

Title IX Worksheet

Name _____ Date _____ Pd _____

Title IX was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions.

Read the article, “Women in Sports” by Claire Smith <http://span.state.gov/wwwhspjanfebo610.html> (accessed Sept. 4, 2009)

1. What was Vivien Stringer’s “claim to fame’ in 1982? _____

2. Ms. Stringer stated, “On campus, there was as much fear of our being successful than not . . .” Why would a college be fearful about the success of its women’s basketball team? _____

3. What was Vivien Stringer’s “claim to fame” in 2000? _____

4. Describe three ways in which Ms. Stringer’s “Final Four” second-class experience in 1982 contrasted (differed) from her first-class experience in 2000.
 - _____
 - _____
 - _____
5. The phenomenal growth of women’s sports programs received its major impetus (boost) from the passage of a landmark government legislation called Title IX. Fill in the details below:
 - Title IX was signed by President _____ in the year _____.
 - What did Title IX guarantee? _____
6. Why do some argue that Title IX has not been properly or fully enforced on college campuses? _____

7. Describe two ways in which the professional WNBA (Women’s National Basketball Association) is a stunning example of Title IX’s success in the area of women’s athletics.
 - _____
 - _____
8. What challenges remain for women in the area of coaching and sports writing/broadcasting?

Read the article, “Title IX: I EXercise My Rights”

<http://www.titleix.info/10-Key-Areas-of-Title-IX/Athletics.aspx> (accessed September 4, 2009)

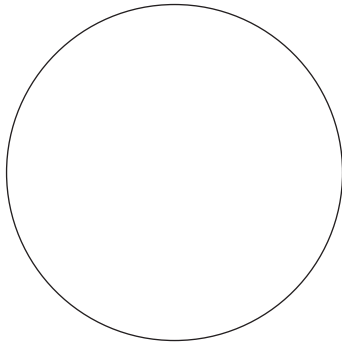
9. Directions: Substitute a synonym for the underlined word in the following sentences . . .
- _____ “The **primary** physical activities for girls were cheerleading and square-dancing.”
- _____ “There were **virtually** no college scholarships for female athletes.”
- _____ “There are more opportunities to compete at **elite** levels through competitions like the Olympics, World Championships and professional leagues.”
- _____ “The general **perception** is that girls now have equal opportunities in all areas of athletics.”
- _____ “Title IX is still **critical**.”
10. How do sports benefit women’s health? _____
- _____
- _____
- _____
11. How would our communities be better if less women smoked, drank, used drugs or had unwanted pregnancies? _____
- _____
- _____
12. Read the first five bulleted facts listed in the Why Title IX is Still Critical section of the article. In your opinion, which one of the five facts gives the strongest evidence for the author’s claim that girls now do NOT have equal opportunities in all areas of athletics? Explain your choice.
- _____
- _____
- _____
- _____
13. What government agency has the main responsibility for enforcing Title IX? _____
- _____
14. How many Title IX athletic complaints were filed between January 1, 2002 and December 31, 2006? _____ Describe the nature of the majority of these Title IX complaints: _____
- _____
- _____

Title IX Circle Graphs

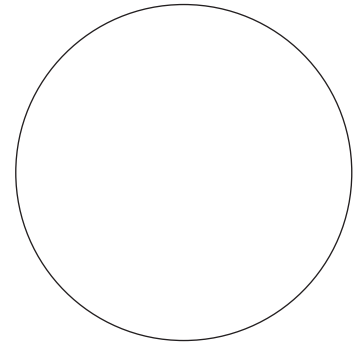
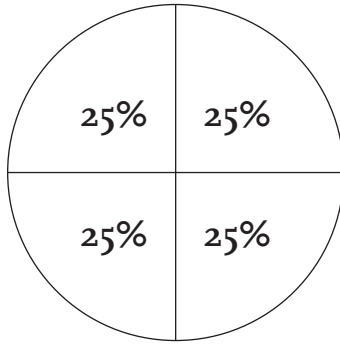
Read the article, “Education and Title IX” on the N.O.W. Web site
http://www.now.org/issues/title_ix/index.html (accessed September 4, 2009)

Use statistics given in the Impact of Title IX section of the article to help create circle graphs below.

15. Before Title IX, about 1 in 27 girls played in high school sports. ($1 \div 27 = \underline{\quad} = \underline{\quad}\%$)
 By 2001, the figure rose to 1 in 2.5 girls playing in high school sports. ($1 \div 2.5 = \underline{\quad} = \underline{\quad}\%$)
 Calculate the Pre and Post Title IX percentages, then fill in the circle graphs to illustrate the %'s calculated.
 (Some math thoughts—rounding, approximating— will help)



Pre Title IX
 ♀ in HS Sports



Post Title IX
 ♀ in HS Sports

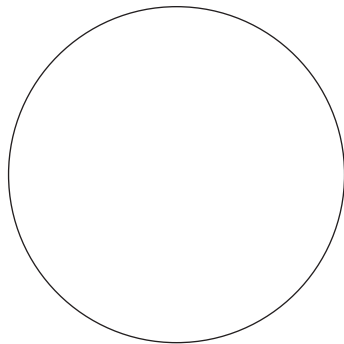
16. Collect data given in the article regarding percentages of women earning various types of college degrees, both before and 30 years after the passage of Title IX. Fill in the table and circle graphs (on the other side) to get a better “picture” of the changes brought about by Title IX.

