

NORTH DAKOTA STUDIES

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



SPEAKING OF HISTORY

By Barbara Handy-Marchello, Ph.D.

Between 1893 and 1912, suffragists continued to organize and work toward voting rights for women, but they saw little progress. Legislators introduced woman suffrage bills, but none were successful. In 1895, women in Jamestown, Grand Forks, and a few other towns organized locally and participated in a statewide woman suffrage convention. Several women attending would later become prominent in the suffrage movement including Dr. Cora Smith Eaton, a Grand Forks physician, and Helen de Lendrecie [deh LON driss see] of Fargo. Though these organizations were led by intelligent, hard-working, and committed women, suffrage clubs did not build the membership necessary to gain political power.

NORTH DAKOTA
STUDIES

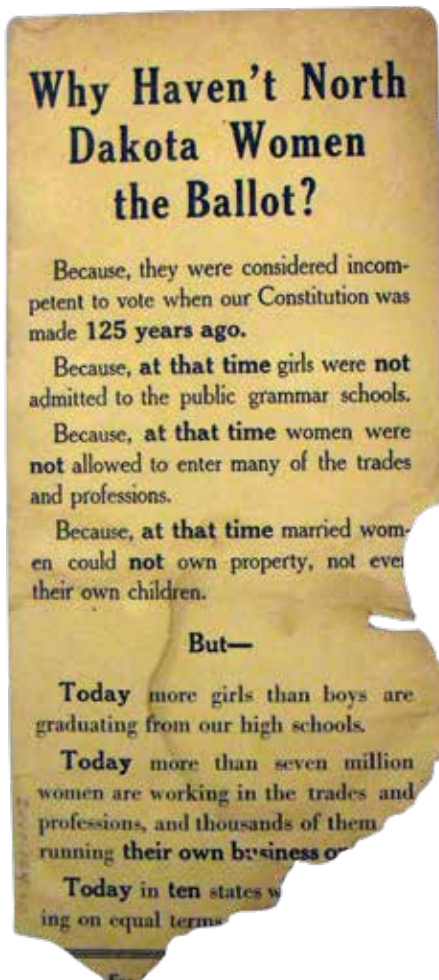
VOTE ON THE
Woman Suffrage Ballot
FIRST
AND BE SURE YOU VOTE
YES

Woman Suffrage: Voting for 100 Years, PART II

In 1912, suffragists across the U.S. were re-organizing and setting new goals for achievement at both state and national levels. National suffrage leaders including Susan B. Anthony, Matilda Joslyn Gage (whose daughter homesteaded in LaMoure County), and Carrie Chapman Catt (president of the National American Woman Suffrage Association) had visited North Dakota many times since the 1890s. British suffragist Sylvia Pankhurst arrived in Fargo in February 1912 and, at a meeting held at the home of **Mary Darrow Weible**, stirred suffragists to organize the **Fargo**



Suffragists organized all over the state to encourage voters to support the Bronson bill when it appeared before voters in the general election of 1914. This group of women campaigned at the Bottineau County fair in the summer of 1914. SHSND 10204



When suffragists began a statewide campaign for voter approval of the Bronson bill in 1913 and 1914, they raised money to print literature to hand out. This historical document has been damaged over time, but can still be read to reveal the suffragists' arguments. SHSND 2010.124.10

Votes for Women League. A second league organized in Grand Forks the following month. **Clara Darrow** of Fargo organized a statewide suffrage league in June 1912. By 1914, there were more than 100 suffrage clubs across the state. Most of the leaders were wives of professionals (doctors or university professors) or wealthy merchants, but there were also working women such as Mary Ann Whedon, a journalist.

When the suffragists met in convention in June 1912, they decided to support a woman suffrage bill in the 1913 legislature. The **Votes for Women Leagues** held meetings in towns and cities across the state. Their persistence resulted in the introduction of three suffrage bills in 1913. All three bills supported full suffrage for women, but only two of the bills were approved by the legislature.

One, known as the **Bronson bill**, would have to go to the voters for approval in 1914 as required by the state constitution. The other, an amendment to the state constitution offered by Senator John Cashel, would have to be approved again by the 1915 legislature and then presented to the people for a vote.

