

Summer 2006

Class: Social Studies/History

Unit: Women's Rights: Title IX

Grade level: 5 -10

Standards Commonwealth of Massachusetts Curriculum Frameworks

History and Social Science

- **Grade 5** The Principles and Institution of American Constitutional Government
5.24 Describe the basic political principles of American democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.
 - A. individual rights
 - B. equality
- **U.S. History I**
USI.33 Analyze the goals and effect of the antebellum women's suffrage movement.
- **U.S. History II**
USII.25 Analyze the origins, goals, and key events of the Civil Rights movement.
USII.27 Analyze the causes and course of the women's rights movement in the 1960's and 1970's

Connections English Language Arts: Appendix F (pages 117 – 121)

- **Grades 5 and 6—Reading and Literature, Standards 8 and 13: Understanding an Informational/Expository Text and Nonfiction**
 - Identify and analyze main ideas, supporting ideas, and supporting details.
 - Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).
 - Composition, Standards 19 and 24: Writing and Research**
 - Apply steps for obtaining and evaluating information and presenting research...following established criteria for evaluating information...providing documentation in a consistent format.
- **Grades 7 and 8—Reading and Literature, Standards 8 and 13 Understanding an Informational/Expository Text and Nonfiction**
 - Continue to address earlier standards as needed as they apply to more difficult texts. (See Grades 5 and 6)
 - Composition, Standards 19 and 24: Writing and Research**
 - Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.
 - Write and justify a personal interpretation of a literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
 - Apply steps for obtaining and evaluating information and presenting research...differentiating between using paraphrasing and direct quotations, documenting information in a consistent format; and using a standard bibliographic format.

• **High School—Reading and Literature, Standards 8 and 13: Understanding an Informational/Expository Text and Nonfiction**

- Continue to address earlier standards as needed as they apply to more difficult texts. (See Grades 5 and 6, Grades 7 and 8)

—**Composition, Standards 19 and 24: Writing and Research**

- ...apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standards format, and presenting research.

Topic: Using the Internet to Study Women’s Rights through Olympians and Title IX

Statement of Purpose: Rationale

Students will be introduced to the National Women’s History Museum web site (<http://www.nmwh.org/home/home.html>), and then they will be guided to “American Women Olympians” (<http://www.nwhm.org/olympics/olympics1.htm>). These lessons will focus on women’s continual quest for equal rights right into the 1970’s. The focal topic, “American Women Olympians,” will look at the equality issue through sports.

(These lessons will broaden fifth grade studies of the Bill of Rights, U.S. History I studies of women’s suffrage, and U.S. History II studies of Civil Rights and women’s right’s movements of the mid-twentieth century.)

As students gain knowledge from this image-rich site, they will also be studying and critiquing the site’s use of internet sources and the footnote format used on each of the pages of “American Women Olympians.” For the culminating activity each student will construct a one-page PowerPoint slide, demonstrating their knowledge 1.) of user-friendly design (learned from the study of the <http://www.nmwh.org/home/home.html> site), and 2.) to write text which includes one main idea, supporting idea(s), and supporting detail(s), to incorporate an image (or several) which will reinforce the main idea, and to write the standard-format citation (footnotes) required for the text and images.

Assumption: The teacher has basic knowledge of PowerPoint construction.

Learning Objectives: Students will be able to:

1. identify main ideas, supporting ideas, and supporting details
2. identify defining periods of women’s continuing quest for equality in sports
3. compare and contrast how the writers’ of this web site used internet visuals
4. draw conclusions about why these writers chose these particular visuals and why the writers chose to resize many—analyze the composition of six pages in this web site
5. reflect upon Title IX—how it changed the lives of their mothers/grandmothers AND how its impact is part of their daily lives
6. develop a one-page PowerPoint slide, demonstrating their knowledge of the parts of informational page and the requirements of citation in their work

Schedule: Materials and Time

- **Time: Three class periods--minimum**
- **Introduction/Guiding Questions**

- Class questions will begin these lessons. They can include:
 1. Have you ever been told you cannot participate in an activity/a sport because you are a girl? a boy? What were your feelings about this happening to you? Were you able to resolve this situation?
 2. If the year was 1950, 1960, 1970 would the likelihood of participation in sports be different for you as a girl? as a boy? Have your parents or grandparents told stories of sports they played in their youth? or sports they did not play?
 3. The Olympics are held every four years. Who can participate? What are some of the sport competitions?
- Tell them they are going to investigate women's sports' participation in the Olympics.
- Essential question: From a historical perspective how have women's participation in the Olympics changed since 1900?
- **DAY ONE—COMPUTER LAB**
 - Introduce the National Women's History Museum web site (<http://www.nmwh.org/home/home.html>). Ask the students to place the cursor on Cyber Museum—note the three areas of study. Ask them to click on “American Women Olympians” (<http://www.nwhm.org/olympics/olympics1.htm>).
 - Ask the students to review the opening page of this site. Ask them not to skim forward, but to examine how the writers of this document presented the initial information. Note the text, images, colors, and documentation of sources.
 - Review the how the text is presented. How much of the page is text? Is it easy to read? What is the main idea? How have the writers emphasized the main idea? Speculate: Might the highlighted main points be consistent throughout the website?
 - Why might have the writers chosen the three images on this page?
 - Besides **Next** at the bottom of the page, what is the third important part of this page? What is the importance of its inclusion on the page? How can you, the student, use this information?
 - In the upper third of this page are the words **PARTICIPANTS/EVENTS OVER THE PAST 100+ YRS**, please place your cursor on these words and open this attachment. Here are statistics from the Olympics from 1896 to 2000. Please review the numbers of FEMALE and MALE Participants during these 100 years. Inquire about observations which the students have made. What events did women participate in?
 - Have the students skim the website.
- **PRINT out the web pages 1 -6** (<http://www.nwhm.org/olympics/olympics1.htm>).
- Staple the pages together—one for each student
- **ASSIGNMENT—DAY ONE**
 - 5th grade: Ask the students to record the main idea, one supporting idea and one supporting detail—See worksheet “American Women in the Olympics”
 - U.S. History I and II:
 - 1.) Read pages 1 – 6.
 - 2.) Using three different Highlighter colors or colored pencils/pens note the main idea, supporting idea, and supporting details for each of the six pages. Make a key code for the colors chosen.

