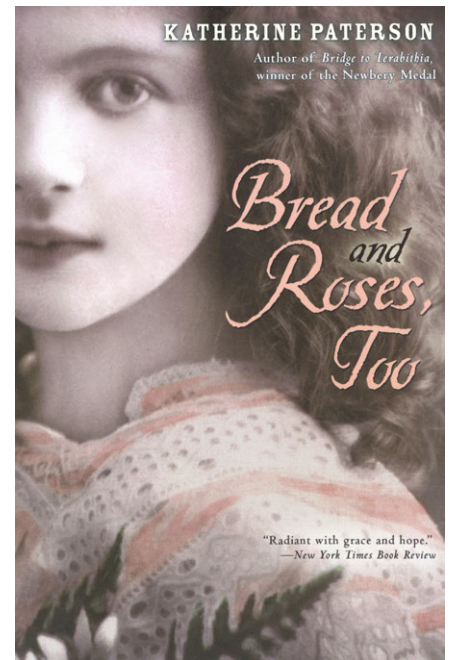
Bread and Roses, Too by Katherine Paterson

A Statewide One-Book Community Reading Program

Vermont communities are invited to participate in a statewide read of *Bread and Roses, Too* by Katherine Paterson, a novel of historical fiction that tells the story of the 1912 “Bread and Roses” strike in the Lawrence, Massachusetts textile mills through the eyes of an Italian-American girl and a runaway boy.

Paterson is a world-renowned children’s author, Vermont resident, and frequent VHC presenter. The novel relates the journey of Rosa, who, along with Jake and other children, are sent temporarily out of harm’s way to foster families in Barre, Vermont, as children actually were during the strike. The book will allow communities to explore many topics, including the immigrant experience in America, labor history, and local Vermont history. The book takes its name from the strikers’ banners in the story that proclaimed, “We want bread and roses, too.”

VHC invites all Vermonters—students and adults alike — to read the same book and participate in a wide variety of community activities related to its themes. A brief application from a community-based organization is all it takes to get started.



- **RECEIVE FREE** books and programming support for your community.
- **HOST** readings, discussions, and community events in your schools, libraries, and local businesses.
- **LISTEN** to Vermont Public Radio’s Vermont Reads feature.

Apply — Applications due December 1, 2017 or June 1, 2018. Visit vermontreads.org or contact us at 802.262.1355 or community@vermonthumanities.org.

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*With support
from the Jack &
Dorothy Byrne
Foundation*

Media Partner:





Vermont Reads

Bread and Roses, Too

Information and Application



Vermont Reads Supporters

The Vermont Humanities Council is grateful to the supporters of Vermont Reads 2018: **Jan Blomstrann** and the **Jack & Dorothy Byrne Foundation**. [Vermont Public Radio](#) is VHC's media partner; each year VPR presents several days of Vermont Reads programming.

Application Deadlines

December 1, 2017 and **June 1, 2018** for priority consideration. Applications will be accepted after the deadlines if books are available. We will respond to your application within two weeks of the deadline. Award notifications will contain an estimated ship date for your books based upon your event schedule. [Apply here](#).

Program Implementation Dates

Events may be scheduled anytime in 2018. We suggest planning activities over a concentrated period of weeks or months.

Participating Communities Receive

- Up to 75 copies of the Vermont Reads titles with a Vermont Reads 2018 seal on the cover. (The number of books awarded depends on the project's size, scope, and creativity.) To purchase additional books at a discount, [contact VHC](#) (subject to availability).
- Program ideas, discussion guides, recommended related books for all ages, and links to web resources (all found on our [website](#))
- Vermont Reads stickers and bookmarks
- Poster templates for promoting events
- Publicity assistance through the VHC media calendar, press releases, and website
- Contact names upon request of prior Vermont Reads project directors who would be happy to share tips for how to make your project successful.

How do we get involved?

