

# MEETING THE STANDARDS

## CORRELATION WITH VIRGINIA HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING

	Sample Topic	SOL
United States History to 1877	<i>Designed for a New World: The Caravel and Portuguese Exploration</i>	The student will demonstrate knowledge of European exploration in North America and West Africa by describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations (USI.4.a)
	<i>Cyrus Hall McCormick (Inventor, mechanical reaper)</i>	The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America. (USI.8.c)
	<i>George Washington and the Office of the Presidency</i>	The student will demonstrate knowledge of the challenges faced by the new nation by describing the major accomplishments of the first five presidents of the United States. (USI.7.d)

	Sample Topic	SOL
United States History: 1877 to the Present	<i>Kodak roll film</i>	The student will demonstrate knowledge of how life changed after the Civil War by explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion. (USII.3.b)
	<i>Mary Anderson and windshield wipers</i>	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century describing the social changes that took place, including Prohibition, and the Great Migration north (USII.5.b)
	<i>Feminism</i>	The student will demonstrate knowledge of the key domestic issues during the second half of the twentieth century by examining the Civil Rights Movement and the changing role of women. (USII.8.a)

	Sample Topic	SOL
Civics and Economics	<i>Virginia Statute for Religious Freedom: Innovation in Governance</i>	The student will demonstrate knowledge of the foundations of American constitutional government by explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights (CE.2.b)
	<i>The Electoral College: Innovation in elections</i>	The student will demonstrate knowledge of the political process at the local, state, and national levels of government by describing the role of the Electoral College in the election of the President and Vice President. (CE.5.f)
	<i>The Federal Reserve System: A New Way to Regulate the Economy</i>	The student will demonstrate knowledge of the role of government in the United States economy by explaining how the Federal Reserve System regulates the money supply. (CE.11.c)

### Theme

This year's theme is **Innovation in History: Impact and Change**. Topics can be selected from any aspect of local, regional, national, or world history, but must clearly relate to the theme. Effective entries not only describe an event or a development, they also analyze it and place it in its historical context, given this year's theme.

Students begin competition at the local level, and then move on to district and state competitions. The top two entries in each category at the state level will be eligible to compete at National History Day, held each year in College Park, Maryland.

**For more information, visit [www.history.org/vhd](http://www.history.org/vhd)**

	Sample Topic	SOL
World History and Geography: 1500 A.D. to the Present	<i>Justification by Faith: Change in Religious Thought</i>	The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII. (WHII.3.a)
	<i>"Am I Not A Brother?": Abolition and Innovation in Human Rights</i>	The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement. (WHII.8.c)
	<i>Individuation: Carl Jung Changes the Way We Think About Ourselves</i>	The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes. (WHII.8.a)

	Sample Topic	SOL
World Geography	<i>Fluid Dynamics: Change in Weather Predictions</i>	The student will analyze how selected physical and ecological processes shape the Earth's surface by identifying regional climatic patterns and weather phenomena and their effects on people and places. (WG.2.a)
	<i>Willis Carrier and Air Conditioning</i>	The student will analyze how selected physical and ecological processes shape the Earth's surface by explaining how technology affects one's ability to modify the environment and adapt to it. (WG.2.c)
	<i>Micro-credit and the Grameen Bank (2006 Nobel Peace Prize Laureate)</i>	The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life. (WG.8)

	Sample Topic	SOL
Virginia and United States History	<i>Alphabet Soup: The New Deal and Innovation in the use of Government</i>	The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it (VUS.9.c)
	<i>QWERTY: Innovation in Productivity</i>	The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States. (VUS.8.b)
	<i>Civil Disobedience: Innovation in Protest</i>	The student will demonstrate knowledge of the Civil rights Movement of the 1950s and 1960s by describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965. (VUS.13.b)

	Sample Topic	SOL
Virginia and United States Government	<i>Scientific Polling: Innovation in Politics</i>	The student will demonstrate knowledge of local, state, and national elections by analyzing the influence of media coverage, campaign advertising, and public opinion polls. (GOVT.6.d)
	<i>Natural Rights: Innovation in Political Thought</i>	The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by analyzing the natural rights philosophies expressed in the Declaration of Independence. (GOVT.2.e)
	<i>Tyranny of the Minority: James Madison and Innovation in Government</i>	The student will demonstrate knowledge of civil liberties and civil rights by analyzing due process of law expressed in the 5th and 14th Amendments (GOVT.11.b)

These and other sample topics may be found on the National History Day website at [www.nationalhistoryday.org](http://www.nationalhistoryday.org).