

NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • FALL 2018



SPEAKING OF HISTORY

By Barbara Handy-Marchello, Ph.D.

When North Dakotans voted to add the **Initiative and Referendum** to their tools of democracy, they accepted responsibility for legislative decisions, budget concerns, and constitutional amendments that had previously been in the hands of the legislative and executive branches of government. Issues large and small now come before voters in nearly every election. From constitutional questions to tax issues to parking meters, North Dakota voters have had their say when casting votes.

NORTH DAKOTA
STUDIES

Initiative and Referendum: *Tools of Democracy*

In 1787, Benjamin Franklin was asked what kind of government the new Constitution created. He is reported to have answered, "A Republic, if you can keep it." Historians usually interpret his statement to mean that a republic, or a representative democracy as our government is often described, requires active participation of all citizens. However, in the early Republic, citizenship rights were limited. Rights expanded over the course of the 19th century and, by 1890, the quest for expanded rights in governance was supported by politically active citizens known as Progressives. The period of 1890 to 1920 is known as the Progressive Era in American history.

Progressives supported the initiative and referendum in state government to expand the "toolbox of democracy." Initiative and referendum (I and R) are two different actions. An **initiative** allows citizens to propose a law or a constitutional amendment by petitioning to have the measure placed on the ballot. If the measure is approved by a vote of the people, it becomes law. **Referendum** (also called referral) is a process by which people can petition to have a bill that has already passed the legislature referred to the people for a vote. If a referral fails, the bill becomes law as previously approved by the legislature. If the voters approve a referred measure, the bill is nullified, as though it had been vetoed by a governor. The legislature must wait seven years before attempting to again pass a referred bill over the people's vote. However, the legislature can overturn a referral with two-thirds vote in both houses before the seven-year period expires.

In 1902, **Katherine V. King** of McKenzie, North Dakota, known as the "Mother of Initiative and Referendum," organized a state

chapter of the **Direct Legislation League**. She was active in reform and prohibition causes through the Woman's Christian Temperance Union and the Socialist Party. King and the state chapter of the Direct Legislation League urged the legislature to consider initiative and referendum in 1903, but the measure failed to gain support. In 1907, after the "revolution of 1906" had blunted the power of "Boss" **Alexander McKenzie** and placed Progressive Democrat "Honest" **John Burke** in the North Dakota governor's chair, the legislature gave due consideration to a bill proposing initiative and referendum as constitutional amendments.

The 1907 bill was introduced by **Lars A. Ueland** of Edgeley. The bill he introduced in the North Dakota legislature allowed citizens to petition to place a measure on the ballot

that would either become law or an amendment to the state constitution. The petition had to have the signatures of 8 percent of the voters. Because Ueland's bill was offered as a constitutional amendment, it first had to pass both houses of the legislature, and be approved by the next (1909) legislative session. The bill then went to the voters for final approval. The bill passed both houses in 1907.

The Ueland bill (called the Thoreson bill after Ueland was no longer in the legislature) was presented to the 1909 session. Two other initiative and referendum bills were introduced that year. The three bills exposed both the possible complications of an I and R bill and the contention over expanding the **tools of democracy**. The competing bills required signatures on the petitions from at least half the counties in the state.

LARS UELAND: THE FATHER OF INITIATIVE AND REFERENDUM IN NORTH DAKOTA

The law allowing for initiative and referendum in North Dakota was written and presented to the legislature by people who believed in the right and obligation of citizens to actively engage in governmental processes. **Lars Ueland**, who introduced the first bill when he was a member of the 1907 legislature, was an activist on many fronts.

Ueland was born in Wisconsin and had attended Luther College before moving to Dakota Territory and establishing a farm near Edgeley. He was always interested in improving his farm and his community. He established the Lyceum at Pomona View Number One (school) where he and his neighbors met monthly to share ideas and foster a sense of community. He promoted a community telephone system that eventually reached from Edgeley to Jud. He was interested in new crops and agricultural techniques and was one of the first farmers to raise durum wheat. Along with other progressive farmers, he was a founder of the Grain Growers Association. He served in the first state legislature as a Republican, was re-elected as a Populist in 1893, and ran successfully as a Democrat in 1907. In 1892, he served on the executive committee of the national Direct Legislation League. He introduced the Initiative and Referendum bill in 1907, but was not re-elected in 1908 to continue his support of the bill. In 1909, he moved with his wife, Hanna, and their 11 children to Oregon where he established an organization for former North Dakotans living in Oregon.



