

IX Women

Overview

Women from all walks of life took part in the Civil Rights Movement of the 50's and 60's, then pressed the government to provide equal access, protection, and education for women. Title IX prohibits sexual discrimination in all schools that receive federal funding. A landmark piece of legislation, Title IX enabled women to gain equity in education, athletics, and employment.

Objectives

Students will be able to:

- Explain how sports participation benefits women.
- Interpret graphs noting female athletic participation statistics.
- Create graphs detailing changes in women's educational attainment before and after Title IX.
- Compose a culminating, "end-of-unit" five paragraph expository essay on the beneficial role of sports in augmenting citizens' rights in American society.

Essential Question

- How do sports shape society?

Guiding Questions

- 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?

Arizona State Standards

Social Studies—Grade 8

Strand 3: Civics/Government

Concept 3: Functions of Government

- PO 9. Describe the impact that the following Acts had on increasing the rights of groups and individuals:
 - a. Civil Rights Act of 1964

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 5. Describe the impact that the following had on rights for individuals and groups:

- a. National Organization for Women (NOW) – Equal Rights Amendment (ERA)

Reading—Grade 8

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

- PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)

Writing—Grade 8

Strand 1: Writing Process

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes

- PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).
- PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.
- PO 3. Determine the intended audience of a writing piece.
- PO 4. Establish a central idea appropriate to the type of writing.
- PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing.

Strand 2: Writing Components

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.



- PO 1. Use clear, focused ideas and details to support the topic.
- PO 2. Provide content and selected details that are well-suited to audience and purpose.
- PO 3. Develop a sufficient explanation or exploration of the topic.
- PO 4. Include ideas and details that show original perspective

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

- PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay). (See Strand 3)
- PO 2. Develop a strong beginning or introduction that draws in the reader.
- PO 3. Place details appropriately to support the main idea.
- PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).
- PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).
- PO 6. Create an ending that provides a sense of resolution or closure.

Concept 6: Conventions

Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

- PO 1. Use capital letters correctly for:
 - a. proper nouns
 - holidays
 - product names
 - languages
 - historical events
 - organizations
 - academic courses (e.g., algebra/Algebra I)
 - place
 - regional names (e.g., West Coast)
 - b. titles
 - c. abbreviations

- PO 2. Use commas to correctly punctuate:
 - a. items in a series
 - c. introductory words and clauses
- PO 13. Use subject/verb agreement in simple, compound, and complex sentences.

Strand 3: Writing Applications*Concept 2: Expository*

Expository writing includes nonfiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

- PO 3. Write an explanatory essay that includes:
 - a. a thesis statement
 - b. supporting details
 - c. introductory, body, and concluding paragraphs

Math—Grade 8**Strand 2: Data Analysis, Probability, and Discrete Mathematics***Concept 1: Data Analysis (Statistics)*

Understand and apply data collection, organization and representation to analyze and sort data.

PO 4. Interpret box-and-whisker plots, circle graphs, and scatter plots.

PO 5. Answer questions based on box-and-whisker plots, circle graphs, and scatter plots.

Technology Education—Grade 8**Standard 3: Technology Productivity Tools****3T-E1. Use formatting capabilities of technology tools for communicating and illustrating**

- PO 1. Use word processing editing tools to revise a document (e.g., cut and paste, tabs and margins, font size, font style, delete and undo, selecting, spell check, click and drag)

Standard 5: Technology Research Tools**5T-E2. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources**

- PO 4. Identify the components of a URL to determine the source of the information

Health Education / Physical Activity—Grade 8

ESSENTIALS (Grades 6–8)

Standard 1: Students comprehend concepts related to health promotion and disease prevention.

1CH-E1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability and premature death

- PO 1. Illustrate how positive health behaviors can prevent common injuries, diseases and conditions

Standard 2: Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

2PA-E1. Describe the relationship between a healthy lifestyle and feeling good

- PO 1. Explain that success in physical activities leads to recognition
- PO 2. Explain the value of exercise in relieving stress

Standard 6: Students demonstrate understanding and respect for differences among people in physical activity settings.

6PA-E1. Explain the role of sports, games and dance in modern culture

- PO 1. Explain the role of games, sports and dance in getting to know and understand others of like and different backgrounds
- PO 2. Demonstrate an understanding of the ways sport and dance influence American culture.

