

NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • FALL 2014



The screenshot shows the website's header with navigation and utility icons. The main title is "NORTH DAKOTA PEOPLE LIVING ON THE LAND". Below the title is a descriptive paragraph: "This state we live in today is the result of thousands of years of human habitation, experimentation, cultural growth, economic change, and political decisions. The process was never easy in a land of hot summers, cold winters, and unreliable rain. The land is both generous and stingy, but North Dakota is a land of resilient people. This is their story — and ours, too." Below this are four units: UNIT 1 (Back Through Time, Paleolithic - 1200), UNIT 2 (A Time of Transformation, 1201 - 1800), UNIT 3 (Waves of Development, 1800 - 1900), and UNIT 4 (Modern North Dakota, 1901 - Present). At the bottom, there is a section titled "About North Dakota Studies" and a "Course" button.

ANNOUNCING

North Dakota: People Living on the Land

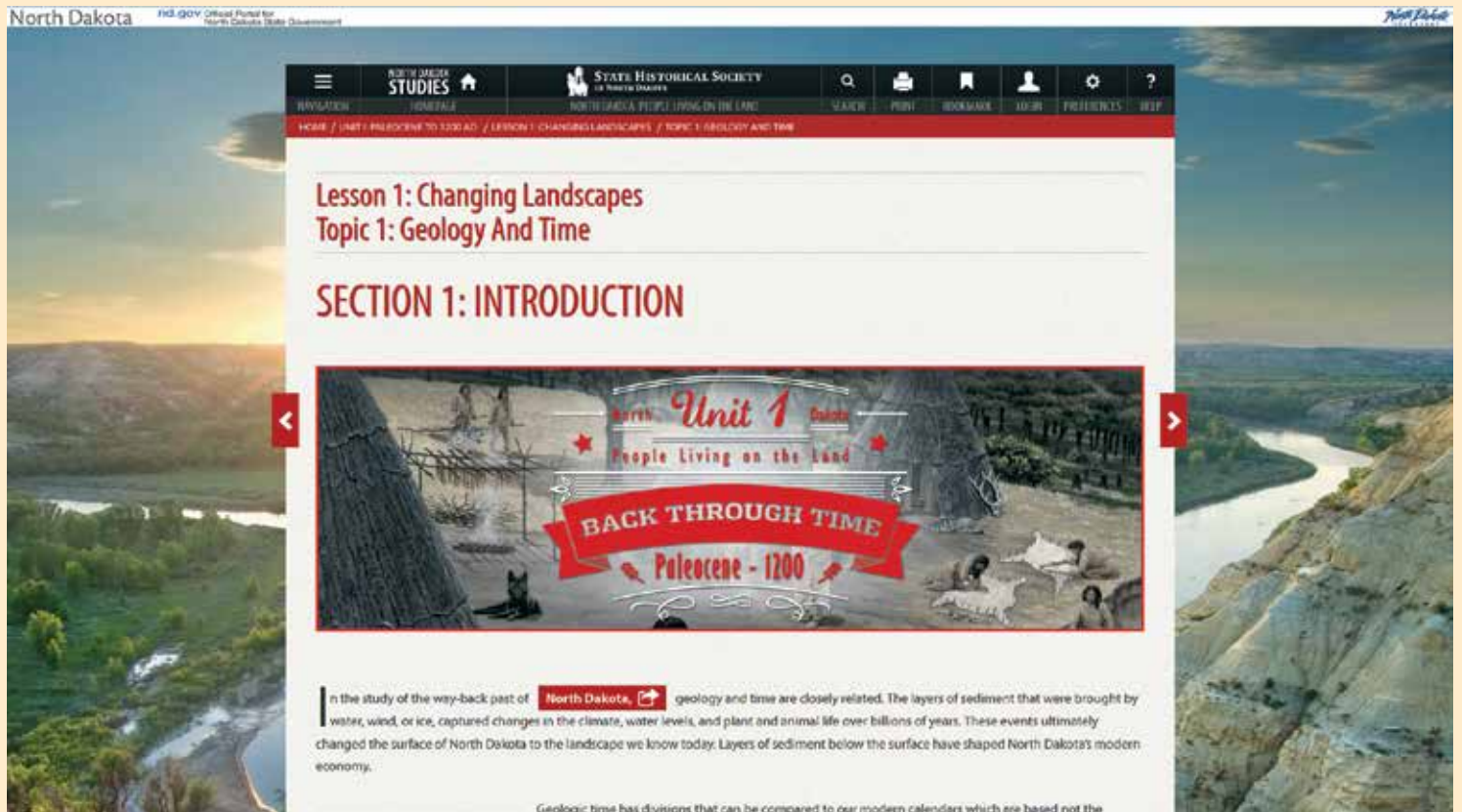
It's ready. The new grade 8 curriculum for North Dakota Studies is finally done and the **website will be launched October 16.** After three years of work by a development team of seven educators, you can now find, read, teach, and enjoy *North Dakota: People Living on the Land* at ndstudies.gov.

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 curriculum covers the place that is today North Dakota from about 500 million years ago (when we were closer to the equator) to the late twentieth century. 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, in *North Dakota: People Living on the Land*.

North Dakota: People Living on the Land has been made possible through the efforts and contributions of many dedicated North Dakotans. From the generosity and vision of our state legislators to the leadership of the State Historical Society of North Dakota to the commitment and professionalism of the development team— *North Dakota: People Living on the Land* is a gift to the people of the state. As we celebrate our state's 125th anniversary— it is hoped that *North Dakota: People Living on the Land* will help tell our state's rich and fascinating history.

DREAMS and DESIGN



When the development team began discussing what the new grade 8 curriculum would be, we all agreed on our basic approach and philosophy. *North Dakota: People Living on the Land* would not only be based on primary sources, but would present students with interesting documents to help them understand North Dakota’s history and culture. Our vision included a curriculum with readable 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.

We decided to avoid a traditional chronological organization typical of most history texts. We wanted students to be able to read in greater depth when they took an interest in a topic. To achieve that goal, *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. The same four lessons (**Changing Landscapes, Making a Living, Building Communities, and Alliances and Conflicts**) appear in each of the four units. Within each lesson are from 4 to 11 topics. Many of the topics have sub-topics that build further on the subject. Teachers may choose to

present a subject across the millions of years covered in the curriculum (chronological), or examine a particular time period through geographic, economic, social, and political perspectives (thematic).