To participate, a community should have:

- An organization willing to be the primary sponsor/

coordinator—a library, school, historical society, or social service organization are all possibilities. The primary sponsor will collaborate with other community partners to plan creative and diverse humanities-based activities that support community-wide reading and discussion of the book and the themes it contains, and undertake vigorous publicity in the months leading up to the activities.

- 1-2 representatives of that organization willing to act as project director(s).
- At least two other organizations to join the project team and help develop and carry out the activities. In addition to groups mentioned above, potential local partners might include bookstores, museums, church groups, local businesses, service organizations, afterschool and summer programs, teen centers, senior centers/assisted living facilities, and adult education and literacy services centers.
- For priority consideration, [apply online](#) before December 1, 2017 and June 1, 2018. Applications will be accepted beyond the deadlines if books are available.

A Note on Dispensing Books:

It is our intention that Vermont Reads books be shared far and wide! The strongest Vermont Reads applications will include a thoughtful plan to distribute and encourage reuse of books.

Alternate Versions of the Book:

VHC has unabridged audio CDs of *Bread and Roses, Too* available for lending. The Vermont Department of Libraries operates a Library for the Blind and Physically Handicapped for the visually impaired and print disabled. Patrons of this library service may access a wide variety of library materials. *Bread and Roses, Too* is available in digital talking books format (the number is DB063573). [Visit their website](#) to learn more about this service.

We have purchased e-book and audio book licenses of *Bread and Roses, Too* from the [ListenUp! Vermont catalog](#), the digital lending library used by over 170 public and school libraries statewide. Patrons of any of these libraries may check out this book (in addition to thousands of other titles!) through your library's website or at <https://gmlc.overdrive.com>.



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Frequently Asked Questions



How can I participate in Vermont Reads?

If you represent a community organization — like a library, school, historical society, or social service organization — you are eligible to apply to host a Vermont Reads project. First, find at least two collaborating organizations to help distribute books and develop a series of programs and activities. Then fill out a [Vermont Reads Application](#). If your application is approved, we'll mail you the books and help publicize your events and activities.

If you are an individual, see our [Calendar of Events](#) for upcoming Vermont Reads programs in your area. If you don't see any, reach out to your local library or another community organization to let them know their community members want to participate in Vermont Reads.

Where do I get a book?

We count on the community organizations leading local Vermont Reads projects to loan books to their community members. But we still encourage everyone who can get their hands on a copy to read this year's title. Watch our [calendar](#) for events that may involve book loans, or check your local library for lending copies. Or buy a copy from your favorite local bookstore, and when you're done reading, loan it to a friend or neighbor.

My book group wants to read this year's Vermont Reads title. Where do we get copies?

While book groups alone are not eligible to apply for a Vermont Reads project, we're always pleased to see discussions about this year's title taking place. Contact your local library to see if they have copies to loan, and see our [calendar](#) for Vermont Reads events that your entire book group may be able to participate in.



Vermont Historical Society

VHC also retains a limited number of lending sets for book clubs and other non-eligible groups. Contact community@vermonthumanities.org to check on availability. Shipping charges may apply.

My organization is applying to host a project. Who should participate in our activities?

Anyone in your community may choose to take part. You may be interested in hosting programs for adults, young adults, middle-school students, or all of the above. Vermont Reads books are chosen to appeal to a wide range of people: young and old, strong and fragile readers.

Be sure you know your audience before determining the activity or activities you plan to undertake. No matter who they are, involve participants in planning your programs — in the choice of activities, the event details, and the on-site coordination. This will help everyone feel invested in the events, and increase participation dramatically.

Do participants keep the books?

We award books to the community organizations that apply, which then keep and manage those copies. We encourage hosts to distribute, collect, and re-distribute books repeatedly so that as many people as possible can read them.

