

# NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • SPRING 2016

## SPEAKING OF HISTORY

By Barbara Handy-Marchello, Ph.D.

In recent years, historians have applied the fundamental definition of history—the study of change over time—to a great variety of topics, events, people, and things. As a result, our knowledge of how change (or progress) came about in human economic, political, and social relationships has expanded vastly. Such studies can focus on the great sweeps of human history or local North Dakota history.

Teachers benefit from these historical investigations when they find a bit of history that generates curiosity and interest among their students.

Take, for instance, Lake Agassiz . . .

**NORTH DAKOTA  
STUDIES**



**D**uring the hot, dry summer of 1823, a small expedition, led by Major Stephen H. Long, traveled up the Minnesota River to Big Stone Lake. When they reached the **Red River of the North**, they turned north and marched to the Pembina River and the small settlement there. Long's orders were to locate the boundary with Canada and to note the potential economic value of the valley of the Red River. The naturalist accompanying the expedition, William H. Keating, was instructed to keep notes on the animals, plants, soils, and weather of the valley. He didn't particularly like what he saw. The weather was hot and dry, and the rare thunderstorms were violent. The soils appeared "impoverished" and perhaps not productive for farming. Keating considered the "flatness" of the Red River Valley a "defect in its character."

Keating theorized that the flat valley stretching before the expedition day after day was actually the bed of an ancient lake. He thought the level landscape had been constructed by the deposition of water-borne sediments. In 1824, Keating published a book about the scientific findings of the expedition. Of the Red River Valley, he wrote, "the whole of the country may be considered as an **immense lake**. . . . This [lake] . . . has broken its bounds, and the country has been very extensively drained. . . . That at one time the Mississippi was one of the great



**The horizon** in this historic photo of an oat field in the Red River Valley is a straight line. Many people refer to the Red River Valley as being "flat as a pancake." This topography is the result of sedimentation in Glacial Lake Agassiz. *SHSND 00527-00007*

outlets, appears to us equally probable."

Keating was right, but it was not until the late 1830s that scientist **Louis Agassiz** developed the theory that **glaciers** moved across the continents leveling the ground, depositing "till" (piles of rock and other debris), and leaving meltwater lakes behind. The sediment dropping from the water to the lake bed leveled the piles of till and became deep, fertile soils as the lake retreated. Sediment included materials that the glacier had picked up such as dirt and rocks and the remains of animals that died in or on the

shores of the lake.

Keating's flat river valley came to be known as **Glacial Lake Agassiz** (AG uh see), named for the scientist who gave the valley its geological history. That history, which is such an important part of North Dakota's story, is more complicated than you might think.

The **Laurentide Ice Sheet** was the glacier responsible for Lake Agassiz. This massive block of ice, several thousand feet deep in some places, reached its maximum size and covered much of northern North



**Louis Agassiz** studied the Zermatt glacier in Switzerland before developing his ideas about glaciation. He theorized that geological evidence shows that glaciers once covered most of the northern hemisphere.

## LOUIS AGASSIZ

**Louis Agassiz** (AG uh see) was a great, but controversial, 19<sup>th</sup> century scientist. He was born in 1807 in Switzerland. His original field of study was the classification of living and fossil fish which brought him fame as a paleontologist in 1833.

In 1836, Agassiz toured the glaciers of Switzerland. In conversation with other scientists, he began to understand that glaciers were in motion. By 1837, he was convinced that the earth had endured an Ice Age when huge glaciers covered much of the northern hemisphere. His books on glaciation (1840 and 1847) contributed to his growing fame as a natural scientist. Agassiz' work was widely accepted by other scientists.

In 1846, Agassiz traveled to the United States and accepted a position at Harvard University as professor of zoology and geology. He founded the Museum of Comparative Zoology at Harvard and published several more books on natural history. Though popular and famous, he lost respect of other scientists because he could not accept Charles Darwin's work on evolution (1859) and because he mistakenly claimed that Brazil had been glaciated.

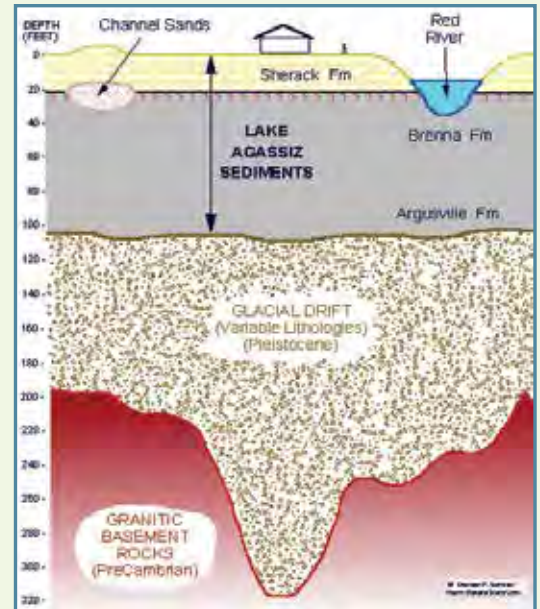
In spite of problems, he remained well-known for his study of glaciers. Lake Agassiz was named for Louis Agassiz in honor of his study of glaciation.

