

NORTH DAKOTA STUDIES

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



SPEAKING OF HISTORY

By 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,
African Americans in North Dakota. . .

**NORTH DAKOTA
STUDIES**

Along with Europeans and European Americans, people of African descent entered North Dakota at various times in its history, usually drawn by economic opportunity. The historic record tells us that the population of blacks in North Dakota was never large, but the actual numbers of black residents and their names and occupations have often gone unrecorded. While many people inaccurately assume that African Americans did not have an important presence in North Dakota, it might be more appropriate to assume that we will not ever know the extent of their historic presence and contributions to this state.

The first man of African descent known to enter what is now North Dakota was **Pierre Bonga** (or Bonza). Bonga was the valued employee of Alexander Henry the Younger at the North West Company fur trade post near Pembina. Bonga had been born to parents who lived as slaves to a British military officer stationed at Montreal. The officer later freed the couple and their children. Bonga traveled to western Canada and married a Chippewa woman. In 1802, Bonga's wife gave birth to a child that carried the blood of Chippewa, African, and European forebears. That mixture heralded the cultural diversity of the future state.

In 1804, **York**, William Clark's slave, entered North Dakota as a member of the Corps of Discovery. York enjoyed equality with other members of the expedition and was allowed to carry a gun (an unheard of privilege for slaves) for protection and for hunting. Clark recognized that York, because of his dark skin color, his strength and size, and his good humor, was an important asset in establishing diplomatic relations with the tribes the Corps met on their long journey to the Pacific. Unfortunately, York returned to slavery at the end of the journey. Accounts suggest that York strongly resisted re-enslavement.

African Americans continued to move westward with the fur trade in the first half of the 19th century. Many established close ties with an Indian tribe, sometimes marrying an Indian woman or achieving leadership. Some of these men had escaped slavery, some had been freed from their bonds.

The U.S. Army began to establish military posts in Dakota as the Civil War drew to a close. Formerly enslaved men and women found work with the Army as scouts, woodcutters, servants to officers, and laundresses. One of the most interesting of those who worked with the Army was **Isaiah Dorman**. Dorman was likely born

into slavery, but some records indicate that by the 1850s he was living among the Lakota tribes on the northern plains. He engaged in trade and became fluent in the Lakota and Cheyenne languages. Legend has it that the Lakotas noticed that Dorman avoided white settlements. If that was true, it might mean that he had escaped slavery. In 1865, he showed up at Fort Rice looking for work. The Army employed Dorman as a civilian woodcutter, then a mail carrier. He eventually became a trusted scout and was paid well for his work. In 1876, Lt. Col. George A. Custer requested Dorman accompany his expedition against the Lakota as an interpreter and scout. Dorman lost his life at the Battle of the Little Big Horn.

The Army depended on steamboats to supply the Upper Missouri forts. Many steamboat workers (roustabouts or deckhands) were African American. As towns grew up along the river, deckhands built homes and settled in the area. They worked on the river during the warm months, and found day labor in town during the winter. Small, somewhat transient, black communities existed in segregated neighborhoods in the larger towns like Bismarck.



EDUCATORS

For African American women as well as white women, teaching was one of the best and most available professional jobs. In the United States before the 1960s, black women teachers were mostly confined to black schools in black neighborhoods. However, black teachers made their mark in North Dakota schools. For instance, **Mattie B. Anderson** was the first teacher when the Ventura School in McIntosh County opened in 1907. She continued to teach there until 1914.

Between 1949 and 1967, **Thelma Bertha Daggs** taught at the Fort Totten Indian Boarding School on the Fort Totten Indian Reservation (today's Spirit Lake Reservation). Though Daggs struggled with the racial and gender complications of being the sole black woman teacher at the school, she was a woman of personal strength and was able to rise above social turmoil. As a teacher at an Indian Boarding School, she had the advantage of federal job security. During her career, she earned the respect and affection of her students.

Catherine Cater began teaching English at North Dakota State University (NDSU) in 1962. She was born in New Orleans in 1917 to a family that valued education. Her father became dean at Talladega College in Alabama. Cater earned her bachelor's degree at Talladega in 1938. She then earned a master's degree at the University of Michigan. Like so many women, black and white, she was unable to find a college teaching job in the 1930s, so she returned to college and studied library science. But her heart was in literature, and she eventually earned her Ph.D. at the University of Michigan. Few universities were interested in hiring a woman of color, but she found positions at Olivet College and Moorhead (MN) State University. After 13 years at Moorhead State, she had a chance to take a position at NDSU in 1962. At NDSU, she taught courses in English, Humanities, and Philosophy. Cater continued teaching for many years after her official retirement in 1982 much to the delight of her many students.

Catherine Cater was born in 1917 in New Orleans. After teaching at various universities, she came to NDSU in 1962. She became a highly honored, deeply respected, and much beloved teacher of English, Philosophy, and Humanities before her death in 2015. (NDSU ADi77-Cater)



Members of the Second Baptist Church in Bismarck gather for a portrait. North Dakota cities had higher populations of African Americans than rural communities. (SHSND 00739-v1-p14b)

By 1885, the census shows that African Americans, many of them freed from slavery, had migrated to northern Dakota Territory to claim a homestead. Thirteen land owners in ten different counties were listed in the census. There were no rural black communities like those that appeared in territorial cities. Most of these landowners eked out a living on 160 acres and found outside work to supplement their income. Some, like **Isham Evans**, worked for other farmers. Evans (along with his wife and three children) came to Dakota with A. F. Giddings, who owned a large farm in Page Township of Cass County. Evans managed Giddings' farm. The Evans family became permanent residents of Cass County.

