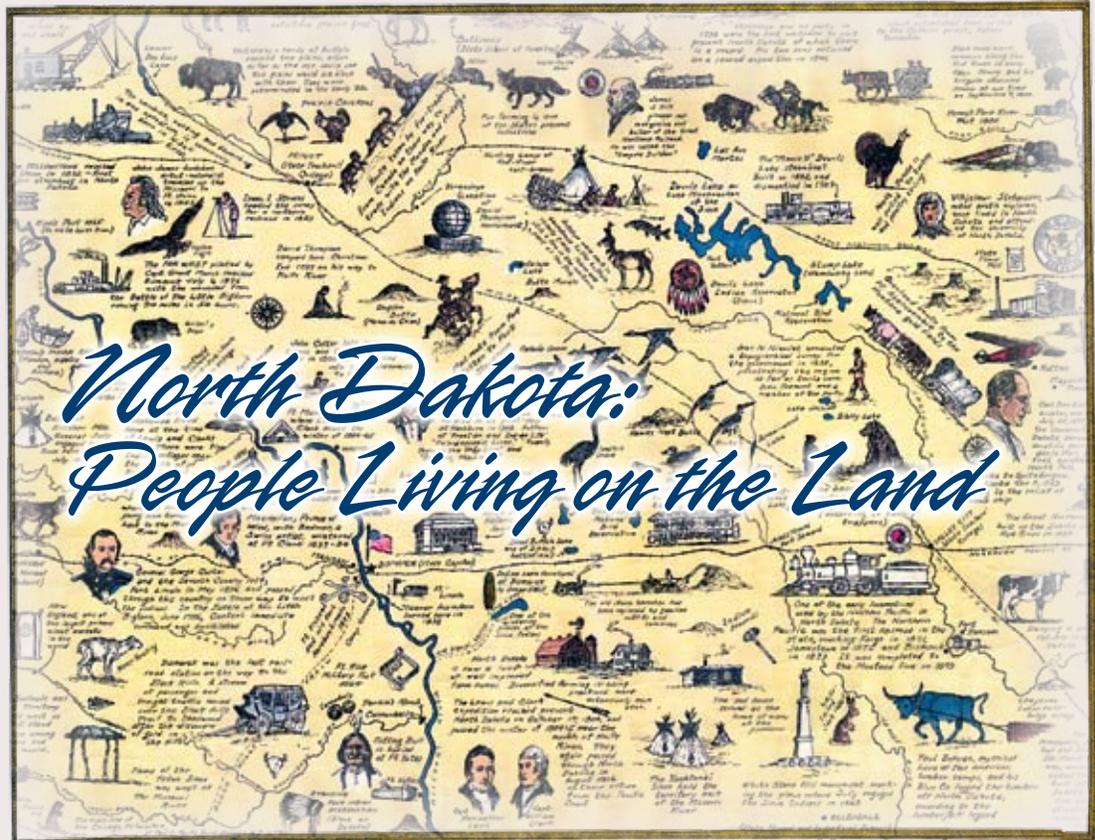


NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • FALL 2012

Inside

- 4 Civil War Era in North Dakota Lessons
- 6 Theodore Roosevelt Digital Library
- 7 The Election of 2012 – Reflecting on 1912
- 8 The People of the Upper Missouri: The Mandans
- 9 ND Grain Elevators: Photo Contest
- 10 North Dakota's Oil Boom
- 11 Williston Teacher Named ND History Teacher of the Year
- 12 Coming Soon: www.ndstudies.gov
- 13 SEND Trunks
- 14 ND Studies Publications



North Dakota: People Living on the Land

COMING IN 2014

Progress on a new Grade 8 curriculum continues with a scheduled completion for the fall of 2014. The new curriculum, *North Dakota: People Living on the Land*, will be web-based and focus on primary source documents from the Archives of the State Historical Society of North Dakota (SHSND). Over these next two years, a team of professional educators will be researching and developing content that will help students become engaged learners. The team is also focusing on the development of teacher activities and other resources that will accompany the new curriculum.

North Dakota: People Living on the Land is being designed around the use, interpretation, and understanding of primary source documents. The use of primary source documents has become a standard practice in teaching history at every level. Government documents, letters,

diaries, photographs, and maps help to bring history alive for students. Students begin to understand how ordinary people lived their lives, how societies organized, how government works, what families were like, and how history was, and is, recorded.

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.

Release of *North Dakota: People Living on the Land* is being timed to help mark the 125th anniversary of statehood in the fall of 2014, as well as correspond to the grand opening of the new addition to the North Dakota Heritage Center.

Continued on next page . . .

USING PRIMARY DOCUMENTS TO TEACH HISTORY

Students learn that the recording of history, as well as the writing of secondary resources such as textbooks, is subjective. Every person who writes a diary, a newspaper article, or a letter imprints the document with their personal outlook. Years later, when historians (including student historians) read those documents, they interpret them in light of their own experience and knowledge. When students work with primary sources, they come to understand the importance of point of view, or historical perspective, and how that shapes what we know of the past as well as our own present.

(SHSND 1952-0179)



Lakota Indians took up cattle ranching when the Standing Rock Reservation was established in 1889. According to allotment regulations, each Lakota rancher managed his herd on his own land. In this photo, Lakota cowboys run cattle through the chutes to be branded.

Reading primary resources also introduces students to the important intellectual activity of document analysis. Students will learn to order events chronologically, evaluate the relative importance of known facts, and draw conclusions. They will become closer observers of the images and documents from the past, and learn to question those documents for more information. These are the processes that every historian uses to write history. Students who engage in these activities will develop their analytical or critical thinking skills. These skills prepare them for advanced history courses, other academic subjects, and the responsibilities of citizenship.