America about 21,000 years ago. The ice began retreating about 11,700 years ago during a warming trend. As the ice melted at the southern (and thinner) end of the ice sheet, the meltwater, full of soils and rocks that had been picked up by the powerful moving glacier, formed pools.

Over time, the meltwater pools formed a huge lake. The lake made two major changes to the landscape. Wave action along the shores formed beaches which defined the limits of the lake. In calmer weather, sediments fell to the lake floor. The

sedimentary layer was deep enough to level off the uneven layer of till below. The result is today's very flat Red River Valley with a series of beaches miles to the west and east of the Red River's current channel.

The melting of the glacier was not, however, a single event. The glacier retreated and advanced several times leaving many beaches in different places along the lake shore and changing the drainage patterns of Lake Agassiz. The first time the lake overflowed its eastern shore (about 11,500 years ago), it drained into the Minnesota River



Fargo and other Red River cities sit on more than 100 feet of clay which rests on another 100 feet or more of glacial sediment of gravel and rock. The sediment is strong enough to support tall or heavy structures, but caissons must be driven down through the clay for the structures to rest on. *NDSU Geosciences Department*

## FARGO'S SOIL

The legacy of Glacial Lake Agassiz is important to cities in the Red River Valley such as Fargo. The Red River and the fertile flat soils surrounding it appealed to early settlers and the Northern Pacific Railroad. However, those same soils impose limits on construction in the Valley.

The clay soils of the Valley are highly "plastic" (unstable) and "expansive" (they expand and contract with moisture). This is not terribly important for ordinary houses and small office buildings, but heavy load-bearing structures such as grain elevators, railroad bridges, and tall buildings must construct a more stable foundation. To do this, the buildings must be set on steel pilings or concrete caissons that rest on rock (mostly glacial till) more than 100 feet below the surface.

Setting those caissons is a massive job. An auger, perhaps five feet in diameter, drills down through the clay. Deep in the hole, caissons or pilings are constructed of steel reinforced concrete. Some of these are belled, or spread wider, at the bottom to increase the weight-bearing capacity. Once the caissons are in place, steel beams can rest on them and safely support large buildings such as the **Fargodome** (240 caissons) and the Fargo Water Treatment Plant (300 caissons). Read more: The Stockwood Fill at [www.ndsu.edu/nd\\_geology/stockwood](http://www.ndsu.edu/nd_geology/stockwood).



This map of North America was originally published in *The Glacial Lake Agassiz* by Warren Upham (1895). It shows the size of Lake Agassiz (in light green) compared to the Laurentide Ice Sheet (in darker tan). At its peak, Lake Agassiz was larger than all of the Great Lakes combined. *W. Upham, The Glacial Lake Agassiz*

towards the Mississippi River. For the next 300 years, spruce trees, deciduous trees, and shrubs grew along the shoreline. Archaeological evidence indicates that some of the **first people** to visit North Dakota—those who used Clovis or Folsom technology—stopped along the shores of Lake Agassiz. In addition to fresh water, the people found wood for fires. Mammoths and other animals also came to the shore of the lake to water. They were easy targets for the well-armed hunters.

About 10,700 years ago, the water level dropped as Lake Agassiz began to drain northeastward toward Lake Superior. As the water level fell, parts of the lake bed that had once been under water became marshy or dried up. During this spell of warm weather, Lake Agassiz in North Dakota became smaller, but the lake expanded in Canada.

The tendency of the water to run to the north when the water level dropped was related to the height of the land barriers to the south. The north-south divide that forces water to flow north to Hudson Bay or south to the Mississippi River (or its tributaries) is located just south of North Dakota's border with South Dakota near Brown's Valley, Minnesota. When the water level in Lake Agassiz rose to a level that topped the divide, it flowed south. However, a drop in water levels turned the drainage back to the north.



**The Red River of the North** was left behind by the Laurentide Ice Sheet. The shallow valley is so young that the river has not yet carved steep banks or canyons to contain flood waters. *Garrison Conservancy District*

Cooling temperatures again raised the lake levels in North Dakota and the outlet again turned south to the Mississippi River drainage. This process lasted a relatively short 500 years. Warmer temperatures caused the lake to flow through an outlet to the north once again. This time, the water sought Lake Ojibway which is near the Canadian border, west of Grand Marais, Minnesota. (Glaciers didn't care much about state lines; we use modern locations for geographical orientation.) Further melting took the Laurentide Ice Sheet out of North Dakota altogether. About

9,000 years ago, Lake Agassiz was nearly gone from North Dakota leaving only the Red River of the North and a flat river valley. The river began its job of carving a valley so recently that it has not yet made the steep banks and canyons we see in older rivers such as the Missouri. As the ice sheet retreated, the water flowed due north to Lake Winnipeg, and it still does. Lake Winnipeg, Lake Manitoba, and Lake Winnipegosis are the last remaining meltwater pools of the Laurentide Ice Sheet.

