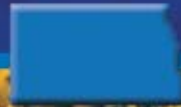


# North Dakota Studies



Volume 1, Issue 2 2009

## A REWARDING YEAR!

### HABITATS OF NORTH DAKOTA WINS STATE AWARD

The *Habitats of North Dakota* series, a collaborative achievement of the North Dakota Studies Project and the North Dakota Game and Fish Department, has been awarded the 2009 Notable Document Award by the North Dakota Library Association (NDLA).

The notable document citation was voted on by NDLA members for those state publications that have outstanding visual presentation and content. The *Habitats of North Dakota* series will now be forwarded to the American Library Association for national nomination.

The *Habitats of North Dakota* series was developed to promote the teaching and learning about North Dakota's five habitats. The five student texts feature Wetlands, Prairie, Badlands, Woodlands, and Riparian Areas and explain the significant features of each habitat, while highlighting the wildlife species that rely on that environment for existence.



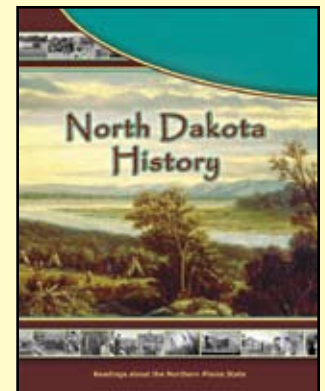
The *Habitats of North Dakota* project team included authors Gwyn Herman and Laverne Johnson; wildlife biolo-

gist Chris Grondahl and education coordinator Jeff Long from the North Dakota Game and Fish Department; graphic artist Cassie Theurer; and North Dakota Studies Project coordinator Neil Howe.

The *Habitats of North Dakota* series was published in October 2008, and these books are available to schools and individuals for the cost of shipping and handling. (See page 4.)

### NORTH DAKOTA HISTORY RECEIVES NATIONAL AWARDS

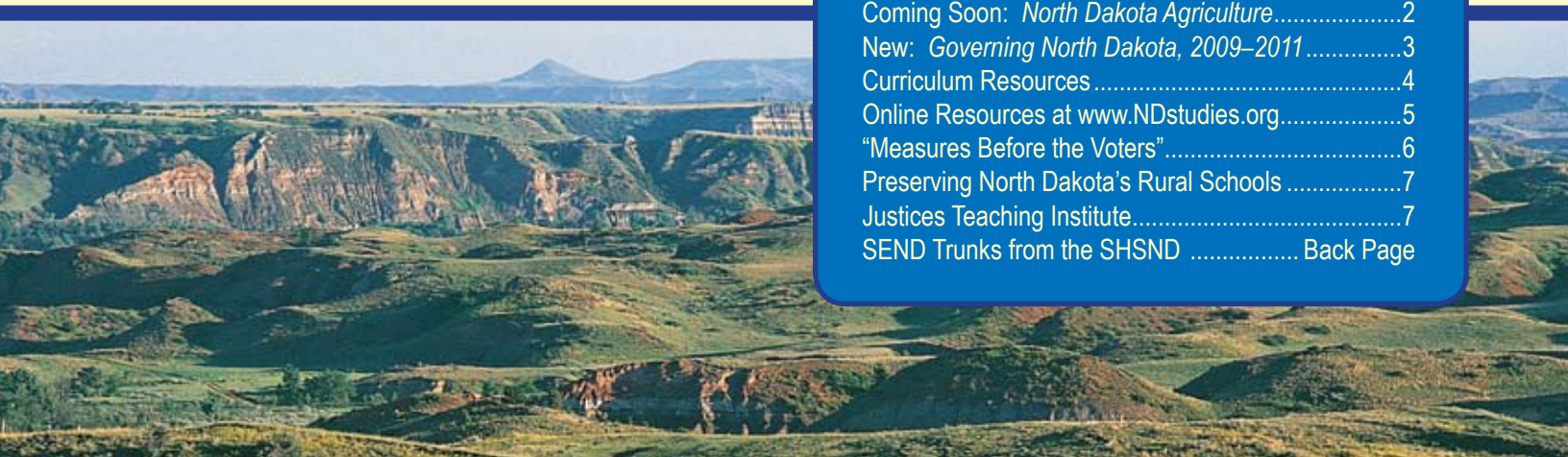
*North Dakota History: Readings about the Northern Plains State* has been named to the American Library Association's Notable Documents list of best governmental publications for 2008. It is one of only 13 state publications throughout the U.S. nationally recognized by the ALA. It was also the recipient of last year's North Dakota Library Association's Notable Document Award.