The development team also sought to celebrate North Dakota’s cultural diversity. For thousands of years, peoples of different cultures have lived near one another on the land that is now our state. They traded, inter-married, fought, and formed alliances. In the appropriate units and lessons, all of North Dakota’s residents of the past and present share a place in the text as they shared space on the land.

As much as possible, the development team tried to build the curriculum around the perspectives of young people. Archives hold few records created by young people, but we were able to find





Thematic and Chronological Organization



Why is this important? The Northern Pacific Railroad was one of the largest and most important railroads in the United States. Its financial success or failure influenced the entire economy of the United States. For this reason, the railroad had to succeed in building its tracks across the continent. The NRR needed to bring people to northern Dakota Territory, and the people needed the railroad to ship their crops to market. Without the railroad, people who lived in North Dakota would have been very isolated.

However, the railroad was a powerful political force that brought the Army to Dakota Territory to control American Indian tribes and brought settlers to the edge of Indian reservations. The Northern Pacific controlled both the territorial and state legislatures for many years. Though farmers needed the NRR, the high freight rates caused many farmers to complain about the railroad's power.



Sims

The town of Sims was a railroad town. Sims was named for the Northern Pacific Railroad (NPRR) executive George Sims. It was located near Almont about 30 miles west of Mandan in Morton County. Sims had several economic functions in western Morton County. All of the town's businesses were linked to the railroad.



Map 2: The Northern Pacific Railroad cut a line across North Dakota that was nearly straight. The line deviated

Sims was unusual in that it caused the mill line to divert from its westward path to the south. (See Map 2) The rail line moved south of its straight westward track out of Mandan to the place where Sims was located. Sims had coal and water which were necessary to keep steam engines running. The spring where the water emerged from the ground was dammed, and a pump was installed to move the water into a water tower for the trains.

The NPRR made Sims an important town. (See Image 8) Sims had coal mines, of course, but it also had a brickyard and cattle yards. Sims became an important shipping location for cattle. Because the railroad came to Sims for water and coal, the trains were also able to pick up freight at that point.

Sims thrived on the railroad business. The town boomed (grew rapidly) in the 1880s. Brick homes and businesses formed the town. (See Image 9) A large hotel, the Oakes House, was built on Main Street. By 1907 Sims had a large brick school, two churches, a saloon,



some wonderful documents that reveal North Dakota's past through a young person's eyes. When we could not find youthful documents in the archives, we chose materials that we thought 8th graders would enjoy. By rejecting the fundamental concept that all history must be studied through the actions of great leaders, we created a lively, engaging curriculum.

As students read through the pages, they will encounter "pop-ups." When readers click on the pop-up, they will find more information that may not be entirely pertinent to the topic, but might be useful or fun to know. A pop-up might lead to a short discussion of terminology, a bit of information on how historical documents were collected, or a bit of extra, interesting information.

Though we tried to make *North Dakota: People Living on the Land* fun and interesting for 8th graders, we also want students and teachers to find the curriculum to be enriching and challenging. The significance of each topic is reinforced by a section called "Why is this important?" We used an image of the state insect, the convergent lady beetle, to draw

students' attention to this section. Reading "Why is this important?" will help students to think critically about the topic and generate their own questions.

The development team for *North Dakota: People Living on the Land* started with



an idea. The idea led to a dream about how a curriculum could be designed to engage students and provide teachers with the course materials they need. The team's work is done; the dream is reality.

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LESSON 2 MAKING A LIVING

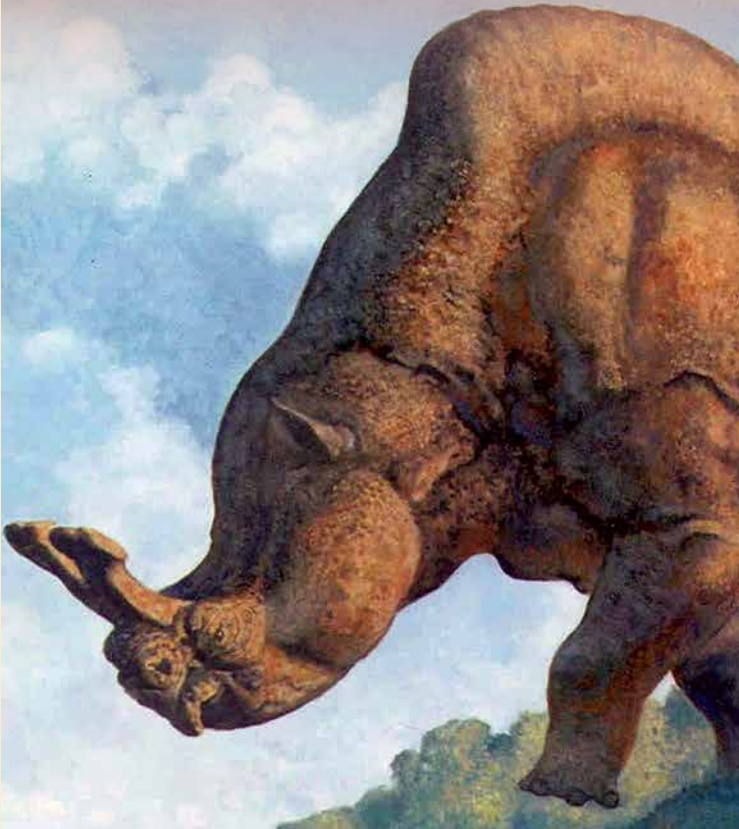
- Topic 1 The People and their Tools
- Topic 2 Hunting
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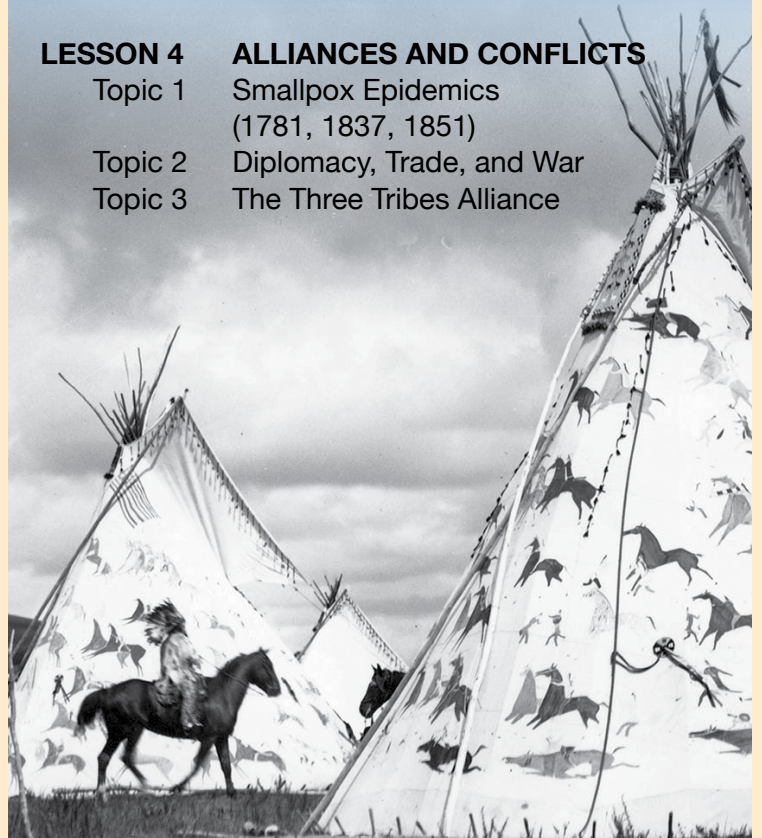