If all of Lake Agassiz had existed at the same time, the lake would have covered

## THE RED RIVER'S LITERARY CONNECTION

**Winnie the Pooh**, the beloved story-book character, has a connection to the Red River of the North. In 1914, Lieutenant Harry Colebourn of Winnipeg, a veterinarian, was on his way to fight for England in the Great War (World War I). At White River, Ontario, he met a hunter with a bear cub for sale. Colebourn bought the cub and named it Winnipeg. He smuggled the bear into England. When he left for the battle front, he donated the friendly little bear to the London Zoo. The bear enjoyed the visitors at the zoo, including A. A. Milne's young son Christopher Robin. The boy loved to play with the bear and brought her honey (which destroyed her teeth). Christopher Robin named his toy bear after Winnipeg. Milne's stories about his son, the bear, and the honey were first published in 1926. Winnie the bear lived out her life at the London Zoo. Lieutenant Colebourn returned to Winnipeg where he practiced veterinary medicine until his retirement in 1945.



**Lt. Colebourn adopted a baby bear** he named Winnipeg. The bear lived at the London Zoo while Colebourn went to France during World War I. The bear, known as Winnie, became the central character of the Winnie the Pooh books.

an area of approximately 932,056 square miles. It would have been larger than all of the Great Lakes combined. Of course, the alternate freezing and thawing of the glacier meant that the lake sometimes appeared in North Dakota, and sometimes in Manitoba or Ontario. The shorelines that formed about 30 miles to the east and west of the Red River give us clues to the size of the lake. By locating the shorelines geologists have determined the extent of the meltwater lake.

Glacial Lake Agassiz has recently acquired a **starring role** in a debate among scientists about changes in the earth's temperature. Many scientists have theorized that the meltwater leaving Lake Agassiz made its way to the Atlantic Ocean via Hudson Bay or through Lake Superior to the St. Lawrence River. The great quantity of water released from Lake Agassiz diluted the saline composition of the ocean causing it to become somewhat colder. For many years, scientists believed the outflow of Lake Agassiz caused a major cooling event known as the **Younger Dryas**.

However, now scientists believe that the Younger Dryas pre-dates the formation of Lake Agassiz. With that theory on the shelf, scientists examined the relationship of Lake Agassiz to another cooling event. This one took place about 8,200 years ago, so it is called "**8.2 ka**." As the cool meltwaters rushed out of Lake Agassiz toward Hudson Bay and the Atlantic

Ocean, the lake water diluted the ocean upsetting its usual chemical actions and the behavior of its currents. As a result, air temperatures dropped two to three degrees in the northern hemisphere. The northern plains became very dry (even dusty) where so recently the lake had supported forests.

The 8.2 ka event lasted only about twenty years or so, but it remains an important clue to understanding how global temperatures are affected by a variety of geological events. The debate over the impact of Lake Agassiz's outlets to the Atlantic Ocean is ongoing. Scientists are still puzzling over the possibility that melting glaciers have the potential to significantly change the earth's climate.

Today we can walk through the Red River Valley and pick up a handful of dirt that once floated in Lake Agassiz. Lake Agassiz gave North Dakota the great gift of the rich soil of the Red River Valley. The agricultural fertility of the Red River Valley has astounded generations of farmers who have planted thousands of acres to Hard Red Spring Wheat since 1870. The rich topsoil (the ancient sediment of Lake Agassiz) was 18 to 24 inches deep when the **bonanza farmers** first plowed Red River Valley soil. Today, that topsoil measures about six to 12 inches. While the Red River Valley continues to be one of the most productive agricultural regions in the world, Lake Agassiz is slowly giving up its gift.

The ancient lake bed that is now the Red River Valley is flat and treeless. It is a plain grassy (or corn-y, or wheat-y) expanse and



**If Lake Agassiz had existed** in its entirety at one time, it would have been as large as the blue area of this map. Lake Winnipeg is one of the remaining lakes created by the glacial meltwater.

does not have the mountains or canyons that people ordinarily enjoy in the landscape. But, according to one geologist, while its beauty is "subtle in appearance," the Valley is "startling in its impact." From this Valley, we built the foundation for our state's economy and we continue to unpack the clues to our earth's past and future.



**Farmers in the Red River Valley** have enjoyed deep, fertile soils and flat land with few rocks or trees to slow the work of plowing, planting, and harvesting. Today, the topsoil in the Valley has diminished to about half of what it was in 1870.  
SHSND 00075-0047



### About the Author

Barbara Handy-Marchello, Ph.D., is a historian and researcher, and

regularly contributes to various North Dakota Studies initiatives. She was the lead researcher/writer for the recently launched *North Dakota: People Living on the Land*—a new grade 8 curriculum. Handy-Marchello also contributes to the SHSND blog at [history.nd.gov](http://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.

