

## B. Required Written Material For All Entries

### Rule 12: Written Material

Your entry must include the following written material in the order presented below:

1. a title page as described in Rule 13;
2. a process paper as described in Rule 14 (process papers are not part of historical paper entries); and
3. an annotated bibliography as described in Rule 15.

These materials must be typed or neatly printed on plain white paper, and stapled together in the top left corner. Do not enclose them in a cover or binder.

You must provide four copies of these materials, except in the historical paper and web site categories. Web site entries must include these required written materials within the site. The title page and annotated bibliography must accompany historical paper entries.

### Rule 13: Title Page

A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s), and the contest division and category in which you are entered.

*NOTE: The title page must not include any other information (pictures, graphics, borders, school name, or grade) except for that described in this rule.*

TITLE
STUDENT(S) NAME(S) DIVISION CATEGORY

(e.g. Individual/Group, Exhibit, Documentary, Performance, Web site)

### Rule 14: Process Paper

All categories except historical paper must include a process paper with the entry. It must describe in 500 words or less how you conducted your research and created your entry. The process paper must include four sections that explain:

1. how you chose your topic;
2. how you conducted your research;
3. how you selected your presentation category and created your project; and
4. how your project relates to the NHD theme.

You can view sample process papers at [www.nhd.org](http://www.nhd.org) on the "Creating an Entry" page in the Contest section.

### Rule 15: Annotated Bibliography

An annotated bibliography is required for all categories. List only those sources that contributed to the development of your entry, sources that provided usable information or new perspectives in preparing your entry. You likely will include fewer sources than you actually used. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how you used the source and how it helped you understand your topic. Annotations of web sites should describe who sponsors the site. For example:

Bates, Daisy. *The Long Shadow of Little Rock*. New York: David McKay Co. Inc., 1962.

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This firsthand account was very important to my paper because it made me more aware of the feelings of the people involved.

*NOTE: Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your entry should be cited in your bibliography but not included as attachments to your bibliography.*

### **Rule 16: The Separation of Primary and Secondary Sources**

You are required to separate your bibliography into primary and secondary sources.

*NOTE: Some sources may be considered as either primary or secondary. Use your annotations to explain your reasoning for classifying any sources that are not clearly primary or secondary. Listing a source under both primary and secondary is inappropriate.*

### **Rule 17: Style Guides**

Style for citations and bibliographic references must follow the principles in a recent edition of one of the following style guides.

1. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*
2. Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*

Regardless of which manual you use, the style must be consistent throughout all written material.

### **Rule 18: Plagiarism**

You must acknowledge in your annotated bibliography all sources used in your entry. Failure to credit sources is plagiarism and will result in disqualification.

## **C. Contest Participation**

### **Rule 19: Entry Procedure**

At each contest level you must register either online or by submitting paper entry forms (check with your contest coordinator for the format used at your regional and affiliate contests), meet specific deadlines, and follow any procedures established by that contest's coordinator.

### **Rule 20: Entries to National Competition**

Each state is limited to two entries per contest category in the national contest. Ties at affiliate contests will be resolved at the affiliate level.

### **Rule 21: National Competition Attendance**

Individual students and groups must be present for an entry to be judged at the national contest.

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# III. Individual Category Rules

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## A. Paper

A paper is the traditional form of presenting historical research. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules. Your paper should be grammatically correct and well written.

Part II, Rules for all Categories (except for Rule 14), applies to papers.

### Rule A1: Length Requirements

The text of historical papers must be no less than 1,500 and no more than 2,500 words in length. Each word or number in the text of the paper counts as one word. The 2,500-word limit does not apply to notes, annotated bibliography, illustration captions, and supplemental/appendix material. Appendix material must be referred to in the text of the paper. Extensive supplemental materials are inappropriate. Use of appendices should be very limited and may include photographs, maps, charts, and graphs, but no other supplemental materials.

*NOTE: Oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your paper should be cited in your bibliography but not included as attachments to your paper.*

### Rule A2: Citations

Citations—footnotes, endnotes, or internal documentation—are required. Citations are used to credit the sources of specific ideas as well as direct quotations. Refer to Part II, Rule 17, for citation styles. Please note that an extensively annotated footnote should not be used to get around the word limit.