Residents of New England, North Dakota, turned out for this baseball game in the 1910s. Baseball games were not legal on Sundays until voters approved an initiated measure in 1920. SHSND SA 00175.00024

The bill introduced by Senator C. W. Plain (R-Cavalier) disallowed petitions for measures that required a budget appropriation. All three bills failed in 1909.

The legislature considered another I and R bill in 1911. The concept now had broad backing from Progressive Republicans. The bill passed and, as required by the state constitution, was passed again in 1913. This law required the signatures of 10 percent of voters on a petition for initiated measures, and signatures of 15 percent of voters for a constitutional amendment. Petitions for either initiated measures or amendments had to include signatures from at least half of the state's counties. Voters approved the amendment in 1914. Progressive ideals concerning the role of citizens in governance were now written into North Dakota law.

Most states that had approved an I and R bill (including South Dakota) had seen little use of the law. In North Dakota, there were no initiated measures on the ballot until the **Nonpartisan League** established its influence after the 1916 election. In 1918, there were seven League-sponsored initiated measures on the

ballot. Three of the measures made significant changes in the way laws and constitutional amendments were created and passed. One of these measures reduced the number of signatures required (10,000 to initiate; 7,000 to refer); another forbade the legislature to exempt any bill from referendum. Another measure allowed constitutional amendments to be approved by one legislative assembly (not two as previously required) and the people's vote. All seven measures passed with substantial majorities.

Over the next century, the people were actively engaged in determining laws and amendments to the state constitution. In 1932, 16 initiated measures and one referred measure were placed on the ballot. Many of the 1932 initiated measures were related to the financial condition of the state during the grim years of the Great Depression. Among other changes, voters reduced the salaries of state and local elected officials and reduced property taxes. Voters also **banned corporations** from engaging in farming. (See sidebar on page 4.)

As the Depression waned, voters used the initiative to manage state funds in the interest of the people.

In 1938, an initiated measure passed that granted state-funded pensions (\$40 per month) to the elderly. In 1940, a measure earmarked sales tax revenue for the support of schools and the poor. Many years later, voters approved an initiated measure that abolished the requirement to declare a party affiliation when voting (the open primary).

In 1948, voters approved an initiated measure that made North Dakota the only state that banned parking meters. The petition was started by "**Hard Wheat Henry**" Howard, who farmed near Minot. When Howard felt he had been unjustly fined for not "feeding" coins into the parking meter, he turned to the initiative process to ban parking meters. He was successful, but the legislature revised the law in 1951 making parking meters legal once again. This time Howard used the referral process to have the law placed on the ballot. Voters voted "no" to oppose the new law in 1952 and public street parking has been free ever since.

Votes on initiated measures offer insight into the culture and temperament of North Dakotans at a particular time. In 1920, voters overturned by a margin of fewer than 2,000 votes a law that prohibited



Two men wait to vote in McIntosh County in the 1930s. Voters became increasingly involved in legislative action when the initiative and referendum strengthened the tools of democracy in North Dakota. SHSND SA 00075-00231

baseball games on Sunday. In that same presidential primary election of March 1920, voters rejected an initiated measure (by nearly twice as many votes) that would have allowed movie theaters to open on Sundays. Two more initiated measures tested the public's interest in going to the movies on Sunday. In 1933, the measure failed again by a slim margin. In 1934, the measure was finally approved by just over 1,000 votes.

Some individuals have used the referral process with great vigor. **Robert McCarney**, who had once sold pencils on the streets of Bismarck, became one of the largest Ford dealers in the region. When the 1963 legislature passed several school tax bills, McCarney petitioned to have the bills referred to a vote of the people. Though he failed in his first attempt, over the next two decades he sponsored 10 successful petitions and referrals.