The **Cashel amendment** held more appeal for suffragists. It would take longer—but had a better chance of passing because it would require only a simple majority of votes. The Bronson bill fell under a constitutional clause requiring a woman suffrage bill to be approved by a “majority of the electors of the state voting at a general election.” The Bronson bill was approved by the legislature and would appear on the 1914 ballot.

During 1914, suffragists campaigned by organizing suffrage clubs, securing favorable newspaper coverage, and distributing pro-suffrage literature. Suffragists from other states campaigned in North Dakota. Suffragists claimed that 40,000 women in North Dakota supported the passage of the Bronson bill at the polls. The Republican and Democratic parties remained neutral in the campaign.

Women and men who opposed woman suffrage established an organization in 1914 and campaigned against the passage of the Bronson bill. The organization was headed by Ida Clarke Young, a well-educated woman who was married to a prominent North Dakota lawyer.

Anti-suffragists engaged in public debates with suffragists and published literature explaining why women should not vote. However, the “antis,” as they were known, had the support of those opposed to North Dakota’s constitutional prohibition on the sale of alcohol. Ironically, the political association of those who favored the legal sale of liquor and those who opposed to woman suffrage tended to strengthen the pro-suffrage position.

The vote at the 1914 general election proved fatal for the Bronson bill. Because of the wording of the constitution, *voters who did not vote* on the suffrage measure were added to the “no” votes. When legislators voted on the Cashel amendment again in the 1915 legislative session, they took the negative outcome of the 1914 vote to mean that there was no support for woman suffrage. By March 1915, both the Bronson bill and the Cashel amendment had failed.

Woman suffrage continued to be an important political topic. In 1917, with the state House of Representatives under the control of the **Nonpartisan League** (NPL), suffragists introduced a very different bill. The bill was written by **Robert Pollock**, a lawyer and suffrage supporter, who modeled the legislation on an Illinois law which gave women limited suffrage. The bill was introduced by Senator **Oscar Lindstrom** of Burke County. This suffrage legislation enjoyed wide support from suffrage clubs, agricultural organizations, and the NPL.

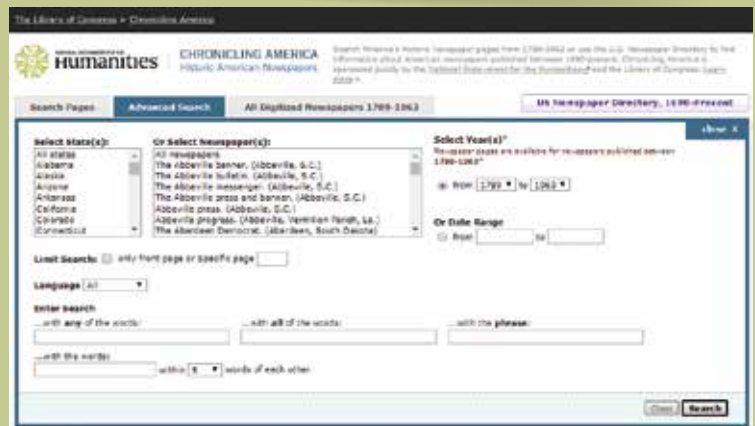
Pollock’s bill had a great advantage over previous suffrage bills because it did not offer women the privilege of full suffrage. The North Dakota constitution prescribed voting procedures for a full suffrage bill, but not for partial suffrage. The state Votes for Women League chapters and leaders were ready to see this bill through the legislature.

Since 1893, **Elizabeth Preston Anderson** had been monitoring the progress of suffrage in North Dakota. She was leader of the **Woman’s Christian Temperance Union** (WCTU) which shared many interests with suffragists. Anderson was a smart organizer and a fearless proponent for women’s rights. In 1917, she prepared to lobby for the “Illinois bill.” She asked WCTU members to interview legislative candidates to determine their positions on issues of interest to the WCTU—including suffrage. The members reported their findings to Anderson and she approached the legislative session well-armed with “considerable knowledge of that law-making body.”