### Rule A3: Preparation Requirements

Papers must be typed, computer printed, or legibly handwritten in ink on plain, white 8.5 x 11-inch paper with 1-inch margins on all sides. Pages must be numbered consecutively and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10-point type. Papers must be stapled in the top left corner and should not be enclosed in a cover or binder. The title page should have no illustrations.

### Rule A4: Number of Copies

Four copies of the paper must be submitted prior to the contest, via the appropriate registration process, by the deadline established for the contest. Winning papers sometimes are published by contest officials; you must be prepared to give permission for such publication. You must bring a copy of your paper to the contest for your use.

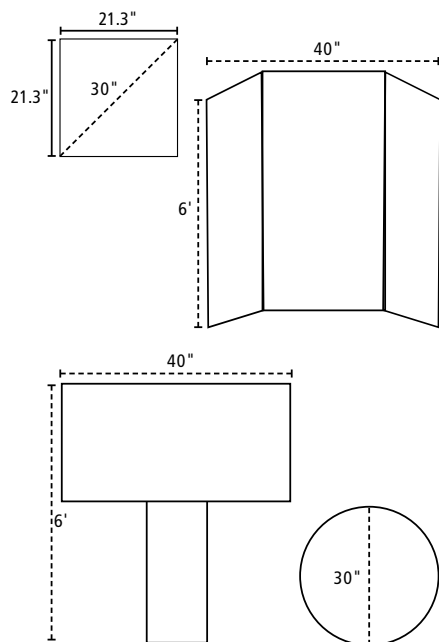
## B. Exhibit

An exhibit is a visual representation of your research and interpretation of your topic's significance in history, much like a small museum exhibit. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of your exhibit.

Part II, Rules for all Categories, applies to exhibits.

### Rule B1: Size Requirements

The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Measurement of the exhibit does not include the table on which it rests; however, it would include any stand that you create and any table drapes. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter. (See diagram below.)



### Rule B2: Media Devices

Media devices (e.g., DVD players, projectors, video monitors, computers) used in an exhibit must not run for more than a total of 3 minutes and are subject to the 500-word limit (Rule B3). Viewers and judges must be able to control media devices. Any media devices must fit within the size limits of the exhibit. Any media devices used should be integral to the exhibit—not a method to bypass the prohibition against live student involvement.

*NOTE: For example, a brief excerpt from a taped student-conducted oral interview or a dramatic reading is appropriate, but taped commentary or analysis is inappropriate.*

### Rule B3: Word Limit

A 500-word limit applies to all text created by the student that appears on, or as part of, an exhibit entry. This includes the text you write for titles, subtitles, captions, graphs, timelines, media devices (e.g., video, slides, computer files), or supplemental materials (e.g., photo albums, scrapbooks, etc.) where you use your own words. Brief citations crediting the sources of illustrations or quotations included on the exhibit do not count toward the 500-word limit.

*NOTE: A date counts as one word, while each word in a name is individually counted. For example, January 1, 1900 counts as one word, but John Quincy Adams counts as three. Words such as "a," "the," and "of" are counted as one word each.*

*NOTE: Be careful that your message is clear and contained on the exhibit itself; judges have little time to review supplemental material. Extensive supplemental material is inappropriate. For example, oral history transcripts, correspondence between you and experts, questionnaires, and other primary or secondary materials used as sources for your exhibit should be cited in your bibliography but not included as attachments to your bibliography or exhibit.*

## C. Performance

A performance is a dramatic portrayal of your topic's significance in history and must be original in production. It should be scripted based on research of your chosen topic and should have dramatic appeal, but not at the expense of historical information.

Part II, Rules for all Categories, applies to performances.

### Rule C1: Time Requirements

Performances may not exceed 10 minutes in length. Timing starts at the beginning of the performance following the announcement of the title and student name(s). Any other introductory remarks will be considered part of the performance and will be counted as part of the overall time. You will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for your performance.

*NOTE: You should allow several empty seconds in your performance to account for unplanned pauses (e.g., applause, forgotten lines, etc.).*

### Rule C2: Performance Introduction

The title of your entry and the names of the participants must be the first and only announcements prior to the start of the performance.

### Rule C3: Media Devices

Use of slides, tape recorders, computers, or other media within your performance is permitted. You must provide and run all equipment and carry out any special lighting or sound effects.

### Rule C4: Script

The script for the performance should not be included with the written material presented to the judges.