Another substantial landowner, **William T. Montgomery**, had been born into slavery and fought for the Union in the Civil War. The reordering of the social and political structures of the rebel states following the war (Reconstruction) gave Montgomery the opportunity to hold elective office as treasurer of Warren County, Mississippi. In 1884, Montgomery moved to Dakota Territory and purchased 640 acres in Eagle Township of Richland County. He had good land on the Chicago, Milwaukee, and St. Paul Railroad line about two miles from the Red River. He was able to increase his holdings to 1,020 acres and build a grain elevator. Some have referred to him as a bonanza farmer because of the size of his farm. His farm and grain elevator became the center of a small town he named Lithia in honor of his mother. After a few years in Dakota, Montgomery became discouraged by the uncertainties of wheat farming. He moved on, but left as a man who had earned respect for his contributions to his community and North Dakota's farm economy.



Veterinarians used a kit like this one to test cattle for brucellosis, a disease that affected both cattle and humans. The Tuskegee-educated veterinarians who practiced in North Dakota tested hundreds of cattle for brucellosis.

TUSKEGEE VETERINARIANS

During the 1950s, several African American veterinarians, many of them educated at Tuskegee University in Alabama, were recruited to work in North Dakota. Dr. Dorsey Murphy practiced at Devils Lake. Dr. C. E. Hubbard, Dr. Leon C. Dents, and Dr. O. J. Fox practiced at Powers Lake. Dr. Hubbard spent a few years working with the U.S. Department of Agriculture at Fargo. Dr. Othello Curry also worked for the USDA, but later purchased a veterinary clinic in Bottineau. Dr. Rollie Anderson worked in Rolla and Dr. William Guess worked in Minot and Bismarck. Most of these veterinarians spent seven or eight years in North Dakota.

Another African American veterinarian spent the last years of his career in North Dakota. **Dr. William Waddell** arrived in Fargo to work for the USDA in 1963. Dr. Waddell was born in Virginia in 1908. He earned his Doctor of Veterinary Medicine (DVM) degree at the University of Pennsylvania in 1935. During World War II, he served in the famed (but racially segregated) 9th Cavalry, known at one time as the Buffalo Soldiers. He saw service in Africa and Italy and was wounded in combat.

After World War II, Dr. Waddell went to Tuskegee, a college dedicated to educating African Americans, where he co-founded the school of veterinary medicine. There, he worked with Dr. George Washington Carver. In 1963, he accepted an appointment to the USDA program to reduce tuberculosis in livestock. The job took him to Fargo where he remained until retirement in 1973. His work was recognized and honored by Governor William Guy.

Dr. Waddell broke many racial barriers during his lifetime. He was the first African American to be commissioned in the Officer Reserve Veterinary Corps, the first black member of the American Veterinary Medical Association, and the first black veterinarian to practice in West Virginia. He was among the first African American members of the Kiwanis. He is the author of *The Black Man in Veterinary Medicine*.

PLAY BALL: BLACK ATHLETES

In the first half of the 20th century, North Dakotans took baseball games very seriously. As rivalries developed between towns, the teams looked for the best players to improve their record and to beat their rivals. While baseball teams and parks were segregated elsewhere, in North Dakota (and Minnesota), the importance of winning was more important than social standards of racial segregation. The Soo Line Railroad baseball team at Enderlin had two African American players in 1932.

In the early 1930s, Jamestown and the Bismarck began an intense baseball rivalry. By 1933, the teams were hiring top players from the Negro League. Jamestown hired the great pitcher (and powerful hitter) **Barney Brown**. Brown's pitching defeated the Bismarck team (managed by Neil Churchill) several times. Churchill set out to find players that could win against Jamestown. Churchill hired catcher Quincy Trouppe, Red Haley, and pitcher Roosevelt Davis of the Pittsburgh Crawfords Negro League team.

Still, Barney Brown outpitched the Bismarck team. Churchill then hired the great pitcher **Satchel Paige**. Years later, Paige remembered his surprise when he found out that he was going to be playing on a team with white men. "For the first time since I'd started playing, I was going to have some [white men] on my side. It seemed really funny."

Paige won his first game against Jamestown and the Bismarck fans went wild. Though Paige encountered much racism in Bismarck, the town's determination to field a winning team went a long way toward blunting racial bias.

Paige led the Bismarck team to the National Semi-pro Championship in 1935. Following the 1935 championship game, mixed-race teams were barred from the semi-pro tournament. But Paige remembered the Bismarck team as one of the best teams he ever played with. "And boy did them Bismarck people like us... That was the best team I ever saw; the best players I ever played with."



Winning the ballgame with a rival town was more important in North Dakota than the racial segregation that was common elsewhere in the U.S. Many towns hired talented ball players from other states to improve their chances of winning. (SHSND B0993-0001)

Throughout North Dakota's history, more African Americans lived and worked in cities than on farms. The men worked as day laborers, steamboat hands, and railroad workers. Women worked in private homes and restaurants as cooks and servants, but most black married women did not work outside of their own homes. Many African American men worked as barbers in small towns and cities, a job that gave them the opportunity to own their own business and acquire property.

W. H.W. Comer arrived in Bismarck in 1873 and set up a barber shop which he advertised as "neat and clean Hairdressing and Bathing Rooms." Comer, who was possibly born free in Massachusetts, had come west to work as a barber at military posts. Bismarck offered him an opportunity to set up his own business and to purchase property while the city was just beginning to grow. Comer and his wife, Virginia, became prosperous and respected. Comer was included among the first grand jurors appointed in Burleigh County in 1874. His clients were among the leading citizens of Bismarck and he counted some of them as personal friends. Comer died in 1888, but his

wife continued to own and manage the property that they had purchased.