# 100<sup>th</sup> Anniversary of World War I

The United States entered the Great War (World War I) in 1917. Great Britain, France, Russia, and Italy had been at war with Germany since 1914 on the continent. The war turned into a bloody stand-off until the U.S. brought fresh troops and new strategies to the “front” in 1917.

North Dakotans watched events in Europe closely. Our citizens, many only recently arrived from Germany, South Russia, and other parts of Europe, had close ties to the nations at war. In addition, the United States supplied food and war material to the combatants almost from the beginning. When the U.S. declared war on Germany in April 1917, the nation and many North Dakotans had already begun to prepare for war.

To honor the 100<sup>th</sup> anniversary of the “war to end all wars,” the North Dakota Studies program will present a series of three articles on World War I. The articles, titled “Preparedness,” “Over There,” and “Peace,” will focus on the war’s impact on North Dakota in the national and international context. The articles will include original documents and rare images from the Archives of the State Historical Society of North Dakota.

## Commemorating World War I Series 1917-2017

Starting with the fall 2016 issue, the North Dakota Studies newsletter will feature three “Speaking of History” articles commemorating the 100<sup>th</sup> anniversary of World War I.

These articles become an excellent source of information for students and teachers as we approach the 100<sup>th</sup> anniversary of the “war to end all wars.”

Fall 2016	Preparedness
Winter 2017	Over There
Spring 2017	Peace



SHSND 10935 P215



## Early Settlement of North Dakota WEB-BASED CURRICULUM

**E**arly Settlement of North Dakota, a grade 4 ND Studies unit, was first published in 2007. Since then, more than 11,000 print copies of this highly popular unit have been distributed to North Dakota students. Now, the North Dakota Studies program is pleased to provide a web-based version of the Early Settlement unit at no cost to users at [ndstudies.gov/gr4](http://ndstudies.gov/gr4). The web-based version will launch in the summer of 2016.

**Early Settlement of North Dakota** introduces early forms of transportation, including the Red River cart, steamboats, stagecoaches, and the railroad. Learners are also introduced to bonanza farms and cattle ranching in the Badlands, immigration, and pioneer life between 1879 and 1915.

From the time the first non-Indians came to live permanently in northern Dakota until the settlement era ended around 1915, many changes had taken place. Bonanza farms had demonstrated that

North Dakota soil was fertile, and cattle bonanzas had opened up ranching in the west. Railroads were built, and a flood of immigrants poured into North Dakota. With the coming of the railroads, towns and cities sprang up and grew. Population booms occurred from 1878 to 1886 and again between 1889 and 1915.

Farmers expanded their original homesteads. The Homestead Act offered 160 acres of free land, but often a section of land was not large enough to make a living in North Dakota.

Other land laws, like the Timber Culture Act, allowed homesteaders to cheaply obtain additional land. Farmers could also purchase more land. By 1900, the average size of a North Dakota farm was about 350 acres.

Within a span of less than 50 years, the face of North Dakota had been totally transformed. Railroads criss-crossed the prairie and the countryside was dotted with farms. Dozens of towns with their schools, churches, and businesses served as centers of community life.

By 1915, thousands of Euro-Americans were living in North Dakota. The different ethnic groups were claiming their new identity as Americans. Most were Scandinavians, Germans, and Germans from Russia. These pioneer adventurers, who were helping to tame the frontier, were making North Dakota their home.

# ENERGY: POWERED BY NORTH DAKOTA

## LESSON PLANS NOW AVAILABLE



**E**NERGY: *Powered by North Dakota* has recently added a new resource for students and teachers to its existing online energy curriculum. Through a partnership with ND Studies and the EmPower Commission, funding was provided to develop two-week, fully packaged lesson plans, for both Level One (4<sup>th</sup> grade) and Level Two (8<sup>th</sup> grade) *ENERGY: Powered by North Dakota* curriculum.

The lesson plan package begins with a daily guide of objectives, activities, adaptations, standards and materials needed for each of the ten days. Also included are worksheets with answer keys, fun activities with clear instructions, and rubrics for assessment. The package was designed to contain everything needed to

make it easy for teachers and substitute teachers to provide an in-depth review of North Dakota energy resources with minimal prep time.

These lessons align with *North Dakota Science and Social Studies Content and Achievement Standards for Grades 4 and 8* as outlined by the North Dakota Department of Public Instruction, as well as *Common Core Standards in English Language Arts–Literacy in History/Social Studies*. There is an optional Parent Letter included for teachers to send home with students when starting the unit as well.

North Dakota Studies teachers received a flash drive with the lesson plan package materials in February 2016, along with a complimentary *ENERGY: Powered by North Dakota* booklet.

