

[The WHA Teaching Prize](#) 201G

PURPOSE: The World History Association is committed to working across all grade levels to maintain the use of current world history research in classroom practice.

THE SOURCES: Current historical research most frequently found in books and scholarly articles is a significant inspiration for our teaching. The WHA is committed to encouraging teachers at all levels to turn to substantive scholarship for content ideas. We are seeking lessons either inspired by or directly related to recent World History scholarship, including but not limited to pieces in the *Journal of World History*, published within the last ten years.

AWARD: The winning lesson will be published in the Fall WHA Bulletin. The designer of the winning lesson will receive a \$750.00 cash award sponsored by Pearson-Prentice Hall and recognition at the WHA Annual Meeting in June. Educators may have a letter announcing the award sent to their supervisors and local press.

DEADLINE: Send one copy by MAY 1, 2012 to each of the committee members listed below. Submissions from all grade levels are welcome.

Please write to Jen Laden (murphyladen@aol.com), Chair of the WHA Teaching Prize Committee, if you are interested in submitting an example of how you link scholarship to teaching in your classroom or look on www.thewha.org.

So as to encourage new recipients, winners from anytime in the past three years, as well as committee members, are ineligible

These are suggestions to guide your thinking. Feel free to add to the prompt questions below.

1. **Brief introduction**
 - For whom is the lesson intended?
 - What is the purpose of the lesson?
 - How does it fit into your curriculum, or larger plan?
 - What are the lesson's links to current research?
2. **Procedures for implementation**
 - What preparatory work is assigned?
 - How does the lesson work? (procedure, number of sessions, etc.)
 - How do you know that students have "gotten it?"
3. **Conclusion**
 - Reflections on how it went in your class?
 - (Student work and/or student reflections are encouraged)
 - How might you adapt it to more advanced or lower level students?
 - What other possible conceptual links do you see?

Possible Appendices:

1. Appendix of relevant handouts or supporting materials used
2. Annotated list of available resources for students and teachers

Send one copy to each of the following Teaching Award Committee members by MAY 1, 2012:

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