Though many African Americans enjoyed the respect of their white neighbors and prospered in their work, North Dakota was not paradise for African Americans. In the cities, vandalism, verbal abuse, and threats were directed toward African Americans or their property. People who traveled outside of their own neighborhoods to towns where they were not known, often heard racial slurs and hurtful comments.

North Dakota laws and traditions echoed the treatment of African Americans elsewhere in the United States. When the first governor of Dakota Territory, William Jayne, addressed the first territorial legislature, he asked the legislature to outlaw slavery so that Dakota would be a place "where labor shall be honored, respected, and rewarded." And yet, Jayne could not reconcile his devotion to freedom with the idea of a racially diverse population. He hated the institution of slavery, but declared that Dakota Territory would be "the home of the white man." This speech was made in early 1862, before President Lincoln had proclaimed

the emancipation of slaves in the rebel states and was still wrestling with the moral, social, and political implications of emancipation.

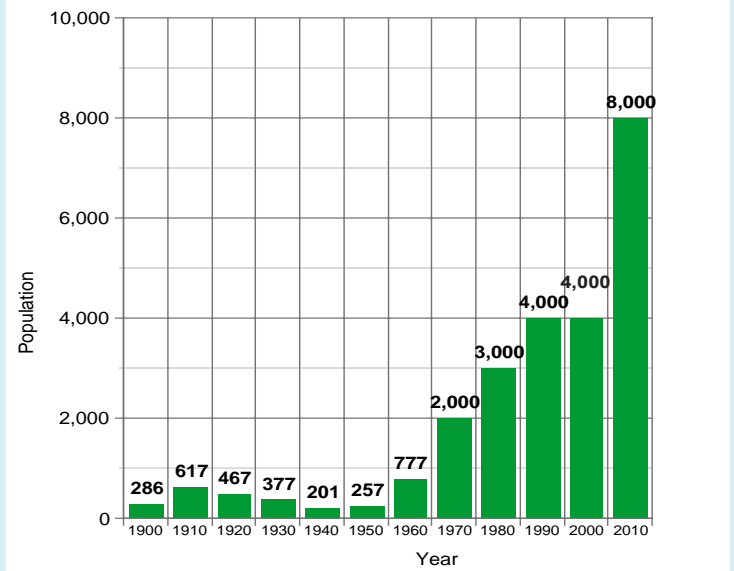
The legislature did outlaw slavery and honored Jayne's vision of an all-white Dakota by passing a series of laws that prohibited African Americans from sitting on juries, voting, attending school, or marrying persons of another race (miscegenation). These laws were repealed in 1868 (allowing W. H.W. Comer to participate in a grand jury), but in 1909, the North Dakota legislature passed a law that outlawed interracial marriage or cohabitation. Violators could be punished by imprisonment and fines. The law was not revoked until 1955.

Though lynching was rare in Dakota, there were at least two lynchings and some men were threatened with lynching. In 1882, blacksmith **Charles Thurber** was taken to Grand Forks after being accused of raping two white women. The evidence was not strong, but a mob of 200 lynched Thurber by hanging him from the railroad bridge over the Red River. Thurber had not been tried or convicted of any crime. Years later the two accusers confessed to having lied about the crimes.

AFRICAN AMERICAN POPULATION IN ND

This graph shows population trends for the black population of North Dakota from 1900 to 2010. The state's population declined during the hard years of the 1930s, but after 1950, the small African American population increased while the white population declined.

In 2014, the U.S. Census estimated the African American population of North Dakota to be 15,555.



The elementary classes at St. Mary's School in Bismarck included three African American children in 1905. North Dakota did not have laws segregating school children by race. (SHSND 0189-02)

During the hard times of the 1920s and 1930s, many African Americans moved away from North Dakota. In 1940, only 201 African Americans were counted in the census. However, after World War II, the black population began to rise again. The 1960 and 1970 censuses noted a sharp increase, probably due to the building of Air Force bases at Minot and Grand Forks. Today, black North Dakotans are likely to be professionals including teachers, physicians, and business leaders. While the total population of North Dakota is recovering from the outmigration of the mid-twentieth century, the African American population has risen steadily to reach more than 7,000 in 2010. Our history and culture are enriched by their presence.



Professor W. H. Comer was a Bismarck barber in the 1870s. He served on a grand jury, built a respectable business, and acquired property. (SHSND A0256)



Front Cover. These steamboat deckhands worked on a Bismarck boat that used dynamite to clear snags. (SHSND A1895-11)



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 contributes to the SHSND 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.

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

North Dakota: People Living on the Land includes 91 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. It covers the place that is today North Dakota from about 500 million years ago to current events. Topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is written for grade 8 students, but adult readers will also find interesting information, some of it never before published.

North Dakota: People Living on the Land is not only based on primary sources, but presents readers with documents to help understand North Dakota's history and culture. The course includes a curriculum with primary sources, maps that can expand on the screen to reveal the smallest creek or village, and photographs that can be examined in detail – now realized with an interactive website.

Unlike the traditional, chronological organization typical of most history texts, this new curriculum allows users to study in greater depth when they read a topic of interest. *North Dakota: People Living on the Land* uses both a chronological and thematic organization. The curriculum is divided into four **chronological units** from the Paleozoic Era to the present. Within

each unit are four **thematic lessons**. Teachers and other users may choose a topic subject across the millions of years covered in the curriculum or examine a particular time period through geographic, economic, social, and political perspectives.

