

NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • SPRING 2019

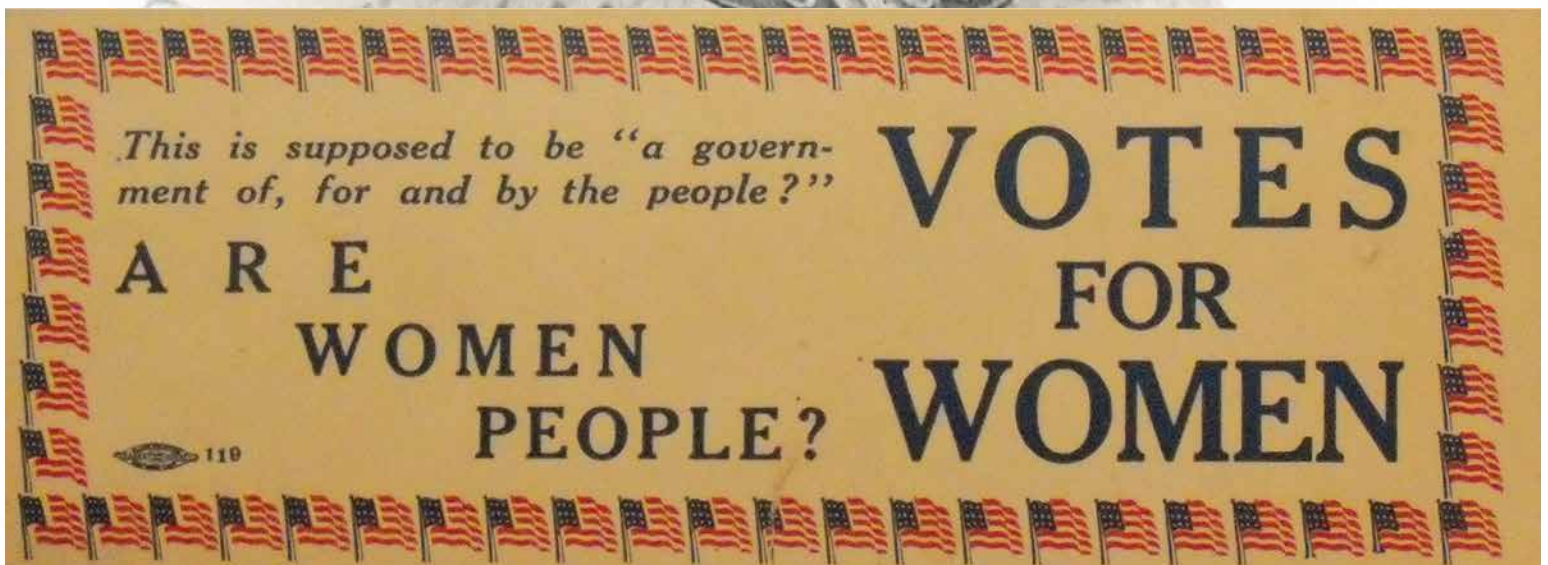


SPEAKING OF HISTORY

By Barbara Handy-Marchello, Ph.D.

Elizabeth Preston Anderson, a former teacher who found her call to service in the Woman's Christian Temperance Union (WCTU), led the campaign for women's right to vote in North Dakota. Women's efforts to gain full citizenship on a state-by-state basis emerged from the wording in the U.S. Constitution.

NORTH DAKOTA
STUDIES



Woman Suffrage: Voting for 100 Years, PART I

In 1790, the Constitution assigned regulation of voting to the states. In most states, voters were white men who owned property. (New Jersey allowed women to vote between 1790 and 1807.) During the early 19th century, white men's rights slowly expanded. By the Civil War (1861–1865), all white men could vote.

However, in 1868, the **14th Amendment** was added to the Constitution. This amendment granted citizenship to everyone who was born in the United States and to those who became citizens through a process of **naturalization**. The amendment was designed to guarantee citizenship to those who had been enslaved before the Civil War, but the wording also limited citizenship rights to men when it stated that the right to vote could not be “denied to any of the male inhabitants of such State.” This meant that any effort to expand women's voting rights required changes to state laws as well as the Constitution. As men's rights expanded women's rights contracted.



Enos Stutsman was a lawyer who came early to Dakota Territory. He was active in the Pembina region and later in Stutsman County and Yankton. Due to a birth defect he had difficulty walking, but he became a member of the first elected territorial legislature (1862), and was elected president of the Council (upper chamber) in 1864. He supported woman suffrage in the 1868–1869 territorial legislature. SHSND D0565

Women organized in 1848 to secure their civil rights. The campaign for women's right to vote (**suffrage**) was well underway by the mid-19th century. Wyoming Territory granted women full suffrage in 1869, and many states passed laws allowing women to vote on school issues (school suffrage) during the last half of the 19th century.

In 1868, the Dakota Territory assembly considered a woman suffrage bill introduced by **Enos Stutsman**. Stutsman, a lawyer, was a rough, temperamental frontier character with an earthy sense of humor. He was quite serious about woman suffrage even though it did not reflect the conservative interests of the territorial assembly. The lower chamber passed the bill; the Council, the upper chamber, disagreed and tabled the bill indefinitely.

In 1870–71, the territorial assembly considered a bill that proposed to strike the word “male” from election laws. It was not quite a woman suffrage bill, but it did open the door to further expansion of women's voting rights. However, there were few women in the territory who were American citizens and none was asking publicly for the right to vote. Both the House and the Council declined to pass the bill.

When Dakota Territory tried to achieve statehood in 1874, an amendment to grant woman suffrage was attached to the statehood bill. The bill failed. Some believed the bill was defeated because of the “tedious debate growing out of the proposed women's suffrage amendment.” Some residents of the northern part of the territory supported the suffrage

amendment, but others, including Bismarck resident **Linda Slaughter**, strongly opposed suffrage.

