

# North Dakota Studies

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Missouri River Bridge, Bismarck. (ND Water Commission photo)

## The Story of Water in North Dakota

### Too Much—Too Little

When it comes to water, North Dakota is often a land of extremes. In some years, there isn't enough rainfall to produce good crops for the farmers. In other years, runoff from melting snow and abundant rainfall causes serious flooding problems for both rural and urban residents of the state.

#### The Need for Water—The Pick-Sloan Act

Even though North Dakota currently finds itself in a prolonged wet cycle, much of the state's history has been marked by "too little" water.

As early as the 1880s many North Dakotans wanted a plan that would control the water of the Missouri River and make that water available for irrigation of crops. In 1891 the U.S. Geological Survey reported that such a plan would not work well due to the composition of the soil. In the 1920s, the call for a water diversion and flood control

project was again raised. The estimated cost of \$20 million discouraged the government from doing anything about the plan.

The severe drought of the 1930s convinced North Dakotans that something had to be done to provide the state with more water. Finally, in 1944, Congress passed a flood control act that authorized the Pick-Sloan Plan. Devised by General Lewis H. Pick and engineer W. O. Sloan, the plan was to achieve six objectives for the Missouri River and its valley: (1) flood control, (2) water for irrigation, (3) improved river navigation, (4) hydro-electric power, (5) water for the improvement of health and sanitation, and (6) recreational facilities and wildlife preservation.

The ambitious plan called for the construction of 137 dams, irrigation of 10 million acres of land, and the production of 3.2 million kilowatts of hydroelectric power.

Continued on next page . . .

The key dam for flood control and irrigation in North Dakota was Garrison Dam. Construction of the huge dam began in 1946, and the earthwork was completed in 1954 at a cost of \$294 million. Garrison Dam is 210 feet high, more than two miles long, and contains nearly 70 million cubic yards of earth.

Garrison Dam is one of the largest dams in the U.S., with five hydropower generating units in the powerhouse. The dam produces enough electricity to supply the electrical needs of a city the size of Omaha, Nebraska. Today, the dam and lake are managed by the U.S. Army Corps of Engineers.

The most immediate benefits of Garrison Dam were flood control, electric power, and recreation. Until 2011, regulation of the Missouri River's flow essentially ended flooding to the south of the dam. Lake Sakakawea, often called "the big lake," gave North Dakotans a recreational area for fishing, boating, and camping.



**Historic Milestone for Garrison Dam.** On June 1, 2011, seven gates of the spillway structure were opened for the first time in more than 60 years. The gates remained opened for 77 days. (*Bismarck Tribune photo*)

### Too Much — Too Little

Prior to the construction of Garrison Dam, flooding along the Missouri River was common. Much of the new development in south Bismarck resulted after the dam's construction. These newer developments remained high and dry for nearly 60 years—until heavy precipitation and runoff in 2011 proved too much for the dam and reservoir. With record water levels in Lake Sakakawea, the Garrison Dam spillway gates were opened for the first time on June 1, 2011 and remained open for 77 continuous days.

Like the Missouri, the Red, Sheyenne, and James Rivers have periods of low water levels—followed by high water and flooding. The cities of Wahpeton, Fargo, Grand Forks, and other downstream communities have experienced high river levels in 1969, 1997, 2009, 2010, and 2011.

The historic Red River flood of 1997 caused millions of dollars in damages for Wahpeton, Fargo, and Grand Forks. The 1997 flood was particularly disastrous for Grand Forks—resulting in the evacuation of more than 50,000 residents and causing more than \$4 billion in damages.

Today, there is seven times the amount of water in Devils Lake than there was in the early 1990s! The problems associated with too much water are obvious to every citizen who lives in or near the Devils Lake area. Yet, as recently as the late 1980s, the issue with Devils Lake was too little water—and people were concerned about its declining level!

At one time or another, all rivers and lakes of the state have had periods of very low water levels. During the decades of the 1930s and 1980s, the Red River experienced extremely low water levels. Between July and November 1934 (nearly five months), for example, there was zero flow on the Red River at Fargo.

Seriously low water levels have also occurred on many North Dakota rivers in 1910, 1935, 1936, 1976, several years in the mid-1980s, and as recently as 2006.

### 2011 — WAY Too Much Water

Following above-normal precipitation during 2009 and 2010—2011 brought record-breaking floods and destruction to many parts of North Dakota. For communities like Minot, Fargo, Valley City, and Bismarck, 2011 brought WAY TOO MUCH WATER.

The year started with a third straight year of flooding for Fargo and Valley City. Although efforts were mostly successful in these cities, the cost of preparedness and clean-up continues to be in the millions of dollars.

To prevent the regular flooding problems in Fargo, the city is in the final stages of the design phase for a \$1.78 billion diversion. The project, if authorized, would result in a 36-mile channel that would divert the Red River to the



**Red River, 1976.** This photo of the Red River at Fargo shows the extremely low water level. (*NDIRS photo*)



west around Fargo and West Fargo.

In the last 100 years, the record flood along the Souris River had been the one that occurred in 1969. That record, however, was shattered in 2011. Minot experienced high water for nearly three months, culminating in a devastating flood that caused more than 10,000 people to evacuate. The financial loss for Minot and other Souris River communities will be in the billions of dollars and tabulated for years to come.

Although the flooding and resulting destruction of 2011 is fresh in our minds, North Dakotans also know that too little water, and possible drought, is on our horizon.