Ideally, participants will come to any related program having read some or all of the book. However, with the possible exception of book discussion programs, this should not be a stringent requirement. After all, an interesting discussion may be just the thing to get the person to finish reading the book! Please make every effort to accommodate beginning readers or those needing a reading partner. Places to contact for assistance include adult basic education centers, libraries, and schools. See [this page](#) for details on audio and talking book formats.

(cont'd next page)



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Frequently Asked Questions



My organization wants to plan our own events. Why do we need to apply with other organizations?

Vermont Reads projects have the strongest impact when several organizations in a community work together on programming. A collaborating organization can be one that works closely with you to develop a specific program, or simply an outside venue that helps distribute books or provides event space. Not every activity has to involve every collaborating organization, but we encourage cross-promotion whenever possible. Collaborations also lead to the maximum number of readers having access to a limited number of books.

Frequent Vermont Reads partners include libraries, schools, museums or historical societies, and senior centers. Traditional venues like these are excellent for activities, but we encourage you to think non-traditionally as well in order to increase your audience. Try reaching out to town halls and civic buildings; cafés, coffee shops, and restaurants; retirement communities; city parks and other public-use areas; town pools, beaches, and lakefronts; youth organizations such as the YMCA/YWCA and Boys-and-Girls Club; church function rooms; bookstores; and other local businesses.

Consider transportation needs when deciding on event locations and arrange for busing or carpools when necessary. For some, getting to an out-of-the-way site presents a challenge, so consider central locations with easy access (including access for those with disabilities).

How should we publicize our activities?

Submit the [Vermont Reads event form](#) at least one month before the event date(s). For each activity, include a title and description, plus the date, time, location, and contact information. VHC will use this information to spread the word through our web calendar, email newsletters, social media channels, and our biannual print newsletter (schedule and space permitting).

Use the Vermont Reads poster templates included with your book shipment, or design a custom flyer using our [downloadable graphics](#). Hang posters everywhere you can think of: libraries, schools, colleges, bookstores, churches, general stores and co-ops, restaurants, cafés, laundromats, town halls, community bulletin boards, and other gathering sites. Contact your local newspapers, radio stations, cable access channels, and newsletters, and send out a press release before their deadlines. Make use of the social media tools used in your community, such as Front Porch Forum and local organizations' Facebook and Twitter pages. And don't forget: word-of-mouth is still one of the best ways to draw participants.

Making food available—and advertising it—almost always increases attendance. Relate food and beverage items to the books for added flair. Have participants join in the preparation of the refreshments. Local grocery stores, co-ops, restaurants, cafés, coffee shops, and other food-service businesses are often happy to donate food items in return for recognition.

How do you choose the Vermont Reads book each year?

We choose a book accessible and appealing to a broad range of readers, based on suggestions from scholars, educators, and community members around the state. We also invite nominations from the public through our [website](#).

If you represent an organization that's hosted a Vermont Reads project, your feedback is critical to our ability to select great titles and improve this program in future years. Please be sure to evaluate your project carefully using our [online Evaluation Form](#).

Other questions? [Contact us](#).



Vermont Reads

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SUGGESTED ACTIVITIES AND PROGRAM COORDINATION TIPS

Planning Your Vermont Reads Events

This year's Vermont Reads book, *Bread and Roses, Too*, presents opportunities for numerous extension activities ranging from book discussions to local historical presentations to sing-alongs. The kinds of activities that promote shared reading and discussion are bounded only by the imaginations that you and your collaborators bring to the project. If you develop a new idea, please let us know so that we can share it with other communities!

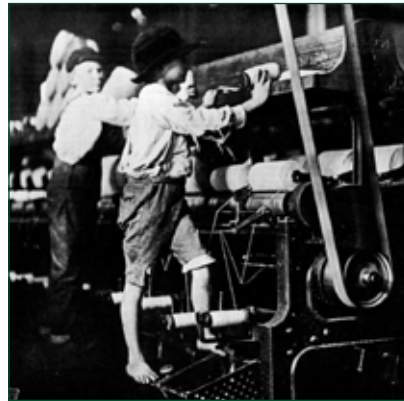
Please be sure to let us know in advance about your Vermont Reads-related events by submitting them [here](#) and we will help spread the word!