Lindstrom introduced the bill on January 6, 1917. The bill passed both houses quickly and was signed by **Governor Lynn Frazier** on January 23. North Dakota women could now vote for president of the United States and most county and municipal officers.

FINDING LOCAL SUFFRAGE HISTORY IN NORTH DAKOTA NEWSPAPERS

The State Historical Society of North Dakota participates in a project initiated by the Library of Congress to digitize many newspapers. The result is a collection of some state newspapers published between 1872 and 1925 that are digitized and searchable. Students will find it relatively easy to find out more about local or woman suffrage campaigns (or other topics in North Dakota history) by using this tool that is available free to anyone with an internet connection. Using your browser, type in **Chronicling America**. When you reach the site, click on the **Advanced Search** tab. In the left box, scroll down and click on **North Dakota**. In the right box, choose a particular newspaper (they are alphabetized by title) or choose **All**.



This is a screen capture of the Chronicling America page on which you can choose newspapers, dates, and topics for research.

If searching for any article in a particular time period, type in the **inclusive dates** in the lower calendar box. Be sure to use a fairly broad selection of dates since newspapers often publish several days after an event takes place. Then type in the words for your search. “Suffrage” is better than “woman suffrage,” but researchers might also use the name of a particular suffragist, or “votes for women.” The site allows readers to enlarge the selected newspaper page or clip portions to save or print. The *Devils Lake Inter-Ocean* and the *Bottineau Courant* are particularly good newspapers to look at because they offered strong support to the suffrage movement. These newspapers constitute primary sources readily available to anyone with a little patience and persistence, and they bring the real experience of the suffrage movement into the present.

Women could not vote for governor or legislators, so the operations of state government were still out of their hands. However, they could vote for all school officials including the state superintendent of public instruction.

Two women (Laura Eisenhuth in 1893 and Emma Bates in 1895) had already held the office of state superintendent of public instruction. In 1918, a woman was again on the ballot for that office. She was **Minnie J. Nielson** who was then serving as Barnes County superintendent of schools. She was endorsed by the **Independent Voters Association**, an organization that intended to oust the Nonpartisan League from state government. Her opponent, **Neil Macdonald**, was endorsed by the NPL. Nielson won the office in the first election in which women had significant voting power.

An analysis of voting patterns shows that women voters tended to support the woman candidate rather than the candidate of the party which gave them extended voting privileges. Women's votes did not match up with men's votes, indicating that they were not following their husbands' political choices. Women voters proved to be more independent than the political parties had expected.

In 1919, the U.S. Congress approved an amendment to the Constitution granting women the privilege of voting in all elections in every state. Article V of the U.S. Constitution requires amendments to be approved by three-fourths (38) of the states. On November 26, the North Dakota Senate, convened in special session, voted to approve the **19th Amendment**. Both houses had approved the amendment by December 1. Governor Frazier signed the legislative resolution on December 5. Tennessee ratified the 19th Amendment on August 18, 1920, just before the time allotted for states' approval expired. Women



After the Bronson bill and the Cashel amendment failed, suffrage supporters decided to submit a limited suffrage bill to the legislature in 1917. This bill passed. In this photo, Governor Lynn Frazier signs the limited suffrage bill with his wife, Lottie (in feathered hat), on his left, and Elizabeth Preston Anderson on his right. SHSND C0278



In spring 1919, Congress passed the 19th Amendment to the U. S. Constitution, which denied any voting rights limitations on account of sex. The U.S. secretary of state sent this notice to each state asking that the state legislature or a special convention vote on the amendment. SHSND 30153

DOING THE MATH: THE 1914 VOTE ON WOMAN SUFFRAGE

Suffragists used math to explain to voters and members of the state legislature that the 1914 vote on the suffrage bill was skewed by a constitutional requirement. Though the vote was legal under the constitution, suffragists wanted voters to understand that this vote should not be considered a valid expression of public opinion on suffrage. For many years, opponents of suffrage had said, “women do not want the vote.” The “antis” used the vote on the 1914 measure to prove that men, who were the only voters, did not want women to vote.