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**North Dakota History** was also recognized by the American Association for State and Local History as one of the four best textbook publications for 2009. The other states recognized for state-sponsored textbooks were Arizona, Montana, and Wisconsin.

**North Dakota History** is a collaborative project of the North Dakota Studies Project and the State Historical Society of North Dakota (SHSND). The textbook is a collection of articles and images from more than a century of publications by the SHSND. It was published in 2008 and is available for purchase by schools and individuals. (See page 4.)

## NEIL HOWE RECEIVES SHSND HERITAGE PROFILE HONOR AWARD

The 2009 recipients of the State Historical Society's Heritage Profile Honor Award were co-winners **Neil Howe**



**Neil Howe** is shown with SHSND director Merlan Paaverud at the Heritage Profile Honor Award ceremony on September 25 at the North Dakota Heritage Center in Bismarck. (Photo courtesy of Beth Campbell)

of Fargo and Marilyn Hudson of Parshall. This award is given to those who have made a significant contribution in preserving, interpreting, promoting, researching, or otherwise extending the knowledge and understanding of the history of North Dakota.

Since his retirement as director of the North Dakota Center for

Distance Education, Howe has been responsible for creating the textbooks through which North Dakota's next generation of students will learn the state's history. His efforts in 2007 led to new textbooks for the fourth and eighth grade North Dakota Studies course requirements. Under Howe's direction, new textbooks and accompanying teachers' guides were created that balance solid historical content with a visual presentation designed to entice modern students' interest. In 2008, Howe worked in partnership with the State Historical Society of North Dakota in preparing a textbook on North Dakota history for high school students.

**North Dakota History** has been a major success and the recipient of national awards, and is used in many high schools in North Dakota. Howe also worked with the State Historical Society to create an innovative online series of additional lessons that encourage students to explore some of the many valuable primary historical resources available in the Society's collections.

Howe has also worked with the North Dakota Game and Fish Department in creating a series of publications on the habitats and natural history of the state; the North Dakota Indian Affairs Commission in featuring online its series of four publications on the history of North Dakota's Indian reservations; and the University of North Dakota on publishing a new edition of *Governing North Dakota*, the primary resource on North Dakota state government.

## 4<sup>TH</sup> GRADE NORTH DAKOTA AGRICULTURE

**A** unit in **North Dakota Agriculture** is currently being developed to complement the series of five North Dakota Studies texts for Grade 4.

**North Dakota Agriculture** will include such topics as the Mandan as the state's first farmers; Bonanza farming and early ranching; homesteading; and the impact of the railroad. The unit will also highlight the various agricultural products and produce for which the state is famous, the labor and methods of the women and men who toiled

and prospered on the land, and the dramatic changes that have shaped North Dakota's 21<sup>st</sup> Century farms and ranches.

Throughout the history of North Dakota, agriculture has shaped and molded the destiny of the state. North Dakota is one of America's most agricultural states; no other industry or activity plays a greater or more vital role in the lives of present-day North Dakotans than agriculture.

Today, North Dakota has more than 30,000 family farmers and

ranchers who help to supply the world with the food, feed, and fuel it needs. It is essential that North Dakota's students understand the historical significance of agriculture, as well as the role it plays in today's state economy. This unit in **North Dakota Agriculture** will also promote an appreciation for the variety of products grown in the state—emphasizing that the source of America's food is from the farm and ranch and not the grocery store.

Watch for the new **North Dakota Agriculture** unit in 2010.



# GOVERNING NORTH DAKOTA, 2009–2011

The North Dakota Studies Project is pleased to announce the publication of the all-new 2009–2011 edition of **Governing North Dakota** for use in North Dakota schools.

For more than 40 years, **Governing North Dakota** has been the pre-eminent source of information on the unique features of state and local government in North Dakota, and teachers from middle school to college have made this text an important part of their classroom curriculum.

