

# Women and Sports in Pennsylvania: Title IX

by Aaron Hackman

## Standards

NCSS.1.2.b	...have learners apply key concepts from the study of history such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among the patterns of historical change and continuity;
NCSS.1.2.d	...guide learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
PA.SS.CG.5.1.3.B	___Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.
PA.SS.CG.5.1.12.B	___Analyze the sources, purposes and functions of law.

## Resources

### Text of Title IX

This website gives the actual text for the Title IX act. This is relevant to the topic for this lesson on the impact that Title IX had on not only K-12 sports and college sports, but the entire way that Americans view equality.

### Title IX Research from Department of Education

This website is very interesting as it provides historical background information and data from a study on Title IX compliance, a battle that Americans still fight today.

## Objectives

The main objectives for this lesson are to integrate Title IX into the core history unit. The struggle for equality has been and will be a problem that that may be present until Title IX is fully implemented. At the conclusion of this lesson, the students will have learned:

a: The background history of Title IX, and why it is historically significant.

b: Court battles over Title IX funding.

c: Future issues.

These learning objectives will be measured through on-going classroom discussion throughout the day's lecture for the teacher to make sure that the students are following along with the material. At the conclusion of this lesson, the students should also be able to relate the early struggles with Title IX to the struggles of today.

## **Rationales**

This lesson is relevant to the understanding of sports history in that different court cases have discussed Title IX and how it affects sports in both the K-12 schools and the college settings with regards to the amount of sports activities that they can have and the funding for those sports to ensure compliance with the law.

## **Procedures**

The required reading for this lesson is pages 40-41 in the textbook. This is required so that the students will have already had a background in the information discussed because of the controversy surrounding Title IX. This lesson will be following the procedure as outlined below:

a: Lecture from the text on the material discussed in the textbook on Title IX

b: How Title IX relates to the struggle for civil rights

c: Current battles and the future for Title IX implementation

Also, continuing on the previous day's lesson, the assignment on college sports will be due today, and the teacher will be working to relate the assignment on college sports to the present day's lesson on Title IX and relation to school sports.

The lecture outline and discussion questions for this lesson are as follows:

### **I. Title IX Lecture Outline**

- a. Education Amendments Act of 1972
  - b. Text of Title IX from website
  - c. General Provisions of Title IX
  - d. Court Cases and the impact that they had on the Future of Title IX
  - e. Historical information on Title IX Compliance
  - f. How Title IX relates to the overall struggle for Civil Rights and equality
- II. General Discussion Questions
- a. Why do you think that the federal government is having a hard time in implementing Title IX and ensuring total compliance?
  - b. Why do you think that people question if Title IX is unconstitutional?

Another key point to the classroom discussion is for the students to ask questions of the teacher in case that there is something that was missed in the lecture, or if the students do not understand one of the key points.

## **Materials**

Since there are two different websites that will be used for this lesson, the teacher will need a computer to bring-up the websites and a projector screen so that the class can view the sites. Also, the textbook will also be used as a resource.

## **Evaluation/Assessments**

A classroom discussion after the websites are reviewed will serve as the assessment for this particular part of the lesson. A general discussion will enable the teacher to measure how many of the students have done the required reading and followed along in class. After the lecture material is made clear, the teacher will then be able to work with the students that either did the reading and did not understand it, or did not do the reading at all so that the class as a whole is not behind in progression.