Hi, just a reminder that you're receiving this email because you have expressed an interest in National Council for History Education. Don't forget to add nche@nche.net to your address book so we'll be sure to land in your inbox!

You may unsubscribe if you no longer wish to receive our emails.

---

**Reflection: Commencement & NCHE**
Laura Wakefield, Interim Executive Director of NCHE

This is the time of year when teachers and students rejoice over the end of a school year, for many it means commencement ceremonies. The word 'commencement' refers to a beginning, so it may seem odd that we use it for graduation, signaling an end to schooling. The word actually dates back to medieval times when commencement marked the end of a student's schooling and their entrance into a career as a university teacher. It seems appropriate to me that the end of a school year also represents a beginning. What teacher has not been pleased to end one school year knowing that next year means a fresh start?

A year ago, I retired from a K-12 school district after 32 years of teaching students, administering programs and supporting teacher's professional development. I didn't know that I would soon have a new beginning as the Interim Executive Director at NCHE. In the past 30 years there have only been four executive directors of NCHE, so this is an important transition. Having been an NCHE member for over twenty years and served on the Board, I care deeply about its mission and took on this role with the goal of insuring NCHE thrives in the interim between executive director's.

Over the last six months, I've been impressed with the passion and involvement of the members, whether through the new Teacher Advisory Group, the teachers attending our conference for the first time, or those getting involved through professional development opportunities. The commitment of the Board of Directors has been exemplary; they have looked with fresh eyes at every aspect of the organization and led a search for a new executive director to move the organization forward. I will be here through the summer, but come fall there will be a new executive director and a new beginning for NCHE. I'll be excited to see it unfold.

---

**Lesson Plan: Clothing and the Construction of Gender and Childhood**
By Wendy Rouse
San Jose State University

This lesson is intended to help students to understand how gender roles and notions of childhood have been constructed and reconstructed across time and place. The activities are designed for middle school students, but can easily be

---

**In This Issue**

*History Matters!*

ends the year with two reflections, one by Laura Wakefield about NCHE's direction and one by Jim Cameron on Michigan's long road to standards revision, as well as an opinion piece calling for the replacement of the high school US history survey with a course addressing the "History of the America's". NCHE announces a keynote speaker for the 2020 conference and ends the academic year with a fascinating lesson plan for teachers on gender and changing notions of childhood. Enjoy your summer!

**Also look for:**

- PD opportunities for teachers in The History File
- State Council Conference announcements and dates
- Teaching Tools: TPS Inquiry Kits
- A Book Review
- Keynote Speaker announcement &
Teaching Tools: TPS Inquiry Kits
By Grace Leatherman
Maryland Humanities

With a grant from the Library of Congress Teaching with Primary Sources Program, Maryland Humanities and Maryland Public Television built the "TPS Inquiry Kit" website. The site features 120 Inquiry Kits on a wide variety of topics in United States and World History. United States Government Kits are coming out this summer. Each kit has five primary sources, mostly from the Library of Congress, and one secondary source. Each kit also features three thinking questions. While teachers might use the kits as part of warm-ups, lessons, or short writing assignments, they were designed as starter kits for student research projects and are accessible to a wide variety of learners. Read More

Reflection: Updating Michigan's Social Studies Standards: Fewer, Clearer, Higher.......Longer
By Jim Cameron
Michigan Department of Education

Happy Birthday! On April 15, 2014 (my birthday) the deputy superintendent at the Michigan Department of Education (MDE) informed a meeting of Michigan social studies experts that we are to update the Michigan SS Standards. A one-year project to make our Standards "Fewer, Clearer, Higher." No big deal. Our Standards are good but need to be updated after seven years. A series of meetings consisting of our best regional social studies leaders (Michigan Council for the Social Studies, Michigan Social Studies Supervisors Association, Michigan Center for Civic Education, Michigan Council on Economic Education, Michigan Geographic Alliance, Michigan Council for History Education) accomplished the task and presented to the State Board of Education. They request feedback from the community. The fun begins.
Read more

CyberWork Study Guide for New Film
By Elizabeth Cobbs

Invitation
You are invited to submit your own articles or lesson ideas for future issues of History Matters!