However, suffragists Clara Darrow of Fargo and Elizabeth Preston Anderson of Valley City analyzed the vote and came to a different conclusion. “Yes” votes totaled 40,209; “no” votes were counted as 49,348; a total of 89,557 votes. The vote for every candidate for governor totaled 89,306. However, the suffragists argued, it is not typical for all voters to vote on every ballot issue and more electors are likely to vote for governor than on the measures. The official count on the suffrage measure would suggest that not a single voter failed to vote on the suffrage measure.

Anderson and Darrow went on to say that the average number of votes cast for any other measure was around 68,000. If only 68,000 people voted for the suffrage amendment, and 40,209 voted for it, the bill would have passed by around 12,000 votes. The two suffrage leaders concluded that if *only the votes cast* had been counted, the suffrage measure would have passed and North Dakota women would have been legal electors in the 1916 elections.



In 1923, a Burleigh County court seated an all-woman jury. Jury duty is part of a citizen's responsibility, but only voters are in the jury pool. After the 19th Amendment passed, North Dakota women were allowed to sit on juries. SHSND 00091-0813

citizens of the United States finally had full voting privileges. The 19th Amendment now superseded all state voting laws.

Though the 19th Amendment did not exclude any women, American Indian women and men who were not citizens could not vote until 1924 when Congress passed a law granting full citizenship to all American Indians. In many parts of the nation, African American women and men were prevented from voting by state laws and local customs.

Voting privileges are associated with all the rights and responsibilities of citizenship including jury duty. As states determined how to include women in jury pools, many decided that women had to make a formal application to be included on juries. In North Dakota, however, women's jury duties were considered a part of their voting rights. Women's names were included on jury lists unless they specifically requested to be removed from jury pools.

The crowning achievement of the work of woman suffragists came in 1923, when Burleigh County seated an all-woman jury on July 26. The bailiff of this jury was Linnie Lee Hedstrom, the daughter of early Bismarck suffragist, Linda Slaughter. With the seating of this jury, North Dakota women demonstrated their full engagement in citizenship rights and responsibilities. Though they had always possessed the inherent right to vote as citizens of the United States, they had found it necessary to work for the privileges associated with full citizenship. Women were now able to use their rights to the benefit of their communities—a historical event well worth celebrating!

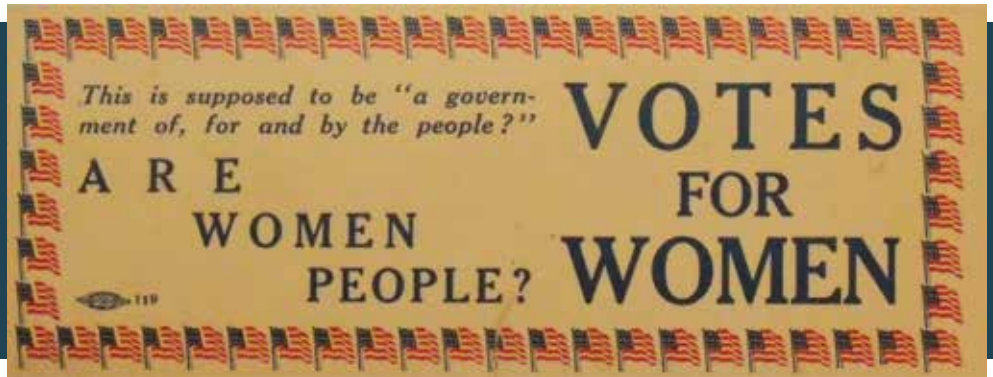
About the Author



Barbara Handy-Marchello, Ph.D., is a historian and researcher/writer for *North Dakota: People Living on the Land*—a 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.

Woman Suffrage Centennial Curricula



NOW AVAILABLE. The North Dakota Studies program is pleased to announce new lessons on the history of the woman suffrage movement in North Dakota in time for the 100th anniversary celebration of the 19th Amendment to the U. S. Constitution. The lessons examine the events, legal action, and arguments of the suffrage movement from 1880 to 1920.

The North Dakota Woman Suffrage Centennial Committee has sponsored these lesson plans on the history of the North Dakota woman suffrage movement complete with primary sources and worksheets. The lessons are available under “Teacher Resources” at ndstudies.gov.