### Rule C5: Costumes

You may have a costume produced for you, but the design, choice of fabrics, etc., must be your own. Or, you may rent a costume. Remember: simple is best.

## D. Documentary

A documentary should reflect your ability to use audiovisual equipment to communicate your topic's significance, much as professional documentarians do. The documentary category will help you develop skills in using photographs, film, video, audiotapes, computers, and graphic presentations. Your presentation should include primary materials and also must be an original production. To produce a documentary you must have access to equipment and be able to operate it.

Part II, Rules for all Categories, applies to documentaries.

### Rule D1: Time Requirements

Documentaries may not exceed 10 minutes in length. You will be allowed an additional 5 minutes to set up and 5 minutes to remove equipment. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard. Audio and visual leads will be counted in the time limit. Timing will end when the last visual image or sound of the presentation concludes (including credits).

*NOTE: Use your set-up time to prepare your documentary for presentation, focus equipment, adjust volume, etc.*

### Rule D2: Introduction

You must announce only the title of your presentation and names of participants. Comments prior to or during the presentation, including live narration, are prohibited.

### **Rule D3: Student Involvement**

You are responsible for running all equipment.

### **Rule D4: Student Production**

All entries must be student-produced. You must operate all equipment. You must provide the narration, voice-over, and dramatization. Only those students listed as entrants may participate in the production. Only entrants and the subjects of their interviews (participants in an historical event or experts) may appear on camera.

### **Rule D5: Entry Production**

Your entry must be an original production. You may use professional photographs, film, slides, recorded music, etc., within your presentation. However, you must integrate such items into your presentation and give proper credit at the end of your presentation (per Rule D6) as well as in your annotated bibliography. You must operate all editing equipment used in the production of your presentation. Using material created by others specifically for use in your entry violates this rule.

*NOTE: Remember that different equipment may affect how your documentary appears on the screen. You may wish to test equipment provided at competitions beforehand, bring back-up copies of your documentary in different formats, and/or bring your own equipment. There is no penalty for displaying your documentary on a laptop computer and many students use them successfully as a backup measure.*

### **Rule D6: Credits**

At the conclusion of the documentary, you must provide a list of acknowledgments and credits for all sources. These credits should be brief—not full bibliographic citations and not annotated. All sources (music, images, film/media clips, interviews, books, web sites) used in the making of the documentary should be properly cited in the annotated bibliography. The list of credits counts toward the 10-minute time limit and should be readable by viewers.

### **Rule D7: Displays**

Stand alone displays are prohibited.

### **Rule D8: Computer Entries**

You must be able to run the program within the 10-minute time limit. Interactive computer programs and web pages in which the audience or judges are asked to participate are not acceptable; judges are not permitted to operate any equipment. Students must provide and be able to run their own computers, software, and other equipment. Internet access will not be available.

## ***E. Web Site***

The web site category is the most interactive of all NHD categories. Therefore, a web site should reflect your ability to use web site design software and computer technology to communicate the topic's significance in history. Your historical web site should be a collection of web pages, interconnected by hyperlinks, that presents primary and secondary sources, interactive multimedia, and historical analysis. It should incorporate textual and non-textual (photographs, maps, music, etc.) descriptions, interpretations, and sources to engage and inform viewers. To construct a web site project, you must be able to operate, and have access to, the Internet, appropriate software and equipment.

Part II, Rules for all Categories, applies to web sites.

### **Rule E1: Entry Production**

All entries must be original productions constructed using the NHD web site editor beginning at the school level. You may use professional photographs, graphics, video, recorded music, etc., within the site. Such items must be integrated into the web site, and proper credit must be given within the site as well as in the annotated bibliography. You must operate all software and equipment in the development of the web site.

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*NOTE: Using objects created by others for specific use in your entry violates this rule. For example, using a graphic that others produced at your request is not permitted; however, using graphics, multimedia clips, etc., that already exist is acceptable.*

### **Rule E2: Size Requirements**

Web site entries may contain no more than 1,200 visible, student-composed words. Code used to build the site and alternate text tags on images do not count toward the word limit. Also excluded are: words found in materials used for identifying illustrations or used to briefly credit the sources of illustrations and quotations; recurring menus, titles, and navigation instructions; words within primary documents and artifacts; and the annotated bibliography and process paper that must be integrated into the site. The entire site, including all multimedia, may use no more than 100MB of file space.

