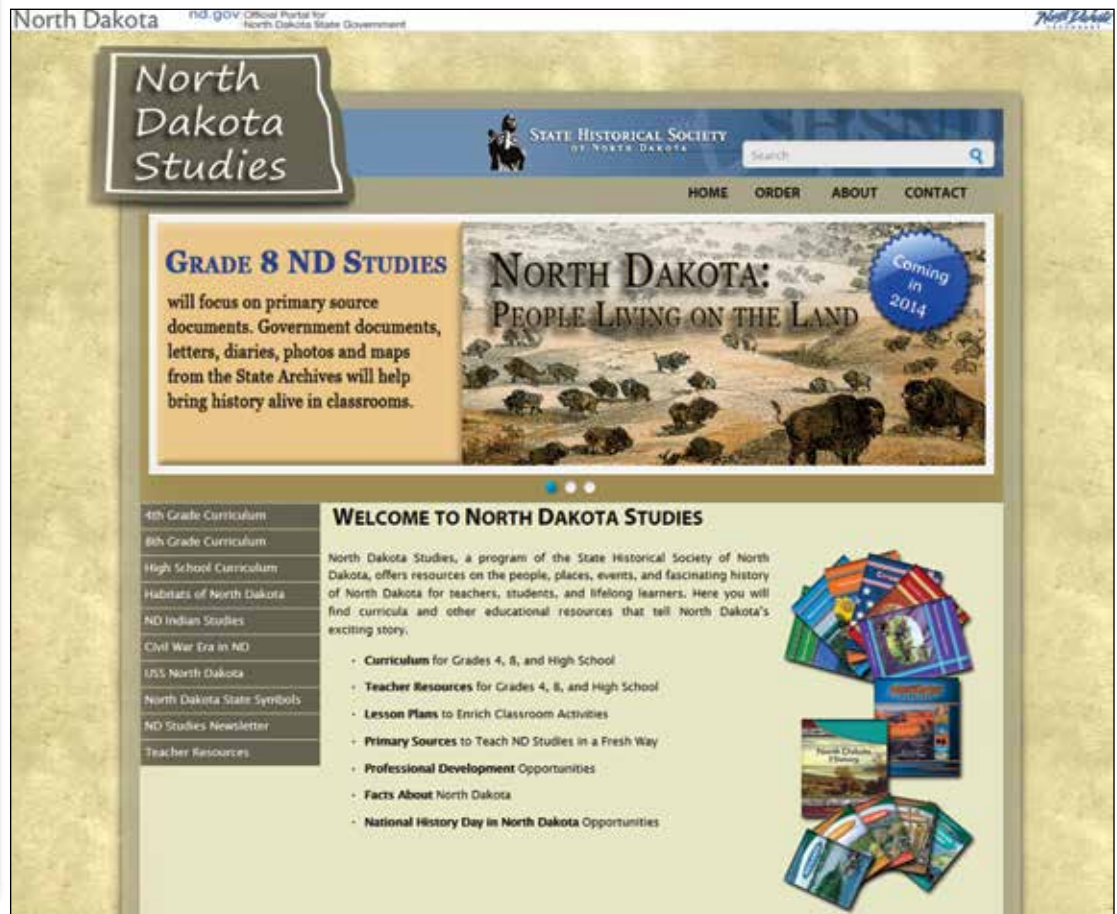


# NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • SPRING 2013

## Inside

- 3** *Civil War Era in North Dakota Lessons*
- 4** *North Dakota: People Living on the Land*
- 6** *North Dakota Indian Studies*
- 8** *The Road to Little Rock*
- 10** *National History Day in North Dakota*
- 11** *Sundogs and Sunflowers*
- 12** *ND Teacher Resource Coalition/SEND Trunks*
- 13** *Habitats of North Dakota*
- 14** *ND Studies Publications*
- 16** *JFK in North Dakota*



The screenshot shows the homepage of the North Dakota Studies website. At the top, there is a navigation bar with 'HOME', 'ORDER', 'ABOUT', and 'CONTACT' links. A search bar is also present. The main content area features a large banner for 'NORTH DAKOTA: PEOPLE LIVING ON THE LAND' with a 'Coming in 2014' badge. Below the banner, there is a section titled 'WELCOME TO NORTH DAKOTA STUDIES' which lists various resources such as curriculum, teacher resources, lesson plans, primary sources, professional development, facts, and national history day opportunities. A sidebar on the left contains a menu with links to different grade levels and topics like '4th Grade Curriculum', '8th Grade Curriculum', 'High School Curriculum', 'Habitats of North Dakota', 'ND Indian Studies', 'Civil War Era in ND', 'USS North Dakota', 'North Dakota State Symbols', 'ND Studies Newsletter', and 'Teacher Resources'.

## Explore Our New Website at [www.ndstudies.gov](http://www.ndstudies.gov)

The North Dakota Studies program at the State Historical Society of North Dakota (SHSND) has launched a new website at [www.ndstudies.gov](http://www.ndstudies.gov). The new website has been designed to make it simple to navigate and easy to use.

The new website becomes a landing place for information on the many publications and resources for Grades 4, 8, and high school, and directs users to a host of supplemental resources that may be used in a variety of ways. The website not only provides publications and teaching resources for North Dakota Studies, but also a host of other materials related to the study of North Dakota.

Whether you desire to know more about the Civil War Era in North Dakota, seek information about

the USS *North Dakota*, or simply want to become familiar with North Dakota's state symbols, [www.ndstudies.gov](http://www.ndstudies.gov) provides a destination for students, teachers, and lifelong learners wanting to explore the interesting geography, history, and culture of our state.

In addition, dozens of primary source documents from the State Archives at the SHSND are available at the new website complimenting the high school textbook, *North Dakota: Readings about the Northern Plains State*. In the fall of 2014, the website will also allow users to access the new Grade 8 North Dakota Studies curriculum, *North Dakota: People Living on the Land*.

# Explore Our New Website at [www.ndstudies.gov](http://www.ndstudies.gov)

## Website Features

### Curriculum for —

- Grade 4
- Grade 8
- High School
- Lifelong Learners

### Online Resources —

- Primary Source Documents
- ND Indians Studies curriculum
- Civil War in ND lessons
- USS *North Dakota* lessons
- Habitats of ND materials
- *Governing North Dakota* worksheets

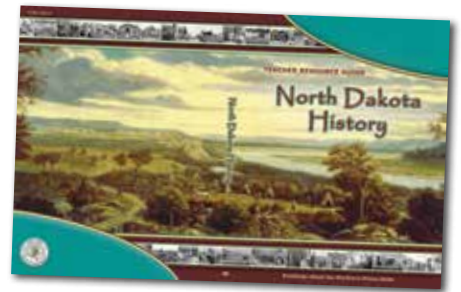
## ADD US TO YOUR FAVORITES!