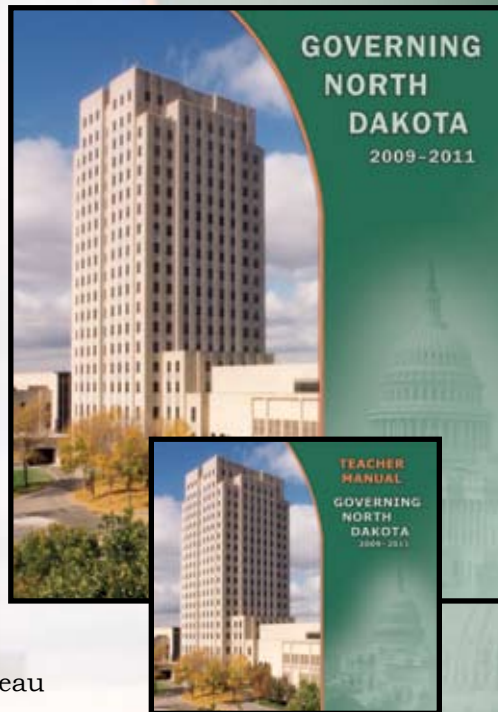
The 2009–2011 edition of **Governing North Dakota** has an exciting new look, including a new full-color layout and more than 200 all-new maps, graphics, and photographs to enhance the presentation of our local and state governments. The content has been expanded and updated to include full coverage of the 2008 election cycle and the 2009 biennial legislative session. And as always, a teacher's manual (CD format only) is available to provide chapter worksheets, learning exercises, and ideas to stimulate discussion in the classroom.

**Governing North Dakota** was first published by the University of North Dakota's Bureau of Governmental Affairs in 1973. Its roots stretch back to 1950 when Professor Walter Kaloupek prepared a textbook on state and local government to be used for the North Dakota Flickertail Girls State.

Now in its 19<sup>th</sup> Edition, **Governing North Dakota, 2009–2011** is the result of a collaboration between the Bureau of Governmental Affairs and the North Dakota Studies Project at the North Dakota Center for Distance Education. Dr. Robert Wood, Bureau Director, and Neil Howe, North Dakota Studies Project Coordinator worked closely to assure that the new publication continues its long tradition of accuracy and excellence, and contributes to the curriculum resources available from the North Dakota Studies Project.

The primary mission of the Bureau of Governmental Affairs is to be a resource center for students, community members, and political leaders. **Governing North Dakota, 2009–2011** continues the Bureau's commitment to public service and community development through research and publication.

The new **Governing North Dakota** also enhances the goals of the North Dakota Studies Project by promoting civic education to students in North Dakota's middle and high schools. **Governing North Dakota, 2009–2011** 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.



## Cost:

1–5 copies	15.00 each
6–20 copies	12.50 each
20 or more copies	\$10.00 each
CD Teacher Manual	\$5.00 each



# CURRICULUM RESOURCES FROM ND STUDIES

## GEOLOGY, GEOGRAPHY, AND CLIMATE

Students are introduced to the major geological eras, the three regions of North Dakota, as well as the weather and climate of the state. This is one in a series of five student texts for Grade 4.



### AMERICAN INDIANS OF NORTH DAKOTA

Students study the history and culture of the Mandan, Hidatsa, Arikara, Chippewa, and the Great Sioux Nation. This is one in a series of five student texts for Grade 4.

### 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. This is one in a series of five student texts for Grade 4.

## FRONTIER ERA OF NORTH DAKOTA

Students will learn about the Lewis and Clark Expedition, fur trade on the Red and Missouri Rivers, and the early frontier military history. This is one in a series of five student texts for Grade 4.

### 4th Grade ND Studies Costs:

Student Texts	\$10.00 each
Teacher Resource Guides	\$30.00 each

## 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. This is one in a series of five student texts for Grade 4.



## HABITATS OF NORTH DAKOTA

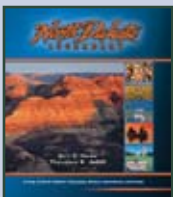
The *Habitats of North Dakota* series promotes the teaching and learning about North Dakota's five habitats—*Wetlands*, *Prairie*, *Badlands*, *Woodlands*, and *Riparian Areas*. These five student texts help explain the significant features of each habitat and highlight the wildlife species that rely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

### Habitats of North Dakota Costs:

Student Text	\$3.00 each
Teacher Resource Guide	\$5.00 each

## 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.

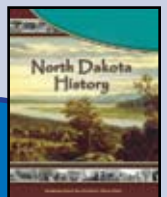


### North Dakota Legendary Costs:

Student Text	\$45.00 each
Teacher Resource Guide	\$35.00 each

## NORTH DAKOTA HISTORY

*North Dakota History: Readings about the Northern Plains 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.



