

The Civil Rights
Act of 1964:
A Case Study of
Compromise

Jeffery D. Nokes

jeff_nokes@byu.edu

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Constitutional Literacy Institute

Models of instruction

- Direct instruction/modeling
- Cooperative learning
- Inquiry
- Experiential learning
- Discussion/questioning
- Cognitive apprenticeship
- Individual “seatwork”



Indictment Form

ENVIRONMENTAL CODE: No student shall damage, destroy, litter, or waste the property of this school.

Plaintiff _____

Witnessed By _____

Defendant _____

Date _____ Period _____

Description of Offense

Explanation of how this violated the environmental code

Do not write below this line

Plea _____

Court Notes:

Environmental Court

- Vocabulary

- Plaintiff
- Defendant
- Hearing
- Plea deal
- Jury (unanimous)
- Mistrial
- Precedent
- jurisdiction



- Dispositions

- Rules of evidence
- Interpreting the law
- Duty
- Corruption
- Results of corruption
- Due process
- Civility

Congress of the United States,

Organized and held at the City of New York on
Wednesday the fourth of March one thousand seven hundred and eighty nine.

THE

RESOLVED

ARTICLES

Article the first. When the first Congress assembled under the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount to one hundred, after which the proportion shall be one Representative for every thirty thousand, until the number shall amount to one hundred, after which the proportion shall be regulated by law.

Article the second. The number of Representatives shall not exceed one for every thirty thousand, but no State shall have more Representatives than the number of free Persons in that State.

Article the third. The Electors in each State shall have the Qualifications requisite for Electors in the most numerous Branch of the State Government.

Article the fourth. The Electors shall meet in one State, and shall choose one President, one Vice President, and one or more Representatives.

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Article the twelfth. The Electors shall meet in one State, and shall choose one President, one Vice President, and one or more Representatives.

Article the thirteenth. The Electors shall meet in one State, and shall choose one President, one Vice President, and one or more Representatives.

Article the fourteenth. The Electors shall meet in one State, and shall choose one President, one Vice President, and one or more Representatives.

Article the fifteenth. The Electors shall meet in one State, and shall choose one President, one Vice President, and one or more Representatives.

Article the sixteenth. The Electors shall meet in one State, and shall choose one President, one Vice President, and one or more Representatives.

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Article the fiftieth. The Electors shall meet in one State, and shall choose one President, one Vice President, and one or more Representatives.

Paper rights: Rights recorded on paper without structure do little to protect rights.

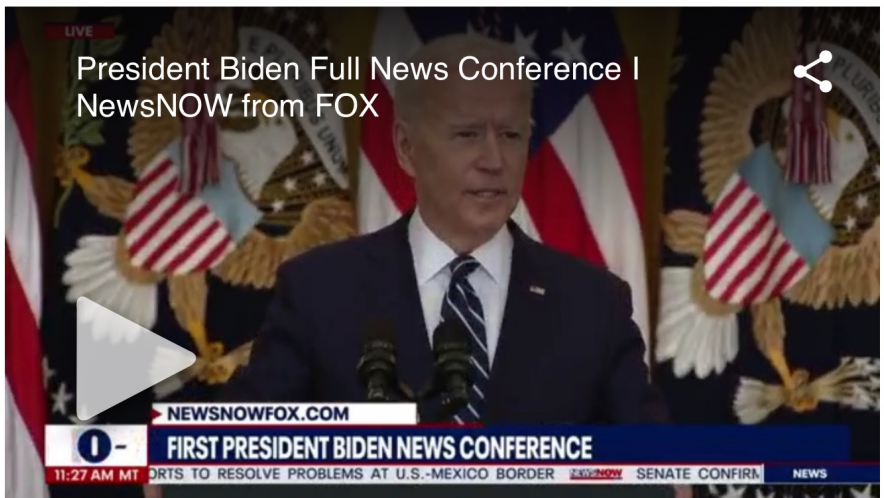
Citizens of the Russian Federation shall have the right to gather peacefully without weapons, and to hold meetings, rallies, demonstrations, marches and pickets.