Between 1914 and 2014, North Dakotans voted on 74 referred measures. Voters approved a little more than one-third of these measures. In the same time period (1914 to 2014), citizens voted on 189 initiated measures and constitutional amendments (not including amendments proposed by the legislature). The voters approved a majority of the constitutional amendments that were placed on the ballot by petition, but less than half of the initiated measures. These statistics show that voters are actively engaged in governance through the initiative and referendum processes and are thoughtful when deciding these issues on their ballots.

The legislature has attempted to limit the scope of initiative and referendum on a few occasions. In the early years,



Sacks like this one were placed on parking meters in downtown Bismarck in June 1948. A "no" vote would allow cities to continue the use of meters. A "yes" vote would prohibit meters on city streets. SHSND 10942.1



The Grand movie theater in Mohall advertised films starring Olive Thomas and Bert Lytell in 1920. Thomas' films, *Out Yonder* and *Youthful Folly*, were about young girls who became involved in slightly risqué adventures. Voters approved an initiative to allow theaters to open on Sundays in 1934. SHSND SA 00232-00001

BANNING CORPORATE FARMING

In 1932, an initiative placed an anti-corporate farming measure on the ballot. Voters approved the law, which prohibited corporations (a group of people authorized to act as a single entity) from owning land or engaging in farming. Any corporation that was already engaged in farming had 10 years to dispose of the land.

The first law of this kind was enacted in Kansas in 1931. The combination of drought and depression in the 1930s forced banks to recall loans (mortgages) on farms, but the same conditions made it difficult for farmers to repay the loan. Farmers lost their land to the banks, but banks could only make money by selling the land. The buyers were often large corporations.

Many farmers believed that corporations had an unfair advantage in farming and threatened family farms. A large corporation can afford to sell products at less than market price, buy goods directly from manufacturers (bypassing local merchants), and may not be liable for environmental damage because of their status as a corporation. North Dakota voters faced measures on corporate farming laws again in 1968 and 2016. Both times, voters upheld the ban on corporate farming.

Those who oppose anti-corporate farming laws believe that they violate a legal doctrine inferred from Article I of the U.S. Constitution (called the dormant commerce clause), which prohibits states from impairing interstate commerce. Anti-corporate farming laws have been challenged in courts that upheld the laws throughout the 20th century. In 2003, a federal court of appeals held South Dakota's corporate farming law violates the U.S. Constitution. In the next few years, several states, including North Dakota, may see legal challenges to corporate farming laws.

the number of signatures on a petition had to be determined by an estimate of the number of voters. Many people who can legally vote often do not, and North Dakota does not have a voter registration law. So the number of signatures required for a petition was set by an estimate of the possible total number of legal voters. An early 20th century estimate was 20,000, but the 1931 legislature wanted to increase the number from 20,000 to 40,000. The bill went to the voters, who rejected it almost two to one.

Voters rejected efforts to change the number of signatures on petitions again in 1942 and 1958. In 1978, voters approved a change that now requires signatures of 4 percent of the total population (determined by the most recent decennial census) to initiate a petition and 2 percent to refer.

In 2014, the legislature proposed a constitutional amendment that would have allowed the state to take a petition out of circulation if it required funds appropriated by the legislature. In addition, the proposed law stated that any measure that would have

a significant fiscal (financial) impact would have to be on the general election ballot in November when voters go to the polls in larger numbers than in primary or special elections. Voters rejected this amendment with 57 percent of the vote.

In 2018, a commission of legislators, representatives of various interest groups, and appointed members considered ways to revise the processes of initiative and referendum as outlined in the constitution. The commission has not proposed legislation, but has forwarded ideas for modest revisions to the 2019 legislature for consideration. Some of the ideas generated by the commission include: a statement of fiscal impact of initiated measure to be included in the ballot language; legislative council aid for the petitioners in drafting a measure in the proper language; fiscal impact statements on referral petitions; and a financial report by the petitioners that includes in-state and out-of-state support.