### North Dakota History Costs:

Student Text	\$50.00 each
Teacher Resource Guide	\$35.00 each



# ONLINE RESOURCES AT WWW.NDSTUDIES.ORG

The North Dakota Studies website offers valuable resources for teachers and students wanting to explore the interesting history and traditions of our state. In addition to providing information on the many publications and resources for Grades 4, 8, and high school, the website directs users to a host of supplemental resources for use in a variety of ways.

The following three examples are just a few of the resources that are available at [www.ndstudies.org](http://www.ndstudies.org).

## North Dakota History

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

The document sets are organized to match the chronological divisions of the *North Dakota History* textbook—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 of historical events, as well as competence in critical thinking.

[www.ndstudies.org/resources/hs/index.html](http://www.ndstudies.org/resources/hs/index.html)

## Indian Studies

To promote a better knowledge and understanding of North Dakota’s four tribal nations, online curriculum guides have been developed 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.

[www.ndstudies.org/resources/IndianStudies/index.html](http://www.ndstudies.org/resources/IndianStudies/index.html)

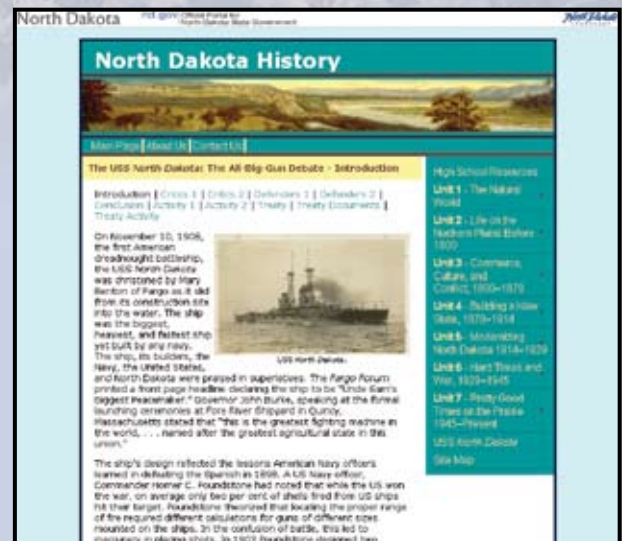
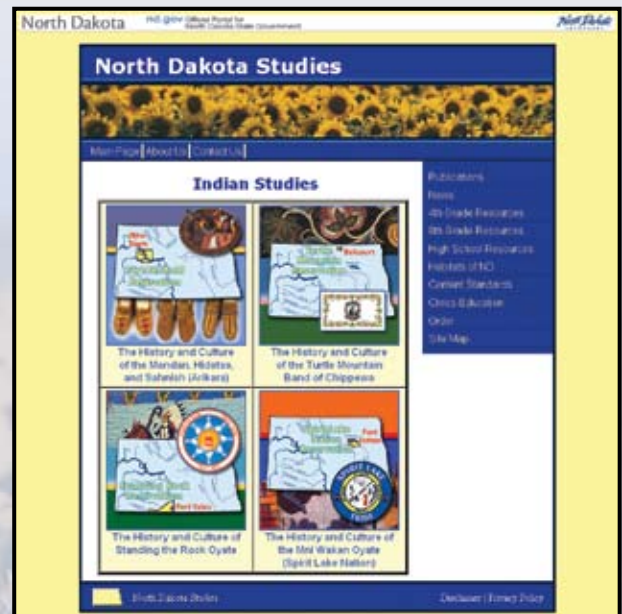
## USS North Dakota

Lesson plans to teach students 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 State Historical Society—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 USS *North Dakota* submarine in 2013, or to teach about early 20<sup>th</sup> Century North Dakota history.

