

DESIGNING A CANCER



AWARENESS T-SHIRT

LESSON OVERVIEW

Grade Levels: 6-8 & 9-12

In this activity, students will create their own cancer awareness t-shirt. By researching a specific type of cancer, students will design a t-shirt that is designed to bring attention to a particular type of cancer, and use colors/symbols commonly used to promote advocacy for the cancer.

STANDARDS

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| CCSS RI.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCSS RI.6.7 | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| CCSS RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| CCSS RI.7.1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCSS RI.7.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| CCSS RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCSS RI.8.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |

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| CCSS RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| CCSS RI.9-10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| CCSS RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| CCSS RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

OBJECTIVES

- Students will research types of cancer.
- Students will research awareness campaigns for a specific type of cancer.
- Students will design a t-shirt promoting advocacy for the type of cancer.
- Students will discuss their research and share their t-shirt design with the class.

MATERIALS

- Blank t-shirts (colors optional)
- Paints (crafting paint, puffy paint, etc.)
- Glitter, stamps, etc.

PROCEDURES

STEP 1: Have students perform small group research on different types of cancer, and then choose one to design their awareness campaign around.

STEP 2: Have students take down some facts on their chosen type of cancer, such as the following:

- What part of the body does this cancer affect?
- How many people are diagnosed yearly?
- What is the best treatment plan?
- Is there an official campaign already in place? What are its colors? Symbols?

STEP 3: In groups, students should create a clever, or well-designed shirt using the information they found through research. You might visit the website: <http://smartspaceni.com/cancer-awareness/> for examples and related content.

STEP 4: Students will then present their t-shirt and research, and explain how the research inspired their t-shirt design.

RUBRIC

| | Target (3) | Meets (2) | Partially Meets (1) | Does Not Meet (0) |
|---|---|--|---|---|
| T-SHIRT DESIGN | Does a great job showing an understanding of design for a purpose. | Does an okay job with showing an understanding of designing for a purpose. | Tries but has great difficulty showing an understanding of the design process. | Does not show an understanding of design. |
| USE OF MATERIALS | Inventively chooses materials that are interesting and support the project's purpose. | Appropriately chooses materials to support the project's purpose. | Chooses materials but some work against the purpose of the project. | Does not choose appropriate materials. |
| COLLABORATION | Works well with others and discusses ideas in a fair, respectful, encouraging way and is considerate of the feelings of others. | Works okay with others and discusses ideas in a fair, respectful way, but may not have been encouraging. Considers the feelings of others. | Works with others, but did not contribute a fair share of work OR was discouraging and did not consider the feelings of everyone. | Did not work well with others and/or discusses ideas in an unfair, disrespectful way. |
| REQUIREMENTS | Meets all of the requirements for the project. | Meets most of the requirements for the project. | Meets some of the requirements for the project. | Does not meet the requirements for the project. |
| DEMONSTRATION OF KNOWLEDGE OF CONTENT IN DISCUSSIONS AND ACTIVITIES | Does a great job showing an understanding of the content covered in class. | Does an okay job with showing an understanding of the content covered in class. | Tries but has a difficult time showing an understanding of the content covered in class. | Does not show an understanding of the content covered in class. |
| Total | | | | /15 |