***Bread and Roses, Too* Activity Ideas**

Book Discussions – Ideally, a discussion group should be facilitated by a person comfortable leading conversations in which everyone feels encouraged to participate. Facilitators might be teachers, librarians, or others who are skilled and enthusiastic about leading a discussion. See the Vermont Reads 2018 discussion guide (on page 11) for discussion questions and tips for a successful book discussion. **Note:** VHC does not fund discussion facilitators for Vermont Reads; facilitators should either be volunteers, or project coordinators must make their own honorarium arrangements with facilitators.

Discussion about Books Related to *Bread and Roses, Too*

VHC Reading and Discussion Series – Host one of VHC's Reading and Discussion series or individual books on the following topics:



- Fear No Labor
- Blue Collar America
- International Migrations
- American Stories Across the Generations (part of our intergenerational series)
- Immigrants: Coming to America (part of our intergenerational series)
- Vermont Reads (mix and match)

Note that you must apply separately to host VHC-subsidized Reading and

Discussion programs. Visit the [Reading and Discussion](#) section of our website to apply and to see the entire catalog of offerings and discussion facilitators.

Or host your own book discussion on related books; see our Resources and Related Books section (beginning on page 9) for other potential books.

Read-a-Thon – Advertise a day or evening read-a-thon, where participants take turns reading chapters from *Bread and Roses, Too* aloud. Everyone who wishes to participate should have the opportunity. This is a unique way for people of all ages and backgrounds to share the reading experience.

Art and Craft Projects – Art work and craft projects can be a meaningful way for children and adults to connect with the book. Have participants create their own marching banners, like the one Rosa made for the strike or like the Barre residents made to welcome the children from Lawrence. Have participants create drawings or paintings based on a character or an event from *Bread And Roses, Too*. Arrange for exhibit space at your local library, school, museum, or coffee shop to show participants' work.

Paper hats: Workers in granite sheds and other manual labor jobs (especially printing presses) often wore square hats made from newsprint to keep their hair clean (as



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SUGGESTED ACTIVITIES AND PROGRAM COORDINATION TIPS

described on page 202 during Jake's first trip to Mr. Gerbati's granite shed). [This site](#) has a short video demonstrating how to make these hats.

Soap Carving: Children can try their hand with carving techniques (like Mr. Gerbati's flowers) using a bar soap instead of granite. The Metropolitan Museum of Art has a demonstration video [here](#).

Listen to the VPR Broadcast – Gather a group around the radio — or around a computer — to listen to [Vermont Public Radio's](#) Vermont Reads program after it is made available on the web. VPR is VHC's media partner for Vermont Reads. Use the program as a lead-in to a discussion. Broadcast dates and times will be publicized when they are available.

Field Trip to Barre – The last half of the book takes place in Barre, Vermont, where author Katherine Paterson lived for many years. Known as the "Granite Capital of the World," Barre has a well-preserved history prominently featuring immigration, industry, and labor movements.

[The Old Labor Hall](#) – Rosa, Jake, and all of the other Lawrence children are welcomed to town with a huge feast at the Labor Hall in Chapter 17. The Socialist Labor Party Hall still stands, thanks to the preservation efforts of the Barre Historical Society. The website has extensive information on the [history of the Hall](#), the [Bread and Roses strike](#), and Barre's continuing connection to Lawrence. The building is used now primarily for special events, but tours may be arranged by contacting info@oldlaborhall.org or call (802) 476-5600 and leave a message.