Slaughter wrote to the *Bismarck Tribune* describing the “stigma and disgrace” of the amendment. Ironically, Slaughter was serving as an elected county official, but she believed woman suffrage was “a perfect Pandora box of evils” and a “wicked and dangerous experiment.” She stated that “rather than submit to this absurd amendment, as a humiliating condition of our admission [to the Union], we prefer to stay out in the cold, forever!”

In the following years, there was confusion of contrary voices about what women wanted or what might be for the greater good of society. In North Dakota, woman suffrage was favored by urban, middle-class women married to professional and business men. Large interstate corporations and socially conservative



Linda Warfel Slaughter. Linda Slaughter vigorously opposed woman suffrage until she became responsible for the support of her three daughters. Then she understood that a working woman needed to have a voice in the government that taxed her earnings. She became the sole member in northern Dakota Territory of the National Woman Suffrage Association. SHSND A5418-0001

politicians opposed woman suffrage. Suffrage bills were introduced in the legislature, but they failed for lack of interest. From 1874 until 1913, there was little action on woman suffrage because most legislators believed few women actually wanted the vote. Women's rights advanced only in the area of school suffrage.

In 1883, the territorial legislature passed a bill granting women the vote in all school elections including local, county, and state superintendents, school bond issues, and school board members. School suffrage was important, but it did not offer women equality before the law. School suffrage reflected women's "proper" role as mother and teacher of children. This was a bill legislators could support; it was both progressive and socially conservative. It reinforced the power of women to create a home that nourished children physically and mentally.

Woman suffrage appeared before the public twice in 1885. **J. A. Pickler**, an ardent suffragist from Faulkton (now in South Dakota), introduced a woman suffrage bill. Legislators greeted his bill with jokes and laughter. One legislator wanted to refer the bill to the military committee. Though legislators had a lot of fun with Pickler's bill, citizens responded with a largely positive discussion about woman suffrage. The *Bismarck Tribune* echoed an editorial of the *Big Stone Herald* on the issue printing: "[Woman] has the right, but . . . has she the privilege [to vote]. . . ."

By this time, Linda Slaughter had become a suffragist. She wrote to the *Bismarck Weekly Tribune* in support of Pickler's bill, stating that women who worked and paid taxes deserved the vote. Despite widespread support, Pickler had to coax the bill through the legislature. After approval, the bill went to **Governor Gilbert Pierce**, who vetoed the bill citing a long list of reservations. He stated that women did not want to vote, woman suffrage would delay Dakota's claim



In 1917, when Governor Lynn Frazier signed the expanded limited suffrage bill, Elizabeth Preston Anderson stood by (governor's right) to observe this important event. SHSND C0278

ELIZABETH PRESTON ANDERSON

Elizabeth Preston Anderson was a formidable figure in North Dakota politics between 1893 and 1933. As president of the North Dakota Woman's Christian Temperance Union (WCTU), she attended every legislative session, monitored efforts to repeal the state's prohibition laws, and fostered women's right to vote. The WCTU also established the Florence Crittenden Home in Fargo to shelter and aid unwed mothers.

Elizabeth Preston was born in Indiana. She taught school in Sanborn and Page after her family moved to North Dakota in 1880. She decided at an early age that women should be allowed to vote, but did not commit to public service until she had a bad experience with alcohol. When the frail and nervous Preston became ill, her doctor prescribed liquor as a stimulant (a widely accepted practice). When she realized that she was becoming dependent on alcohol, she resolved to work to eliminate the dangers of alcohol addiction from society.

She organized a local chapter of the WCTU, and in 1893 she was elected state president. She held that position for forty years, supporting North Dakota's prohibition law and working to secure the vote for women who, many thought, would vote "dry."

In 1901, Elizabeth Preston married Reverend James Anderson of Tower City and became the mother to his four children. In her memoir, *Under the Prairie Winds*, she wrote about her happy life as leader of the North Dakota's most powerful women's organization, advocating for social and political change, and as a wife and mother.



Henry Browne Blackwell campaigned throughout western states for woman suffrage in the 1880s. He was one of the founders of the Republican Party (1854) and supported various reform movements. He married Lucy Stone who stood for the cause of women's equality by keeping her maiden name after marriage. Together they published the *Woman's Journal*, a suffrage magazine. Photo, Wikimedia

to statehood, and the issue should be decided by the voters. The assembly failed to override the veto.

In 1889, Congress granted statehood to North Dakota. On the Fourth of July, delegates convened in Bismarck to write a constitution. **Henry Blackwell**, a nationally known suffragist, spoke to the assembled delegates. Blackwell suggested woman suffrage should be included in the state constitution, but that it should be submitted to the people for approval separately. His proposal was vigorously debated during the convention.

Delegate **Henry F. Miller** (Cass County) proposed an amendment allowing women to vote. In committee, however, Miller's proposal was replaced by another sponsored by **Sam Moer** (LaMoure County) that limited full suffrage to males and opened the possibility of extending suffrage to women through legislative action—with the approval of the voters—at some time in the future. The wording foreshadowed a troubled future for woman suffrage:

SOLVING A HISTORY MYSTERY

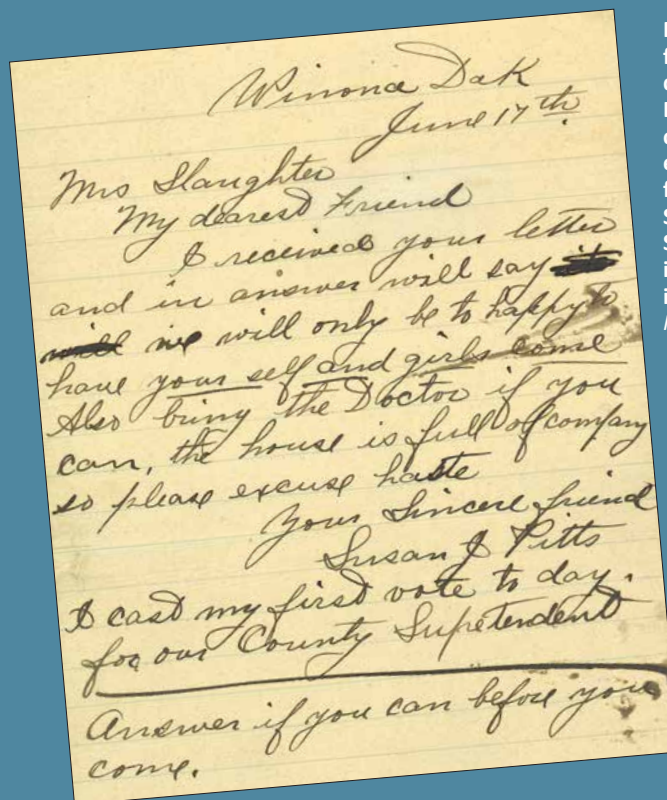
Historians disagree about when women gained the right to vote in school elections in North Dakota. Was it 1879, 1883, or 1887? How did we come to the conclusion that the date is 1883?

In reviewing the law of 1879, we found that it applies to “school meetings.” We decided that this is not the same as casting a ballot.

The 1883 law identified school election voters as men and women with children. Under this law, women voted on a separate ballot listing only school offices. The 1887 law was similar, but also clarified that women could be elected to school district positions. Some historians argue that only the 1887 law expanded women's rights. Which date is correct?

We looked for other evidence. One was a letter dated June 17th, no year, in which a woman said she “cast her first vote today.” Using an online perpetual calendar, we found that June 17, 1884 was a Tuesday, possibly an election day. June 17, 1888 was a Sunday, definitely not an election day. An article in the *Emmons County Record*, June 17, 1884, stated that women could vote in the school election the next week. Susan Wefald noted in her book *Important Voices: North Dakota's Women Elected State Officials Share Their Stories 1893-2013*, that many women held school offices before 1888.

This strong, though circumstantial, evidence leads to the conclusion that North Dakotans interpreted the 1883 law to mean that some women could vote in school elections. Mystery solved. It was a small step toward full suffrage.



Part of the evidence for determining the date at which North Dakota women could vote in school elections is drawn from this letter from Susan Pitts to Linda Slaughter. The letter is dated, but the year is not noted. SHSND Mss 10003.

“No law extending or restricting the right of suffrage shall be enforced until adopted by a majority of the electors of the State voting at a general election.”

Moer argued that “the right of suffrage . . . is not a right inborn in any individual.” Robert Pollock, a lawyer and ardent suffragist, noted that if the Moer amendment was adopted by the constitutional convention and a future legislature were to pass a suffrage bill, the electors who would vote on the referred bill would not include women. Some delegates argued that there was no demand for woman suffrage and no “serious discussion of the question” in spite of editorial letters to the newspapers and suffrage bills that had been introduced in sessions of the territorial legislature.

Some delegates believed that voting would distract women from their family duties. On the other side of the debate, delegate **Ezra Turner** (Bottineau County) stated that women needed the right to vote because they were “enslaved” and would only be happy if they had “their just rights and privileges.” The delegates approved Moer’s amendment.

Soon after statehood, **Laura Eisenhuth** set out to prove the suitability of women to hold state elected office. Eisenhuth had been elected Foster County Superintendent of Schools in 1888 and 1890. In 1890, with women voting in school elections and holding elective offices associated with schools, she was nominated by both the Independent Party and the Democratic Party for state superintendent of public instruction. Her opponent, John Ogden, was well-qualified for the office, and with the support of the powerful Republican Party, he won the state office.

Eisenhuth ran for state superintendent again in 1892. This time, she won the contest, defeating her Republican opponent by more than 1,700 votes. Eisenhuth became the first woman

in the United States elected to state office. When Eisenhuth campaigned again for state superintendent, she lost to another woman, Emma Bates.

When the legislature met early in 1893, **Elizabeth Preston Anderson** was in the gallery. She was present to monitor bills of interest to the WCTU. Senator **James W. Stevens** (Independent) of Dickey County introduced a bill to confer full suffrage on women. Preston and the WCTU supported the bill. By this session, suffrage had become a standing joke in the legislature. Preston noted in her memoir that “when any question especially obnoxious or ludicrous comes up, there is usually some member, who is not burdened by the amount of brain he carries with him, ready to arise and move to refer the matter to the woman suffrage committee.”

Nevertheless, the Senate passed Stevens’ bill and sent it to the House late on the last day of the session. The speaker of the House graciously suspended the session and invited Preston Anderson to come to the floor of the chamber to speak for the measure. When the House reconvened, the members voted passage of the suffrage bill. Legislators knew that Governor **Eli Shortridge** was waiting to sign the bill into law.

Leaders of the House had not planned for the bill to pass. Speaker of the House George H. Walsh refused to sign the bill. Governor Shortridge declared that the speaker’s signature was not necessary if the bill passed both houses and was signed by the governor. But the bill did not get to the governor’s office. “Men were placed in the halls and outside the doors of the Governor’s office,” Preston wrote in her memoir. The bill was “lost” for a time, but then retrieved by someone in the Senate.

Senator Stevens “ordered the postmaster of the senate . . . to hide the bill in the hope that it would be signed by the governor and become

a law.” The postmaster put the bill under a floor mat, but it was found by the janitor. The House requested that the bill be returned for another vote, but the Senate refused. The Senate voted to approve no House bills until the speaker of the House signed Stevens’ suffrage bill. However, there were so many bills waiting for passage, the Senate finally released the bill to the House. The House declined to pass the bill again, and then voted to expunge the record. Preston Anderson’s memoir records the proceedings, but no legislative record shows that in 1893 a woman suffrage bill passed both houses of the North Dakota legislature.