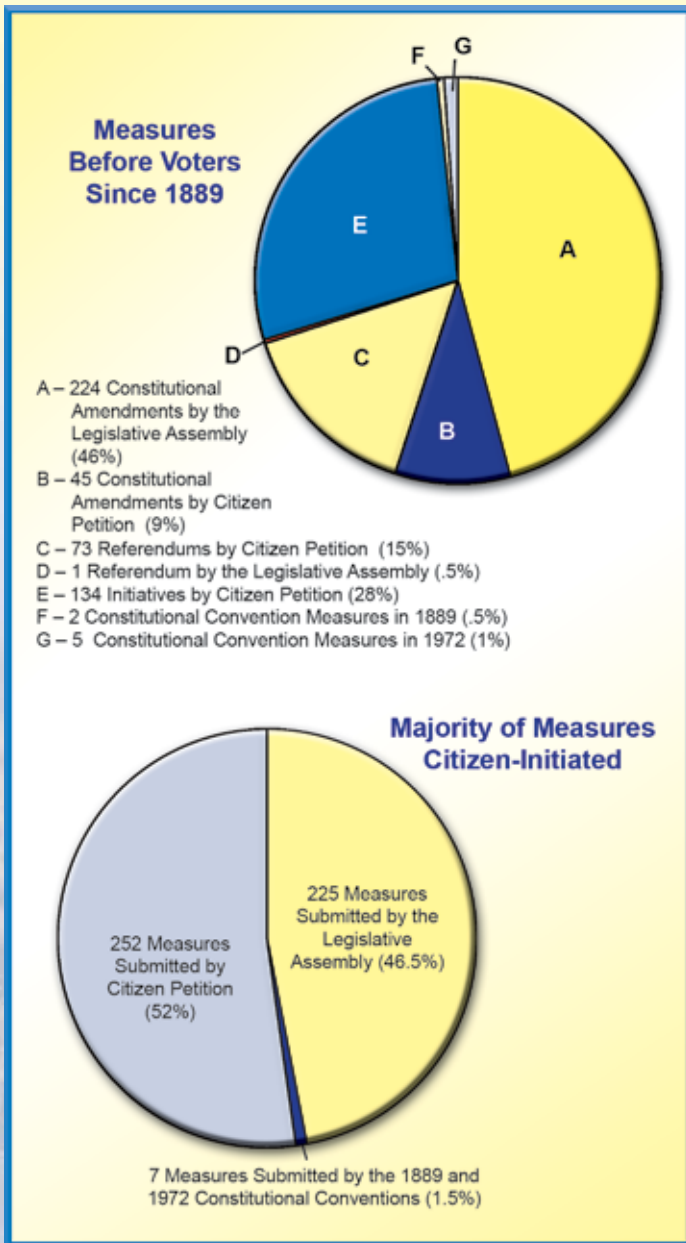
**4<sup>th</sup> Grade:** [www.ndstudies.org/resources/4th\\_ussnd/uss\\_intro.html](http://www.ndstudies.org/resources/4th_ussnd/uss_intro.html)

**8<sup>th</sup> Grade:** [www.ndstudies.org/resources/8th\\_ussnd/ussnd\\_intro.html](http://www.ndstudies.org/resources/8th_ussnd/ussnd_intro.html)

**High School:** [www.ndstudies.org/resources/hs/ussnd\\_intro.html](http://www.ndstudies.org/resources/hs/ussnd_intro.html)



## MEASURES BEFORE THE VOTERS



**D**id you know that North Dakota has a history of practicing more “direct democracy” than most states? According to data collected by the Initiative and Referendum Institute between 1904 and 2008, North Dakota ranks 4<sup>th</sup> in terms of state-level initiative activity behind Oregon, California, and Colorado.

Indeed, North Dakota has a long history of citizen participation and decision-making within the governmental process. The term **direct democracy** is sometimes used to describe procedures by which citizens can perform without going through their elected officials. These actions include making laws (**initiative**), rejecting actions of the legislature (**referendum**), and amending the state constitution (**constitutional amendment**). North Dakota has all three of these options, as well as **recall**, which allows voters to remove elected officials before the end of their term.

Since statehood in 1889, North Dakota voters have voted on 484 measures that have been placed on the ballot as constitutional measures, initiatives, or referendums. That includes voting on the original constitution and the issue of prohibition in 1889, as well as a new constitution in 1972. Of the 484 measures, 252 (52%) have been the result of a citizen-initiated petition.

One reason North Dakotans have such easy access to these direct democracy procedures relates to petition requirements. In North Dakota, initiative and referendum petitions require signatures from just 2 percent of the electorate (12,844 qualified voters) and constitutional measures require signatures of just 4 percent of the electorate (25,688 qualified voters).

Much can be learned about North Dakota’s political culture of individualism, independence, and self-reliance by studying the history of these measures. The North Dakota Legislative Council has developed an excellent website at [www.legis.nd.gov/information/library/](http://www.legis.nd.gov/information/library/), which details and summarizes the 484 constitutional amendments, initiatives, and referendums that North Dakotans have acted upon since 1889.

