

TO THE INSTRUCTOR: Lead students to analyze the image by having them describe what they see, questions are provided to stimulate discussion. Students then develop a question each for (1) the minority woman in the foreground, (2) a member of the white crowd, and (3) the Guardsman in the background. Answering questions and a subsequent content-discussion serve as an information summary. Also, the **TIMELINE** handout supports the chronological narrative and ties all the data together.

A FINAL THOUGHT: Ask the students to “In a few words, how are the Civil Rights supporters trying to change the hearts and minds of those who are not”. Describe their strategies.

Who is this fellow and what makes him seem out-of-place when compared to everyone else in the image?

The Little Rock Nine arrived at the school, but **National Guardsmen** blocked them from entering. Faced with a direct challenge to federal authority, President Eisenhower reluctantly intervened. He met with Faubus and persuaded the governor to comply with the court order. On September 23, Faubus finally complied and withdrew National Guard troops from Central High. However, he asked black students to stay away until he could develop a peaceful integration program. With over 1,000 white protesters outside the school, the Little Rock Nine enrolled at Central High. Faced with an overwhelming response from the mob outside, Little Rock’s mayor ordered that the students be withdrawn.

How might the building in the background be important to understand what is happening and where it is occurring?

After *Brown v. B.O.E.* (1954) **Central High School** in Little Rock, Arkansas delayed desegregation until Sept. 1957. The plan was limited to nine black students joining 2,000 white students. Arkansas segregationists opposed any plan and sought a state constitutional amendment blocking integration. Facing re-election, Governor Orval Faubus announced his opposition to forced integration by the federal courts. The night before the Little Rock Nine, as the black students came to be known, were to enroll at Central High, Faubus announced on statewide television that he was surrounding Central High with National Guardsmen to block the admission of the students. He explained that to allow “forcible integration” would be a threat to public order and safety.



Kasher, Steven. 1996. *The Civil Rights Movement: A Photographic History, 1954-68*. New York: Abbeville Press. p. 51.

What differentiates this person from the other in this image? Why would she subject herself to this? September 24, 1957, President Eisenhower ordered 1,000 federal troops to Central High and federalized 10,000 Arkansas National Guardsmen. For the next two months military personnel escorted the Little Rock Nine to each of their classes. Federal troops withdrew in November, but the federalized National Guard policed the school for the remainder of the year.

Once enrolled at Central High the Little Rock Nine faced threatening phone calls and verbal assaults on a near-daily basis. One of the Nine, **Elizabeth Eckford**, was surrounded by a hostile mob. As school officials wrestled with the turmoil at Central, they decided to ask a Federal Judge to postpone the integration plan. The NAACP filed an appeal to the Supreme Court.

What are these people doing? On September 27, 1958, Little Rock residents voted 19,470 to 7,561 against integration of the schools. Governor Faubus ordered all public schools closed in Little Rock, and they remained closed for the entire school year. Faubus attempted to lease public schools to a private corporation that would run them as segregated schools. In June, 1959, a federal court ruled such a scheme unconstitutional. Little Rock schools reopened on August 12, 1959. Although a **white mob** again gathered outside the school, four black students enrolled at Central High without violent incident.