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***Please refer to the Pennsylvania Standards Aligned System website: (***[***http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx***](http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx)***)***

***for information on the Pennsylvania Curriculum Framework for Social Studies. You will find much of the information about PA Academic Standards, essential questions, vocabulary, assessments, etc. by navigating through the various components of the Curriculum Framework.***

**LESSON / UNIT TITLE: (Type here.): Title IX / Civil Rights Unit**

**Teacher Name(s): John Shaffer**

**School District: Wellsboro Area School District**

**Building: Wellsboro High School**

**Grade Level: 10**

**Subject: American History**

**Time Required: 2 class periods**

**Lesson *(2-3 sentence synopsis)*:**

Students will first look at the basic gains made my women in their struggle for equality in the 1970’s. Students will then analyze Title IX and discuss the intent and purpose of it today.

**Essential Questions for Lesson**

What was the original purpose and intent of Title IX in 1972?

Is the intent of Title IX still intact today?

**Pennsylvania Academic Standards Addressed in Lesson/Unit**

8.3.9.C: Analyze how continuity and change have impact the United States.

8.3.9.B: Compare the impact of historical documents which are critical to the United States

**Lesson/Unit Objectives**

1. Determine the reasons for Title IX.
2. Describe the purpose of Title IX in 1972.
3. Analyze the current role of Title IX.

**Vocabulary/Key Terms for Lesson/Unit**

Betty Friedan

Feminism

National Organization for Women (NOW)

Equal Rights Amendment (ERA)

Title IX

Proportionate

**Historical Background for Teachers / Research Narrative**

**Title IX (Athletics): Then and Now**

Starting in the 1950’s there was a growing feeling of unhappiness among the women of the United States. Though most had children, a husband, a nice home and all the comforts that came with it, there was still something missing. What was missing was the feeling of complete equality with males. The feminist movement focused on women achieving economic, political and social equality with men. The feminist movement gained momentum with the publishing of Betty Friedan’s *The Feminine Mystique*. In 1966 The National Organization for Women (NOW) was created, which pushed for equality in the work force and related areas. NOW pushed Congress to begin looking at women’s issues. In 1972 the Equal Rights Amendment was passed, though it failed to be ratified by enough states, only gaining 35 of the 38 needed votes. Though the ERA failed to become law, there was a significant piece of legislation passed in 1972 which forever changed the educational system of America: Title IX.

The Higher Education Act of 1972 included multiple amendments. Title IX of the Educational Amendments requires gender equality in all educational programs getting federal funding. Title IX addresses ten areas of education: Higher Education, Career Education, Education for Parenting Students, Employment, Learning Environment, Math and Science, Sexual Harassment, Standardized Testing, Technology, and Athletics. While Title IX has impacted all areas of education, the area which has garnered the most public awareness and debate is in the area of Athletics.

Before Title IX, the high school and college sports scene for girls was almost nonexistent. In 1970 only 1 in 27 girls played high school sports. The primary activities for girls were cheerleading and square dancing. In college athletics, only 2% of most school budgets were dedicated to female sports. There were also the overwhelming stereotypes that existed for girls and women who wanted to pursue more robust forms of athletics.

In the area of athletics there is a three-prong test to see if schools are meeting Title IX rules. The first prong is athletic participation. There must be athletic opportunities proportionate to student enrollment. Schools can also demonstrate continual expansion of sports for the underrepresented sex, though this only works for a few years before the government wants to see schools meeting prong one. The final way to comply with Title IX is full and effective accommodation of the interest and ability of the underrepresented sex. Through mandating that schools meet one of the three prongs in order to receive federal funding, improvements in female participation occurred.

There have been great gains in female athletics since Title IX became law. In 2007, 41% of females were participating in high school athletics. In a 2006 study, 42% of all college athletes were female as well. Female sports are slowly gaining momentum on national television throughout the twenty-first century. Socially, Title IX has also had an impact by removing some of the stereotypes that surrounded female athletes.

With all of the great things that Title IX has achieved, there is a growing debate as to whether the law is still needed in 2011. Supporters of Title IX argue that it is still needed because even though 41% of high school girls are playing sports, girls make up 49% of the high school students nationwide. Supporters also look to the fact that in NCAA sports men still receive $136 million more in scholarships nationwide, as well as the fact that female Division one programs receive on average 37% of their schools’ athletic budget. Proponents of Title IX argue that not only do these statistics support the fact that equality has not been reached, but they fear that regression will occur if the law is removed.

Opponents of Title IX argue that the law is no longer helping to grow female athletics but rather is discriminating against male athletes. As support they look to the dismantling of hundreds of college men’s teams across the nation. They also say that prong one of compliance does not take into account interest in sports, but only the proportion of students in the whole school. While this argument may seem a bit “old school”, opponents say that the number of girls who want to participate in sports will never be the same as the percentage of men; therefore an equal number of sports are unnecessary. Another major argument made by this side is the idea that financially, male and female sports cannot be equal. They state that football costs so much money that it is unreasonable to expect that female sports should get equal funding. (As a rebuttal to that, supporters of Title IX argue that the law is not to blame but mismanagement of funds for football are to blame, i.e., the fact that Division I football gets 85 scholarships while there are only 24 starters.)

My goal in teaching Title IX to my students is to get them thinking and debating the need for it, or possible changes that could be made to it. I am going to present a few case studies that I will use with my students, but I would encourage teachers to look for examples within their own school district, so that students may have first-hand accounts. (Note: These are very brief compared to the full case studies presented to the students.)

Case Study 1: High school male XC runners are forced to run with their shirts on because female XC runners complained that they were not allowed to run in their jog bras.

Case Study 2: High school male is allowed to play on his school’s female volleyball team because there is not an equal opportunity for him to play that sport in the school. He breaks a girl’s nose in a game; he helps lead his high school team to states.

Case Study 3: Iowa high school wrestler is matched up against a female in state championship quarterfinal. He forfeits match because his religion does not allow him to touch a female in that way. Title IX allows her to be there, but is that fair?

Case Study 4: High school has 10 male teams and 6 female teams. There is minimal interest within the student body for adding any more female teams. School is forced to cut two male teams and add a female team in order to meet Title IX requirements.

**Instructional Prodedures and Activities**

Day 1:

1. Students will read text Chapter 31, Section 2 and answer “Yellow” and “Review Questions”
2. Homework assignment: Title IX Guided Reading from ***Cicero***

Day 2:

1. Power Point Presentation on the history of Title IX.
2. Divide class into groups of 3. Each group will review and analyze a case study relating to the implementation of Title IX.
3. Facilitate a class debate on Title IX today.
4. Homework Assignment: Complete a three paragraph essay that answers the question: Should Title IX be adjusted for today? If so, describe your recommended changes to the law.

**Suggested Strategies for Differentiating Instruction**

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| --- | --- |
|  | 1. Read primary source Title IX document from ***Cicero*** |

**Assessment of Student Learning (Formative and Summative)**

1. Teacher observation/discussion
2. Evaluation of Homework Night 1
3. Evaluation of Case Study
4. Evaluation of Homework Night 2

**Materials and Resources**

1. Text*: The Americans: A History* - McDougall-Littel
2. *Cicero: History Beyond the Textbook*
3. [www.titleix.info](http://www.titleix.info)
4. [www.bailiwick.lib.uiowa.edu/ge/aboutRE.html](http://www.bailiwick.lib.uiowa.edu/ge/aboutRE.html)

**Author(s) of Unit/Lesson Plan**

John Shaffer, Wellsboro Area High School, Wellsboro School District

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