Whether you desire to know more about the Civil War Era in North Dakota, seek information about the USS *North Dakota*, or simply want to become familiar with North Dakota's state symbols, [ndstudies.gov](http://ndstudies.gov) provides a destination for students, teachers, and lifelong learners.

Here are just some of the resources available at [www.ndstudies.gov](http://www.ndstudies.gov):

### ■ *North Dakota History*

Primary research “document sets” have been designed to accompany the *North Dakota: Readings about the Northern Plains State* textbook. These document sets present and enhance the study of the history from the pre-historic era to the present. Each of these online document sets tells a story of the way the people who lived here brought about changes in their economic activities, social relationships, and political structures.



The document sets are organized to match the chronological divisions of *North Dakota History*—and each unit corresponds to a unit in the textbook. Each document set has a brief introduction which places the documents in historic context. Activities associated with most of the document sets encourage students to develop skill in the interpretation and collection of historical events, as well as competence in critical thinking.

### ■ *North Dakota Indian Studies*

To promote a better knowledge and understanding of North Dakota's four tribal nations, online curriculum guides have been designed to present the history and culture of these Indian nations. The curriculum guides include “*The History and Culture of the Mandan, Hidatsa, and Sahnish*,” “*The History and Culture of the Standing Rock Oyate*,” “*The History and Culture of the Turtle Mountain Band of Chippewa*,” and “*The History and Culture of the Mni Wakan Oyate*” (Spirit Lake).



This online content features historical tribal overviews, traditional and contemporary governments, demographics, cultures, and creation narratives for each of the four tribal nations. The tragedies associated with treaty negotiations with the U.S. government, resulting in significant loss of land, is a major theme for each of the curriculum guides.

### ■ *USS North Dakota*

Lesson plans to teach about the USS *North Dakota* are available for Grades 4, 8, and high school. These lessons—primary documents and research from the archives of the SHSND—offer students, teachers, and the general public an opportunity to study this unique story in our state's history. Teachers may use these online lessons to supplement discussions in connection with the launching of the new submarine in 2014, or to teach about early 20<sup>th</sup> Century North Dakota history.



# The Civil War Era in North Dakota

The North Dakota Studies program has developed three lessons to teach about the *Civil War Era in North Dakota*. These lessons will prepare the students to engage in discussions, debates, research, or writing assignments using primary documents, photographs, and maps. High school or 8<sup>th</sup> 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.

## Why Teach About The Civil War Era in North Dakota?

These lessons were created as part of the commemoration of the Civil War Sesquicentennial (150<sup>th</sup> anniversary) by the SHSND and the North Dakota Studies program. 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

[www.ndstudies.gov](http://www.ndstudies.gov)

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. Likewise, 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.

## The Civil War Era In North Dakota

### 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.

### LESSON 2: Leaders in Dakota Territory

Lesson 2 presents short biographies of historical actors including Sitting Bull, Bear’s Heart, 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 in North Dakota

Lesson 3 focuses on commemoration. The state of North Dakota, many cities, 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.



# North Dakota: People Living on the Land

## UNIT I Back Through Time



To 1200

## UNIT II A Time of Transformation



1201–1860

## UNIT III Waves of Development



1861–1920

## UNIT IV Modern North Dakota



1921–

## GRADE 8 CURRICULUM UPDATE

Work continues on the new Grade 8 curriculum 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 months, 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 student activities and teacher 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.

Reading primary sources 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.

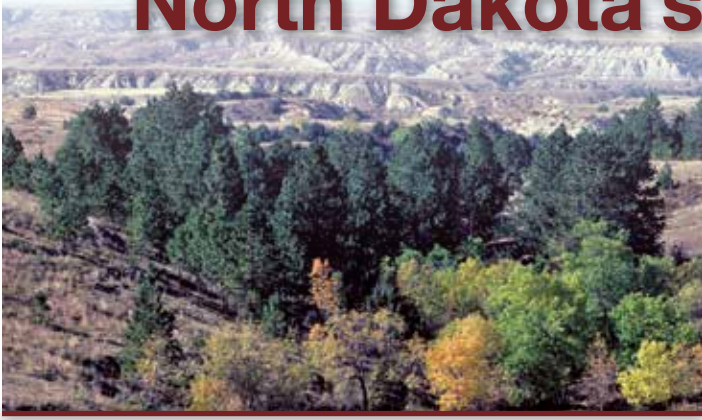
By using primary sources in the classroom, students become historians. Primary sources can trigger a student's curiosity about historical events that can lead to further investigation. Their views become important as they become more knowledgeable about historic events. Students become participants in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

“North Dakota's National Forest” 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 topics included in Unit III (Waves of Development) of *North Dakota: People Living on the Land*.

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.

Release of *North Dakota: People Living on the Land* is being timed to help mark the 125<sup>th</sup> 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.

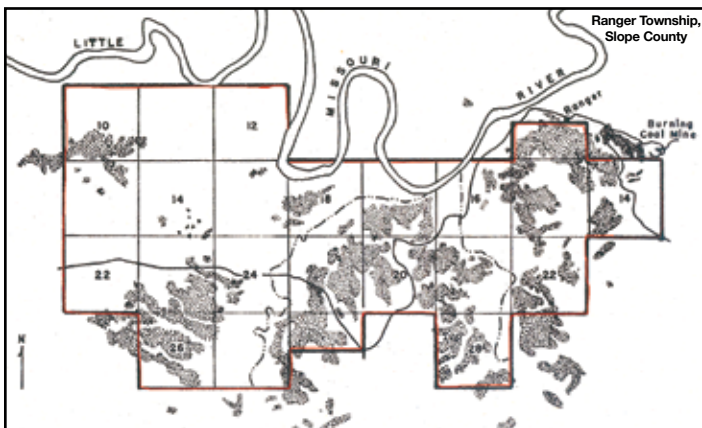
# North Dakota's National Forest



By definition, the Great Plains has few trees. Therefore, we can expect that the pine tree forests of North Dakota are pretty small. But, for a few years, the U. S. Forest Service designated a portion of one township in Slope County as a national forest.