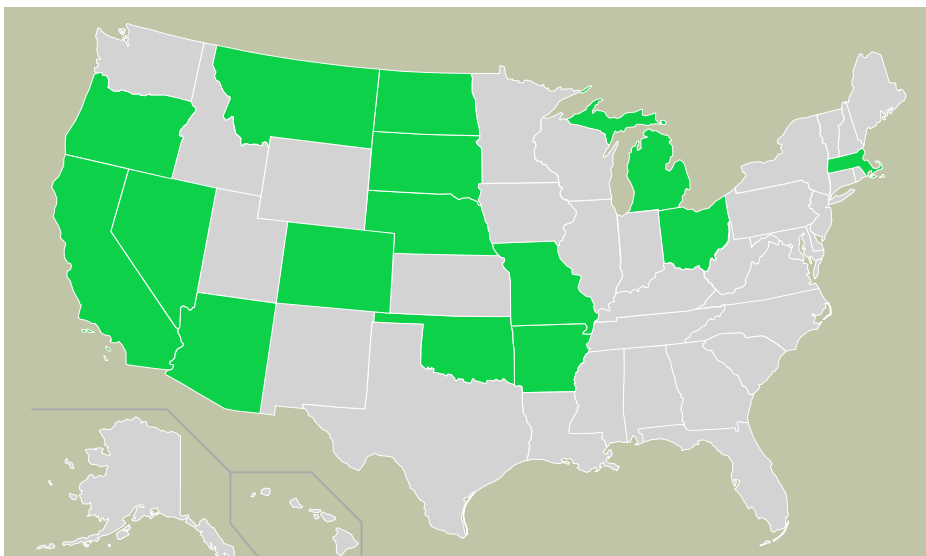
Since 1918, voters have faced as many as 10 initiated or referred measures



The North Dakota Secretary of State must review and approve I and R petitions to assure that they have enough signatures of legitimate North Dakota voters. Secretary of State Robert Byrne (1925-1934) approved 27 ballot measures in his nine years in office. SHSND SA 10118-00003

in a single election. Whether one or ten, initiated and referred measures demand that voters be informed before they reach the polls. North Dakotans have asserted their right to deal directly with important state issues and made use of these tools of democracy with regularity. Voters will likely continue to see referred measures, initiated measures, and/or constitutional amendments on the ballot whenever the people believe they need to participate directly in legislative affairs.

Cover photo: Officials check a newly installed parking meter in downtown Bismarck in 1947. Parking meters were removed after voters rejected a measure that would have legalized them in 1952. SHSND SA 2016-P-011-01150

