

**Lesson 2**  
**Analyzing Title IX and Athletics**

**Lesson Objectives**

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Students will be able to

- Explain the background of Title IX, including its purposes and effects
- Summarize the equal participation requirement of Title IX and the three different theories of equality embedded in it.
- Assess whether female athletes are being treated fairly in a variety of scenarios and defend their positions.

**Materials**

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- Handout 3: Equal Access to Education: Forty Years of Title IX (with teacher answer key)
- Handout 4: Code of Federal Regulations–Athletics
- Handout 5: Three Theories of Equality in college Athletics (with teacher answer key)

**Lesson Assessments**

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- Handout 3 reading response questions
- Handout 5 hypothetical scenario analysis

**Instructional Activities**

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*Anticipatory Set*

- Display the following prompt:
  - Title IX allows schools to have separate sports teams for boys and girls. Pretend you are the athletic director of a public high school. You oversee a girls' soccer team and a boys' soccer team. You have been receiving dozens of phone calls from students and parents complaining that the girls' team is being treated unequally. With a partner, list all the possible things that they might complain about—situations or official actions that might create inequality between the teams.
- After students have had a chance to list, discuss their ideas. These are some possible responses:
  - The boys' team has greater access to and higher quality equipment and supplies
  - The boys' team has a designated practice facility that the boys' coach reserves every day; the girls' team has no such space or has it less often
  - The boys' team has its own locker room, but the girls' team doesn't

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- The boys' team gets first pick when scheduling practices and games on the soccer field
- The boys' team gets greater funding from the athletic department
- The boys' team coaches get greater compensation
- The school advertises soccer games for the boys' team in the community and holds pep rallies at the school for big games, but the girls' team doesn't get that kind of attention
- The boys' team has its own athletic trainer but the girls' team doesn't

#### *Direct Instruction*

- Inform students that today they will be learning about the background of Title IX and evaluating its regulations as applied to athletics.
- Distribute **Handout 3: Equal Access to Education: Forty Years of Title IX**. Explain that this is an excerpt from a U.S. Department of Justice publication from 2012. Instruct students to highlight and annotate the text as they read to identify the main points. Then, students should respond to the questions at the bottom of the reading.
- When students have finished answering the questions, call on volunteers to share their answers.

#### *Guided Practice*

- Distribute **Handout 4: Code of Federal Regulations - Athletics**. This handout provides the Title IX regulations as applied to athletics. Explain to students that regulations such as these are created by an executive agency. The public gets a chance to comment on the proposed regulations. The agency then edits the proposed regulations based on those comments and issues. Compliance with federal regulations is required by law.
- Break students into three groups. Group One will focus on section (a), Group Two will focus on section (b), and Group Three will focus on section (c). Instruct each group to read their section carefully. They may need to read it several times out loud, and they may need to read the sentences one piece at a time to make sense of it. Students should work together in their groups to complete the following tasks:
  - Summarize the section for the rest of the class in “plain English.”
  - What, if anything, does your section require? Think of some concrete examples.
  - What, if anything, does your section prohibit? Think of some concrete examples.
  - What other guidance does your section provide?Each group will work together to interpret their section and then present their summaries to the class.
- Distribute **Handout 5: Three Theories of Equality in College Athletics**. Read the first page of the handout out loud as a class. Call on different students to read each paragraph. When you get to the three-part test, pause after each paragraph to gather student reactions and assess understanding. You may ask questions such as:

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- Do you think this is a good way to achieve equality? Why or why not?
- What are the advantages and disadvantages of this approach?

*Independent Practice*

- Instruct students to go on to the next page of Handout 5. Read the hypothetical scenario out loud. Instruct students to answer the questions that follow, referring to the reading.
- Students should turn in their responses by the end of class.