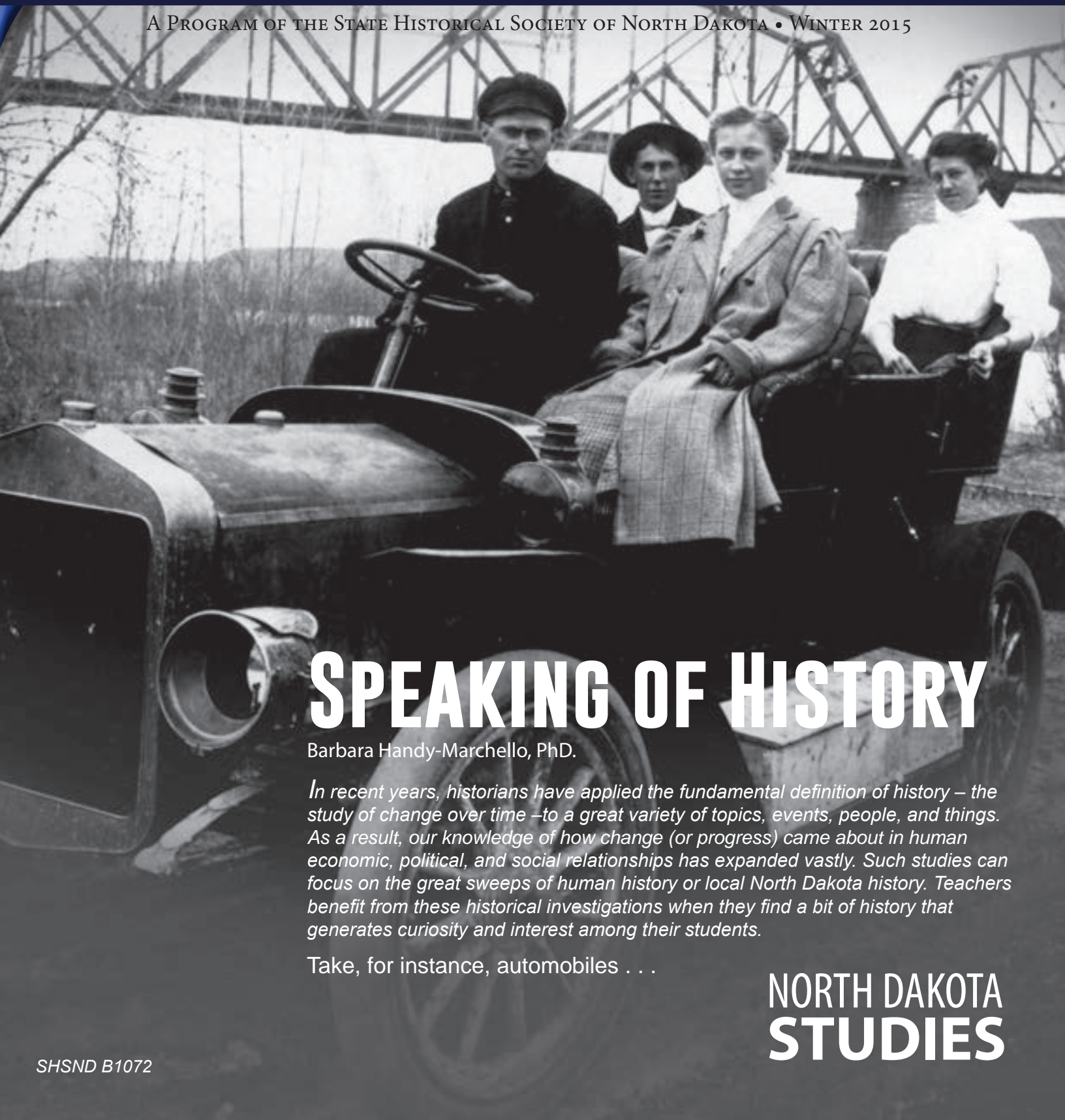


NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • WINTER 2015



SPEAKING OF HISTORY

Barbara Handy-Marchello, PhD.

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, automobiles . . .

NORTH DAKOTA
STUDIES

The first “horseless carriage” appeared on the streets of Fargo in 1897. It was a Noyes Bros. & Cutler, two-person auto with a gasoline engine and “cushioned tires.” A cigar company sent the car to Fargo, Grand Forks, and Moorhead, Minnesota to appear in Fourth of July parades as an advertising gimmick.

The following year, **Samuel Holland** of Park River began to build automobiles. Holland’s first car was powered by steam (not gasoline) and rode on wooden carriage wheels. It was steered, like many early autos, with a tiller stick instead



Tiller Stick Automobile. This car was made by Frank Jaskowiak of Bismarck in 1902. It has a tiller stick for steering. (SHSND A5595)



The Frykman Friction Drive. The Frykman brothers of Souris made this friction-drive automobile in 1908. (SHSND 0176-165)



The Holland Special. Samuel Holland of Park River built automobiles between 1898 and 1908. This model, the Holland Special, is on display at the State Museum. (Private collection)

of a wheel. In 1904, Holland finished a gasoline-powered automobile he called the **Holland Special**. It had a six horse-power engine, cushion tires, and bar-spring suspension. Unlike many other early North Dakota manufacturers of automobiles who usually purchased an engine, Holland built the engine and most of the body himself. Holland continued to make cars until 1908. In 1909, Holland stopped making cars and began selling cars manufactured by larger companies.