By using primary sources in the classroom, students become historians. Primary sources can trigger a student's curiosity about historical events that can lead to further investigation. Their views become important as they become more knowledgeable about historic events. Students become participants in the process of

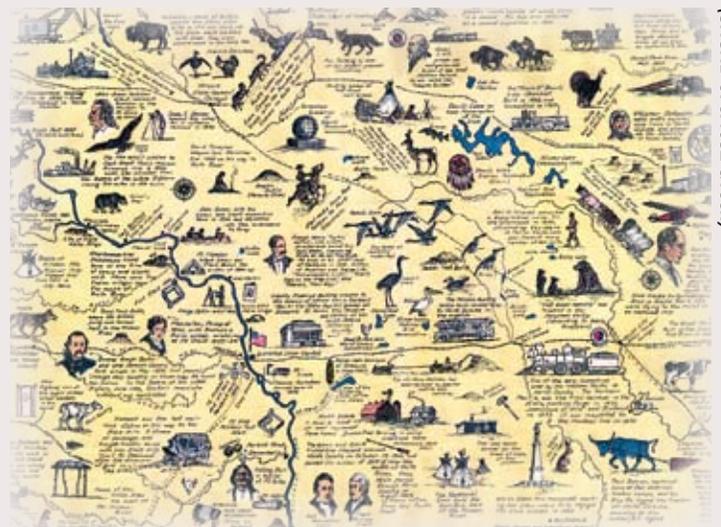
NORTH DAKOTA: PEOPLE LIVING ON THE LAND

UNIT 1	Back Through Time	(pre-12,000–1500 AD)
UNIT 2	A Time of Transformation	(1500–1861)
UNIT 3	Waves of Development	(1862–1920)
UNIT 4	Modern North Dakota	(1921–)

understanding, interpreting, and writing history.

“The Big Lease: Ranching on the Fort Berthold Reservation” is an example of a topic teachers might choose for their students to read. The excerpt on the following page is an abbreviated version of one of three brief essays on ranching. The ranching essays will be part of a lesson in Unit III of *North Dakota: People Living on the Land*, emphasizing how North Dakotans made a living during this time. The essays are accompanied by primary source documents which include a letter from Theodore Roosevelt to his sister about his work on the Elkhorn Ranch, a cowboy song collected by George Will, and pages from a children's book called *Sioux Cowboy: Lakota Pteola Hoksila* by Ann Clark (1945). *The Sioux Cowboy* is written in both English and Lakota. There are also photographs of cowboys working on North Dakota ranches, including the two shown on the following page.

During the next two 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 program coordinator at the SHSND, nhowe@nd.gov or 701.205.7802.



(SHSND 978.4032 G1981)

FRONT PAGE: This historical and pictorial map of North Dakota was created by Clell G. Gannon and produced for the State Historical Society of North Dakota in 1930. The unique picture map shows the location of industry, historic sites, and historical personages and was intended for classroom use. A similar picture map was also created in 1950.

The Big Lease: Ranching On The Fort Berthold Reservation

In 1903, a former railroad engineer named James Phelan leased much of the western half of the Fort Berthold Reservation. He brought 10,000 head of cattle and 1,000 head of horses to the reservation. His animals grazed on 200,000 acres of reservation land that was called the Big Lease. Phelan's ranch was known as the "75." He established line shacks and cow camps for the fourteen cowboys who worked year-round on the ranch. Phelan built a fence around the Big Lease as required. He did not put up cross-fences and treated this huge pasturage as open range.

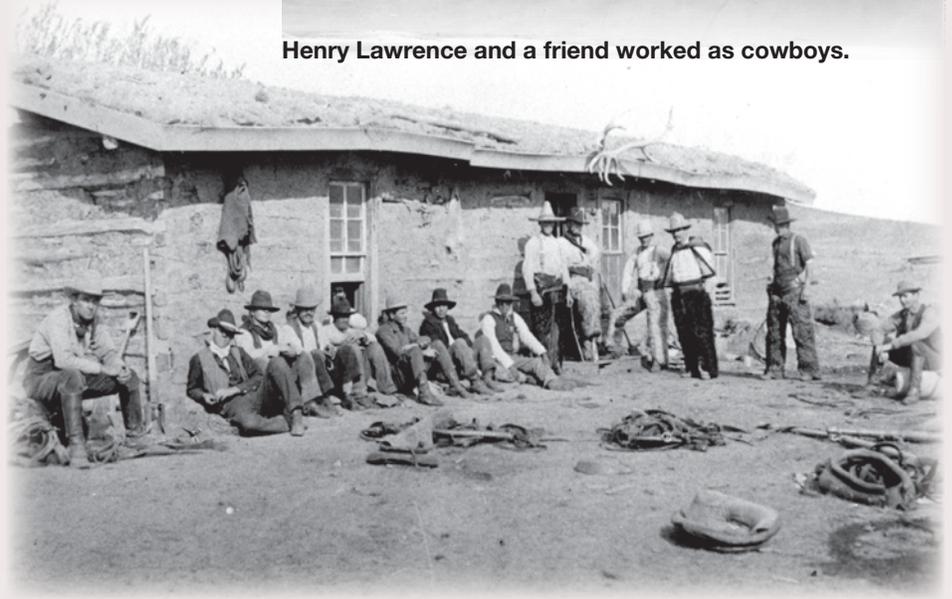
Phelan paid more than four cents per acre, or \$9,455.72 per year to the Fort Berthold Reservation. The money was divided among the residents of Fort Berthold. There were about 1,000 people on the reservation in 1900, so each received a check for less than \$10 per year from the lease. These checks were important to the residents of Fort Berthold because their annuities had expired in 1901. Phelan's lease prevented other ranchers from using the range without paying rent.

Phelan and the ranchers who followed him made an effort to get to know their landlords. They visited with many Fort Berthold families. They hired Indian cowboys. Tribal members owned the land, observed the herds, and helped with round-ups. They knew how many cattle and horses were on the range. They used their friendship to let the ranchers know how to prevent over-grazing. One day, a tribal leader said to a rancher, "We aren't here to start any fights but we wish you'd take off another 1,000 head and it wouldn't hurt to take a lot more horses off [the range]." The rancher responded, "It'll be done."



(SHSND 0032-MZ-24-19)

Henry Lawrence and a friend worked as cowboys.



(SHSND 1952-2325)

Frank Keogh (far right) and the cowboys of the "75" outfit on the "Big Lease."

Why is this Important?

The Big Lease helped to bring both productivity to the land and much needed income to the people of the reservation. Ranchers with reservation leases used methods similar to those of the open range cattle industry (pre-1903). The cattle ranged freely in these huge pastures. Cowboys sorted the cattle for market in old-style round-ups. The ranchers became wealthy.

Indians also benefitted with a few jobs and a small income from the lease. The tribes saw that raising cattle was a good way to manage their tribal lands. However, Indians could not start ranches of their own while non-Indian ranchers leased the land. The small income the tribes gained from the leases was not enough to eliminate poverty on the reservation.

