



**Course Name & Lesson Title:** Civic Education: Conflict Abroad & At Home

**Book:** Young People's History of the United States by Howard Zinn / Adapted by Rebecca Stefoff

Chapter 14: World War 1

**Activity:** Opportunity to Express Your Learning -[8 Hours Coloring Page!](#)

**Additional Materials Needed:**

**Reading:** ebook (working on finding free ebook that students can access)

or listen to the chapter here: Video of Chelsea/ Erin reading the chapter

**Activity:** [8 Hours Coloring Page!](#) (printed sheet or paper, drawing utensils)

Overview In this session, participants will:	Learning Outcomes As a result of this lesson, participants will be able to:
<ul style="list-style-type: none"><li>- Hear the socialist perspective on the US involvement in World War 1.</li><li>- Learn how the war impacted the ongoing labor movement.</li><li>- Opportunity to Express Your Learning: Color your own 8 Hour Work / Rest / Will flyer!</li></ul>	<ul style="list-style-type: none"><li>- Students will be able to identify why what led to the US declaring war on Germany</li><li>- Students will be able to understand opposition to US involvement in the war</li><li>- Students will be able to identify the impacts of the Espionage Act and who was targeted under this act</li><li>- Students will be able to describe how World War 1 impacted the labor movement and class struggle happening in the US</li></ul>

**Step-by-Step Guide:**

**Introduction:**

Today we will continue our readings from the Young People's History of the United States by Howard Zinn / Adapted by Rebecca Stefoff

We left our last chapter on Class Struggle with the question “could patriotism and the military spirit cover up class struggle?” and left us on the brink of conflict breaking out in Europe.

In today's chapter, World War 1, we will venture further into how war impacted the strengthening labor movements across the United States. We will hear more about the Espionage Act and how this led the way for the use of deportation, imprisonment, and murder as a means to silence certain ideas in the US.

Today we want readers to walk away with an understanding of

- What led to the US declaring war on Germany
- The opposition to the US involvement in the war
- The impacts of the Espionage Act and who was targeted under this act
- How World War 1 impacted the labor movement and class struggle happening in the US

Stay with us as we now turn to the text!

**Reading Material Chapter 14: World War 1**

Video of Chelsea & Erin reading:

- WWI Pg 219 - 220
- Blood & Money 220-224

- The Radical Response 224 - 231 [Schenck Vs. US](#)
- After the Fighting 231-233

We hope today's reading helped you understand:

- What led to the US declaring war on Germany
- The opposition to the US involvement in the war
- the impacts of the Espionage Act and who was targeted under this act
- how World War 1 impacted the labor movement and class struggle happening in the US

### **A Deeper Dive: Film Focus**

We welcome you to take a deeper dive into class struggle and the labor movement during WWI through film! The 1985 Film [The Killing Floor](#) - Directed by Bill Duke tells the story of two African-American men who migrate from the rural south to Chicago during World War I and land jobs in a packing house. The two men respond very differently to the challenges presented. The film deals forthrightly and pretty effectively with racism in the workplace and the union and ends with the 1919 riots and their aftermath. \* The Killing Floor can be streamed on YouTube [here](#).

### **Reflections & Check-OUT prompt:**

As we end today's lesson, we wanted to share this quote from Anarchist Activist and Author, Emma Goldman:

“The most violent element in society is ignorance.”

Now we will end by asking everyone to reflect on the following question: **What is one right you want all workers to have?**

Thank you for joining our lesson today! Now we want to give YOU the opportunity to share with US!

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### Guided Practice Activity: Opportunity to Express Your Learning!



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### [8 Hours Coloring Page!](#)

During the labor movements around the turn of 1900s, the message of "8 hours for work, 8 hours for rest, and 8 hours for what we will" became a central demand for labor activists and union organizers.

You can either print out this coloring page or make your own picture reflecting a labor rights issue close to you!

If you color this page or make your own we want you to share it with us on the CIVIC U Flipgrid:

- Flipgrid is an online platform that allows you to post videos and pictures in a safe and fun virtual setting. You can access the Civic U Flipgrid using flipcode: [civicnebraska1247](#)
- On there, find today's lesson ( Conflict Abroad & At Home) under topics and shoot a quick video including:
  - Your Name / Pronouns
  - What did you make?
    - Share your picture!
  - Tell us about it!

- What part did you enjoy the most? Were there any challenges you faced? What will you do with your creation NOW?
- ***What is one right you want all workers to have?***