During the two decades that followed the corrupt political events of 1893, more suffrage bills were introduced in the legislature and a few suffrage clubs organized. Although there was no shortage of intelligent and well-connected women suffragists, the organizations did not flourish. These were quiet years for North Dakota’s suffrage movement. The suffrage movement would not become active again until 1912. (*To be continued.*)

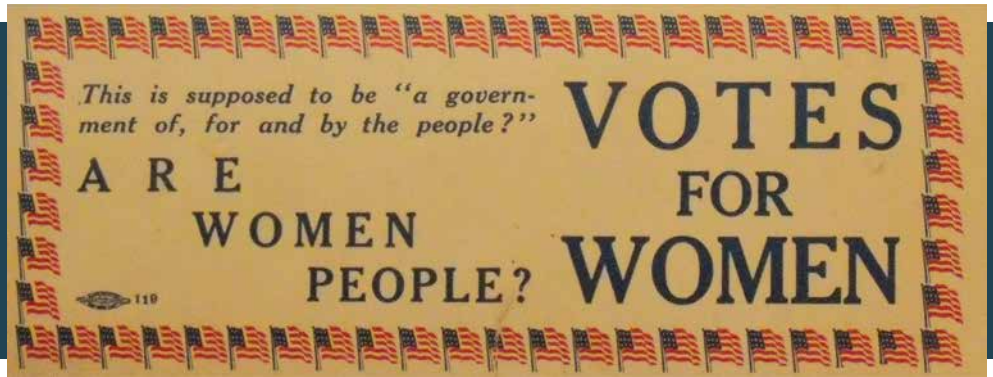
Cover: Elizabeth Preston Anderson (1861–1954) was the daughter of a Methodist preacher. She grew up believing in equality for women. After she became president of the Woman’s Christian Temperance Union in North Dakota, she also became committed to woman suffrage as a means of gaining political support for prohibition. *SHSND D0634-0001* (*Colorized version not available.*)

About the Author



Barbara Handy-Marchello, Ph.D., is a historian and researcher/writer for *North Dakota: People Living on the Land*—a grade 8 curriculum. Handy-Marchello also contributes to the SHSND blog at history.nd.gov. Speaking of History will appear in future newsletter issues and focus on a variety of topics related to North Dakota history, geography, and culture.

Woman Suffrage Centennial Curricula



COMING SOON. The North Dakota Studies program is pleased to announce new lessons that will help celebrate the 100th anniversary of woman suffrage in North Dakota. Although the first woman suffrage legislation was introduced in the 1868 Dakota Territorial Assembly, North Dakota women did not have full voting rights until 1920.

The North Dakota Woman Suffrage Centennial Committee is developing resources on the history of suffrage that include lesson plans and documents. These lessons will be available at ndstudies.gov.

The lessons include:

- Curriculum for grades 4, 8, and high school
- Vocabulary for the suffrage movement
- Documents including laws, contemporary advertisements and broadsides, cartoons, and political actions
- Biographies and photographs of suffragists
- Activities that encourage discussion

The Horse in North Dakota

ND Heritage Center & State Museum



A rare opportunity to view remarkable objects and art from the State Historical Society collections.

statemuseum.nd.gov



STATE HISTORICAL SOCIETY
OF NORTH DAKOTA

HISTORY FOR
everyone.

NORTH DAKOTA STUDIES WORKSHOP

Making Connections

When: October 17, 18, 19, 2019

Where: North Dakota Heritage Center, Bismarck

Registration: ndstudies.eventbrite.com (\$25.00 registration fee)

Register Early: Space is limited

Contact: Neil Howe, ND Studies Coordinator at nhowe@nd.gov

Become familiar with the many North Dakota Studies resources available at ndstudies.gov and from other state agencies and stakeholders. Participants will be introduced to these resources for grades 4, 8, and high school—with the intent that they become ambassadors by using them in the local school and community.

Presentations will focus on topics similar to previous workshops, but new sources and activities will appeal to past and new attendees alike.



BENEFITS:

- Get hands-on experience with ND Studies curriculum
- Learn how to connect the resources to your classroom
- Receive 1 or 2 Graduate Credit(s) – UND, NDSU, MSU
- Connect the ND Heritage Center & State Museum to your curriculum

GOALS • OBJECTIVES • EXPECTATIONS

The North Dakota Studies workshop will

- Provide support and examples so participants can better connect with various North Dakota Studies resources.
- Investigate ways participants can adapt the curriculum to their own learning environments.

Workshop presenters will

- Model a variety of applications connecting primary source documents in North Dakota Studies.
- Extend the learning experience by using State Historical Society of North Dakota resources, galleries, historic sites, National History Day, ND Studies trunks, and others.
- Demonstrate multiple applications for using ND Studies resources to connect student needs with interests.
- Inspire teachers to return to classrooms with engaging curriculum ideas that promote critical and historical thinking skills.
- Provide hands-on technology experiences related to North Dakota Studies resources.

As a result of this workshop experience, participants will be able to

- Discuss and evaluate ways this curriculum connects to and enhances the teaching of North Dakota Studies.
- Use these resources.



STATISTICS IN SCHOOLS

Classrooms Powered by Census Data

Using US Census Data in Your Classroom

The U.S. Census Bureau is the leading source of information on the nation's people, places, and economy, providing data about our country's population size and growth as well as detailed portraits of the changing characteristics of our communities. The Census Bureau, part of the U.S. Department of Commerce, was created to address language in Article I, Section 2 of the U.S. Constitution regarding the need to count its population.

America's founders recognized that this information was needed to effectively serve its people. The data collected as part of the first count in 1790—a six-question survey—expanded in the following years to include information on the economy, immigration, migration, and agriculture. The original and primary purpose of this information was to determine apportionment of the seats in the U.S. House of Representatives.

The count of the U.S. population—carried out every 10 years—is called the **Decennial Census of Population and Housing**. During the decennial census, the Census Bureau contacts every household, asking questions about how many and the ages of people that live at the residence, ownership, and a variety of other questions.

