

Topics

The story of Nick Gabaldon and his path on becoming the first recorded African American surfer.

Grades

6-8 (Middle School)

Duration

60-90 min.

Materials

- SHACC Student Journal (also available [online](#))
- Chromebook
- Worksheet: "Multi-Culturalism Stereotype Exercise"
- Computer with LCD projector (*show video*)
- Video: "[12 Miles North: The Nick Gabaldon Story](#)"
- Worksheet: "Identity and Diversity: How does the world see you?"
- Access to SHACC Surfboard Timeline, artifacts, and photographs

Standards

CCSS:

- CCSS.ELA-LITERACY.SL.8.4 (Present claims and findings)

Title: "12 Miles North: The Nick Gabaldon Story"

Focus Question

- How does the world see you?

Objectives/Outcomes

- Students will explore the concepts of identity, stereotypes, diversity, discrimination, and inclusion.
- Students will learn about Nick Gabaldon and the lengths to which he went to break down the discriminatory barriers in becoming the first recorded African American surfer.
- Students will journal their individual beliefs about elements of their own individuality identity.

Vocabulary/historical figures

- Nick Gabaldon, Diversity, inclusion, perception, stereotype, discrimination, civil rights.

Outline

- Have students complete handout: "MULTI-CULTURALISM STEREOTYPE EXERCISE" and participate in teacher mediated discussion. Focus on listed vocabulary terms. (25 min)
- Students will view video: "12 Miles North: The Nick Gabaldon Story". Students can watch on LCD projector as a class or view independently on Chromebooks (35 min)
- After watching video, students will participate in teacher mediated discussion. Focus on listed vocabulary terms. (10 min)
- Students complete worksheet: "Identity and Diversity: How does the world see you?" and share with class in teacher mediated discussion. Focus on listed vocabulary terms. (20 min)

Assessment

- Student engagement and participation
- Completion of worksheet (Multi-Culturalism Stereotype Exercise)
- Completion of worksheet (Identity and Diversity)



EXTENSION: *Students can research other athletes, who despite the racial, social and economic barriers have risen above the challenges and broken barriers for those that followed.*

ESSAY: 250-500 words w/word count and required vocabulary words and bibliography (see lesson Vocabulary). Rubric included.

DIGITAL PRESENTATION: Minimum 7 slides in Google Slides or PowerPoint. Must begin with Title Page and end with Bibliography (min. 3 sources). Include graphics, maps, diagrams, etc. Rubric included.

WORKSHEET: MULTI-CULTURALISM STEREOTYPE EXERCISE

Learning objectives:

- Understand what is meant by stereotypes.
- Be able to recognize stereotypical and prejudicial attitudes.
- Be aware of the negative consequences of prejudice and stereotypes.

Materials:

- Chromebook
- Worksheet: “Multi-Culturalism Stereotype Exercise”

Procedure:

1. Brainstorm and develop a list of groups that we have stereotypes about (African American, gays/ lesbians, disabled people, athletes, women, etc.)
2. Divide the class into small groups of **3 per group** select one category to explore.
3. Select one member of your group to fill out the table below. Start by writing the category your group selected into the top left-hand corner of the table below.
4. Each group will generate all the **stereotypes** they can think of for that group (*be honest and respectful*). Then discuss (and list) the **source of that stereotype, how it's reinforced, and the effect it has**. See teacher example.
5. Each group will share their selected category and read their stereotypes and the other categories to the group.
6. End with a large group discussion of what they can do to end stereotyping.

DATA TABLE: MULTICULTURALISM STEREOTYPES

| Stereotypes of: _____ | Sources of Stereotypes | How it is Reinforced | The Effect it Has |
|--------------------------|------------------------|----------------------|-------------------|
| | | | |

DATA TABLE: MULTICULTURALISM STEREOTYPES *(continued)*

| Stereotypes of: _____ | Sources of Stereotypes | How it is Reinforced | The Effect it Has |
|--------------------------|------------------------|----------------------|-------------------|
| | | | |

WORKSHEET: IDENTITY AND DIVERSITY: How does the world see you?