### **Rule E3: Navigation**

One page of the web site must serve as the “home page.” The home page must include the names of participants, entry title, division, and the main menu that directs viewers to the various sections of the site. All pages must be interconnected with hypertext links. Automatic redirects are not permitted.

### **Rule E4: Multimedia**

Each multimedia clip may not last more than 45 seconds. You may record quotes and primary source materials for dramatic effect, but you may not narrate your own compositions or other explanatory material. All multimedia must be stored within the site; you may not use embedded material hosted elsewhere (e.g., YouTube, Google Video). There is no limit to the number of multimedia clips you may use but you must respect the file size limit. If you use any form of multimedia that requires a specific software to view (e.g., Flash, QuickTime, Real Player), you

must provide on the same page a link to an Internet site where the software is available as a free, secure, and legal download. Judges will make every effort to view all multimedia content, but files that cannot be viewed cannot be evaluated as part of the entry.

### **Rule E5: Required Written Materials**

The annotated bibliography and process paper must be included as an integrated part of the web site. They should be included in the navigational structure. They do NOT count toward the 1,200-word limit. Refer to Part II, Rules 15–17, for citation and style information.

### **Rule E6: Stable Content**

The content and appearance of a page cannot change when the page is refreshed in the browser. Random text or image generators are not allowed.

### **Rule E7: Viewing Files**

The pages that comprise the site must be viewable in a recent version of a standard web browser (e.g., Microsoft Internet Explorer, Firefox, Safari). You are responsible for ensuring that your entry is viewable in multiple web browsers. Entries may not link to live or external sites, except to direct viewers to software plug-ins, per Rule E4.

### **Rule E8: Submitting Entry for Judging**

You must submit the URL for the site in advance by the established deadline, after which you will be blocked from editing your site to allow for judging. Because all required written materials from Part II, Rule 12, are integrated into the site, NO printed copies are required. For access to the NHD web site editor and up-to-date submission procedures, please visit [www.nhd.org](http://www.nhd.org).

# NATIONAL HISTORY DAY 2015

## THEME: LEADERSHIP AND LEGACY IN HISTORY

Adrienne Harkness and Lynne O'Hara

During the 2014—2015 school year, National History Day invites students to research topics related to the theme *Leadership and Legacy in History*. Examples of leadership can be found almost anywhere—in the military, politics, government, communities, social movements, or in fields such as science, the arts, education, religion and economics. Topics can come from any geographic area or time period. Local history and world history make equally good sources of NHD topics, and you can explore your interests from ancient history to more recent events. Try browsing your textbooks, flipping through TV channels, talking with teachers and parents, or even scrolling through Facebook or Twitter for topics that interest you. Just remember, your topic must relate to *Leadership and Legacy*. And do not forget the “*in history*” part of the theme—your topic must be historical, not a current event

NATIONAL HISTORY DAY 2015

### LEADERSHIP & LEGACY *in history*

What is leadership and what is legacy? In broad terms, leadership is the act of leading: providing motivation, guidance or direction, usually from a position of authority. Leadership also implies the *ability* to lead—possessing the skills necessary to articulate a shared vision and inspire others to embrace and achieve that vision. Leaders often personify other admirable values such as courage, selflessness, ingenuity and patriotism. Certain traits like ego and confidence are important in a leader; however, such traits may be seen as negative qualities if he or she becomes overzealous or too headstrong. How do you evaluate the legacy of overzealous leaders like Saddam Hussein or Joseph Stalin? Were they leaders or tyrants? Is balance an important aspect to good leadership?

Leadership takes many forms. You might immediately think about presidents and kings as leaders, but what about local

community representatives and organizers? How about religious leaders, governors, mayors, or business owners? Some leaders are elected, others are appointed, and some seize a position of authority. When it comes to monarchies, some leaders inherit their positions. Of course, leadership requires followers, who follow either by choice or due to coercion.

Leadership is not limited to the political sphere. Often leadership can begin on a much smaller scale. Consider the leadership that it takes for a small group of people to come together to accomplish a common goal. Students might consider the impact of Lech Walesa and Poland's Solidarity movement, fighting for workers' rights, social change, and ultimately political control in the 1980s and 1990s. Other examples could include Emmeline Pankhurst's leadership of the Women's Social and Political Union in Great Britain, Cesar Chavez's National Farm Workers Association, or Mother Theresa's Missionaries of Charity.