The role of the Census Bureau has changed dramatically beyond apportionment of the House of Representatives. Today, various censuses and surveys determine allocations of over \$400 billion in federal funds every year to states, local communities, and businesses. The information provided by the census informs decisions on where to build and maintain schools, hospitals, transportation infrastructure, and police and fire departments.

Beyond the Decennial Census

In 1902, **President Theodore Roosevelt** signed a law establishing the Census Bureau as a permanent agency that would collect vital information and develop statistics representing the American people, including where and how they live. Today, the Census Bureau conducts three censuses—the decennial census and the twice-per decade Economic Census and Census of Governments—as well as more than 130 different surveys.

Statistics In The Schools

The U.S. Census Bureau and its Statistics in Schools program offer a number of tools that students can use to access data. Students can find city- or state-specific information about their birthplace, current place of residence, or ideal future hometown, for example. Using these tools, students and teachers can see data on housing, population, age, sex, race, ethnicity, geographic location, and much more.

To see a complete list of data access tools offered by the Census Bureau, visit www.census.gov/data/data-tools.html. To download student activities that use data access tools, visit www.census.gov/schools/resources/data-tools/teach-with-data-tools.html.

For Students And Educators

The Statistics in Schools (SIS) program of the U.S. Census Bureau provides data, tools, and activities that educators can incorporate into their lessons to help teach statistics concepts and data analysis skills to students. The activities and resources are segmented by subject (English, geography, history and social studies, mathematics and statistics, and sociology) and grade (from kindergarten through high school) so statistics education can be brought to any classroom.

Here are the top reasons the SIS program is good for the classroom:

1. The online resources are free for K-12 teachers.

Educators can access, at no charge, more than 100 downloadable activities and resources on the website: www.census.gov/schools. The activities on the website are searchable by grade, school subject, topic, and education standard.

2. The program promotes cross-curricular education.

SIS uses a broad array of Census Bureau data to provide activities and resources for courses in English, geography, history and social studies, mathematics and statistics, and sociology.

3. SIS offers a number of resources and tools, including activities, maps, news articles, videos, games, infographics and data visualizations.

4. SIS activities were developed by teachers for teachers.

Educators and subject matter experts from across the country created and reviewed the activities to make sure they are useful.

5. SIS activities can supplement your curriculum.

The activities and resources are designed to support, not replace, existing lesson plans.

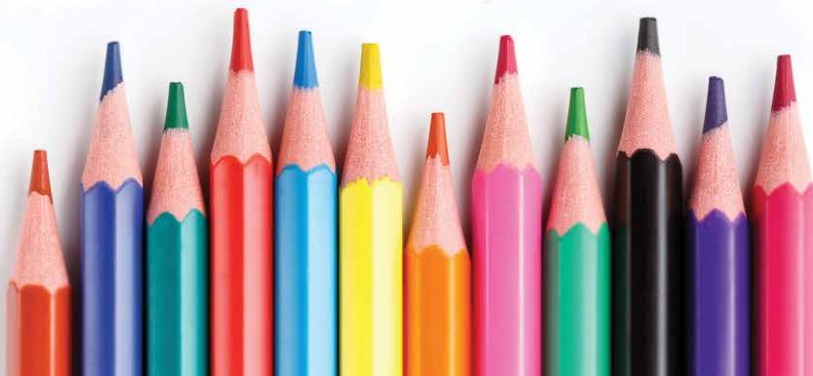
6. SIS reaches students by using technology to teach statistics.

SIS includes a number of tools that students can use to access data such as:

- State Facts for Students, which allows students to discover information about their state;
- QuickFacts, an application that displays tables, maps, and charts of frequently requested statistics.

7. The program can be extended or modified easily.

Not all students have the same skill levels or interests, or learn in the same way. Therefore, SIS gives educators ways to modify activities to meet the unique needs of every classroom. For example, some activities can be tailored using local data.





North Dakota Archaeology Awareness



Plains Equestrian Posters Available

The Archaeology & Historic Preservation Division of the State Historical Society of North Dakota is pleased to announce that the most recent installment of our Archaeology Awareness poster series is now available! The Plains Equestrian poster is the fifth (and final) poster in our series that follows the time periods and themes found in the **Innovation Gallery: Early Peoples** at the North Dakota Heritage Center & State Museum.

The **Plains Equestrian Period** (AD 1780–1880) marks the introduction of the horse to Native American groups in the northern plains. While some Native Americans settled in villages, others continued moving from camp to camp as seasons changed. They hunted herds of bison across the Plains and traded with other Indians and Euro-Americans. By the middle of the 18th century, horses were traded north and became central in the lives of nomadic tribes.

During this time, a shift in power occurred from the village nations, ravaged by disease, to nomadic peoples. These nomadic tribes were the ancestors of the Teton-Lakota, Santee-Dakota, Yankton, Yanktonai, Crow, Plains Cree, Cheyenne, Assiniboine, and Plains Ojibwa peoples. Horse-mounted groups were capable of moving greater distances to establish new residential bases. They could travel farther and faster away from residential bases and field camps to hunt, gather, trade, and engage in warfare.

The front of the poster features original ledger art depicting horse-mounted warriors. The back includes information about horse trade routes, trading posts, and the cultural significance of horses during the 18th and 19th centuries.

These 34" x 18" posters are free to schools and educators across North Dakota. They are great tools for teaching students about North Dakota history, Native American history and culture, innovation, and the science of archaeology.

Send your request for copies of the new Plains Equestrian poster to Archaeology Collections Manager Wendi Field Murray at wmurray@nd.gov. Please include the number of posters you would like, your name, and your mailing address. Please note that posters are double-sided, so you may want two copies if you plan to hang them on your wall and want both sides to be visible.

