

North Dakota Studies

Volume 4 Issue 1

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Harper's Weekly magazine followed events of the Civil War in the states and in the West. General Sully, an amateur artist, later used this image that was published in *Harper's Weekly* (October 31, 1863) as the model for his oil painting of his charge into the Dakota village.

The Civil War In North Dakota

By Barbara Handy-Marchello

The Civil War Sesquicentennial (150th anniversary) is under way. You can be forgiven for cringing if you remember the years devoted to the two hundredth anniversary celebration of the Lewis and Clark Corps of Discovery expedition. However, instead of putting your head under a pillow for the next four years, this anniversary should cause us to pause and think about the consequences of the war and the events that led up to it.

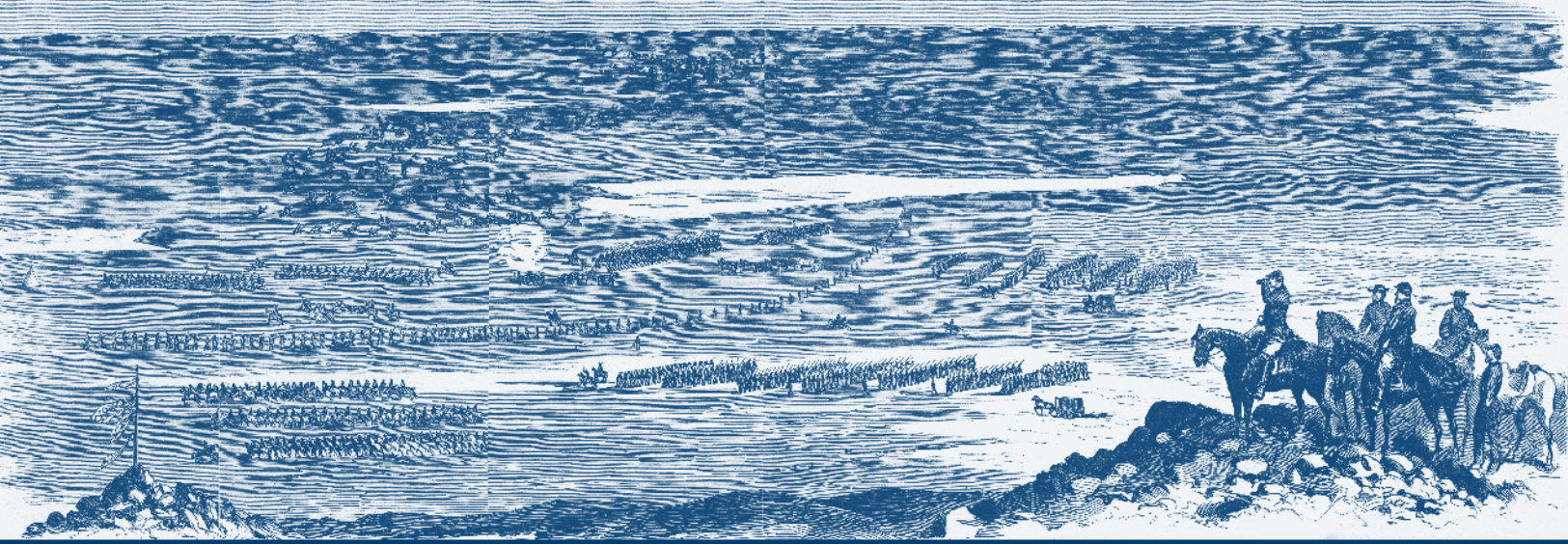
Perhaps no event in America's history can point so clearly to the strengths and weaknesses of the Constitution, the frailty of the hopes of the small group of rebels who in 1776 challenged England's control over the colonies, and the deep divisions generated by individual claims to a particular "way of life." This anniversary will celebrate heroism and the power of principled stands on political and moral issues. It will also remind us of the horrific human cost of the war (more than 600,000 dead), the evils of slavery, and the difficult and delicate processes required of

a functional democracy.

What the national commemoration will probably overlook, is the extension of the Civil War into the northern Great Plains. Here in North Dakota we need to be mindful of the Sesquicentennial of the flight of the Santee Dakota from Minnesota into northern Dakota Territory (1862), the Battle of Whitestone Hill (1863), the Battle of Killdeer Mountain and the subsequent skirmishes in the Badlands (1864), the establishment of Fort Rice (1864), and the events that led to the siege at Fort Dilts (1864). The causes and effects of these events are just as complex, just as morally and politically trying as those concerning the conflict over the preservation of the Union.

When Generals **Henry Hastings Sibley** and **Alfred Sully** entered Dakota Territory (from different directions) in 1863, it was a dry, hot summer. Sibley's 3,000 men found little fresh drinking water. They had trouble finding adequate grass for the mules and horses of the expedition

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There were no photographers with General Sibley's troops as they crossed northern Dakota Territory in search of renegade Santee Dakota. An artist sketched the expedition following the battle of Big Mound in July 1863. It was published in *Harper's Weekly* September 12, 1863.

which included some 400 wagons. Sully planned to transport his supplies up the Missouri River by steamboat, but inadequate river volume hampered travel and he was delayed until late August.

Intent on finding Indians and defeating them in a decisive battle, both generals sought out any group they could identify as Sioux. The people they encountered were Sioux though not of the tribal affiliations usually considered "hostile." They were engaged with their families in hunting

"the defeat of the Indians was the worse from the fact that they had made this camp on purpose to put up their winter's meat and . . . they had a very large quantity on hand, all of which was destroyed. . . . It took a party of 100 men two days to gather the stuff and burn it."

~ J.H. Drips

bison and preserving the meat for winter. At **Big Mound** (July 24, 1863) and **Whitestone Hill** (September 3, 1863), soldiers first offered to talk with the Dakota. But in both places, someone fired a gun and the battle was engaged.

Sully called the Battle of Whitestone Hill "one of the most severe punishments that the Indians have ever received." He was confident (though mistaken) that he had meted out much deserved punishment to the mixed group of Yanktonais, Hunkpapas and other Dakotas in the hunting camp below that hill. The following day, his troops continued to round up prisoners (who would be sent to Crow Creek Reservation in southern Dakota Territory) and shoot the surviving dogs and horses. Soldiers were ordered to burn all household goods including tipis, kettles, garments, weapons, and bedding. J. H. Drips, a soldier in Sully's command wrote in his diary, "the defeat of the Indians was the worse from the fact that they had made this camp on purpose to put up their winter's meat and . . . they had a very large quantity on hand, all of which was destroyed. . . . It took a party of 100 men two days to gather the stuff and burn it." The soldiers burned about 200 tons of dried bison meat.