### Water for the Future

From the beginning of time, water has shaped the landscape of North Dakota. It has also shaped the lives of North Dakotans—sometimes for the better, other times for the worse. North Dakotans have experienced years of too much water, like 2011, which have caused severe hardship. Citizens have also witnessed years of drought and despair.

North Dakotans have learned to respect the delicate balance of too much and too little water. We have learned to live with water resources as they naturally occur, but also to develop and manage them when possible. It is that same water development and management that protects North Dakota towns and cities from flooding, provides water at the turning of the tap, and provides the promise for future generations of North Dakotans.



Mouse River, Minot. In June 2011, the Mouse River through Minot reached record levels, resulting in the evacuation of more than 10,000 residents. Approximately 4,100 homes and businesses experienced major flood damage. (FEMA photo)

## 2011 Governor's Conference on North Dakota History

### *The Story of Water in North Dakota* **Too Much or Too Little**

This two-day conference will examine the impacts of water on the history of North Dakota and the many challenges and opportunities it has presented over the years.

**October 28–29, 2011**  
**Bismarck Civic Center**

For information on the Governor's History Conference email SHSND Administrative Assistant Kiri Stone at [kstone@nd.gov](mailto:kstone@nd.gov), or visit [www.history.nd.gov/conference](http://www.history.nd.gov/conference). Registration deadline is October 17.

## WATER IN NORTH DAKOTA QUICK FACTS

- About 2 percent, or 1,403 square miles, of North Dakota's surface area is covered by water.
- North Dakota lakes and reservoirs total nearly 863,000 acres.
- There are approximately 2.5 million acres classified as wetlands in North Dakota.
- North Dakota's major rivers, and their tributaries, total approximately 5,100 river miles.
- The Sheyenne River, a major tributary of the Red River, is 506 miles long, making it the longest river in North Dakota.
- 94 percent of the cities in North Dakota rely on ground water from municipal systems, private wells, and rural water wells.
- Only 79 miles of the original 350 Missouri River miles in North Dakota remain free-flowing.
- 5 percent of the state's population, or about 32,000 people, live in a flood plain.



# Lawmakers to Reapportion North Dakota's Legislative Districts

By Neil Howe

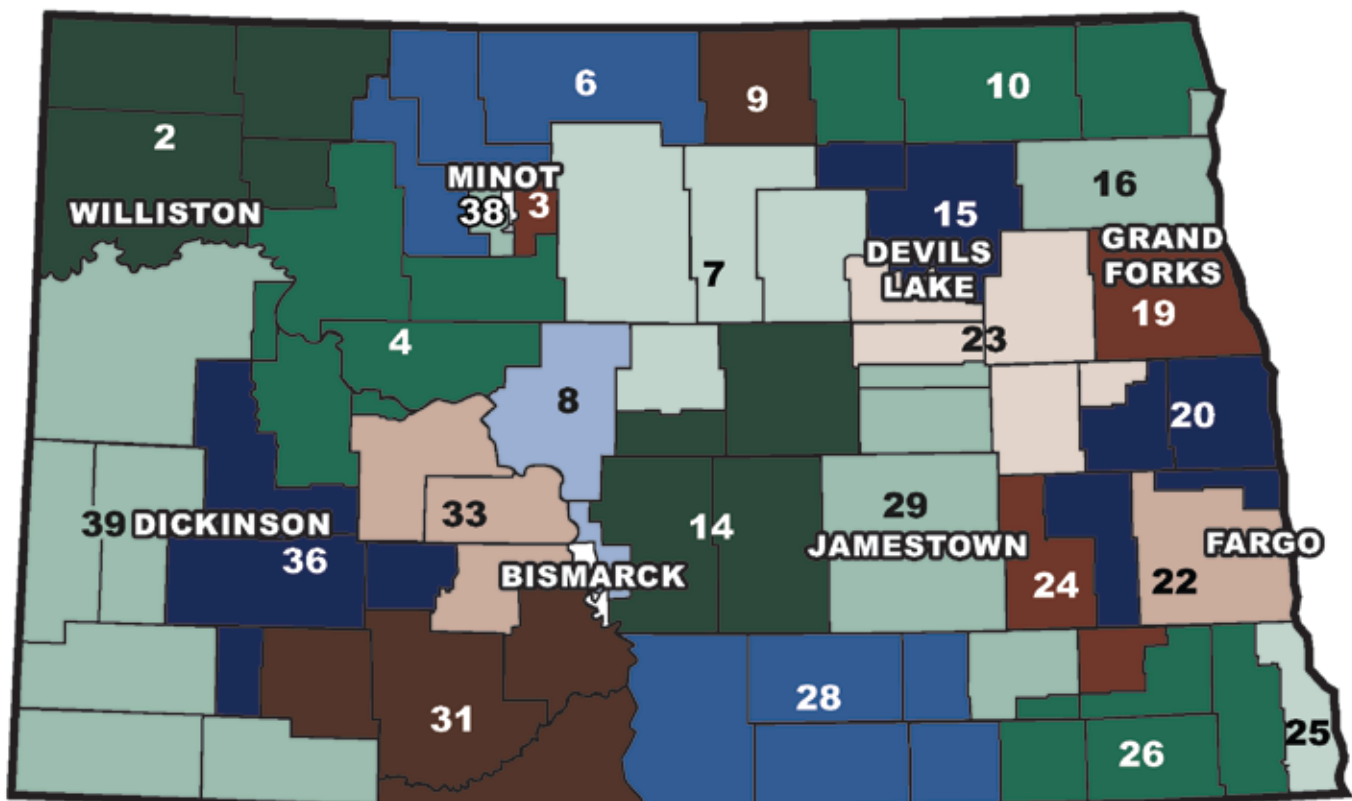
Beginning November 7, North Dakota legislators will gather at the state capitol in Bismarck to reapportion the state's legislative districts. Lawmakers will be guided by two overriding standards.