In 1907, August and Victor Frykman who ran a blacksmith shop in Souris began making a car they called the **Frykman Friction Drive** automobile. They purchased automobile parts in Chicago to build a two-passenger, open roadster that operated with a friction drive. The car had no transmission, gears, or clutch. It was a cumbersome system that did not work well in rain or mud. It is likely that the Frykman brothers made only two cars. August later opened a Chevrolet dealership, and then a Ford dealership in Bottineau.

The Holland Special sold for \$700, a price beyond the range of many families. Even though cars were still experimental and often did not run well, wealthy buyers could see great value in speedy transportation. Doctors were among the first to purchase and use automobiles because they could make their calls to patients much more quickly.

Two of Dickinson’s doctors, G. A. Perkins and H. A. Davis, bought cars in 1905. Dr.

Victor H. Stickney, however, continued to use his horse-drawn buggy until 1906, when the horse stepped on his foot, leaving the doctor lame for a few days. That seemed to be the deciding factor and he soon purchased a car. It is also possible that Dr. Stickney was impressed by Dr. Davis’s twelve-mile trip from Gladstone to Dickinson in September, 1905 which took only 29 minutes in an automobile.

1905 - Safety Standards

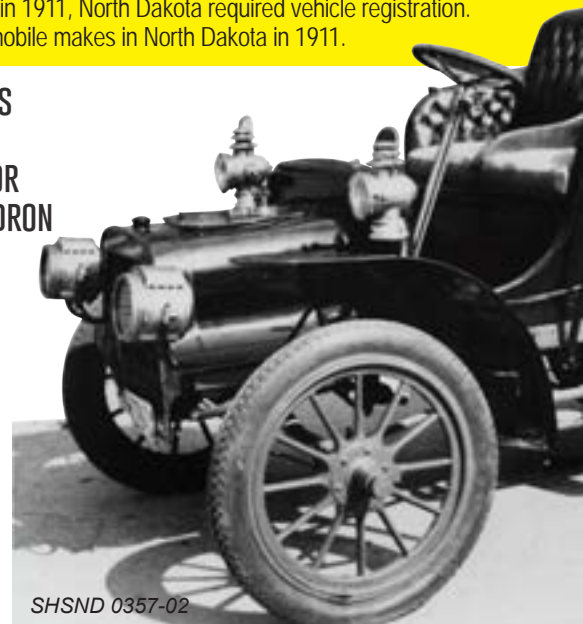
By 1905, cars were filling up North Dakota’s city streets and country roads. Lawmakers had to consider the new dangers posed by automobiles. Drivers recklessly tore around the streets of North Dakota’s towns and cities at speeds nearing **15 MPH (miles per hour)** frightening horses and knocking down children.

The 1905 legislature put a stop to all that fun with the first law governing the use of automobiles. The seven sections of this law limited the speed on public roads in towns to 8 MPH. On the open road outside of towns, the speed limit was 25 MPH. Cars were required to have a bell or horn which was to be sounded when the automobile approached a horse-drawn wagon from behind, so the wagon driver would not be surprised by the motorized vehicle.

The 1905 law also required cars to be outfitted with **a muffler and two lights**. The new rule of the road required drivers

How many cars do you recognize? Starting in 1911, North Dakota required vehicle registration. Here are just a few of the more than 150 different automobile makes in North Dakota in 1911.

- | | | |
|---------------|--------------|---------|
| ATLAS | HUPMOBILE | SEARS |
| AUBURN | IHC | STAR |
| BLACK CROW | JACKSON | VICTOR |
| BUICK | KISSEL KAR | WALDRON |
| CADILLAC | LUVERNE | |
| CASE | MAYTAG | |
| CORBIN | OAKLAND | |
| DAKOTA | OLDSMOBILE | |
| EMPIRE | PACKARD | |
| FORD | PIERCE-ARROW | |
| FRANKLIN | PULLMAN | |
| GREAT WESTERN | RAMBLER | |
| HENRY | REO | |



SHSND 0357-02



Buick in Butte Country.

These men are examining a Buick in western North Dakota. Buicks were popular among North Dakota car owners before 1915. (SHSND 1952-5231)



ND DOT

to move to the right when meeting an on-coming vehicle.

Horse-drawn vehicles had the right-of-way on all roads. If the driver of a horse-drawn wagon signaled the driver of an automobile to stop, the car was obligated to wait until the horses and wagon had passed. The fine for violating any section of the automobile law of 1905 was not less than \$10 and not more than \$50. The driver in violation could pay off the fine with jail time at the rate of \$2 per day.

The Dickinson city council passed an ordinance in 1905 that was very similar to the state automobile law. However, the city also required cars to slow to 5 MPH when turning a corner.

1911 - Auto Registration

The state legislature once again took up automobile law in 1911. The state placed upon car owners the obligation to register their cars annually with the North Dakota secretary of state. **Auto Registration** had to be accompanied by a \$1 fee. The secretary of state assigned a “distinctive number” to the car and issued two metal tags with the number stamped on them to the car owner. **License plates** (the term was not yet in use) were to be 8.5 by 5 inches for licenses of “one or two numerals.” If the license plate needed four or more numerals, the plate was to be 12 by 5 inches.

Recognizing greater horsepower in the newer automobiles, the law allowed for an open road speed of 30 MPH, but also required drivers to slow down for any conditions which might require greater control such as a sharp curve or steep hill.

It is likely that some drivers found the new law restrictive, but the same people might have rejoiced at the portion of the law that required the secretary of state to distribute funds proportionately to every county for road maintenance.

**NORTH DAKOTA
AUTOMOBILE
REGISTRATION
1911–1920**

1911	7,220
1912	9,000
1913	13,074
1914	17,351
1915	23,400
1916	40,447
1917	52,740
1918	71,687
1919	82,885
1920	91,776

John Baird of Sargent County on the first car he drove.

