

These are notes for how I might teach this material in a college classroom (for first and second-year students):

1. I would begin by showing the footage of Nikki Haley, presidential candidate, struggling to answer the question about the causes of the Civil War, and some of the coverage of her backtracking later to say the war was about slavery. I'd ask students to speculate about her political calculations.
2. Then I would have them read [Henry Grady on the New South \(1886\)](#) to parse the different reasons Grady lays out for the Civil War. This would be a great opportunity to talk about rhetoric and politics and some of the motivations for rewriting or reframing history.

Then we would transition to discussing how secondary sources frame and reframe the causes for Reconstruction progress and the subsequent backlash, ideally to create a model for how progress and backlash can cycle (a model that we may be able to apply to the Black Lives Matter Movement in 2020-24).

The [Howard University History](#) is interesting in focusing on economic decline as a cause of backlash. It is also interesting to look at the tone of this document (it is in no way neutral). It was eye-opening in this source to see the argument that the Great Migration wasn't just about economic opportunity, but was about escaping the violence of the Jim Crow South.

From the Library of Congress Primary Source Resources, I am likely to select the Gwendolyn M Patton Oral history interview, as a reminder to students that first-hand accounts of the Jim Crow South are currently available to us, but perhaps not for too much longer.

One option for the project for students will be to collect an oral history of Jim Crow in a specific region of the country (students need not select a person of color to interview).

Another option for the project is to conduct a research project on any aspect of the Jim Crow South they find reflected on the [Jim Crow Museum timeline](#).