# ENERGY: POWERED BY NORTH DAKOTA

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

→ Click the “Energy” button at [www.ndstudies.gov](http://www.ndstudies.gov)



# ENERGY: POWERED BY NORTH DAKOTA

## COMING SOON: SMART BOARD LESSONS



To view the free *ENERGY: Powered by North Dakota* two-week lesson plans.

1. Go to [ndstudies.gov](http://ndstudies.gov).
2. Click the “Energy” button.
3. Select Level One (Grade 4) or Level Two (Grade 8).
4. Select “Activities and Lesson Plans” to see the full two-week lesson plan package.
5. Download the documents and have fun!

The lesson plan package material is also available, free of charge, online. Simply follow the instructions in the box to the left.

All North Dakota Studies teachers should have received a set of *ENERGY: Powered by North Dakota* booklets in October of 2014. If additional copies are needed, a PDF of the booklet can be downloaded from the website ([ndstudies.gov/energy/level1/index.html](http://ndstudies.gov/energy/level1/index.html)) or hard copies can be requested through North Dakota Studies at [ndstudies.gov/order](http://ndstudies.gov/order).

Soon you will be hearing about another component of the curriculum—Smart Board lessons and hands-on activity kits. Watch for the next North Dakota Studies newsletter for information about the upcoming addition to the curriculum that will use your Smart Boards to take difficult energy concepts to a fully-interactive level for your students!

## ENERGY LESSON PLANS

### Level One (Grade 4) Snap Shot:

- Day 1 – What is Energy?
- Day 2 – Petroleum and Natural Gas
- Day 3 – Energy from Coal
- Day 4 – Wind, Hydro and Solar Energy
- Day 5 – Biofuels, Geothermal, and Recovered Energy
- Day 6 – Balance of Power
- Day 7 – Energized Careers
- Day 8 – Energy Presentation Intro and Group Work
- Day 9 – Group Work on Energy Presentations
- Day 10 – Student Energy Presentations

### Level Two (Grade 8) Snap Shot:

- Day 1 – What is Energy?
- Day 2 – Types of Energy
- Day 3 – Energy in an Envelope Project Work Day
- Day 4 – Energy in an Envelope Project Work Day
- Day 5 – Energy in an Envelope Project Work Day
- Day 6 – Energy in an Envelope Project Presentations
- Day 7 – Energy Use and M&M Activity
- Day 8 – Careers in Energy
- Day 9 – Careers in Energy
- Day 10 – Energy Assessment



# North Dakota: People Living on the Land

The North Dakota Studies program has launched a new, web-based grade 8 North Dakota Studies curriculum, **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. It covers the place that is today North Dakota from about 500 million years ago to current events. 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 will also find interesting information, some of it never before published.

**North Dakota: People Living on the Land** is not only based on primary sources, but presents readers with documents to help understand North Dakota's history and culture. The

course includes a curriculum with primary sources, maps that can expand on the screen to reveal the smallest creek or village, and photographs that can be examined in detail—now realized with an interactive website.

Unlike the traditional, chronological organization typical of most history texts, this new curriculum allows users to study in greater depth when they read a topic of interest. **North Dakota: People Living on the Land** uses both a chronological and thematic organization. The curriculum is divided into four chronological units from the Paleozoic Era to the present. Within each unit are four thematic lessons. Teachers and other users may choose a topic subject across the millions of years covered in the curriculum or examine a particular time period through geographic, economic, social, and political perspectives.

# the NORTH STAR DAKOTAN

**Issue No. 1**  
1780-1850



Native Peoples  
First Encounters  
The Fur Trade

**Issue No. 2**  
1861-1889



The Civil War  
Homesteading  
Conflict On The Frontier

**Issue No. 3**  
1889-1915



North Dakota Politics  
Child Labor  
Woman Suffrage

**Issue No. 4**  
1915-1941



World War I  
The Nonpartisan League  
Works Progress Act

**Issue No. 5**  
1942-1971



World War II  
Garrison Dam  
Industrial Agriculture

## COMING SOON – Online Issue No. 6

When the first issue of *The North Star Dakotan* was released in November 1993, it was considered the “newest thing in state history books – a first in the nation endeavor.” During the next several years, an additional four issues of *The North Star Dakotan* were published and made available to North Dakota schools. These first five issues of *The North Star Dakotan* were sponsored and funded by the North Dakota Humanities Council, and covered North Dakota history from 1780 to 1972. The chief author of these first issues was D. Jerome Tweton, Ph.D., professor emeritus of history at the University of North Dakota. A sixth edition of the paper covering recent history (1972–present) was planned, but stalled. Issues 1–5 and accompanying Teacher’s Guides are now available at [ndstudies.gov](http://ndstudies.gov).

Now, some 25 years later, plans are underway to bring the sixth edition of the *The North Star Dakotan* to students and teachers of the state. This new edition will be web-based and available in the fall of 2016 at [ndstudies.gov](http://ndstudies.gov).

Thanks to the continued financial support and encouragement of the North Dakota Humanities Council, issue #6 of *The North Star Dakotan* will complete this newspaper series and highlight some of the major news stories that mark North Dakota’s history since 1972.