“As more schools across the nation move away from paper textbooks and toward digital curricula, this 8th grade curriculum fits the model of a growing trend,” said Neil Howe, North Dakota Studies coordinator. “North Dakota is the first state in the country to offer an online eighth grade state history course based on primary sources. This online version provides schools with a free online curriculum, without the need to purchase costly textbooks.”



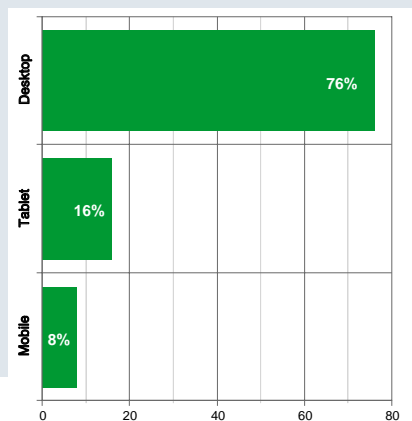
Grand Forks Social Studies teachers received training on the new *North Dakota: People Living on the Land* website on August 29 at Central High School. Forty-one middle and high school teachers participated in the training. (Courtesy of Neil Howe)

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.

DID YOU KNOW?

Since the launch of *North Dakota: People Living on the Land* in October 2014 – there have been more than 30,000 website hits with more than 175,000 page views.

Devices Being Used to Access the New Website:



In October 2014, 31 teachers gathered at the North Dakota Heritage Center & State Museum to launch the *North Dakota: People Living on the Land* website and get a first glimpse of the new curriculum. The teachers represented large and small school districts in North Dakota – from Grenora to Fargo; from Lakota to Standing Rock.

Since the launch last October, the North Dakota Studies Team has provided a number of additional training sessions and workshops to assist teachers with the new website. Workshops have been held in Medora, Fargo, Bismarck, Grand Forks, and Mayville.

The new website and its content received an overwhelmingly positive reception from the participants at these workshops. As one teacher summarized, “The website is such a great resource – easy to use and applicable to teaching ND Studies in my classroom.”

“The website is such a great resource – easy to use and applicable to teaching ND Studies in my classroom.”

ndstudies.gov/gr8

TEACHER WORKSHOPS

ND Teacher Resource Coalition – Medora	16 teachers
ND Geography Alliance – Fargo	42 teachers
ND Indian Education Summit – Bismarck	15 teachers
Grand Forks Public Schools – Grand Forks	41 teachers
Mayville Teacher Center – Mayville	22 teachers

NEW EDITION

GOVERNING NORTH DAKOTA 2015-2017

The North Dakota Studies program is pleased to announce the publication of a new edition of ***Governing North Dakota*** for use by teachers and students in the classrooms of North Dakota schools.

For more than 40 years, ***Governing North Dakota*** has been the pre-eminent source of information on the unique features of state and local government in North Dakota. Government officials and classroom teachers have made this publication an important desktop resource.

IDEAL TEXTBOOK

Governing North Dakota, 2015-2017 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 governments.

1ST RATE RESOURCE

Governing North Dakota, 2015-2017 is a first-rate resource for middle and high school students wanting to learn more about North Dakota government. The 2015–2017 edition features an exciting new look, including a full-color layout and more than 200 maps, graphics, and photographs to enhance the presentation of our local and state governments.

UP-TO-DATE

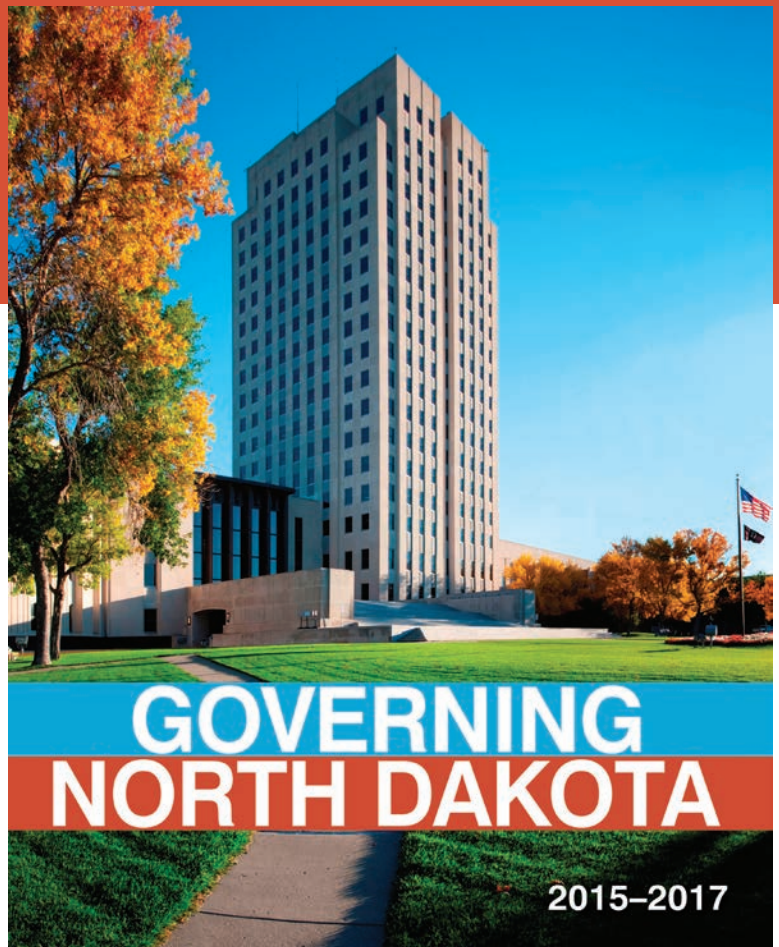
Governing North Dakota, 2015-2017 includes updates from the 2015 Legislative Assembly and the 2014 election cycle.