## LET’S GO TO THE MOVIES!

**I**t took North Dakota citizens four initiatives, over a period of 15 years, to allow movie theaters to open on Sundays! And when the measure finally succeeded in 1934, it passed with just 50.3 percent of the votes out of more than 271,000 cast.

1920	Initiative	To permit the operation of motion picture theaters on Sunday.	23,522	27,363	✗
1930	Initiative	To permit the operation of motion picture theaters on Sunday after 1:30 PM.	84,629	96,990	✗
1933	Initiative	To permit the operation of motion picture theaters on Sunday after 2:00 PM.	81,453	82,235	✗
1934	Initiative	To permit the operation of motion picture theaters on Sunday after 2:00 PM.	136,743	135,073	☑





**Mimer School No. 52**, in rural McHenry County near Velva, was organized in 1909. The school closed in 1961.



**Sterling School No. 9**, in northern Burleigh County near Wing, closed in the early 1960s.



**This Barnes County rural schoolhouse** has an architectural design similar to many that once dotted the ND landscape.

## Preserving North Dakota's Rural Schools

The State Historical Society of North Dakota (SHSND) is seeking individuals to help record historic country schoolhouses in North Dakota. The purpose of the project is to survey and document historic school sites across the state. The process includes photographing, mapping, and noting buildings and structures at a particular site.

According to the SHSND, there is an increasing concern that the stories of how generations of North Dakota's children received their education will disappear with the demise of rural school buildings.

At the recent **Governor's Conference on North Dakota History**, many participants attended workshops and learned about efforts to preserve the history of the state's schools by recording information about the buildings themselves and about the people who taught and learned in those buildings.

As these historic rural schools disappear from the landscape, it is important that interested citizens help record this valuable information. Individuals interested in this historic preservation effort should contact the SHSND or visit <http://history.nd.gov/hp/recordingbuildings.html> to learn more information.



**The Arena School**, in northwest Burleigh County, is one of the few buildings remaining in this small town. *(Photos courtesy of Neil Howe)*

## NORTH DAKOTA JUSTICES TEACHING INSTITUTE

**The 3<sup>rd</sup> North Dakota Justices Teaching Institute:** the United States Constitution and Judicial Decision-Making was held on October 22–23, 2009, at the State Capitol in Bismarck. The Institute was hosted by the justices of the North Dakota Supreme Court and supported by the North Dakota Studies Project at the North Dakota Center for Distance Education.

The 2009 Institute offered 17 North Dakota social studies teachers an up-close examination of their courts and judges. The teachers studied the North Dakota court system, judicial decision-making, and the U.S. Constitution and were introduced to a wide range of sessions, dialogue, and activities with the justices of North Dakota's Supreme Court.

During the training, participants role-play as justices on a supreme court that hears oral argument on a First Amendment case and then conferences



**17 teachers participated** in the 2009 North Dakota Justices Teaching Institute held at the State Capitol in Bismarck, October 22–23, 2009. *(Photo courtesy of the ND Supreme Court)*

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to decide the case. Participants learn how a case makes its way to the Supreme Court and how it is ultimately decided by that court. They receive lesson plans that can be used in their classrooms to teach students about the U.S. Constitution and judicial decision-making.

Teachers earned one credit hour from the University of North Dakota for the two-day training. The 4<sup>th</sup> Institute is tentatively scheduled for 2011.

## SHARE IN NORTH DAKOTA'S HERITAGE

### S°E°N°D Education Program Trunks

**S**uitcase Exhibits for North Dakota (SEND) provide hands-on, cross-curricular classroom experiences for learners of all ages.

Each trunk includes artifacts, photographs, documents, and teacher guides that allow participants to handle the objects and gain a new understanding of North Dakota history. SEND trunks are an excellent supplementary resource for 4<sup>th</sup> and 8<sup>th</sup> grade North Dakota Studies curriculum.

Descriptions of the 18 different trunk themes and ordering information is available at [www.history.nd.gov](http://www.history.nd.gov) or by calling Scott Schaffnit, Outreach Programs Coordinator, at (701) 328-2794.



The Métis/Chippewa trunk is displayed, including the trunk itself, teacher guide, and contents. (SHSND photo)

To schedule a classroom visit to the State Museum at the North Dakota Heritage Center in Bismarck, call (701) 328-2674 or download the scheduling form for group visits at [http://history.nd.gov/data/galleryvisit\\_emailform.html](http://history.nd.gov/data/galleryvisit_emailform.html)

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