The lessons include:

- Abbreviated history of woman suffrage in North Dakota
- Curricula for grades 4, 8, and high school
- Vocabulary of the suffrage movement
- Documents including newspaper editorials, legislative discussion, political cartoons, broadsides
- Biographies of suffragists
- Activities that encourage discussion of ideas and understanding of the historical events

ND Studies Trunks ndstudies.gov

Your resource for
North Dakota history



Touch history with a North Dakota Studies trunk.

Each North Dakota Studies trunk comes with hands-on objects, documents, and audio-visual materials with lesson plans and activities. Topics coordinate with the North Dakota Studies units including paleontology, archaeology, Native American tribes, the fur trade, farming and ranching, and so much more. Order your trunk today and have it delivered right to your classroom.

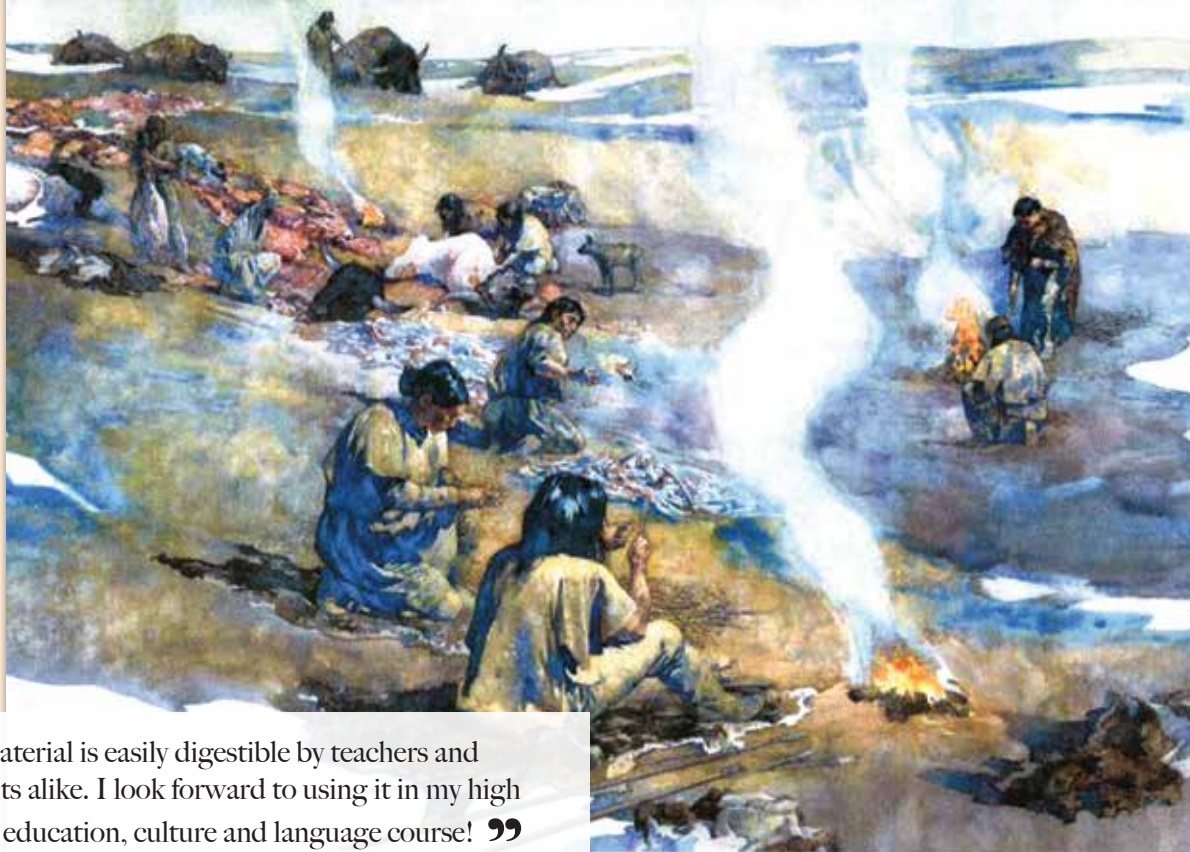
For more information, contact Danielle Stuckle, dlstuckle@nd.gov.

