



LESSON PLAN

WEST VIRGINIA MINE WARS MUSEUM

wvminewars.org

401 Mate Street Matewan, West Virginia 25678

Immigration in the Coalfields

Grade Levels: 8, 11

CSOs:

SS.8.23 – Demonstrate an understanding of major social, political and economic developments that took place in West Virginia during the second half of the nineteenth century.

- Explain the significance of increased immigration into the United States in the late nineteenth century to West Virginia, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility and the effect of racial and ethnic diversity on national identity.

SS.USC.24 – Demonstrate an understanding of the industrialization and reform movements.

- Compare and contrast the societal, economic and population shifts in the United States in the late 19th century (i.e. Agrarian to Industrial, rural to urban, labor vs. industry, immigration, migration).

Bellringer Question:

- In the 1920s, more than half of West Virginia's workforce was made up of people not from the area. Where do you think they came from? Be as specific as possible.

Activity: Story Map – The Barrios Family of Spain and Red Jacket

Materials Needed:

- [Barrios Family Story Map](#)
- [Oral History Interview: Manuel Barrios](#)
- News articles about immigration
- Journal and Pencil

Procedures:

1. **As a class, explore the story map.** Ask guiding questions, such as:
 - How is the Barrios Family's experience similar to other immigrant stories? (Additional resources: [They Came by the Thousands](#) and ["Exile Songs"](#))
 - How did immigrants contribute to the economic growth and development of West Virginia during this era?
 - What were the social and cultural challenges faced by immigrants upon arrival in West Virginia?
 - What were the experiences of immigrant women and children in West Virginia during this time period?

2. **Have students read the oral history interview with Manuel Barrios**, either individually or in pairs. Have students discuss in a journal entry how Manuel's life in Spain was different from his life in Red Jacket. They should look for things like education, language barrier, housing conditions, society and politics, etc. Examples:
 - Manuel talked about Spain having a king. How is this different from the United States?
 - How did Manuel have to adjust from living in Spain to living in the United States?
 - What was the community of Red Jacket like when Manuel was growing up? How is it like your own community? How is it different?
3. **Check for Understanding:** Using an article about [immigration from the 1920s](#) and a [recent news story](#) about immigration, have students compare and contrast attitudes about immigrants between when Manuel's family arrived and today. How are they different? How are they the same? How do these articles reflect Manuel's experience? Be as specific as possible,