“[Capt. Will Richard, the handy-man] had a 1912 Buick and this was 1912. This was a twin cylinder Buick. It was on the wrong side of the road and there was a [gear] lever on the side. . . . In the center was neutral and you pushed it down part way and you was in low and then on down you was in high and if you pulled it clear back, you was in reverse. And the gasoline tank was under the hood and the engine was under the seat and that was the first car that I learnt to drive.

“ . . . [Richard] was ahead of his time. He had a nice cabin built on it – made out of [wainscoating] and . . . a nice roof and canvass curtains. He could roll’ em up and it said on the side of it ‘The Gospel Car.’

“And old Mrs. Lamb . . . She was always on the phone talkin’ to Mrs. Brooks, . . . and, of course, mother would be [listening in and heard], ‘That speed demon, John, just went by our place in a cloud of dust and if he was makin’ a mile, he was at least goin’ 15 mile an hour!’

“Well, then ma would give me the devil when I got back for speed and said . . . not to let me drive it anymore. . . . ‘Speeding? Well, where did you hear that?’ ‘Well, Mrs. Lamb said you went by there and you were just acuttin’ her!’ Well, Donalds went by me . . . with a team and got to Cogswell before I did!”

Available in full text at history.nd.gov (Search “John Baird Interview”)

ND AUTOMOBILE MANUFACTURERS 1898-1914

Beeman, O.A.	Valley City	1900	Jones, W.N.	New England	1910
Bishop, Alfred L.	Fargo	1910	Lamaurex, Charles	Dunseith	1914
Borland, H.W.	Dunseith	1913	Lamond, George	Grafton	1911
Brown, George D.	Fargo	1899	Loos, George	Grafton	1907
Cummings, Clarence	Carrington	1908	Long, Harry	Aneta	1911
Davidson, W.T.	Mayville	1900	Long, Leo J.	Aneta	1908
Demars, R.A.	St. Thomas	1907	Mikkelson, Hans	Bottineau	1914
DeRemee, Charles	Braddock	1912	Miller, S.N.	Benedict	1912
Frykman, August	Souris	1908	Peterson, Hilmer	Kenmare	1914
Gilbertson, Ole B.	Milnor	1912	Peterson, P.O.	Chaffee	1909
Hallett, C.P.	Casselton	1914	Rockney, B.E.	Portland	1911
Hammer, Julius	Maddock	1906	Thies, Frank	Chaffee	1908
Hanson, John	Sharon	1911	Walton, William L.	Neche	1902
Holland, Samuel	Park River	1898	Wisner, Charles F.	Grand Forks	1907
Holmquist, C.A.	Fargo	1913			
Jaszkwowski, Frank	Bismarck	1902			

Source: Carl Larson, Dickinson, ND



1904 Cadillac. Driven by Axel (driver) and Fritz Waterberg, this car had two headlights and a horn which met the requirements of the 1905 law. (SHSND C3598)

In 1911, the secretary of state registered 7,220 cars and 265 motorcycles. Eleven counties registered more than 500 cars each. Registration included 154 different auto makers' brands. That number rose to 209 by 1914. However, by 1920, only eight automakers dominated the list of registered vehicles. Many of the small manufacturers had gone out of business or had shifted their manufacturing to trucks or car parts.

In 1906, the **Ford Motor Company** announced that it would begin selling cars for \$400 which placed automobile ownership within reach for most middle-class families. By 1920, Ford's reliable car selling at a reasonable price had taken over the North Dakota market. Of the 91,766 registered cars in 1920, about half were Fords. Other familiar brands included Dodge, Buick, and Chevrolet.

Even before the price of automobiles dropped to \$400, rural families saw the advantage of owning a car or truck. In August, 1905, the *Dickinson Press* noted that New England rancher Ed Durrent had purchased a car. The *Press* stated that Durrent and his wife "want some of the comforts of life." They

could drive the 31 miles from their ranch to Dickinson in one hour and 45 minutes. The car made it possible to drive to Dickinson for church services. After church, they likely spent time visiting with friends. Farm women often campaigned for the purchase of a family car so they could enjoy weekly trips to town. Young people like Lillian Wineman of Devils Lake, also enjoyed the personal and social freedom of cars. Wineman was known to have "raised havoc... driving a fast car" around her hometown.

1915 - The Model T and the NPL

In 1915, **Arthur C. Townley** began organizing the Nonpartisan League. In the 1916 elections, League candidates did well, and by 1919 the League controlled both houses of the state legislature. Townley credited the swift rise of the Nonpartisan League to "**an idea, a Ford and Sixteen dollars.**" Townley and other Nonpartisan League organizers drove Model T Fords from farm to farm asking farmers to sign up with the League for a fee of \$16.

North Dakota felt the impact of automobiles as did other states. However, in some ways, cars had a greater impact in North Dakota. Farm families could travel to town for school, church, and shopping leading to the end of rural communities. It is no accident that North Dakota school consolidation increased dramatically after 1910 because

cars and buses brought children to larger towns for schooling. Most significant, however, was the impact of automobiles on politics. Perhaps in no other place or time, has an automobile had such a profound effect on government as did the **Ford Model T** in North Dakota in 1915-1916.

SHSND 2004-P-19-006



SHSND 0713-11





Rusk Auto House

In 1912, a Fargo business developed a new product for the automobile market. The Rusk Auto House was a pre-fabricated, build-it-yourself, garage. The auto house was made from embossed tin panels which were attached to wood panels. Double doors opened to allow the driver to drive the car into the shelter. The panels were shipped from Fargo to buyers around the state to be constructed on site.