What Sully did not understand was that these actions were generating hostility among Dakota who had before the summer of 1863 little contact with the U.S. Army. By the following summer when Sully again marched troops into northern Dakota Territory, the Teton Dakota who had not had any part of the war in Minnesota were prepared to meet him in battle at **Killdeer Mountain** (July 28, 1864).

The Sioux were confident of victory. Several bands set up a large village in a level area above the battle ground.

Lessons To Teach The Civil War Era In North Dakota

The North Dakota Studies Project has developed three lessons to teach about the Civil War in North Dakota. All lessons will include discussions, primary documents, photographs, maps, and activities. These lessons will be ready for the 2012–2013 school year and will be available at www.ndstudies.org.

Overview: The Civil War Era in Dakota Territory

- Creating the Territory
- Military Conflict and Resolution
- Congressional and Territorial Laws
- Activities

Leaders in Dakota Territory

- Generals Pope, Sibley, and Sully
- Sitting Bull, Inkpaduta, Two Bears, others
- Fanny Kelly, James Fisk, Andrew Burke, others
- Activities

Commemorating the Civil War in North Dakota

- Monuments
- State and Local Historic Sites
- Activities

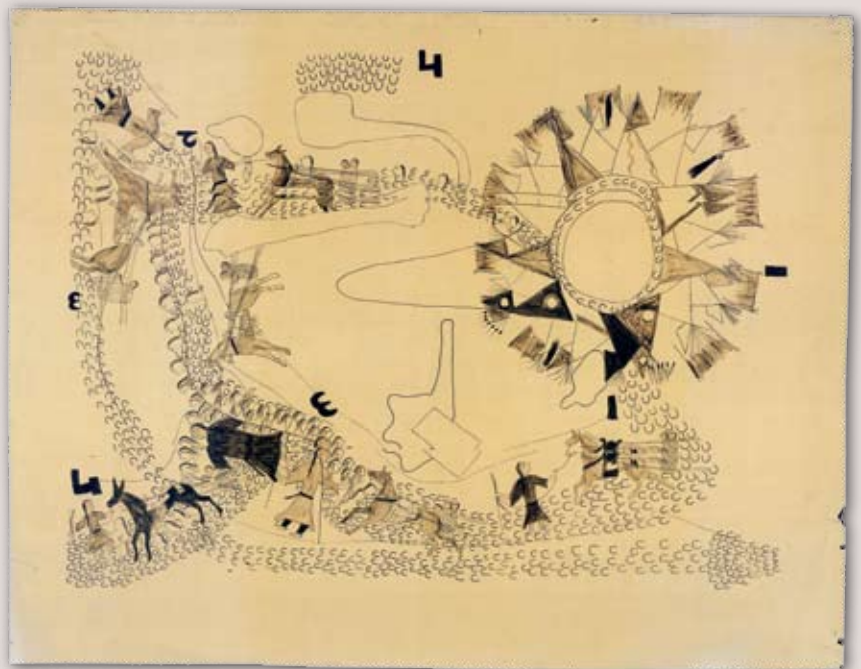


The soldiers in this photograph, taken in late September 1864 near Fort Berthold, had fought at the Battle of Killdeer Mountain and the Battle of the Badlands. Artillery was a significant factor in winning the battle at Killdeer Mountain. (SHSND A5218)

The hills were carved by ravines leading into the badlands. Lt. Col. John Pattee (7th Iowa Cavalry) remarked: “The Indians selected the best ground for the fight I ever saw. They met us in the open prairie, and fell back into a long and extensive cluster of wooded hills, where twenty thousand men could not have pursued them.” But the Army fought with discipline and used their artillery to great effect. Dakota women and children had to flee leaving much of their household goods behind.

Again, Sully burned the village destroying the food and supplies necessary for the coming winter. He then led his troops and a large emigrant wagon train through the badlands toward steamboats waiting at Fort Union. The Dakota, far from being defeated, dogged his trail, firing on the troops and their livestock along the rough terrain of the badlands. A few days later, some of the same Dakotas attacked an emigrant train, bound for the gold fields of Montana. The emigrants fortified their position with sod walls which they named **Fort Dilts**, and waited out a siege of sixteen days.

Compared to the bloody battles at Civil War sites such as The Wilderness and Gettysburg, the battles on the northern Great Plains might seem inconsequential. The generals fighting the war in the states thought the expeditions against the Indians were of little consequence



Takes-His-Shield, a survivor of the White Stone Hill massacre, made this drawing of the Dakota village, the lake, the movements of the Dakotas and the soldiers. (SHSND 10085 box 41 Oversize)

and drained money and manpower from the Union Army. Some Union leaders even suspected that Confederate agents were behind the Indian hostilities.

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To Learn More About These Battles, Visit the State Historical Society Of North Dakota Historic Websites Listed Below:

Killdeer Mountain: <http://history.nd.gov/historicsites/kmb/index.html>

Whitestone Hill: <http://history.nd.gov/historicsites/index.html>

Sibley and Sully 1863 Expeditions: <http://history.nd.gov/historicsites/sibleysully/index.html>

Big Mound Battlefield: <http://history.nd.gov/historicsites/sibleysully/bmb.html>

Fort Dilts: <http://history.nd.gov/historicsites/dilts/index.html>

Today historians see great significance for the Civil War battles on the Northern Plains. They laid the foundation for conflict in the West for the next twenty-five years. American citizens were determined to hold onto their long-standing tradition of westward migration. Indians were determined to hold onto their long-standing traditions of living, hunting, and migrating throughout the Plains. War was not inevitable, but it was likely given the potent blend of conflicting world views of Indians and Anglo-Americans, gold discoveries in Idaho and Montana, shifting federal policy, corrupt agents, broken treaties, and loss of land and lives.

General Sibley and General Sully did not know, as they

attacked Indian villages and burned their food supplies, that among the Dakotas they fought was a young leader named Sitting Bull whose experiences in these battles would generate in him a hatred and distrust of all whites. In a very short time, his name would become more powerful and far more famous than the generals he faced in 1863 and 1864.

—Dr. Barbara Handy-Marchello is a retired University of North Dakota history professor. Dr. Handy-Marchello has a broad understanding of North Dakota history, and is currently engaged as the primary researcher/writer for the new, web-based, Grade 8 ND studies curriculum.—

8th Grade North Dakota Studies Update

—New, Web-Based Curriculum Coming in 2014—

Plans continue to develop a new, web-based Grade 8 North Dakota Studies curriculum. The new curriculum will benefit students with modern and up-to-date information about our state, helping schools to meet the statutory requirement.

During the next two and one-half years of development, the new curriculum will be researched in consultation with staff from the SHSND. Release of the new curriculum will be timed to mark and complement the 125th anniversary (Quasquicentennial) of North Dakota statehood, as well as correspond to the opening of the new addition to the North Dakota Heritage Center—all in 2014.