Materials

- Computer and digital projector and/or student computers with Internet access
- “Title IX” Worksheet
- Online readings about Women and Title IX (See References section for URL’s)

- “Sports Shape Society” Expository Essay Prewriting Graphic Organizer

Background

Title IX is an amendment to the 1964 Civil Rights Act that helped spur numerous educational—including sports-related—opportunities for girls and women across America. The preamble to Title IX states: “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 educational program or activity receiving Federal financial assistance” (20 U.S.C. § 1681).

Because of Title IX, schools that receive federal funding are barred from any kind of sex discrimination, in the classroom and on the courts and fields. In 1971, before Title IX, one in 27 females in U.S. secondary schools engaged in varsity sports. Today that figure is one in 2.5. Athletic scholarships for female athletes were very rare before Title IX, but in 1997 more than 10,000 women attended college on scholarships.

Opening

- Announce a class trivia contest and state, “First person to complete the famous athlete’s name is the winner.” Designate a prize or privilege for the winner.
- Write the phrase, “Babe _____” on the whiteboard and field responses from the students. Chances are that “Babe Ruth” will be the most frequent response, rather than “Babe Didrikson Zaharias.”
- Reveal the name of the famous athlete as “Babe Didrikson Zaharias.” Ask students what they know about this athlete. Again, chances are slim that students will have any prior knowledge of this female athlete. However, per chance a student does, allow for sharing of information with the class.
- Display a photo of Zaharias and read a short biography of this amazing athlete available at the Sports



Illustrated for Women Web site: http://sportsillustrated.cnn.com/siforwomen/top_100/2/ (accessed September 4, 2009).

- Make the observation that she was way ahead of her time. Some sources state she was regarded as a “freak” because of her athletic abilities.
- Write a big “IX” on the board. Dramatically muse about what she might accomplish in today’s world, “if IX had been around back in her day.” Ask students, “What is IX?” Allow for responses then, point to female athletes in the classroom, and state, “Mary’s educational AND athletic opportunities are better than Babe’s because of IX. Today we will learn about a law called Title IX.”

Activities—Day 1

- Explain that the class will conduct an informal survey regarding “How many girls in class participate in sports?” Use a show of hands to collect data. Ask the class to calculate the percentage, then create a circle graph on the whiteboard illustrating this statistic. Review and model math essentials (360° in a circle, converting percentages to fractions, “how to” create a circle graph, estimating, etc.) necessary for the construction of circle graphs.
- Write N.O.W. on the whiteboard. Ask students if they know what the acronym means. Perhaps some students will respond correctly with “National Organization for Women.” If not, ask students what resource(s) they might consult to find the answer. (Index or glossary of a history/civics textbook, dictionary, encyclopedia, online sources, etc.)
- Navigate to the online dictionary search engine, Onelook.com, <http://www.onelook.com/> (accessed September 4, 2009) to show students “how to” access this reference tool and perform a search for the acronym N.O.W. Follow with a search for the full title of the organization. The Encarta® World English Dictionary definition reads:

National Organization for Women (NOW), largest feminist organization in the United States. NOW’s

key objectives are to increase educational, political, and employment opportunities for women; secure abortion and reproductive rights for women; end all violence against women; and abolish discrimination based on sex, race, and sexual orientation.

[http://encarta.msn.com/encyclopedia_761569476/National_Organization_for_Women_\(NOW\).html](http://encarta.msn.com/encyclopedia_761569476/National_Organization_for_Women_(NOW).html) (accessed September 4, 2009)

- Distribute the “Title IX” Worksheets, one per student. Instruct students to visit the various sites listed on the worksheet (or teacher may use the LCD projector in a one-computer classroom to direct class to the sites) in order to answer the worksheet questions.
- Give students the rest of the period to complete the “Title IX” Worksheets. Teacher should be prepared to assist students who encounter difficulty calculating fractions to percentages or constructing circle graphs.

Activities—Day 2

- Correct and discuss the answers to the “Title IX” worksheet from yesterday’s lesson. Refer to the circle graphs and point out how the statistics clearly show a gain in female sports participation and female inclusion on college campuses and in professional careers.
- Project the U.S. Department of Education online links:

<http://www.ed.gov/pubs/TitleIX/part3.html> (accessed September 4, 2009) and

<http://www.ed.gov/pubs/TitleIX/part4.html> (accessed September 4, 2009)

Explain that the Web site is an archived report Title IX: 25 Years of Progress—June 1997 marking the 25th anniversary of the passage of Title IX by the U.S. Department of Education.

