



INTERNATIONAL
TENNIS HALL OF FAME

Women and Tennis

Lesson 3: Billie Jean King and Title IX

Unit Overview: As students work through the activities in this unit they will be introduced to some important women in tennis. They will explore, through varied learning experiences, these women's significance to the game of tennis, but more importantly their impact on the landscape of history. The activities that accompany this unit are geared towards 5th grade, the students' multiple intelligences, and will provide academic challenges at multiple levels of cognitive complexity while satisfying the goal of working towards mastery of grade appropriate common core standards of *English Language Arts Standards/Reading: Informational Text*.

Objectives:

Students will be able to-

- Form an understanding of the contribution that Billie Jean King made to her sport in regard to the game of tennis and as a woman athlete in general.
- Gain background knowledge through vocabulary activities and comprehension activities (such as guided questioning and using appropriate graphic organizers) about the 1970s and about how King contributed in a significant way to their specific time in history.
- Demonstrate what they have learned about King, her significance to the game, and her place in history by successfully completing guided questioning activities, group organizers, and by taking part in meaningful classroom discussions.

Lesson Time Required: One hour or less



Hall of Famer Billie Jean King

Arguably the single most important female athlete of all time, Billie Jean King was forever looking and moving beyond herself toward higher aspirations. That was why the USTA was applauded by so many authorities for renaming its National Tennis Center in her honor in 2006. King had a multitude of successes on the court, winning 12 majors in singles, taking 39 major tournaments in total. But she might have triumphed much more had her mind not been so fully occupied by pressing causes. The first ever President of the Women's Tennis Association, King seldom took her eye off the big picture. For more information visit [Billie Jean King](#) on the International Tennis Hall of Fame website.

Billie Jean King items on display in the Museum:



Wightman Cup presented to Billie Jean Moffitt, 1961

unmarked

Gift of Billie Jean King, 1999

99.1.24

Location: Area 2: Tennis & Tours, Wightman Cup Case



1967 Wightman Cup Program

Mary Ann Eisel, Carole Caldwell Graebner, Billie Jean Moffit (King), Nancy Richey, and Rosie Casals of the American team defeated Great Britain 6-to-1 at the Harold T. Clark Stadium in Cleveland Heights, Ohio.

ITHF&M Collection

Location: Area 2: Tennis & Tours, Wightman Cup Case



Billie Jean King

Sandra Blumberg (American, 1939-)

Acrylic on canvas
1975

This action portrait originally hung in the sport's club "Ovations" at the Philadelphia Spectrum Sports Arena.

Gift of Sandra Blumberg, 1998

98.4

Location: Area 3, Next to Roger Federer Hologram



Billie Jean King's Battle of the Sexes Tennis Dress (reproduction), 1973

Ted Tinling (British, 1910-1990)

Gift of the Estate of Ted Tinling, 1990

90.82.6a

Location: Area 3, WTA Intro Case



Tennis Shoes worn by Billie Jean King in 1973

adidas (German)

King was under contract from adidas® to wear royal blue tennis shoes, and when Tinling created looks for her to wear, he always added some royal blue to, "validate the shoes."

Gift of Billie Jean King, King Enterprises, 1977

77.23.4a&b

Location: Area 3, WTA Intro Case



1st Virginia Slims Champion Trophy, 1971

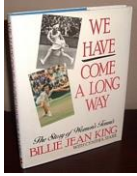
Trophies and Awards, Inc. (American)

This trophy was presented to Billie Jean King in 1971 to recognize the beginning of the women's professional tour and Billie Jean's success at being the first woman to earn more than \$100,000 in one season.

Gift of Billie Jean King (Thanks Mom, Dad, and Randy), Director and Founder, World TeamTennis, 1999

99.1.65

Location: Area 3, WTA Virginia Slims & Prize Money Case



We Have Come A Long Way: The Story of Women's Tennis

(author) Billie Jean King (American, 1943-)

(author) Cynthia Starr (American, unknown)

(publisher) McGraw-Hill Company (American)

1988

This book chronicles the deep history of women's tennis from its earliest days through the formulation of the WTA.

ITHF&M Collection

PUB.1988.7

Location: Area 3, WTA Virginia Slims & Prize Money Case



Virginia Slims Legends

Al Hirschfeld (American, 1903-2003)

Pen and ink

1995

Commissioned to commemorate the inaugural year of the Virginia Slims Legends Tour, Al Hirschfeld drew the likenesses of Tracy Austin, Rosie Casals, Françoise (Frankie) Dürr, Chris Evert, Evonne Goolagong, Billie Jean King, Olga Morozova, Martina Navratilova, Betty Stöve, Wendy Turnbull, and Virginia Wade.

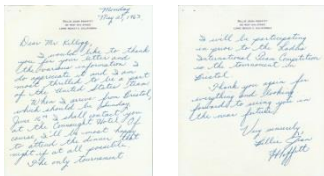
Hirschfeld is best known for his caricatures which include his daughter's name (Nina).