The Rusk Auto House was not the first garage manufactured in North Dakota. Jacob J. Richter of Wahpeton had designed and patented a garage in 1911. However, Fargo Cornice and Ornament Company, owned by George Rusk, was already in the metal building business and easily added the garage to its list of products.

Fargo Cornice and Ornament ceased manufacturing Rusk Auto Houses in 1915 when World War I made it difficult to buy sheet metal. Fargo Cornice probably manufactured 50 Auto Houses before 1915. A few still stand in their original lots and one is in the Heritage Center and State Museum in Bismarck.

Ford Plant, Fargo

Henry Ford was a sharp businessman as well as an innovator in auto design and manufacture. He brought the cost of automobiles down to \$400, while bringing his employees' pay up to the startling wage of \$5 per day. His idea was that Ford's employees should be able to purchase the cars they made.

Another innovation was the distribution of auto plants around the country. One of these plants was built in Fargo in 1915. This plant was a multi-purpose building where cars were sold, repaired, and assembled. The Ford cars were sold from the plant or shipped to dealerships in the region.

At one time, Ford Company cars had been assembled at the Detroit, Michigan plant, then partially disassembled for shipping to regional centers. By the time the Fargo plant was built, the company was sending

unassembled parts to the regional plants. While three partially assembled automobiles could fit in a railroad car, unassembled parts of twelve automobiles could fit into the same space. The cars were assembled at the regional plant for sale or distribution to dealerships. This system reduced the cost of shipping automobiles around the country. By 1917, regional Ford plants were assembling as many as 70 cars per day.

The Ford building was located on Broadway in Fargo, conveniently near the Great Northern Railway tracks (BNSF today). A rail spur entered the plant so that completed cars could be rolled onto freight cars without leaving the building.

The Ford plant officially opened on July 23, 1915. "Ford Day" was a day of celebration with many special events including a car show. The "big Ford Band" traveled from Detroit to Fargo and put on a concert in Island Park. The plant opened with 75 employees, but eventually employed more than 200 people to assemble and sell cars, and manage the plant.

Ford closed the Fargo plant in 1956. For the next forty years, the building housed several different Fargo businesses. Today, the building has been renovated and modernized to house offices, shops, and condominiums.



Early Ford



About the Author

Dr. Barbara Handy-Marchello

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. Dr. Handy-Marchello also writes a blog which can be accessed at history.nd.gov.

Speaking of History will appear in future newsletter issues and focus on a variety of topics related to North Dakota history, geography, and culture.

NEW GRADE 8 ND STUDIES

NORTH DAKOTA PEOPLE LIVING ON THE LAND

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.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
			
<i>Back Through Time</i>	<i>A Time of Transformation</i>	<i>Waves of Development</i>	<i>Modern North Dakota</i>
Paleozoic - 1200	1201 - 1860	1861 - 1920	1921 - Present

The new and exciting grade 8 North Dakota Studies curriculum is now available. After more than two years of writing and development, 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 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 lived 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.

NDSTUDIES.GOV/GR8



ND TEACHERS GET FIRST GLIMPSE AT *NORTH DAKOTA: PEOPLE LIVING ON THE LAND*

31 North Dakota teachers attended the two-day North Dakota Studies workshop at the Heritage Center on October 16-17. These teachers got the first glimpse of the new Grade 8 North Dakota Studies website – *North Dakota: People Living on the Land*. Participants included Brian Grove (Strasburg), Faye Miller (Midway), Joan Petrick (Lewis & Clark-Makoti), Scott Weston (Minot Erik Ramstad), Phyllis Kupitz (Lakota), Hans Anderson (Fargo Discovery), Jeremy Nesvold (Fargo Discovery), Bret Sorensen (Bismarck Horizon), Brock Ballweber (Bismarck Simle), Paul Bultema (Bismarck Shiloh), Katherine Magness (Fargo Carl Ben Eielson), Jessica Smith (Fargo Ben Franklin), Jack Raaen (Fargo Carl Ben Eielson), Dan Wolf (West Fargo Liberty), Rod Merkel (Beach), Larry Fontaine (Hope-Page), Brent Jiran (Grand Forks Schroeder), Joleen Risovi (Maddock), Rachel Schroeder (Jamestown), Shawna Huber (Standing Rock), Kristin Ripplinger (Mandan), Jason Pepple (New Town), Taryn Sweet (Grenora), Jocyelyn Anderson (Minot Our Redeemer's), Toni Barth (Glenburn), Tyler Vander Wal (New Salem), Stacey Blacksmith (White Shield), Bonnie Johnson (Bismarck), Patricia Jessen (Bismarck Century), Randall Cale (Gwinner North Sargent), Julie Dietrich (Fargo Oak Grove).

On October 16-17, a group of 31 teachers gathered at the North Dakota Heritage Center/State Museum to help launch the website and get a first-glimpse of the new grade 8 ND Studies course – *North Dakota: People Living on the Land*. The teachers represented large and small school districts and came from all over North Dakota – from Grenora to Fargo; from Lakota to Standing Rock. For two days, the teachers learned about the design of the course, interacted with each other, navigated the website, and learned how to apply this new resource for use in their own ND Studies classroom. The new website and its content received an overwhelmingly positive reception from the participants. As one teacher summarized, “The website is such a great resource – easy to use and applicable to teaching ND Studies in my classroom.”

“As more schools across the nation move away from paper textbooks and toward digital curricula, this grade 8 ND Studies course fits the model of a growing trend,” said Neil Howe, North Dakota Studies coordinator. North Dakota is the first state in the nation to offer an online grade 8 history course based entirely on primary source documents.