Since September, representatives from stakeholder organizations have met with SHSND staff to collect ideas for the new curriculum.

In January, a Grade 8 North Dakota Studies writing team was organized to research and develop the new curriculum. The primary researcher will be **Dr. Barbara Handy-Marchello**, a retired University of North Dakota history professor. Other team members will include individuals with a broad understanding of North Dakota studies and curriculum development. These North Dakota educators include **Linda Ehreth**, **Michael Gilbertson**, **Gwyn Herman**, and **Laverne Johnson**. Collectively, the team brings a wealth of expertise and experience to build this new curriculum. Coordination for the new curriculum and team writing is under the direction of **Neil Howe**, North Dakota Studies coordinator at the SHSND.

The significance of teaching history to today's students is an important goal of the Grade 8 writing

team. The state and nation in which we live is the result of thousands of years of human habitation, experimentation, cultural growth, economic change, and political decision-making.

The writing team has a tentative outline for the new curriculum based on four major themes: “*Back through Time*” which will cover periods pre-12,000—1500 AD; “*A Time of Transformation*” focusing on the years 1500–1861; “*Waves of Development*” spanning the years 1862–1920; and finally “*Modern North Dakota*” which will cover the last century of events, 1920–to the present.

People Living On The Land

- I. *Back Through Time*
(pre-12,000-1500 AD)
- II. *A Time Of Transformation*
(1500-1861)
- III. *Waves Of Development* (1862-1920)
- IV. *Modern North Dakota* (1920)

During the next two and one-half years, social studies teachers, school administrators, students, parents, and others are encouraged to share thoughts and opinions about the development of the new Grade 8 North Dakota studies curriculum. For more information or to submit comments, please contact Neil Howe, North Dakota Studies coordinator at the SHSND, nhowe@nd.gov or 701-205-7802.

Davies Project To Develop Social Justice Curriculum

By Neil Howe

In September 1957, U.S. District Court Judge Ronald N. Davies ordered the integration of Little Rock, Arkansas Central High School. The *New York Times* called Judge Davies' ruling the "landmark decision on racial integration in our nation." In this famous Little Rock case, while filling a temporary vacancy, Judge Davies faced down Governor Orval Faubus and the Arkansas National Guard with the simple principle that "integration must begin forthwith."

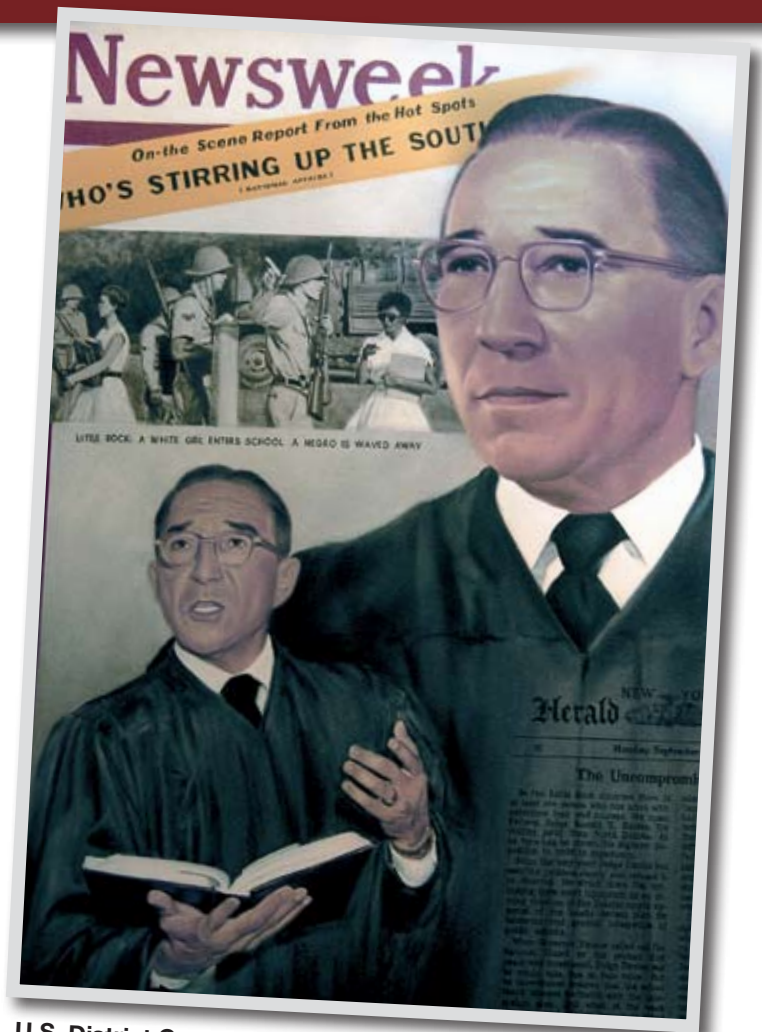
To commemorate and mark the significance of Judge Davies' life and decisions, a Davies Project Task Force has been organized to develop and distribute a social justice curriculum. This will be Phase II of the Davies Project, and the curriculum will be developed utilizing video interviews and primary documents.

In Phase I, the North Dakota Humanities Council provided a grant to sponsor an outdoor symposium held in August 2011 at the Bluestem Center in Moorhead, MN as part of the dedication of the new Judge Ronald N. Davies High School in Fargo. Carlotta Walls LaNier and Dr. Terrence Roberts, two of the original "Little Rock Nine" students were the featured speakers.

Phase II of the project will target students in North Dakota, Judge Davies' home state, and Arkansas, where Judge Davies' 1957 ruling integrated Little Rock public schools and laid the foundation for desegregation in the U.S. Several themes, including the importance of character, the lifelong impact of bullying and harassment, and the negatives associated with racism and discrimination are included in the message.

Currently, there is very little written from Judge Davies' vantage point. Phase II will attempt to fill that void by positioning the judge as a role model. Project outcomes will include: writing, producing, and distributing a standards-based curriculum for elementary (Grade 4); middle (Grade 8); and, high school (Grade 11) social studies classes. In addition, a post-secondary curriculum will be web-based and incorporate the video presentation and the primary source documents from the judge's personal files. Dr. Terrence Roberts, a member of the Phase II Task Force, will be featured in the video known as "The Road to Little Rock."