[Vermont History Center](#) – Housed in the old Spaulding Graded School, described on page 238 as an "imposing brick building," the Vermont History Center is the home of the Vermont Historical Society. This building contains an extensive research library and archive, and

changing exhibit galleries. Two exhibits related to the history in the book will be up through March 30, 2018:

"The Emergence of the Granite City: Barre 1880 to 1940." From 1880 to 1940 Barre's population increased from 2,206 to 11,855, and it became known as the granite center of the world. In addition to their diverse customs and languages, many of the new residents had political beliefs that contrasted with those of most native Vermonters. With immigrant populations from French-Canada, Scotland, Italy, and many other European countries, Barre became a cosmopolitan city distinct from other communities in Vermont.

"The Art of Granite" will explore the continuing use of Barre granite in sculpture, highlighting the continuity between classical techniques and the innovation and creativity of today's artists. Featuring collections from both the Vermont Historical Society and the Vermont Granite Museum, this tribute to Barre's working artists highlights meaningful aspects of the artistic process.

[Robert Burns Memorial](#) – Located on the front lawn of the Vermont History Center. On page 236 of the book, Duncan the Scottish stone carver takes runaway Jake to visit this statue and explains its significance and the relief panels on the base, carved by Elia Corti.

[Hope Cemetery](#) – The final resting place for thousands, including [Elia Corti](#), this 65-acre cemetery is renowned as a showcase for Barre's stone carvers. Keep an eye out for the fine flower carvings on the early 20th century stones, like those that Mr. Gerbati was known for in the book (p. 204).

[Vermont Granite Museum](#) – Located within an authentic turn-of-the-century granite manufacturing plant, the museum's mission is to create stimulating, interactive environments for learning about the geology, technology, history, and art of Vermont's unique granite heritage art, industry, and cultural heritage.



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SUGGESTED ACTIVITIES AND PROGRAM COORDINATION TIPS

[Rock of Ages Granite Quarries and Visitor Center](#) – The Rock of Ages Company offers guided and self-guided tours of its quarries and factory. Open seasonally. Check the [website](#) for the 2018 schedule.

Other Barre historical tourism resources:

<http://2016.centralvt.com/visit/walktour/barrewlk/barrewlk.htm>

<https://www.nps.gov/nr/travel/centralvermont/cv29.htm>



Host a Movie Night or Series – There are a number of documentaries and movies related to the labor movement that may provide historical context and complement the themes of *Bread and Roses, Too*. The movies noted with an asterisk (*) are approved for screening through the Vermont Department of Libraries (VTLIB)'s motion picture public performance license with Movie Licensing USA. Visit [their website](#) for information on registering for this service.

* *Joe Hill* (drama; 1971; no rating). Award-winning film about the labor activist and songwriter Joe Hill, depicting Hill's arrival to the US, his involvement with the Industrial Workers of the World (IWW), and his trial for murder, during which he defended himself. He was convicted and, despite many pleas for mercy, including from President Wilson, he was executed by firing squad in 1915.

* *The Pajama Game* (musical; 1957; NR). Based on a Broadway musical and starring Doris Day. An Iowa pajama factory worker falls in love with an affable superintendent who had been hired by the factory's boss to help oppose the workers' demand for a pay rise.

* *American Dream* (documentary; 1990; NR) Oscar winning documentary about a bitter labor dispute in Minnesota. Directed by Barbara Kopple.

Norma Rae (drama; 1979; PG) True story of a young single mother and textile worker (played by Sally Fields) who agrees to help unionize her mill despite the problems and dangers involved.

* *Matewan* (drama; 1987; PG-13) About a West Virginia coal-miners strike in 1920. Chris Cooper stars with John Sayles, who directed and wrote the script.

Made in L.A. (documentary; 2007; NR) A documentary about three Latina

immigrants working in Los Angeles sweatshops as they embark on a three-year odyssey to win basic labor protections from a clothing retailer. (Extensive supplemental information and streaming video available [here](#).)

Newsies (musical; 1992; PG) A Disney musical loosely based on the based on the New York City newsboy strike of 1899.

