

Lesson Title: The Impact of Title IX

Grade Level: 7-12

Related Academic Subjects:

U.S. History, Civics/Government, Language Arts, Women's Studies

Lesson Overview:

In this lesson, students will learn about the genesis of Title IX and its impact on providing more opportunities for women in athletics and academia. Students will assume the role of a special interest group and explore the controversy surrounding Title IX, critically analyze the costs and benefits of the law, and develop a promotional campaign either supporting or objecting to Title IX.

Lesson Objectives: Students will...

- Analyze their own views of what are considered “traditionally” male and female sports
- Understand the reasons Title IX was created and how it was first associated with feminism and the women's movement
- Understand how Title IX provided greater opportunities for women in athletics and academia
- Analyze the controversy surrounding Title IX
- Formulate a promotional campaign supporting or objecting to Title IX

Estimated Time:

- Opening Activity: 20 minutes
- Video Viewing Activity: 1 class period
- The Controversy Surrounding Title IX: 2 class periods (with some homework)

Additional video from MAKERS.com interview excerpt with

- Billie Jean King: <http://www.makers.com/billie-jean-king>
- Vivian Stringer: <http://www.makers.com/moments/female-coaches>

Materials Needed:

- Computers with Internet access
- Pens, pencils, paper
- Student Handouts:
 - Background Essay
 - Video Viewing Activity Graphic Organizer

Lesson Procedure:

Opening Activity

Organize students into small mixed groups. Have each group divide a piece of paper into three columns with the words “male” heading the left column, “both” heading the middle column, and “female” heading the right column.

1. Have each group brainstorm a list of sports traditionally associated with the different genders in the appropriate columns and those associated with both genders in the middle column.
2. After about three minutes, have the groups share their lists and create a master list on the front board.
3. Follow up with these discussion questions:
 - Which sports are listed exclusively for male or female? Which sports are listed for both genders? What seems to be the deciding factor in making any sport exclusively “male” or “female” or “both”?
 - Of those sports listed for both genders, which would not have been listed when your parents were your age?
 - Do you think it would be fair for a boy to play a “girls’ sport” on a girls team? Which sport(s)?
 - What about a girl playing on a boys team in a traditionally “boy’s sport”? Which sport(s)?
 - How do the amount of physical contact, the skills required and the popularity of a sport make an athletic activity either a “male” or a “female” sport?

Background Essay:

Use the Title IX Background Essay to help students gain understanding about the history and future of law.

Lesson Procedure

Video Viewing Activity

Tell students in this activity they will view a video clip from the *MAKERS* documentary and a series of interviews from the *MAKERS* website that discuss the effects of Title IX. You can have students view the video clips individually or in small group as homework or in class. (NOTE: all cue times on the student handout are approximate.)

1. Distribute the student handout, “The Impact of Title IX” graphic organizer.
2. Have students watch the video clip and the interviews from the *MAKERS* website (www.makers.com) and fill out the graphic organizer (this part can also be completed as homework).
3. Then have students meet in small groups to complete the discussion questions. Review the questions with the entire class.

Main Activity: Analyzing the Controversy Surrounding Title IX (Parts 1 and 2)

Overview

In this activity, students will look at the current status of Title IX and its future. While supporters point to the law's success in providing greater opportunities for women both in and out of athletics, critics charge Title IX sets up a quota system, jeopardizes men's sports, and causes reverse discrimination.

Students will take on the roles of special interest groups who have a vested interest in Title IX. They will research the current status of Title IX and either write a letter to their Congressional representative or formulate a presentation on their findings and opinions. You can set up this activity to align with students views on Title IX or you can assign students either as supporters and critics of the law. If you choose the former, don't have students "pick a side" until Step 5 below.

PART 1

1. Distribute the student handout "Controversy Surrounding Title XI" to all students. From the lists below, divide the articles among the class, assigning one article per student. You can also have students look for additional articles.
2. Have students complete questions 1 and 2 independently and take notes on the graphic organizer. This can also be assigned as homework.
3. Form small groups of students who've read the same article and have them discuss and take notes on the analysis questions (3-10) on the graphic organizer.
4. Then have students meet as a full class to discuss the articles. Each article group should present their findings to the class reviewing the asterisked questions.