Compromise,
Continuity,
and Change

Biden calls new Georgia election law 'Jim Crow in the 21st century'



By Kelly Hayes | Published March 26 | News | FOX TV Digital Team

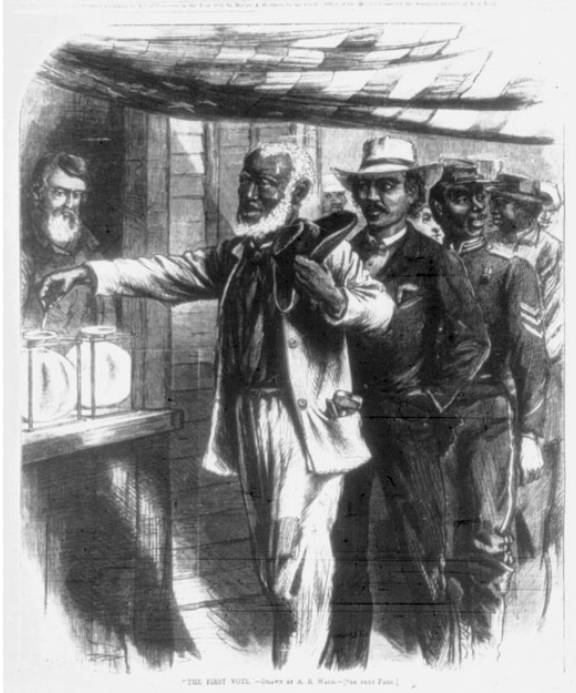


President Biden Full News Conference | NewsNOW from FOX
President Joe Biden said that he plans to run for reelection in 2024 when asked at his first news conference

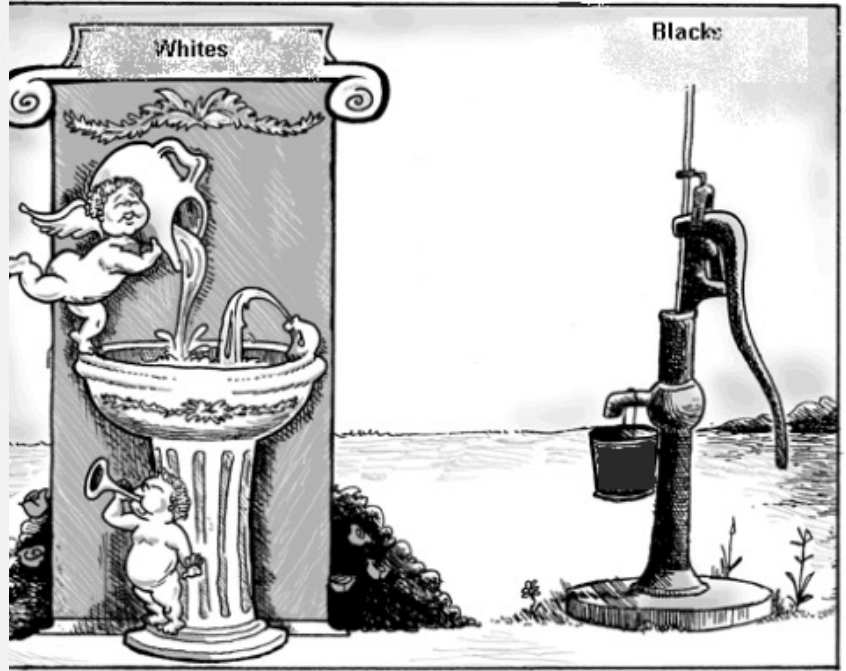
Cybersecurity that crushes Malware

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PLESSY VS. FERGUSON

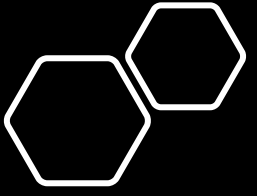


**SEPARATE
BUT NOT EQUAL**

**IMPERIAL
LAUNDRY CO.
WE WASH FOR
WHITE PEOPLE ONLY**

Compromise,
Continuity, and
Change

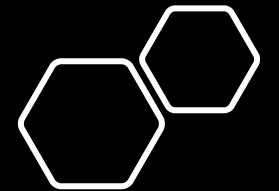
- Radical Reconstruction
- "Redemption"
- Plessy v. Ferguson
- Jim Crow