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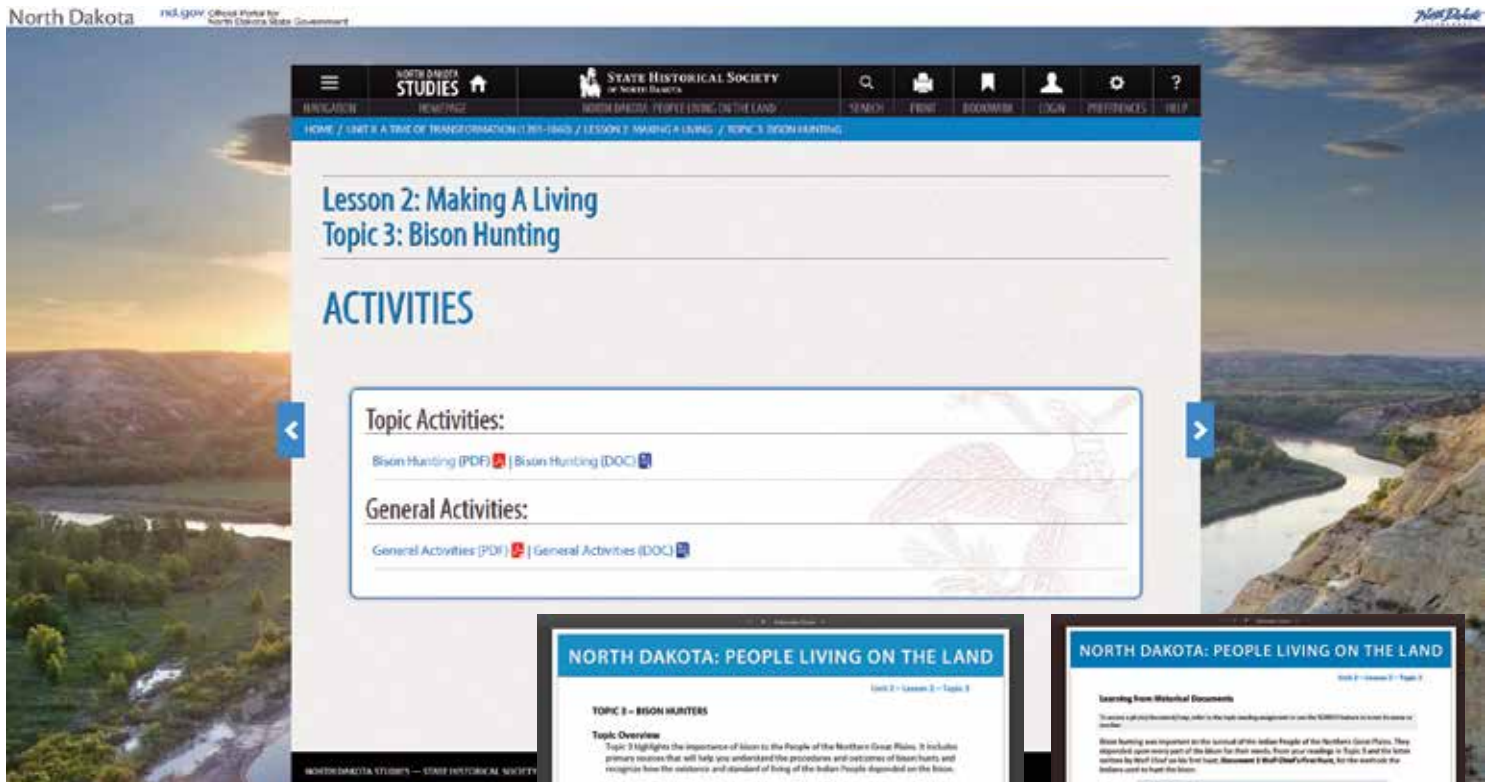
LESSON 4 ALLIANCES AND CONFLICTS

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North Dakota: People Living on the Land

COURSE ACTIVITIES

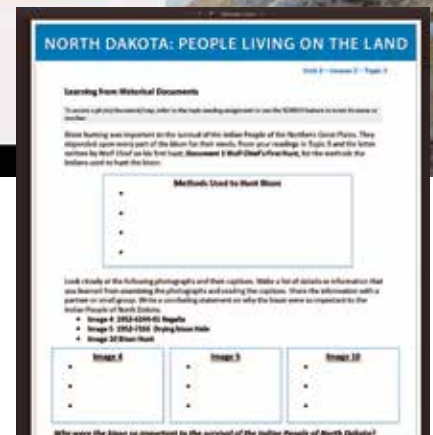
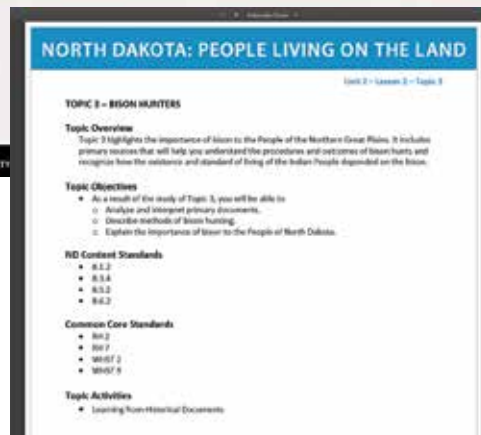


Each of the more than 90 topics included in *North Dakota: People Living on the Land* includes an activity. The accompanying activities were created to provide a variety of approaches to help understand North Dakota history through the use of primary sources and to serve as tools of assessment.