Since the debut of the first *The North Star Dakotan* nearly 25 years ago, much has changed regarding the availability of North Dakota studies curriculum resources. Schools and teachers have access to a host of resources developed by

### *The North Star Dakotan* Issue #6, 1972–Present

You’ll Want to Catch These News Stories

- The Modern ND Family Farm
- Title IX Changes Sports in North Dakota
- North Dakota State Parks at 50
- Coal Reclamation and Gasification
- Pride of Dakota – An Economic Gem
- The Medina Shootout – 1983
- The ARC Lawsuit
- Powwows
- State and Tribal Relations
- Oil in North Dakota, 1972-Present
- Preserving the Lakota Language
- AND MUCH MORE

the North Dakota Studies program at the State Historical Society of North Dakota—at the required 4<sup>th</sup>, 8<sup>th</sup>, and high school levels. The addition of the sixth edition of *The North Star Dakotan* complements these resources and gives teachers and students options for researching and learning about our state.

# 50 YEARS AGO – The Blizzard Of March 1966

The blizzard of March 2, 3, and 4, 1966, may have been the worst recorded storm to hit North Dakota because of its long stay across the state, snowfall accumulation, and high wind speeds.

This blizzard came with plenty of warning from the weather service, but no one had experienced a blizzard of this power and duration. It began about noon on Wednesday, March 2. By Friday night, the winds had reached 70 MPH with gusts in some locations to 100 MPH. The wind blew the snow about leaving parts of some highways clear, while other stretches had drifts 20 to 30 feet high and hundreds of yards long. The actual snowfall varied, but reached 35 inches in some places and at least 20 inches in many places. Only the northwestern corner of the state was spared the destructive power of this storm.

Five North Dakotans died in the storm (18 died throughout the storm's path in three states). Three of the victims were men who apparently died of heart attacks while trying to shovel or walk in the storm. Two victims were young girls who had left their farm homes to tend to livestock in the barn, but lost their direction in the blizzard's swirling snow and wind, and walked away from the house and barn into the pasture.



A ND Department of Transportation official indicates the height of a snowdrift just east of Finley (Steele County) on March 7, 1966. SHSND 31754, Box 1, Folder 6

Read more about blizzards (and floods) in North Dakota at

***North Dakota: People Living on the Land – Unit III, Lesson 1, Topic 5: Blizzards, Floods, and Drought***

[ndstudies.gov/gr8](http://ndstudies.gov/gr8)



Main Street of Hague in Emmons County, March 1966.  
SHSND C1473



Some snowdrifts became immovable objects. A snowplow attempts to clear an underpass along Interstate 94.  
SHSND 31754, Box 1, Folder 6




- July 6-31 **First Folio** exhibit, Sperry Gallery
- July 9 **Children's Renaissance Faire**  
2 to 6 p.m.  
by Capitol Shakespeare.
- July 16 **Teacher Workshop**  
8 a.m. to 5 p.m.
- July 16 **The History of Shakespeare in North Dakota**  
3 p.m.  
presentation by humanities scholar  
Clay Jenkinson
- July 20-24 **Much Ado about Nothing**  
7 p.m.  
performance by Capitol Shakespeare,  
nightly at the Prairie Amphitheater.

- Free Movies**  
Showings at 10 a.m.; 3 p.m.;  
7 p.m. film features a panel discussion
- July 12 Romeo and Juliet (Zeffirelli)
  - July 19 Macbeth
  - July 26 A Midsummer Night's Dream

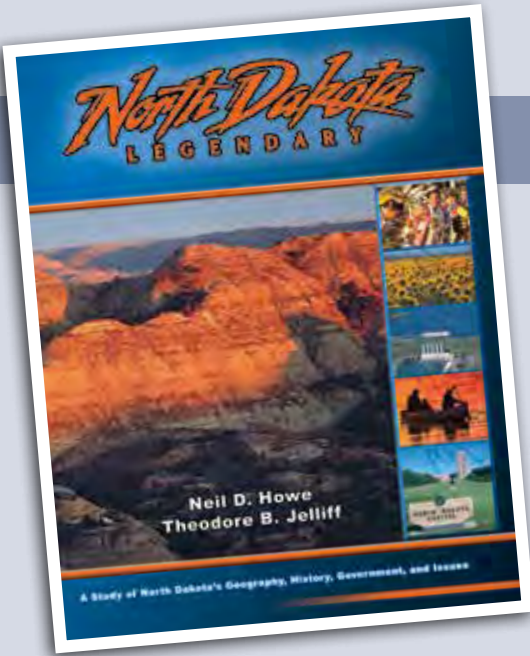
Find a full event schedule at  
[history.nd.gov/shakespeare](http://history.nd.gov/shakespeare)



