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 of color and discover how they overcame great obstacles to become pioneers in their respective sports. They can then produce a written essay, digital presentation, or oral presentation to the class. (Rubrics attached)

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

<table>
<thead>
<tr>
<th>Stereotypes of:</th>
<th>Sources of Stereotypes</th>
<th>How it is Reinforced</th>
<th>The Effect it Has</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATA TABLE: MULTICULTURALISM STEREOTYPES  

(continued)

<table>
<thead>
<tr>
<th>Stereotypes of:</th>
<th>Sources of Stereotypes</th>
<th>How it is Reinforced</th>
<th>The Effect it Has</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>8-10 points</th>
<th>5-7 points</th>
<th>2-4 points</th>
<th>0-1 points</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (Thesis)</td>
<td>Thesis clearly stated and appropriately focused</td>
<td>Thesis clearly stated but focus could have been sharper</td>
<td>Thesis phrasing too simple, lacks complexity; or not clearly worded</td>
<td>Thesis not evident</td>
<td></td>
</tr>
<tr>
<td>Quality of Information &amp; Evidence</td>
<td>Exceptionally researched, extremely detailed, and historically accurate and information clearly relates to the thesis</td>
<td>Information relates to the main topic and paper is well-researched in detail and from a variety of sources</td>
<td>Information relates to the main topic, few details and/or examples are given and shows a limited variety of sources</td>
<td>Information has little or nothing to do with the thesis and information has weak or no relevance</td>
<td></td>
</tr>
<tr>
<td>Support of Thesis and Analysis</td>
<td>Relevant and consistent connections made between evidence and thesis.</td>
<td>Consistent connections made between evidence and thesis.</td>
<td>Some connections made between evidence and thesis.</td>
<td>Limited or no connections made between evidence and thesis. lack of analysis</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Excellent summary of thesis with concluding ideas that impact the reader.</td>
<td>Good summary of topic with clear concluding ideas.</td>
<td>Basic summary of topic with some final concluding ideas.</td>
<td>No summary of topic</td>
<td></td>
</tr>
</tbody>
</table>

**INCLUDES:**

1. MLA Formatting
2. Title Page
3. Bibliography (3)
4. Word Count
5. 250-500 words
6. Vocabulary and/or historical figures

<table>
<thead>
<tr>
<th>Contains ALL project requirements</th>
<th>Missing 1-2 project requirement</th>
<th>Missing 3-4 project requirements</th>
<th>Missing 5-6 project requirements</th>
</tr>
</thead>
</table>

**TOTAL = /50**
## GRADING RUBRIC: DIGITAL PRESENTATION

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

**TOTAL =**