First, the North Dakota Constitution sets a minimum and maximum number of state legislators for each chamber of the legislature. Currently, North Dakota has 47 legislative districts, with one senator and two house members

representing each district. Second, state legislators must meet the federal requirement of the "one-person, one-vote" principle.

**So—what exactly is the "one-person, one-vote" principle?** For many years, state legislatures throughout the U.S. were made up of representatives elected in political subdivisions, such as counties or cities. While the houses of representatives were designed to give greater representation to the more populated areas of the states, the state senates

## NORTH DAKOTA'S CURRENT 47 LEGISLATIVE DISTRICTS



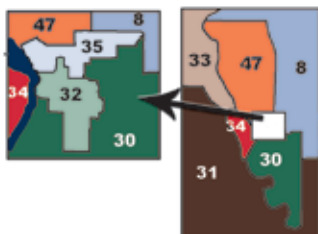
### WILLISTON



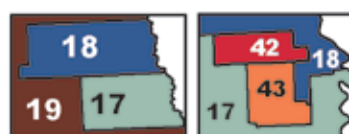
### DICKINSON



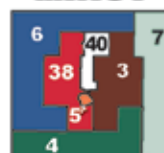
### BISMARCK-MANDAN



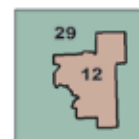
### GRAND FORKS



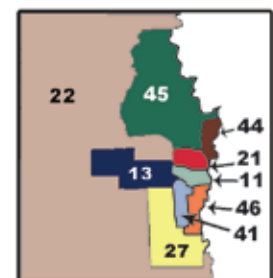
### MINOT



### JAMESTOWN



### FARGO-WEST FARGO





tended to give equal recognition to counties or some other unit of local government.

As population has gradually shifted from the rural areas to cities, gross inequities began to appear in legislative representation. Rural districts with very few people had more representation in the legislature than many urban areas.

Until the 1960s the U. S. Supreme Court refused to become involved in questions relating to the makeup of state legislatures. But the problems became so serious that it finally began correcting this imbalance in representation. In 1964 the Court said that the “equal protection” clause in the 14th Amendment of the U.S. Constitution required that both houses of state legislatures must be based on the principle of one-person, one-vote. That means that every member of the legislature must represent an equal number of people.

As a result of this decision, the state legislature draws new boundaries for the legislative districts after each federal census. Since there was a federal census in 2010, the legislatures across the country are required to reapportion so that representatives and senators once again represent equal numbers of people.

How “equal” in population must the legislative districts be? Based on the 2010 census, the average North Dakota legislative district must equal approximately 14,311 people. States are permitted to have a range of 10 percent between the district with the most people and the district with the least. However, if a plan is adopted that has a greater range, that greater range must be defended with good reasons.

The map of the legislative districts used for electing members of the North Dakota Legislative Assembly

## Teaching the Reapportionment Process to Your Students

The upcoming special session of the ND Legislative Assembly offers Social Studies teachers a unique opportunity to create a one-day, or one-week, lesson plan to discuss and learn about the process of reapportionment.

Teachers may also check out an excellent lesson plan available from the Richard Riley Institute at Furman University.

<http://riley.furman.edu/education/projects/teachers-government>

- Select: Lesson Plans
- Select: Congressional Reapportionment and Redistricting



shows the geographic problem in getting districts of equal population. Some counties are combined with other counties; parts of counties are attached to other counties; some cities are so large they must be subdivided into several districts. This happens because the only goal in drawing the lines is to get within the 10 percent limit permitted by the courts.

Even though the North Dakota legislature is large for the number of people, some of the districts are very large. Currently, the largest is District 39, which covers more than six counties in southwestern North Dakota. At approximately 8,500 square miles, District 39 is larger than the combined area of Rhode Island, Delaware, and Connecticut!

Even though the one-person, one-vote principle has been applied to the legislature for over 40 years

by the courts, some people continue to suggest that elections be based on counties or some other local government boundaries. The U. S. Constitution forbids it.

Large legislative districts, like District 39, make it more difficult for legislators to keep in touch with constituents. Increasing the size of the legislature would result in smaller districts. Dividing districts into two sub-districts for electing house members would make it more convenient for the representatives. To date, neither solution has been given serious consideration, however.

Will legislators create additional legislative districts, which appeals to many rural legislators, or will the number of districts be maintained at 47? The challenge before legislators in 2011 is great, and we will soon know the outcome.

# Early Rural North Dakota Consolidated Schools

By Susan Quinnell

By the early 1900s, educators in North Dakota and other states realized that rural one-room school houses could not offer the educational opportunities that town and city schools already provided, and rural school children had poor educations compared to town and city pupils. The disparity between rural educational opportunities and those afforded to town and city children was alarming.

In North Dakota by 1916, “less than 25 percent of farm children finished the eighth grade, while more than 75 percent of the city children completed this grade; less than 10 percent of the farm children of high school age did high school work, while more than 60 percent of this class of city children were so enrolled . . .” Professional educators, such as Neil C. Macdonald, found that the school term in one-room rural schools was less than seven-and-one-half months, while city children were attending for nine months. Country boys in particular lost many days of schooling because their labor was needed on farms.