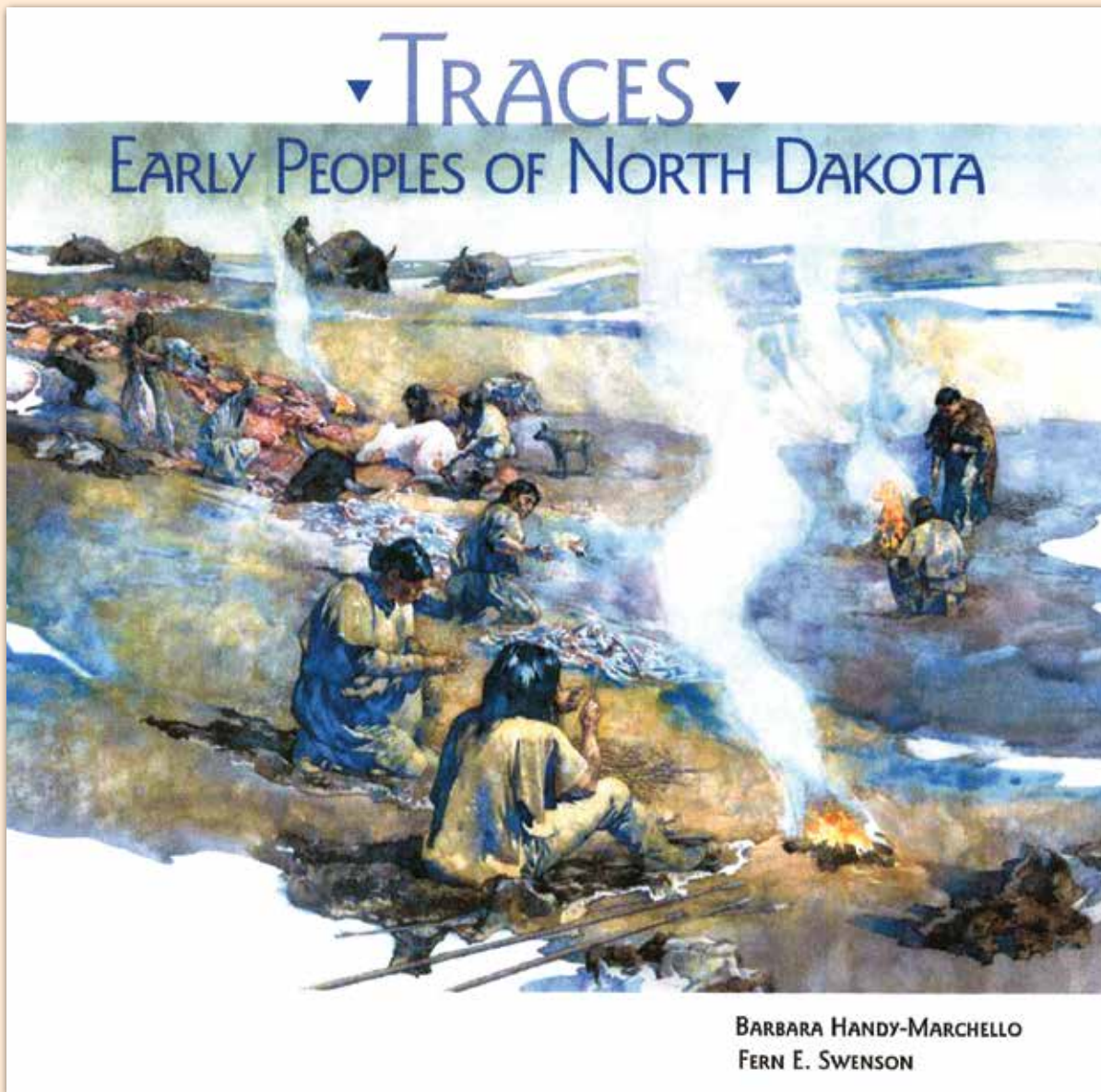


North Dakota is one of 15 states where voters might see initiated measures, referred measures, and/or constitutional amendments on the primary or general election ballots. Twenty-four states do not allow voters to use the initiative process to make new laws. Map by Jessica Rockeman

About the Author



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



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



Traces: Early Peoples of North Dakota:

- Corresponds to **Innovation Gallery: Early Peoples** exhibits in the State Museum.
- Includes 16 full-color maps of locations and movements of cultural groups.
- Explains ancient lifeways based on artifact interpretation and the context of where they were found.
- Includes a timeline for each chapter.
- Contains original art depicting life at sites based on archaeological information and oral history.
- Highlights more than 180 photographs of artifacts found at North Dakota archaeological sites.
- Written for use in high school and college classrooms and as background information for teachers at every level.

- Text by **Barbara Handy-Marchello**, Associate Professor Emerita, University of North Dakota, and **Fern Swenson**, Director, Archaeology & Historic Preservation Division, State Historical Society of North Dakota
- Foreword by Calvin Grinnell, Historian, Tribal Historic Preservation Office, Mandan Hidatsa Arikara Nation

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

50 million years of **horse power**



The
HORSE
in North Dakota

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

statemuseum.nd.gov



STATE
HISTORICAL
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OF NORTH DAKOTA

HISTORY FOR
everyone.

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

Issue No. 6
1972-Present



Energy Development
Agriculture
Flood of 1997

NOW ONLINE

Issue No. 6 of *The North Star Dakotan* is now available online, and covers the years 1972 to the present. It offers many articles on a variety of topics for you to think about and discuss. Some of these topics are constantly changing (oil, for instance) and some have been very controversial (abortion rights). You can find references to some of the current articles (girls' basketball or agriculture) in earlier issues of *The North Star Dakotan*. Continuity and change are the themes of our state's history.

The beginning of this period, 1972, was in the middle of a long stretch of economic stability, if not prosperity. North Dakota was not a very rich state, but not very poor, either. The unemployment rate was usually quite low, but then we had few industrial jobs, which are subject to international and national economic trends. The farm economy had its ups and downs, but state residents and government knew what to expect and how to manage needs within that economic framework.