The number "3" by his signature indicates how many times the word "Nina" appears in the drawing.

Gift of the Virginia Slims Legends, 1996

96.20

Location: Area 3, WTA Virginia Slims & Prize Money Case



Letter from Billie Jean Moffitt to William Kellogg about participating in the first Federation Cup, 1963

Loan courtesy of William J. Kellogg, 1995

L95.3.3a&b

Location: Area 3, Global Tennis Gallery, Fed Cup Case



Photograph of the First American Federation Cup Team, 1963

unknown maker

Gift of Carole Graebner, 1995

95.47

Location: Area 3, Global Tennis Gallery, Fed Cup Case



Wimbledon Mixed Doubles Trophy, 1967

Asprey & Co. Ltd. (British)

99.1.30a&c and 99.1.35b

Location: Area 3, Grand Slam Gallery, Center Case

Possible Sources:

- *Let Me Play: The story of Title IX, the law that changed the future of girls in America*, by Karen Blumenthal
- *We Have Come a Long Way: The story of women's tennis* by Billie Jean King and Cynthia Starr
- *Kid Athletes: True tales of childhood from sports legends* by David Stabler

Materials Needed:

- Vocabulary Builder #3
- Text "Title IX"
- Tennis Ball Scavenger Hunt graphic organizer
- Video link and text *USA Today* "Billie Jean King: Keep successful Title IX strong" www.usatoday.com/video/perspectives-billie-jean-king-on-title-ix-40th-anniversary/1701032697001
- Edited pre-match clips from the "Battle of the Sexes"

Vocabulary:

- **Title IX-** (n.) the law that states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.
- **Feminist-** (n.) a person who supports a range of political movements, ideologies, and social movements that share a common goal: to define,

establish, and achieve equal political, economic, personal, and social rights for women. This includes seeking to establish equal opportunities for women in education and employment; (also known as feminism)

(adj.) of, relating to, or supporting feminism

- **Battle of the Sexes-** (n.) generally refers to the conflict between male and female gender roles.
(n.) the title of three tennis matches which took place between a male player and a female player; most notably, the Battle of the Sexes between Billie Jean King and Bobby Riggs in 1973

Common Core Standards:

English Language Arts Standards/Reading: Informational Text:

- **Key ideas and details**
 - [CCSS.ELA-Literacy.RI.5.1](#) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - [CCSS.ELA-Literacy.RI.5.2](#) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
 - [CCSS.ELA-Literacy.RI.5.3](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **Craft and Structure**
 - [CCSS.ELA-Literacy.RI.5.4](#) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
 - [CCSS.ELA-LITERACY.RI.5.5](#) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
 - [CCSS.ELA-LITERACY.RI.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **Integration of Knowledge and Ideas:**
 - [CCSS.ELA-LITERACY.RI.5.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
 - [CCSS.ELA-LITERACY.RI.5.8](#) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
 - [CCSS.ELA-LITERACY.RH.6-8.9](#) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **Research to Build and Present Knowledge**
 - [CCSS.ELA-LITERACY.W.5.7](#) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 - [CCSS.ELA-LITERACY.W.5.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

- CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson & Activity

Teaching/Model

1. Vocabulary Builder: Each student will receive a Vocabulary Builder graphic organizer. The teacher will read each word and ask the students to fill in bubble 1 if they have never heard the word before, bubble 2 if they have heard the word but are unsure of the definition or bubble 3 if they know the word and can give the definition and use it in a sentence.
2. The teacher will work collaboratively with the students to come up with a working definition of the words on the graphic organizer and a sentence using the words as they pertain to the lesson at hand.
3. ****All Students**
 - a. The students will read independently, or teacher will read aloud “Title IX” text.
 - b. The students will complete the Title IX Tennis Ball Scavenger Hunt graphic organizer using information from the text to determine central ideas or information of a primary source.
 - c. The students will watch the video www.usatoday.com/video/perspectives-billie-jean-king-on-title-ix-40th-anniversary/1701032697001 based on a *USA Today* article “Billie Jean King: Keep successful Title IX strong” to allow students to integrate visual information through video with other information in print and text.
 - d. The teacher will then introduce the historic match between Billie Jean King and Bobby Riggs. Teacher will also explain that Billie Jean King agreed to this match to bring attention to the newly passed Title IX legislation.
 - e. Students will then watch edited clips of from the period leading up to the “Battle of the Sexes” match to distinguish among fact, opinion, and reason judgement in a text and video.
 - f. Based on the completion of the above activities, students will leave the classroom with an understanding of what Title IX is and who Billie Jean King is in regard to tennis and the significant contribution she made to equality for women in all sports.