The North Dakota Studies workshop was presented by the team responsible for the development of *North Dakota: People Living on the Land* including lead writer-researcher Barbara Handy-Marchello; lead activities developer Gwyn Herman; activities developer Laverne Johnson; activities developer Linda Ehreth; Curator of Education Erik Holland; and ND Studies coordinator Neil Howe.

PRAISE FROM WORKSHOP PARTICIPANTS

“GREAT WORKSHOP! THIS WAS SUCH A GREAT EXPERIENCE.”

“THIS WAS A FABULOUS WORKSHOP. THE PRESENTERS WERE EXPERTS, WELL-PREPARED AND PERSONABLE.”

“WONDERFUL TIME, WONDERFUL PEOPLE, OVERALL ONE OF THE BEST WORKSHOPS I HAVE BEEN TO IN MY 20 YEARS OF TEACHING.”

“I ENJOYED THE WORKSHOP IMMENSELY! I FOUND THE CURRICULUM TO BE EASY TO NAVIGATE AND WELL DESIGNED.”

“IT WAS A FANTASTIC CLASS AND I LOVE THE WEBSITE. THE ACCESS TO SHSND STAFF WAS SO REFRESHING AND INSPIRING!”

Teacher Training Available

North Dakota: People Living on the Land

A web-based Grade 8 North Dakota Studies

WANT TO LEARN MORE ABOUT THIS NEW GRADE 8 CURRICULUM?

Staff from the State Historical Society of North Dakota (SHSND) will come to your local school or community and provide a 4-hour workshop on the NEW Grade 8 North Dakota Studies curriculum. **A workshop has already been scheduled for the Chateau de Mores State Historic Site in Medora on June 5.**

At the workshop, SHSND staff will:

- Introduce *North Dakota: People Living on the Land* and inspire participants to be ambassadors of this and other North Dakota Studies resources.
- Provide support and examples so participants can become familiar with this web-based curriculum.
- Demonstrate ways participants can adapt the curriculum to the local classroom setting.
- Model a variety of applications for using primary source documents in North Dakota Studies.
- Demonstrate how participants can extend this learning experience by using SHSND resources including this web-based curriculum, state museum galleries, historic sites, National History Day, and SEND trunks.
- Inspire teachers to return to classrooms with engaging curriculum ideas that promote critical and historical thinking skills.

You or your school will:

- Invite a minimum of 5 social studies teachers for this training workshop. Teachers can be from your school and/or surrounding communities. (If you are unable to arrange for 5 or more teachers – please contact us about other options.)
- Provide a room in your school with the necessary technical capabilities for the training.
- Suggest a date and time for the training. Dates and times will be coordinated to meet SHSND staff and local schedules.

There is no cost for this training.

RESERVE A DATE EARLY. Depending on demand, the number of workshop sessions may be limited based on staff schedules.

For more information about this training opportunity, please contact Neil Howe, North Dakota Studies Coordinator, SHSND, nhowe@nd.gov or 701-205-7802.

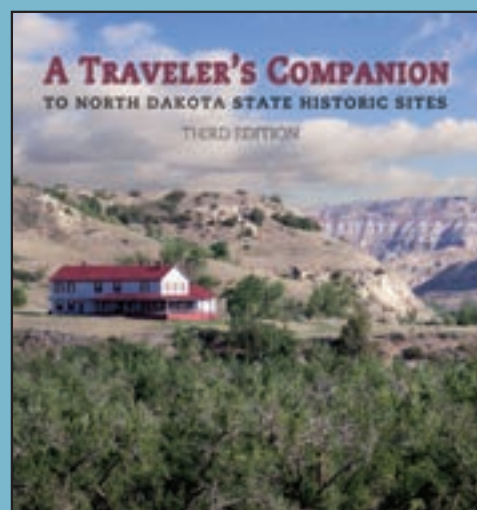
NEW EDITION: *A Traveler's Companion to North Dakota State Historic Sites*

A *Traveler's Companion to North Dakota State Historic Sites*, published by the State Historical Society of North Dakota, showcases 68 of our state's historic locations, including state, local, and federal historic sites and parks. The expanded 215-page third edition has new full-color maps and photographs, as well as brief histories of each site. The spiral-bound book is an ideal field guide with entries covering the state's history from 12,000 years ago to the 20th century.

Dozens of new historic images and seven new sites enhance the award-winning guidebook. An additional 10 pages of text and historical photographs relate to Sibley and Sully's campaigns of 1863 and 1864. Featured are new maps of the Northern Plains tribes in the 1850s and 1860s, a map including trails across northern Dakota from 1838-1903, North Dakota's German settlement areas in 1965, and a map of the Grand Forks area's 321st Strategic Missile Wing ICBM field. A separate section in the back of the book lists museums and other historic places to visit in North Dakota by county.

A Traveler's Companion to North Dakota State Historic Sites is available for \$23.95 in the North Dakota Heritage Center Museum Store, the Pembina State Museum Store, and state historic site stores at the Chateau de Morés, Fort Buford/Missouri Yellowstone Confluence Center, Fort Totten, Gingras, Fort Abercrombie, and Ronald Reagan Minuteman Missile State Historic Sites.

To order by mail, contact the Museum Store at 701.328-2879 or email museumstore@nd.gov.



ENERGY: POWERED BY NORTH DAKOTA LAUNCHES AT NDSTUDIES.GOV



NDstudies.gov

An in-depth look at North Dakota’s energy resources has recently been added to the North Dakota Studies curriculum for 4th and 8th grade students. This new curriculum provides an in-depth look at North Dakota’s vast energy resources. **Energy: Powered by North Dakota** is divided into two units – Level 1 (grade 4) and Level 2 (grade 8) – and each is designed as a two-week unit of study.