The Civil War Era in North Dakota

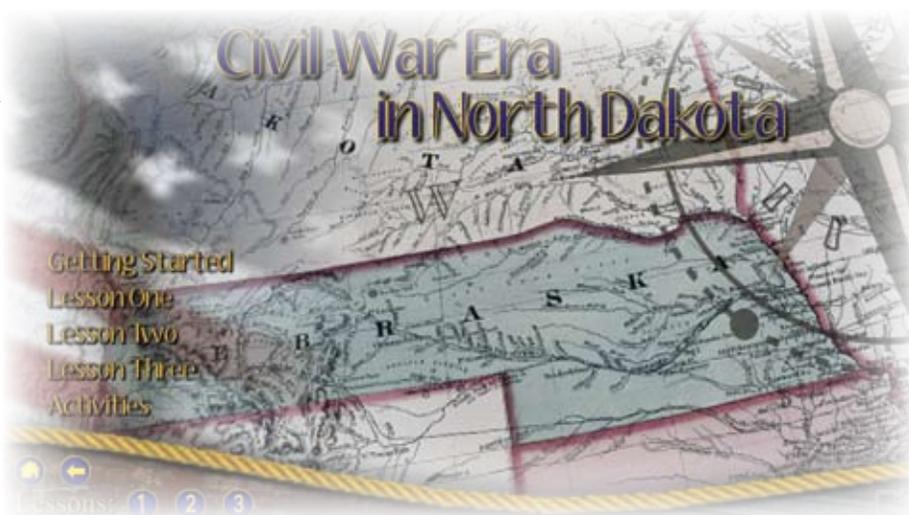
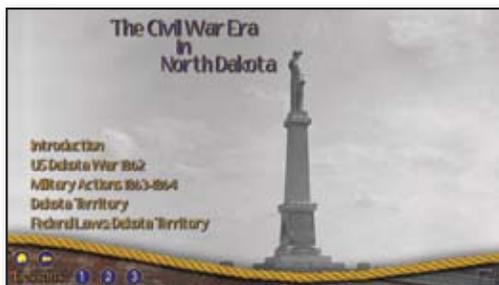
The North Dakota Studies program at the State Historical Society of North Dakota (SHSND) has developed three lessons to teach about the *Civil War Era in North Dakota*. These lessons will prepare students to engage in discussions, debates, research, or writing assignments using primary documents, photographs, and maps. High school or 8th grade teachers may find these lessons useful in courses on the Civil War, U.S. History, or North Dakota history. There are materials in these lessons that supplement social studies courses including geography and political science.

The *Civil War Era in North Dakota* lessons have been aligned to the North Dakota Content and Achievement Standards for Social Studies.

Visit www.ndstudies.org to access the *Civil War Era in North Dakota* lessons.

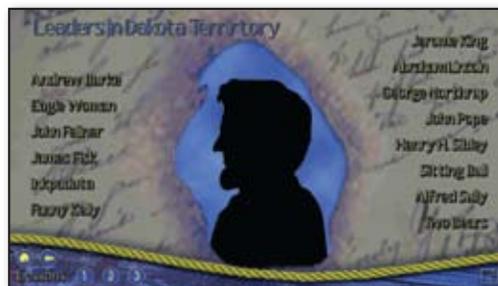
LESSON 1: The Civil War Era in Dakota Territory

Lesson 1 includes brief, integrated sections that set the background for this time period. Students will study the processes of creating a new civil government in “Creating the Territory.” There are sections on the major military conflicts of the Civil War that took place in northern Dakota Territory including Whitestone Hill, Killdeer Mountain, and Fort Dilts. Students will be able to read about how federal laws of the era, such as the Homestead Act, the Pacific Railroad Act, and the Morrill Land Grant Act, affected the growth of the territory. Each section is richly illustrated with maps, photographs, and other images. The lesson includes many primary source documents to help students understand how historic events were recorded. The activities that accompany this lesson invite students to engage in analysis of events and to debate the issues of the time from historical and contemporary perspectives.



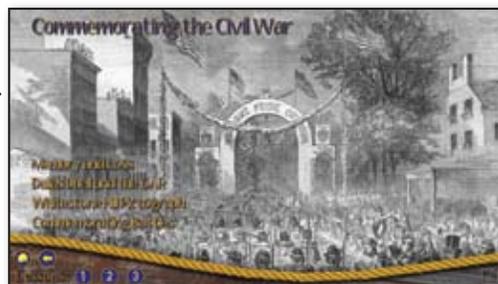
LESSON 2: Leaders in Dakota Territory

Lesson 2 presents short biographies of historical individuals including Sitting Bull, Two Bears, Inkpaduta, Fanny Kelly, George Northrup, Jerome King, Governor Newton Edmunds, and Generals Pope, Sibley and Sully. Activities lead students to a deeper understanding of history through discussion, writing, and data analysis.



LESSON 3: Commemorating the Civil War

Lesson 3 focuses on commemoration. The state of North Dakota, many cities, and fraternal organizations such as the Grand Army of the Republic (GAR), and the Masons created memorials to the war and the men who fought in it. Activities encourage students to leave the classroom and explore commemoration in their community or region.



Why Teach About The Civil War Era In North Dakota?

These lessons were created as part of the commemoration of the Civil War Sesquicentennial (150th anniversary) by the North Dakota Studies program at the State Historical Society of North Dakota. This anniversary celebrates 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.

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.

Compared to the bloody battles at Civil War sites such as The Wilderness and Gettysburg, 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 and drained money and manpower from the Union Army. Some Union leaders even suspected that Confederate agents were behind Indian hostilities.

Today historians see great significance for the Civil War battles on the Northern Plains. These battles 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, increasing population densities, gold discoveries in Idaho/Montana, shifting federal policy, corrupt agents, broken treaties, and loss of land and lives.



Harper's Weekly magazine followed events of the Civil War in the states and in the West. General Alfred 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.

About the Author:

Barbara Handy-Marchello

The *Civil War Era in North Dakota* lessons were researched and written by Dr. Barbara Handy-Marchello. Dr. Handy-Marchello currently researches and writes for the North Dakota Studies program at the SHSND. She was an associate professor of history at the University of North Dakota until her retirement in 2006.

In a recent interview about her work as a teacher and historian, Dr. Handy-Marchello spoke of her belief that for history to be important, it needs to be important to everyone, not just historians. Too often history is seen as a list of facts to memorize, but is really more like a detective story. Teaching how to find and analyze historical clues, especially in the original materials, creates more interested and knowledgeable students and better citizens. This was the approach Dr. Handy-Marchello used in her classes, and which she has tried to model with these three *Civil War Era in North Dakota* lessons.