In 1916 Macdonald was elected North Dakota superintendent of public instruction under the banner “A Square Deal for the Country Boy.” He and other educators saw the consolidated school as the most important factor in providing better education for rural youngsters.

In rural areas consolidation occurred by combining a few to several one-room school districts into a consolidated district on the map. Sometimes a consolidation occurred simply by hauling two or four one-room school houses to a central location and joining walls under a central new roof, as local carpenters built Metcalf Consolidated School in Towner County in 1914. Or a former one-room school became a teacherage in its original location, while school boards oversaw a new



**Green Consolidated School #99.** The Green School in Barnes County was constructed in 1916 and operated until 1976. Green School is located 4 miles south and 2 miles west of I-94 Exit #288, west of Valley City. (Neil Howe photo)

larger consolidated school constructed nearby.

A surge in rural consolidated school building occurred after 1911 when state aid to elementary schools was enacted. Initially state aid was limited to \$100.00 per consolidated school and then rose to up to \$600.00 per school by 1913.

By matching funds, consolidated school districts could build substantial schools with four classrooms, a library, gym, special rooms for industrial arts, and up-to-date heating. One of the very few consolidated rural school buildings from this period still in excellent shape is **Green Consolidated School #99** in Green Township, Barnes County. When the school closed in 1976, local residents and former students formed the Green School Community Center, a group

dedicated to maintaining and using the school for social gatherings, weddings, church school summer classes, and meetings. Constructed in 1916, it still features two classrooms on the first floor for 1–3 and 4–6 grades and two upstairs rooms for older children, with the grades varying from year to year, but including grades 7–12 as needed.

Green Consolidated School was an “open country” school formed in an area with no railroad depot nearby. Despite the isolated setting, school principals and teachers offered a range of studies, including music and a competitive sports program, as well as social meeting space for adults after school hours. We are quite fortunate to have this resource as a functional reminder of the heady days of rapid rural school development nearly 100 years ago.





## Youth Forward Connects People Ages 14–24 to a Future in North Dakota

Youth Forward connects people ages 14 to 24 to a future in North Dakota. Youth Forward works to promote jobs, entertainment, education and more opportunities for youth looking to stay in North Dakota.

*“It’s easy to overlook opportunities in your own state when you don’t even know they exist,”* according to Brianna Strahm, youth office specialist at the Department of Commerce. *“The goal of our program is to provide current information about careers that have a strong future in North Dakota to high school students and adults who are advising them.”*

### Career Conversations

The Career Conversations program is another way the state is reaching out to youth. Career Conversations connect students, parents, and educators to professionals with perspectives on life in high-demand jobs in North Dakota. Professionals from across North Dakota are featured in short videos profiling their occupation, how they started their career and advice for youth interested

in their chosen career path.

The Youth Office at the North Dakota Department of Commerce recently released a collection of nearly 50 video interviews that highlight promising North Dakota careers for young people.

The educational videos are five to ten minutes in length and available on the Youth Office website at [www.ndyouthforward.com](http://www.ndyouthforward.com). The videos are also posted on [www.youtube.com/ndcareerconversation](http://www.youtube.com/ndcareerconversation) and [www.teachertube.com](http://www.teachertube.com).

### Youth Forward Website

The Department of Commerce Youth Office launched a new blog recently dedicated to young North Dakotans across the state.

The site promotes North Dakota’s vast educational and work-related opportunities to youth in hopes that they will build their future in North Dakota.

The site offers information on career exploration, entrepreneurship, joining the military, job shadowing, and interning. There is also a unique section dedicated to students making their college decision, highlighting the North Dakota university system and its 500 post-secondary programs. If youth are wondering what there is to do in their free time, the site has broken down a list of cool things to see and do. Students can search by season, activity, or location. There is also a section dedicated to educators, career advisors, and parents.

### Additional information

If you are interested in having the Youth Office present for your classroom or would like additional information on any of the programs, please contact Brianna Strahm at 701-328-5383 or via e-mail at [bstrahm@nd.gov](mailto:bstrahm@nd.gov).

The office reaches out to youth in a variety of ways, especially through social networks such as Facebook ([www.facebook.com/NDYouthForward](http://www.facebook.com/NDYouthForward)) and Twitter ([www.twitter.com/NDyouthforward](http://www.twitter.com/NDyouthforward)).

# THE NATIONAL HISTORY TEACHER OF THE YEAR AWARD

**The National History Teacher of the Year Award**, a \$10,000 annual prize, recognizes outstanding American History teachers from elementary through high school. Fifty-three winners from each state, the District of Columbia, U.S. territories, and Department of Defense Schools, receive a \$1,000 award and an archive of books and historical resources presented to their school library. From these fifty-three winners, one is recognized as the National History Teacher of the Year. The award is co-sponsored by the Gilder Lehrman Institute of American History, HISTORY® (the History Channel), and Preserve America.

## Nomination Process

- Submit the name and e-mail of an outstanding teacher at [www.gilderlehrman.org/nhtoy](http://www.gilderlehrman.org/nhtoy)
- Nominations can be made by a student, parent, teacher, colleague, principal, or superintendent familiar with the teacher's work
- Nomination of teachers accepted throughout the year
- Nominations for 2012 must be received by February 1, 2012

## Eligibility for Selection for 2012

All nominees will be evaluated on the following criteria:

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

**State winners will be announced in May 2012.**

## National History Teacher of the Year Award In North Dakota

To learn more about the National History Teacher of the Year Award in North Dakota and nomination process, contact Neil Howe at [nhowe@nd.gov](mailto:nhowe@nd.gov) or 701-205-7802.