All activities have been created to align with *North Dakota Social Studies Content and Achievement Standards for Grade 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*. Activities are predominantly learner-directed so that minimal teacher direction is needed. Some of the activities lend themselves to whole-class participation, while others might be better used alone or in small-group or partner settings.

Two types of activities were designed with this in mind—**topic-specific activities** as well as **general activities**. The general activities include an assortment of activities that may be used to enhance any topic.

The topic-specific activities provided for each topic in *North Dakota: People Living on the Land* include those related to the reading and to the primary sources (i.e., photos, documents, images). Activities are categorized as follows: **Learning from Historical Documents** (i.e., document



analysis, data analysis, photo analysis, cause and effect, compare and contrast); **Reading a Map**; **Organizing Data** (i.e., graphic organizers); **Debate/Discussion**; and **Creative Interpretation** (e.g., writing, poetry, music, plays, imagine if . . .).

As students refer to the numerous primary sources included in the reading, the curriculum provides a differentiated instructional approach for learners and affords an avenue for students to be active learners in which they can ask questions, apply critical learning skills, and develop strategies for organizing, interpreting, and understanding information. These activities not only enhance *what* is learned, but they also assist the learner in *how* to learn by organizing the activities in a way that stimulates the brain and makes learning more meaningful. All activities are based on what the learner should know, understand, and be able to do in order to get the most from this curriculum.

USING the COURSE



A teacher may use *North Dakota: People Living on the Land* in many different ways. Flexibility is one of the design elements of the curriculum that teachers and students will enjoy. Teachers can take advantage of this flexibility to develop lessons or create separate lessons for students with different interests or learning abilities.

For instance, a teacher may choose to focus on one event or a series of events in one time period. A teacher who wants to develop a lesson on statehood, for example, could choose topics from Unit III, Lesson 2, Topic 1 (**Territory of Dakota**) and from Unit III, Lesson 4, Topic 3 (**Law and Order in Dakota Territory**). Students will learn how appointed territorial officials and elected legislators slowly put together the pieces that made a functional government. Students will understand the struggle to build roads and schools, collect taxes, organize counties, and keep the peace. Discussion will lead the students to ask how people could raise a family or make a living in the early days of territorial Dakota.

With background on territorial government, the teacher can then assign students to read Unit III, Lesson 4, Topic 4 (**Statehood**). Students will learn that the federal government granted permission to create two states from Dakota Territory and created a framework for writing the constitution. Parts of the constitutional debates are available for students to study and debate.

Another teacher may choose to take a longer view of a topic. For example, if a teacher wants to discuss farming in the Red River Valley, she may ask students to read several topics. Starting with Unit I, Lesson 1, Topic 3 (**Plants and Animals**), sub-topic “Soil”, students will study how soil is the foundation of agriculture which



was the state’s economic foundation through the end of the twentieth century. Following a reading on Soil, students can read about the development of the grasslands (Unit I, Lesson 1, Topic 3, sub-topic “Ancient Plants”). Continuing with the development of the geology that led to wheat farming, students can read Unit I, Lesson 1, Topic 2 (**Geology**), sub-topic “The Missouri

River and the Red River.” Unit I, Lesson 1, Topic 2, sub-topic “The Ice Age” also contributes to the understanding of the formation of the Red River Valley. Fully prepared to understand the geological reasons for the development of wheat farming in the Red River Valley, students can read



Unit III, Lesson 2, Topic 3, (**Farming**).

Does it seem like a lot of reading? Yes, but, again, the curriculum allows teachers to assign readings of 1-2 pages to individuals or small groups who will share what they have learned with the rest of the class. Activities can also be assigned to small groups or individuals according to the students’ interests or abilities. If discussion or debates raise further questions, students can quickly research the subject using the search function on the website to locate more information.

These examples suggest new challenges to teachers, but this curriculum can also solve some classroom problems. With internet delivery, short readings devoted to a single topic, and the search box, lessons can be tailored for the teacher’s or students’ individual learning abilities and interests. Teachers can also develop lessons that suit

the classroom time they have to devote to the topic. This curriculum is available to everyone **at no cost**, so teachers might ask students to read through some of their lessons with parents or grandparents to gain another perspective on North Dakota’s past.



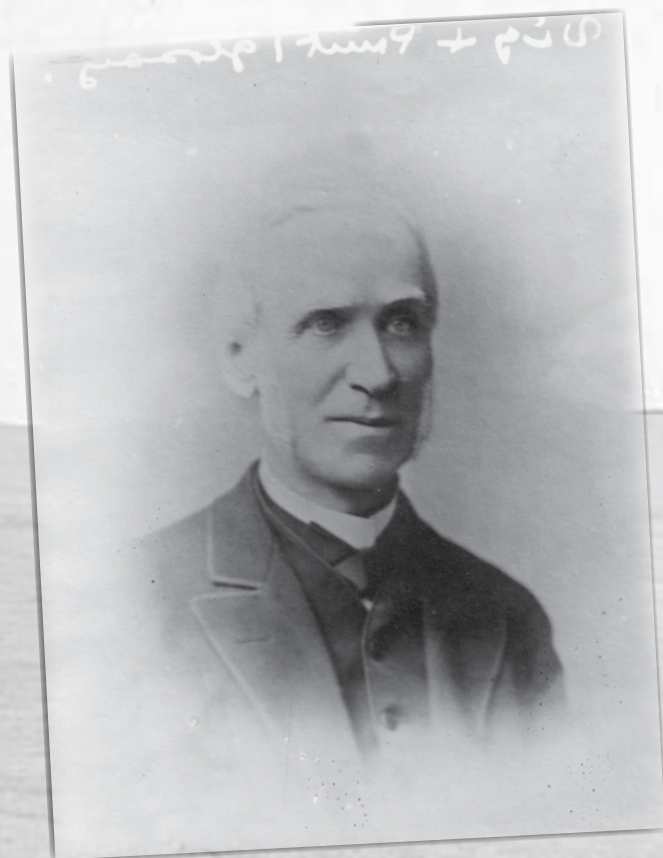
IMPORTANCE of PRIMARY SOURCES

Primaries sources—those terribly important and often misunderstood documents from which history is written—are the most interesting part of any history lesson. We all enjoy pouring over old photographs though we might wonder why people always looked so dour in their portraits. And those old photographs of Richland County wheat fields—were those acres really that open, or was there a small city just out of the picture?

