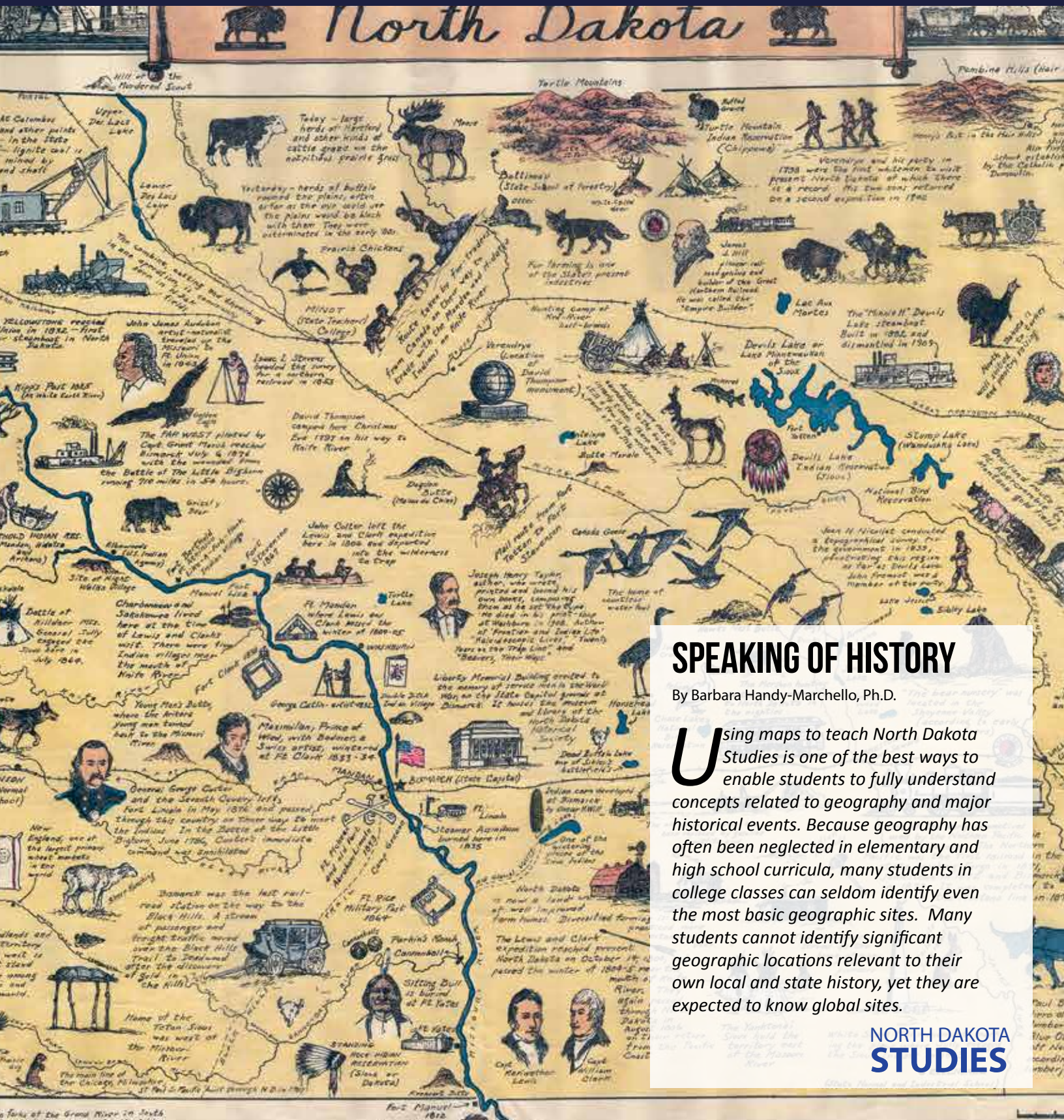


# NORTH DAKOTA STUDIES

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



## SPEAKING OF HISTORY

By Barbara Handy-Marchello, Ph.D.

Using maps to teach North Dakota Studies is one of the best ways to enable students to fully understand concepts related to geography and major historical events. Because geography has often been neglected in elementary and high school curricula, many students in college classes can seldom identify even the most basic geographic sites. Many students cannot identify significant geographic locations relevant to their own local and state history, yet they are expected to know global sites.

NORTH DAKOTA  
STUDIES

# Using Maps To Teach North Dakota Studies

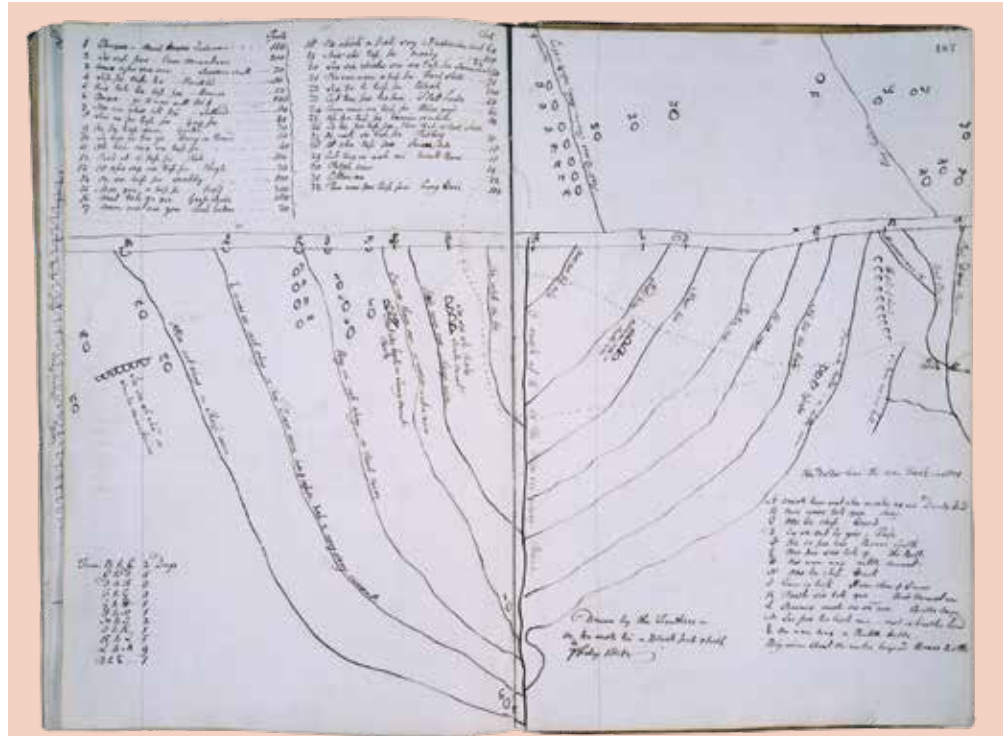
There are many types of maps including political, physical, topographic, resource, and road maps. For the purposes of this article, the emphasis will be on political and physical maps.