### North Dakota Past History Teacher of the Year Winners

**2011: Janice Harildstad**  
Carrington Elementary School  
Carrington

**2010: No Winner**

**2009: Brent Jiran**  
Schroeder Middle School  
Grand Forks

**2008: Keith W. Thompson**  
Hagen Junior High School  
Dickinson

**2007: Renae Weisenburger**  
West Elementary School  
Grand Forks

**2006: Carl Oberholtzer**  
North High School  
Fargo

**2005: William Landry**  
Central High School  
Grand Forks

**2004: Jeffrey C. Stotts**  
Devils Lake High School  
Devils Lake

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



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# National History Day in North Dakota

National History Day in North Dakota will be hosted again this year by the State Historical Society of North Dakota. Curator of Education Erik Holland will serve as the state coordinator. The State Competition will be held in Bismarck on Friday April 13, 2012. Regional competitions are being planned for Dickinson, Minot, Devils Lake, and Valley City, again this year.



The National History Day theme for 2012 is, “Revolution, Reaction, Reform in History.” Each year National History Day, Inc. selects a theme that all the projects must relate to. The theme is always broad enough so students can concentrate their research on a local, state, national, or world history topic. To understand the historical importance of a topic, a student must ask questions of time and place, cause and effect, change over time, impact, and significance. They must consider why events happened and what impact the events had. What factors contributed to a revolution? Why was there a need to reform at the particular time? Why did this event cause a reaction?

More than simply describing what happened, students must draw conclusions, basing their opinion on evidence, about how the topic affected individuals, communities, nations, and the world. Studies should include the investigation of available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme. Primary sources are particularly important to the study of history because they are original materials created at the time an event happened. Examples of primary sources include journals, diaries, and letters of participants in an event, written at the time, or records of meetings or organizations, court and other government records. Even drawings, paintings, and objects can be primary sources of evidence to support an argument.

## NHD NATIONAL HISTORY DAY in North Dakota

In order to encourage North Dakota students to investigate topics closer to home, the State Archives and a long-time supporter of National History Day in North Dakota are partnering to create a fund that will be used for a scholarship for the best project at the state competition that is centered on a North Dakota subject.

The National History Day in North Dakota state coordinator will be working with Neil Howe, North Dakota Studies project coordinator, to conduct teacher workshops around North Dakota that will encourage teachers to engage their students in National History Day projects and help those teachers with tools they can use in their classrooms. “I see this effort as very important to the students of North Dakota,” said Holland. He went on to describe key findings from a study that looked at performance assessments, surveys and standardized test scores that evaluate students’ research and writing skills and their ability to interpret historical information. He said, “Students learn to collaborate with team members, to talk to experts, and manage their time. Participation in National History Day projects hone critical thinking skills making students better able to digest, analyze and synthesize information—better preparing them for life.”

Any individual or organization interested in providing financial support for National History Day in North Dakota should contact Erik Holland at [eholland@nd.gov](mailto:eholland@nd.gov) or phone (701) 328-2792.



## Our State Flag Proudly Displayed For 100 Years

On January 21, 1911, Representative John H. Fraine introduced House Bill 152 designating an official flag for the state of North Dakota. The legislation specifically required that the flag conform to the color, form, and size of the regimental flag carried by the North Dakota Infantry in the Spanish-American War in 1898 and Philippine Island Insurrection in 1899. The only exception to that flag was that the name “NORTH DAKOTA” was placed on the scroll below the eagle.

On March 3, 1911, the Legislative Assembly adopted the North Dakota state flag. North Dakota Century Code Section 54-02-02 describes the state flag in detail. To ensure historical accuracy, reproductions of the flag of North Dakota must adhere to the official design and industry color chart codes provided by the State Historical Society of North Dakota.

In 1951, Senate Bill 156 established the North Dakota State Flag Commission to consider changes to the flag. The commission concluded the flag “too closely resembled the coat of arms of the United States and that the flag was not symbolic of North Dakota.” The commission’s conclusions were widely challenged and many believed changes should be rejected. S.B. No. 265 was introduced during the 1953 session and contained the recommendation of the flag commission. The bill was defeated.

North Dakota’s dark blue field displays a bald eagle holding an olive branch and a bundle of arrows in its claws. In its beak, the eagle carries a ribbon with the Latin words *E Pluribus Unum*, meaning “many uniting into one.” The shield on its breast has thirteen stripes, representing the original thirteen states. The fan-shaped design above the eagle represents the birth of a new nation, the United States. The name “NORTH DAKOTA” appears on a red scroll below the eagle.

## Attention: Elementary Teachers Study Aides to Help Teach North Dakota Studies

Are you looking for activities to help teach North Dakota Studies to your students? Check out these activity and coloring sheets available at <http://history.nd.gov/activitysheets.html>.

These activity and coloring sheets may be easily printed and reproduced to help teach a variety of North Dakota Studies topics.