The end point of this issue, 2015, takes readers through the upsurge and the subsequent slump in oil production. Today, North Dakota has a far more diverse economy with a great deal more industrial activity than it had in 1972.

This edition of *The North Star Dakotan* contains a few articles that might divide people into opposing sides. Immigration, the events in Medina in 1983, and even energy development and the future of coal-fired power plants can heat up a discussion among friends. Perhaps the most controversial topic in North Dakota's recent history is the issue of legal abortion and whether a woman has a right to an abortion.

Though the authors try to present a topic from all sides, it is impossible to please everyone. We expect that we have ruffled a

The North Star Dakotan Issue No. 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
- Preserving the Lakota Language
- AND MUCH MORE

CHECK IT OUT at
ndstudies.gov/content/north-star-dakotan-0

few feathers with our presentation on some of these topics. Nevertheless, we believe that it is better to irritate readers than to slide an issue out of sight where it is impossible to discuss it. We hope you approach these articles with an open mind, do further research if you are interested, and adopt a position after you have the information necessary to support your ideas. That, dear readers, is what a newspaper can do for you.

National History Day 2019

Triumph & Tragedy in History



National History Day (NHD) motivates students to discover history by:

- **Cultivating interest:** Students research a topic of their choice.
- **Developing research skills:** Students act as historians, discovering how to uncover primary sources, build historical context, and form historical interpretations.
- **Becoming experts on their research topic:** Participants present their research to teachers, fellow students, and historians.
- **Achieving success:** By presenting a topic of personal interest, the shy student gains confidence, the apathetic student gains passion, and the high-achieving student sharpens presentation skills.

visit: nhd.org/contest

Triumph & Tragedy ND State Competition Details

Date: April 12, 2019

Location: ND Heritage Center &
State Museum, Bismarck

Rules and Resources:
nhd.org/node/14063



NHD
NATIONAL
HISTORY DAY
in North Dakota

Erik Holland, NHD in ND coordinator,
SHSND Curator of Education
eholland@nd.gov
701.328.2792



NDSTUDIES.GOV/**GR4**

NOW ONLINE! The North Dakota Studies program is pleased to announce that ***Geology, Geography, and Climate; American Indians of North Dakota; Frontier Era of North Dakota; Early Settlement of North Dakota; and North Dakota Agriculture*** are now available at an interactive, mobile-optimized website: www.ndstudies.gov/gr4.

These Grade 4 units are based on the highly popular series of print-based textbooks used in most North Dakota classrooms. ***Geology, Geography, and Climate*** emphasizes North Dakota’s geologic past, the three major geographical regions, as well as the weather and climate of the state. ***American Indians of North Dakota*** provides a study of the history and culture of the Mandan, Hidatsa, Arikara, Chippewa, and Great Sioux Nation.

Frontier Era of North Dakota introduces readers to the Lewis and Clark Expedition, fur trade on the Red and Missouri Rivers, and early frontier army history. ***Early Settlement of North Dakota*** focuses on the Red River cart, steamboats, the railroad, Bonanza farms, cattle ranching in the Badlands, and pioneer life between 1870 and 1915. Finally, ***North Dakota Agriculture*** introduces the historical background of agriculture in North Dakota, the Mandan as the first farmers, homesteading, early ranching, as well as modern production agriculture.

These new, web-based units also are ideal reading for other grade levels or any lifelong learner. The North Dakota Studies program is committed to making these resources available to all.

The Grade 4 units complement *North Dakota: People Living on the Land* at www.ndstudies.gov/gr8.

NDSTUDIES.GOV/**GR4**



NDSTUDIES.GOV/GR8

North Dakota: People Living on the Land

The North Dakota Studies program has launched a 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.

ENERGY: POWERED BY NORTH DAKOTA

WEB-BASED RESOURCES



NDstudies.gov

Do you know how many renewable energy resources there are in North Dakota? If you answered five (wind, hydro, solar, bio, and geothermal), you'd be wrong! Your students can discover the sixth renewable resource in North Dakota by exploring the *ENERGY: Powered by North Dakota* curriculum.