Carl Oberholtzer, a retired Fargo Public Schools history teacher, will develop the curriculum in conjunction with Joy-El Johnsen, an elementary teacher-leader for the Fargo Public Schools. Video Arts Studios will produce the video



U.S. District Court Judge Ronald N. Davies ordered the integration of Little Rock, Arkansas Central High School in a 1957 landmark case. In 1987, Judge Davies received the Theodore Roosevelt Rough Rider Award. (Photo courtesy of the Office of Governor)

portion of the project and will own the rights to market and distribute the project. The F-M Area Foundation, a not-for-profit full-service foundation will serve as the fiscal agent. Fargo Public Schools will be a project partner, along with history and education scholars from North Dakota State University (NDSU) and the State Historical Society of North Dakota (SHSND). Merlan E. Paaverud, SHSND director, and Neil Howe, North Dakota Studies coordinator at the SHSND, are also members of the Task Force.

When completed, the video and curriculum will be distributed at no charge to the eight regional education association (REA) member schools in North Dakota.

Resources To Teach North Dakota Civics And Government

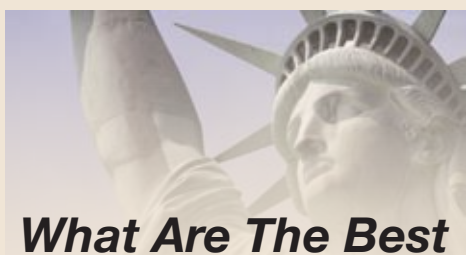
Why is teaching about North Dakota’s local and state governments so important? Because state and local governments affect nearly every aspect of daily life—and understanding how they function is essential for good citizenship.

Why the concern? Voting rates among Americans between 18 and 30 are barely half of those of their parents. The National Assessment of Education Progress (NAEP) found that almost one-third of high school seniors lack a basic grasp of the structure and operations of American government.

The old adage that “all things are local” emphasizes the

point. Decisions made at the city, township, county, and state levels have tremendous impacts on individual citizens. It is at these levels that citizenship participation takes its roots.

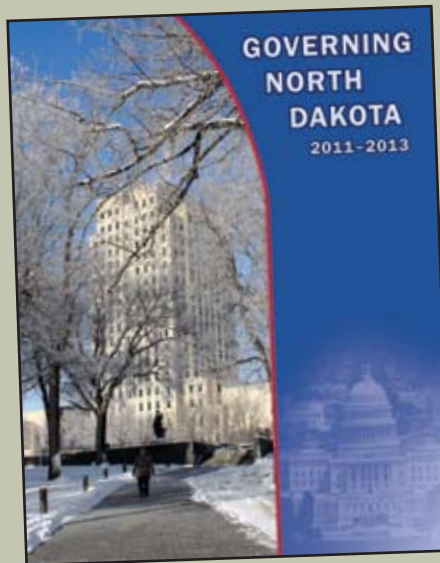
To assist teachers, two excellent publications are now available as valuable resources for civics education instruction and engaging active citizen participation. The *2011-2013 North Dakota Blue Book* and *Governing North Dakota, 2011-2013* offer a wealth of information and resources needed for students to build a foundation to become good citizens.



What Are The Best Approaches To Teaching Civics?

- Instruction in government, history, law, and democracy is valuable because it can provide a spur to later civic involvement.
- Classroom discussion of current issues and events provides a model of openness and respect for differing viewpoints.
- Opportunities for community service, particularly in ways that students say are meaningful, reinforces their recognition that their efforts can produce tangible results.
- Extracurricular activities can provide rewards for participation.
- School governance arrangements permit students a real voice in aspects of the education environment important to them.
- Simulation of adult civic activities, such as **Kids Voting USA**, allow students to mark mock ballots at actual polling places on the eve of election day, and familiarizes them with the mechanics of the process.

Governing North Dakota, 2011-2013



For more than 40 years, *Governing North Dakota* has been the pre-eminent source of information on the unique features of state and local government in North Dakota, and classroom teachers have made this publication an important desktop resource.

The 2011–2013 edition of *Governing North Dakota* continues the exciting new look, including a new full-color layout and more than 200 maps, graphics, and photographs to enhance the presentation of our local and state governments. The content has been expanded and

updated to include full coverage of the

2010 election cycle and the 2011 biennial legislative session.

Governing North Dakota, 2011-2013 is an especially valuable guide to teaching about the relationship between the state and federal governments and the three branches of North Dakota government. Knowing that all government is local, considerable discussion is also provided on county, city, township, and special governmental units.

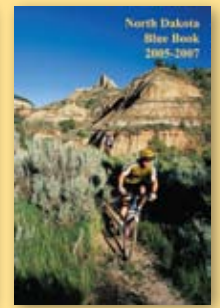
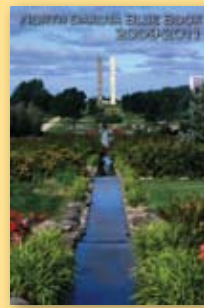
Now in its 20th Edition, *Governing North Dakota, 2011–2013* is a collaborative effort between the Bureau of Governmental Affairs at the University of North Dakota and the North Dakota Studies Project at the State Historical Society of North Dakota. Dr. Robert Wood, Bureau Director, and Neil Howe, North Dakota Studies Coordinator have worked closely to assure that the new publication continues its long tradition of accuracy and excellence.

The new *Governing North Dakota* contributes to the goals of the North Dakota Studies Project by promoting civic education to North Dakota citizens. *Governing North Dakota, 2011–2013* provides valuable information on the functions of our federal, state, and local governments and helps promote a better understanding of the civic responsibility of each citizen.



2011-2013 North Dakota Blue Book

The 2011-2013 edition of the *North Dakota Blue Book* is an excellent classroom resource. The core of this ninth biennial publication since 1995 remains the same. It contains information about the state not readily found in other publications such as statistical data,



and information about the state's symbols and awards, elected officials, agencies, judiciary, legislative, federal-state relationships, education, and elections.

Since 1995, each *North Dakota Blue Book* has profiled an aspect of our state. The 2011-2013 *North Dakota Blue Book* profiles "North Dakota's Fossil Resources." The

feature chapter illustrates the story of the many land and sea creatures that inhabited North Dakota millions of years ago. Each chapter title page features North Dakota outdoor animal structures.

In past issues, the *North Dakota Blue Book* has featured such topics as "North Dakota's Native Peoples"; "North Dakota's Writers, Poets, and Artists"; "Ecotourism and Recreational Opportunities"; "Lewis and Clark in North Dakota"; and "Progressive North Dakota in the 21st Century." These features have been written by professionals who have contributed hundreds of hours of research and writing.

Another notable addition to the 625-page book is the

"This book is unique. It contains information about North Dakota not readily available in any other single reference, which makes it an indispensable resource for research and for gaining general knowledge of the state. In addition, each of the individual biennial editions beginning with 1995 contains selected information not published in any of the others. Copies of earlier publications are available for viewing and research at the North Dakota State Library in Bismarck, at all state university libraries, and at several municipal libraries throughout the state."