### ACTIVITY & COLORING SHEETS

- *Champsosaurus Gigas*
- Chateau De Mores
- Chuckwagon
- De Mores Packing Plant
- Indian Homes – ND Prehistory
- Lewis & Seaman
- Mammut Americanum (Highgate Mastodon)
- Missouri River boats
- Moccasin Beadwork
- Mocassin Quillwork
- Mosasaur Fun Facts
- North Dakota Flag
- Norwegian Mangle
- Plains Indian Parfleche
- Plioplatecarpus
- Prehistoric Hunting
- Sakakawea
- Theodore Roosevelt
- *Triceratops*
- *Tyrannosaurs Rex*

OR—are you looking for resources to help teach about North Dakota’s prehistoric past? These resources are available from the North Dakota Geological Survey by contacting John Hoganson at [jhoganso@nd.gov](mailto:jhoganso@nd.gov) or 701-328-8006.

***Dinosaurs, Sharks, and Woolly Mammoths: Glimpses of Life in North Dakota’s Prehistoric Past*** by John W. Hoganson, 2006, North Dakota Geological Survey Educational Series 31.

***Coloring and activity book—Prehistoric Life of North Dakota*** by John W. Hoganson and Becky Gould, 2011, North Dakota Geological Survey Educational Series 32.







# Share in North Dakota's Heritage

## S°E°N°D Trunks

What was it like to hunt bison and grow corn many hundreds of years ago? To watch boom towns spring up along miles of newly-laid railroad track? What events in our state's history shape present-day energy development?

Suitcase Exhibits for North Dakota (S°E°N°D), a program of the State Historical Society of North Dakota, offers trunks that provide hands-on experiences for learners of all ages. S°E°N°D can be used by schools and other community groups. The artifacts, photographs, and documents allow participants to explore the past by actions like experimenting with bone tools, playing with nineteenth century toys, or handling the furs sought by fur traders and the objects used in daily life by a frontier soldier.

The S°E°N°D trunks center on themes that dovetail with state history standards, and study materials include worksheets and activities. S°E°N°D trunks are an excellent supplementary resource when teaching 4th and 8th grade curriculum provided by the North Dakota Studies Project.

How can you get a S°E°N°D trunk? S°E°N°D trunks are available from the State Historical Society of North Dakota. A \$20 user fee covers program maintenance and a \$30 UPS fee (if needed) covers shipping and handling costs.

Descriptions of the 18 different trunks and ordering information, including fees, are available at the Society website, [www.history.nd.gov](http://www.history.nd.gov), or by calling Scott Schaffnit at 701-328-2794.

### How can students benefit from having a S°E°N°D program in the classroom?

The S°E°N°D program has basic objectives for classroom studies:

- To enrich curriculum with a variety of participatory activities that relate directly to the study of North Dakota history.
- To extend social studies and history curricula by introducing history studies based on the tangible evidence of North Dakota's past—artifacts, photographs, and documents.
- To provide integrated curricula by inclusion of language arts, math, science, etc., in most trunks.
- To develop respect for and familiarity with historic structures, archeological sites, and historic sites within the state.
- To provide information and objects that pique curiosity about North Dakota's history and culture.
- To provide opportunities for teachers to meet educational criteria for state social studies standards.



## NEW EDITION

# Governing North Dakota, 2011-2013

The North Dakota Studies Project is pleased to announce the publication of a new edition of *Governing North Dakota* to be used by not only school students, but also state and local government officials.

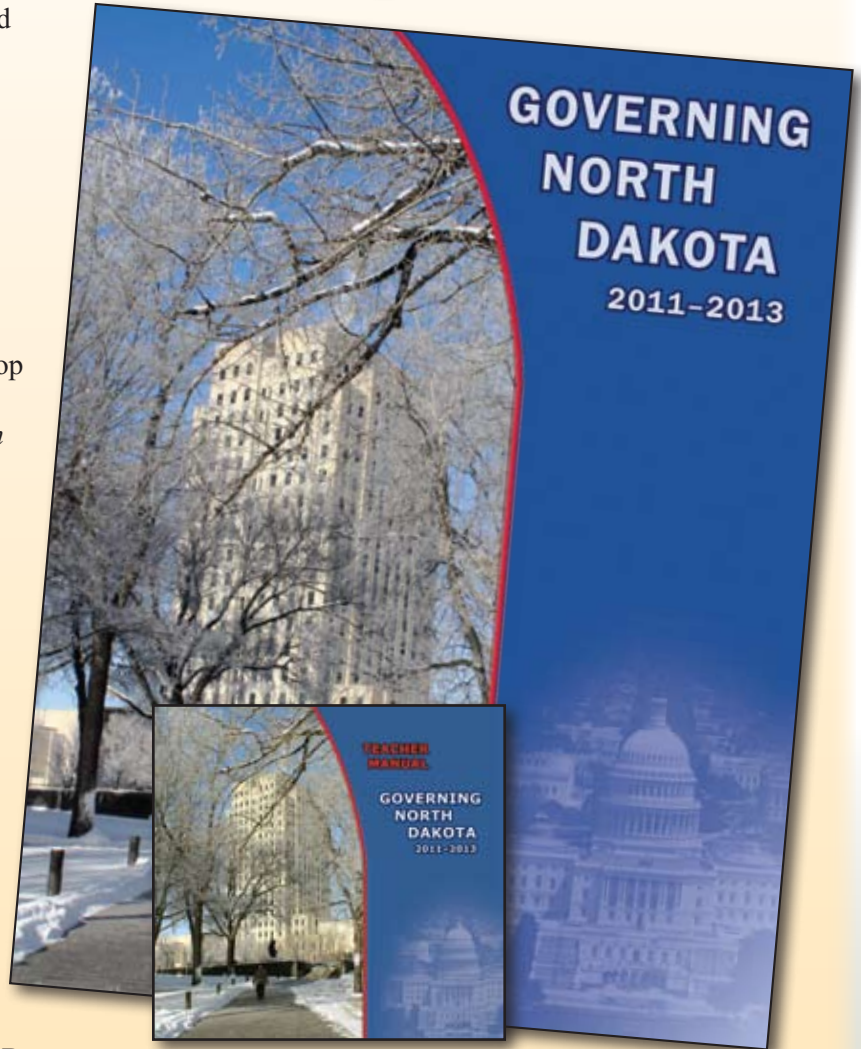
For more than 40 years, *Governing North Dakota* has been the pre-eminent source of information on the unique features of state and local government in North Dakota, and government officials and classroom teachers have made this publication an important desktop resource.