Guest Speakers – Host one of VHC's Speakers Bureau programs that relate to some of the broad topics of Vermont Reads *Bread and Roses, Too*:

[“Finding Home: Vermont’s Historic and Growing Diversity.”](#) Gregory Sharrow explores the vital cultures of Vermont’s immigrant communities, highlighting foodways, religious culture, and traditional arts as they relate to our state’s evolving cultural landscape.

[“Solidarity Forever: Songs of Unions and Labor.”](#) Using live and recorded music, Mark Greenberg surveys American labor songs from the beginnings of the Industrial Revolution, through the Wobblies, and into the coal wars of the 1930.



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SUGGESTED ACTIVITIES AND PROGRAM COORDINATION TIPS



Note that you must apply separately to host VHC-subsidized Speakers Bureau programs. Visit [VHC's Speakers Bureau webpage](#) to apply and to see the entire catalog of Speakers Bureau offerings.

Panel Discussions or Guest Speakers – Among the topics Vermont Reads *Bread and Roses, Too* addresses are issues related to:

- Labor movements and other kinds of social movements
- Immigration history
- The stone carving industries in Vermont
- Local history exploring the labor, industry, and immigration stories of your community
- “Bread and Roses, Too.” What is a good life?
- Historical fiction

Convene a panel of informed and interested community members to bring their perspectives to these and other issues related to *Bread and Roses, Too*.

Writing Project/Contest – Writing contests are a popular means for younger readers and writers in particular to approach the written word. Entries can be assembled in print or on the web, and winning selections can be read at a special event. If you choose to run a contest, we suggest offering prizes in different age or grade categories. (Be sure to let us know about the contest so we can help advertise it.)

Culminating Celebrations – Communities often choose to conclude their Vermont Reads activities with a festive and fun event co-hosted with other collaborating organizations. You might choose to recreate the welcoming banquet for the children arrived in Barre described in Chapter 17, “At the Labor Hall.” The menu for this Italian-American feast is described on pages 169-170 and includes pasta, sausage with tomato sauce chicken, polenta, freshly baked bread, and cakes. Organize a talent show or cabaret for performers or presenters of any kind based on activities inspired by the

book and its compelling characters and events. These final events are also useful for showcasing student work done as part of the Vermont Reads project, recognizing contest winners, or hosting a panel discussion or presentation.

Displays – Libraries, Bookstores, Schools: Create a prominent display of Vermont Reads *Bread and Roses, Too* books and other related titles at the public library, school library, or local bookstore.



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RESOURCES AND RELATED BOOKS



There are many resources available about or related to *Bread and Roses, Too* and its themes. This list includes a selection of books for many reading levels, websites, and films that we believe may be useful in planning and implementing your Vermont Reads project. We'd love to hear about the resources you discover so that we can share them with other Vermont Reads communities. Please send to community@vermonthumanities.org or post them on [our Facebook page](#).



Her novel *The Day of the Pelican*, about an Albanian refugee family who moves to Barre, was also a Vermont Reads pick, in 2010.

[Visit Katherine Paterson's official website](#)

Selected articles about Katherine and the book

[New York Times Sunday Book Review of *Bread and Roses, Too*](#) by Stephanie Deutsch, September 10, 2006.

["New Envoy's Old Advice for Children: Read More"](#) by Motoko Richjan, *New York Times*, January 4, 2010.

["A safe way to talk about hard topics: Children's author Katherine Paterson"](#) by Joyce Marcel, June 14, 2017. This recent feature article in *Vermont Business Magazine* provides thorough biographical information and quotations regarding Katherine's philosophy on writing and her belief about the importance of children's literature.

About Katherine Paterson



Katherine Paterson is the author of more than 30 books, including 16 novels for children and young people. She has twice won the Newbery Medal, for *Bridge to Terabithia* in 1978 and *Jacob Have I Loved* in 1981. *The Master Puppeteer* won the National Book

Award in 1977; *The Great Gilly Hopkins* won in 1979, and was also a Newbery Honor Book and the recipient of a Christopher Award. For the body of her work she received the Hans Christian Andersen Award in 1998, the Astrid Lindgren Memorial Award in 2006, and the NSK Neustadt Award in 2007. In 2000 the Library of Congress named her a Living Legend.