PLAINS VILLAGE



North Dakota Archaeology Awareness



PLAINS EQUESTRIAN PERIOD (AD 1780 - 1880)

While some Native Americans traded in slaves, others continued to come from camp to camp to trade in scientific journals. They found fields of horse across the Plains and traded with other Indians and Euro-Americans. By the middle of the 18th century, the horse became central in the lives of many tribes. During this time, a shift in power occurred from the village nations, engaged by disease, to nomadic peoples. These nomadic tribes were the ancestors of the Teton, Archaic, Snake, Kiowa, Archaic, Kiowa, Plains Cree, Cheyenne, Archaic, and Blackfoot peoples.



These nomadic groups were capable of moving great distances to establish new seasonal bases. They could travel farther and faster as they followed horse trails and had access to large animal trails and ranges to graze. Horses quickly became a mode of status. A horse could pull four times as much weight as a dog and travel twice as fast. Horses could power beaver traps and acquire more food (primarily beaver) to transport it, which supported larger populations.



For subsistence, horses were used for hunting and gathering, possibly called hunting on horseback. With plain lands, other wild game birds, and water products provided to exchange with the Mandan, Hidatsa, and Arikara were also important components of the diet. In order to have items for trade, Europeans, Spanish, Archaic, and Plains people used horse trails to trade goods.

The rise of nomadic hunters in the 18th century brought rapid tribal expansion and migrations. Some of the most important movements were from the west to the east, and from the south to the north. The nomadic society had a high degree of mobility due to the availability of animal products and the constant moving and trading by nomadic people.

Permanent and temporary posts were established by the American Fur Company and the Hudson's Bay Company over time, such as the Missouri and James trading posts. The Missouri, Hidatsa, and Arikara villages. A post's location was an important community site for trade with Native American hunters and nomadic tribes, also made sense in the future to trade goods.



The Missouri trading post, established in 1795, was one of the first permanent trading posts in the Northern Plains. It was located on the Missouri River, near the mouth of the Kansas River. The post was destroyed by a flood in 1804.

The Horse and Gun

Horses and guns had significant impacts on the tribes of the Plains. Native American trading companies were accepted before in exchange for guns, ammunition, and manufactured goods. The guns became the most important trade item on the Great Plains, but continued to be used on the coast of the trade, which led to more trade. Tribes could trade horses, beaver, and other goods for a variety of goods, such as guns, ammunition, and tools.

Horses could be hunted by two strategies: tracking and riding. Horse ownership, however, created several problems. First, horses needed large areas and water, requiring them to travel to consistently rich fields. Second, horses could not find adequate range where horses had recently grazed. Third, pastures had to be protected from hungry horses. Fourth, mounted hunters were able to kill and transport more horses, increasing the workload for women who prepared and cared for meat and hides.

Intertribal Warfare

Horses were increasingly distributed between tribal groups, which led to chronic warfare. Tribes that did not have enough horses to sustain their stock. Capturing an enemy's horses became a key means of acquiring them. Young men risked their lives in dangerous raids to achieve honor in this way. Tribes came to have horses and guns as they improved their skills in hunting, tracking, and capturing their enemies. Tribes could also strength and status in proportion to the size of their horse herds. These gradually began to shift from the settled agricultural village tribes to nomadic equine tribes such as the Lakota and Crow. Armed horse could make a great hunter or warrior and possessing more horses could make a family wealthy.

New Technologies, New Materials

The arrival of many European technologies allowed for the first trade-based trading networks. It is well known that many technologies, including the rifle, the plow, and the printing press, were introduced through the trade network during the pre-colonial period in the Northern Plains. Many tools and implements obtained from trade eventually replaced traditional ones of stone, bone, wood, shell, and hide. The gun replaced a piece of lignite to shape the bow and arrow in bow weapons.

Euro-American trade introduced many items to Native Americans by 1800 in iron, copper, brass, glass, beads, traps, and metal trading posts. Some Americans used these products and saw some of the different uses. Sometimes they were adapted for new uses. Iron, brass, and copper beads, for instance, were used and traded as jewelry. Some people used them to make horse trails, such as the Cheyenne, Kiowa, Archaic, and Blackfoot tribes.



Illustration of various trade goods including beads, knives, and metal tools.

Trading Posts

The fur trade in the Northern Plains was at the center of a centuries-old exchange between European nations. The French were the first to set up permanent trading posts in the 1600s, followed quickly by the British and Dutch. Alliances with Native Americans were crucial to their success and, in turn, all Indians provided fur and access to their territory.

Europeans and traders from Europe introduced a new set of commerce. Trade could be used to buy a variety of commodities. Native Americans traded pelts in exchange for a variety of manufactured goods. Euro-American merchants bought furs in exchange for various goods. Annual pelts were in high demand by the American West for the fur trade, such as beaver, muskrat, and other furs. The trade was also used for warlike purposes, such as trading guns, and these Native Americans used the military and economic cooperation between these groups.

By the mid-19th century, American fur traders (occupies) established several posts along the Missouri, replacing British and French companies. During the fur trade, commerce was done through trading posts. American companies exchanged their goods for food, tools, and other manufactured goods.



Modern horses were brought to Mexico and the northern Great Plains in 1519 as part of the Spanish conquest. Spanish conquistadors rode horses to present-day New Mexico where they imposed slavery on the native population. In 1580, the natives, mostly Puebloans, rose in a revolt called Pope's Rebellion and drove the Spanish east for the next 12 years. While the Spanish were in retreat, Apache, Comanche, and other peoples of the Southwest entered into the horse trade. Horses were then dispersed across North America via long-distance trade routes. Over the following decades, horses were traded to northern American Indian tribes, making a profound impact on Native American culture. Though horses appear in the winter counts of Northern Plains tribes by 1700, they were not a primary asset until about 1750.



