

# Music As A Resource: Slavery, Reconstruction, and Jim Crow

- Harley White

# Why Music?

In a Liberal-Arts Classroom

- Large variety of primary and secondary sources.
  - A record/tape/cd is a physical resource that students can touch, and examine.
  - Lyrics easily used to study literary elements.
  - Thematic relatability across generations.
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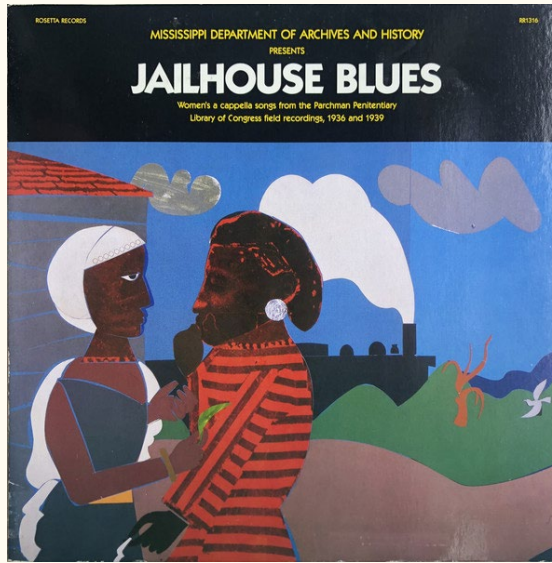
# American Slavery and Reconstruction

- Can be used to explain and model Oral Histories.
- Can be used to as secondary source
- Study cultures and folk traditions
- Helps to contextualize expression in a time of oppression
- Offers relatability for historical figures in eyes of students

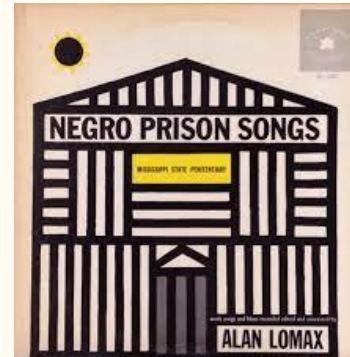


# Early Jim Crow Era

- Field records can be used to teach alongside the 13th Amendment.
- With records like "Jailhouse Blues" (MDAH) we can hear the voices of women in Parchman from 1936-1939.
- Artists like *Lead Belly* can be used as a case study. He is an example of one of the few well-documented artists of the Early Jim Crow Era of Am. History. EX: "Midnight Special" by Lead Belly



Lead Belly

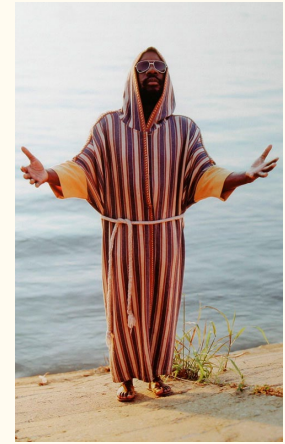


# Late Jim Crow

- More contemporary figures allow the students to see things that may be more familiar, making things more relatable. .
- Multitudes of resources from this time in recording history.
- Allows students to see an alternate approach to Civil Rights Movement.
- Connects the dots from modern day to slave era.



Nina Simone



Isaac  
Hayes



Howlin' Wolf

# Conclusions

- Music can contextualized oppression, freedom, and the expression of both.
- Teaching music across eras can help students connect the chronology of American History.
- Many of these resources are products of Mississippi! Using music in your classroom will connect your students to the subject matter both  

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geographically and emotionally.