The impact of a leader does not have to be global. You can find examples of great leadership in one neighborhood, one school, or one city. Consider the history of your state, hometown, or

family. You might consider the leadership of those who built schools or founded universities—everyone from John Harvard to Booker T. Washington to Leland Stanford. You also could examine leadership in a small event within the larger context of the whole, greater event. Many people have heard of Martin Luther King, Jr. and Alice Paul, but what about Bayard Rustin or Mary Church Terrell? World War II brought leadership opportunities for Bernard Montgomery and Dwight D. Eisenhower, but what about the war experiences of Charity Adams, King George VI, or Anna Mae Hayes?

Sometimes a leader emerges because he or she happens to be in the right place at the right time. Local circumstances and background context offer important clues when we examine why a leader chose to act when and how he or she did. Who and what were his or her influences, and in turn, who and what did he or she influence? What experiences led abolitionists like Sarah and Angelina Grimké to oppose slavery? In what ways did the European leader Charlemagne influence art and architecture in Europe? Why did George Washington choose

to step down after two terms as president of the United States? What was he attempting to model about leadership in a democracy?

Sometimes people are active agents, causing and affecting events, but other times individuals are thrust into situations where they are obligated to make choices and act. Reactions to a social event, a natural disaster, an oppressive government, or other situation often show leadership. In wartime, many people find themselves forced by circumstances to do things they could never have imagined. Consider British, French, German, and American soldiers on the front lines of World War I. There are many examples where leaders have emerged unexpectedly. During the Normandy campaign in World War II, General Theodore Roosevelt, Jr. (the son of the president) landed with his infantry battalion on Utah Beach, more than a mile away from his intended location. He is famously quoted as saying “We’ll start the war from right here!” How did his leadership make a difference?

**L**eaders often arise because they have new ideas about how something should be done or redone, built or rebuilt. They see a situation and want to change it, convinced that their vision will improve an element of life or change their community for the better. Consider great American entrepreneurs that historian H.W. Brands labeled as “masters of enterprise”—leaders such as Roy Kroc, Bill Gates, Mary Kay Ash, Cornelius Vanderbilt, or John Rockefeller. Leaders dare to ask difficult questions and are passionate about resolving issues.

Of course, not all first ideas are good ones. A leader and his or her supporters may revise and change ideas in the process of moving toward a goal. This is particularly evident when they run into obstacles. Leaders like Mahatma Gandhi, Nelson Mandela, and Ellen Johnson Sirleaf were forced to make adjustments on their path to leadership. As leaders they pushed through challenging situations, and found solutions to overcome the hurdles in their way. Can other leaders, or even followers, become obstacles?

Looking carefully at the impact on society and change over time, you will also need to think about the leader’s legacy. Legacy is what is handed down to us from our ancestors or predecessors. More broadly, legacy is what is left behind for future generations—such as ideas and accomplishments.

Legacies sometimes cannot be understood until long after a leader has passed away. Often reformers were considered radicals in their time. Abolitionists, socialists, anarchists, and civil rights activists around the world have seen changes in the world. What change or objective did they set in motion? How did they set out to change the world? Did they succeed? What are the legacies of John Brown, Guy Fawkes, or Karl Marx?

Sometimes a legacy depends on perspective. Not all legacies are positive ones. What happens when leadership goes awry? Legacies also can be controversial. Events can lead one group of people to feel that a leader was a great and moral influence who facilitated a positive outcome, while a different group of people believe exactly the opposite. Consider the history of Martin Luther, Sir Thomas More, Francisco Franco, the Irish Republican Army, or the Palestine Liberation

Organization. Examining both sides of the story is important to understanding your topic.

It often happens that new leaders pick up where previous leaders left off, which also adds to the legacy. Followers and supporters will frequently carry the torch, moving forward and working together to maintain the pursuit or accomplish the goal. What role did Bella Abzug, Gloria Steinem, and Lilly Ledbetter play in the 20<sup>th</sup>-century feminist movement? How can the tragic death of a leader like Mahatma Gandhi, Robert Kennedy, or Benazir Bhutto inspire others to continue the fight for their political, social, or economic goals?