If you have strategies, methods, or plans that could be useful for K-16 history teachers, please submit them to:
Scott Roberts
or
Charles Elfer
Our students have grown up surrounded by cell phones and other hand-held devices, and we often focus on incorporating technology into our teaching. But throughout human history, people have often feared the very things that bring progress. Are robots coming for our jobs? In *CyberWork and the American Dream*, historian Elizabeth Cobbs and director/producer James Shelly examine the history of technological change and what it tells us about the future of work in the Age of Artificial Intelligence.

Their 56-minute film, sponsored by Microsoft, aired on PBS stations this spring. View it [here](#) and access the accompanying Discussion Guide and Lesson Plans [here](#).

**Book Review: Race and Reunion by David Blight**

In this review, Jess Gagliardi reminds us of the importance of revisiting iconic works, focusing on David Blight's *Race and Reunion*. Blight's consideration of the Civil War in American memory can help teachers frame contemporary discussions about Confederate Memorials and the construction of the Lost Cause narrative.

Read the review [here](#).

**2020 Conference Keynote Speaker Announcement**

Adam Hochschild, UC Berkeley

The National Council for History Education (NCHE) is pleased to announce that Adam Hochschild will speak at the 2020 NCHE Conference in Cleveland, Ohio. He is the author of nine books including *Spain in Our Hearts: Americans in the Spanish Civil War, 1936-1939*, published in 2016. *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves* won the Los Angeles Times Book Prize, the PEN USA Literary Award, the Gold Medal of the California Book Awards, and was a finalist for the National Book Award. *King Leopold's Ghost: A Story of Greed, Terror and Heroism in Colonial Africa* and *To End All Wars: A Story of Loyalty and Rebellion, 1914-1918* were both finalists for the National Book Critics Circle Award. In 2009 he received the Theodore Roosevelt-Woodrow Wilson Award from the American Historical Association. Learn more.
Now Accepting Session Proposals
Submission deadline is September 23, 2019

The 2020 Call for Proposals, can be found at: https://www.nche.net/2020proposalsubmission

---

**Board of Directors**

<table>
<thead>
<tr>
<th>Name</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Drake Brown, Chair</td>
<td>Ball State University (IN)</td>
</tr>
<tr>
<td>Kristy Brugar, Vice Chair</td>
<td>University of Oklahoma</td>
</tr>
<tr>
<td>Luis Martínez-Fernández,</td>
<td>Secretariat</td>
</tr>
<tr>
<td>Kristy Brugar, Vice Chair</td>
<td>University of Central Florida (FL)</td>
</tr>
<tr>
<td>Charles Errico</td>
<td>Northern Virginia Community College (VA)</td>
</tr>
<tr>
<td>Andy Mink</td>
<td>North Carolina State University (NC)</td>
</tr>
<tr>
<td>Todd Wigginton, Vice Chair</td>
<td>Metro Nashville P.S. (TN)</td>
</tr>
<tr>
<td>Joanne Freeman</td>
<td>Yale University (CT)</td>
</tr>
<tr>
<td>Andy Mink</td>
<td>Salt Lake City School District (UT)</td>
</tr>
<tr>
<td>Douglas Brinkley</td>
<td>Rice University (TX)</td>
</tr>
<tr>
<td>Theodore D.R. Green</td>
<td>Webster University (MO)</td>
</tr>
<tr>
<td>Joshua L. Reid</td>
<td>University of Washington (WA)</td>
</tr>
<tr>
<td>Chris Bunin</td>
<td>Abemarle High School (VA)</td>
</tr>
<tr>
<td>Claire McCaffery Griffin</td>
<td>Independent Consultant (WA)</td>
</tr>
<tr>
<td>Elliott West</td>
<td>University of Arkansas</td>
</tr>
<tr>
<td>Mike Clemens</td>
<td>Osceola High School (FL)</td>
</tr>
<tr>
<td>Kevin Krahenbuhl</td>
<td>Middle Tennessee State University</td>
</tr>
<tr>
<td>Mike Williams</td>
<td>National Humanities Center (NC)</td>
</tr>
<tr>
<td>Tony DiSario</td>
<td>Griffin-Spalding Schools (GA)</td>
</tr>
<tr>
<td>Kevin Levin</td>
<td>Independent Historian (MA)</td>
</tr>
<tr>
<td>Yohuru Williams</td>
<td>University of St. Thomas (MN)</td>
</tr>
</tbody>
</table>