Females Earning College Degrees

| Year | % of Law Degrees Earned | % of Medical Degrees Earned | % of Doctoral Degrees Earned |
|-----------------------|-------------------------|-----------------------------|------------------------------|
| 1972 Pre Title IX | | | |
| 2001 Post Title IX | | | |

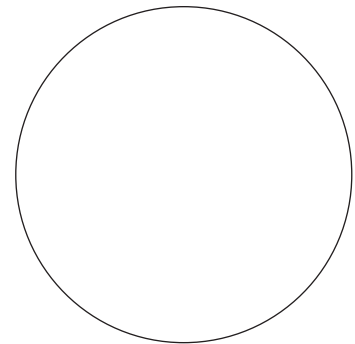
What a difference 30 years make! Based on the table above, describe the impact of Title IX on educational opportunities for women:

Title IX Circle Graphs

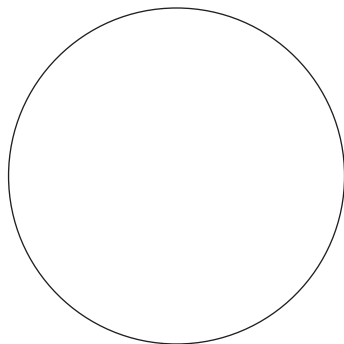


Pre Title IX
1972

♀ Earning Law Degrees

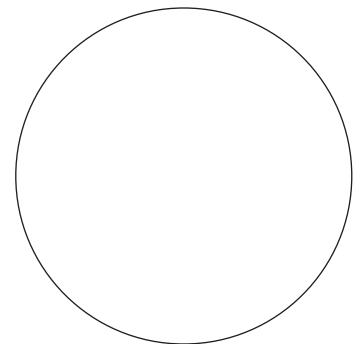


Post Title IX
2001

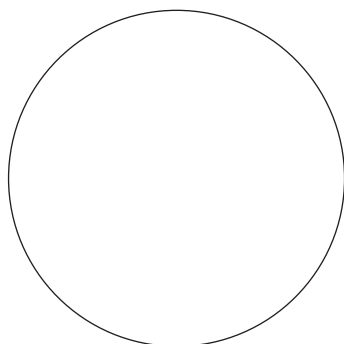


Pre Title IX
1972

♀ Earning Medical Degrees

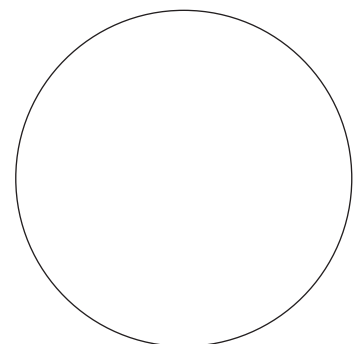


Post Title IX
2001



Pre Title IX
1972

♀ Earning Doctoral Degrees



Post Title IX
2001

“Sports Shape Society”

Expository Essay

Prewriting Graphic Organizer

Writing Prompt: Explain how sports has played a beneficial role in the evolution of civil rights and contributed to “leveling the playing field” for all Americans.

Paragraph 1

Introduction (“Hook”)

Background Information

Paragraph 2

Main Idea _____

Detail/Explainer _____

Detail/Explainer _____

Detail/Explainer _____

Paragraph 3

Main Idea _____

Detail/Explainer _____

Detail/Explainer _____

Detail/Explainer _____

Paragraph 4

Main Idea _____

Detail/Explainer _____

Detail/Explainer _____

Detail/Explainer _____

Paragraph 5

Main Idea _____

Detail/Explainer _____

Detail/Explainer _____

Detail/Explainer _____

Adapted by Jeannine Kuropatkin from <http://www.greece.k12.ny.us/instruction/ela/6-12/Writing/expository%20writing%20tools.PDF> (accessed September 4, 2009)

Guiding Questions

| | |
|--|--|
| <p>Lesson 1: Baseball Therapy</p> | <ul style="list-style-type: none"> • How did baseball help Japanese Americans cope with life in the World War II concentration camps? • How did baseball competition affect the perceptions of non-Japanese Americans about Japanese Americans? • How does physical activity affect psychological well-being? |
| <p>Lesson 2: Baseball Leads the Way</p> | <ul style="list-style-type: none"> • How can sports figures use their fame to improve our nation? • What influences in Jackie Robinson’s life led him to confront discrimination? • How did Jackie Robinson influence the Civil Rights Movement? |
| <p>Lesson 3: Disabled? Still Able</p> | <ul style="list-style-type: none"> • How are sports used for physical and psychological rehabilitation? • How has our government assisted disabled Americans in securing healthier lives and more freedom? • What challenges did people with disabilities have to face in order to gain their full rights? |

| | |
|--------------------------------------|--|
| <p>Lesson 4: IX Women</p> | <ul style="list-style-type: none"> • How has Title IX affected today’s women? • What are physical benefits of sports participation for women? • How does our society benefit from sports participation for girls and women? |
|--------------------------------------|--|

- This is a culminating, “end-of-unit” essay. To earn maximal points in the area of “Ideas and Content,” it is essential to include supporting ideas from all of the lessons covered in the “Sports Shape Society” unit.
- Reread the guiding questions for each of the four lessons taught during the “Sports Shape Society” unit. Ideas sparked from these questions may be incorporated into your essay.
- Students may work in pairs to brainstorm ideas for their essays, HOWEVER, each student will be responsible for writing his/her own authentic essay.

Final Draft Requirements

1. Typed on a word processor, double-spaced, in either Arial or Times New Roman, size 12 font.
2. Paragraphs must begin with a 5 space indent.
3. Student name, date, and class period must appear in the assignment heading.
4. The essay title should read “Sports Shape Society” OR one custom created by the student.