



## Sports and American Culture - Unit 2 - Gender

### Unit Focus

Historically, men have dominated professional athletics. As our society continues to evolve, so must our understanding of what gender really means, and how it enables or bars individuals from participation in athletics at the local, national, and international levels. In this unit, students will explore the complex relationship between gender, athletics, and societal expectations.

Students will develop an understanding that even though many have been discouraged from participating in male dominated sports, women have continued to break the stereotypical and cultural barriers. As traditional gender roles were challenged by feminist movements in the 1960s and 1970s, the federal government passed the law known as Title IX to encourage opportunities for women, but this has also caused backlash from men's athletics. Students will also investigate the ways that female athletes are branded and marketed, and how that marketing reflects persistent stereotypes and expectations of both femininity and masculinity. Finally, students will conduct an inquiry into whether or not female athletes in a given sport should be paid the same as their male counterparts, and will conclude the unit with a performance task in which they design a marketing campaign for a female athlete, team, or league.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 10</i>            921845 Dimension 1. Developing Questions &amp; PLANNING INQUIRIES            921850 Constructing Supporting Questions            921851 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> <li>• D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul> <p>921854 Determining Helpful Sources            921855 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</p> <ul style="list-style-type: none"> <li>• D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul> <p>921857 Dimension 2. Applying Disciplinary Concepts &amp; TOOLS            921924 HISTORY            921925 Change, Continuity, and Context            921926 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> <li>• D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul> <p>921930 Perspectives            921931 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p> <p><b>T2</b> Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
<p><i>Students will understand that...</i></p> <p><b>U1</b> Female participation in athletics mirrors changing societal attitudes towards gender roles; at times, sports have both reinforced traditional roles and opened new doors for women</p> <p><b>U2</b> Male and female sports appeal to a wide variety of audiences, and while women's sports are often less popular or financially successful, this is not always the case</p> <p><b>U3</b> Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> What roles have sports played in shaping or changing gender roles?</p> <p><b>Q2</b> Why do professional female athletes typically get paid much less than their males counterparts?</p> <p><b>Q3</b> How do I ask and answer questions based on sources presented from alternate perspectives?</p>	

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>• D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. <i>921944 Causation and Argumentation</i> <i>921945 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></li> <li>• D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. <i>921950 Dimension 3. Evaluating Sources &amp; USING EVIDENCE</i> <i>921955 Developing Claims and Using Evidence</i> <i>921956 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></li> <li>• D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. <i>921959 Dimension 4. Communicating Conclusions &amp; Taking INFORMED ACTION</i> <i>921960 Communicating Conclusions</i> <i>921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i></li> <li>• D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). <i>921965 Critiquing Conclusions</i> <i>921966 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></li> <li>• D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. • D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. <i>921969 Taking Informed Action</i> <i>921970 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></li> <li>• D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG.2.1)</li> <li>• Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><b>K1</b> The provisions of Title IX law</li> <li><b>K2</b> The effects that Title IX has had on collegiate athletics</li> <li><b>K3</b> Historical trends in female athletic participation</li> <li><b>K4</b> Key evidence supporting the existence of a gender pay gap, as well as the complexity around the issue</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><b>S1</b> Debate and/or argument protocol</li> <li><b>S2</b> Close reading</li> <li><b>S3</b> Evaluating evidence for credibility, perspective, and missing information</li> <li><b>S4</b> Interpreting Title IX laws</li> <li><b>S5</b> Adopting and exploring multiple perspectives on complex issues</li> </ul>