How important is the relationship between a leader and supporters or followers? Great leaders typically have a great network of supporters. These people agree with what the leader stands for and play a part in helping him or her succeed. Mao Zedong led a massive revolution in China. Why did it succeed? How did he use his leadership to convince people to follow him? Followers are inspired by the leader and

feel a sense of duty to the cause. Some supporters, of course, are faithful to a leader no matter what questionable actions he may take. Do you see examples of followers turning a blind eye to certain events because of their extreme loyalty?

When leadership goes awry, leaders can become destroyers. There are instances throughout history where leaders abused their power. Are there differences in leadership strategies for a destroyer? And can a follower or supporter influence the destruction? Consider the leadership of Nero in ancient Rome, Mobutu Sese Seko in the Congo, or Iran under Mohammad Reza Pahlavi. Are other nations responsible for removing leaders from power?

Just because something happened and someone did something, however, it does not necessarily mean a legacy was created. The key is to think about a leader's significance in history. So what? Does this person really matter? Was there real change that occurred because of his or her leadership? What was the impact on people, society, economics, or government? How did it affect what people thought or did, or maybe how people think or act today? Consider both the short-term and long-term impact. Remember that examining the context and historical significance of your topic is a crucial part of the research process that also will help you strengthen and support your thesis.

In considering the theme *Leadership and Legacy in History*, keep in mind that it's important to address both elements. Highlighting both the leadership **and** the legacy of your chosen subject will help you clearly explain the relation of your topic to the theme. Successful researchers look at available primary and secondary sources and draw conclusions from the information. Your analysis of the evidence and presentation of the information to support your thesis is a critical part of your project. Use these primary sources and let the individuals speak for themselves. In thinking about your topic, ask yourself, "what is so important about my topic and what do I want people to understand after viewing my project?" Your answers to these key questions will help guide you as you decide how to present your information.

*ALL OF THE GREAT LEADERS HAVE HAD ONE CHARACTERISTIC IN COMMON: IT WAS THE WILLINGNESS TO CONFRONT UNEQUIVOCALLY THE MAJOR ANXIETY OF THEIR PEOPLE IN THEIR TIME. THIS, AND NOT MUCH ELSE, IS THE ESSENCE OF LEADERSHIP.*

– JOHN KENNETH GALBRAITH

# 2015 SAMPLE TOPICS LIST

- Benjamin Franklin and the Library Company of Philadelphia: A New Intellectual Nation
- Charlemagne's Conquest and its Impact on European Architecture
- Mikhail Gorbachev: Leading a Struggling Nation out of the Cold War
- The Euro: How the European Union Led the Movement for Economic Integration
- William Howard Taft and Dollar Diplomacy
- The World Health Organization: Leading the Fight to Eradicate Communicable Disease
- Yoga Bonita: How Brazil Led a Soccer Revolution
- Globalization of McDonalds: American Corporations Leading the World's Economy
- Ronald Reagan and Mikhail Gorbachev: Leading the World Out of the Cold War
- The Legacy of King Leopold's Vision in the Congo
- Pierre de Coubertin and the Rebirth of the International Olympic Committee
- Eleanor Roosevelt and the UN Declaration of Human Rights
- Drawing Boundaries: Thomas Jefferson's Land Ordinances and the Settling of the American West
- Pancho Villa: Leading Northern Mexico
- Toussaint L'Ouverture: Leading the World's Only Successful Slave Rebellion
- Nelson Mandela and the Fight for Equality in South Africa
- Eva and Juan Peron: Leaders of the Argentinian People
- Woodrow Wilson and the Organic Act: Creating the National Park Service to Protect America's National Land
- Nora Zeale Hurston and the Harlem Renaissance
- Simon Bolivar and Gran Columbia: Leading the Fight for Independence from Spain
- Lilly Ledbetter: Leading the Charge for Equal Pay
- Emiliano Zapata: Leadership for "Reforma, Libertad Ley y Justicia"
- Olaudah Equiano: Exposing the Horrors of the Middle Passage
- Emmeline Pankhurst: Leading a Militant Struggle for Suffrage in Great Britain
- Alexander Dubček: Leading the Prague Spring
- Vladimir Lenin: Leading the Russian Revolution
- The Three Leaders: Mazzini, Garibaldi, Cavour and the Unification of Italy
- The International Space Station: Leading an International Effort to Unite Space
- The Iran Hostage Crisis: Defining the Leadership of a Presidency
- Thomas Paine's Revolutionary Writings
- Bacon's Rebellion and the Growth of Slavery in Colonial Virginia
- The Bloodless Revolution of 1800: John Adams, Thomas Jefferson, and the Legacy of a Peaceful Transition of Power
- Andrew Jackson: The Legacy of the People's President
- Invoking the Power of the Federal Government: Grover Cleveland and the Pullman Strike of 1894
- Alice Paul: Leading the Movement for Equal Rights
- Leading the Charge to Legislate Equality: Lyndon B. Johnson and the Voting Rights Act
- A. Philip Randolph: Leading the Way to Integrate America's World War II Labor Force
- Steve Jobs and the Apple II: Bringing Silicon Valley to America's Homes
- Hammurabi's Code: The Legacy of the World's First Legal Code and the Man who Made It
- Linking Europe, Africa, and Asia: Ferdinand de Lesseps and the Construction of the Suez Canal
- Otto von Bismarck and the Unification of Germany
- The Napoleonic Code: The Legacy of Napoleon Bonaparte's Remarkable Leadership
- The Congress of Vienna: Legacy of Napoleon's Downfall
- Eugene V. Debs' Leadership of the American Socialist Movement
- Realpolitik: A New Form of Leadership
- The Marshall Plan: The Economic Legacy of World War II
- The Truman Doctrine: Setting American Foreign Policy in the Cold War
- The Veterans Administration: Leading the Fight for Veterans Rights
- Finland and Norway: Leading the Resistance to the Soviet Invasion in World War II
- Charles V and the Peace of Augsburg: Leading to a New Map of Europe
- Leading a Communist Island: Marshal Tito and Yugoslavia