Theodore Roosevelt Center

Digging into the Anniversary of the Election of 1912

During November 1912, the people of the United States gathered at the polls to elect the next president of our nation. One hundred years later, Americans will go through the same vital process this fall. Once again, politically hungry Democrats, Republicans and Independents have been heartily fed by the abundant propaganda of the election year for which they wait patiently once every four years.

Many citizens believe that the “political arena” is harsher today than ever. Truth be told, not much has changed since a century ago; and the **Theodore Roosevelt Digital Library** gives students and educators a window through which to view the vigorously contested election of 1912. Yes, it can be argued that today we have more media to flood with political lingo such as television, the Internet, text messages, Facebook, and more. However, the goal between candidates remains the same. Be bold and make a statement. Do everything possible to make your opponent look bad to win the election.

Be Bold and Make A Statement

- After Theodore Roosevelt lost the Republican nomination to William Howard Taft in June of 1912, he broke away from the party. He and his supporters then formed the Progressive Party, taking their name from the social movement that was sweeping the nation at that time. Many other progressives joined Roosevelt, effectively splitting the Republican Party.
- Today, many issues regarding healthcare are a major concern for the people of the United States. In attempts to win the election of 2012, current President Barack Obama has touted his accomplishment of providing universal healthcare. Republican candidate Mitt Romney asserts his business success as qualifying him to revive the American economy.

Do Everything Possible to Make Your Opponent Look Bad

- Almost every day, some political cartoon appears that emphasizes a presidential candidate’s worst feature. The Democratic Party pokes fun at Mitt Romney by giving him an oversized chin and the Republicans project Barack Obama as having Dumbo-like ears.
- A century ago, William Howard Taft and Theodore Roosevelt were the objects of foolery in the popular politically charged magazine called *Puck*. The president’s heft and the former president’s eyes and teeth were “fair game” for cartoonists.



Political cartoon from *Puck* magazine, 1912 presidential election. “STOP! LOOK!! LISTEN!!! Gentlemen, we are about to witness what really happens when an Irresistible Force (Roosevelt) meets an Immovable Body (Taft).” (Courtesy of the Theodore Roosevelt Center and the Library of Congress)

Today, thousands of political cartoons from *Puck* and other memorabilia from the Roosevelt era have been documented in the Theodore Roosevelt Digital Library at www.theodorerooseveltcenter.org. The digital library serves as an excellent resource for both educators and students, offering the ability to create personal collections of documents and to make and save notes about the items. These collections can be made public and shared with others, or they can be kept private for the creator’s own research and reference.

Another important feature of the digital library that will serve students and teachers well is the ability to create citations in three styles: Chicago, MLA, and APA. Encouraging students to use and cite primary sources engages their interest and prepares them for higher-level thinking and research.

The Theodore Roosevelt Digital Library is one resource that can help us decipher the differences and similarities among the many events of American history. This window into the past may put our current politics in a new light.



To access the digital library or to learn more about the TR Center, visit www.theodorerooseveltcenter.org or contact Sharon Kilzer, Project Manager at 701-483-2814, sharon.kilzer@dickinsonstate.edu.

North Dakotans Vote

The Election of 2012 – Reflecting on 1912

The election of 2012 provides an excellent opportunity for social studies teachers to discuss the voting and election process in North Dakota and the nation. Understanding the election process and encouraging students to vote is an important part of civics education.

The election of 2012 offers a first-hand opportunity for students to learn about (even participate in) the selection of a president, governor/lieutenant governor, U.S. Senator, U.S. Representative in Congress, and a host of statewide officials. By studying the election of 2012, students will also learn that more than half the state legislators (even-numbered districts), and various other officials will be on the November ballot.

The election of 2012 also marks the hundredth anniversary of the election of 1912. From an historical perspective, teachers can use the 1912 information to compare and contrast these two elections. The **Theodore Roosevelt Center** at Dickinson State University is an excellent resource to help study the 1912 election – especially from the perspective of Progressive candidate Theodore Roosevelt.

North Dakotans will also vote on a host of various ballot measures including constitutional amendments and initiatives proposed by the state legislature and the people. A study of the initiative and referendum process is an outstanding lesson for civics and other social studies teachers. Since North Dakotans adopted the initiative and referendum in 1914, voters have cast ballots on more than 450 measures including constitutional amendments, initiatives, and referendums. A study of these measures, in itself, is an outstanding learning event.

RESOURCES TO TEACH ABOUT NORTH DAKOTA ELECTIONS AND VOTING

PRINT RESOURCES

- *Vote of the People: Initiated and Referred Measures in North Dakota from Statehood through 1989.* Bureau of Governmental Affairs, University of North Dakota, 1990.
- *Measures Before Voters: A Summary of Constitutional Amendments, Initiatives, and Referendums, 1889-2010.* North Dakota Legislative Council, 2010.
- *Governing North Dakota 2011-2013.* North Dakota Studies, State Historical Society of North Dakota.

ONLINE RESOURCES

- history.nd.gov/bluebook/index.html. *North Dakota Blue Book* publications, including the 2011-2013 edition.
- <http://history.nd.gov/archives/index.html>. Archives at the State Historical Society of North Dakota.
- www.nd.gov/sos/. North Dakota Secretary of State.
- www.theodorerooseveltcntr.org/. Theodore Roosevelt Center at Dickinson State University.



The Elections of 2012 and 1912

Did you know?

- ✓ The election of 2012 will be the **31th time since statehood** that North Dakotans have cast ballots for president.
- ✓ In 2012, North Dakota will have approximately **533,000 eligible voters**. (In 2008, 65% of eligible North Dakota voters cast ballots for president.)
- ✓ In 2012, North Dakota will have **three electoral votes** for president.
- ✓ In the 30 previous elections since statehood, North Dakotans have given the majority of votes to the **Republican candidate 24 times**.
- ✓ **On November 6, 2012**, North Dakota voters will cast ballots for President/Vice President, Governor/Lt. Governor, U.S. Senator, U.S. Representative, and all legislators in even-numbered districts.
- ✓ On November 6, 2012, North Dakota voters will also vote on **five ballot measures**: **three** constitutional amendments and **two** initiated measures proposed by a petition of the people.
- ✓ North Dakota had a population of nearly 600,000 people in 1912. Yet, **only 90,000 North Dakotans** cast ballots that year. (Women could not vote in 1912.)
- ✓ The 1912 North Dakota ballot included **five presidential candidates**: Woodrow Wilson, William Howard Taft, Theodore Roosevelt, Eugene Debs, and Eugene Chafin.
- ✓ In 1912, more than **8% of North Dakotans** cast ballots for Eugene Debs, the Socialist candidate for president.
- ✓ In 1912, North Dakota had **five electoral votes** for president.
- ✓ Voters in 1912 voted on three constitutional amendments – one of which authorized the ND Legislative Assembly to **operate grain elevators** in Wisconsin and Minnesota. More than 75% of the voters approved that measure.