- 3.) Choose one of the six main ideas and write a comprehensive summary of the information, using your own words—no copying or direct quoting.
- 4.) Support with text book reading.
 - a.) For example Prentice Hall, The American Nation, pages 444 – 447, “A Call for Women’s Rights”
 - b.) For example Prentice Hall, The American Nation, page 865, “The Women’s Rights Movement”

- **DAY TWO**

- Review the main ideas assignment
- Instruct the students that they, too, will be creating a PowerPoint page, using the knowledge which they have gathered from these exercises.
- **MEDIA REQUIREMENTS:** PowerPoint, projector and screen
- Have the packets ready for discussion.
- Handout: Analysis Questions
 - 1.) Slide 2: note the composition of each web page
 - 2.) Slide 3: Page 1 of the web site. **QUESTIONS:**
How does the format help the reader skim for meaning?
Do the images reinforce the data? How?
Why are the footnotes on each page? Importance of this?
 - 3.) Slide 4: analyze the images—**questions for class discussion**
 - 4.) Slide 5: plagiarism defined
 - 5.) Slide 6: images from Page 1
 - 6.) Slide 7: Page 1 originals (go back and forth for comparison)
 - 7.) Slides 8 and 9: compare the images from Page 2
 - 8.) Slides 10 and 11: compare the images from Page 3
 - 9.) Slides 12 and 13: compare the images from Page 4
 - 10.) Slides 14 and 15: compare the images from Page 5
 - 11.) Slides 16 and 17: compare the images from Page 6
 - 12.) Slide 18: introduces Title IX
 - 13.) Slide 19: web page 12 with information about Title IX (note text, images, and footnotes)
 - 14.) Slide 20: Title IX (pass out “Mythbusting” handout and the Title IX worksheet)

- **ASSIGNMENT—DAY TWO**

- 5th grade: “The Mythbusting” handout will need adapting for this age.
 - 1.) Have the students record the educational and athletic opportunities they have.
 - 2.) What might have been their grandmothers’ limited opportunities?
- U.S. History I and II
 - 1.) Read the handout copy of “Mythbusting: What Every Female Athlete Should Know!” (<http://www.womenssportsfoundation.org/cgi-bin/iowa/issues/rights/article.html?record=34>)
 - 2.) Complete the Title IX worksheet.

- **DAY THREE/FOUR—computer lab**
 - Collect assignments
 - Pass out the handout MISSION SHEET
 - Open the National Women’s History Museum web site (<http://www.nmwh.org/home/home.html>).
 - Place the cursor on Educational Resources. Click on Biographies. Begin
 - .NOTE: This assignment can be completed in a computer lab or as a home assignment for U.S. History students.

 - For 5th grade pre-select one biography (print out the biography).
 - 1.) In class write a class summary (main idea, supporting idea, and supporting details) and have all the students make a copy of it.
 - 2.) **Computer Lab:** Open the National Women’s History Museum web site (<http://www.nmwh.org/home/home.html>).
 - 3.) Place the cursor on Educational Resources. Click on Biographies. Locate the class’s choice.
 - 4.) Slowly walk the students through the process of creating a PowerPoint: Text box, copying and pasting an image, writing a footnote.

- **CLOSURE:**
 - Depending on the school facilities, each PowerPoint will be projected or printed out for presentation.
 - Written summary paragraph(s) about Title IX and the use of the technology to display and communicate knowledge.

Assessment:

- 1.) Classroom participation.
- 2.) Homework
- 3.) PowerPoint slide and presentation
- 4.) Summarizing paragraph(s)

References:

- 1.) “National Women’s History Museum,” 1996, <http://www.nmwh.org/home/home.html>
- 2.) “NWHM’s American Women in the Olympics,” August, 2004
<http://www.nwhm.org/olympics/olympics1.htm>
- 3.) The American Nation. New Jersey: Prentice Hall, 2005.

Materials:

- 1.) Computer Lab
- 2.) Computer, projector and screen
- 3.) PowerPoint which accompanies the lessons
- 4.) Handout: Pages 1 -6 from “American Women in the Olympics”
--PRINT these out from the web site <http://www.nwhm.org/olympics/olympics1.htm>
- 5.) Handout: Analysis Questions
- 5.) Worksheet: “American Women in the Olympics” –5th grade
- 6.) Handout: “Mythbusting: What Every Female Athlete Should Know!”
- 7.) Worksheet: Title IX
- 8.) Worksheet: Your Mission