



Book of the Month

Presented by ADL's Education Division

About the Book of the Month: 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 education programs of [A WORLD OF DIFFERENCE® Institute](#), ADL's international anti-bias education and diversity training provider. 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.

Rosie Revere, Engineer

Andrea Beaty (Author), David Roberts (Illustrator)

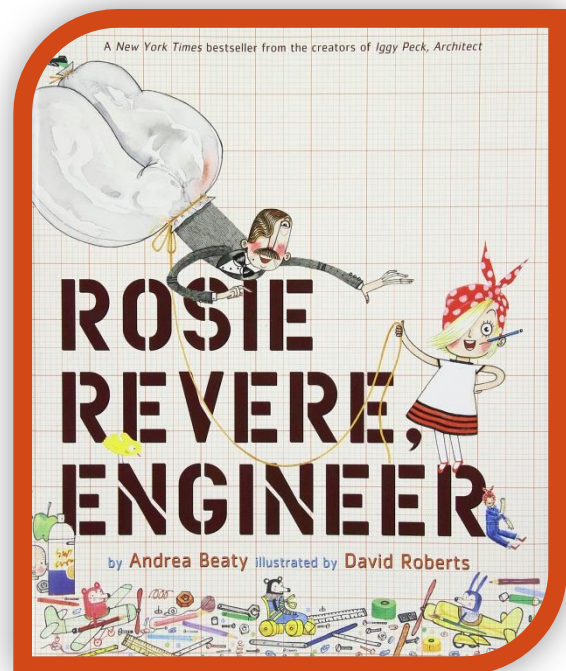
Where some people see rubbish, Rosie Revere sees inspiration. Alone in her room at night, shy Rosie constructs great inventions from odds and ends. Hot dog dispensers, helium pants, python-repelling cheese hat: Rosie's gizmos would astound—if she ever let anyone see them. Afraid of failure, she hides them away under her bed, until a fateful visit from her great-great-aunt Rose, who shows her that a first flop isn't something to fear—it's something to celebrate.

ISBN: 978-1419708459

Publisher: Abrams Books for Young Readers

Year Published: 2013

Age Range: 5–8



Book Themes

Persistence, Gender Roles, Ingenuity, Women's History

Key Words

Discuss and define these words with children prior to reading the book. Do not focus on students' retention of all the words; instead make sure they understand the words enough to follow the story and remind children of their meanings as they come up in the book. You can also post the words and point out to students when they appear in the story. See also ADL's [Definitions Related to Bias, Injustice and Bullying for Elementary Age Children](#).

- aviation
- brilliant
- cockpit
- dismayed

- embarrassed
- gadgets
- inventions
- pythons
- engineer
- gizmos
- perplexed
- quite

Discussion Questions

Before reading the book aloud, ask pre-reading questions:

- What is the title of the book?
- What do you see and notice on the cover of the book?
- What do you think the book might be about?

As you read the book aloud, ask a few discussion questions periodically throughout the reading to check comprehension and keep the students engaged:

- What was Rosie looking for in the trash? (page 5)
- What made Rosie stop creating inventions? (page 13)
- Why did Rosie think she would never be a great engineer? (page 22)

After reading the book aloud, ask some or all of the following discussion questions:

- What is the story about?
- What are some words you would use to describe Rosie? How did her personality change and develop throughout the book?
- In the beginning of the book, why do you think Rosie hid all the machines and inventions she created?
- Why was Rosie shy about talking about her inventions?
- What was your favorite invention of Rosie's?
- Have you ever had an idea for something you wanted to invent? What was it?
- How did Rosie feel when her Uncle Fred laughed out loud about the hat she created for him?
- How were Rose and Rosie similar and different?
- Why do you think Rosie stayed up all night to figure out how to help her Aunt Rose fly?
- Why was Rosie so discouraged when she built the airplane for Rose?
- What did Aunt Rose say to make Rosie feel better?
- When Rosie is planning her next try at an airplane, why do you think there are words and information (on the page) about women throughout history who have been involved in aviation efforts?
- Have you ever felt discouraged when something you wanted to make didn't turn out the way you wanted? What did you do next?
- How did the book end?

- In what way did the book portray girls and women differently than they are shown in many other books or elsewhere?
- What do you think was the message of the book?

Extension Activities

Below are activities that you can do with children in order to extend the learning from the book.