- Confucianism: Leading the Way to a Chinese Civil Service
- Ravi Shankar: Blending Eastern and Western Music
- The Mercator Projection: Leading How We View the World
- Theodore Roosevelt: Leading the Charge to Build the Panama Canal
- Ulysses S. Grant: Leading the Campaign to Take the Mississippi River
- George Washington: Leading the US to Independence
- Leading Higher Education in America: Harvard, Yale, and William & Mary
- Using Television to Promote Religious Ideals: The Legacy of Billy Graham
- Cato and the Legacy of the Stono Rebellion
- Opha Mae Johnson: Leading the Way for Women in the Marine Corps
- China's Terracotta Army: The Legacy of Qin Shi Huang
- General Anna Mae Hayes: Leading the Army Nurse Corps
- Leading the Fight Against Communism: Matthew Ridgway and the Korean War
- Following the Catholic Church's Lead: The Crusades
- Isabella, Ferdinand, and the Spanish Reconquista
- Roger Bacon: A Renaissance Man in Medieval Times
- Alfred Nobel and the Nobel Prize
- St. Thomas More: Resisting King Henry VIII
- Tecumseh and the Western Confederacy: Leading the Battle Against Westward Expansion
- George Whitefield and the Great Awakening: Preaching Christianity to America's Slaves
- Robert Wapole and the Legacy of Salutary Neglect
- The Hudson River School: Leading an American School of Art
- Elizabeth Bisland and Nelly Bly: Leading the Way for Female Journalists by Racing Around the World
- The Southern Christian Leadership Conference: Leading the Civil Rights Movement
- General Billy Mitchell and the Development of the American Air Force
- Berry Gordy and Motown: Creating the Sound of America and a Legacy of Opportunity
- George Crile, Harvey Cushing, and the Ambulance Americaine: The Legacy of Wartime Medicine

For even more topic ideas and links to local topics, go to [www.nhd.org/themebook.htm](http://www.nhd.org/themebook.htm).

Scan for Additional Resources



## Are your students looking for exhibit boards?

National History Day partners with an exhibit board manufacturer to provide exhibit boards designed specifically for National History Day.

Each exhibit board is made of heavy-duty white, corrugated cardboard and is cut to fit the National History Day rules specifications of 72 inches in height and 40 inches in width.

The exhibit boards are available in sets and will ship directly to schools, teachers, or students.

Visit [www.nhd.org/shop.htm](http://www.nhd.org/shop.htm) to order today!