Suggested Articles in Support of Title IX

- Five Myths about Title IX <http://espn.go.com/espnw/title-ix/7729603/five-myths-title-ix>
- 40 Years of Title IX: Leadership Matters for Women in Academe <http://chronicle.com/article/40-Years-of-Title-IX-/132311/>
- The Next Generation of Title IX: Athletics http://www.nwlc.org/sites/default/files/pdfs/nwlcathletics_titleixfactsheet.pdf

Suggested Articles in Opposition to Title IX

- Media Laud Title IX; Ignore Dark Side <http://www.mrc.org/node/28638>
- After 40 years, Title IX is getting old for boys <http://www.washingtontimes.com/news/2012/jun/22/after-40-years-title-ix-is-getting-old-for-boys/>
- STEM Title IX Before it Hits the Classroom http://www.huffingtonpost.com/sabrina-schaeffer/title-ix_b_1606715.html

PART 2

5. At this point you can have students develop their assessment piece reflecting their own opinions about Title IX or you can assign them a position.
6. Form small groups that either support or object to Title IX.
7. Have students discuss what they've learned about Title IX from their reading and the group discussions. Have them follow the critical thinking activity after the graphic organizer on their handout.
8. You can have students write individual letters to their Congressional representatives either supporting or objecting to Title IX or any of the problems surrounding it.
9. OR... you can extend the activity with an authentic assessment assignment that has students work in their special interest groups to develop a promotional campaign either supporting or objecting to Title IX. These can be developed on poster or construction paper or digitally as PowerPoint presentations, websites or social media sites.

Assessment

- Active participation during discussions and activities.
- Quality of notes and completion of student of the graphic organizers.
- Evaluate students' presentation using the suggested rubric provided at the end of this lesson or your own assessment tool.

Extension Activities

- Have students look into other areas of discrimination where Title IX might have jurisdiction such as women in combat in the military.
- Look at the rule books for sports played at your school. Revise the rules for co-ed teams. <http://learning.blogs.nytimes.com/2001/10/19/gender-bender/>

About the Author: Greg Timmons has been a social studies teacher for over 30 years. He has written lessons for several PBS productions including *The NewsHour*, *FRONTLINE*, and various Ken Burns' productions including *The War*, *The National Parks: America's Best Idea*, *Baseball*, *Prohibition* and *The Dust Bowl*." He resides in Montana and Washington state.

Resources

- MAKERS <http://www.makers.com>
- MAKERS: Women Who Made America documentary site <http://www.pbs.org/makers>
- Title IX Info: <http://www.titleix.info>
- The Ethics of Title IX – Forty Years On <http://www.brandeis.edu/ethics/ethicalinquiry/2012/june.html>

- National Women’s Law Center <http://www.nwlc.org/>
- U.S. Department of Justice <http://www.justice.gov/crt/about/cor/coord/ixlegal.php>
- White House

Standards

(McREL <http://www.mcrel.org/compendium/browse.asp>)

U.S. History

- **Standard 29:** Understands the struggle for racial and gender equality and for the extension of civil liberties

Level IV (Grades 9-12)

2. Understands conflicting perspectives on different issues addressed by the women’s rights movement (e.g., the Equal Rights Amendment, Title VII, and Roe v. Wade)

Civics

- **Standard 3:** Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good

Level IV (Grades 9-12)

2. Knows alternative ideas about the purposes and functions of law (e.g., regulating relationships among people and between people and their government; providing order, predictability, security, and established procedures for the management of conflict; regulating social and economic relationships in civil society)

- **Standard 9:** Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy

Level IV (Grades 9-12)

2. Understands the interdependence among certain values and principles (e.g., individual liberty and diversity)

3. Understands the significance of fundamental values and principles for the individual and society

- **Standard 14:** Understands issues concerning the disparities between ideals and reality in American political and social life

Level IV (Grades 9-12)

1. Understands the importance of established ideals in political life and why Americans should insist that current practices constantly be compared with these ideals

2. Knows discrepancies between American ideals and the realities of American social and political life (e.g., the ideal of equal opportunity and the reality of unfair discrimination)

3. Knows historical and contemporary efforts to reduce discrepancies between ideals and reality in American public life (e.g., union movements, government programs such as Head Start, civil rights legislation and enforcement)

Common Core Standards for English Language Arts

Strand: Reading for Informational Text

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a personal life story in both print and multimedia), determining which details are emphasized in each account.

RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Strand: History/Social Studies

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among source

Stand: Speaking and Listening

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9.10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL. 9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL:11-12.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Title IX Background Essay

Title IX of the Education Amendments of 1972

The actual *text* of "Title IX" is relatively brief:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...

However, its impact on both men and women's educational opportunities, sports, opportunities for employment and conditions in the workplace have been profound.

History of Title IX

Passed by Congress on June 23, 1972, Title IX bars sex discrimination in educational programs and activities by any institution receiving federal funds. Title IX's fundamental principle is students may not be denied educational opportunities based on their sex any more than they should be denied opportunities because of their race, religion, or place of national origin. This principle applies to a wide range of activities offered by schools including financial aid, student services and counseling, and athletics and physical education. Schools are also responsible for preventing sex-based harassment and for responding quickly and effectively when it occurs. In addition, Title IX prohibits a school from retaliating against a person because he or she opposed an act of discrimination performed by a school.¹

Congress passed Title IX in response to numerous educational inequalities women faced prior to the 1970s. Many colleges and universities had limited quotas for the admission of women or prohibited them altogether. Women were often subjected to higher admission standards than men and if they were admitted, women were restricted from participating in programs considered traditionally male, and they had less access to scholarships. In many educational institutions, discrimination extended to female faculty members who were denied tenure, dismissed for being pregnant, or denied access to faculty clubs.

Opposition to Title IX

After its enactment, Title IX became a focal point in the backlash towards the women's movement. The law brought into question social and financial traditions regarding education, sports, and women. The battle to preserve these traditions was fought at every level of education: elementary and secondary school as well as colleges and universities. This was particularly true in school athletics departments. Legislators and education officials worried about how the new law would affect men's athletics and looked for ways to limit its influence. Some felt revenue-producing sports such as men's college football and basketball should be exempt from the law. Others felt that for schools to comply within the law, men's sports such as wrestling would have to be cut. Conservative opponents of women's rights believed that feminists used Title IX as a

¹ "Equal Access to Education: Forty Years of Title IX", U.S. Department of Justice, June 23, 2012
<http://www.justice.gov/crt/about/edu/documents/titleixreport.pdf>

way to promote their agenda in schools. Since 1975, there have been over twenty court challenges to Title IX.

The Impact of Title IX

Title IX has been attributed to the increase in graduation rates for women. In 1970, 59 percent of women had a high school education and 8 percent had college degrees. In 2009, approximately 87 percent of women had at least a high school education and approximately 28 percent had at least a college degree. In addition, enrollment in higher education has increased at a greater rate for women than men. Women now have higher graduation rates and lower high school dropout rates, take more Advanced Placement exams and earn more advanced degrees than their male counterparts.²

The biggest impact of Title IX was in women's sports. In 1971, fewer than 295,000 girls participated in high school athletics. By 2001, that number increased to 2.8 million. In 1966, 16,000 females competed in intercollegiate athletics. By 2001 that number jumped to more than 150,000.³ Title IX has been attributed to the increased success by women in the 2012 Summer Olympics where more women than men were members of the U.S Team and the U.S. women won 58 medals to the men's 45 and 29 gold medals compared to the men's 17.⁴

The benefits of Title IX extend beyond those experienced at school. Women also have greater opportunity to participate in the labor force, increase their earnings and have greater access to better healthcare. And yet, as of 2010, women working full-time earned only 77 percent of the amount earned by their male counterparts. By prohibiting schools from treating students differently on the basis of sex, Title IX also allows both men and women to take advantage of any course of study regardless of gender stereotypes and protects both sexes from sexual harassment.