1. Image and Draw/Write the Next Few Pages of the Book

Remind students about how the book ended by re-reading pages 29-32. Ask students: *What happened at the end of the book?* Explain that at the end of the book, Rosie's Great-Great-Aunt Rose helped her with the next version of her airplane and then she and her classmates were pictured in school making things and cheering about their failures. Ask students: *What did Rosie learn from her Aunt Rose? What kind of "gadgets and gizmos" were her classmates making? Why did they cheer for their failures and what do you think they might do next?* Have students imagine what would happen if the book continued for a few more pages. Instruct them to take their ideas and write and draw the next scene or two as they imagine it, using the style of the illustrator as much as possible. When completed, students can share their pages of the book with the rest of the class by posting them on the wall and doing a gallery walk. You can also invite parents/family members in for a whole class reading of the book and include the students' additional pages.

2. Learn More about Women's Roles During World War II: Rosie the Riveter

Read aloud the "Historical Note" on the last page of the book (page 32) and explain more about that time period. Explain that before World War II (more than 75 years ago) as men were called to serve in the war, women entered the workforce doing a variety of jobs including making airplanes and ships for the war effort. In fact, the aviation industry saw the greatest increase in female workers; more than 310,000 women worked in the profession in 1943, representing 65% of the total workforce. This was a big shift because before World War II many women did not have professions outside the home and not in those industries. [Rosie the Riveter](#) was a symbol that represented American women who worked in this industry as well as factories and shipyards during World War II and she is also the inspiration for the character in Rosie Revere, Engineer. Ask students: *What do you think life was like for women during that time? How do you think the women felt about having those jobs? What does the symbol Rosie the Riveter mean to you?* For more background information, see [History's](#) page on the topic.

3. Invent Something

In the book, Rosie has many ideas for new inventions. Ask students: *What is an invention? What makes Rosie good at coming up with inventions and being able to create them?* Come to a definition of **invention** as the creation of a useful new device, product or process. Explain that inventions are new creations that often solve a problem or address a need that hasn't been met. Ask: *What were some of the inventions you saw in the book? Have you ever had an idea for something you wanted to create or "invent?"* Have students brainstorm (either in small groups or whole class) ideas for inventions and be sure to have them identify the need or problem the invention will solve. As time permits, have students design (first as a sketch on paper) and execute an invention for something new. In addition to making their inventions, have students write up their thought process for the idea and a description of how they designed it. As a culmination, have students take photos and write short descriptions of their inventions and consider posting the photos online as a Tumblr page

or have a share fair in which their inventions are shared with the rest of the school community and parents/family members.

ADL Resources

The following are curriculum and resources on gender, sexism and women in history.

Curriculum Resources

“Mo’Ne Davis and Gender Stereotypes,” *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/mone-davis-and-gender-stereotypes.html.

“School Lunch Policy: Kids Can Make a Difference,” *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/school-lunch-policy.html.

“Stereotypes of Girls and Women in the Media,” *Current Events Classroom*, www.adl.org/education-outreach/lesson-plans/c/stereotypes-of-girls-and-women-in-the-media.html.

Websites

Anti-Bias Education

www.adl.org/education-outreach/anti-bias-education

Provides training program offerings for pre-K through 12th grade school communities—educators, administrators, youth and families—which focus on the development of an inclusive culture and respectful school climate by addressing issues of bias and bullying.

How Can I Prevent Gender Bias in Young Children?

www.adl.org/assets/pdf/education-outreach/How-Can-I-Prevent-Gender-Bias.pdf

Offers tips and strategies on how adults can create fair and gender-equitable environments for young children.

Toward Communication Free of Gender Bias

www.adl.org/education-outreach/curriculum-resources/c/toward-communication-free-of.html

Site provides guidelines to help in the transition toward a more inclusive and less gender-biased language.

Women’s History Month Resources

www.adl.org/education-outreach/curriculum-resources/c/womens-history-month.html

A list of PreK-12 curriculum and other educational resources to bring Women’s History Month to classrooms and schools.

Children’s Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

Biography and History: Gender, www.adl.org/education-outreach/books-matter/gender-books.html?gendersub=biography-history

Gender and Sexism, www.adl.org/education-outreach/books-matter/gender-sexism.html

Women’s Rights Activists, www.adl.org/education-outreach/books-matter/social-justice-books.html?subsocial=womens-rights