**Carnaval Floats**50 point assignment  
Students are expected to create a miniature-float (on ONE shoe-box) that will be used to celebrate Carnaval.  **The Project:**

* Students will work in groups of up to 3 people, NO MORE!
* With their group, students will come up with a theme for their float and a plan to build the float.
* Students will bring in all craft materials needed to complete their float.
* Students will work in class on Wednesday, Feb 27 and Thursday, Feb 28 to complete the floats. No floats will be accepted late. No exceptions. If a student is absent on Wednesday or Thursday, they are still expected to turn in a float on Friday. If you are absent on Wednesday, you will be given an alternative assignment (report); remember that because you will be evaluated by your group. It is not fair for your group to complete the float and you get credit for it. Voting for class winner will take place on Friday, March 1. If you do not have a completed float by the beginning of class on Friday, your grade will drop at least 11 points.

**The Grade**

* \_\_\_\_\_ 10 points – Students work with their group to come up with a theme and bring in all materials necessary to complete their project.
* \_\_\_\_\_\_ 10 points – Students work efficiently on Wednesday and on Thursday to complete the project. Each time the teacher reprimands the group for being off task will result in a loss of points in this category.
* \_\_\_\_\_ 10 points – Execution of project. Students turn in a completed, creative project on Friday. All students in the group contributed equally to the completion of the project.
* \_\_\_\_\_ 10 points- Students thoroughly research the event to include the: *Who? What? When? Where? Why?* & *How?* Of the cultural aspect of their float. **MUST** be culturally relevant to Spanish class.
* \_\_\_\_\_ 10 points- Students present their event/cultural aspect to the rest of the class. Students must be able to demonstrate their understanding of their chosen element. Each group member must take part in describing his or her cultural aspect. Think of ourselves as the classroom experts for this topic!

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