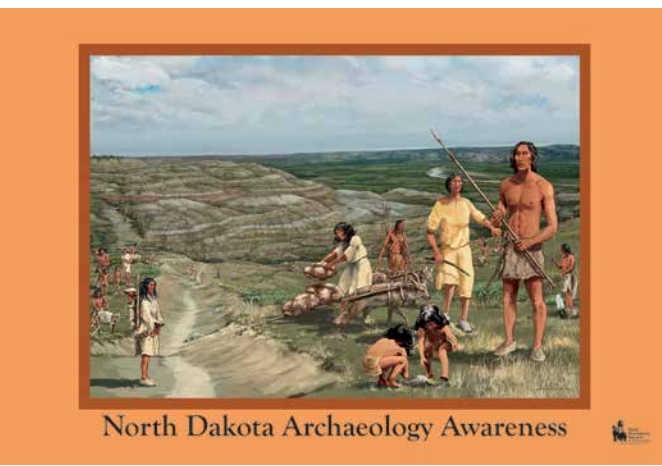
These other posters are also available upon request:

- Paleoindian ~ Plains Archaic ~ Plains Woodland
- Plains Village ~ Menoken Village
- Huff Village ~ Double Ditch Village
- Fort Clark State Historic Site
- Knife River Flint Quarries

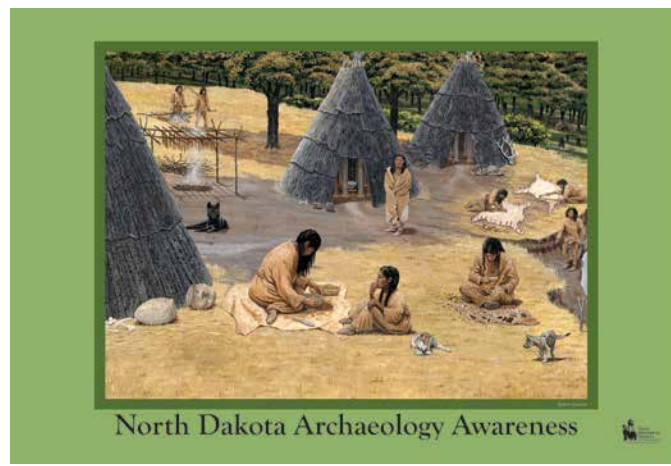
Possible Classroom Uses

- As a point of departure for class discussions on how people once lived
- As preparation for a visit to the ND Heritage Center & State Museum or one of North Dakota's state historic sites
- As a model for students to make their own posters, as if someone hundreds or thousands of years from now were learning about life in 2019
- As the basis for an art project, in which students use an archaeological description of a site to create a painting of what it was like to live there

PLAINS ARCHAIC



PLAINS WOODLAND





Archaeology-Related Education

FUNDING AVAILABLE

Want to get your students excited about archaeology? Want to help them understand how archaeology is different from paleontology? Do you have a student who wants to go to archaeology summer camp? The North Dakota Archaeological Association (NDAA) would like to help you discover new ways to connect with archaeology and the history of humans throughout time. Apply today for up to \$1,000 through the Cynthia Kordecki Scholarship. Eligible projects include:

- Materials for hands-on STEM or other activities (experiments with pottery-making, building an earthlodge model, etc.)
- Classroom speakers
- Field trips (transportation or entry fees)
- Attend archaeological field schools or camps
- Books, electronics, and other teaching tools
- Development of, or access to, online curricula materials relating to archaeology
- Individual or group projects

All eligible projects must relate to the field of archaeology. Recipients are encouraged to share the results of their activity or project with NDAA membership through a brief report for the newsletter, or as a presentation at an annual meeting, typically held in Bismarck. Applications are due on May 3, 2019, and can be found on the NDAA website at www.ndarchaeology.org/index.html. For more information about the application, or if you don't know if your project is eligible for funding, email us at ndaainfo@gmail.com.

NDAA is a non-profit organization of enthusiasts and professional archaeologists. The first Cynthia Kordecki Scholarship was awarded in 2014 to a Bismarck middle school student who attended a week-long archaeology field school in Colorado. Since then, NDAA has awarded thousands of dollars to support archaeological research and discovery.



NDSTUDIES.GOV/GR4

NORTH DAKOTA
STUDIES



NDSTUDIES.GOV/GR4

NOW ONLINE: *Geology, Geography, and Climate; American Indians of North Dakota; Frontier Era of North Dakota; and Early Settlement of North Dakota* are now available at an interactive, mobile-optimized website ndstudies.gov/gr4.

NDSTUDIES.GOV/GR8

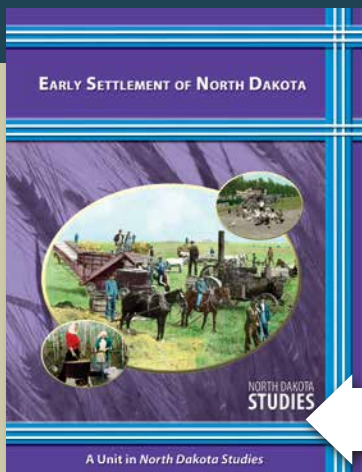
NORTH DAKOTA
STUDIES



NDSTUDIES.GOV/GR8

NOW ONLINE: *North Dakota People Living on the Land* is available at ndstudies.gov/gr8. The course includes 91 topics on the history of North Dakota and is complemented with documents, photographs, and maps. The course is written for grade 8 students, but adult readers will also find interesting information.

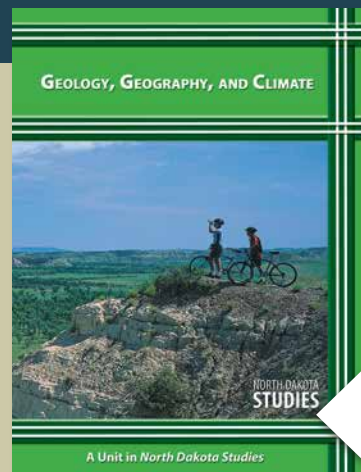
4TH GRADE NORTH DAKOTA STUDIES



Early Settlement of North Dakota

Students study about the Red River cart, steamboats, and the railroad. Bonanza farms, cattle ranching in the Badlands, and pioneer life between 1870 and 1915 are also discussed.