Launched in 2014, this web-based energy curriculum is available at ndstudies.gov. A booklet supplement that complements the content can be ordered free of charge for classroom use at ndstudies.gov/order. The content is geared for students in fourth grade (level one) and eighth grade (level two), and covers science and social studies standards. The content focuses on North Dakota-specific natural resources and how the resources are used in North Dakota to produce energy. There are five different sections for each level:

1. Introduction to Energy
2. Petroleum and Natural Gas
3. Coal
4. Wind, Hydro, and Solar Power
5. Biofuels, Geothermal, and Recovered Energy

Lesson plans have also been added to *ENERGY: Powered by North Dakota*. Through a partnership with ND Studies and the EmPower Commission, funding was provided to develop two-week lesson plans for both levels of the energy 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 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.

ENERGY: POWERED BY NORTH DAKOTA

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

→ Energy Resources are **Just a Click Away** at ndstudies.gov

ENERGY: POWERED BY NORTH DAKOTA



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

1. Go to 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 is available online and free of charge. Simply follow the instructions in the box to the left.

A 34-page, print-based companion guide is also available to complement the website. If additional copies are needed, a PDF of the booklet can be downloaded from the website (ndstudies.gov/energy/level1/index.html) or hard copies can be requested through North Dakota Studies at ndstudies.gov/order.

ENERGY LESSON PLANS

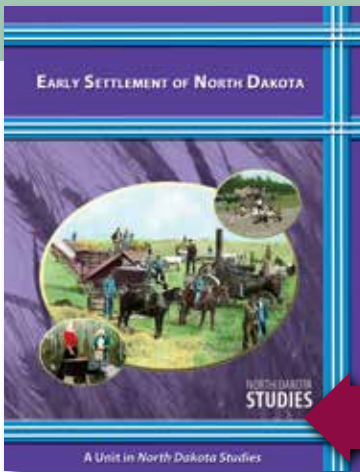
Level One (Grade 4) Snap Shot:

- 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

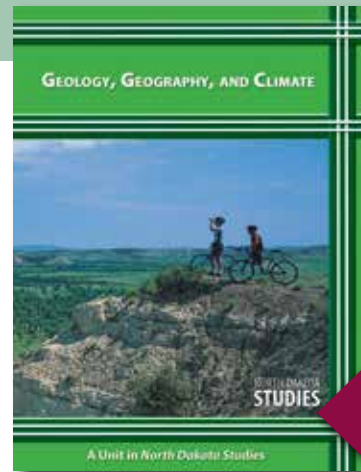
4TH GRADE NORTH DAKOTA STUDIES



Early Settlement of North Dakota

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

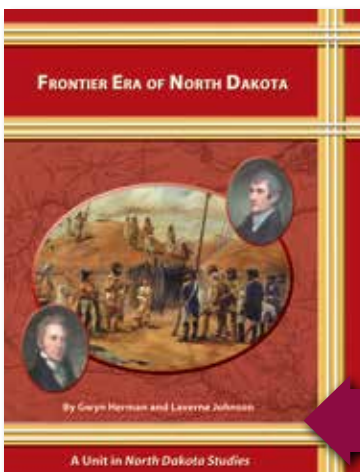
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Geology, Geography, and Climate

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

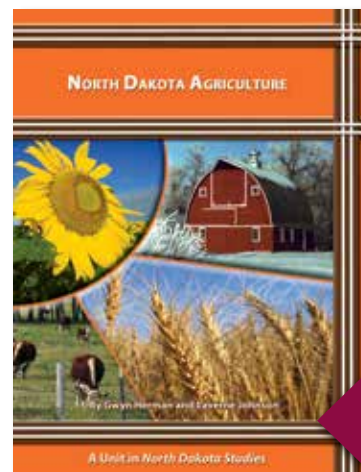
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Frontier Era of North Dakota