The 2011–2013 edition of *Governing North Dakota* continues the exciting new look, including a new full-color layout and more than 200 maps, graphics, and photographs to enhance the presentation of our local and state governments. The content has been expanded and updated to include full coverage of the 2010 election cycle and the 2011 biennial legislative session.

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

*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 20th edition, *Governing North Dakota, 2011–2013* is the result of a collaboration between the Bureau of Governmental Affairs and the North Dakota Studies Project. Dr. Robert Wood, Bureau Director, and Neil Howe, North Dakota Studies Project Coordinator have worked closely to assure that the new publication



continues its long tradition of accuracy and excellence, and contributes to the resources available from the North Dakota Studies Project.

The new *Governing North Dakota* enhances the goals of the North Dakota Studies Project by promoting civic education to North Dakota students. *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 Costs:*

<b>Student Text</b>	<b>\$10.00 each</b>
<b>CD Teacher Manual</b>	<b>\$15.00 each</b>



# 8th Grade North Dakota Studies Curriculum

—COMING IN 2014—

The State Historical Society of North Dakota has embarked on a three-year plan to develop and implement a new Grade 8 North Dakota studies curriculum. Section 15.1-21-01 of the NDCC requires instruction in North Dakota studies at Grade 8, with an emphasis on the geography, history, and agriculture of the state. The new Grade 8 North Dakota studies curriculum will benefit students with modern and up-to-date information about our state, helping schools to meet the statutory requirement.

The new curriculum will eventually replace the text, *North Dakota Legendary*, originally designed in 2005. By the time the new curriculum is completed in 2014, the *North Dakota Legendary* textbook will be nearly 10 years old.

During the next three years of development, the new curriculum will be researched in consultation with staff from the SHSND. Release of the new curriculum will be timed to mark and complement the 125th anniversary

(quasiquicentennial) of North Dakota statehood, as well as correspond to the opening of the new addition to the North Dakota Heritage Center—all in 2014.

One key consideration for the new curriculum is the format of its presentation. Although print-based textbooks remain the norm for most schools, they will be increasingly replaced with some form of an e-textbook. In a recent North Dakota studies survey of the state's social studies teachers, the majority—56 percent—favored a new Grade 8 curriculum that was delivered in both print and electronic formats. By 2014 e-textbooks and online delivery of curriculum may well be the new norm.

A Grade 8 North Dakota studies e-textbook would allow for added features not available in a print-based

textbook. For example, students would have better access to the many primary resources available from the Archives of the State Historical Society of North Dakota and other similar agencies. Students would be able to perform high-speed searches of these many resources, as well as enhance their study by accessing the thousands of photos currently available on Digital Horizons.

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

## North Dakota Studies Project Now Part Of SHSND

On July 1, 2011, the North Dakota Studies Project transferred to the State Historical Society of North Dakota (SHSND). The North Dakota Studies Project is an excellent fit with the SHSND's mission to preserve, interpret, and promote the heritage of the people of North Dakota. The North Dakota Studies Project is committed to assist teachers and help our students to learn about North

Dakota's people and their history.

The North Dakota Studies Project has a significant textbook inventory that it will continue to distribute at the SHSND. All North Dakota Studies publications and services will be maintained, and Neil Howe remains as project coordinator. For questions about the project or to place an order, please see the new contact information.