Learning objectives:

- Discover and identify elements of your own “identity”.
- Identify what makes you unique or different.
- Explore your identity and how it is affected by discrimination.

Materials:

- Chromebook with internet access
- Worksheet: “Identity and Diversity: How does the world see you?”

Procedure:

1. After watching video “**12 Miles North: The Nick Gabaldon Story**”, complete the table below by writing your responses into each of the 4 columns.
2. End with a large teacher-led discussion about **Nick Gabaldon’s experience** and what they can do to end discrimination and encourage diversity and inclusion.

DATA TABLE: Identity and Diversity: How does the world see you?

| What are some elements of your identity that you feel are obvious to other people? | What elements have made you feel different or unique? Are these in a good or bad way? | Have you ever felt discriminated against because of one part of your identity? | If you have a choice, are there elements that you are less comfortable sharing about yourself? What do you find yourself hiding or filtering about your identity? |
|--|--|--|--|
| | | | |

GRADING RUBRIC: RESEARCH ESSAY

| CATEGORY | 8-10 points | 5-7 points | 2-4 points | 0-1 points | SCORE |
|---|---|--|---|--|--------------|
| Introduction (Thesis) | Thesis clearly stated and appropriately focused | Thesis clearly stated but focus could have been sharper | Thesis phrasing too simple, lacks complexity; or not clearly worded | Thesis not evident | |
| Quality of Information & Evidence | Exceptionally researched, extremely detailed, and historically accurate and information clearly relates to the thesis | Information relates to the main topic and paper is well-researched in detail and from a variety of sources | Information relates to the main topic, few details and/or examples are given and shows a limited variety of sources | Information has little or nothing to do with the thesis and information has weak or no relevance | |
| Support of Thesis and Analysis | Relevant and consistent connections made between evidence and thesis. excellent analysis | Consistent connections made between evidence and thesis good analysis | Some connections made between evidence and thesis. some analysis | Limited or no connections made between evidence and thesis. lack of analysis | |
| Conclusion | Excellent summary of thesis with concluding ideas that impact the reader | Good summary of topic with clear concluding ideas. introduces no new information | Basic summary of topic with some final concluding ideas. introduces no new information | No summary of topic | |
| INCLUDES: 1. MLA Formatting 2. Title Page 3. Bibliography (3) 4. Word Count 5. 250-500 words 6. Vocabulary and/or historical figures | Contains ALL project requirements | Missing 1-2 project requirement | Missing 3-4 project requirements | Missing 5-6 project requirements | |

TOTAL = /50

GRADING RUBRIC: DIGITAL PRESENTATION

| CATEGORY | 10 points | 9-7 points | 6-4 points | 3-1 points | SCORE |
|---------------------------|---|--|---|--|--------------|
| Required Elements | The google slides include all required elements as well as additional information <i>(Title page, min. 7 slides, graphics, bibliography)</i> | All required elements are included on the google slides | All but 1 of the required elements are included on the google slides | Several required elements are missing | |
| Graphics-Relevance | All graphics are related to the topic and make it easier to understand | All graphics are related to the topic and most make it easier to understand. | All graphics related to the topic. | Graphics do not relate to the topic. | |
| Attractiveness | The google slides are exceptionally attractive in terms of design, layout, and neatness | The google slides are attractive in terms of design, layout, and neatness. | The google slides are acceptably attractive though it may be a bit messy. | The google slides are distractingly messy or very poorly designed. It is not attractive. | |
| Grammar | There are no grammatical/mechanical mistakes on the google slides. | There are 1-2 grammatical/mechanical mistakes on the google slides. | There are 3-4 grammatical/mechanical mistakes on the google slides. | There are more than 4 grammatical/mechanical mistakes on the google slides | |

TOTAL = /40