Paterson is a vice-president of the National Children's Book and Literacy Alliance and is a member of the board of trustees for Vermont College of Fine Arts. She is also an honorary lifetime member of the International Board of Books for Young People. She served as the 2010-2011 National Ambassador for Young People's Literature. In 2001 she received the Governor's Award for Excellence in the Arts from the State of Vermont where she has lived for nearly thirty years. She currently lives in Montpelier with her faithful dog, Pixie.

History Resources

[Bread and Roses Strike of 1912: Two Months in Lawrence, Massachusetts, that Changed Labor History](#). Using compelling primary sources, this six-part online exhibit provides an exceptional overview of the strike itself, the historical context for it, and its legacy. It was created in 2013 by the Lawrence History Center and the University of Massachusetts Lowell History Department and hosted by the Digital Public Library of America.

[The Lawrence History Center](#). Founded in 1978 as the Immigrant City Archives, the Lawrence History Center is committed to collecting, preserving, and sharing the history and heritage of Lawrence and its people. Online resources include a Lewis Hine photography exhibit and an overview of Lawrence history.



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RESOURCES AND RELATED BOOKS



[“The Strike That Shook America”](#) by Christopher Klein, History Channel, September 3, 2012.

Bread and Roses: Mills, Migrants, and the Struggle for the American Dream (2005) by Bruce Watson is a full-length account of the 1912 Lawrence strike. [This C-SPAN video](#) features Bruce Watson talking about the book.

Radical of the Worst Sort: Laboring Women in Lawrence, Massachusetts, 1860-1912 (1993) by Ardis Cameron, is a history of the textile worker strikes in Lawrence in and the working class women who rebelled against traditional economic and gender hierarchies.

The Great Lawrence Textile Strike of 1912: New Scholarship on the Bread and Roses Strike (2014) edited by Robert Farrant and Jurg Siegenthaler, is a collection of historical articles reexamining the strike, its causes, and its impact.

[Elizabeth Gurley Flynn](#) was a labor leader and feminist, and one of many women who played a major role in organizing the Bread and Roses strike. Her autobiography is entitled, *The Rebel Girl: An Autobiography, My First Life* (1906-1926).

Ralph Fasanella’s paintings of the Lawrence strike: [Ralph Fasanella](#) was a self-taught painter from New York City who painted large, highly detailed paintings. He was particularly interested in [labor and class](#) issues and [lived in Lawrence for three years in the 1970s](#), creating large historical paintings of the 1912 strike.

“Bread and Roses” — the Slogan, the Poem, and Song: The origin of the slogan “Bread and Roses” is somewhat murky, but it’s generally thought that [labor organizer Rose Schneiderman](#) coined the term in a speech she gave in 1911, a year before the Lawrence strike. James Oppenheim wrote and published [his poem “Bread and Roses”](#) later that year. It was put to music in later years and has become a well-known anthem for workers’ rights and women’s rights. [This website](#) has a good overview of the history of the slogan and includes several streaming versions of the song, sung by Joan Baez and John Denver.

Other Labor History Sources

[This History Channel website](#) has a collection of articles, videos, and speeches on the American Labor Movement.

Wobblies! A Graphic History of the Industrial Workers of the World (2005), edited by Paul Buhle and Nicole Schulman. Chapter 2 contains several graphic stories by different cartoonist about the 1912 Lawrence strike and the 1913 Paterson, NJ silk strike.

We Were There: The Story of Working Women in America (1977) by Barbara Mayer Wertheimer.

Schools of Democracy: A Political History of the American Labor Movement (2006) by Clayton Sinyai.