PROMOTES CIVICS EDUCATION

Governing North Dakota, 2015-2017 enhances the goals of the North Dakota Studies program by promoting civics education to North Dakota citizens.

TEACHER GUIDE

A Teacher Guide CD is available to accompany ***Governing North Dakota, 2015-2017***. The Guide includes worksheets, suggested learning activities, bullet points, and an answer key to the worksheets. The worksheets, suggested learning activities, and bullet points are also available at ndstudies.gov.

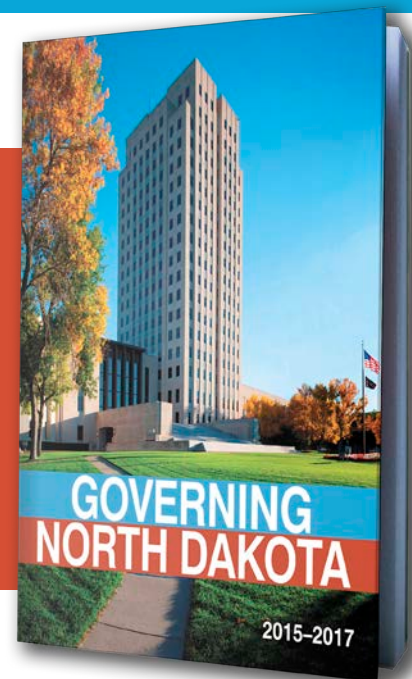


HIGH SCHOOL GRADUATION REQUIREMENT CIVICS TEST (HB 1087)

Governing North Dakota, 2015-2017 addresses, emphasizes, and expands on ALL questions in the “American Government” section found on the **Naturalization Test** administered by the U.S. Citizenship and Immigration Services. **CHECK IT OUT.**

Governing North Dakota, 2015-2017

Student Text
\$5.00 each
Teacher Resource Guide
\$15.00 each (CD Version)



Governing North Dakota, 2015-2017

Course Outline

THE FEDERAL GOVERNMENT

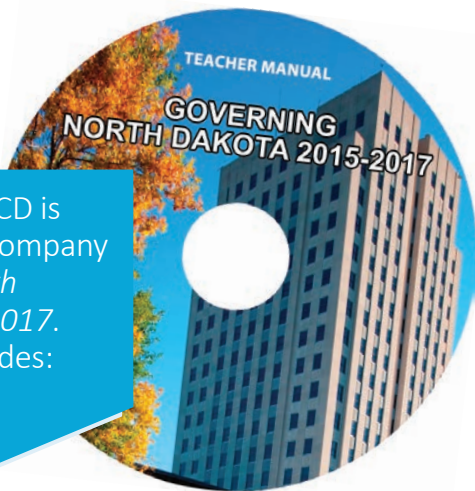
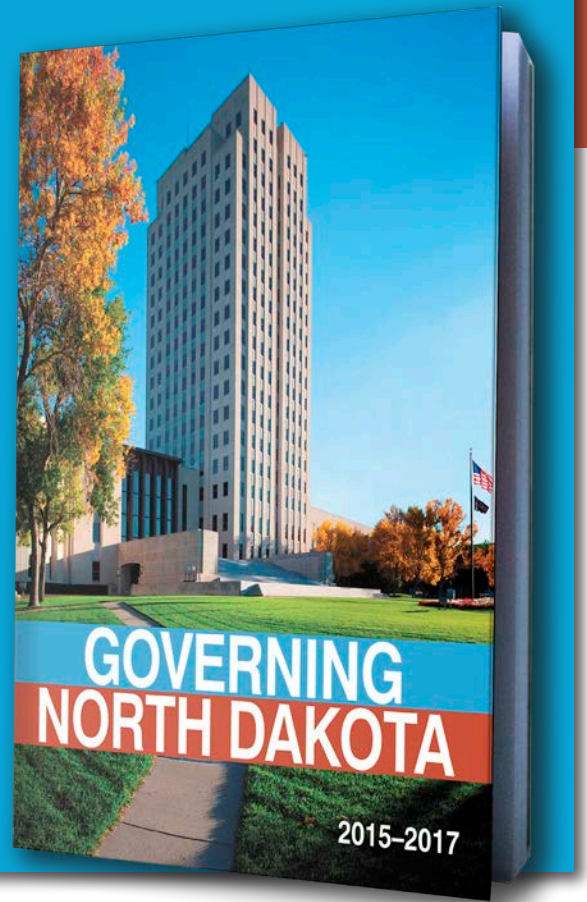
- Chapter 1 *North Dakota and the Federal System*
Chapter 2 *North Dakota adopts a Constitution*

STATE GOVERNMENT

- Chapter 3 *Legislature Passes Laws*
Chapter 4 *The Governor Leads the Executive Branch*
Chapter 5 *North Dakota Courts and the Judicial Branch*
Chapter 6 *Elections and Voting*
Chapter 7 *Political Parties and the Political Process*

LOCAL GOVERNMENTS

- Chapter 8 *County Government*
Chapter 9 *Municipal Government*
Chapter 10 *Township Government*
Chapter 11 *Special Districts*
Chapter 12 *Financing State and Local Government*



Teacher Guide CD is available to accompany *Governing North Dakota, 2015-2017*. The guide includes:

- 1** WORKSHEETS
- 2** SUGGESTED LEARNING ACTIVITIES
- 3** BULLET POINTS
- 4** ANSWER KEY TO CHAPTER WORKSHEETS

AN IDEAL RESOURCE FOR

Reading Requirement: NDCC 15.1-21-22

"Before a student is deemed to have successfully completed either United States government or problems of democracy, as required by section 15.1-21-02.1, the student's school district shall ensure that the student has read the:

- Declaration of Independence,
- United States Constitution, and the
- Bill of Rights."