- Secretary of State Al Jaeger

centennial history of the North Dakota League of Cities, written by the League's Executive Director, Connie Sprynczynatyk.

Fifteen editions of the *North Dakota Blue Book*, dating back to 1942, are now available online and each edition can be accessed directly at www.nd.gov/sos (North Dakota Secretary of State) or www.history.nd.gov/bluebook/index.html (State Historical Society of North Dakota).

The *North Dakota Blue Book* also includes a DVD to allow electronic access to the material in the book. The DVD is available and sells for \$5 through the North Dakota Studies Project at the State Historical Society of North Dakota, (701) 205-7802 or nhowe.nd.gov.

SPECIAL OFFER 25% Discount

Order the new *Governing North Dakota, 2011-2013* textbook by June 30 – and receive a **25% discount**.

The **25% discount** is effective on orders received by June 30, 2012. Schools that order before this date may choose to be billed after July 1.

After July 1, 2012, these prices will apply:

Student Text	\$10.00 each
CD Teacher Manual	\$15.00 each

2011-2013 North Dakota Blue Book Features

- North Dakota's State Symbols
- Theodore Roosevelt Roughrider Award Recipients
- North Dakota's Poets
- 100 Years of the Sakakawea Statue
- The "new" and "old" USS *North Dakota*
- North Dakota Congressional Delegation Profiles
- Three Branches of State Government
- North Dakota's Present and Former Governors
- Members of the 62nd Legislative Assembly
- Election Law and Results
- Tribal-State Relationships
- Initiatives and Referendums
- North Dakota Agricultural Statistics
- North Dakota Water Facts
- 2011-North Dakota's Flood of the Century
- County Statistics
- . . . And MUCH, MUCH MORE!

THE NATIONAL HISTORY TEACHER OF THE YEAR AWARD

Nine North Dakota high school history teachers have been nominated by their principals for the 2012 National History Teacher of the Year Award. More than 1,000 teachers have been nominated nationally. The award is sponsored by the Gilder Lehrman Institute of American History, HISTORY® (the History Channel), and Preserve America. The award, a \$10,000 annual prize, recognizes outstanding American History teachers from elementary through high school.

This is the most nominations from North Dakota since the program was inaugurated in 2004, according to Neil Howe, North Dakota Studies coordinator. The nomination is an excellent opportunity for schools and communities to recognize the outstanding work history teachers are accomplishing in the classrooms of our state.

With the nomination, these teachers have the opportunity to be named the 2012 North Dakota History Teacher of the Year. The eventual North Dakota winner will receive a \$1,000 honorarium and the local school will also receive a core archive of history books and educational materials from the Gilder Lehrman Institute of American History and HISTORY®. From the state winners, one will be recognized as the 2012 National History Teacher of the Year and will be honored in a ceremony in the fall.

Nominees for the National History Teacher of the Year award will be evaluated on the following criteria:

- Teaches history to grades 7–12. (The 2013 winner will be selected from grades K-6.)
- At least three years of classroom experience
- A demonstrated commitment to teaching American history
- Evidence of creativity and innovation in the classroom
- Effective use of documents, artifacts, historic sites, oral histories, and other primary resources to engage students with American history

A judging team will meet in late April to review the nominations and determine a winner. The North Dakota winner will be announced in May 2012.

The Gilder Lehrman Institute of American History is a nonprofit organization supporting the study and love of American history. Its programs, which have received awards from the National Endowment for the Humanities and the Organization of American Historians, reach teachers and students in all 50 states and abroad.



North Dakota Nominations for the 2012 National History Teacher of the Year

David Betz

Red River High School
Nominated by: Gene Aanenson,
Colleague

Darrin Boehm

West Fargo High School
Nominated by: Cory Steiner, Principal

Kari Hall

Williston High School
Nominated by: Susan Snyder, Colleague

Colin Kloster

Fargo North High School
Nominated by: Kathy Cieslak, Assistant
Principal

Chris Mack

Williston High School
Nominated by: Chris Kittleson, Principal

Patrick Pins

Mandan High School
Nominated by: Mark Andresen, Principal

Amy Tarno

Grant County High School, Elgin
Nominated by: Priscilla Roth, Colleague

Dan Wakefield

Devils Lake High School
Nominated by: Jeff Stotts, Colleague

Joshua Zosel

Fargo South High School
Nominated by: Todd Bertsch, Principal

Carrington Elementary School Teacher Named 2011 North Dakota History Teacher Of The Year

Janice Harildstad, a teacher at Carrington Elementary School in Carrington, was named the 2011 North Dakota History Teacher of the Year. Janice has been teaching for 34 years, with the last 28 years at Carrington Elementary.

In receiving the award, Harildstad said that she has always enjoyed a love of history. "I have a wonderful school system in which to work," she said. "To me, teaching history is one great adventure story, only better. I like to take those historical events and bring them to life through plays, projects, research, and presentations. I enjoy seeing the excitement in students when they get wrapped up in their history lessons."

Harildstad received a \$1,000 honorarium and the Carrington Elementary School library received a core archive of history books and educational materials from the Gilder Lehrman Institute of American History and HISTORY®. She also received an invitation to a Gilder Lehrman summer seminar, and Carrington Elementary School will be named a Gilder Lehrman Affiliate School.

"This award gives us the chance to recognize great history teachers across the state" said Neil Howe. "It puts exceptional educators—front and center."



Janice Harildstad is presented the 2011 North Dakota History Teacher of the Year award by Carrington Superintendent Brian Duchscherer. (Photo courtesy of the Foster County Independent)

Finding Aid Available for National History Day in North Dakota Teachers and Students



As students begin research for their 2013 National History Day (NHD) projects a new resource will be available to them. This **finding aid** will suggest documents, specific to North Dakota subjects, that will be support the 2013 theme *Turning Points in History; People, Ideas, Events*.

A turning point can be an idea, event, or action that directly caused change. This change could be social or cultural, affecting a society's way of thinking or acting. It could be political, leading to new legislation or a new government. It could be economic, affecting how goods are produced, bought and sold, for example.

The North Dakota State Archives and the office of the State Coordinator of National History Day in North Dakota were awarded a grant (from the National Historical Publications and Records Commission) to hire a researcher to scour the North Dakota document collections for primary source materials that would be useful to support NHD projects related to the 2013 theme.

A scholarship has also been established to partially support individual student expenses incurred when participating in the National Competition, for those with the best projects related to North Dakota and the theme.

For more information on NHD in North Dakota, contact Eric Holland at eholland@nd.gov or phone (701) 328-2792.