**Political maps** primarily focus on the state, territory, and national boundaries of a place, but also have historical value. **Physical maps** document landscape features of a place and generally show things like mountains, rivers, and lakes.

In the classroom, maps are found in standard texts or projected from support technology. In teaching about the settlement of North Dakota, for example, teachers can use maps found at [ndstudies.gov](http://ndstudies.gov) to demonstrate how the railroads impacted where immigrants settled in North Dakota.

When teaching about North Dakota's geography and history, maps enhance student activities and learning. Whether learning about the creation of Dakota Territory, early settlement, the arrival of the railroad, or North Dakota statehood, students will be able to fully appreciate the role of geography with a good map. Geography highlights and gives visual perspective to historical events. The "how" and the "why" are a vital part of geographic education.

To assist teachers and students to better understand the geography and history of North Dakota, a variety of maps, charts, and other resources are available for Grades 4, 8, and high school. The maps shown on the following pages are examples of the dozens of historical maps available at [ndstudies.gov](http://ndstudies.gov).



In 1801, a Blackfoot named Ac ko mok ki drew a map in the snow or dirt for Peter Fidler of the Hudson's Bay Company. Hudson's Bay Company Archives, T11048

## Ac ko mok ki Map—1801

When the United States acquired the Louisiana Purchase, few people knew much about the geography of that vast western region. Maps that existed often misplaced the Missouri River, the Rocky Mountains (known as the Shining or Stony Mountains), and the Red River. However, **Peter Fidler**, a surveyor for the Hudson's Bay Fur Company, learned that American Indians could provide him with a great deal of information on the geography of the northern Great Plains, Rocky Mountains, and the Great Lakes region. Between 1801 and 1810, Fidler collected several maps that allowed European mapmakers to fill in some of the blank areas on North American maps.

When Fidler asked a Native American about the location of rivers, mountains, and trails, the informant often drew a map in the dirt or snow. Sometimes, Fidler asked the Native person to draw the map on paper. Fidler then transferred the map into his journal.

One of Fidler's mapmakers was a Blackfoot named **Ac ko mok ki**, or "The Feathers" in English. In February 1801, Fidler asked Ac ko mok ki to draw a map for him. Fidler redrew the map in his journal. He later sent the map to the Hudson's Bay Company mapmakers who believed Ac ko mok ki's map had "some degree of certainty." The new information was used to update maps of the Upper Missouri Country.

Ac ko mok ki's map covered an area of 200,000 square miles in great detail. He showed the location of 32 American Indian villages with the name of the head man and the number of tipis or households in each village (upper left corner). He listed major geographic features of the Rocky Mountains (lower right corner). In the lower left corner is a list of how many days were required to travel (on foot) from one location to another.

# DIFFERENT WORLD VIEWS—DIFFERENT MAPS

Even a brief view of a map created by an American Indian in the 19th century reveals how they viewed the spatial relationships in their social and physical environments. **Ac ko mok ki's map** of the northern Great Plains was more accurate than maps made by English cartographers, but had a very different appearance.

The concept of “north” and the other cardinal directions were unknown to American Indians, so the placement of important geographical features are not what we have come to expect. If you were to hold Ac ko mok ki's map as Fidler drew it into his journal, the Rocky Mountains are on the top of the page. (See the map on page 2.) English mapmakers usually placed north at the top, so the Rocky Mountains on English-made maps would be on the left side of the page, not on the top. Ac ko mok ki measured distance by the number of days necessary to travel from one place to another, not by miles.

Ac ko mok ki drew a straight line representing the Missouri River at the center of the map, because this was the area of interest indicated by Fidler. Other American Indian mapmakers sometimes placed their own villages at the center of a map. They did not view local geography as it might be seen by a bird, but as something they experienced.

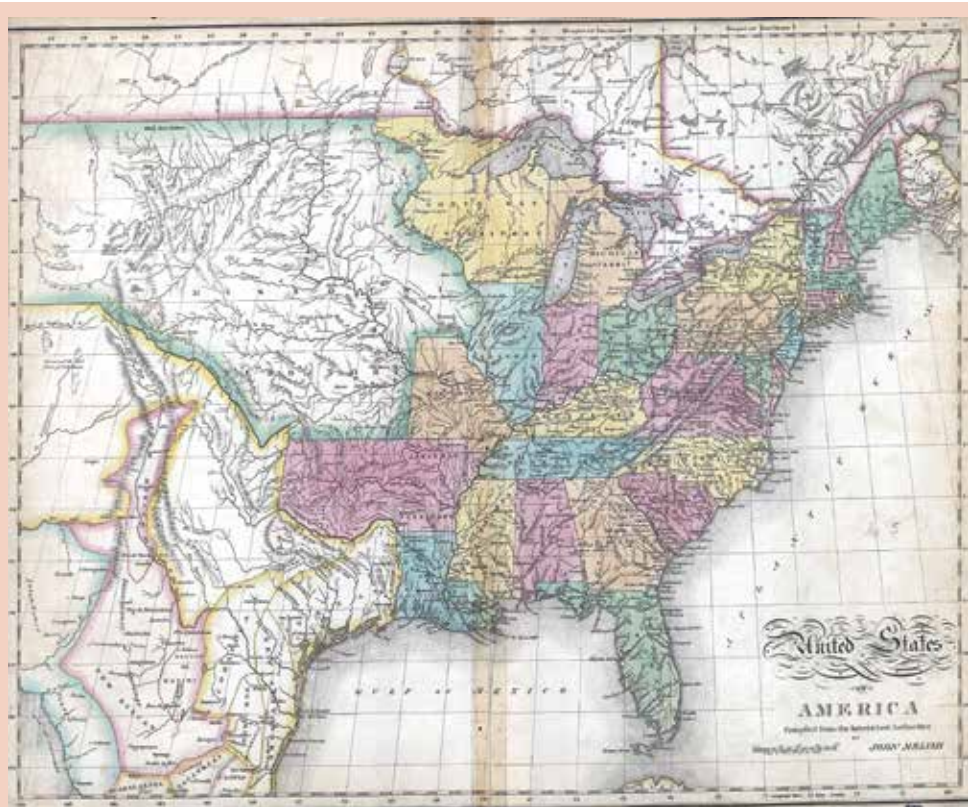
Ac ko mok ki's map also suggests that the widespread idea held by European Americans that Indians had little useful knowledge was entirely mistaken. Ac ko mok ki's map revealed a system of economically and culturally complex trade networks among various American Indian tribes. The trade networks expanded to include trade with British and French trading companies in the late 18th century.