The **Energy: Powered by North Dakota** curriculum was developed through a partnership between the North Dakota EmPower Commission, Bismarck State College’s Great Plains Energy Corridor, and the State Historical Society of North Dakota. The curriculum was funded through the North Dakota Industrial Commission’s Lignite Research and Oil and Gas Research Programs and donations from energy industry stakeholders. The curriculum is web-based and covers various sectors of North Dakota’s energy economy including coal, petroleum, biofuels and other renewable energy sources.

The energy industry is already an interesting topic, but using an online platform provides an opportunity to incorporate videos, photos, maps, and graphics that make the material interactive. Students will be able to watch a time-lapse video of drilling an oil well, zoom in on a US map of solar energy potential, and click through an animation of how water through a hydro dam produces electricity.

The Energy Curriculum Project idea sprouted more than two years ago in the Workforce Subcommittee of the EmPower North Dakota Commission. The commissioners, appointed by North Dakota Governor Jack Dalrymple, represent all of the state’s energy industries and were keenly aware of the need to get young students interested in energy.

“North Dakota is changing the landscape of energy production in the United States. We are a state rich in natural resources and innovation, and it’s surprising how few students have an understanding of how important the energy economy is to our state,” said Ron Ness, president of the North Dakota Petroleum Council. “This curriculum highlights how each sector impacts North Dakota – from all energy sources including ethanol, wind, oil, and coal and the potential to produce value added energy products from our energy resources that can benefit our citizens across the state.”

Grants through the Lignite Research Council and the Oil and Gas Research Council were made via matching dollars from twelve energy companies for a total of \$250,000. More than 30 organizations contributed over \$150,000 worth of in-kind resources.

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



North Dakota Archaeology Awareness



Archaeology Posters Available to Teachers

To celebrate National Historic Preservation Month in May, the State Historical Society of North Dakota (SHSND) designs and distributes an Archaeology Awareness poster every year that highlights the state's rich archaeological heritage. Using photos of structures, landscapes, and artifacts, as well as maps and illustrations, these double-sided, color posters tell the story of North Dakota's past – the people who built and occupied archaeological sites, their ways of life, and the scientific research that continues to shed light on the role of these places in North Dakota's history.

The Archaeology and Historic Preservation Division of the SHSND is pleased to debut a new Archaeology Awareness poster series! The current series focuses on the cultural adaptations of North Dakota's Native American peoples through time. The posters parallel the themes that organize the new **Innovation: Early Peoples Gallery** at the North Dakota Heritage Center and State Museum. The posters use text and images to illustrate how people adapted to changing environmental conditions, invented new technologies, and interacted with other groups over time.

For instance, the Paleoindian adaptation, which characterized life in North Dakota between 13,000 and 10,800 years ago, was defined by the hunting of large game (e.g. mastodon and the now extinct *Bison antiquus*), frequent and long-distance migrations, and a highly sophisticated stone tool technology. This period was followed by the Archaic period, during which North Dakota's climate became warmer and drier. People living during the Archaic made more use of local plants and animals, perfected the atlatl (spearthrower), and began trading with their neighbors.

Both of these posters feature original artwork on the front side. The artists used real archaeological data to guide their interpretation of the sites and the activities that took place there.

The Paleoindian poster and the Archaic poster are now ready to be sent out to your classroom! They are great tools for teaching students about North Dakota history, cultural diversity, innovation, and the science of archaeology.

PLAINS ARCHAIC PERIOD (5,500 - 500 BC)

Changing Landscapes, Changing Lifestyles

The beginning of the Plains Archaic period was marked by South Dakota's most dramatic climatic transition in the Archaic period, at about 5,500 years ago. The climate became drier, but the people and animals prospered. The people developed techniques for hunting on land and plant resources, a new kind of diet, technological innovation, pottery, and some population increase. Some living in small or mobile groups, others in larger settlements in sheltered areas along rivers and streams.



The development of the Plains Archaic period allowed for diverse responses to the changing climate. Some people continued to hunt for wild animals, some hunted and gathered wild plants, others used plants, animals, and birds to make tools and weapons. Some people hunted for wild game, some gathered wild plants, and some hunted and gathered wild plants. Some people hunted and gathered wild plants, and some hunted and gathered wild plants.



In the Archaic period, people used a variety of tools and weapons. Some people used stone tools, some used bone tools, and some used wood tools. Some people used stone tools, some used bone tools, and some used wood tools.



Long-distance Trade

Trade in the Plains Archaic period allowed for diverse responses to the changing climate. Some people continued to hunt for wild animals, some hunted and gathered wild plants, others used plants, animals, and birds to make tools and weapons. Some people hunted for wild game, some gathered wild plants, and some hunted and gathered wild plants.



Food Processing

The Plains Archaic period allowed for diverse responses to the changing climate. Some people continued to hunt for wild animals, some hunted and gathered wild plants, others used plants, animals, and birds to make tools and weapons. Some people hunted for wild game, some gathered wild plants, and some hunted and gathered wild plants.



The Arrow

The arrow is one of the most important tools of the Plains Archaic period. It was used for hunting and warfare. The arrow is made of wood, with a shaft, a fletching, and a point. The arrow is one of the most important tools of the Plains Archaic period.



Early Bones of Blandine Clay

The bones of Blandine Clay are some of the earliest bones found in the Plains Archaic period. They are made of bone and are used for various purposes. The bones of Blandine Clay are some of the earliest bones found in the Plains Archaic period.



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-TO REQUEST POSTERS-

The Archaeology and Historic Preservation Division of the SHSND offers these 34" x 18" posters free of charge to schools.