The People of the Upper Missouri: The Mandans

The State Historical Society of North Dakota proudly announces the release of a new documentary, *The People of the Upper Missouri: The Mandans*. The culmination of several years of archaeological excavation, ethnographic interviews, and archival research, this film focuses on the history, traditions, and material culture of the Mandan people. The film is an educational and visually compelling addition to any lesson plan that focuses on the history and contemporary identity of North Dakota's first peoples.

The film integrates historical imagery, contemporary interviews with residents of Fort Berthold, interviews with historians and research specialists, and ethnographic and archaeological data that trace 800 years of Mandan resilience, adaptability, and continuity in the Upper Missouri River Valley. It begins with a contemporary portrait of the Mandan, Hidatsa, and Arikara people and travels backwards through space and time, recounting the unspeakable tragedy and loss incurred by the construction of the Garrison Dam; the peak of Mandan population, power, and prosperity as agriculturalists and traders on the Heart River during the 16th century; and the origins of a cultural identity that is bound in memories of ancestors and inextricably tied to the Missouri River landscape. The film is narrated by Calvin Grinnell, Tribal Historian of the Three Affiliated Tribes, and features interviews with Dr.



Edwin Benson, last fluent speaker of the Mandan language. The documentary was produced by the State Historical Society of North Dakota and made possible through funding by the North Dakota Humanities Council.

The 77-minute film is available in DVD and Blu-Ray at the Museum Store at the North Dakota Heritage Center for \$24.95. To order, call 701-328-2822 or e-mail museumstore@nd.gov.

North Dakota's Grain Elevators

Photo Contest

The grain elevator is one of the classic sights on the prairies of North Dakota. Grain elevators came to North Dakota with the railroad and were owned by the railroads, government, cooperatives, private companies, and individuals. More elevators were built in the eastern half of the state where there was greater grain production, but many elevators were also built in the west.

Elevators were invented in Buffalo, New York in the early 1840s as a way to store and ship grain in bulk and have been built out of wood, concrete, steel, and other materials in many different sizes.

The Archeology and Historic Preservation Division at the State Historical Society of North Dakota is holding a photo contest this year to gather images and information on grain elevators in North Dakota. Grain elevators were chosen as the subject for the contest because these buildings are consistently identified as representatives of our agricultural history.

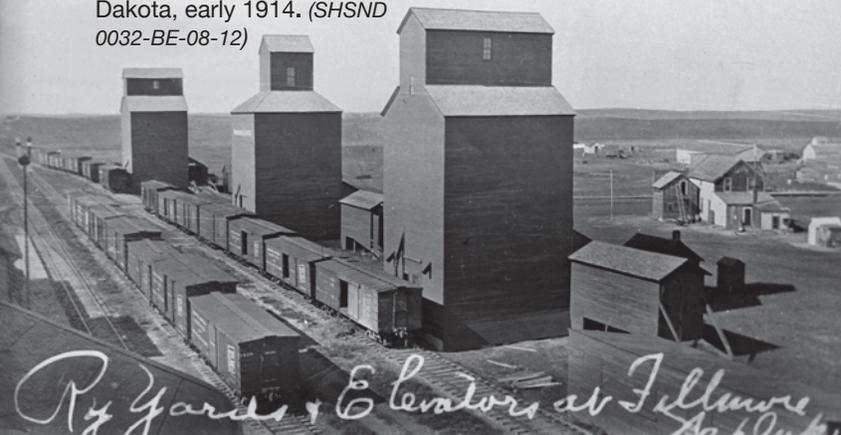
Photos submitted for the contest will be used to create a webpage that talks about elevators and the grain industry. The grand prize winning photo will be made into a poster for distribution. Additionally, information on the elevators will be added to the North Dakota Cultural Resources Survey. If the contest goes well, the Division hopes to hold more contests in the future with subjects that show North Dakota history through architecture.

The contest opened May 1, the beginning of Historic Preservation Month, and will run through December 31. The contest is open to all amateur photographers but the subject of the photos must be a grain elevator in North Dakota and the location of the elevator must be included with the submission. For a complete list of prizes and rules, visit our website at history.nd.gov/PhotoContest.



Grain elevator at Des Lacs, Ward County, North Dakota.
(SHSND 32253-52)

Railroad yards and elevators at Fillmore, Benson County, North Dakota, early 1914. (SHSND 0032-BE-08-12)



First elevators at Mott, Hettinger County, North Dakota, early 1900s. (SHSND 0001-0006)

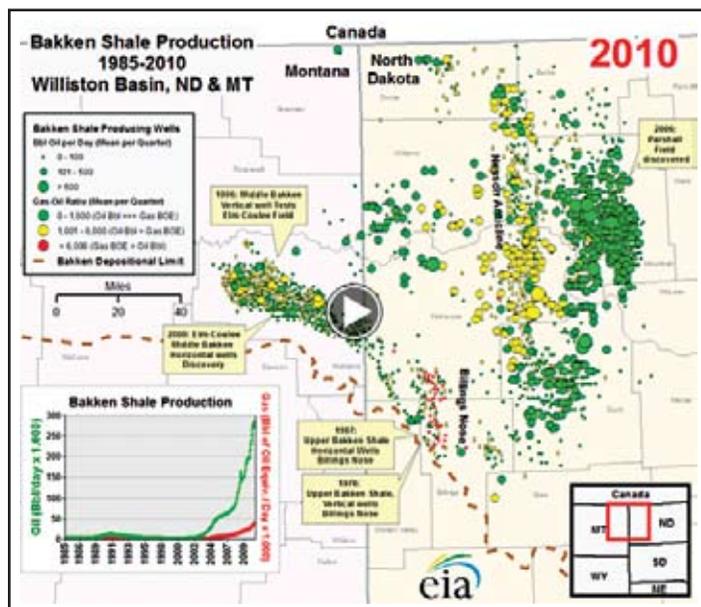


North Dakota's Oil Boom Continues

Production Reaches Record Levels

North Dakota is now the nation's second largest oil-producing state—trailing only Texas. This is due mainly to gains in the Bakken Formation. According to the state's Department of Mineral Resources, total North Dakota oil production averaged 660,000 barrels per day (bbl/d) in June 2012, up from an average of 344,000 barrels per day at the end of 2010.