Vocabulary Builder #3

Target Word ❖ Rate of the Target Words. Rate each one using the scale below.	Definition ❖ Write in the Target Words' definition.	Sentence ❖ Use your Target Words in a sentence.
<p style="text-align: center;">Title IX</p> <p>① ② ③</p>		
<p style="text-align: center;">feminist</p> <p>① ② ③</p>		
<p style="text-align: center;">Battle of the Sexes</p> <p>① ② ③</p>		
<p>Rating Scale</p> <p>① = I don't know it at all. ② = I've seen it before. ③ = I might know it.</p>		

Title IX

Starting in the 1950's there was a growing feeling of unhappiness among the women of the United States. Though most had children, a husband, a nice home and all the comforts that came with it, there was still something missing. What was missing was the feeling of complete equality with males. The feminist movement focused on women achieving economic, political and social equality with men. The feminist movement gained momentum with the publishing of Betty Friedan's *The Feminine Mystique*. In 1966 The National Organization for Women (NOW) was created, which pushed for equality in the work force and related areas. NOW pushed Congress to begin looking at women's issues. In 1972 the Equal Rights Amendment was passed, though it failed to be ratified by enough states, only gaining 35 of the 38 needed votes. Though the ERA failed to become law, there was a significant piece of legislation passed in 1972 which forever changed the educational system of America: Title IX.

The Higher Education Act of 1972 included multiple amendments. Title IX of the Educational Amendments requires gender equality in all educational programs getting federal funding. Title IX addresses ten areas of education: Higher Education, Career Education, Education for Parenting Students, Employment, Learning Environment, Math and Science, Sexual Harassment, Standardized Testing, Technology, and Athletics. While Title IX has impacted all areas of education, the area which has garnered the most public awareness and debate is in the area of Athletics.

Before Title IX, the high school and college sports scene for girls was almost nonexistent. In 1970 only 1 in 27 girls played high school sports. The primary activities for girls were cheerleading and square dancing. In college athletics, only 2% of most school budgets were dedicated to female sports. There were also the

overwhelming stereotypes that existed for girls and women who wanted to pursue more robust forms of athletics.

In the area of athletics there are 3 areas to test to see if schools are meeting Title IX rules. First, is athletic participation; there must be athletic opportunities proportionate to student enrollment. Second, schools can also demonstrate continual expansion of sports for the underrepresented sex, though this only works for a few years before the government wants to see schools meeting prong one. Third, to comply with Title IX is full and effective accommodation of the interest and ability of the underrepresented sex. Through mandating that schools meet one of the areas listed above in order to receive federal funding, improvements in female participation occurred.

Directions: After reading the Title IX text please complete the questions below.



What does NOW stand for and why was it created?



What Amendment was passed in 1972 and was it ratified?



What piece of legislation was passed in 1972 and what did it require?



What are three areas schools must do to meet the Title IX rules?

USA Today Video Link

<http://www.usatoday.com/video/perspectives-billie-jean-king-on-title-ix-40th-anniversary/1701032697001>

Billie Jean King: Keep successful Title IX strong

By Billie Jean King

Updated 6/22/2012 1:53 PM

Saturday marks the 40th anniversary of the 37 words that made up one of the most important pieces of legislation in the 20th century: Title IX, the landmark legislation that ensures equal access to both men and women in federally funded educational programs and activities.



By Evan Agostini, AP

Billie Jean King at the U.S. Open tennis tournament in 2010.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

To understand the importance of Title IX and how we can continue to extend its reach, we must look back at what it has done for our society since its inception. In 1972, when Title IX was signed into law, just one in 27 girls participated in high school varsity sports; that number has since increased to about two in five as a result of the legislation. In women's collegiate programs, the increase is more than 500%. The legislation was a tipping point for women's equality in sports and in society. Not only did the law increase sports participation, it also shifted perceptions of what was socially and culturally acceptable for young women.

That change comes thanks to the heroic and committed efforts of Rep. Edith Green, Sen. Birch Bayh, Rep. Patsy Mink, Sen. Ted Stevens, Dr. Bernice Sandler and countless others. Title IX righted a wrong when it became law on June 23, 1972.

When I was 11 years old, I played tennis for the first time. As a young girl, I quickly realized that the sport was very uniform with little to no diversity in everything from clothing to class, to race and gender. At 12 years old, I knew two things about my quest in life: I

wanted to be the No. 1 tennis player in the world, and I wanted to use my success to change the face of our society to grant equal rights and opportunities for both men and women. In 1974, only two years after Title IX was enacted, I founded the Women's Sports Foundation, an organization dedicated to advancing the lives of females through sports and physical activity.

By keeping the spirit of Title IX alive, and the legislation strong, we will see the number of young women participating in sports grow each year. Just as we do for our sons, we as a nation must support our daughters' sports participation. Keeping girls in the game has a profound positive impact on their physical and emotional health, academic careers and financial success as adults. The increase in opportunities for girls will also lead more women to compete at the high school and college level, receiving a valuable education on the field, in the classroom and in life. Many of these women will perfect the skills they learn and become elite athletes and coaches, strong business women, scientists, lawyers, doctors, educators and other valuable members of society. That is the beauty of Title IX — then and now - it gives young women the tools to become whatever they want to be in life. Help keep her in the game.

Billie Jean King, winner of a record 20 Wimbledon titles, is founder of the Women's Sports Foundation.