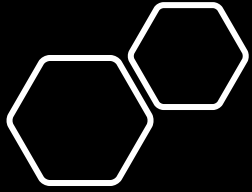




Compromise, Continuity, and Change

- NAACP
- Harlem Renaissance
- CORE
- Brown v. Board
- Montgomery Bus Boycott



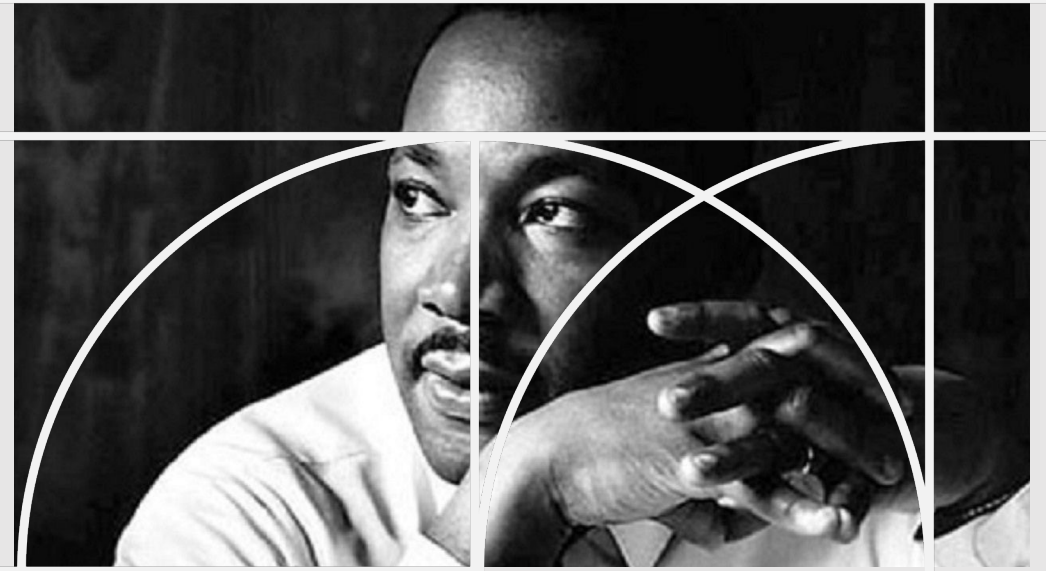


Compromise, Continuity, and Change

1. Vote
2. Jim Crow
3. Schools
4. Employment
5. Poverty



Compromise, Continuity, and Change



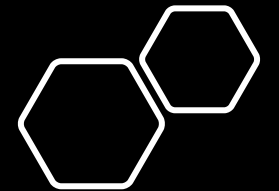


A Rising Tide of Discontent



Compromise, Continuity, and Change

- Title II: Discrimination in public places
- Title VII: Discrimination in employment



Document 10: Story

At 8:00 A.M. on July 3, 1964, a thirteen-year-old boy in Kansas City, Missouri, named Eugene Young went into the barbershop at the historic Muehlebach Hotel to get a haircut. He hopped into the chair of Lloyd Soper, one of the barbers. He gave him two dollars. A few minutes later, Young left, another satisfied customer. Young's satisfaction went beyond the mere [haircut]. He was black, and the day before he had been refused service at the same shop.

Source: Story from the day after the passage of the Civil Rights Act of 1964, told in the book The Bill of the Century by journalist Clay Risen (2014), published by Bloomsbury Press.

[Changed for easier reading].

Changes, Continuities, Compromises, and the Civil Rights Act of 1964

How did the clash between forces for change and continuity result in the compromise referred to as the Civil Rights Act of 1964? Complete the following graphic organizer as you consider how each of the documents related to the Civil Rights Act of 1964 demonstrates change, continuity, and compromise. Describe the source of the document in the first column. Tell how it gives evidence of change in the second column. Tell how it captures significant continuities in the third column. (You may adjust the line between the second and third column based on where you need more space as in the example below.) Tell how the document gives evidence of compromise in the fourth column. Some cells of this matrix might be left blank if there is no evidence. After completing the matrix, answer the questions below, drawing from materials in the documents.

Source Information	Evidence of Change	Evidence of Continuity	Evidence of Compromise
1			
2			
3			
4			

Document 2: Kennedy Speech

Source: Video recording of a speech given by President Kennedy on June 11, 1963, telling about his civil rights goals. Found at <https://www.jfklibrary.org/learn/about-jfk/historic-speeches/televised-address-to-the-nation-on-civil-rights> (Transcript can be found at the same site)



[Doc 1: JFK Speech](#)

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2			
3			
4			

Document 3: Political Cartoon

Political cartoon available through the Library of Congress at showing Senators Hubert Humphrey as a baker and Frank Lausche in a business suit protecting a freshly baked loaf of bread, labeled Civil Rights Bill, from demonstrators and extremists. The caption reads, "IF THEY DON'T WATCH OUT THEY'RE GONNA RUIN IT!" (A freshly baked loaf of bread will "fall" or collapse if bumped or exposed to loud noises.)