- Divide students into groups of three, assigning a specific bar graph from the 25th anniversary online report to each group. Each group will have 5-7 minutes to examine its bar graph for pertinent information, note any trends or patterns, and interpret the data in light



of its connection (or lack thereof) to Title IX. Each group should select a spokesperson to report at least 2-3 significant findings to the class.

- Proceed with group reports and significant findings per the following bar graphs:

Figure 1—Percentage of 25- to 34-Year Old Females Completing Secondary and Higher Education, by Country: 1992

Figure 2—Dropout Rates for Grades Ten to Twelve, by Sex: 1980-82 and 1990-92

Figure 3—Percentage of High School Female Graduates Taking Selected Mathematics and Science Courses: 1982 and 1992

Figure 4—Number of Degrees Conferred on Females by Institutions of Higher Education: 1977 and 1992

Figure 5—Percentage of First-Professional Degrees Conferred on Women, by Year

Figure 6—Number of Men in Nursing: 1972 and 1996

Have students discuss: “Overall, does the 25th anniversary report support the notion that Title IX improved educational opportunities for women? How about for men?” (Note Figure 6)

- Teacher shows the Powerpoint slideshow, “Advances of Women in Sports” by Sara Anne Smith. Since the slideshow was intended for a college-level audience, the teacher may opt to show an abbreviated version of the 21 slide length show found at:
<http://www.uwf.edu/rrotunda/psych/PSY4832/Women/Women.PPT> (accessed September 4, 2009)

Closing and Final Unit Assessment

- Discuss: “At the beginning of this unit, we learned about the Japanese American incarceration during World War II and how baseball helped the inmates cope with life in the camps. With that, some images come to mind:
 1. The baseball bat confiscated from ten-year old Norman Mineta
 2. Japanese Americans constructing their own

baseball field at the Gila River camp

3. The winning run crossing home plate as the Butte Eagles edge out the state champion Tucson Badgers, 11-10 in a game played behind barbed wire
- Pose the following for class discussion: “There’s an expression level the playing field which fits this unit quite nicely. Explain the meaning of this expression from the various points of view we have studied in this unit.”
 1. How did baseball help to level the playing field for Japanese Americans held inside concentration camps during World War II?
 2. How did Jackie Robinson level the playing field for African Americans during the era of Jim Crow?
 3. In what ways did the Americans with Disabilities Act level the playing field for the mentally, physically, and medically disabled?
 4. How has Title IX helped to level the playing field for women from the 70’s to the present?

Final Unit Assessment

A culminating, “end-of-unit” five paragraph expository essay is the final assessment for this “Sports Shape Society” Unit.

Note to Teacher: This assessment works best if at least three of the four lessons have been taught. The expository essay is assessed according to the Arizona Six Traits Writing Rubric, however only scored on the three traits of: “Ideas and Content,” “Organization” and “Conventions.” Individual teachers may opt to assess the essay on all six traits if desired.

- Ask students to brainstorm a list of favorite sports. Point out sports that involve scores. Tie that idea to essay scoring. Reassure students that they know the “ingredients” for writing a Six Trait essay. Add that with some effort, and use of their “equipment” (folders with past lesson assignments), that you look forward to some “homerun” and “grand slam” essays.

- Review the requirements for a five paragraph expository essay. Explain that the essay topic requires supporting evidence drawn from all the lessons taught in the “Sports Shape Society” unit. Refer students to their past assignments stored in their unit folders. Review the four content areas of each lesson:

Lesson 1: Baseball in the Japanese American World War II Concentration Camps

Lesson 2: Jackie Robinson Breaking the Color Barrier in Sports

Lesson 3: The American Disabilities Act and Sports Opportunities for the Disabled

Lesson 4: Title IX and Women’s Sports

- Discuss the “Six Traits of Writing” (with which students should already be familiar) giving special emphasis to the three traits on which this particular essay will be assessed:
 - Ideas and Content
 - Organization
 - Conventions

Under the trait, Conventions, special attention will be focused upon three target areas:

- Capitalization
- Use of commas
- Subject-verb agreement

To further help students understand “how” their essays will be assessed, show them the Arizona Department of Education’s, Official Scoring Guides, found online at:

Official Scoring Guide, Ideas and Content
<http://www.azed.gov/standards/6traits/IdeasContent.pdf> (accessed September 4, 2009)

Official Scoring Guide, Organization
<http://www.azed.gov/standards/6traits/Organization.pdf> (accessed September 4, 2009)