The collection of maps in **ndstudies.gov** also includes a map made in 1906 by a Mandan named **Sitting Rabbit**. Sitting Rabbit's map is more elaborate than Ac ko mok ki's map, because it is illustrated with many images that reflect the experiences he had as he traveled along the Missouri River.

## United States Map—1820

John Melish hired Benjamin Tanner to engrave this map of the United States, which he published in 1820. Melish immigrated to the United States in 1811 from Scotland. Although he had been in the textile business in Scotland, in the United States he became a publisher of maps and was very influential in that field. His maps were hand colored, which allowed the reader to immediately see the shapes of states and territories.

The **nomenclature** (naming of locations) is not modern. A portion of the original Louisiana Purchase is called Missouri Territory on this map. The state of Missouri had been removed from the Louisiana Purchase by the Missouri Compromise (1820). The map reflects the limited knowledge of the continent west of the Mississippi River. The map reverts to earlier mapping of the Red



Melish Map of the United States, 1820. SHSND 973.1821 m486 1128

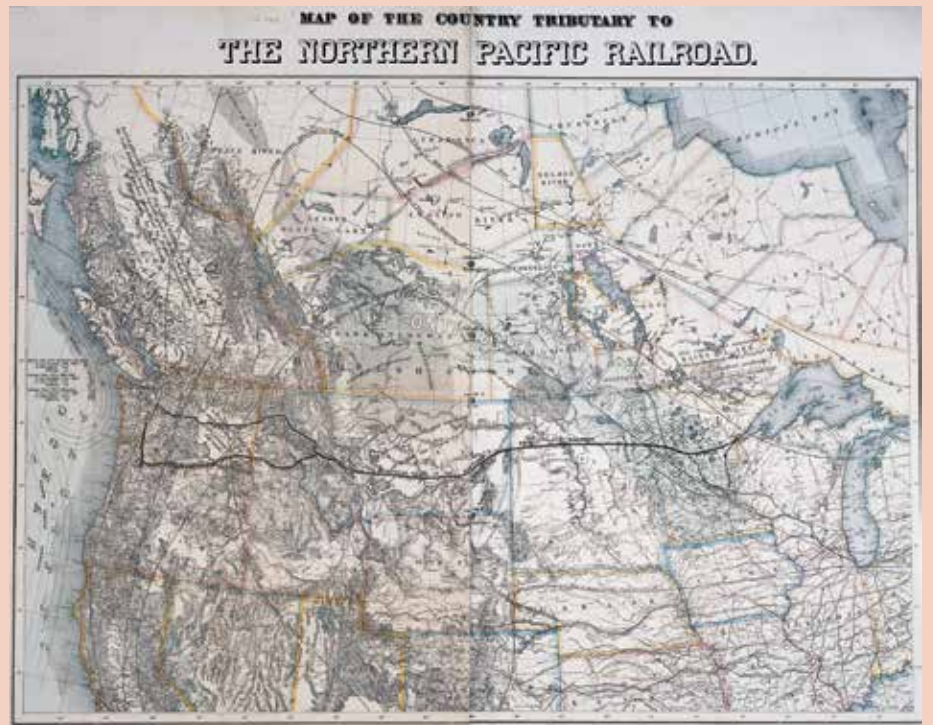
River of the North, showing it flowing from the east with the Swan River as a major tributary. Moose River is today called the Mouse or Souris River. The map indicates a road from the Mandan villages to the Hudson Bay factories (or trading posts) near Brandon, Manitoba.

### Northern Pacific Railroad Map—1871

This map was compiled in 1871 by Edward H. Knight, who used English, Canadian, and United States maps and surveys to identify the region of importance to the **Northern Pacific Railroad** (NPRR).

Knight's map was drawn before the NPRR had been completed. The dark line is a rough plan for the route that would be adjusted by survey crews in the next couple of years.

In 1871, the rails reached Moorhead, Minnesota across the Red River from

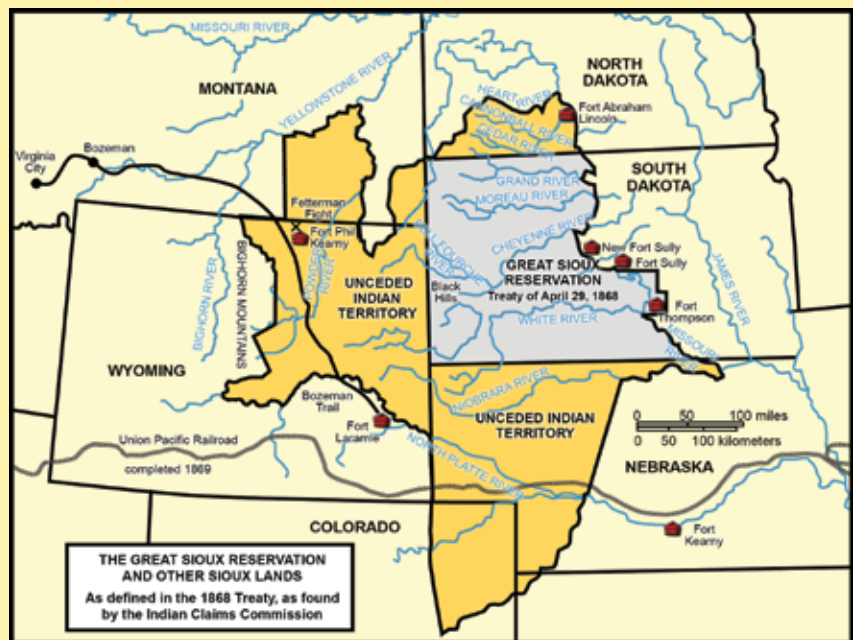


Northern Pacific Railroad Map, 1871. SHSND Dr. G No. 460

## FORT LARAMIE TREATY MAP—1868

The Treaty of Fort Laramie of 1868 established the Great Sioux Reservation (in gray), which included the sacred Black Hills. Unceded lands (in gold) in Wyoming, Nebraska, and Dakota Territory were reserved for hunting. A portion of the unceded lands in northern Dakota Territory became part of the Great Sioux Reservation (later Standing Rock Reservation) following an agreement between the federal government and the Sioux leaders in September 1876. Forts bordered the eastern edge of Sioux treaty lands. However, the Sioux had focused attacks on Fort Phil Kearney in central Wyoming, forcing the government to abandon the post under the terms of this treaty.

According to the agreement, the treaty had to be signed by three-fourths (75 percent) of the males of the tribes. Many bands of Lakota Sioux agreed to the treaty. Some of them were already living within the boundaries of the Great Sioux



Map of the Fort Laramie Treaty of 1868. SHSND-ND Studies

Reservation. Others, such as **Two Bears** and his band, lived nearby and did not move onto the reservation. However, many did not sign the treaty. **Sitting Bull** and his band of Hunkpapas were among those who did not sign the treaty.