### New Contact Information

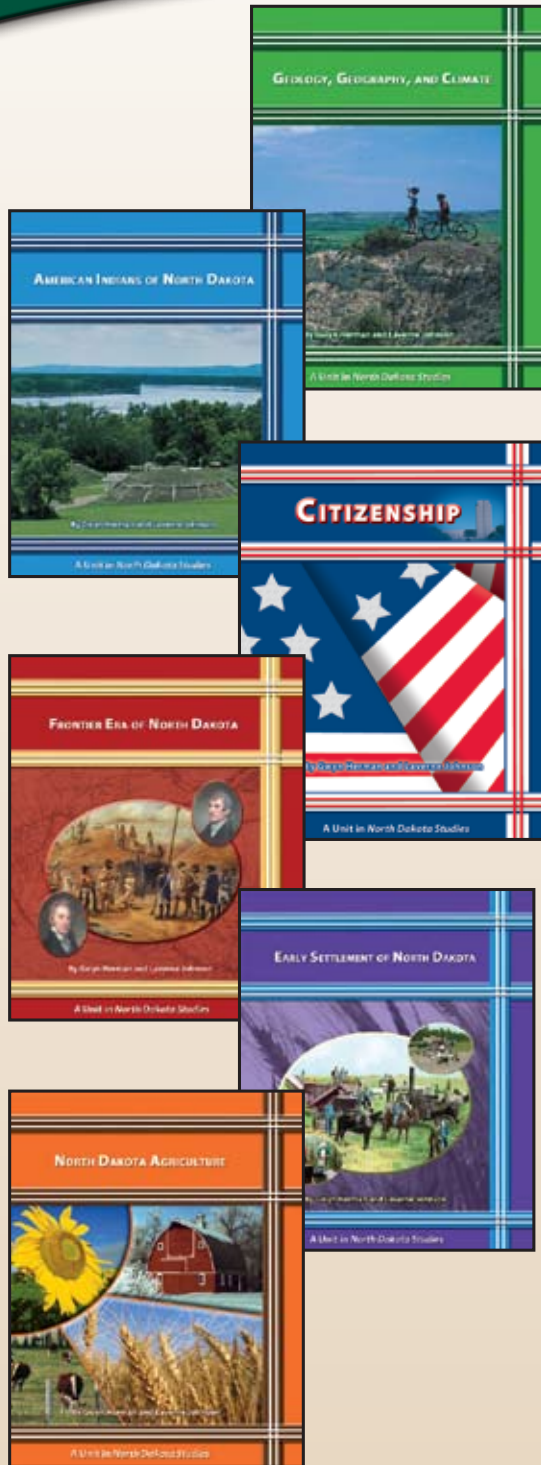
### NORTH DAKOTA STUDIES PROJECT

State Historical Society of North Dakota  
612 East Boulevard Avenue  
Bismarck, ND 58505-0440

Neil Howe, Project Coordinator  
[nhowe@nd.gov](mailto:nhowe@nd.gov)  
701-205-7802  
[www.ndstudies.org/main.html](http://www.ndstudies.org/main.html)



# 4th Grade North Dakota Studies



## *Geology, Geography, and Climate*

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

## *American Indians of North Dakota*

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

## *Citizenship*

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

## *Frontier Era of North Dakota*

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

## *Early Settlement of North Dakota*

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

## *North Dakota Agriculture*

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

### 4th Grade ND Studies Costs:

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



## Habitats of North Dakota

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



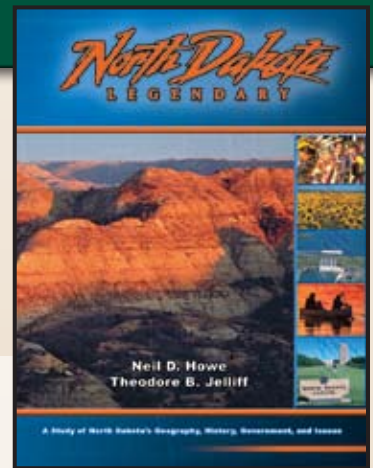
### *Habitats of North Dakota* Costs:

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

## 8th GRADE NORTH DAKOTA STUDIES

### *North Dakota Legendary*

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



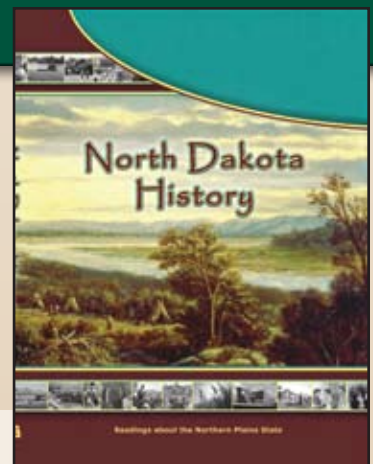
### *North Dakota Legendary* Costs:

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

## 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



North Dakota Studies Project  
State Historical Society  
of North Dakota  
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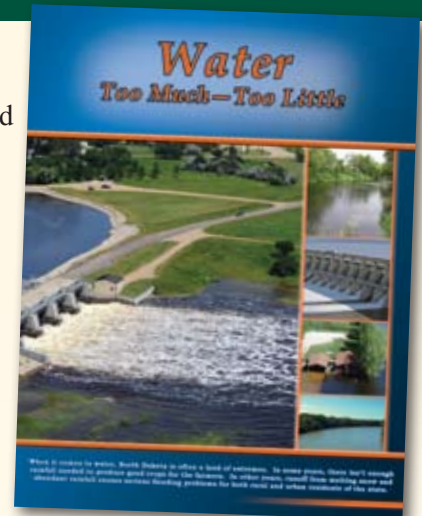
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## Water Brochure Available for Classroom Use

The theme of the 2011 Governor's Conference on North Dakota History will be "*The Story of Water in North Dakota: Too Much or Too Little.*" The conference will be held October 28-29 in Bismarck. The story of water in North Dakota is also featured in this newsletter issue.

To observe the conference topic and to highlight the importance of water to North Dakota, the State Historical Society has produced a special 16-page brochure about North Dakota water. The brochure is designed to make an excellent classroom lesson plan for grades 7-12 students. The content of the brochure would be suitable for a one-day, or one-week, lesson on North Dakota water.

To request copies of the water brochure for your classroom, please contact Neil Howe, ND Studies Project, State Historical Society of ND, 612 East Boulevard Avenue, Bismarck, ND 58505-0440, at 701-205-7802, or [nhowe@nd.gov](mailto:nhowe@nd.gov). A four-page reproducible activity/worksheet will be included with each request. Copies are available at no cost, but a \$2.50 fee for postage is requested.



### NORTH DAKOTA STUDIES PROJECT

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612 East Boulevard Avenue  
Bismarck, ND 58505-0440

**Neil Howe, Project Coordinator**

[nhowe@nd.gov](mailto:nhowe@nd.gov)

701-205-7802

[www.ndstudies.org/main.html](http://www.ndstudies.org/main.html)

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