

Lesson Plan: Women in Sports  
Unit: Gender Stratification  
Teacher: Jill Ferris (Mr. Hanson)  
Course: Sociology  
Date: Friday, February 29, 2008

1. Content:
  - a. Unit goal: I want my students to become conscientious about their place in the world. We have previously studied stratification within the context of wealth. I want them to recognize the relationship between gender and wealth, as well as the many complexities that gender stratification presents to a society
  - b. Lesson goal: I want my students to understand and be able to articulate the impact of Title IX and its successes and failures.
  - c.
2. Framing:
  - a. Content context: I want my students to become conscientious about their place in the world. We have previously studied stratification within the context of wealth. I want them to recognize the relationship between gender and wealth, as well as the many complexities that gender stratification presents to a society.
  - b. Classroom context: We have examined gender stereotypes and the roles of women as portrayed in the media.
  - c. Big Picture: This lesson is framed under the following questions:
    - Understand why Title IX was adopted.
    - Explain its successes in the past 35 years.
    - Discuss inequalities that still exist in sports between the sexes.
3. Objective(s): The student will be able to engage in a debate about the successes and failures of Title IX.
4. Instructional Procedures: (60 min.)
  - a. Framing and Is It True? (15 min.)
  - b. "Taking the Field" chapter (10 min.)
  - c. Introduce debate, brainstorm points with your assigned side (10 min.)
  - d. Debate (25 min.)
5. Materials/Equipment: powerpoint, Is It True?, DVD, debate sheet
6. Assessment/Evaluation: Students will be assessed based on their participation in the debate. All students are required to take a "vital role" and speak at least three times.
7. End Framing:
  - e. Homework: No homework.

## **Title IX Debate**

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

Part of the Educational Amendments (1972) to the Civil Rights Act (1964). Title IX, prohibits discrimination based on sex in federally-funded education, INCLUDING in athletics programs. This applies to all educational institutions that receive federal funding.

**Scenario:** In 2007 Congress held a hearing to celebrate the 35<sup>th</sup> anniversary of the passage of Title IX. You are members of the Higher Education, Lifelong Learning and Competitiveness Subcommittee of the House Education and Labor Committee and have been asked to participate in this debate. Working with your team, you will need to develop an argument about the successes and failures of Title IX, as well as questions for the other side. You will be graded based on your participation in the debate.

**Topic:** Title IX has been effective at encouraging female participation in sports.

Everyone on your team must speak at least three times and hold a vital role on the team. During your ten minutes of preparation time, please prepare a statement of your argument (a paragraph to be read), facts to support your argument, and questions to ask the other side.

### **Vital Roles:**

- Lead Debaters/Constructors (2): present the main idea and argument of the group. Responsible for the initial presentation of information.
- Questioners (2): Will formulate questions to cross-examine the other side. Your job is to punch holes in their argument.
- Rebutters (2): Respond to the questions of the other side in a final statement. Should understand your side’s argument well and be able to anticipate and address the ideas raised in the cross-examination in your side’s final statement.

### **Order of Debate:**

1. Pro side presents argument.
2. Con side cross-examines pros.
3. Con side presents argument.
4. Pro side cross examines cons.
5. Pro side presents rebuttal.
6. Con side presents rebuttal.