Official Scoring Guide, Conventions
<http://www.azed.gov/standards/6traits/Conventions.pdf> (accessed September 4, 2009)

A more “kid-friendly” version, the Simplified Arizona Six Traits Rubric, can be found at:
http://alliance.la.asu.edu/mywonderfulworld/GeoLiteracy/MartinWelcome/AZ6TraitsRubric_Simple.pdf (accessed September 4, 2009)

- Distribute copies of the “Sports Shape Society” Expository Essay Prewriting Graphic Organizer. This handy graphic organizer has the writing prompt and a prewriting scaffold for organizing each of the five paragraphs.
- Preview the components of the five paragraph scaffold and review, if necessary, the criteria for writing solid introductory paragraphs, supporting ideas in the essay body, including adequate details and explainers, and a concluding paragraph.
- Discuss the writing prompt for the five paragraph expository essay. Explain how sports has played a beneficial role in the evolution of civil rights and contributed to “leveling the playing field” for all Americans.
- Remind students that this is a culminating, “end-of-unit” essay. To earn maximum 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.
- Point out that the guiding questions for each of the four lessons are printed on the back of the Prewriting Graphic Organizer. Advise students to reread them. Ideas sparked from these questions may be incorporated into the 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.

- Depending upon time available, have students proof-read one another's rough drafts. Using the Simplified Arizona Six Traits Rubric, have students peer edit and offer suggestions for improvement.
- The final draft essay must be typed on a word processor, double-spaced, in either Arial or Time New Roman, size 12 font. Paragraphs must begin with a 5 space indent. The student's name, date, and class period must appear in the assignment heading. The essay title should read "Sports Shape Society" OR one custom created by the student.
- The 5 paragraph expository essay will be assessed according to the Arizona Six Traits Writing Rubric for the traits of: "Ideas and Content," "Organization" and "Conventions." A score of 4 or higher for each trait, will denote mastery level.

Extensions

Interview women who played sports in college before and after Title IX.

Write a biographical sketch about a female athlete.

Compose a rap or cheer about Title IX.

References

- "AIMS Six Trait Analytic Writing Rubric." Arizona Department of Education. <http://www.azed.gov/standards/6traits> (accessed September 4, 2009).
- "AIMS Six Trait Analytic Writing Rubric: Official Scoring Guide, Conventions." Arizona Department of Education. <http://www.azed.gov/standards/6traits/Conventions.pdf> (accessed September 4, 2009).
- "AIMS Six Trait Analytic Writing Rubric: Official Scoring Guide, Ideas and Content." Arizona Department of Education. <http://www.azed.gov/standards/6traits/IdeasContent.pdf> (accessed September 4, 2009).
- "AIMS Six Trait Analytic Writing Rubric: Official Scoring Guide, Organization." Arizona Department of Education. <http://www.azed.gov/standards/6traits/Organization.pdf> (accessed September 4, 2009).
- "Education and Title IX." National Organization for Women. http://www.now.org/issues/title_ix/index.html (accessed September 4, 2009).
- Greece Central School District: Tools for Reading, Writing, and Thinking, Graphic Organizers <http://www.greece.k12.ny.us/instruction/ela/6-12/tools/index.htm> (accessed September 4, 2009).
- Onelook Dictionary Search <http://www.onelook.com/> (accessed September 4, 2009).
- "Simplified Arizona Six Traits Rubric." Arizona Geographic Alliance. http://alliance.la.asu.edu/mywonderfulworld/GeoLiteracy/MartinWelcome/AZ6TraitsRubric_Simple.pdf (accessed September 4, 2009).
- Smith, Sara Anne. "Advances of Women in Sports." University of West Florida, Psychology: Powerpoint slideshow. <http://www.uwf.edu/rrotunda/psych/PSY4832/Women/Women.PPT> (accessed September 4, 2009).
- Sports Illustrated for Women: "Biography of Babe Didrikson Zaharias" http://sportsillustrated.cnn.com/siforwomen/top_100/2/ (accessed September 4, 2009).
- "Title IX: I EXercise My Rights: Athletics." <http://www.titleix.info/> (accessed September 4, 2009).
- "Title IX: 25 Years of Progress." June 1997. United States Department of Education. <http://www.ed.gov/pubs/TitleIX/part3.html> (accessed September 4, 2009). <http://www.ed.gov/pubs/TitleIX/part4.html> (accessed September 4, 2009).