**Ponderosa pines** are uncommon in North Dakota. Of the 4,328 acres of ponderosa pine in North Dakota, 3,908 acres are in Ranger Township in Slope County near the Little Missouri River. For many years, settlers used the pines to build houses and barns. Some people traveled as far as 75 miles to harvest timber for their buildings.

North Dakota state officials gave some thought to protecting the pines in Slope County. Finally, Governor John Burke (1907-1913) alerted the National Forest Service to the presence of the small pine forest in southwestern North Dakota. In June, 1908, the Forest Service sent a forester to study the trees. The forester reported that some of the pines were as tall as 75 feet. The forest was not dense, and lumber companies would have little interest in the pines. Though some of the burning coal veins had set the grass on fire, there was no evidence that the trees had burned. Porcupines, however, had damaged 25 per cent of the trees.



Map showing scattered distribution of ponderosa pine stands in Ranger Township in Slope County near the Little Missouri River, and the boundaries of the former Dakota National Forest (1908-1917).

On November 24, 1908, President Theodore Roosevelt declared the forest in 22 sections (14,080 acres) of Slope County to be the **Dakota National Forest**. Settlers had already claimed some of the land within the forest boundaries. The National Forest Service hired a rider who kept cattle off the public land, and a post office was established in Section 10 of Ranger Township.

Governor Burke was interested in planting shelterbelts (rows of trees on the edges of farm fields) around the state. He thought the ponderosa pines would be good trees for that purpose. In 1912, the government established a tree nursery near Deep Creek where the foresters obtained water to irrigate the trees. Pine seedlings were taken from the nursery and planted in fields. However, the trees failed to thrive. The Forest Service considered the experiment unsuccessful.

The high cost of taking care of the nursery was another problem. The Dakota National Forest was isolated and provided few trees that could be cut and sold to timber contractors. So, on July 13, 1917, President Woodrow Wilson signed a proclamation that ended national protection for the **Dakota National Forest**. Following the proclamation, the land not owned by the Northern Pacific Railroad was opened for settlement.

## Why is this Important?

The Great Plains is defined as a level, treeless grassland. However, in some places, mostly along creeks and rivers, there are enough trees to support construction. Settlers, the U.S. Army, and some businesses used the trees for houses, barns, fence posts, corrals, railroad construction, and fires for cooking and warmth. If these people had to buy wood, the costs would have been very high because the wood would have been transported for hundreds of miles.

The ponderosa pines contribute to the biodiversity of this land. The trees shelter birds and mammals, provide food (pine nuts), and absorb moisture that would otherwise run off the land. Three birds of North Dakota prefer the pine forests of Slope County. The **red crossbill** and the **white-winged crossbill** have beaks adapted to pulling pine seeds out of the cones. The **common poorwill** nests on the ground; it prefers the habitat of the plants that grow near ponderosa pines.

Today some of the land that was once part of the Dakota National Forest is protected as part of the National Grasslands which is administered by the National Forest Service.

*For more information on ponderosa pines in North Dakota, check-out this National Forest Service website:*

[http://www.fs.fed.us/foresthealth/fhm/fhh/fhh-03/nd/nd\\_03.pdf](http://www.fs.fed.us/foresthealth/fhm/fhh/fhh-03/nd/nd_03.pdf)

# North Dakota Indian Studies

American Indian people have lived in the area we call North Dakota for centuries. Today, North Dakota is home to a number of sovereign tribal nations.

The history and culture of these tribal nations is an important part of the heritage of North Dakota. To promote a better knowledge and understanding of these tribal nations, the North Dakota Studies program has created online versions of the curriculum guides for the state's four tribal nations.

Originally compiled and written by writing teams from various tribal nations in cooperation with the North Dakota Department of Public Instruction, the guides are intended to serve as a resource about the four tribal nations, from their origin to contemporary society.

The content features historical tribal overviews, traditional and contemporary governments, demographics, cultures, and creation narratives for each of the four tribal nations. The tragedies associated with treaty negotiations with the U.S. government, resulting in significant loss of land, is a major theme for each of the curriculum guides.

The online content has been enhanced and updated to present the rich and fascinating history and culture of North Dakota's four American Indian nations. Photos from the State Historical Society of North Dakota and the Minnesota Historical Society, as well as full-color maps, help tell the story of these tribal nations.

The online content is presented with the hope that readers will develop a better understanding about the people at Standing Rock, Spirit Lake, Turtle Mountain, and the Three Affiliated tribal nations. These Indian Studies curriculum guides will provide excellent North Dakota Studies content for middle and high school students.