Six years later, in 1874, gold was found in the Black Hills. Though the government offered to buy the land, the Sioux tribes refused the offer. The federal government used the boundaries of the reservation to determine that those Lakotas who refused to live on the reservation were dangerous.

Fargo. Some track had been laid from the western end as well. Tracks reached the Missouri River at the small village of Edwinton (soon to become Bismarck) in June 1873. But in September 1873, the railroad's major financial backer, Jay Cooke and Company, shut down in part because of the excessive costs of constructing a railroad into the west. The closing of Cooke and Company led to a national economic panic. The NPRR did not resume construction until 1877, and then work proceeded slowly.

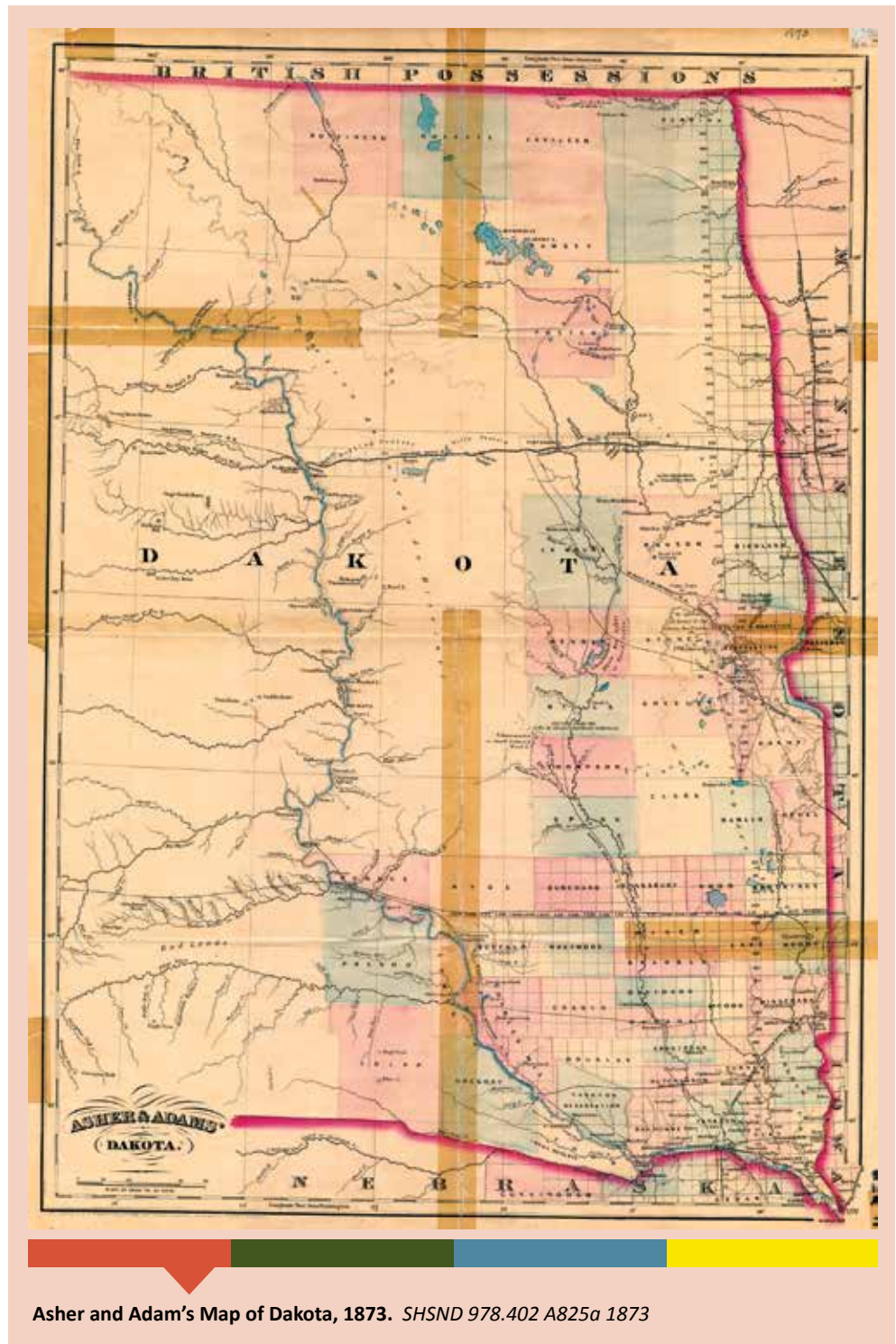
The Missouri River presented a major obstacle for the company. For several years, ferries transported passengers and freight across the river, and in very cold winters when the ice was thick enough, rails were laid on the river's ice surface. A bridge was constructed across the Missouri River in 1882.

### Dakota Territory Map—1873

This map of Dakota Territory, published in 1873, was drawn by **cartographers** (mapmakers) working for the New York map publisher Asher and Adams. Asher and Adams was active in publishing maps and atlases in the 1860s and 1870s. This is an excellent example of a map that could be used to teach about the arrival and impact of the Northern Pacific Railroad in Dakota Territory, and the establishment of early counties.

Asher and Adams compiled this map 12 years after Dakota Territory was officially established. At that time, settlement still clung to the eastern edge of the territory, with the exception of a small settlement at "the crossing" of the Missouri River, named Edwinton.

Asher and Adams made railroad construction the focus of many



Asher and Adam's Map of Dakota, 1873. SHSND 978.402 A825a 1873

of its maps. This 1873 map shows construction to Edwinton. The planned route to continue the Northern Pacific is shown with a plain line. Other railroads are concentrated in the southeastern corner of the territory, especially near the capital city, Yankton.