**On exhibit**  
**July 6-31, 2016**  
**North Dakota Heritage Center**  
**& State Museum**

 NATIONAL ENDOWMENT FOR THE  
**Humanities**

Made possible in part by a major grant from the  
 and by the support of Google.org, Vinton and Sigrid Cerf, the British Council, and other  
 generous donors



## North Dakota Legendary LAST COPIES

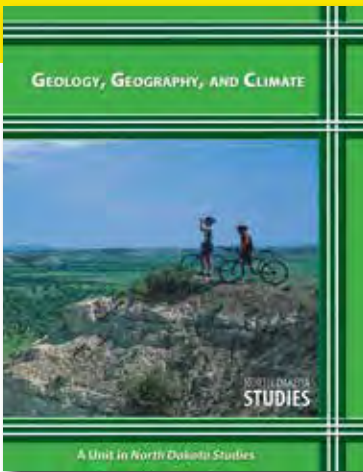
Only 400 copies of *North Dakota Legendary* remain for sale. When the textbook was first introduced in 2007, it helped fill a 25-year void for grade 8 North Dakota Studies curriculum.

With the 2014 launch of *North Dakota: People Living on the Land*, a new web-based grade 8 North Dakota Studies, the print-based *North Dakota Legendary* is gradually being replaced. As a result, the North Dakota Studies program does not intend to re-print the textbook.

Although the “Current Issues” unit of *North Dakota Legendary* is becoming outdated, the great majority of the book remains an excellent resource. The textbook continues to be an alternative to those choosing not to use a web-based curriculum; it is also an excellent print-based supplement and companion for *North Dakota: People Living on the Land*.

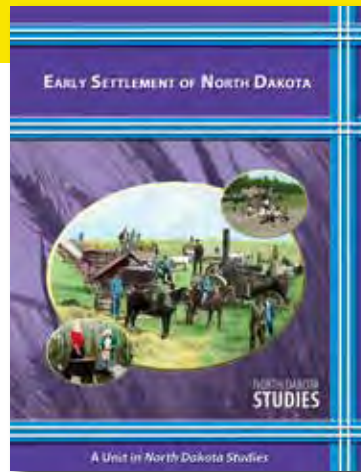
If your school wants to use this book in the future or needs additional copies, it is important to ORDER NOW. Once the remaining 400 copies are gone, no additional copies will be available.

# 4TH GRADE NORTH DAKOTA STUDIES



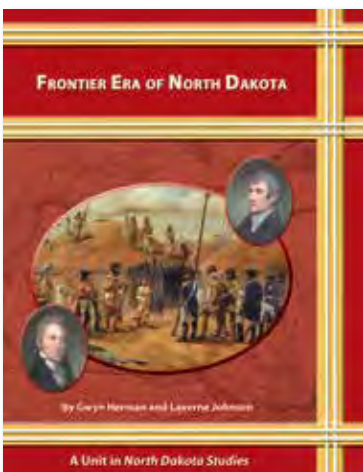
## Geology, Geography, and Climate

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



## 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.



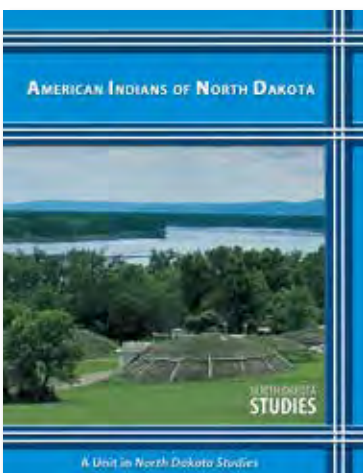
## Frontier Era of North Dakota

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



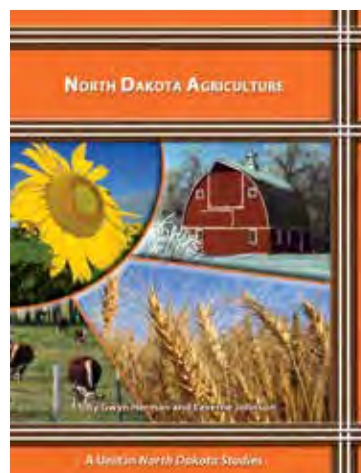
## Citizenship

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.



## American Indians of North Dakota

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



## 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 North Dakota Studies:

Student Text	\$10.00 each
Teacher Resource Guide	\$50.00 each (Print Version)
Teacher Resource Guide	\$15.00 each (CD Version)
<b>Web-based versions COMING SOON. See page 7.</b>	

### North Dakota Studies Course Requirement

Each North Dakota public and nonpublic elementary and middle school shall provide to students instruction in North Dakota Studies, with an emphasis on the geography, history, and agriculture of the state, in the fourth and eighth grades. (NDCC 15.1-21-01) In addition, each North Dakota public and nonpublic high school shall make available to each student at least once every two years one-half unit of North Dakota Studies. (NDCC 15.1-21-02)