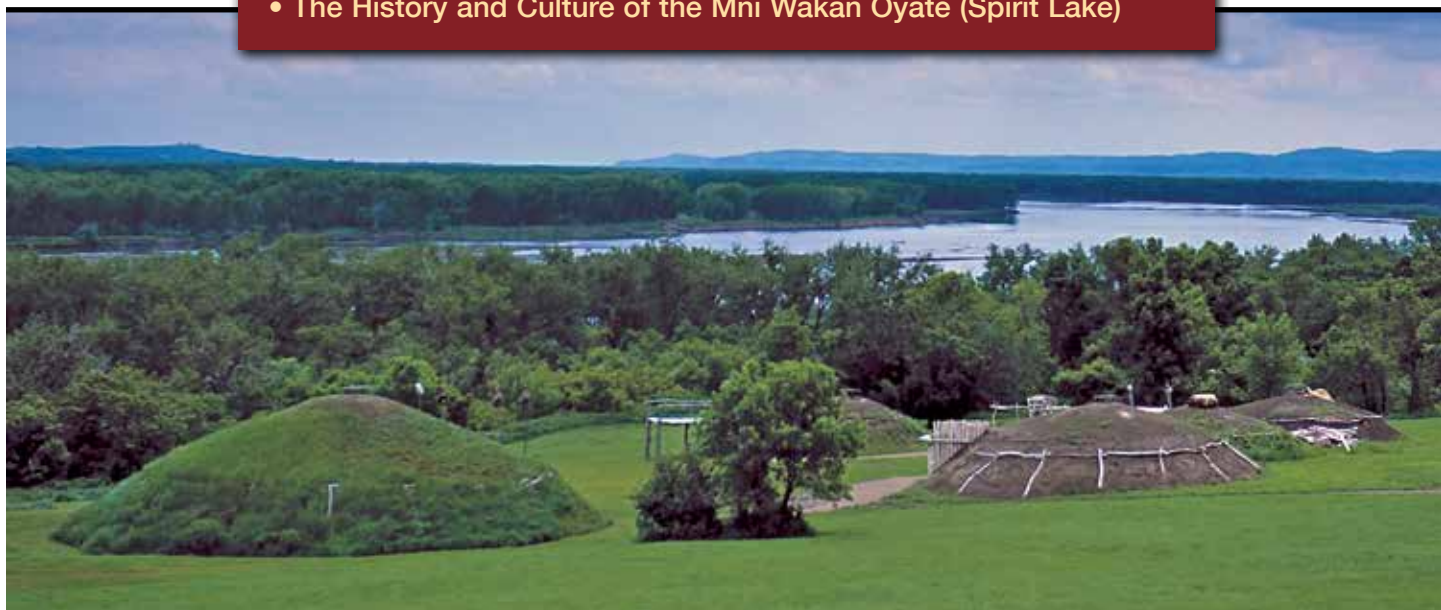


## Mni Wakan Oyate — Spirit Lake

The **Spirit Lake Reservation**, formerly Devils Lake Sioux Reservation, is located in north central North Dakota. The people of Spirit Lake are often called Dakota “Sioux,” a term dating back to the 17th Century. “Dakota” means “friends” or “Oyate”—“the people.” The term “Sioux” is a corrupted version of an Ojibway-Algonquian term “Naud-owa-se-wug,” meaning “like unto the adders.” The term was later corrupted resulting in the retention of the syllable that sounds like “Sioux.” However, the Ojibwa always called the Dakotas “A-boin-ug” or “Roasters.” The Dakota at Fort Totten are called the Mni Wakan Oyate —“the people of the Spirit Water.”

### North Dakota's Four Tribal Nations

- The History and Culture of the Mandan, Hidatsa, and Sahnish
- The History and Culture of the Standing Rock Oyate
- The History and Culture of the Turtle Mountain Band of Chippewa
- The History and Culture of the Mni Wakan Oyate (Spirit Lake)





## Standing Rock Oyate

The Dakota people of **Standing Rock** include the Upper Yanktonai in their language called lhanktonwana which translates “Little End Village” and Lower Yanktonai, called Hunkpatina in their language, “Campers at the Horn” or “End of the Camping Circle.” When the Middle Sioux moved onto the prairie they had contact with the semi-sedentary riverine tribes such as the Mandan, Hidatsa, and Arikara. Eventually the Yanktonai displaced these tribes and forced them upstream. However, periodically the Yanktonai did engage in trade with these tribes and eventually some bands adopted the earthlodge, bullboat, and horticultural techniques of these people, though bison remained their primary food source. The Yanktonai also maintained aspects of their former Woodland lifestyle. Today Yanktonai people of Standing Rock live primarily in communities on the North Dakota portion of the reservation.



## Mandan, Hidatsa, Sahnish – Three Affiliated Tribes

The **Three Affiliated Tribes** believe their presence in North America is from the beginning of time. The Mandan call themselves “the People of the First Man.” The Hidatsa were known as Minnetaree or GrosVentre. “Hidatsa” was formerly the name of a village occupied by these tribes. The term “Hidatsa” became a corruption of the word “midah-hutsee-ahti” translated meaning “house/lodge made with willows.” The name Minnetaree, spelled in various ways, means “to cross the water.” Oral and written history says the names “Arikara, Arickara, Ricarees and Rees” were given to them by the Pawnee and other informants to describe the way they wore their hair. The name “Sahnish” is the chosen name used among themselves which means “the original people from whom all other tribes sprang.” For purposes of this guide, the name of “Arikara” and its derivations which appear in treaties and in reference to legal documents will be used to preserve historical accuracy. All other references to these people will use the term “Sahnish.”



## Turtle Mountain Band of Chippewa

The Chippewa proudly refer to themselves as Anishinabe meaning “The Original People.” The **Turtle Mountain Band of Chippewa** is primarily members of the Pembina Band of Chippewa. Descendence may include intermarriage with other Chippewa bands, Cree, and other nations who make up the membership of the Turtle Mountain Band.

The name Chippewa, a mispronunciation of Ojibwa, Ojibway, Ojibwe, Saukteaux, and Anishinabe are all names that refer to the same group of people. The word “Ojibwa” refers to “something puckered up.” One theory is that it comes from the way in which the people made their moccasins. For the purpose of this curriculum, the term “Ojibway” is used when referring to the tribe’s early history. The term “Chippewa” is commonly used after European contact.

### ***Enhanced Maps Help Teach about North Dakota’s Four Tribal Nations***

Good teaching requires the use of maps — and using maps is one way to enable students to fully understand concepts related to geography and major historical events.

The tragedies associated with treaty negotiations with the U.S. government, resulting in significant loss of land, is a major theme for each of the four tribal nation curriculum guides.

As an example, the maps below illustrate this loss of land on the Fort Berthold Reservation (Mandan, Hidatsa, and Sahnish) resulting from the construction of Garrison Dam.



Left to right: Fort Berthold Reservation, 1930; after the completion of the Garrison Dam in 1954; and the reservation today.

# The Road to Little Rock

## From Fargo to Little Rock

On Sunday, August 25, 1957, Federal District Court Judge Ronald N. Davies of Fargo boarded a train bound for Little Rock, Arkansas, a place he had never been and one he would never forget. Assigned to that southern post to clear the federal calendar of backlogged cases, Judge Davies' seemingly routine stint in Little Rock would become anything but ordinary. The turbulent legal, political, and social events that transpired in Little Rock in September of that year, together with the federal district court decisions rendered by Davies, would change the course of public school integration in the United States.

Steadfast in upholding the edicts of the highest court in the land, particularly with respect to the landmark *Brown v Board of Education* rulings, Davies' unequivocal

***“... it must never be forgotten that I have a constitutional duty and obligation from which I shall not shrink...”***

**-Judge Ronald N. Davies, 1957**



**Carlotta Walls LaNier, Little Rock Nine member, and former Fargo Public Schools history teacher, Carl Oberholtzer.**

demand for immediate implementation of the federal court-approved plan for integration of the public schools in Little Rock reverberated throughout the South, the nation, and the world. The North Dakota jurist's legal convictions, devotion to duty, and tendency for concise commentary provoked outrage over and defiance of his decrees.