The Future of Title IX

Title IX has made great progress in advancing educational equality, but more work needs to be done, according to a recent report issued by the U.S. Department of Justice.⁵ Women continue to enter science and technology professions at lower rates than men and earn fewer postsecondary degrees in math and sciences. Women in high school and college continue to have fewer athletic opportunities than men. Pregnant and parenting students are often times relegated to separate facilities or are subject to harsh absence policies. Sex-based harassment and assault continue to pose a significant threat to safe learning environments and equal educational opportunities. Both male and female students are victims of gender-related harassment, with a greater percentage of victims of hate-related language related to gender directed at women. Gender stereotypes remain prevalent in many educational institutions and both male and female students face harassment if they don't conform to these gender stereotypes.

² Ibid

³ Winslow, Barbara, "The Impact of Title IX", Gilder Lehrman Institute of American History. <http://www.gilderlehrman.org/history-by-era/seventies/essays/impact-title-ix>

⁴ Killion, Anne, "Amid 40th Anniversary of Title IX, Women set new Standard in London" Sports Illustrated August, 12, 2012. http://sportsillustrated.cnn.com/2012/olympics/2012/writers/ann_killion/08/12/2012-olympics-women-title-ix/index.html#ixzz2JIXG8nkd

⁵ "Equal Access to Education: Forty Years of Title IX", U.S. Department of Justice, June 23, 2012 <http://www.justice.gov/crt/about/edu/documents/titleixreport.pdf>

Title IX continues to face opposition from men's athletic teams and conservative politicians and organizations who feel that Title IX sets up a quota system, jeopardizes men's sports and fosters reverse discrimination. Since its passage, opponents have tried to reform some of the inequities they see in the law, through exemptions to certain male sports, reduced funding for programs and enforcement, and court challenges. No law is perfect and since Title IX's passage, the law has been adjusted and some reforms have been implemented. It will be up to future generations of both men and women to weigh the costs and benefits and determine whether the law can continue to benefit both genders.

Student Handout: Video Viewing Activity

“The Impact of Title IX” Graphic Organizer

Episode 2: Changing the World

Directions: As you review the video segment, take notes on the graphic organizer either independently or in a small group. When the graphic organizer is completed, review the discussion questions.

Intro: 1:22:51 CUE: “When Schroeder arrived in office, Congress had just passed one of the most important pieces of feminist legislation in history: Title IX.”

Exit: 1:25:45 CUE: “Suddenly, nothing seemed beyond the reach of the women’s movement.”

1. Title IX was an amendment to the Education Amendments of 1972. It stated that no person should be excluded in any educational program on the basis of sex.	
A. What did it require colleges and universities to do?	
B. How did it compel (force) colleges and universities to do this?	

2. Summarize the comments of Meg Whitman and Katherine Switzer on what effect Title IX had on their self-esteem.

3. Identify other areas, besides athletics, where Title IX gave greater access to women and describe how much greater.

4. Listen closely to the comments made by Betty Friedan, Bella Abzug, Barbara Smith, Marlo Thomas, and Hillary Clinton. Analyze the rhetoric each conveys by identifying words that express their personal feelings and aggressive comments.

Betty Friedan	Barbara Smith	Bella Abzug	Marlo Thomas	Hillary Clinton

Compare and contrast these comments noting how they differ in their intent.

Discussion Question: How do you think people reacted to this rhetoric inspired by Title IX? Divide your discussion group into two sub groups, one a critic of Title IX and the other a supporter. Have each sub group formulate a response reacting to this rhetoric. Be prepared to present these responses to the class.

Directions: View the interviews below of women featured on the MAKERS website and complete the graphic organizer.

Billie Jean King <http://www.makers.com/billie-jean-king>

In 1966, at age 23, Billie Jean King was ranked #1 on the world in women’s tennis. Facing rejection from her male counterparts to form an association, she organized the Women’s Tennis Association. In 1973, she accepted a challenge by tennis showman Bobby Riggs for a “once-and-for-all” showdown to prove men were better tennis players than women in “The Battle of the Sexes.”

- After winning Wimbledon in 1968, Billie Jean King was shocked to find that prize money for her male counterpart, Rod Laver, was nearly three times higher than hers. Why do you think women tennis players made less prize money than men even in the same tournaments?

6. On September 20, 1973, Billie Jean King played male tennis champion Bobby Riggs in what was known as the “Battle of the Sexes” tennis tournament. List the costs and benefits to King personally and to women’s professional tennis in accepting Riggs’ challenge.