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

# 8TH GRADE NORTH DAKOTA STUDIES



## North Dakota: People Living on the Land

**North Dakota: People Living on the Land** includes more than 90 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.

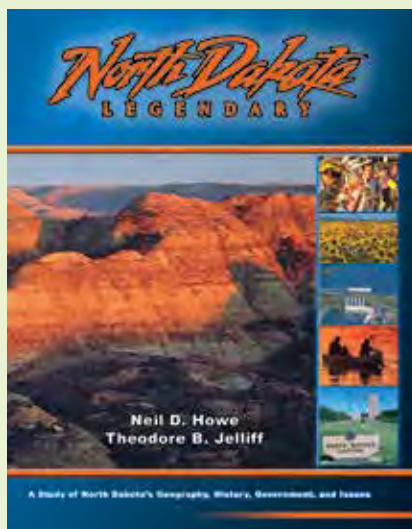
### North Dakota: People Living on the Land

**Cost:** No cost to users

**Access:** [ndstudies.gov/gr8](http://ndstudies.gov/gr8)

## 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.



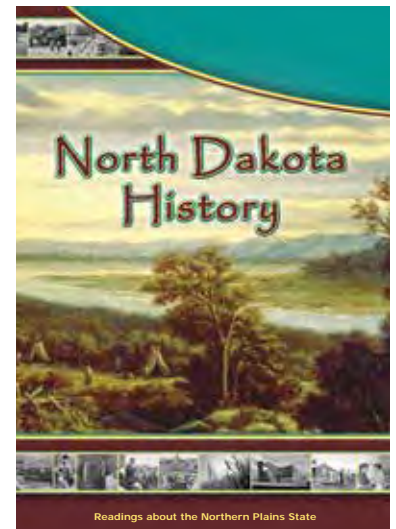
### North Dakota Legendary:

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

# HIGH SCHOOL NORTH DAKOTA STUDIES

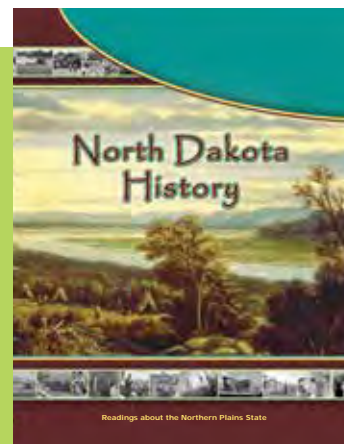
## North Dakota History

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



**\$5.00**

**SPECIAL OFFER:**  
Limited Number  
of Copies Available

### SPECIAL OFFER: *North Dakota History: Readings about the Northern Plains State*

The North Dakota Studies program has approximately 100 copies of the second printing of **North Dakota History: Readings about the Northern Plains State** available at a greatly reduced price. In the past, some schools had issues with deficient bindings with this edition, and we discontinued selling them. Although we no longer distribute this edition of the **North Dakota History: Readings about the Northern Plains State** text, we want to make these 100 copies available to schools for just \$5.00 per copy – on a first-come basis. Although these books are new, there will be no guarantee on the bindings. This edition of the **North Dakota History: Readings about the Northern Plains State** textbook is a full-color, 422-page textbook. Even at a \$5.00 price, these copies will cost far less than many one-year consumable textbooks/workbooks.



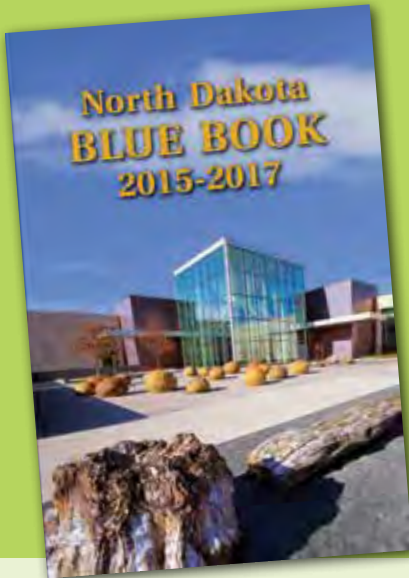
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**The North Dakota Blue Book is an excellent tool for teachers and students to learn about North Dakota.**

Since 1889, there have been 32 North Dakota Blue Books published by the North Dakota Secretary of State. Beginning in 1995, these books have been published every biennium. The Blue Books are a compendium of information about the state's political, economic, social, cultural and environmental history, and current status. They contain information about North Dakota not readily available in any other single reference, making it a valuable resource for research and gaining general knowledge of the state.

Seventeen of the past editions of the North Dakota Blue Book are available for viewing and searching on at [www.ndstudies.gov](http://www.ndstudies.gov) or [www.history.nd.gov](http://www.history.nd.gov).

***North Dakota Blue Book, 2015-2017*** is now available at the Museum Store at the North Dakota Heritage Center & State Museum.

To order, email [museumstore.nd.gov/store](mailto:museumstore.nd.gov/store) or call 701-328-2822.

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***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 SHSND and offers curriculum and other resources for teachers, students, and lifelong learners.