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

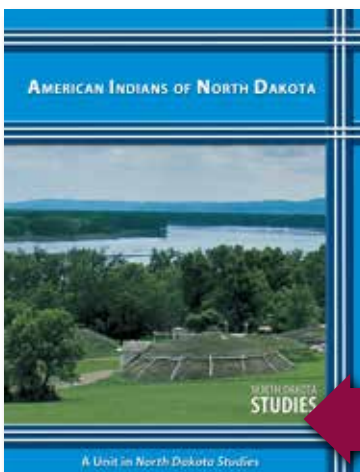
NOW ONLINE AT:
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North Dakota Agriculture

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

NOW ONLINE AT:
ndstudies.gov/gr4



American Indians of North Dakota

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

NOW ONLINE AT:
ndstudies.gov/gr4



Citizenship

Students learn about national, state, and local governments. Students also learn about rights and responsibilities of young citizens, voting, state symbols, and Theodore Roosevelt Rough Rider Award recipients.

North Dakota Studies Course Requirement

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

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

4th Grade North Dakota Studies:

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

8TH GRADE NORTH DAKOTA STUDIES



North Dakota: People Living on the Land

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

North Dakota: People Living on the Land

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



Energy: Powered By North Dakota

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

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

Energy: Powered by North Dakota

Cost: No cost to users

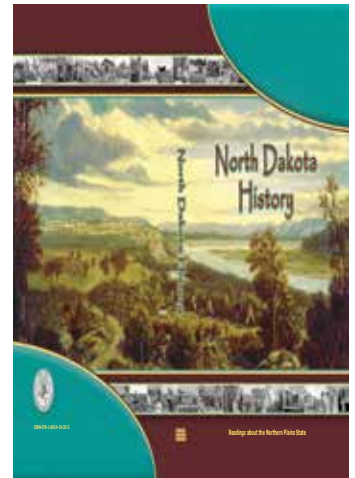
Access: ndstudies.gov/energy/level1/index.html

HIGH SCHOOL NORTH DAKOTA STUDIES

North Dakota History

North Dakota History: Readings about the Northern Prairie State

has been developed for the high school student and is designed to promote and encourage a better understanding of the state's rich history. The textbook is designed to be an investigative discussion of the prehistory and history of North Dakota. Teachers may choose to cover the entire text, or just one or two units, depending on the needs and time constraints of the individual classroom.



North Dakota History:

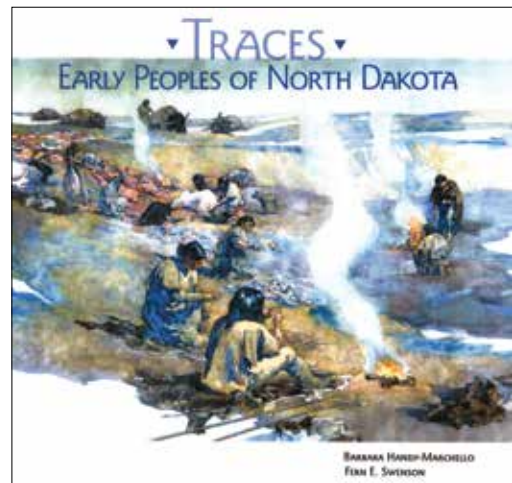
Student Text

\$45.00 each

Teacher Resource Guide

\$65.00 each

(Print and CD Combo)



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

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

Traces: Early Peoples of North Dakota

Text **\$25.00** each



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Center-Stanton Public School Teacher Named 2018 North Dakota History Teacher Of The Year

Donna Davidson, a teacher at Center-Stanton Public School, has been named the 2018 North Dakota History Teacher of the Year. The award is sponsored by The Gilder Lehrman Institute of American History.

Donna Davidson received her bachelor's degree from the University of Jamestown in 2002. Davidson's passion for history is exhibited in the classroom each day. According to Davidson, *"As a teacher, I have so much to learn to come close to my own ideals of what a great teacher should be because in the end, I don't really teach history at all. I teach students, and what matters most is reaching these students with the stories of our past in order to empower them to shape our future."*

Davidson received a \$1,000 honorarium and the Center-Stanton Public School library will receive a core archive of history books and educational materials from the Gilder Lehrman Institute of American History. In addition, Center-Stanton Public 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 state, the District of Columbia, Department of Defense schools, and U.S. Territories.



Donna Davidson

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

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

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

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

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