Proficiency in Civics: HOUSE BILL 1087 (2015)

North Dakota recently became the second state to adopt a civics test requirement for high school graduation when House Bill 1087 was signed into law on January 30, 2015.

This legislation requires students to demonstrate a certain level of proficiency in civics as a condition of high school graduation. Beginning in the 2016-2017 school year, North Dakota students must get a passing grade on the civics test, the same test that new U.S. citizens must pass. The class of 2016-2017 must score at least a 60 percent on the 100-question test. In following school years, students must score at least 70 percent.

ENERGY: POWERED BY NORTH DAKOTA REACHES TEACHERS ACROSS THE STATE

History of Petroleum and Natural Gas in North Dakota

Petroleum

- ▶ Beginning in about 1910, several small oil wells were drilled in North Dakota.
 - ▶ These wells produced little or no oil because drillers did not drill in the right place or drill deep enough.
- ▶ The first major discovery of petroleum in North Dakota was in 1951, in a wheat field on the Clarence Iverson farm near Tioga, in Williams County.
 - ▶ This first oil-producing well was called *Clarence Iverson No. 1*.
 - From 1951 to 1980, the *Clarence Iverson No. 1* produced more than 585,000 barrels of



Where Coal is Found

- ▶ The North Dakota Geological Survey estimates that western North Dakota contains about 1.3 trillion (1,300,000,000,000) tons of lignite.
 - ▶ This is the largest deposit of lignite in North America.
 - ▶ An estimated 25 billion tons are recoverable, enough to last more than 800 years at the current rate of consumption.
 - ▶ While North Dakota's 25 billion tons of recoverable lignite reserves are only 10 percent of the US coal reserves, it accounts for more than 80 percent of the US lignite reserves of 30 billion tons (World Energy Council 2007).
 - ▶ According to the World Energy Council, there are 150 billion tons of lignite reserves in the world. North Dakota contains almost 20 percent of the world's lignite reserves, and Australia is the only country, at 37 billion tons, that contains more.
 - ▶ Four mining companies extract about 30 million tons of lignite annually in North Dakota.
 - ▶ The largest mines are in Mercer, McLean, and Oliver counties, near Beulah, Underwood, and Center.



Lignite Coal Map and Legend: North Dakota's supply of lignite coal is enough to last more than 800 years. Map courtesy of Lignite Energy Council.

A 34-page, print-based companion guide is available as a complement to the website.

Order copies at ndstudies.gov/order.

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 last October, the new energy curriculum for ND Studies has been hitting classrooms around North Dakota. The curriculum is available online at ndstudies.gov, and there is a booklet supplement that can be ordered for classroom use. The two levels of content are geared for both fourth grade (level one) and eighth grade (level two) students and cover science, social studies and common core standards. The curriculum content focuses on North Dakota-specific natural resources and how the resources are used in North Dakota to produce energy.

In January 2016, developers will be releasing a two-week lesson plan package that will cover the energy topics with an interactive, cross-curricular and project-based focus. For more information on the energy curriculum or to order a set of booklets for your classroom, contact Emily McKay, Director of the Great Plains Energy Corridor at Bismarck State College, at 701-224-2410 or emily.mckay@bismarckstate.edu.

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

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

Think GREEN!

GREEN REVOLUTION

ND Heritage Center & State Museum

Find more at history.nd.gov/greenrevolution



A National Exhibit Opening November 21, 2015

Go green with *Green Revolution*! Come explore how you and your family can be more eco-friendly with a new Smithsonian eco-zibit, made from recycled and repurposed materials. *Green Revolution* focuses on important environmental issues such as alternative energy sources, green building, recycling, and waste management.



Smithsonian Institution



museum of
science+industry
chicago

This version of *Green Revolution* is based on an exhibition originally created by the Museum of Science and Industry, Chicago, and its Black Creativity Council and is made available by the Smithsonian Institution Traveling Exhibition Service.

GOVERNOR'S HISTORY CONFERENCE

Think GREEN in '15

Innovative City & Prairie Sustainability

October 17, 8:30 a.m.

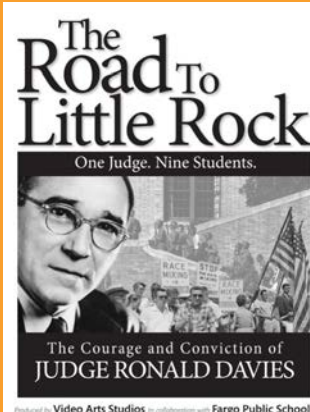
ND Heritage Center

Register at history.nd.gov/conference



The Road to Little Rock Curriculum

The Road to Little Rock story begins in 1957 as nine African-American students sought enrollment in an all-white high school in Little Rock, Arkansas. In 1957 many school districts continued to ignore the 1954 U.S. Supreme Court ruling *Brown v Board of Education*, which declared that



segregation in public schools was unconstitutional. Students studying **The Road to Little Rock** curriculum will witness the courage and determination demonstrated by the "Little Rock Nine" and be introduced to U.S. Federal Judge Ronald N. Davies, from Fargo, who followed the law, ignored political pressure, and required the school district in Little Rock to integrate "forthwith."