The questions that photographs suggest are stepping stones to a good historical analysis of historic photographs. Students have many opportunities to examine and analyze old photos in *North Dakota: People Living on the Land*. In addition to photos, primary sources include letters, diaries, memoirs, and



Shocks of wheat in a field near Wahpeton, in Richland County. (SHSND 0006-12)



The Reverend Sloan came to **Dakota Territory** as a Presbyterian missionary. He established the Presbyterian Church at Bismarck and another at Glencoe (Minnesota). Though he appears very stern in this photograph, he was a gentle man and much loved by his congregations. (SHSND A2036-0001)



These young boys harvested the family's potato crop. The work of children on their parents' farms was not restricted by the North Dakota Constitution. (SHSND 00834-0260)

Becoming a Historian



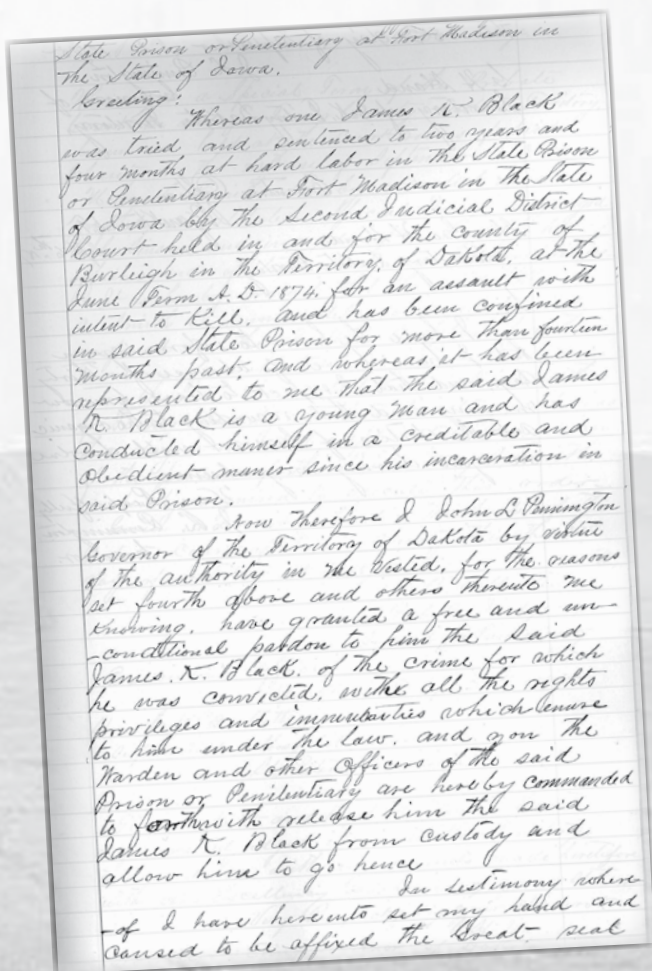
other documents that support the readings in *North Dakota: People Living on the Land*. Primary sources are simply documents that were created in the time of the events being studied, or documents created later by people who participated in the events.

Primary sources are fun, but can also be very difficult to use. Resources don't always agree with one another, or they may be incomplete. Analysis helps historians sort facts from opinions and determine which opinions have value.

Government documents are often the most challenging primary source documents to use in a classroom. However, government documents provide important evidence about how the modern state of North Dakota developed. For instance, debates about how to write the 1889 state constitution reveal ideas



This fossilized jaw, or dentary plate, of an *Edmontosaurus* is a primary source for studying pre-human life in North Dakota.



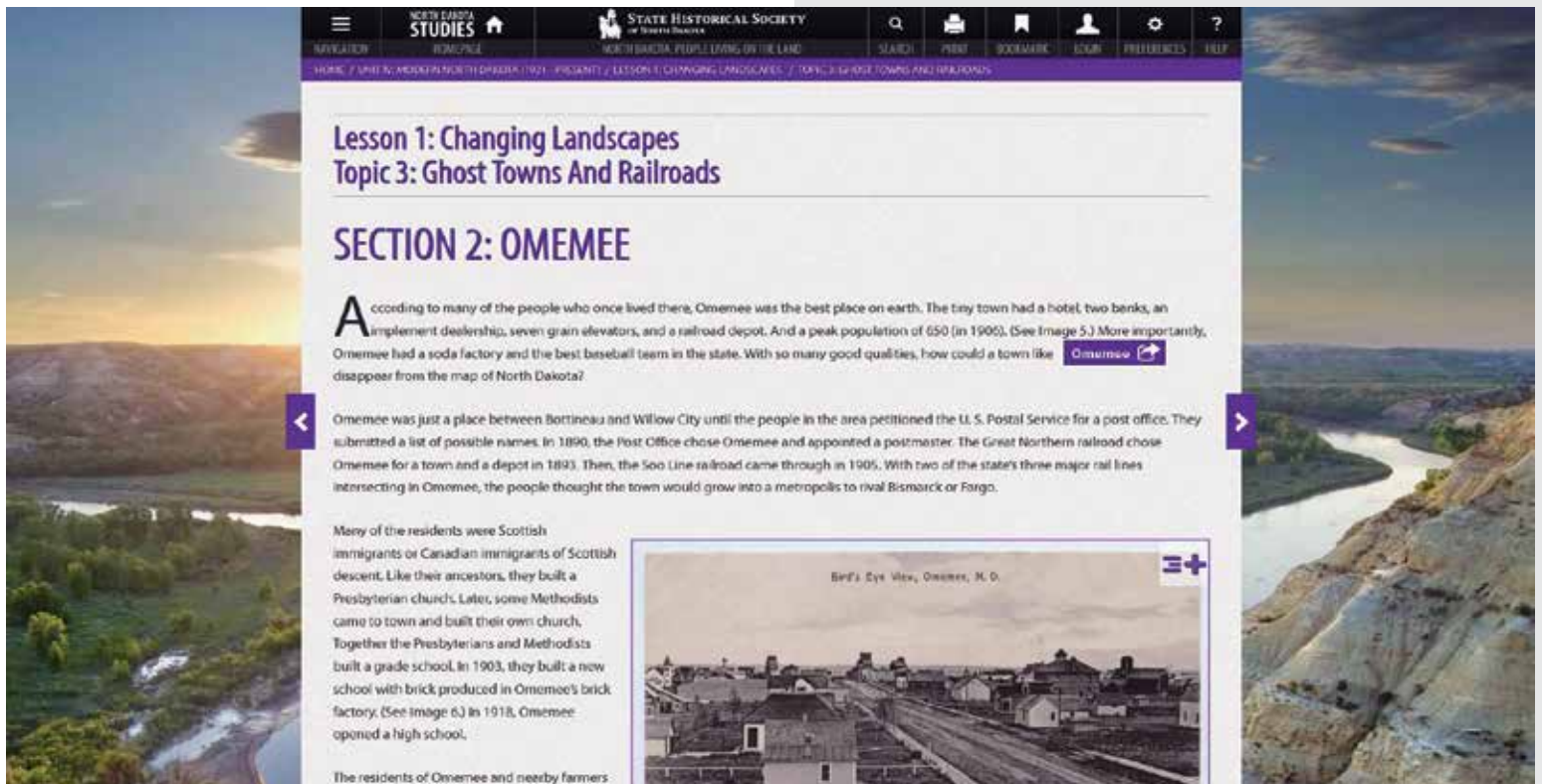
This government document is the pardon of James Black by Dakota Territorial Governor John Pennington in 1875. (SHSND series 31118)

