

# CHICAGO METRO HISTORY FAIR 2020 SUMMARY STATEMENT FORM

Attach an annotated bibliography (AB) that is divided between primary and secondary sources.  
Submit two copies of the SS and AB at the competition. *Please type.*

Student name(s): Samantha Garza

Title: Title IX Breaking Barriers

*Check if applicable (and respond to Question 3):*

This project uses the 2020 National History Day theme: Breaking Barriers

Project Category:

|                                    |   |   |  |                                      |
|------------------------------------|---|---|--|--------------------------------------|
| <input type="checkbox"/> Exhibit   | <input checked="" type="checkbox"/> Website | <input type="checkbox"/> Research Paper | <input type="checkbox"/> Media Documentary | <input type="checkbox"/> Performance |
| <i>Student Composed Word-Count</i> | <i>Student Composed Word-Count</i>          | <i>Student Composed Word-Count</i>      | <i>Time</i>                                | <i>Time</i>                          |
|                                    | 1227  |   |  |                                      |

## 1. THESIS STATEMENT

Present the project's argument or interpretation in two sentences. If you are using the NHD theme, you might want to make it evident in your thesis statement.

Before Title IX was signed into law on June 23, 1972, girls were not able to play the sports they wanted to. They were only allowed to do G.A.A. and cheerleading. When the law was passed it changed girls and young women's lives. Title IX states that " No person in the United States shall, on the basis of sex, be excluded from participation"

## 2. SUMMARY OF PROJECT

Briefly explain your project and its conclusion. Include: How and why did change happened and what was the impact? Why is it historically significant? What historical meaning or importance can we learn from your findings?

The change that happened was that girls would be able to play other sports one day. This is historically significant by that girls are now able to play the sports they desire/ want to play. We can learn from my

findings that once girls and young women were not able to play sports except for G.A.A. and cheerleading.

### **3. INTEGRATION OF THEME**

Required for projects using the National History Day (NHD) theme: Breaking Barriers

My topic is Title IX and I am doing a website

### **PROCESS**

4. What historical question did you start off with—and how did it change once you began doing your research?

the Historical question that I started off with was “How and Why?” it changed when I started doing research because once I found out the answer to that question I had to move onto the next one.

A. What kinds of sources did you use as evidence to develop your argument (for example, letters, photographs, government documents, interviews, etc.)?

The sources that I used were photographs, videos, books, and websites.

B. Select on piece of evidence that you used and explain how it influenced your argument.

A piece of evidence that I used was a quote that was used in a book. “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 educational program or activity receiving Federal financial assistance” The beginning of Title IX, 1972. It influenced my argument by the quote really explains how girls lives were once Title IX was passed as a federal law.

C. List libraries (other than school), museums, and other institutions that you visited to do your research.

- Chicago History Museum
- Summit Public Library