



Classroom Innovation Grant Application (*formerly Venture Grants*)

Deadline - October 27, 2010

Overview

The information that you will include in the attached application form will provide the LPEF Grants Committee with the data needed to determine whether or not to fund your project. Applications may be from staff, students, parents or community members who partner with School District of La Crosse staff. Applications for other opportunities with the Foundation are available for download on our website at www.lpefonline.org.

Guidelines

- Grants must serve the students in the School District of La Crosse.
- Projects must be innovative, creative and new funding initiatives within the School District of La Crosse.
- The grant may be denied if another funding source might be more appropriate.
- Project funds must be spent by May of 2012.
- Interim and final reports will be required.
- Payments for services of La Crosse School District employees are prohibited.

Criteria

Applications will be reviewed on a competitive basis by the Grants Committee of the La Crosse Public Education Foundation. Priority is given for Classroom Innovation Grants that:

- meet multiple educational objectives
- align with district/school/curricular goals
- impact a variety of students and/or schools
- are collaborative
- are sustainable

Please see the Classroom Innovation Grant evaluation rubric for the grant proposal evaluation criteria. Although most applications are worthy of awarding, the committee has limited funding and must set priorities that help the foundation fulfill its mission.

Instructions

- € Complete the following grant application.
- € Save as a Word document. Name the document the same name as your grant proposal.
- € Print page 1 of the application. Sign and obtain other necessary signatures. Submit a paper copy of page 1 to the La Crosse Public Education Foundation at Hogan via inter-school mail or by mail to P.O. Box 1811, La Crosse, WI 54602-1811.
- € Submit the entire application electronically to lpef@centurytel.net.
- € Both the paper copy and electronic copy must be received no later than 5:00 p.m. on October 22, 2010.

If you have questions, please contact Geva Thole at 608-397-0176.



**La Crosse Public Education Foundation
Classroom Innovation Grant Application**

Section 1: Personal Information:

Name : Karen Wilke and Jon Morschhauser

School: Longfellow Middle School

Position/Title: 6th Grade Teachers

School Phone: 608-789-7670

Section 2: Basic Project Information:

Project Title: **Historical Fiction Literature and Life Connections with
Author William Durbin**

Total Request \$1291-1426

Signature of Applicant Karen Wilke and Jon Morschhauser

Signature of Principal Penny Reedy

Signature of IT Department Rep (if applicable) _____

The intention of the Foundation is to fund projects not covered by the regular school budget. Please document that regular avenues of funding have been exhausted. (i.e. requests to Principal and curriculum supervisors)

Section 3: Project Description:

- I. By May 5, 2011, the author of **The Broken Blade, William Durbin**, will visit with all Longfellow Middle School sixth graders to discuss the novel they have all read in language arts and social studies. He will also conduct small group writing workshops with individual homerooms.
- II. resulting in our objective to make connections between life and literature, increase enthusiasm for reading, and inspire students to engage in writing projects of their own. Because students have been so interested in the novel and the historical period of the fur trade, we would like the author to conduct an author presentation and workshop.

II.

Objectives of Project	List the corresponding district/school/curriculum goals (if applicable)	State how you will evaluate whether objectives are met.
<p>Read, interpret and critically analyze the novel, <i>The Broken Blade</i>, with the author, William Durbin</p> <p>Understand the writing process</p>	<p>Create connections between life and literature.</p> <p>Through the guidance of a published author, students understand the process of researching, planning, revising, editing and publishing writing.</p>	<p>Students will share insights with author, William Durbin.</p> <p>Through classroom breakout sessions, Mr. Durbin will guide students through writing tasks.</p>
<p>Identify primary and secondary resources in research</p>	<p>The author describes weaving fact and fiction in a responsible manner remaining true to authentic historical events.</p>	<p>Students will prepare questions to ask the author's method of research</p>
<p>Identify and discuss contemporary issues and current events based on historical implications.</p>	<p>Compare and contrast various cultures in Canada.</p> <p>Define significant historical periods in Canadian history.</p> <p>-Identify and discuss the</p>	<p>Students will discuss in small and large groups.</p> <p>Student writing projects and map activities</p>

	conflicts between French Canadian voyageurs and the Ojibwe cultures in early Canadian history.	
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III.