about what a state government should do as well as what citizens' obligations were. Some constitutional convention delegates thought that children under the age of 10 should be protected from factory work, while children over 10 might be expected to work in factories, shops, and fields to help support their families. Ultimately, the convention chose to have the constitution outlaw the work of children under the age of 12 in factories, but not on farms. After reading this debate, 8th grade students will be prepared to discuss how ideas about childhood have changed since 1889.

Sometimes, it was necessary to stretch historians' traditional concept of primary sources. *North Dakota: People Living on the Land* begins examining North Dakota history in the Paleozoic Era, about 500 million years ago. Of course, there are no newspapers, no diaries, not even government documents for that long-ago time. Photographs of some of the fossils housed at the State Museum at the North Dakota Heritage Center serve as primary sources along with geologic charts and maps.

Grade 8 students are interested in reading and interpreting historic documents. Teaching with primary sources will encourage students to think critically and analyze information. **As students work with primary documents, they don't just read history, they become historians.**

EXTENDING the EXPERIENCE



Whether you are teaching information from *North Dakota: People Living on the Land* or presenting another North Dakota Studies lesson, there are many excellent opportunities to EXTEND THE EXPERIENCE for you and your students.

For example, **Ghost Towns and Railroads** is a topic presented in *North Dakota: People Living on the Land* (Unit IV, Lesson 1, Topic 3). Discussion in this topic highlights the ghost town of Omemee, in Bottineau County. Ghost towns, as we all know, can now be found all across the North Dakota landscape. Having students research and study a local ghost town can be fun and educational.

As your class studies the **U.S. Army in Dakota Territory** (Unit III, Lesson 4, Topic 1), perhaps a field trip to a fort site near your school could be beneficial. For example, Fort Abercrombie near Fargo and Wahpeton – or Fort Totten near Devils Lake offers a variety of learning opportunities that can extend that learning experience.

Although a great deal of research for *North Dakota: People Living on the Land* is from the Archives of the State Historical Society of North Dakota, there are many other sources of information teachers and students can access wherever you live. The newly expanded State Museum at the North Dakota Heritage Center is a must-see adventure. Local historical societies exist in each of North Dakota’s 53 counties — and provide rich local history resources. State and national historic sites are found in all parts of the state.

NORTH DAKOTA HISTORIC SITES

Historic sites are the places “*where history happened.*”

- North Dakota’s State Historic Sites
<http://history.nd.gov/historicsites/index.html>
- North Dakota’s National Historic Sites
<http://www.nps.gov/fous/index.htm>

STATE MUSEUM GALLERIES

Investigate North Dakota’s **adaptations, innovations** and **inspirations** in the galleries of the State Museum at the North Dakota Heritage Center.

<http://statemuseum.nd.gov>

NATIONAL HISTORY DAY

Research and develop a project focused on the annual **National History Day** theme.

<http://nhd.org>
<http://nd.nhd.org/>

LOCAL HISTORICAL SOCIETIES

Take the time to check out your local historical society or organization.

<http://history.nd.gov/book/shsnd/museumDirectory/>

SEND TRUNKS

Thematic trunks (SEND) provide hands-on experiences for learners of all ages.

<http://history.nd.gov/book/shsnd/SENDbrochure2014/>

Useful Classroom Resources

North Dakota: *People Living on the Land* is filled with documents and photographs to help students access history. Teachers who encourage their students to pursue further research will want to suggest a couple of additional digital resources to students.

Chronicling America (chroniclingamerica.loc.gov) is a digital collection of selected newspapers in forty-one states. Not only big city newspapers, but small town newspapers have been digitized starting with their earliest editions and including all existing editions up to 1922. **Chronicling America** already includes historic newspapers of Bismarck, Jamestown, Minot, Williston, and Valley City and the list will grow in the next couple of years to include newspapers published in Grand Forks, Devils Lake, Wahpeton, Medora, and Golden Valley. The *Nonpartisan Leader*, the publication of the Nonpartisan League, will also appear in **Chronicling America** in the near future. The newspapers can be searched by subject and date. Articles can be “clipped” and

printed. Newspapers are a great way for students to feel the impact of historic events in their own time.