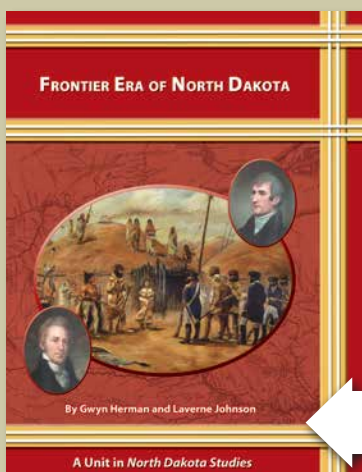
NOW ONLINE AT:
ndstudies.gov/gr4



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.

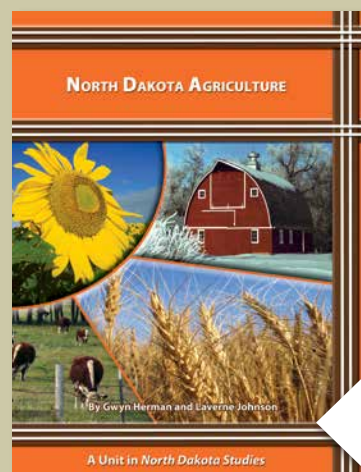
NOW ONLINE AT:
ndstudies.gov/gr4



Frontier Era of North Dakota

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

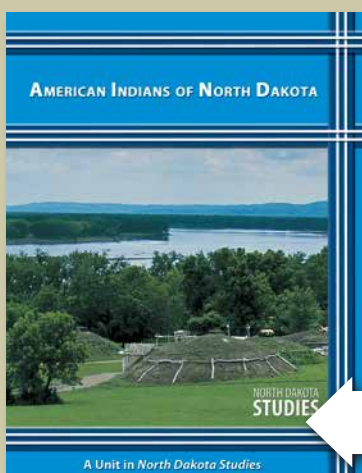
NOW ONLINE AT:
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North Dakota Agriculture

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.

NOW ONLINE AT:
ndstudies.gov/gr4



American Indians of North Dakota

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

NOW ONLINE AT:
ndstudies.gov/gr4



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 Rough Rider Award recipients.

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.

4th Grade North Dakota Studies:

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

8TH GRADE NORTH DAKOTA STUDIES



North Dakota: People Living on the Land

North Dakota: People Living on the Land includes 91 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. The topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is written for grade 8 students, but adult readers, too, will find much interesting information, some of it never before published.

North Dakota: People Living on the Land

Cost: No cost to users Access: ndstudies.gov/gr8



Energy: Powered by North Dakota

This online curriculum offers free, interactive tools on the state's energy sector and natural resources, including energy videos, animations, photos, maps, and more.

The two levels of content are geared for both grade 4 and grade 8 students and covers science and social studies content. A 34-page, print-based companion guide is also available as a complement to the website.

Energy: Powered by North Dakota

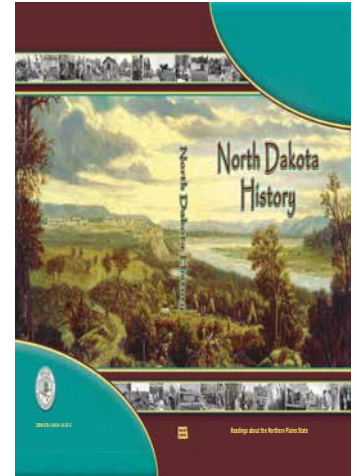
Cost: No cost to users

Access: ndstudies.gov/energy/level1/index.html

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:

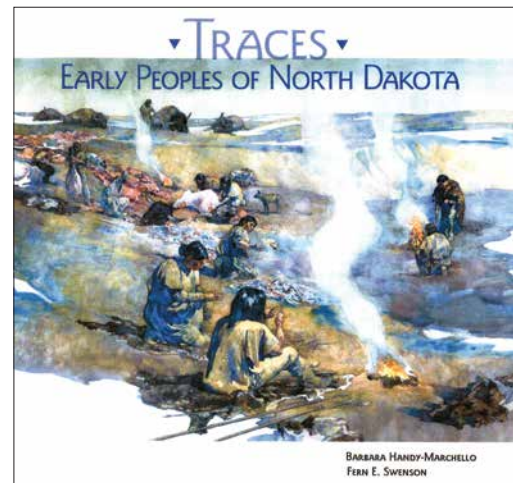
Student Text

\$45.00 each

Teacher Resource Guide

\$65.00 each

(Print and CD Combo)



Traces: Early Peoples of North Dakota is an attractive resource on the archaeological history of the region that is now North Dakota. This 128-page, full-color resource begins with a group of people who picked up stones on Sentinel Butte and stored them in a cache near Beach 13,500 years ago. They used Clovis technology to shape those stones into useful tools. Since then, North Dakota has been the destination or home to dozens of cultural groups who forged a living from this land.

This resource is written for general readership and is ideal for use in high school and college classrooms or as background information for teachers at every level.

Traces: Early Peoples of North Dakota

Text \$25.00 each



STATE
HISTORICAL
SOCIETY
OF NORTH DAKOTA

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

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ND Studies Trunks

ndstudies.gov

Your resource for
North Dakota history



Touch history with a North Dakota Studies trunk.

Each North Dakota Studies trunk comes with hands-on objects, documents, and audio-visual materials with lesson plans and activities. Topics coordinate with the North Dakota Studies units including paleontology, archaeology, Native American tribes, the fur trade, farming and ranching, and so much more. Order your trunk today and have it delivered right to your classroom.

For more information, contact Danielle Stuckle, dlstuckle@nd.gov.

Get your hands on history.

Discover the many trunk options at ndstudies.gov.

**NORTH DAKOTA
STUDIES**
www.ndstudies.gov

North Dakota Studies is published by the State Historical Society of North Dakota, 612 East Boulevard Avenue, Bismarck, ND 58505, Neil D. Howe, Program Coordinator, nhowe@nd.gov, 701.205.7802.

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

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