The Bakken Formation is an enormous resource for North Dakota with a potential productive area of nearly 15,000 square miles, covering lands in a dozen or more counties. Putting this into perspective, never before in the U.S. has an oil field of this size been developed. The productive areas of the Bakken have had very little, if any, previous oil and gas development and require new infrastructure, including gathering systems, pipelines, and natural gas plants to collect, process, and bring to market the natural gas and oil that is produced.



A Teaching Moment

The U.S. Energy Information Administration has an excellent resource map that animates the rapid explosion of oil development in the Williston Basin between 1985 and 2010. As the animated map shows, the more productive Bakken oil wells were initially concentrated in Elm Coulee (in Montana), and then the Parshall in North Dakota as drilling activity intensified to the east.

The map animation highlights that drilling activity in the Bakken has been focused mainly on crude oil and natural gas liquids (illustrated with green and yellow dots). The larger circles indicate higher productivity wells; these are mostly horizontal wells. Bakken production, which averaged just over 2,000 barrels per day in 2000, averaged more than 260,000 barrels per day in 2010; horizontal wells accounted for nearly 90 percent of total 2010 volumes. Although this animated map only shows through the year 2010, the number of producing wells and production continues to increase and could soon approach 700,000 barrels per day!

This animated map is an excellent resource to help teach about the benefits and challenges facing the oil boom region of western North Dakota. Teachers and students may access the map at the U.S. Energy Information Administration website: <http://www.eia.gov/todayinenergy/detail.cfm?id=3750>

NORTH DAKOTA ANNUAL OIL PRODUCTION (Barrels)

Year	Annual Production
1951	26,196
1960	21,993,603
1970	22,006,300
1980	40,446,550
1990	36,723,443
1995	29,335,094
2000	32,713,018
2005	35,675,288
2008	62,761,771
2010	113,065,176
2011	152,907,010
2012	220,000,000 (Estimate)

Williston High School Teacher Named 2012 North Dakota History Teacher Of The Year



Kari Hall, Williston High School Social Studies Teacher. (Photo courtesy of Kari Hall)

Kari Hall, a teacher at Williston High School in Williston, has been named the 2012 North Dakota History Teacher of the Year. The award is co-sponsored by The Gilder Lehrman Institute of American History, HISTORY® and Preserve America.

Kari Hall has been teaching at Williston High School for 12 years. In receiving the award, Hall expressed an appreciation for teaching history. *“When I chose a teaching career, history was a natural choice since I have always been interested in the story of people and places, events, and human struggles.”*

According to Hall, *“certain aspects of history are challenging to teach because of the struggle to make it relevant in the life of today’s teenager. I try to convey to my students that they are very much like other Americans who have stepped forward to lead against injustice, face tragedy, guide during crisis, or direct the way for innovation and prosperity.”*

“When teaching I tell personal stories, introduce primary sources, provide literary examples, or show relics to capture the student’s attention—and use this interaction as a catalyst in intensify interest and knowledge.”

Hall will receive a \$1,000 honorarium and the Williston High School Library will receive a core archive of history books and educational materials from the Gilder Lehrman Institute of American History and HISTORY®. Hall will also receive an invitation to a 2013 Gilder Lehrman Summer Seminar, and Williston High School will be named a Gilder Lehrman Affiliate School.

Inaugurated in 2004, the National History Teacher of the Year Award promotes and celebrates the teaching of American history in classrooms across the United States. The award honors one exceptional K-12 teacher of American history from each of the fifty states, the District of Columbia, Department of Defense schools and US Territories.

The 2012 award honors middle and high school teachers of seventh through twelfth grade. The selection of the state winner is based upon several criteria, including: at least three years of classroom experience in teaching American history; a demonstrated commitment to teaching American history (including state and local history); evidence of creativity and imagination in the classroom; effective use of documents, artifacts, historic sites, oral histories, and other primary resources to engage students with American history. The 2013 National History Teacher of the Year Award will be selected from K-6 teachers.

From the state winners, one is recognized as the National History Teacher of the Year and will be honored in a fall ceremony. The winner, together with the nominator and two of the winner’s students, will travel to the national recognition ceremony with expenses paid by the Gilder Lehrman Institute of American History.

The National History Teacher of the Year Award is coordinated by North Dakota Studies program at the State Historical Society of North Dakota (SHSND). For more information, contact program coordinator Neil Howe at (701) 205-7802 or email at nhowe@nd.gov.



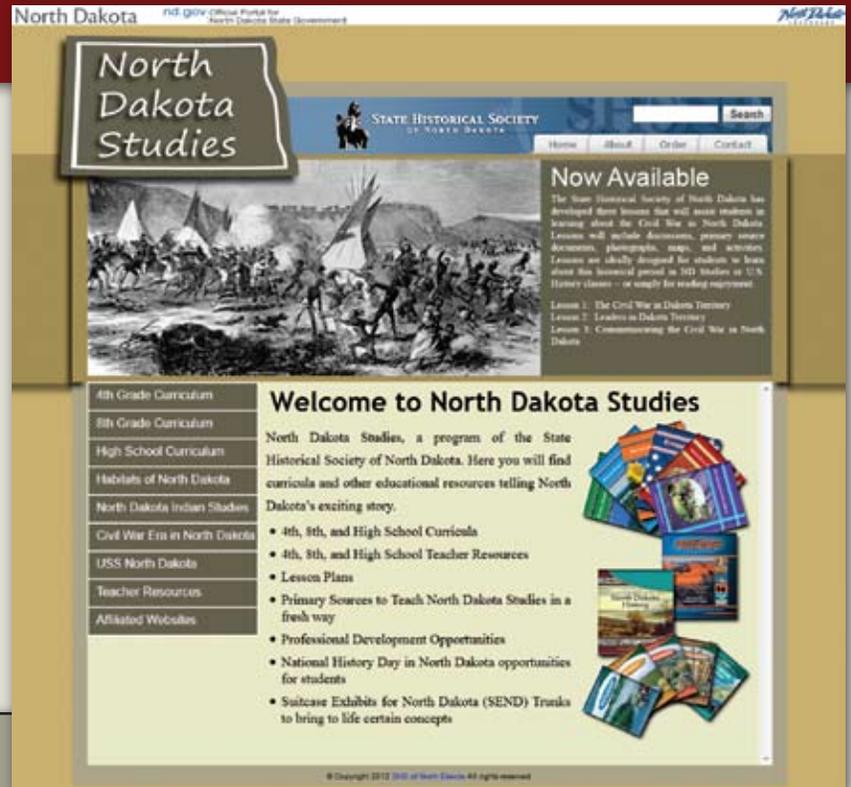
COMING SOON

New ND Studies Website

ndstudies.gov

In November, the North Dakota Studies program at the State Historical Society of North Dakota (SHSND) will launch a new website at ndstudies.gov. The new website will continue to offer a variety of curriculum resources for grade 4, 8, and high school North Dakota Studies.