Get your hands on history.

Discover the many trunk options at ndstudies.gov.

TRACES

EARLY PEOPLES OF NORTH DAKOTA



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

— Dr. Brad Kroupa, White Shield High School

BARBARA HANDY-MARCHELLO
FERN E. SWENSON

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

Traces: Early Peoples of North Dakota:

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

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

The book is available through the State Museum Store (statemuseum.nd.gov/store) for \$25.

NORTH DAKOTA NIGHT SKY

ndstudies.gov/nightsky

A new online exhibit showcases the state's night sky. Explore constellations, navigation, meteorites, Mars, and night sky activities for any clear night.

360° GUIDE TO THE NORTH DAKOTA NIGHT SKY

A new way to see your sky

The website includes an immersive 360° video. This video works on phones, computers, or virtual reality headsets to bring the view of the North Dakota night to users' fingertips.

Find the North Star, Andromeda galaxy, and all the circumpolar constellations. Don't be afraid to watch this one a few times!

ndstudies.gov/nightsky

Keep Looking Up, North Dakota

From the water filtration system in your home to the wind turbines generating power on the prairie, you might be surprised to learn all the ways research for living in space is changing how we live today in North Dakota.

Whether it's operating a tractor in severe cold weather or testing the next generation of Mars spacesuit, North Dakota innovation is all around you and our state just might be the perfect training ground for living on Mars.

The online exhibit highlights history and innovation, examining how North Dakota's contributions to engineering, technology, and exploration relate to Mars.



ndstudies.gov/nightsky
was built mobile first.
It looks great on
your device!



Extend the Experience

See High Dog's Winter Count, the Richardton and New Leipzig Meteorites, and the NDX-1 Mars space suit at the North Dakota Heritage Center & State Museum in Bismarck, ND. Learn more about the NDX-1 suit development and the connection of earthlodges and Mars habitat development from NASA engineer Jon Rask in his talk, "North Dakota and Mars: House and Home" at ndstudies.gov/night sky.



1833-This year is known as "Stars-All-Moving-Year." The asteroid shower was recorded on High Dog's Winter Count.



1918-The Richardton Meteorite is considered to be the best-documented meteorite to fall in ND.



North Dakota and Mars: House and Home

Jon Rask, NASA engineer



NDX-1 suit



One of the first plants grown in space was dwarf wheat.



Two impact craters have been discovered in North Dakota.



Tractors built in Fargo supply the science station in Antarctica.



Order a ND Studies Night Sky Trunk for your classroom.

Breaking Barriers In History

National History Day Professional Development Opportunities

Two professional development sessions are available to educators interested in bringing the National History Day in North Dakota program to their classrooms.

Participants in **History Day 101** can have the coordinator meet with their students to introduce the program. This session addresses the fundamentals of the History Day program and implementation strategies. History 101 generally runs 45 to 90 minutes, depending on class time available.

Participants in **History Day 102** can have the coordinator meet with teachers about how to start a contest at their school—either classroom contests or a school-wide event. This session can be tailored to an after-school session, or a half or full-day workshop.

History 101 is not a prerequisite. Both sessions are free of charge.

To schedule, contact:
Outreach Coordinator
Danielle Stuckle
701.325.2794
dlstuckle@nd.gov

Save the Date: April 17, 2020 National History Day in North Dakota Contest

Looking for a fun way to bring project-based learning to your classroom?

Want to emphasize research, writing, and evaluating sources in your students' work?

Searching for a relevant way to connect local and global history?

Find out about workshops and other professional development opportunities available this fall and how to bring National History Day to your classroom.

Not only do students have fun, but they also get to be creative, learn critical thinking skills, collaborate with fellow students, and communicate with an audience.

NHD
NATIONAL
HISTORY DAY
in North Dakota



Learn more at ndstudies.gov



NDSTUDIES.GOV/**GR4**

Citizenship

CHECK IT OUT. *Citizenship* is now available in a web-based version. With the completion of the new web-based *Citizenship* curriculum, all six Grade 4 North Dakota Studies units are now available at ndstudies.gov/gr4 at no cost to students, teachers, or other users.