The details on this map show the extent of the land survey in northern Dakota

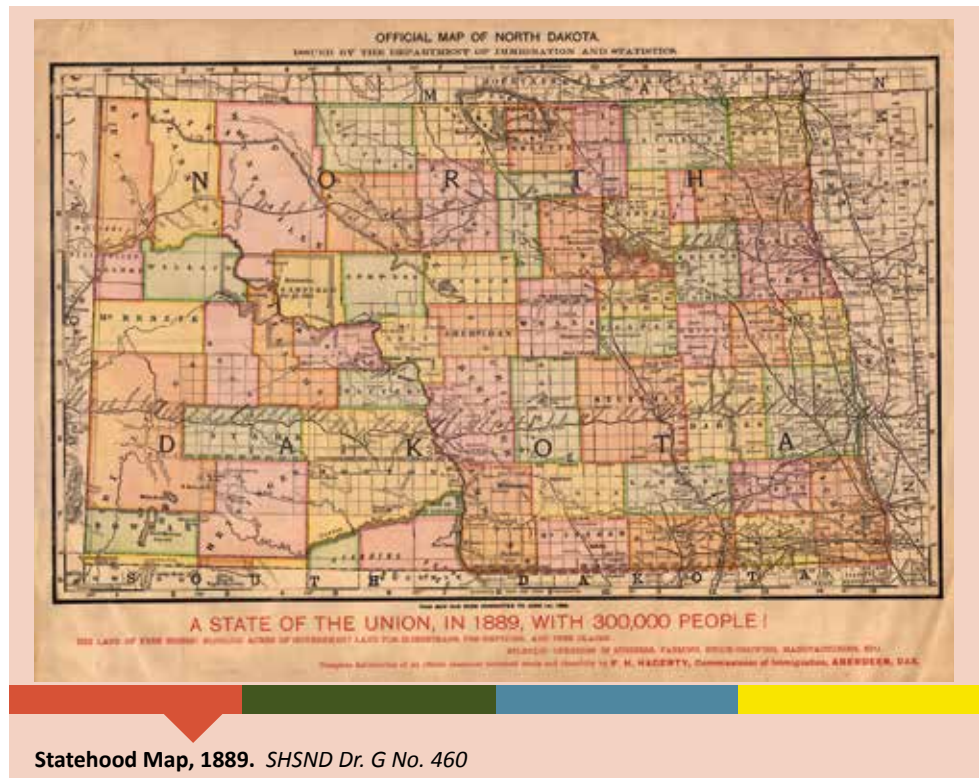
Territory in 1873, and a few organized counties are identified. All of the military posts are situated with the major exception of Fort Buford which, along with the badlands and the western border of the state, is located west of the western edge of this map. Some topographical features can be seen, but were not emphasized by this company.

## Statehood Map—1889

This is the official statehood map of 1889. North Dakota gained its final boundaries in 1889, when it entered the Union. It had undergone several changes during the early territorial period. At first, what we know as eastern North Dakota was part of Minnesota Territory.

When Minnesota became a state in 1858, its western portions were removed at the Red River. This area became part of Dakota Territory in 1861, which stretched west through most of modern-day Montana and part of northern Wyoming. In 1863, Congress created Idaho Territory. This was another sprawling territory with its eastern border on the 104th meridian—North Dakota’s modern western boundary.

Congress chose the 104th meridian in order to keep new territories and states as equal in size as possible. Therefore, North and South Dakota, Wyoming, Colorado, Washington, and Oregon are similar in size, each having about 7 degrees of longitude in width.

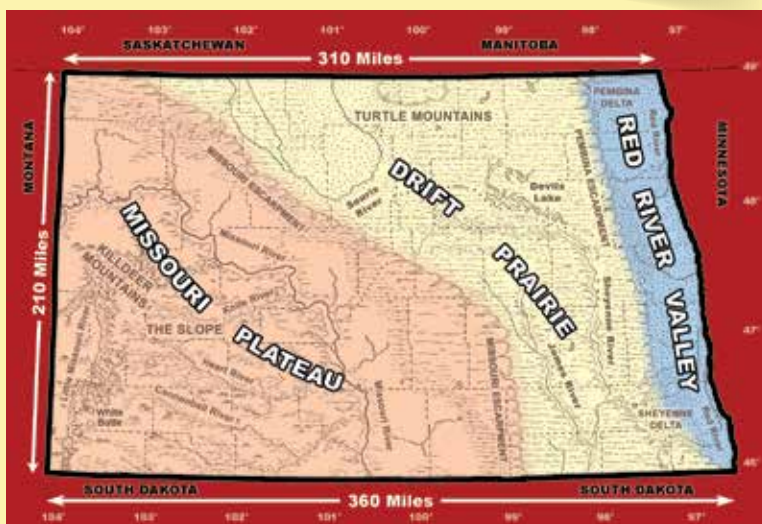


Statehood Map, 1889. SHSND Dr. G No. 460

The southern border was established when Dakota Territory split into two states, and the reasoning was similar. The column of states in the Great Plains formed by Kansas, Nebraska, South Dakota, and North Dakota were divided

equally, each having 3 degrees of latitude. Only one of North Dakota’s boundary lines was based on a natural feature, the Red River of the North; the other boundaries were drawn by surveyor’s lines along the meridians and parallels.

## REGIONS OF NORTH DAKOTA MAP



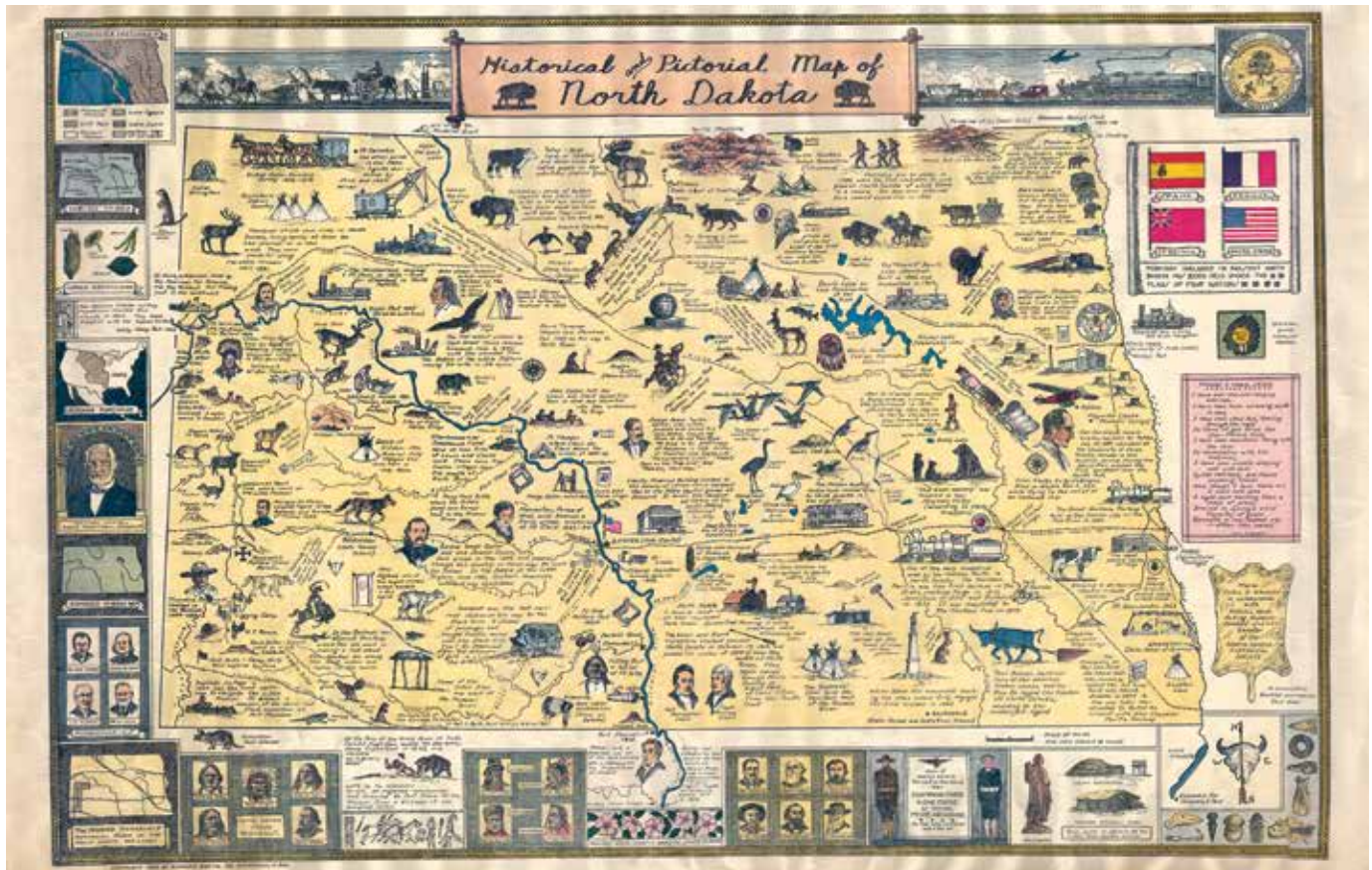
Regions of North Dakota Map. SHSND-ND Studies