The Road to Little Rock curriculum includes elementary and secondary versions:

- DVD Presentation
- Curriculum Guides and Activities

The Road to Little Rock curriculum is available at the North Dakota Studies website at:

<http://ndstudies.gov/content/road>

<http://nd.theroadtolittlerock.org>

To access the curriculum, use the following passwords based on the eight Regional Education Associations (REAs). Note: **You must use lower case + the question mark.**

REA	PASSWORD
Northeast Education Services Cooperative:	nesc?
Roughrider Education Services Program:	resp?
Mid-Dakota Education Cooperative:	mdec?
Missouri River Education Cooperative:	mrec?
South East Education Cooperative:	seec?
Red River Valley Education Cooperative:	rrvec?
North Central Education Cooperative:	ncec?
Great Northwest Education Cooperative:	gnwec?

The Road to Little Rock curriculum, which includes a video presentation, is an excellent social justice presentation that can be utilized by teachers, students, others. It provides a platform to discuss American civil rights issues and progress.



**KINDRED ELEMENTARY SCHOOL
TEACHER NAMED
2015 NORTH DAKOTA HISTORY
TEACHER OF THE YEAR**

*“When fourth graders
have experienced
North Dakota history,
they are ready to move
on to experiencing more
American history – and a
lifetime of learning.”*

- Ellen Ista

Ellen Ista, Kindred Elementary School

Ellen Ista receives the 2015 North Dakota History Teacher of the Year citation from Neil Howe, North Dakota Studies Coordinator. Mrs. Ista’s 4th Grade class, wearing “Viking” blue, proudly joins in the recognition. (Courtesy of Nancy Kochmann, Kindred Elementary School Principal)

Ellen Ista, an elementary teacher at Kindred Public School, has been named the 2015 North Dakota History Teacher of the Year. The award is co-sponsored by The Gilder Lehrman Institute of American History, HISTORY® and Preserve America.

Ellen Ista has been teacher with the Kindred School District since 1987. As an elementary teacher, Ista understands and appreciates the importance of teaching history. Ista said, *“To make history come alive and have meaning or interest to elementary students, they need a concrete foundation to which they can connect the abstract events of the past. Field trips to historic sites, museums, and the state capitol create first-hand experiences which help give meaning to the information students read throughout the school year.”* According to Ista, *“When fourth graders have experienced North Dakota history, they are ready to move on to experiencing more American history – and a lifetime of learning.”*

Ista received a \$1,000 honorarium and the Kindred Public School library will receive a core archive of history books and educational materials from the Gilder Lehrman Institute of American History and

HISTORY®. In addition, Kindred 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 of the fifty states, the District of Columbia, Department of Defense schools and US Territories.

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

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.



**TAKE YOUR STUDENTS BACK IN
TIME ... AND STILL BE HOME FOR
LUNCH.**

**Make history come alive in the classroom by guiding
students through an electronic field trip to Colonial
Williamsburg.**

In these compelling, interactive lessons, students discover Oney Judge’s struggle to leave life as an enslaved servant of George Washington; participate in math games to learn more about Colonial trade, and learn all about the amazing women of the Revolution.

Prairie Public Broadcasting broadcasts the “Colonial Williamsburg” videos on PPB4, beginning Oct. 15. But if you’d like access the supplementary HERO package – which provides additional teaching resources and interactive opportunities with experts – apply for a scholarship through Prairie Public to receive these extras for free.

Contact: Tim Wollenzien at twollenzien@prairiepublic.org or 701-239-7575.

www.history.org/History/teaching/HERO

THE 4TH GRADE UNITS ARE COMING TO THE WEB

The screenshot shows a website interface for North Dakota Studies. At the top is a navigation bar with icons and labels: NAVIGATION, NDSTUDIES.GOV, 4TH GRADE HOME, SEARCH, PRINT, PREFERENCES, and HELP. Below this is a large banner with the text 'ALL AT ONE SITE' and 'The 4th Grade North Dakota Studies Units are coming.' There are two buttons: 'OUR TEAM' and 'CONTACT US'. A laptop in the center displays the website on a smaller screen. Below the banner is a 'Features' section with three icons: a laptop for 'Fully Responsive', a magnifying glass for 'Search & Print', and a pencil for 'Graphics'. Each feature has a short description.

EXCITING NEWS! The North Dakota Studies program at the SHSND has initiated a plan to convert the Grade 4 ND Studies units to a digital, web-based format. These textbooks include *Geology, Geography, and Climate; American Indians of North Dakota; Citizenship; Frontier Era of North Dakota; Early Settlement of North Dakota; and North Dakota Agriculture.*

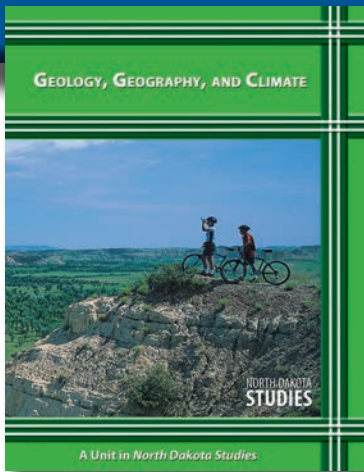
Ultimately, all six units will be converted into an interactive, mobile-optimized website similar to the Grade 8 online curriculum currently available at ndstudies.gov/gr8. Due to the comprehensive nature of the project, the 4th Grade units will be converted in phases. Starting this

fall, Phase I calls for the conversion of *Early Settlement of North Dakota, Frontier Era of North Dakota,* and *American Indians of North Dakota* by October 1, 2016. The remaining three units will follow.

