1. Use details in the picture, as well as what you know about history, to answer the following questions.

   - Describe the people in the photograph. Who do you see?
   - Observe various individuals’ posture and gestures. What does this tell you about what is happening?
   - Look at the clothing and hairstyles to identify the time period when this photograph was likely taken.
   - Given your response to the questions above, identify the general place (region, country) where you believe it could have been taken.
   - Based on what you see in the photograph, your existing knowledge of history, and inferences based on both, identify the historical period during which this photograph was taken.
2. What do you already know about the historical period this photograph depicts? How does that inform your understanding of the photograph?

3. Identify and describe the one or two people who are the focal points of these photographs.

4. Does this photograph illustrate or respect – or lack of respect? How? How does this inform your understanding of this time period and the situation in the photograph?

---

**Defining Civic Virtues: Respect**

To protect your mind and body as precious aspects of your identity.

To extend that protection to every other person you encounter.
The Supreme Court case of Brown v. Board of Education (1954), with its declaration that segregated public schools were unconstitutional, overturned decades of precedent and challenged deeply held social traditions. Resistance to the decision was widespread, especially in the south. Not all state governments were quick to comply with the Supreme Court’s order to integrate “with all deliberate speed,” and many fought openly against it. Arkansas Governor Orval Faubus ordered his state’s National Guard to block the entry of nine newly enrolled African-American students to Central High School in Little Rock.

A violent mob gathered in front of the school, and city police failed to control it. When Elizabeth Eckford stepped off the city bus, wearing the pleated skirt she had sewn for what was to be a happy occasion, it was this mob scene that greeted her. The eight other African-American students had made plans to arrive at school together, but because Eckford’s family did not have a phone, she did not learn of these plans. She arrived at school and faced the angry mob alone. National Guardsmen, under the direction of Governor Faubus, blocked all of the African-American students from entering the school. Eckford proceeded to a bus stop to leave the area as angry segregationists shouted threats.
Discussion Guide

Directions: Discuss the following questions with your partner(s).

1. How did Elizabeth Eckford's actions illustrate courage as a civic virtue?

2. The federal district court ordered Governor Faubus to withdraw the National Guard, which he did. The Little Rock Nine students tried again three weeks later, this time escorted by city police. Protesters soon forced their way into the building, and police escorted the African-American students out for their own safety. How do Eckford's actions illustrate the virtue of perseverance?

3. The woman pictured screaming racial epithets at Eckford is Hazel Bryan. What virtues are absent in Bryan at that moment?
   - There is more to the story about Hazel Bryan and Elizabeth Eckford. If you have time, research it. What other civic virtues were—or were not—a part of this “sequel” to Eckford’s and Bryan’s story?
   - One moment in time was captured in this photograph, and may or may not have reflected the full dimension of each of the depicted students’ character. Yet the people in the photograph must live with what they did on that day. What similar “moment in time” scenarios may exist in your life today? In what situations is it possible that you could do or say something that you can’t take back — and that people may never forget?

4. What virtue appears to be absent among the many bystanders in this photograph?

5. How might this photograph have been different—and how might history have been different—if one of the bystanders had acted in defense of Eckford and the other African-American students? (Optional extension: Write a vivid, moment-by-moment description of how this scene could have been different.)

6. Respect is a virtue, but does that mean everyone and everything deserves your respect? For example, does Bryan deserve your respect as she hurls racial epithets at Eckford? Why or why not?

7. In response to the crisis, President Eisenhower federalized the Arkansas National Guard. Troops from the 101st Airborne Division assisted in the integration of the high school. In his address to the nation on September 24, 1957, the president said that “mob rule cannot be allowed to override the decisions of our courts.” What kinds of respect are lacking when there is “mob rule”? Respect for the law? Respect for the rights of other people? What others? (Optional extension: Find primary sources that provide additional information about these events. Report back to the class on what you found, including a citation of the source or sources that you found.)

8. Describe the relationship between respect and civil discourse and explain the importance of respect in a society built on individual freedoms, including free speech.
Think about ways you can show respect to yourself and others in your daily life.

• Protect your mind and body as precious parts of who you are. Extend that protection to every other person you encounter.
  ⇒ Treat your family members, teachers, school administrators, and others who have just authority over you with respect.
  ⇒ Listen and give due consideration to the views of others.
  ⇒ Defend just claims.
• Stand up for the rights and dignity of others.
• For additional inspiration, you may research the lives of the Little Rock Nine: Carlotta Walls, Jefferson Thomas, Elizabeth Eckford, Thelma Mothershed, Melba Pattillo, Terrence Roberts, Gloria Ray, Minnijean Brown, and Ernest Green.

Sources & Further Reading


Do you know of people who try to push others around because they “want respect”? Do you know people who think respecting others means you must always agree with all of their ideas? What do you think is the greatest misunderstanding people have about respect?

Directions What are some of the greatest challenges you face in treating other people with respect? How you can overcome them? Read James Madison's words below and explain why respect is essential in a society that values and guarantees individual liberty.

“In republics, the great danger is that the majority may not sufficiently respect the rights of the minority.”

–JAMES MADISON