In 2014, *North Dakota: People Living on the Land* will also be accessible from the new website. This web-based Grade 8 curriculum will focus on primary documents from the Archives of the SHSND. To read more about *North Dakota: People Living on the Land*, see pages 1–3 of this newsletter.



New Staff Member

John DeLaMotte has joined the staff at the State Historical Society of North Dakota working as a web designer for the North Dakota Studies program. John works on various web design projects including the new www.ndstudies.gov website (shown above), and he recently designed the new *Civil War Era in North Dakota* lessons which were launched in September. A native of Ohio, John received an AAS degree in Multimedia from Rasmussen College earlier this year. Prior to moving to the Bismarck area, John was in the armed forces and stationed at the Minot Air Force Base.

Funding Aid Available for National History Day in North Dakota



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 support the 2013 theme *Turning Points in History; People, Ideas, Events*.

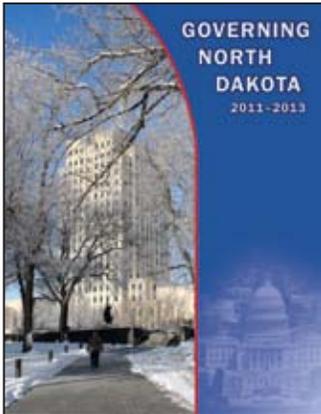
A turning point can be an idea, event, or action that directly caused change. This change could be social or cultural, affecting a society's way of thinking or acting. It could be political, leading to new legislation or a new government. It could be economic, affecting how goods are produced, bought 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 Erik Holland at eholland@nd.gov or phone (701) 328-2792

Governing North Dakota, 2011-2013

AN EXCELLENT RESOURCE FOR TEACHING NORTH DAKOTA GOVERNMENT



The North Dakota Studies program has published a new edition of *Governing North Dakota* for use in the classrooms of North Dakota schools.

The new *Governing North Dakota* enhances the goals of the North Dakota Studies program by promoting civics education. *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.

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.

The 2011–2013 edition of *Governing North Dakota* continues an exciting new look, including a 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.

Now in its 20th Edition, *Governing North Dakota, 2011–2013* is the result of collaboration between the North Dakota Studies program at the State Historical Society of North Dakota and the Bureau of Governmental Affairs at the University of North Dakota. This new edition of *Governing North Dakota* continues a long tradition of accuracy and excellence in civics education, and complements a host of other resources available from the North Dakota Studies program.

Governing North Dakota, 2011-2013 textbooks are \$10.00 each. The CD-Rom Teacher Manuals are \$15.00 each.

Night Sky S°E°N°D Program



*—One small trunk for a teacher,
one giant leap for students*

The State Historical Society of North Dakota is proud to release the newest traveling trunk—**The Night Sky**. Learn about how Native American constellation stories compare to other cultures; use the tools of Lewis and Clark to navigate; and learn about meteorites, sun spots, astronauts and more.

The S°E°N°D program incorporates lesson plans, objects, artifacts, documents, photographs, and other media in traveling trunks. Use them to immerse your students in more than 18 themes related to North Dakota history.

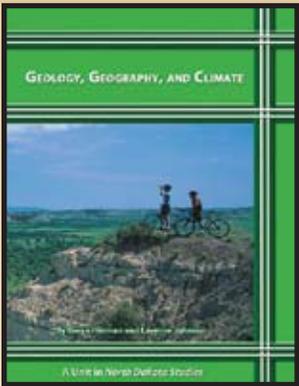
These materials meet DPI Content and Achievement Standards for social studies, and align with other educational standards including language arts, visual arts, and music as well as science, technology, engineering, and math (STEM).

Reserve a trunk today by contacting Danielle Stuckle at 701-328-2794 or dstuckle@nd.gov

Visit our website at history.nd.gov

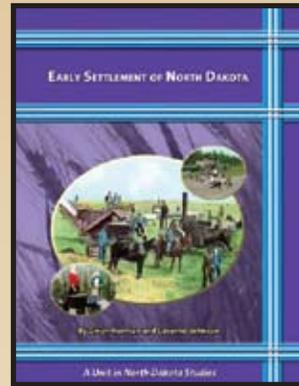


4th Grade North Dakota Studies



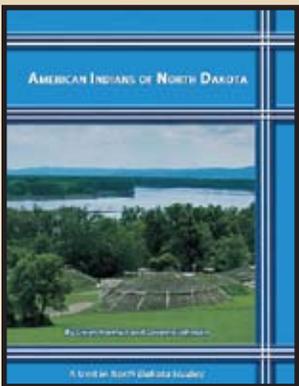
Geology, Geography, and Climate

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



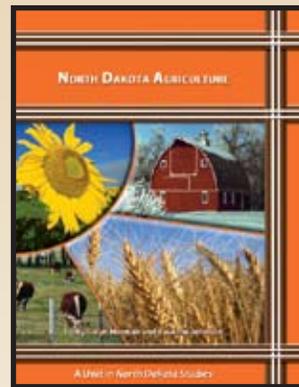
Early Settlement of North Dakota

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.



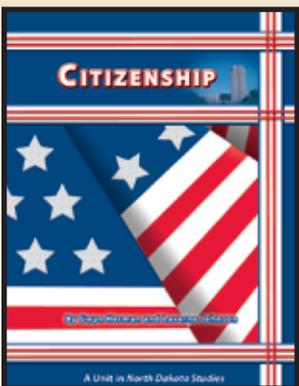
American Indians of North Dakota

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



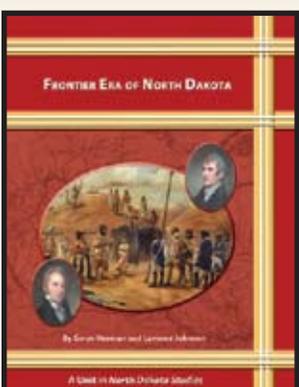
North Dakota Agriculture

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.