## The Road to Little Rock

*Curriculum to be Available  
to All North Dakota Schools  
Fall 2013*

### **The Importance of Learning and Understanding –**

“Why do we need to learn this?” This is a question all teachers need to be prepared to answer. To answer this question teachers need engaging and relevant curriculum which demonstrates a clear connection between the activities of the classroom with the lives and personal goals of the students.

Welcome to “The Road to Little Rock.” The curriculum in this project was designed to provide teachers with an added tool to help students discover accurate historical content, to demonstrate relevance of subject matter, to maintain high engagement levels within the classroom, and

to provide students with tools to apply content knowledge to contemporary issues.

### **A Civil Rights Story –**

“The Road to Little Rock” tells a story of nine teenagers and one judge who demonstrated the enduring positive human qualities of courage, honor, determination, and responsibility. The story begins in 1957 as nine African-American students sought enrollment at an all-white high school in Little Rock, Arkansas. In 1957 many school districts continued to ignore the 1954 U.S. Supreme Court ruling in *Brown v Board of Education*, which declared that segregation in public schools was unconstitutional. Students will witness the courage and determination demonstrated by the “Little Rock Nine” and be introduced to U.S. Federal Judge Ronald N. Davies, from Fargo, who followed the law, ignored political pressure, and required the school district in Little Rock to integrate “forthwith.”



# ock

*“The Road to Little Rock video, and accompanying curriculum, brings back to life the civil rights movement with a real life story about nine students and a judge from North Dakota. The ensuing story will provide a rich curriculum from which lessons can be learned about equality and opportunity for all people.”*

- Dr. Jeffrey M. Schatz, Fargo Public Schools Superintendent

## *The Road to Little Rock Video Premieres at the Fargo Theater*

The story of how one North Dakota judge changed the lives of nine students in Little Rock, Arkansas in 1957 took center stage on January 24, as the historic Fargo Theatre hosted the debut of the educational documentary video, “The Road to Little Rock.” The evening featured a panel discussion with historian Carl Oberholtzer, Little Rock Nine member Dr. Terrence Roberts, Fargo filmmaker Art Phillips, and Fargo Superintendent Dr. Jeffrey Schatz, who took questions from a packed house.

When something promises to be good, people will come in spite of the weather. Temperatures hovered near zero on January 24 in downtown Fargo, but it was no match for the lure of intellectual stimulation and good discussion.

More than 750 people came through the doors of the Fargo Theatre, filling up the main floor and balcony to witness the Fargo premiere of “The Road to Little Rock,” a 30-minute documentary on the role of Judge Ronald N. Davies in the desegregation of Little Rock Central High School.

The video, shot in 2012 in Little Rock, Fargo, and



Carl Oberholtzer, Little Rock Nine member Dr. Terrence Roberts, and Video Arts filmmaker Art Phillips join in a panel discussion following the premier at the Fargo Theater on January 24.

Washington, D.C. and produced by Fargo-based Video Arts Studios, features historical movie footage and photographs of the integration crisis and those who lived it, as well as interviews with members of the Little Rock Nine, Little Rock residents, those who worked with or knew Judge Davies, and a special commentary by U.S. Supreme Court Justice Stephen G. Breyer. The premier was emceed by Prairie Public Radio host Doug Hamilton, who also narrates the video.

### **Interdisciplinary Curriculum –**

“The Road to Little Rock” curriculum is applicable for middle and high school students. The content and activities found in “The Road to Little Rock” provide added curriculum for courses in U.S. History, Political Science, U.S. Government, Civics, Sociology, Problems of Democracy and Psychology. The content is also interdisciplinary and contains many components that apply to Language Arts curricula.

“The Road to Little Rock” curriculum is standards-based with specific connections to North Dakota and Arkansas Departments of Education content standards. The activities are also aligned with the Common Core Standards in English Language Arts Literacy in History/Social Studies.

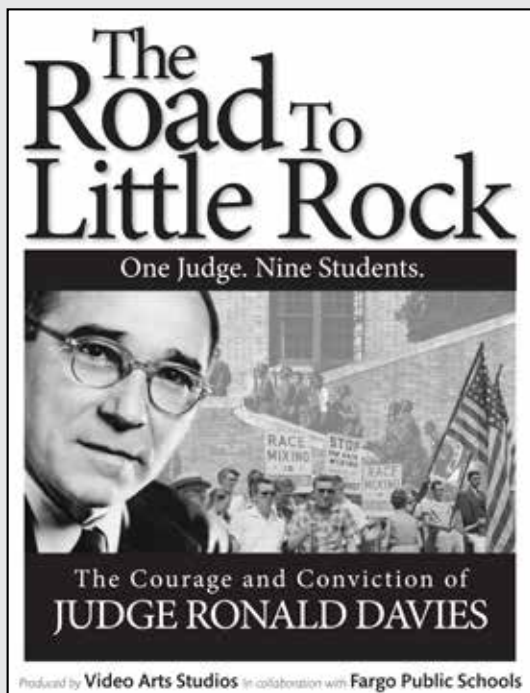
The curriculum is intended to help teachers add to existing lessons/curriculum—or fill in gaps which may exist in the curriculum. The activities have been designed to adapt to most classroom settings. Teachers are encouraged to use professional skills in determining how to best use the material to best serve the needs of students.

### **Curriculum Packet –**

**DVD (30 minutes):** Includes features from never-seen-before interviews with three members of the Little Rock Nine and U.S. Supreme Court Justice Stephen G. Breyer. The DVD is a blend of interviews with key individuals who played primary roles in the Little Rock desegregation case and primary source documentation to tell the story of the events which led to the integration of Little Rock Central High School.

**ACTIVITIES:** Seven activities are included in the secondary packet. The activities include primary source text analysis (including political cartoons and photographs), DBQ style writing assignments, writing argumentative/informative/explanatory/reflective essays, character education, and application of knowledge. Each activity includes reproducible handouts. The activities will be supported with an online website starting in January 2014.

*The high school version of “The Road to Little Rock” will be provided to each school district in North Dakota in the Fall of 2013. To purchase additional copies of “The Road to Little Rock” curriculum, please visit [www.TheRoadtoLittleRock.com](http://www.TheRoadtoLittleRock.com).*



## *The Road to Little Rock The Legacy Of Judge Ronald Davies and The Little Rock Nine*

The Road to Little Rock video and curriculum is part of Phase II of the Davies Project and is made possible, in part, through the generous donations and support of the following organizations:

**Partners:** Fargo Public Schools, North Dakota Humanities Council, Arkansas Humanities Council, National Endowment for the Humanities, and Video Arts Studios.