[This website](#) features a good compilation of labor history-related books for children, including *Bread and Roses, Too* and *Lyddie*, another one of Paterson’s works of historical fiction, this one featuring a New England mill girl in the 1840s.

Related Vermont and Barre History

Granite City Tales (2012) by Paul Heller is a collection of articles about Barre history. Chapter 7 is the history of the Labor Hall, and Chapter 9 is a history of the Bread and Roses strike and its impact on Barre.

[The Old Labor Hall website](#) has a history section with articles about the history of the Hall, labor history in Barre, and the city’s involvement in the Bread and Roses strike.

[Mark Bushnell’s “Then Again”](#) column for VT Digger has featured several extensive articles on Barre and labor history in Vermont:

[“Sculptor’s death stunned Barre immigrant community,”](#) April 2, 2017. About the killing of Elia Corti.

[“A Controversial Voice for Change,”](#) April 9, 2017. About anarchist Emma Goldman’s memorable trip to Barre.

[“Mills Shaped the Fabric of Winooski,”](#) June 4, 2017. About the history of the woolen mills in Winooski.



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Bread and Roses, Too

DISCUSSION QUESTIONS



Adapted from the [Houghton Mifflin *Bread and Roses, Too* teacher's guide](#)

1. What does the title of this novel refer to?
2. How would you describe Rosa Serruti? What is important to her? How would you describe Jake Beale?
3. Compare and contrast Rosa's school day in Lawrence before the strike with your own experiences of school.
4. What role do families play in this story? How are Rosa and Jake's families similar and different?
5. What are the workers angry about? Do you agree with their decision to strike?
6. Discuss some examples of prejudice and stereotypes in this novel. Why do you think the author included these?
7. How do the immigrant women support one another and their families? What is their role in the strike? Which woman in the story do you admire most?
8. Rosa notices that "the madder Mamma got, the less American she sounded." What does she mean? Rosa also says that she wants to change her name, marry a "real" American and have "real" American children. What makes someone a "real" American in Rosa's eyes?
9. Discuss the importance of the sign Rosa paints for the demonstration at the train station. Why does everyone in the room react to the saying on the sign the way they do? Do you agree with the meaning of "Bread and Roses, Too"?
10. Why are the children of strikers sent to New York City and Barre, Vermont? Why does Rosa cry about this situation, while Jake considers it an opportunity?
11. How would you describe Mr. Gerbati's approach to life? Why does Mr. Gerbati make Jake go with Mr. Duncan instead of having him arrested when he finds him breaking into the safe? In what way does Mr. Gerbati affect Jake, and in what way does Jake affect Mr. Gerbati?
12. The role of caring adults outside of one's family is important in this book. Discuss the examples of caring adults in this book.

13. Just as the strike brings about large-scale changes in terms of labor laws, it also changes individuals. Who changes in this story and how?
14. Throughout the story Rosa thinks about whether she is cowardly or brave. What do you think? Discuss examples of fear and bravery in the book.
15. Do you think that a story like this could take place today? Why or why not?

Additional Ideas for a Dynamic Discussion

- Use a facilitator, preferably someone who loves literature, has experience leading discussions, and has taken the time to read and research the book carefully. They should be prepared with a list of stimulating questions (the above list is a good start) and should try to include everyone in the conversation. Refer to additional resources for historical context about the book and biographical information about Kathrine Paterson.
- Make every attempt to seat people in a circle. If the group is too large for this configuration, ask people to speak loudly and clearly so that everyone can hear, or, as appropriate, ask them to stand and face the group when talking.
- Don't forget the introductions! Be creative — in addition to stating their names, people might briefly share their general impressions of the book, their reason for attending, or something about the book for discussion.
- Discussion facilitators should end the discussion with some kind of “closer.” One example is asking everyone (or, if the group is large, volunteers) to share a final thought about the book or the experience they've just had discussing it. Or ask volunteers to read their favorite sentence or paragraph from the book.
- Serve refreshments!