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.

4th Grade ND Studies Costs:

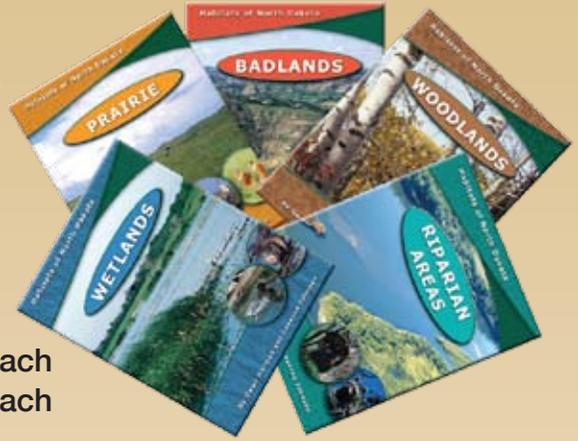
Student Texts	\$10.00 each
Teacher Resource Guides (Print Version)	\$35.00 each
Teacher Resource Guides (CD Version)	\$15.00 each

Each North Dakota public and nonpublic elementary and middle school shall provide to students instruction in **North Dakota Studies**, with an emphasis on the geography, history, and agriculture of the state, in the fourth and eighth grades. (NDCC 15.1-21-01)

To help meet the grade 4 course requirement, the North Dakota Studies program at the State Historical Society of North Dakota offers six units and accompanying teacher resources to help teach the geography, history, government, citizenship, and agriculture of the state.

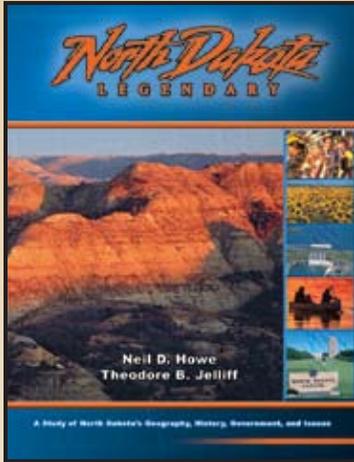
Habitats of North Dakota

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

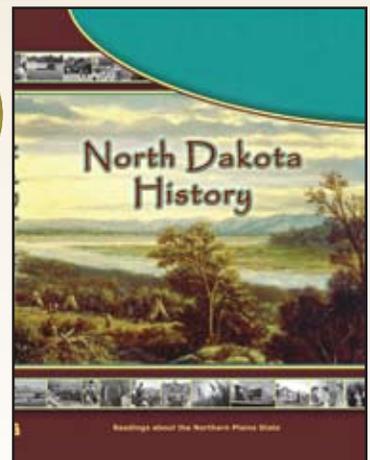
The SHSND has approximately 175 copies of the 2nd printing of *North Dakota Legendary* available at a **greatly reduced price**. In the past, some schools had issues with some deficient bindings with this edition, and we discontinued selling them. Although we no longer distribute this edition of the *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



STATE
HISTORICAL
SOCIETY
OF NORTH DAKOTA

North Dakota Heritage Center
612 East Boulevard Avenue
Bismarck, ND 58505-0830

NON-PROFIT ORG.
U.S. Postage
PAID
Permit #170
BISMARCK, ND
58501

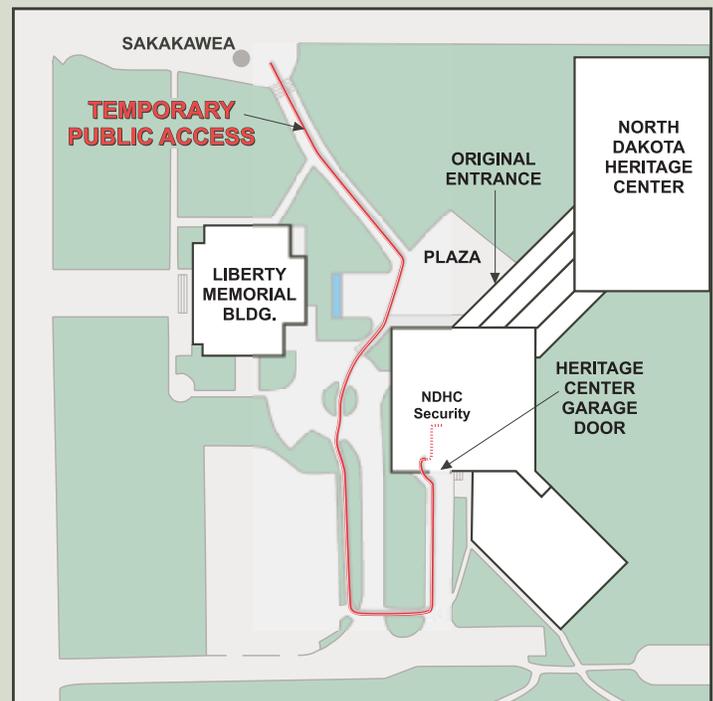
Heritage Center Front Doors Temporarily Closing During Remodeling

*Please use the new
temporary entrance for access.*

Entrance through the front doors of the North Dakota Heritage Center will be temporarily closed starting **October 16, 2012**, while renovation work is completed in the current lobby.

Individuals will still have access to the State Archives, Museum Store, and the rest of the Heritage Center through an alternate entrance located by the truck bay on the south side of the Heritage Center. Signage will be in place to provide directions to the temporary entrance. **Access through the front doors to the Heritage Center is expected to resume by November 23, 2012.**

We apologize for any inconvenience this may cause, and thank you for your patience as we expand.



NORTH DAKOTA STUDIES

North Dakota Studies is published by the State Historical Society of North Dakota (SHSND), North Dakota Heritage Center, 612 East Boulevard Avenue, Bismarck, ND 58505, Neil D. Howe, Program Coordinator, nhowe@nd.gov, 701-205-7802.

North Dakota Studies is distributed to students, teachers, schools, and libraries throughout North Dakota.

North Dakota Studies is a program of the SHSND and offers curriculum and other resources for teachers, students, and lifelong learners.