Citizenship complements other web-based Grade 4 North Dakota Studies units including *Geology, Geography, and Climate; American Indians of North Dakota; Frontier Era of North Dakota; Early Settlement of North Dakota;* and *North Dakota Agriculture.*

In addition to discussing the fundamental concepts of national, state, tribal, and local governments, the *Citizenship* unit also focuses on voting, elections, and parliamentary procedure.

Although North Dakota has a relatively small population, the state includes thousands of local governments: 53 county, 357 municipal, 1,317 township, and 178 school districts. As a result, the *Citizenship* unit helps students understand the unique aspects of each of these governmental units and how they affect their daily lives.

This web-based *Citizenship* unit also includes such topics as national and state symbols; rights and responsibilities of young citizens; and the 44 recipients of the Theodore Roosevelt Roughrider Award.

Good citizenship includes a lot more than just being involved in politics and government. Citizenship also involves taking responsibility to make the human community a better place in which to live. U.S. citizens, young and old, have been given rights denied to many in other parts of the world. It is up to each individual to do their part to help keep these rights by following the practices of good citizenship.

NDSTUDIES.GOV/**GR4**



NDSTUDIES.GOV/**GR4**

NOW ONLINE! The North Dakota Studies program is pleased to announce that *Citizenship; 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

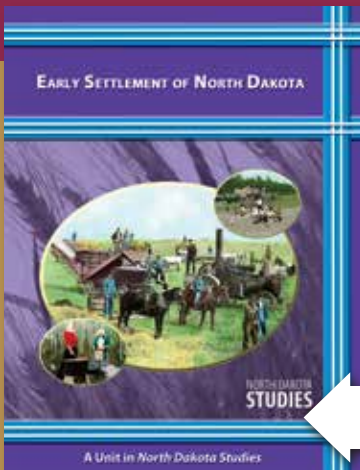
The North Dakota Studies program has launched a web-based grade 8 North Dakota Studies curriculum, *North Dakota: People Living on the Land*.

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.