**Underwriters:** Bell State Bank & Trust, Ronald D. Offutt Family Foundation, State Historical Society of North Dakota, and the UND Alumni Association & Foundation.

**Donors:** Doug Burgum Family Fund, Fargo Public School Development Foundation, Otter Tail Power Company, The Forum, TMI Hospitality, Warner & Company Insurance, and Xcel Energy.

**Sponsors:** Fargo Theater, Hotel Donaldson, Northern Home and Furniture, and WDAY-TV.

### **Special Thanks—**

#### **Contributions for this Article**

Davies Project Phase II Task Force; Colleen A. Warner, contributor, *“On Second Thought,”* a publication of the North Dakota Humanities Council; and *“School Talk,”* a publication of the Fargo Public School.

**NHD** *Introduce your students to National History Day. Interest your students in learning about history by integrating the materials and methods of social studies, art, sciences, literature, language, and music into their presentations.*

**NATIONAL HISTORY DAY**  
in North Dakota

## Top Ten Reasons to participate in National History Day

1. Teaches History
2. Engages Students
3. Energizes the Curriculum
4. Promotes High Academic Standards
5. Encourages Literacy
6. Enhances Assessment
7. Teaches Critical Thinking
8. Inspires Curiosity
9. Recognizes Student Strengths
10. Activates Civic Engagement

## Turning Points in History

The dictionary defines a “turning point” as a point at which a decisive change takes place. So a turning point in history is more than just an important event that happened a long time ago. It could be an idea, event or action that directly, and sometimes indirectly, caused change. This change could be social or cultural, affecting a society’s way of thinking or way of acting. It could be political, leading to new legislation or to a new government taking charge. It could be economic, affecting how goods are produced, bought and sold, or how much or how little a society has to spend on such items. A turning point can even cause all of these changes and more.

Lindsay Schott, a college intern from the University of Mary in Bismarck, has scoured the State Archives looking for primary sources that support a National History Day project. She has created finding aids, organized by subjects to help students dig into this year’s theme, **Turning Points in History: People, Ideas, Events** and relate it to North Dakota.

For more information about National History Day go to the National History Day in North Dakota website at [nd.nhd.org](http://nd.nhd.org), or contact Erik Holland, Curator of Education, at [eholland@nd.gov](mailto:eholland@nd.gov) or 701-328-2792.

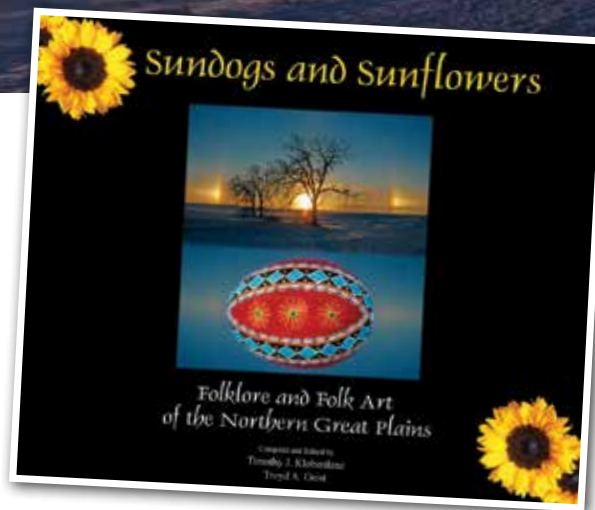
## The North Dakota Council on the Arts Announces a Groundbreaking Compilation 30 Years in the Making

*Sundogs and Sunflowers: Folklore and Folk Art of the Northern Great Plains* is a groundbreaking compilation thirty years in the making celebrating the proud folk heritage of the Northern Great Plains. Published by the North Dakota Council on the Arts (NDCA), it is compiled and edited by North Dakota State University Professor Emeritus Dr. Timothy J. Kloberdanz and NDCA folklorist Troyd A. Geist. In 2011, this exceptional book received national honor with the *American Library Association Notable Document* recognition and is **ideal for teachers of North Dakota Studies** and Social Studies. Young children and young adults alike will be enthralled with the material presented, material that is “living” and is found all around us today in our own lives, families, and communities.

Published collections of North American folkways seldom include folklore texts or representative traditions from the Great Plains region. *Sundogs and Sunflowers* represents a concerted effort to remedy this oversight and to focus long overdue attention on the folk traditions of North Dakota and the Northern Great Plains. This 352 page, coffee-table-size, full color, hardcover volume features more than a thousand examples of folklore and folk art, as well as more than 300 images.

Most of the material comes from North Dakota with every single one of the state’s fifty-three counties represented. Much of it is unique to the Northern Great Plains, while other examples are found also in different parts of the country but often changed to reflect our regional character.

From the present to decades past, the material covers ghost stories and other strange tales, legends, blizzard stories, weatherlore, proverbs, folk expressions and folk speech, folk beliefs, folk medicine, holiday celebrations, hunting, fishing and trapping traditions, and folk art. Bearwalkers, Bigfoot, haunted houses, the blizzard of ’66, the floods of ’97 and ’09, sundogs, rodeos, jokes, antler-



carving, sunflower pie, decorative Easter eggs, methods to foretell the weather using onions, American Indian flutes, and so much more can be found in this publication. It is a publication that is highly entertaining with each chapter containing an educational introduction placing the material in cultural, social, historical, and scientific context.

Some of the material you will recognize from your own family members, friends, and neighbors—they may even be in the book. Other texts will be a fascinating revelation. Together it represents and celebrates the rich folk heritage of the Northern Great Plains.

NDCA invites you to take a look at the following short online video promotion: <http://www.youtube.com/watch?v=IIDJ6zQstZ8>. For further information or to order, contact the NDCA at (701) 328-7590, or via email at [comserv@nd.gov](mailto:comserv@nd.gov). The book is also available at the Museum Store at the North Dakota Heritage Center by contacting [museumstore.nd.gov](http://museumstore.nd.gov).

*The North Dakota Council on the Arts is the state agency responsible for the support and development of the arts throughout North Dakota, and is funded by the state legislature and the National Endowment for the Arts.*

**For more information, contact Amy Schmidt, ND Council on the Arts at 701-328-7594.**

# North Dakota's Wars: The Civil War and the Cold War

A Learning Opportunity for Teachers – June 26-28, 2013

The North Dakota Teacher Resource Coalition (NDTRC) will be offering a three-day teacher institute entitled *North Dakota's Wars: The Civil War and the Cold War*. Based at Valley City State University on June 26-28, participants will model lessons, protocols and the strength of field experiences to help develop learning opportunities. By combining history, geography, and environmental studies in a learning cohort, participants will exchange ideas, approaches, and experiences to strengthen practical teaching and learning activities. Participants may earn 2 graduate credits from UND, NDSU, or MSU.