To request copies of our latest posters, send your request to Archaeologist/Collections Manager Wendi Field Murray at wmurray@nd.gov. When making your request, please include the number of posters you would like, your name, and your mailing address. Please note that the posters are double-sided, so you may want two copies if you plan to hang them on your wall and want students to be able to see both sides.

In addition to the new Paleoindian poster and the new Archaic poster, previous posters are also available upon request:

Menoken Village
Huff Village
Double Ditch Village

Fort Clark State Historic Site
Knife River Flint Quarries

Possible Classroom Uses:

- As a point of departure for class discussions on how people once lived
- As the basis for an art project, in which students use an archaeological description of a site to create a painting of what it was like to live there
- As preparation for a visit to the Heritage Center/State Museum or one of North Dakota's State Historic Sites
- As a model for students to make their own posters, as if someone hundreds or thousands of years from now were learning about life in 2015
- Have students research an artifact, activity, or feature depicted on the poster in more detail

2015
NATIONAL HISTORY
TEACHER OF THE
YEAR AWARD

HELP US FIND THE NORTH DAKOTA HISTORY TEACHER OF THE YEAR

A WINNER IN EVERY STATE

In addition to the national award, HISTORY and Gilder Lehrman annually recognizes a first-rate history teacher in every state and US territory. The North Dakota recipient will receive \$1,000 and becomes a finalist for the national award.



Angel Brea, 2013 New York History Teacher of the Year, P.S. 257, Brooklyn, NY

Visit gilderlehrman.org/nominate to endorse and nominate a **North Dakota teacher** for the National History Teacher of the Year Award.

HISTORY® and The Gilder Lehrman Institute of American History are now seeking nominations for the National History Teacher of the Year awards. The national winner will receive a \$10,000 prize and a ceremony in their honor in New York City. For 2015, we are seeking outstanding K-6 teachers who find creative ways to bring history alive in the classroom and in their community.

The deadline for 2015 nominations is February 15, 2015. Learn more and nominate a teacher today at 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, 701-205-7802

ABOUT THE NATIONAL HISTORY TEACHER OF THE YEAR AWARD

Started in 2004, the National History Teacher of the Year Award highlights the crucial importance of history education by honoring exceptional American history teachers from elementary school through high school. The award is co-sponsored by:



THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

LEARN MORE: gilderlehrman.org/nhtoy

NATIONAL HISTORY DAY 2015

NATIONAL HISTORY DAY 2015

LEADERSHIP & LEGACY *in history*

Leadership can be found almost anywhere—in the military, politics, government, communities, social movements, or in fields such as science, the arts, education, religion and economics. Topics can come from any geographic area or time period. Local history and world history make equally good sources of National History Day topics. Looking carefully at the impact on society and change over time, you will also need to think about the leader's legacy.

Legacy is what is handed down to us from our ancestors or predecessors. More broadly, legacy is what is left behind for future generations—such as ideas and accomplishments.

For more information about the 2015 theme go to www.nhd.org/AnnualTheme.htm

What Is History Day?

National History Day is not just a day, but every day! The National History Day program (NHD) is a year-long education program that culminates in a national contest every June.

For more than twenty-five years the NHD program has promoted systemic educational reform related to the teaching and learning of history in America's schools. The combination of creativity and scholarship built into NHD anticipated current educational reforms, making NHD a leading model of performance-based learning.

NHD engages students in grades 6-12 in the process of discovery and interpretation of historical topics. Students produce dramatic performances, imaginative exhibits, documentaries, websites and research papers based on research related to an annual theme. These projects are then evaluated at regional, state, and national competitions.

Why Participate?

Many different people and organizations participate in the NHD:

- Students
- Teachers
- Colleges and Universities
- Libraries, Museums, and Archives
- Local historical societies
- Community Businesses

NHD serves as a vehicle to teach students important literacy skills and to engage them in the use and understanding of museum and library resources. The program inspires students to study local history, and then challenges them to expand their thinking and apply knowledge of local events to the national, or even worldwide scene. The program also teaches students to become technologically literate through the use of computer and Internet research methods, and the use of technologically advanced applications in their presentations.

"The true benefits from participating in National History Day go way past a certificate or medal. The program teaches kids the writing, analytical understanding, and reading comprehension skills that will make them a success in life, no matter what their career," states parent Susan Moose.



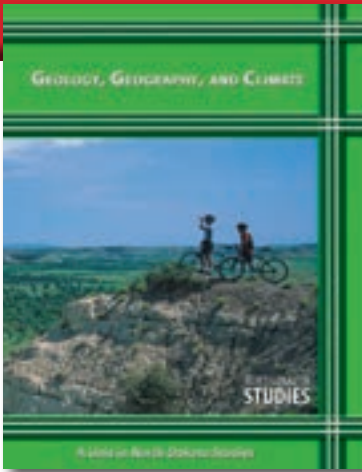
2015 North Dakota State Competition
April 10, 2015

North Dakota Heritage Center

Contact Erik Holland: eholland@nd.gov

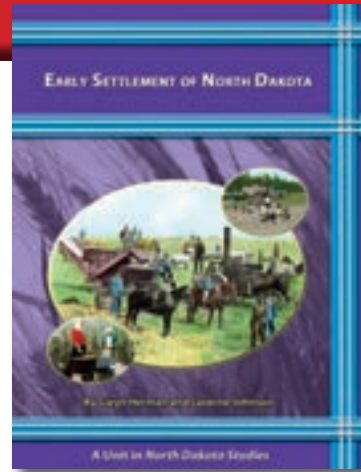
or check out the website at <http://nd.nhd.org>

4TH GRADE NORTH DAKOTA STUDIES



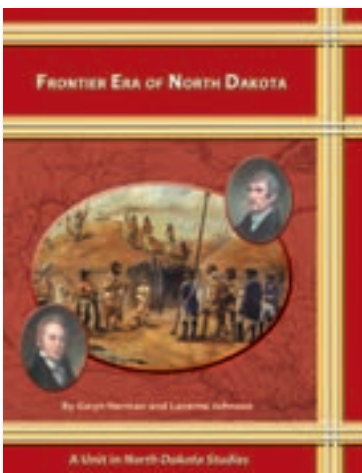
Geology, Geography, and Climate

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.