Activities to Accomplish Objectives	Who Will Be Responsible for Implementation	Resources Needed (not financial)	Time Frame to Accomplish
All sixth grade students will read the novel <u>The Broken Blade</u> by William Durbin.	Sixth grade language arts and social studies teachers	Classroom sets of the novel.	Three weeks

IV. What is the lifespan of this project?

We hope this project encourages lifelong readers and inspires students to create their own writing projects. The books will be read for years to come.

V. Approximately how many students will be affected by this project? Explain your number.

We have 190 students in seven homerooms of 6th grade students at Longfellow. All students will have read and discussed the novel in language arts or social studies. All students participate in the author's group appearance and in a writing workshop conducted by the author.

VI. Please state how you will collaborate with... We will collaborate with all sixth grade teachers at Longfellow.

VII. Other organizations in the community

We will invite the La Crosse Public Librarian to attend the presentation. They collaborate with the school on special library projects.

Other schools in the district (if applicable)

We would invite Kids' First news to do a segment on the author's visit to share with other sixth grade teachers in the district.

Other departments/classrooms (if applicable) We will also include the Read 180 students in the presentation.

VII. What will happen to the project at the conclusion of the grant? If it is to continue, how will it be sustained?

The books will remain in the classrooms for future students' use. As teachers, we will incorporate the author's information into our teaching of the novel and writing process skills.

VIII. How could the project be shared with other teachers and schools to benefit more students? Logan Middle and Lincoln Middle sixth graders may want to share the author's group appearance by having him stay an additional day.

Section 4: Budget Information:

Item	Supplier	Budgeted Amount
2 Group presentations and seven writing workshops	Author William Durbin Hi Karen, Nice to hear from you. I often visit 6th grade classes annually that teach THE BROKEN BLADE. I have a PowerPoint presentation of archival photographs that gets students excited about reading, writing, and research. My out-of-state rate is \$700 per day, but you're close enough to MN that I'd only charge \$600. If I visited your school while I was in the Twin Cities, the mileage charge would be less than from my home. I'll be speaking at the MN Hist. Society on Nov. 1, so Nov. 2 would be open. I'll also be in the Twin Cities in early Dec. and several times in Feb. Otherwise we could schedule a separate trip. To calculate your approx. cost you could figure 300 round trip miles @45 cents per mile from St. Paul, plus lodging. From my home in Northern MN the round trip would be about 600 miles.	\$600.00/day = \$600
Mileage	300 X .45= \$135 (If he is in St. Paul) 600 X .45= \$270	\$135-\$270
Hotel and Food	Approximately \$125	\$125.00
Three classroom sets of 30 books	5.99 X 90 = \$539.1- 20% discount (\$107.2)	\$431.90

Total request: \$2

Other sources of funding for this project (if applicable):

We are not aware of resources for this type of project. I have tried to do an author visit through social studies, language arts and fine arts but was unsuccessful in getting the funding.

Total budget to accomplish project: \$1291-1426

Section 5: Summary:

How will this project bring visibility to LPEF in the community?

We will ask the local television and newspaper to cover the author's event. We would also like to have Kids' First do a segment through the district media.

Please provide a one paragraph summary of your project including an explanation of why we should fund your project.

Longfellow sixth graders study Canada geography and history. The novel, **The Broken Blade**, has intrigued even the most reluctant readers to map the progress of Pierre, a young boy who is participating in his first 1200 mile journey as a voyageur. Reading and discussing the novel has brought history alive for our students and defined a significant historical period in Canadian history. Many students have been inspired to read the sequel, **The Wintering**, also about the adventures of Pierre. Author, William Durbin's visit will maintain student enthusiasm for the book and for the process of writing. Mr. Durbin instructs students on how to use original source material such as diaries, letters, journals, field research, newspaper articles, personal interviews and unpublished manuscripts to write fiction that brings history to life. William Durbin discusses how the clash of cultures such as the French Canadian voyageurs and the Ojibwe continue to impact current perceptions. He uses historical fiction as diversity education to understanding prejudice and tolerance through time. He also provides suggestions for student writers who wish to get published.