Another excellent resource for students who research North Dakota history is **Digital Horizons** (www.digitalhorizonsonline.org). **Digital Horizons** is an online archive of photographs, documents, video, and oral histories that record events in North Dakota and the lives of its residents. The materials are drawn from the archives of the State Historical Society of North Dakota, North Dakota State University, Prairie Public Broadcasting, and Concordia College (Moorhead, MN). It is important to remember that **Digital Horizons** does not include all the resources available in the archives which participate in the program. Students may copy images from **Digital Horizons** to a research paper. Other uses may be subject to copyright. Like the newspapers collected in **Chronicling America**, the resources in **Digital Horizons** will continue to expand in the future.

Navigating the User-Friendly Website




North Dakota: *People Living on the Land* is designed to be easily read on your desktop computer, tablet, or mobile device.


The navigation bar for *North Dakota: People Living on the Land* is a very important feature of this new website—making it easy to use.

You can enter any Unit by clicking on the color-coded Unit image on the homepage. It is also convenient to click on the **navigation button** in the upper left corner of the navigation bar. You can click on each Unit, Lesson, and Topic to go immediately to the page you want to read. Use the “close” button (upper right) to close the navigation bar.

Another tool for navigating are the previous and next **arrow buttons**. They will take you to the next – or previous page of the course, and are found on the left and right edges of each page.



In the Topics, you will find hundreds of images, maps, and documents. Click on images  to enlarge; click again to reduce the size. Most

 maps have a **zoom feature**. Click on the map to enlarge it and use the + button to enlarge the map further. Close the map by clicking on the “close” button in the lower left corner of the map box.

You can comfortably read *North Dakota: People Living on the Land* by using the buttons in the **Preferences** box in the navigation bar.

Special needs users may be accommodated by enlarging the font size, changing the font from serif (often used in textbooks) to sans-serif (used at websites), or changing from block style or web style paragraph format. Click Preferences to close the box. Your preferences will be saved to the device you are using.

The **Search** box will help you find more about any subject found in this curriculum. Enter a search word and a list of every place that word appears in the curriculum will appear. Click on the link that interests you.

A **print option** is also located on the black navigation bar – and every very page of the curriculum can be printed.

North Dakota: People Living on the Land

DEVELOPMENT TEAM

Neil Howe, M.S., is the Project Coordinator for the North Dakota Studies Program at the State Historical Society of North Dakota. He oversees the development of the new grade 8 curriculum – *North Dakota: People Living on the Land*. Mr. Howe has more than 35 years of experience in secondary school curriculum and administration, including more than 20 years of teaching high school social studies, and more than 15 years as principal and director of the North Dakota Center for Distance Education.

Barbara Handy-Marchello, Ph.D., is Associate Professor Emerita, University of North Dakota History Department. Dr. Handy-Marchello is the lead researcher and writer for topics included in *North Dakota: People Living on the Land*. She has written numerous articles and books on the history of North Dakota and the Great Plains. She has also contributed to many North Dakota Studies initiatives. Through her career, Dr. Handy-Marchello has explored the problems and possibilities of teaching history through primary sources and classroom discovery.

Erik Holland, M.A., is the Curator of Education for the State Historical Society of North Dakota and has provided connections, guidance, and oversight as this curriculum has progressed. In particular, Mr. Holland recognizes how the experiences of this curriculum can be extended into the State Museum, to State Historic Sites, and other opportunities to broaden and deepen learning. Among many other duties, Mr. Holland is the State Coordinator of National History Day in North Dakota and develops and manages the annual Governor's Conference on North Dakota History.

Gwyn Herman, Ph.D., is the lead activities developer for this curriculum. Dr. Herman has 39 years of teaching experience, including 16 years in fourth grade, 10 years in high school, and 13 years as an Associate Professor at the university level, where she taught education courses and served as Program Director of Elementary Education.

Laverne Johnson, M.S., is an activities contributor for this curriculum and also edited portions of the topic content. Ms. Johnson's educational experience includes 23 years as an elementary and middle school teacher, 10 years as a high school speech/language pathologist, and 8 years at the university level, where she worked closely with classroom teachers as a supervisor of pre-service and student teachers.



Development Team. Back Row, (L-R): Neil Howe, Laverne Johnson, Jessica Rockeman, Gwyn Herman, Barbara Handy-Marchello, Linda Ehreth. Front Row: Erik Holland.
(Photo by Angela Johnson, SHSND)

Linda Ehreth, M.S., is an activities contributor for this curriculum. Ms. Ehreth's educational experience includes 3 years as an elementary and middle school teacher, 12 years as an Educational Programs Coordinator for the State Historical Society of North Dakota, 10 years as an Arts Education Director for the North Dakota Council on the Arts, and 4 years as an adjunct instructor for Dickinson State University's Elementary Education program.

Jessica Rockeman is a New Media Specialist for the State Historical Society of North Dakota. She joined the North Dakota Studies team in June of 2013, continuing an 8-year career as an illustrator and tech-Sherpa. She works to maintain and improve the North Dakota Studies website and publications, and is excited to be part of the band that brings history and technology together. In addition to North Dakota Studies, Jessica is a regular contributor to the web comic community and an enthusiastic education promoter.

It Takes More Than a Team

The members of the **North Dakota Studies Team** that developed *North Dakota: People Living on the Land* would like to extend a sincere thank you to the many people that helped make this curriculum project a reality.

The development of *North Dakota: People Living on the Land* was supported by the entire staff at the State Historical Society of North Dakota. We are indebted to retiring director **Merl Paaverud** for creating a wonderful working environment at the Heritage Center and for his commitment to and support of the North Dakota Studies program and this new grade 8 curriculum initiative.

We depended on the staff of the State Archives to provide access to documents and books – and much good advice. **Ann Jenks, Jim Davis, Greg Wysk, Rachel White, Virginia Bjorness, Sarah Walker, and Emily Schultz** often made suggestions about good primary sources and helped to unravel the mysteries of the Archives. **Shane Molander** and **Lindsay Schott** retrieved and edited the films we requested.

We owe special thanks to photo archivist **Sharon Silengo** for help with photographs. She not only helped us with photo identification, but combed the files to find the best images from the past to illustrate and enhance the course.

Thanks are not enough for **Gene Baker's** rapid response to computer issues. He is not only capable, but wise and compassionate. Good qualities to have around when the computer meltdown is followed by a human meltdown.

The Archeology and Historic Preservation staff was always available to locate information and answer questions. **Fern Swenson** and **Wendi Murray** carefully guided us through the maze of information on prehistoric people, places, and events and patiently helped us structure the material for 8th graders.