This physical map of North Dakota is an adaptation and enhancement of one that appeared in Conrad W. Leifur’s *Our State North Dakota*, first published in 1942. The map clearly illustrates North Dakota’s three distinct regions based on geography and soil. As shown, the **Red River Valley** is relatively flat with rich soil and little drainage. The **Drift Prairie** is characterized by small ponds, hills, and rocky soil. The **Missouri Plateau** is the highest land in North Dakota and includes such features as the Missouri River, the badlands, and White Butte, which is the highest point in the state.

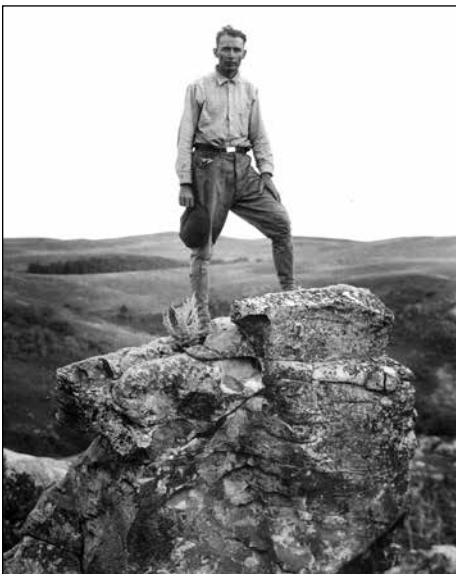
The map has been used as a tool for teaching North Dakota geography for more than 75 years, and is especially useful for teaching North Dakota Studies to students in grades 4 and 8.

# About the Cover

## A Historical and Pictorial Map of North Dakota



SHSND 978.4032 G198h 1930



Clell G. Gannon near Grassy Butte, ND, 1923.  
SHSND 00200-4x5-0189C

By Neil Howe

A historical and pictorial map of North Dakota was commissioned by the State Historical Society of North Dakota in 1930. The goal of the map was to create a resource that would assist students and teachers to learn about the geography and history of North Dakota. **Clell G. Gannon** (1900–1962), a noted artist, was hired and given the task of creating the map—a map that would become a notable depiction of our state. The map was accompanied by a 16-page booklet that described the early history, geography, and culture of North Dakota at that time. In all likelihood, the map and booklet were distributed to the schools of the state. Gannon created a similar map called *North Dakota: Land of Opportunity* in the 1950s.

In addition to this illustrated and attractive map, Gannon's work can also be observed in the Burleigh County Courthouse in Bismarck, where a number of murals highlight state history including *Verendrye Meets the Mandans* and *The Sibley Campaign*.

Gannon was also a noted outdoor enthusiast who shared a keen interest in nature. In 1926, Gannon accompanied George Will and Russell Reid as they canoed the Little Missouri River from Marmarth to the Missouri River and then on to Bismarck. Will and Reid served as directors of the State Historical Society of North Dakota.

### What do you notice about this map?

- Do you notice any changes since 1930?
- Why isn't there an image of the state capitol tower to represent Bismarck?
- Where is Lake Sakakawea?

# NORTH DAKOTA STUDIES WORKSHOP

## *Just A Click Away*



Thirty-six North Dakota teachers attended a two-day North Dakota Studies workshop at the ND Heritage Center on October 18-19. Participants included Micah Berge (Central Valley), Baron Blanchard (Bismarck Horizon), Dennis Bolda (Fargo), Austin Bolton (Watford City), Brandi Boysun (Mandan), Jordan Brown (New Rockford-Sheyenne), Abby Buchmiller (Goodrich), Amber Brueckner (Larimore), John Bruse (Elgin-New Leipzig), Linda Christensen (Litchville-Marion), Mary Cooper (Little Heart), Amanda Ebner (Mott), Cassandra Eli-Reidburn (Valley City), Carmen Erickson (Scranton), Stacy Follman (Leeds), Denise Folston (Bismarck), Lynn Fossen (Jamestown), Beverly Frank (Beulah), Jacob Hellman (Stanley), Betty Hurst (Dakota Prairie), Bill Irmen (Minot), Melanie Joerger (Mayville), Kaitlin Johnson (Bismarck), Marlene Langbehn (Jamestown), Carlin Larson (Midkota), Stephanie McCann (Litchville-Marion), Joe Royall-McKeown (Marmarth), Jenny McLean (Larimore), Thomas Nybo (Starkweather), Stephanie Pusc-Roland (Lewis & Clark-Berthold), Steven Quinlivan (Gackle-Streeter), Susan Reinhiller (Dickinson), Chelsey Richard (Larimore), Lucas Rustad (Sullivan-Fargo), Loretta Tullius (Trinity-Dickinson), and Jennifer Vetter (Little Heart).

**O**n October 18-19, a group of 36 teachers from across the state gathered at the North Dakota Heritage Center & State Museum for a workshop experience intended to heighten awareness of the many North Dakota Studies resources. Teachers represented large and small schools and came from every corner of the state—from Watford City to Fargo; from Larimore to Marmarth. For two days, teachers learned about the many resources that are ***Just A Click Away*** at a host of sites within [ndstudies.gov](http://ndstudies.gov).