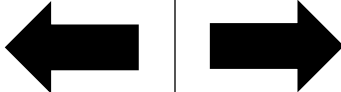


"IF THEY DON'T WATCH OUT THEY'RE GONNA RUIN IT!"

Source: Political cartoon created by Gib Crockett and published in the Washington Star on April 15, 1964, showing lawmakers Hubert Humphrey and Frank Lausche defending the Civil Rights Bill from extremists. Found at http://www.loc.gov/exhibits/civil-rights-act/civil-rights-act-of-1964.html#obj281_01

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2			
3			
4			

Source: Part of a speech made by President Lyndon B. Johnson on November 27, 1963, after the death of President Kennedy to a joint session of Congress. [Changed to make it easier to read]. Transcript found at http://www.pbs.org/ladybird/epicenter/epicenter_doc_speech.html and video recording at <https://www.vsotd.com/featured-speech/let-us-continue> (starting at 8:35 and 13:47)

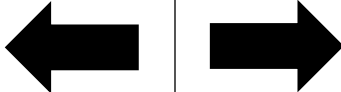
<https://prorhetoric.com/let-us-continue/>



Copy link

Changes, Continuities, Compromises, and the Civil Rights Act of 1964

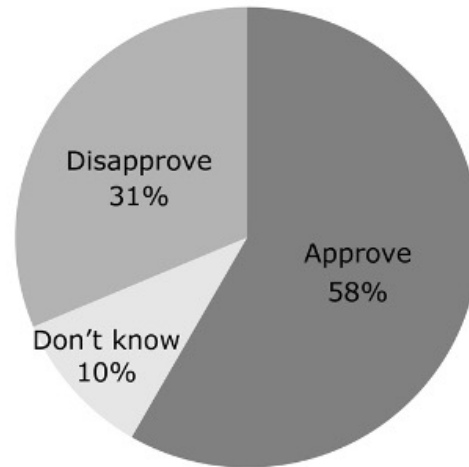
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2			
3			
4			

Document 11: Poll Results

Broad Support for New Civil Rights Law in 1964

Percent ... of the Civil Rights Act of 1964

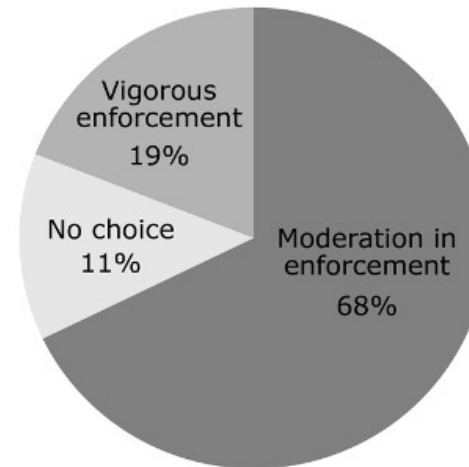


Source: Gallup, October 1964

PEW RESEARCH CENTER

Moderate Enforcement of 1964 Law Much Preferred

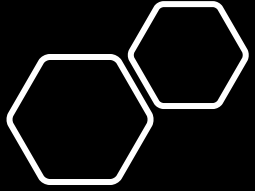
Percent who prefer ... of the new civil rights law



Source: Opinion Research Corporation, Nov. 4-8, 1964

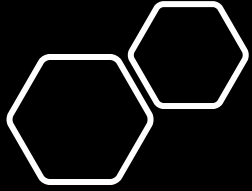
PEW RESEARCH CENTER

Source: Results of an October 1964 Gallup Poll asking about the public's approval or disapproval of the recently passed Civil Rights Law (left) and the public's views about the enforcement of the law (right). Found at <http://www.pewresearch.org/fact-tank/2015/03/05/50-years-ago-mixed-views-about-civil-rights-but-support-for-selma-demonstrators/>



How did the clash between forces for change and continuity result in the compromise referred to as the Civil Rights Act of 1964?





What does the process used in passing the Civil Rights Act of 1964 teach about the process of compromise and outcomes?