A Learning Opportunity for Teachers

This summer the North Dakota Teacher Resource Coalition (NDTRC) is offering a three-day teacher institute (for 2 graduate credits from UND, NDSU or MSU) entitled "Community: A Sense of Place." Held in Minot on June 27-29, we will explore how current events and cultural and physical changes impact and change our sense of place and community. By combining history, geography, forestry, technology, photography, and bookmaking, participants will connect to practical teaching and learning activities.

This professional development opportunity will demonstrate team teaching, interdisciplinary curriculum development, and implementation and the use of art and technology in strategies that engage students in meaningful activities. Participants will also become familiar with resources, tools, and information available through NDTRC and its members.

For details about registration contact Erik Holland, teacher of record and Curator of Education with the State Historical Society of North Dakota at eholland@nd.gov or 701 328-2792.

The NDTRC is a partnership of state and federal agencies and organizations. Together we plan and provide professional development opportunities and resources that expand content knowledge to support the North Dakota studies curriculum in preK-12 classrooms.



HUB OF HISTORY

The Hub of History will direct visitors to all corners of the state to experience the people, landscape, and history where it happened. The expanded Heritage Center will be a destination, part of a “string of pearls” of heritage tourism opportunities across the northern border. The opportunities will include all of the state’s cultural, heritage, ecological, agricultural, sporting, and Main Street tourism venues. The Hub of History will be a statewide network of partnerships offering the best of the state to those who live near and those visiting from afar.

As an education center, the Hub of History will provide pre-visit and post-visit support to classroom teachers. Recognizing the challenges of obtaining curriculum benchmarks and standards, the Heritage Center experiences will have curriculum requirements embedded in the gallery exhibits and in the interactive kiosks at the Hub of History.

North Dakota Heritage Center Expansion

By Bonnie T. Johnson

Mild winter temperatures have allowed excellent progress to be made on the North Dakota Heritage Center expansion, and construction is expected to be structurally complete in the spring of 2013. Construction is now about 28 percent complete. The 2009 Legislative Assembly authorized \$51.7 million for the project. Of this, \$39.7 million in state funds was appropriated. The remaining funds are being raised by the SHSND Foundation. The amount includes up to \$7.7 million for exhibit construction, which covers 33,093 square feet of exhibit space.

The State Historical Society of North Dakota (SHSND) has hired Great Plains Exhibit Development Joint Venture to assist Society staff in designing, developing, and installing exhibits in the new galleries now under construction as part of the North Dakota Heritage Center expansion project. The exhibit contract was signed November 14, followed by a week of exhibit visioning

workshops by Great Plains, SHSND staff, and volunteers.

Gallery openings will be staggered, with the first gallery, which features geological time, opening in the spring of 2013. The second gallery, featuring early peoples, will open later that summer; the third gallery will focus on more recent history and will be finished in phases over several months. A fourth gallery, The Governors Gallery, will be primarily for large temporary exhibits and is not included in the exhibit contract. The expansion’s completion date is scheduled for North Dakota’s 125th anniversary of statehood on November 2, 2014.

Great Plains Exhibit Development consists of three well-known exhibit firms: Lord Cultural Resources, Taylor Studios, and Xibitz, Inc. The firms have previously collaborated on projects ranging from the Hong Kong Heritage Museum and the Lady Bird Johnson Wildflower Center in Austin, Texas to the Army Museum of Singapore and the National Archaeological Museum of Aruba.

North Dakota Heritage Center Expansion Floor Plan



North Dakota Heritage Center Expansion Floor Plan. This map details the layout of the public level for the Heritage Center expansion, including the four galleries. (SHSND)

Three New Galleries Are Being Constructed In The Expanded North Dakota Heritage Center, And The Current Main Gallery Is Being Redesigned

- **One gallery** will feature more than 500 million years of North Dakota history illustrating the earliest life forms up to the last glaciation, about 10,000 years ago. These exhibits, which could feature a Magic Globe theater, several dinosaur fossils and much more, will set the stage for the fossil-fuel stories of North Dakota's oil and coal industries. They will explain the landscape and soils that would shape the state's agricultural future.

- **The second gallery** will cover more than 10,000 years of the earliest human history in what is now North Dakota. When the Giza pyramids in Egypt and pre-Columbian civilizations of South America flourished, so did American Indian civilizations in North Dakota. The gallery will highlight early occupation and exploration up to the establishment of Dakota Territory in 1861.

- **The third gallery** is the current Main Gallery, and will present the last 150 years of the state's history. It will investigate opportunities, innovations, decisions, and outcomes through captivating stories about North Dakota's resources, industries, events, and peoples.

- **The Governors Gallery** will host temporary and traveling exhibits, creating regional and world-class blockbuster events. This gallery will provide an opportunity to bring the world to North Dakota and share the state with other museums throughout the nation and world.

The exhibit galleries will feature the collections of the State Historical Society of North Dakota, new media kiosks, learning labs, and hands-on activities that offer all visitors – school groups, families, and tourists – exciting and authentic experiences.

North Dakota

Archaeology Awareness - 2011



The Knife River flint (KRF) quarries are located in the center of North America. For thousands of years, people traveled to the quarries to procure high-quality lithic materials for tool-making and trade. (SHSND)

Museum Posters Available to Teachers

To celebrate National Historic Preservation Month in May, the State Historical Society of North Dakota (SHSND) designs and distributes a double-sided, color poster every year that highlights the state's rich archaeological heritage. Using photos of structures, landscapes, and artifacts, as well as maps and illustrations, the posters tell the story of North Dakota's State Historic Sites—the people who built and occupied them, their ways of life, and the scientific research that continues to shed light on the role of these sites in North Dakota's history.

The 2011 poster focuses on the Lynch Knife River Flint Quarries, a source of stone used for making knives, spear points, and other tools for nearly 10,000 years. The people who lived in North Dakota traded this superior flintknapping material widely across the Northern Plains and beyond. Having just received National Landmark Status in 2011, the Lynch Quarries were not only significant

in shaping North Dakota's history—the site speaks to the central role of North Dakota in shaping the history of the broader region.

These Archaeology Awareness posters are distributed every year to State Historic Preservation Offices, State Archaeologists' Offices, archaeological research institutions, tribal colleges, cultural resource management firms, and the public. The posters are also available to North Dakota educators who are interested in using them in the classroom.

The next series of posters will be designed to complement the new exhibits being unveiled at the Heritage Center upon completion of the expansion project, and will feature ways of life from the earliest peopling of North Dakota to the nineteenth century. More information to come!

Knife River flint (KRF) originates from a rich flint bed during the Eocene Age (56-34 million years ago). During the Pliocene (3.5 million-12,000 years ago), it was deposited in alluvial deposits and is found by deposit in public, private, and residential. The primary source area is in western North Dakota, near the Knife River and Spring Creek. Based on 15 years of research, the average length of a KRF is 5-11 cm. Color and texture for chert used, KRF is dull brown, fine grained, and translucent with a sandy matrix. The color and transparency may change if weathered or heated. The color of unweathered flint may be white to gray and white to black.