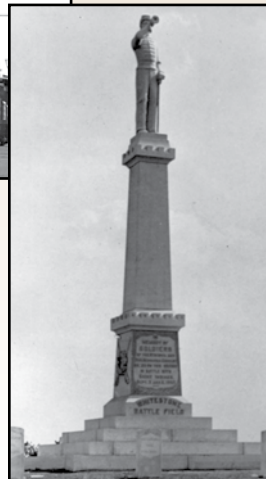
This professional development opportunity will demonstrate team teaching, interdisciplinary curriculum development and implementation and the use of art and technology in strategies that engage students in meaningful activities. Participants will also become familiar with resources, tools, and information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



The NDTRC is a partnership of state and federal agencies and organizations including the State Historical Society of North Dakota, North Dakota Council on the Arts, National Park Service, North Dakota State Forest Service, North Dakota State University, North Dakota Geographic Alliance, and the North Dakota Humanities Council.

Together the NDTRC plans and provides professional development opportunities and resources and expands content knowledge to support North Dakota studies curriculum in preK-12 classrooms.

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



Left: U.S. Air Force Missile on display in downtown Bismarck, July 1962. (SHSND 0080-5-09-01)  
Right: Whitestone Hill Battelfield Monument, Dickey County. (SHSND 00739-v1-p61d)



STATE  
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## SEND

Suitcase Exhibit for North Dakota

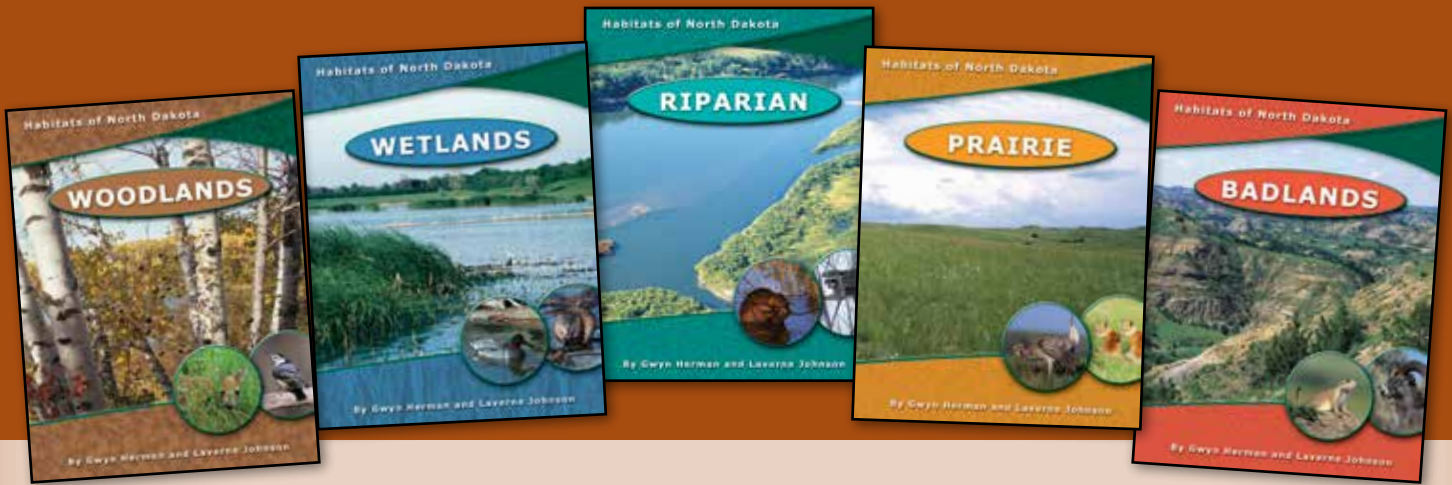
**The SEND program incorporates lesson plans, objects, and primary source material in traveling trunks. Immerse your students in 18 themes related to North Dakota History.**

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**Water Resources**  
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**Agriculture**  
**Great Depression**  
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**Early People**

**Fur Trade**  
**Frontier Military**  
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**Photography**  
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**Mandan/Hidatsa/Sahnish**  
**The Dakota**  
**Chippewa/Metis**

Reserve a trunk today by contacting Danielle Stuckle at 701-328-2794 or [dlstuckle@nd.gov](mailto:dlstuckle@nd.gov)

Visit our website at [history.nd.gov](http://history.nd.gov)



# Habitats Of North Dakota

The North Dakota Studies program, in collaboration with the North Dakota Game and Fish Department, has produced and published five student texts on the *Habitats of North Dakota*. These five student texts include *Wetlands*, *Prairie*, *Badlands*, *Woodlands*, and *Riparian Areas*.

To promote the teaching and learning about habitats, these five student texts help explain the significant features of each habitat and to highlight the wildlife species that rely on that environment for existence.

These curriculum materials also cover the current status of each habitat, threats to the habitat, and important reasons—beyond wildlife conservation—for preserving these habitats.

Comprehension and critical thinking questions are incorporated throughout the five student texts. Each student text also includes a vocabulary and reference section.

An additional benefit of this curriculum is that it provides students with a foundation from which to pursue their interests and/or vocations in wildlife management and conservation.

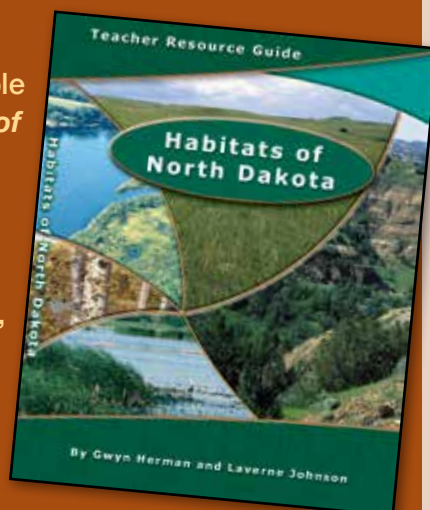
North Dakota is a unique place because it offers such a wide variety of habitats and wildlife. It is critical to educate students about the repercussions of land and resource misuse, as well as the benefits of careful preservation.