Museum curators **Jenny Yearous** and **Mark Halvorson** identified objects that tell North Dakota's story. Chris Johnson kept us informed about ways we could connect the text with the new museum exhibits.

The Communications and Education division has been home for this ambitious project. Division director **Kim Jondahl** and other staff provided all the necessary support. Editor **Kathy Davison** answered questions about grammar, syntax, and historical perspective with patience and good

humor.

State Paleontologist **John Hoganson** offered unlimited support and access to his staff and labs. His superb publications on paleo-North Dakota have informed Unit I lessons. Paleontologist **Becky Barnes** shared her illustrations with us and provided pronunciations of difficult ancient animal names.

We also drew on resources from NDSU's Institute for Regional Studies. **John Hallberg, Mike Robinson, and John Bye** were generous with their time in locating documents and photographs.

Professor **Birgit Hans**, UND Department of Indian Studies, took the time to read some of the text and offered invaluable advice. **Bret Sorenson** and **Beth Horning** at Horizon Middle School in Bismarck let us pilot one

topic with their 8th grade social studies students. The students' excellent comments contributed to the direction of the project.

Professional and veteran educators **Lucy Fredricks** (Bismarck), **Carl Oberholzer** (Fargo), **Bethany Andreasen** (Minot), and **Kari Hall** (Williston) reviewed an early edition of the website content and activities. Their feedback

and recommendations contributed to a more user-friendly and improved website.

The website for *North Dakota: People Living on the Land* was designed and built by Marketing and Advertising Business Unlimited (MABU) of Bismarck. The **MABU team** created a brilliantly engineered website that is intuitively easy to use. MABU built the model educational website of the future. We all enjoyed a good working relationship with the MABU team.

Throughout the three years we worked on this project, we have turned to dozens of other people for information and ideas. Sometimes a brief conversation was enough to help us solve a research problem. We are deeply grateful to all the friends of this project for efforts large and small.

Finally, every member of our team owes a great deal to **family and friends** who supported the project during the three years of development. We couldn't have done this without you!

Thank You

Members of the 62nd and 63rd
North Dakota Legislative Assemblies

North Dakota: People Living on the Land would not be possible without the vision, support, and encouragement of our state legislators. North Dakota legislators understand and support the need for students to know and appreciate our state's history, culture, and traditions.

Fargo North High School Teacher Named 2014 North Dakota History Teacher Of The Year



Colin Kloster, Fargo North High School-Fargo. (Photo courtesy of Colin Kloster)

Colin Kloster, a high school teacher at Fargo North High School in Fargo, has been named the 2014 North Dakota History Teacher of the Year. The award is co-sponsored by The Gilder Lehrman Institute of American History, HISTORY® and Preserve America.

Colin Kloster has been a history teacher in the Fargo Public Schools since 1997. As a teacher, Kloster understands and appreciates the importance of teaching history and believes that *"history is the most exciting subject taught in school. History is, after all, the story of us, and it is one of the greatest stories ever told. It has all the elements of a classic novel: action, suspense, drama, virtuous heroes, and evil villains. Best of all, it is a novel that is still being written, with new chapters added every day."*

According to Kloster, *"if I've done my job, by the end of the year students will look at the world differently and realize that they are not only living through history, but they are also a character in this incredible novel that is still being written each and every day."*

Kloster will receive a \$1,000 honorarium and the Fargo North High School library will receive a core archive of history books and educational materials from the Gilder Lehrman Institute of American History and HISTORY®. In addition, Fargo North High School will be named a Gilder Lehrman Affiliate School.

Inaugurated in 2004, the National History Teacher of the Year Award promotes and celebrates the teaching of American history in classrooms across the United States. The award honors one exceptional K-12 teacher of American history from each of the fifty states, the District of Columbia, Department of Defense schools and US Territories.

The 2014 award honors secondary school teachers. The selection of the state winner is based upon several criteria, including: at least three years of classroom experience in teaching American history; a demonstrated commitment to teaching American history (including state and local history); evidence of creativity and imagination in the classroom; effective use of documents, artifacts, historic sites, oral histories, and other primary resources to engage students with American history.

From the state winners, one is recognized as the National History Teacher of the Year and will be honored in a fall ceremony. The winner, together with the nominator and two of the winner's students, will travel to the national recognition ceremony with expenses paid by the Gilder Lehrman Institute of American History.

The 2015 National History Teacher of the Year Award will be selected from elementary school teachers.

The National History Teacher of the Year Award is coordinated by the North Dakota Studies program at the State Historical Society of North Dakota. For more information, contact program coordinator Neil Howe at (701) 205-7802 or email at nhowe@nd.gov.



North Dakota Studies Publications



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.



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.



American Indians of North Dakota

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



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.



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.



North Dakota Agriculture

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

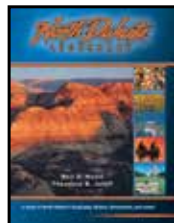
4th Grade ND Studies Costs:

Student Text.....\$10 each
 Teacher Resource Guides\$50 each
 (Print Version)
 Teacher Resource Guides\$15 each
 (CD Version)

8th Grade North Dakota Studies

North Dakota Legendary

North Dakota Legendary is an attractive and affordable 8th grade textbook designed to be a comprehensive discussion of North Dakota's geography, history, government, and current issues.



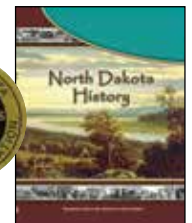
North Dakota Legendary Costs:

Student Text \$45 each
 Teacher Resource Guide (Print Version) \$50 each
 Teacher Resource Guide (CD Version) \$15 each

High School North Dakota Studies

North Dakota History

North Dakota History: Readings about the Northern Prairie State



North Dakota History Costs:

Student Text \$50 each
 Teacher Resource Guide (Print Version) \$50 each
 Teacher Resource Guide (CD Version) \$15 each

Governing North Dakota, 2013-2015

The **North Dakota Studies** program is pleased to announce the publication of a new edition of **Governing North Dakota** for use by state and local government officials, as well as students in the classrooms of North Dakota schools.



REDUCED Costs:

Student Text \$3 each
 Teacher Resource Guide (CD Version) \$15 each



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