The workshop included five general sessions with emphasis on grades 4 and 8 course curriculum, energy in North Dakota, and the North Dakota Native American Essential Understandings. Participants were also able to choose from nearly a dozen break-out sessions on topics such as “Teaching with Historic Places,” “Museum School: Using Objects and Images in the Classroom,” and “Digitizing North Dakota Newspapers.”

The wide variety of North Dakota Studies sessions and topics allowed workshop participants to learn about new resources, provided opportunities to interact with each other, and shared ways for them to use the many resources in their own classrooms.

The workshop was made possible by the efforts of the North Dakota Studies team members at the State Historical Society including Neil Howe, program coordinator; Erik Holland, curator of education; Barb Handy-Marchello, author; Jess Rockeman, new media specialist; and Danielle Stuckle, outreach coordinator.

*I really enjoyed the workshop! Being a first year teacher I learned a ton of information and tools I can add to my tool belt. It was very well designed!*



Barb Handy-Marchello (left) and Retha Mattern (right) give presentations to ND Studies workshop participants.



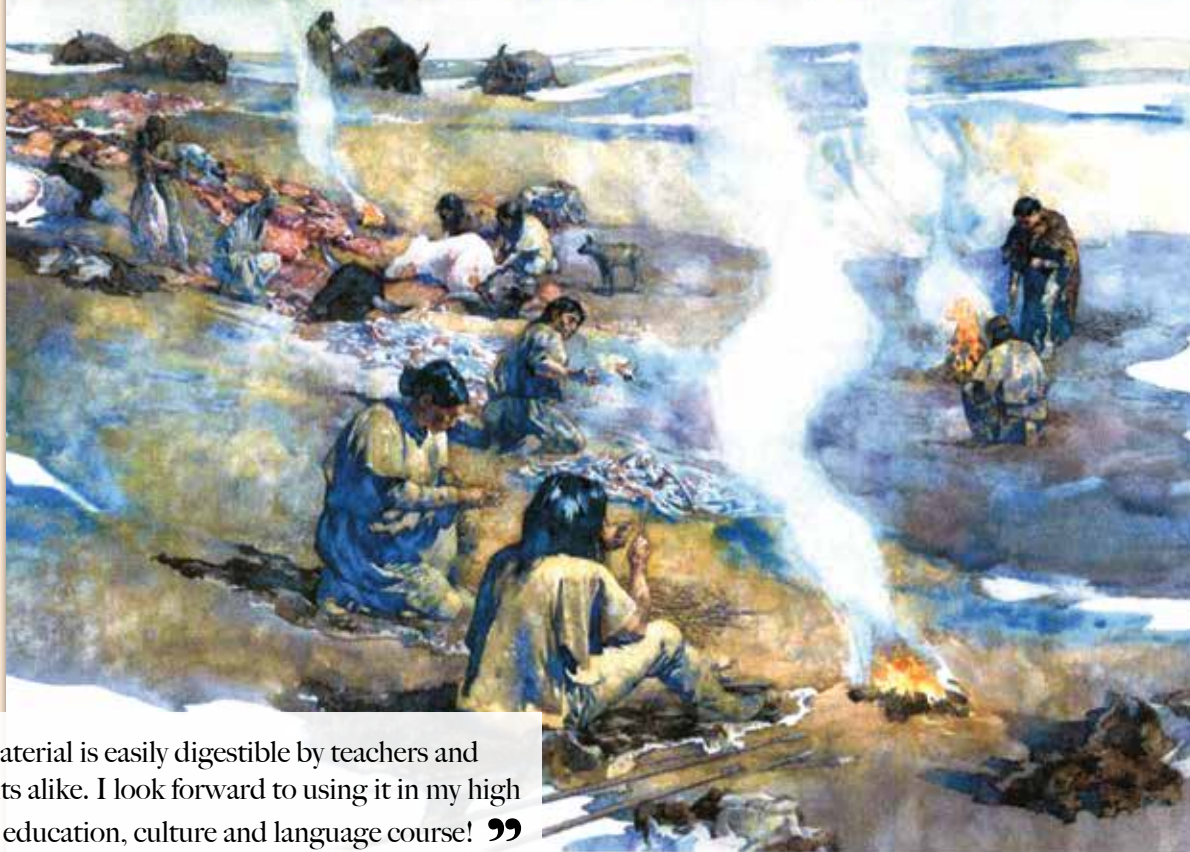
*I really benefited from this workshop, and hope that I will be able to attend again. Thank you for putting on a great workshop!*

*The best workshop I've been to since all my years in education! Can't wait to take all this wonderful info back to my students! #lovenorthdakota*

Beverly Frank (above), Beulah Middle School

# TRACES

## EARLY PEOPLES OF NORTH DAKOTA



“The material is easily digestible by teachers and students alike. I look forward to using it in my high school education, culture and language course!”

— Dr. Brad Kroupa, White Shield High School

BARBARA HANDY-MARCHELLO  
FERN E. SWENSON

***Traces: Early Peoples of North Dakota*** is now available. Written for a general readership, this 128-page text covers the archaeological history of the region that is now North Dakota. The book 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.

### ***Traces: Early Peoples of North Dakota:***

- Corresponds to **Innovation Gallery: Early Peoples** exhibits in the State Museum.
- Includes 16 full-color maps of locations and movements of cultural groups.
- Explains ancient lifeways based on artifact interpretation and the context of where they were found.
- Includes a timeline for each chapter.
- Contains original art depicting life at sites based on archaeological information and oral history.
- Highlights more than 180 photographs of artifacts found at North Dakota archaeological sites.
- Written for use in high school and college classrooms and as background information for teachers at every level.
  
- Text by **Barbara Handy-Marchello**, Associate Professor Emerita, University of North Dakota, and **Fern Swenson**, Director, Archaeology & Historic Preservation Division, State Historical Society of North Dakota
- Foreword by Calvin Grinnell, Historian, Tribal Historic Preservation Office, Mandan Hidatsa Arikara Nation

The book is available through the State Museum Store ([statemuseum.nd.gov/store](http://statemuseum.nd.gov/store)) or North Dakota Studies ([ndstudies.gov](http://ndstudies.gov)) for \$25.



Sara Ziemnik  
 2017 National History Teacher of the Year  
 Rocky River High School (OH)

**NATIONAL HISTORY TEACHER OF THE YEAR**

**Teachers, Administrators, Parents, and Students: We need your help to find outstanding K-12 history teachers!**

The Gilder Lehrman Institute of American History is seeking nominations for the 2019 North Dakota History Teacher of the Year. State History Teachers of the Year receive \$1,000, an archive of materials for their school library, and an invitation to attend a 2019 Teacher Seminar.

The deadline for 2019 nominations is March 31, 2019.

To nominate a teacher or to learn more about the National History Teacher of the Year Award, visit [gilderlehrman.org/nhtoy](http://gilderlehrman.org/nhtoy). For more information about the North Dakota History Teacher of the Year Award, please contact Neil Howe, ND Studies coordinator, [nhowe@nd.gov](mailto:nhowe@nd.gov), 701.205.7802.