Knife River flint was quarried in order to produce tools such as projectile points, knives, and drills. Thousands of pits that comprise the sites were first excavated in the early and mid-1900s. The sites of the pits vary, but may increase up to the ground surface. Actual views of the landscape help an observer appreciate the size and scale of the quarries.

Knife River flint has been mined since the earliest appearance of people in North America. The oldest quarry pits were preserved when soil pits from later pits covered them. Currently, there is little evidence of long-term occupations at the quarries.



Most sources here contend that the geological extent of KRF is contained within what is today known as North Dakota. Reports of sources in Minnesota and Missouri have been dated, though some archeologists do not accept the samples from these areas as KRF.

To understand flintworking techniques, researchers analyze tool marks and use materials but also the flaking debris created during the reduction sequence. Contemporary flintworking experiments with various reduction strategies and preservation treatments to better understand methods of tool construction in the past. These studies also clarify the structure of lithic quarry and associated working areas.



By measuring data from sites within and outside the primary source area, the central role of KRF is apparent, made more so when combined with other evidence. These sites are highly complex and contain abundant artifacts. The quarries, work shops, and camps in the primary source area offer important information regarding KRF use in North America. Researchers continue to explore answers to these questions by conducting excavations and employing geophysical techniques.

Geophysical Investigations

In 2009 the University of Arkansas System through its Center for Archaeological Research conducted geophysical investigations of the Lynch Quarry. Geophysical techniques use electrical, magnetic, or seismic waves to detect buried features. The center conducted magnetic surveys in the area of the Lynch Quarry. The center conducted magnetic surveys in the area of the Lynch Quarry. The center conducted magnetic surveys in the area of the Lynch Quarry.



The utility of magnetic anomalies for mapping archaeological features is a matter of debate. The survey was conducted over 100 acres of land. The results of the survey are being analyzed and compared to other data. The results of the survey are being analyzed and compared to other data.



Due to its high quality, KRF was traded widely. There appear to be two points of production in the primary source area. From the primary source area, KRF was traded to the west to the Pacific Coast period (9500-5000 BC) and to the east to the Woodland period (1000 BC-AD 600). KRF artifacts dating to the Middle Woodland period (1000 BC-AD 600) have been recorded at sites in Ohio and western Illinois.



In the 1960s, 34 sites were identified in the National Register of Historic Places (NRHP) as the Lynch Quarry. The Lynch Quarry is the largest flint source in North America. The Lynch Quarry is the largest flint source in North America. The Lynch Quarry is the largest flint source in North America.

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In 2011 the National Park Service designated the Lynch Quarry as a National Historic Landmark.



For several decades, archaeologists have posed questions related to past human activities including: 1) What is the source of the primary source area? 2) How has the source of the primary source area changed over time? 3) What activities were carried out at the source of the primary source area? 4) What activities were carried out at the source of the primary source area? 5) How did quarrying KRF affect regional trade and settlement patterns?

Researchers have reached more answers to these questions through excavations of unexcavated portions of the site and by using historical change over time. Other activities from quarrying sites, such as digging tools, the sites have been excavated and the structure of lithic quarries.



Spear Points

Dart Points

Arrow Points

Today, the Knife River quarries provide important information about technology, social interaction, mobility, and exchange on the Northern Plains. (SHSND)

Possible Classroom Uses:

- As a point of departure for class discussions on how people once lived.
- As preparation for a visit to the Heritage Center or one of North Dakota's State Historic Sites
- As a model for students to make their own posters, as if someone 500 years from now were learning about life in 2012
- As a tool for explaining how alterations to the landscape can reveal human activities in the past—go outside and “read” the landscape at an archaeological site, historic site, or some part of your town. What story does it tell?
- Have students research an artifact, activity, or feature depicted on the poster in more detail

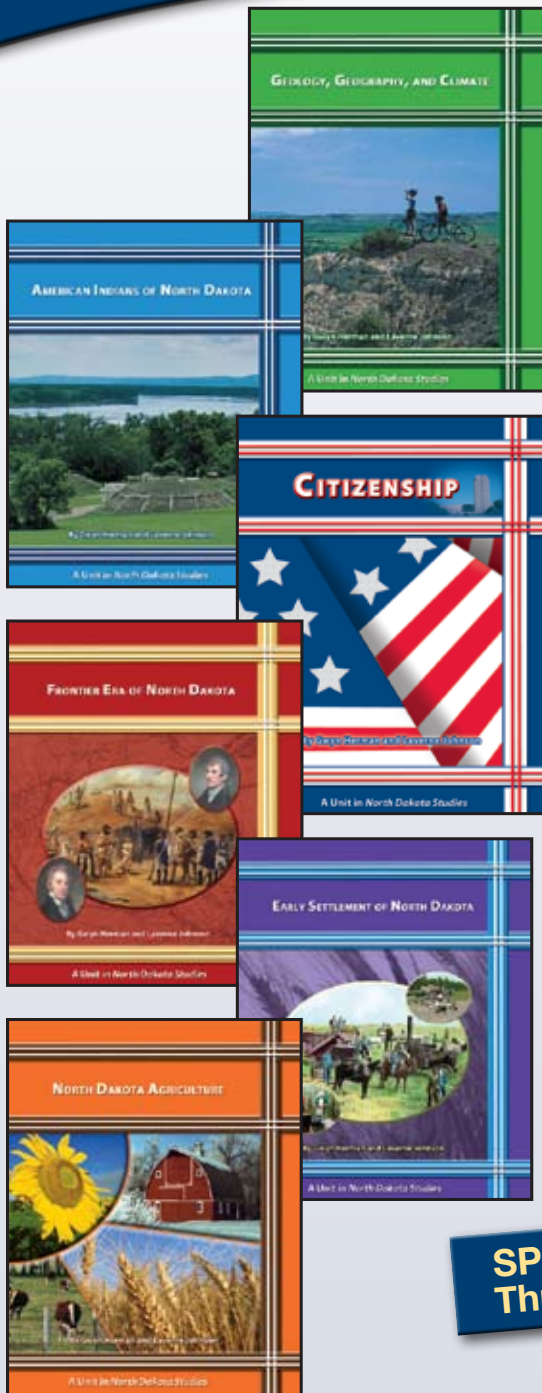
—TO REQUEST POSTERS—

The SHSND currently has posters available for Menoken Village, Huff Village, Double Ditch Village, Fort Clark, and the Lynch Knife River Flint Quarries.