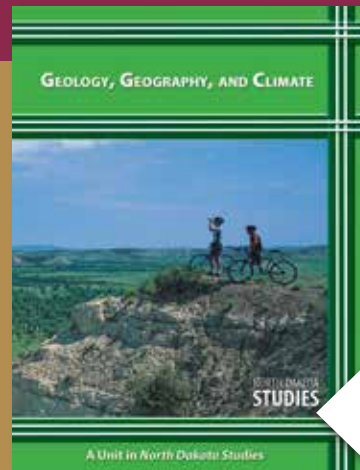
4TH GRADE NORTH DAKOTA STUDIES



Early Settlement of North Dakota

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

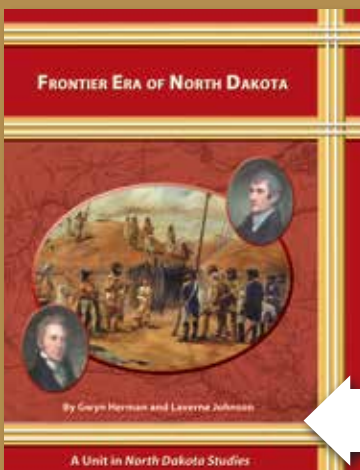
NOW ONLINE AT:
ndstudies.gov/gr4



Geology, Geography, and Climate

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

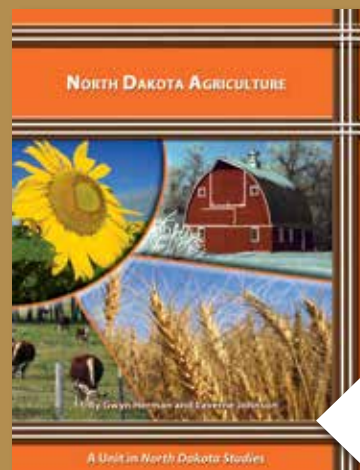
NOW ONLINE AT:
ndstudies.gov/gr4



Frontier Era of North Dakota

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

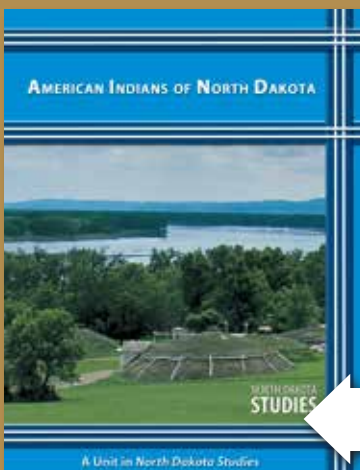
NOW ONLINE AT:
ndstudies.gov/gr4



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.

ONLINE OCTOBER 2019
ndstudies.gov/gr4

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)

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 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.

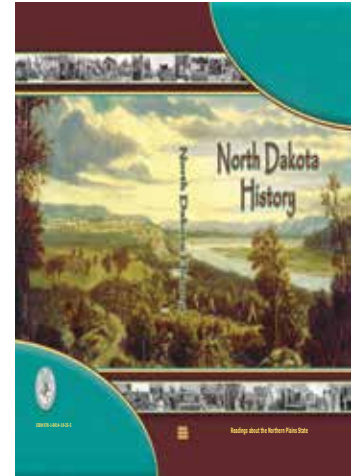
Energy: Powered by North Dakota

Cost: No cost to users
Access: ndstudies.gov/energy/level1/index.html

HIGH SCHOOL NORTH DAKOTA STUDIES

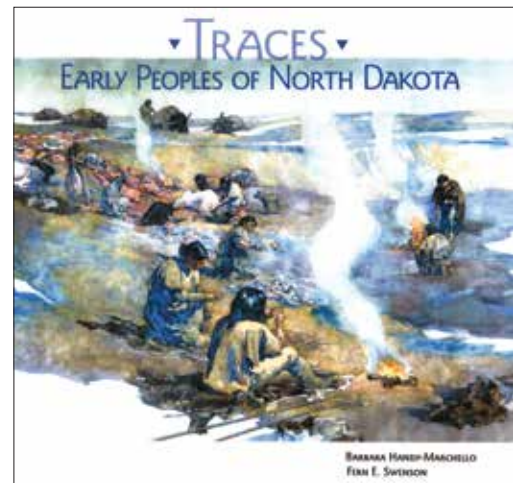
North Dakota History

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



**STATE
HISTORICAL
SOCIETY**
OF NORTH DAKOTA

North Dakota Heritage Center
612 East Boulevard Avenue
Bismarck, ND 58505-0830

NON-PROFIT ORG.
U.S. Postage
PAID
Permit #684
FARGO, ND

Dickinson High School Teacher Named 2019 North Dakota History Teacher Of The Year

Brian Ham, a teacher at Dickinson High School, has been named the 2019 North Dakota History Teacher of the Year. The award is sponsored by The Gilder Lehrman Institute of American History.

Brian Ham’s passion for history is exhibited in the classroom each day. According to Ham, *“I wholeheartedly believe that U.S. history is a fantastic tool to help students unlock their creativity by not focusing solely on the learning of history itself, but instead having students use their knowledge to create something new and unique to their talents. For example, by giving students tasks such as creating a medical exam similar to what immigrants would have experienced at Ellis Island, students learn so much more than just history. They learn soft skills such as how to collaborate with others, how to develop and give a presentation, how to organize the resources at their disposal, and much more.”*

Ham received a \$1,000 honorarium and the Dickinson High School library will receive a core archive of history books and educational materials from the Gilder Lehrman Institute of American History.

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 U.S. Territories.

From the state winners, one is recognized as the National History Teacher of the Year. The 2019 winner is **Alysha Butler**, a social studies teacher at McKinley Technology High School in Washington, DC. Alysha Butler received the award and recognition in a ceremony in New York City on October 2.

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.



Brian Ham
(Photo courtesy of Gilder Lehrman)

**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 State Historical Society of North Dakota and offers curriculum and other resources for teachers, students, and lifelong learners.