**2018 ND History Teacher of the Year**



Donna Davidson  
 Center-Stanton School

**NATIONAL HISTORY TEACHER OF THE YEAR**

In addition to the state prize, state winners also become finalists for the national award. The national winner will receive a \$10,000 prize and attend a ceremony in their honor in New York City.



# The Horse in North Dakota

ND Heritage Center & State Museum

## National History Day 2019 Triumph & Tragedy in History



## ND State Competition

**DATE:** April 12, 2019

**LOCATION:** ND Heritage Center  
& State Museum, Bismarck

**RULES AND RESOURCES:**  
[nhd.org/node/14063](http://nhd.org/node/14063)



Erik Holland, NHD in ND coordinator,  
SHSND Curator of Education  
[eholland@nd.gov](mailto:eholland@nd.gov)  
701.328.2792

visit: [nhd.org/contest](http://nhd.org/contest)



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

[statemuseum.nd.gov](http://statemuseum.nd.gov)



STATE HISTORICAL SOCIETY  
OF NORTH DAKOTA

HISTORY FOR  
*everyone.*

# 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](http://ndstudies.gov/gr4).

# NDSTUDIES.GOV/GR8

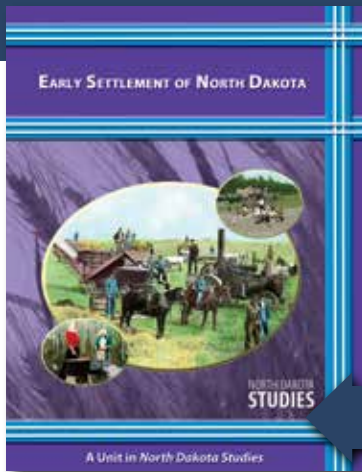
NORTH DAKOTA  
STUDIES



NDSTUDIES.GOV/GR8

**NOW ONLINE:** *North Dakota People Living on the Land* is now available at [ndstudies.gov/gr8](http://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.

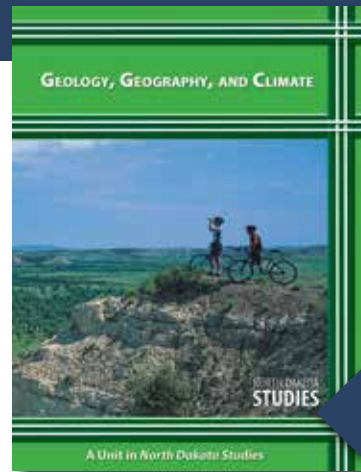
# 4TH GRADE NORTH DAKOTA STUDIES



## 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.

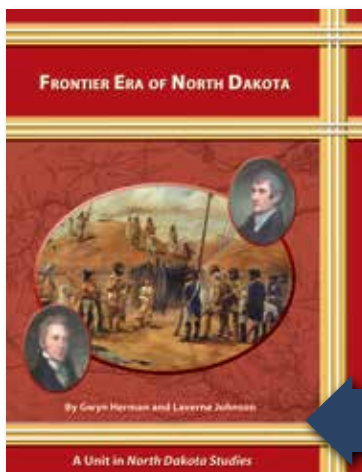
NOW ONLINE AT:  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## 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.

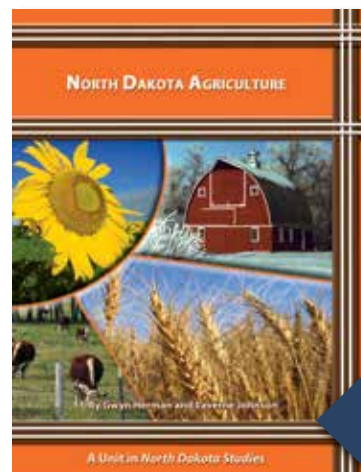
NOW ONLINE AT:  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## 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.

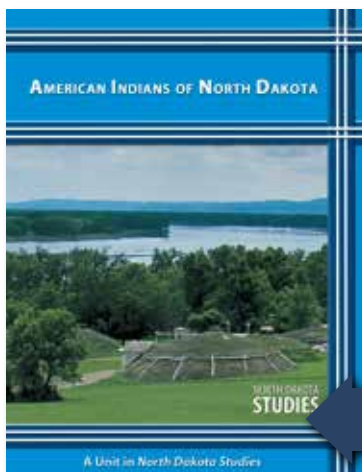
NOW ONLINE AT:  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## 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](http://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](http://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](http://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

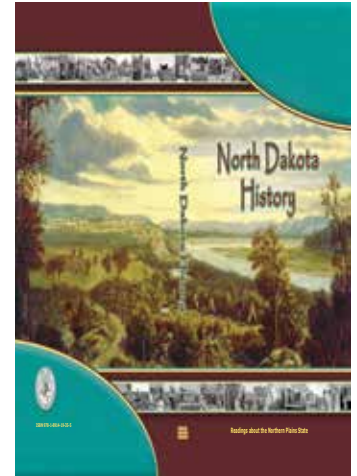
Access: [ndstudies.gov/energy/level1/index.html](http://ndstudies.gov/energy/level1/index.html)

# 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:

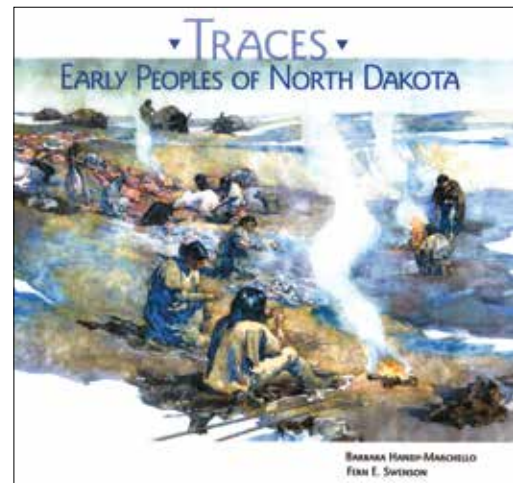
Student Text

\$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



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## NDSTUDIES.GOV



The North Dakota Studies program has launched a new website at [ndstudies.gov](http://ndstudies.gov). The website has been re-designed to make it simple to navigate and easy to use.

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

Whether you desire to know more about the early settlement of the state, seek information about the energy resources in North Dakota, or simply want to become familiar with state symbols, [ndstudies.gov](http://ndstudies.gov) provides a destination for students, teachers, and lifelong learners wanting to explore the interesting geography, history, and culture of our state.

# NORTH DAKOTA STUDIES

[www.ndstudies.gov](http://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](mailto:nhowe@nd.gov), 701.205.7802.

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

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