Educators who are interested in receiving any of these free 34" x 18" posters should contact Wendi Field Murray, Archaeologist/ Collections Manager at wmurray@nd.gov or 701-328-3506. When you order, please be sure to specify:

- the number of posters you wish to receive,
- which poster(s) you wish to receive, and
- your mailing address.

4th Grade North Dakota Studies



Geology, Geography, and Climate

Students are introduced to North Dakota's geological past, the three major geographical regions, as well as the weather and climate of the state.

American Indians of North Dakota

Students study the history and culture of the Mandan, Hidatsa, Arikara, Chippewa, and the Great Sioux Nation.

Citizenship

Students learn about national, state, and local governments. Students also learn about rights and responsibilities of young citizens, voting, state symbols, and Theodore Roosevelt Roughrider Award recipients.

Frontier Era of North Dakota

Students learn about the Lewis and Clark Expedition, fur trade on the Red and Missouri Rivers, and early frontier military history.

Early Settlement of North Dakota

Students are introduced to early forms of transportation, including the Red River cart, steamboats, stagecoaches, and the railroad. Students are also introduced to bonanza farms and cattle ranching in the Badlands, immigration, and pioneer life between 1870 and 1915.

North Dakota Agriculture

Students learn about the historical background of agriculture, the Mandan as the first farmers, homesteading and early ranching, as well as modern production agriculture and the role it plays in today's state economy.

**SPECIAL OFFER
Through June 30**

Order any of the 4th Grade North Dakota studies units between now and June 30—and receive a 10% discount.

<i>Geology, Geography, and Climate</i>	\$10.00	\$9.00
<i>American Indians of North Dakota</i>	\$10.00	\$9.00
<i>Citizenship</i>	\$10.00	\$9.00
<i>Frontier Era of North Dakota</i>	\$10.00	\$9.00
<i>Early Settlement of North Dakota</i>	\$10.00	\$9.00
<i>North Dakota Agriculture</i>	\$10.00	\$9.00

The 10% discount is effective on textbook orders received by June 30, 2012. (The 10% does not apply to Teacher Resource Guides.) Schools that order before June 30 may choose to be billed after July 1. Regular textbook prices will apply to all orders received after July 1, 2012.

4th Grade ND Studies Costs:

Student Texts	\$10.00 each
Teacher Resource Guides (Print Version)	\$35.00 each
Teacher Resource Guides (CD Version)	\$15.00 each

Habitats of North Dakota

The *Habitats of North Dakota* series promotes the teaching and learning about North Dakota's five habitats—*Wetlands*, *Prairie*, *Badlands*, *Woodlands*, and *Riparian Areas*. These five student texts help explain the significant features of each habitat and highlight the wildlife species that rely on that environment for existence.



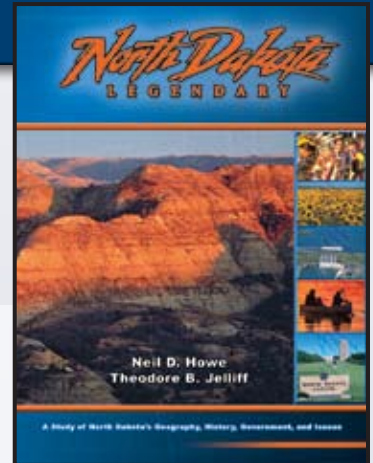
Habitats of North Dakota Costs:

Student Texts	\$3.00 each
Teacher Resource Guide (Print Version)	\$5.00 each

8th GRADE NORTH DAKOTA STUDIES

North Dakota Legendary

North Dakota Legendary is an attractive and affordable 8th grade textbook designed to be a comprehensive discussion of North Dakota's geography, history, government, and current issues. *North Dakota Legendary* is divided into four units of study—geology and geography, history, government, and current issues. The divisions allow teachers the choice to use the textbook for nine weeks, a semester, or the entire year.



North Dakota Legendary Costs:

Student Text	\$45.00 each
Teacher Resource Guide (Print Version)	\$35.00 each
Teacher Resource Guide (CD Version)	\$15.00 each

SPECIAL OFFER

The SHSND has approximately 175 copies of the 2nd printing of *North Dakota Legendary* available at a **greatly reduced price**. In the past, some schools had issues with some deficient bindings with this edition, and we discontinued selling them.

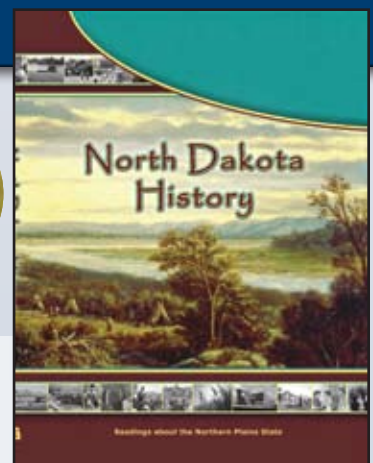
Although we no longer distribute this edition of the *North Dakota Legendary* text, we want to make these 175 copies available to schools for just \$10.00 per copy – on a first-come basis. Although these books are new, there will be no guarantee on the bindings.

This edition of the *North Dakota Legendary* textbook is a full-color, 400-page textbook. Even at a \$10.00 price, these copies will cost less than many one-year consumable workbooks.

HIGH SCHOOL NORTH DAKOTA STUDIES

North Dakota History

North Dakota History: Readings about the Northern Prairie State has been developed for the high school student and is designed to promote and encourage a better understanding of the state's rich history. The textbook is designed to be an investigative discussion of the prehistory and history of North Dakota. Teachers may choose to cover the entire text, or just one or two units, depending on the needs and time constraints of the individual classroom.



North Dakota History Costs:

Student Text	\$50.00 each
Teacher Resource Guide (Print Version)	\$35.00 each
Teacher Resource Guide (CD Version)	\$15.00 each



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—This Year in North Dakota History—

1812

An agriculture colony was established near Pembina by settlers from Canada under the authority of a royal grant to Lord Selkirk. The ill-fated attempt failed after internal feuding, boundary changes, and grasshoppers destroyed the crops in 1820. Part of what is now North Dakota became part of the Missouri Territory.

1837

A smallpox epidemic virtually annihilated the Mandan Indians at their village near Fort Clark.

1862

The First Territorial Legislature of Dakota Territory met at Yankton. Fort Abercrombie was besieged by the Sioux during the Minnesota Uprising.

200 Years Ago

1887

The Standing Rock Indian Reservation was opened for homesteading.

1912

North Dakota citizens passed Constitutional Amendments creating the initiative and referendum.

1947

A bill authorizing the creation of the Theodore Roosevelt National Memorial Park was passed by Congress and signed by President Harry S. Truman.

1962

A REA loan enabled the construction of a large-scale generating plant near Stanton.

125 Years Ago

100 Years Ago

75 Years Ago

50 Years Ago

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