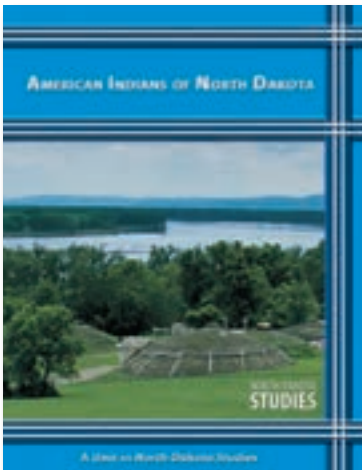
Frontier Era of North Dakota

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



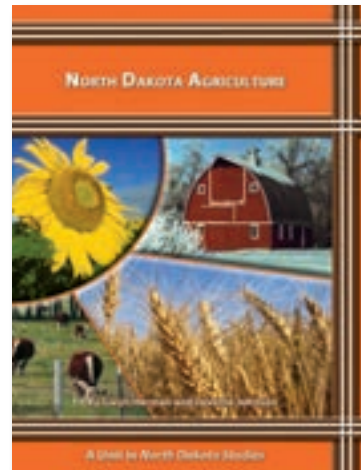
Citizenship

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 ND Studies:

Student Text	\$10.00 each
Teacher Resource Guide	\$50.00 each (Print Version)
Teacher Resource Guide	\$15.00 each (CD Version)

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

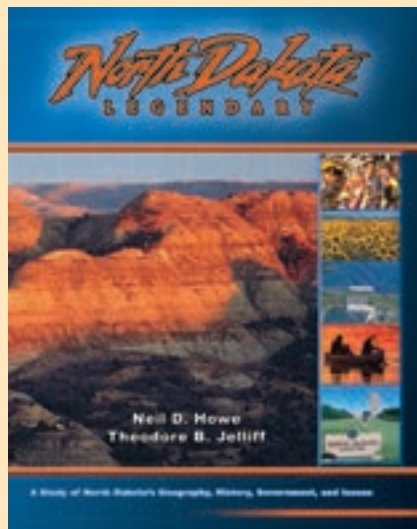
North Dakota: People Living on the Land includes more than 90 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. The topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is 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

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.



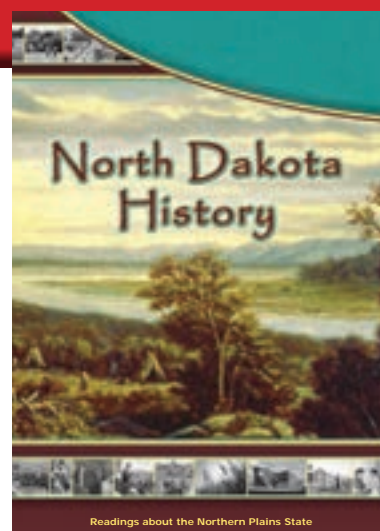
North Dakota Legendary:

Student Text \$45.00 each
Teacher Resource Guide \$50.00 each (Print Version)
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 \$50.00 each
Teacher Resource Guide \$50.00 each (Print Version)
Teacher Resource Guide \$15.00 each (CD Version)

Governing North Dakota, 2013-2015

Governing North Dakota, 2013-2015 makes an ideal textbook for courses in American Government, Civics, or North Dakota Studies—and provides valuable information on the relationship and functions of federal, state, and local governmental units.

Governing North Dakota 2013-2015



Governing North Dakota, 2013-2015:

Student Text \$3.00 each
Teacher Resource Guide \$15.00 each (CD Version)



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612 East Boulevard Avenue
Bismarck, ND 58505-0830

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58TH ANNUAL KNOW YOUR STATE



April 27, 2015
Bismarck State College Campus

Sponsored by Bismarck State College & the North Dakota Masonic Foundation

North Dakota is a great state with a variety of geographic features, political agendas, abundant agricultural products, a growing energy base, great educational opportunities, and a rich cultural heritage.

The **Know Your State** contest has been designed with the intent to encourage North Dakota students to gain a greater understanding and interest in North Dakota – and through this knowledge become a better educated citizen, voter, and leader for the state.

Know Your State winners in 2014 came from high schools all over North Dakota: New Rockford-Sheyenne, Valley-Edinburg, Wishek, Powers Lake, Valley City, Bismarck Century, and Williston.

For more information about the **Know Your State** contest, contact Jennifer Shaff, Bismarck State College, jennifer.shaff@bismarckstate.edu, 701-224-5679 or 701-224-2617.

OR – visit ndstudies.gov for more details.

NORTH DAKOTA STUDIES

North Dakota Studies is published by the State Historical Society of North Dakota, North Dakota Heritage Center, 612 East Boulevard Avenue, Bismarck, ND 58505, Neil D. Howe, Program Coordinator, nhowe@nd.gov, 701-205-7802. *North Dakota Studies* is distributed to students, teachers, schools, and libraries throughout North Dakota.

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

www.ndstudies.gov