Costs	Benefits

7. Describe Billie Jean King’s strategy in defeating Bobby Riggs in the tennis tournament. How did she play to her strengths and his weaknesses?

Discussion Questions:

Discuss how the “Battle of the Sexes” was not just about tennis, but about history and social change?

After viewing Billie Jean King’s thoughts on Title IX at <http://www.makers.com/blog/5-views-title-ix>, discuss King’s comments about her college experience and the need for Title IX.

Vivian Stringer <http://www.makers.com/moments/female-coaches>

Vivian Stringer is the third winningest coach in women’s basketball history. She has lead three different programs to the NCAA’s Final Four in women’s basketball: Rutgers, University of Iowa, and Cheyney State College. She was honored as the Naismith College Coach of the Year in women’s basketball in 1993 and was inducted into the Basketball Hall of Fame in 2009.

8. Why do you think Vivian Stringer believes Title IX is the most wonderful thing to happen to women?

9. How did Title IX have an unintended consequence in the selection of coaches as women's sports became more popular among mainstream audiences?

Discussion Questions:

Do you think it is sexist if women have a preference for a female coach over a male coach? Why or why not?

How does having a female coach in a college or a professional athletic team change the image many people have of women?

Student Handout: “Controversy Surrounding Title IX

Background: Since its enactment in 1972, Title IX has been controversial. While supporters point to the law’s success in providing greater opportunities for women both in and out of athletics, critics charge Title IX sets up a quota system, jeopardizes men’s sports, and causes reverse discrimination. In this activity, you will take on the role of a special interest group examining Title IX and its costs and benefits. You will work in small groups to formulate a report as to whether it should be continued, modified, or repealed.

Directions:

1. Individually read the article you’ve been assigned and complete questions 1 and 2 on the graphic organizer.
2. Then meet with other students who’ve read the same article and discuss it reviewing questions 3-10. Develop a small presentation for the entire class that addresses the asterisked questions.
3. After you’ve presented and heard the other article presentations, determine your views on Title IX as to whether you believe the law should be continued, modified, or repealed. Modification could mean expanding or limiting the law in some way.
4. Complete either the individual letter to your Congressional representative or the special interest group activity expressing your views on Title IX.

Article Analysis Graphic Organizer

1. Basic information on the article*

Article Title: _____

Author: _____

Publication’s Name: _____

Publication’s Political Inclination (if any): _____

2. Review the article and identify the 5 Ws and H*

Who?	
What?	
When?	

Where?	
Why?	
How?	

Analysis Questions

3. For what audience was the article written? _____

4. Does the article reflect the writer's opinion or the opinions of others or is it purely objective reporting on Title IX? (opinionated/objective)

5. What is the impact of Title IX according to the author? * _____

6. List three points the author states to explain this impact.*

A. _____

B. _____

C. _____

7. What facts or sources of information are presented to support this position? _____

8. If an ideological (political) position is evident, which position does the author's opinion express? _____

Explain why you conclude this? _____

9. What alternatives or other solutions does the author present?*

10. What are your thoughts on the views expressed in this article?*

Critical Thinking Questions

1. Summarize the two views surrounding Title IX. _____

2. Identify three of the strongest points that support your view on Title IX and three of the strongest points that support the opposing view.

In Support:

A. _____

B. _____

C. _____

Rubric

The Impact of Title IX

Student Name _____

THE LETTER TO CONGRESSIONAL REPRESENTATIVE				
CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Quality of Answer	Information clearly answers all parts of the question posed in the culminating activity.	Information clearly answers most of the parts the question posed in the culminating activity.	Information clearly answers one part of the question in the culminating activity.	Information has little or nothing to do with the question in the culminating activity.
Quality of supporting information	The essay includes several supporting details and/or examples.	The essay provides 2-3 supporting details and/or examples.	The essay provides only one or two supporting details and/or examples.	The essay provides no supporting details or examples.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
SUBTOTAL				_____ out of 20 pts

SPECIAL INTEREST GROUP PRESENTATION				
CATEGORY	4	3	2	1
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
SUBTOTAL			_____ out of 20 points	
TOTAL			_____ out of 40 points	