## Teacher Resource Guide Habitats of North Dakota

One comprehensive **Teacher Resource Guide (TRG)** is available to accompany the five *Habitats of North Dakota* units.

The TRG provides more than 175 pages of worksheets, assessments, maps, illustrations, and other suggested activities for teaching the *Habitats of North Dakota* units.

The TRG also includes an answer key for all the **Student Text** questions and TRG worksheets and activities.



## COST OF MATERIALS

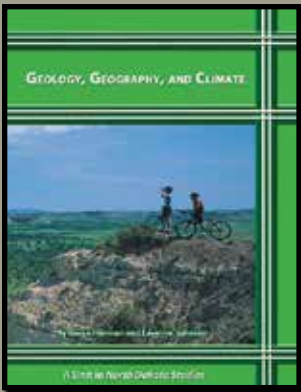
All *Habitats of North Dakota* Student Texts are \$3.00 each.

The **Teacher Resource Guide (TRG)** is \$5.00 and is available in either print or CD-Rom version.

A supplemental DVD for teaching about the *Habitats of North Dakota* is also available for \$1.00.

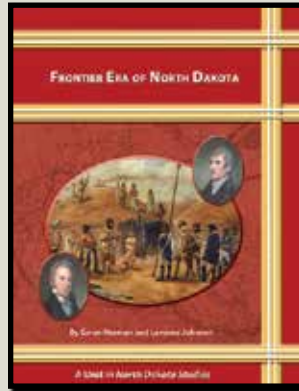
The *Habitats of North Dakota* series was designed to complement other 4th grade North Dakota Studies units. These units are also ideal at other grade levels and for classes like environmental science and biology.

# 4th Grade North Dakota Studies



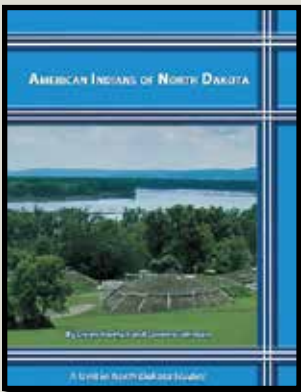
## ***Geology, Geography, and Climate***

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



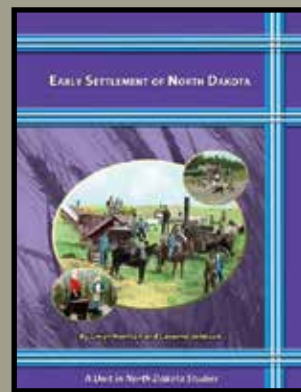
## ***Frontier Era of North Dakota***

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



## ***American Indians of North Dakota***

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



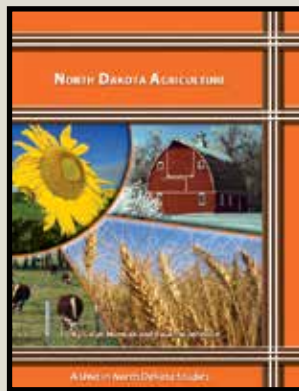
## ***Early Settlement of North Dakota***

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.



## ***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.



## ***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.

### 4th Grade ND Studies Costs:

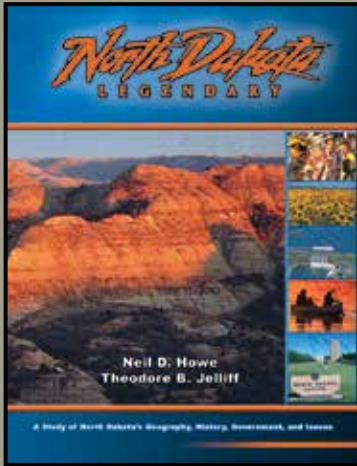
Student Texts	\$10.00 each
Teacher Resource Guides (Print Version)	\$35.00 each
Teacher Resource Guides (CD Version)	\$15.00 each

### North Dakota Studies Course Requirement

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)** In addition, each North Dakota public and nonpublic high school shall make available to each student at least once every two years one-half unit of North Dakota Studies. **(NDCC 15.1-21-02)**

To help meet these course requirements, the North Dakota Studies program at the SHSND offers a host of print and online curriculum resources for students and teachers.

# 8th Grade North Dakota Studies



## **North Dakota Legendary**

**North Dakota Legendary** is an attractive and affordable 8<sup>th</sup> 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.

The textbook includes many interesting sidebar features. In addition, the text includes a chronology of North Dakota history and a comprehensive index. More than 500 historical photographs, charts, maps and other illustrations enhance and explain the reading content.

### **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 North Dakota Studies program has approximately 100 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 100 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.*

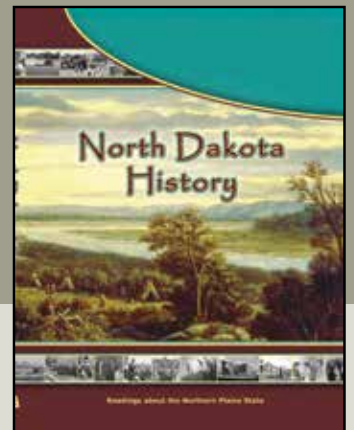
*This edition of the North Dakota Legendary textbook is a full-color, 400-page textbook. Even at a \$10.00 price, these copies will cost less than many one-year consumable workbooks.*

# 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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# Seeking Your Stories & Photos

## JFK in North Dakota



**Senator Kennedy at the Fargo fairgrounds on June 19, 1960**  
(SHSND 11075-20)

**The State Historical Society of North Dakota requests your help.** We're seeking North Dakota connections to President John F. Kennedy. He visited the state several times as a senator and president.

SHSND, Bismarck State College, and the Lewis & Clark Fort Mandan Foundation are planning a symposium on the promise and achievement of John F. Kennedy from November 5-7, 2013. SHSND is also publishing a book about JFK and his ND connections. We are interested in learning about any of your JFK photos, memorabilia, and stories for these exciting projects.

Contact Kimberly Jondahl, SHSND  
Communications & Education director  
at 701.328.1476 or [kjondahl@nd.gov](mailto:kjondahl@nd.gov).

### NORTH DAKOTA STUDIES

*North Dakota Studies* is published by the State Historical Society of North Dakota, North Dakota Heritage Center, 612 East Boulevard Avenue, Bismarck, ND 58505, Neil D. Howe, Program Coordinator, [nhowe@nd.gov](mailto: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.