Next year, these highly popular 4th grade units will be available for easy access using home or school desktops, tablets, or phones.

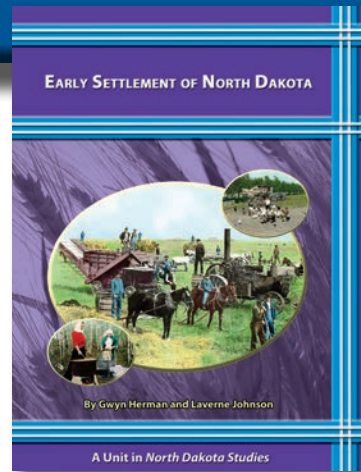
Funding for the conversion of the Grade 4 North Dakota Studies textbooks is made possible, in part, through an appropriation from the 2015 North Dakota Legislative Assembly.

4TH GRADE NORTH DAKOTA STUDIES



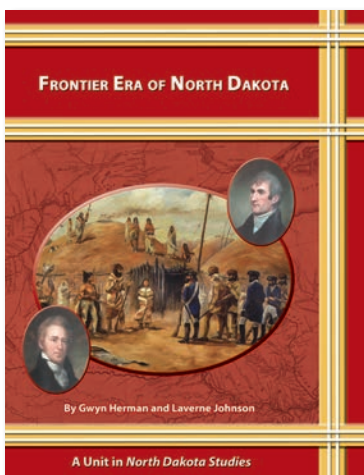
Geology, Geography, and Climate

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



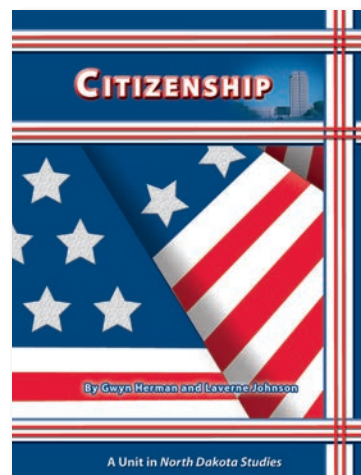
Early Settlement of North Dakota

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.



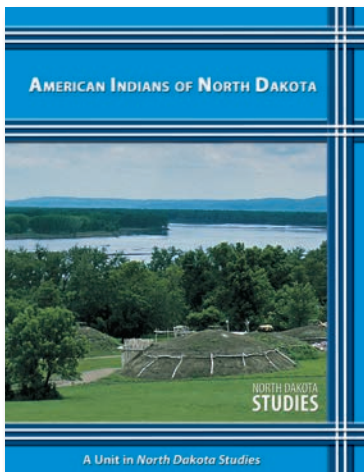
Frontier Era of North Dakota

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



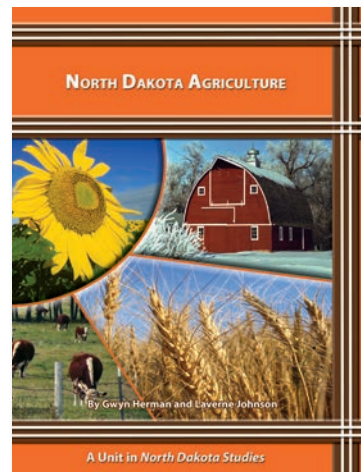
Citizenship

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

HIGH SCHOOL NORTH DAKOTA STUDIES



North Dakota: People Living on the Land

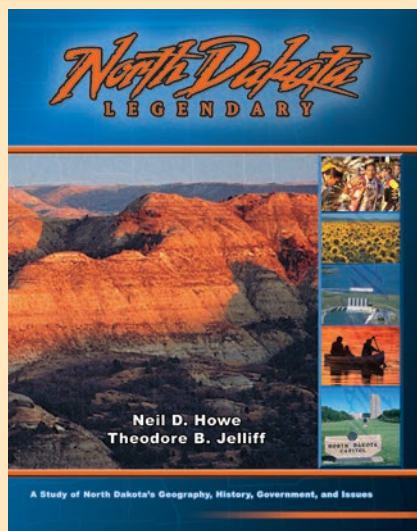
North Dakota: People Living on the Land includes more than 90 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. The topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is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

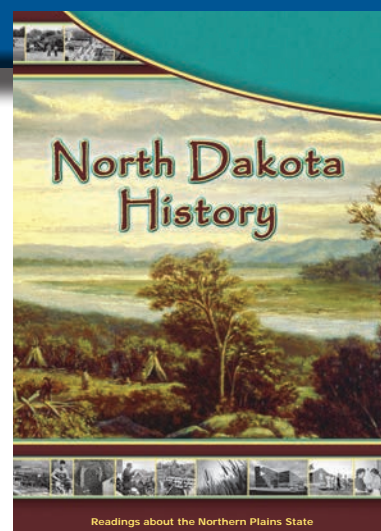


North Dakota Legendary:

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

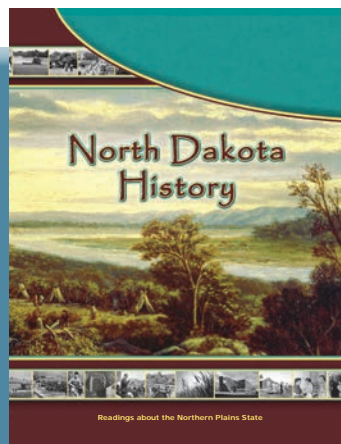
North Dakota History

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



North Dakota History:

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



\$5.00
SPECIAL OFFER:
Limited Number of
Copies Available

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

The North Dakota Studies program has approximately 100 copies of the 2nd printing of **North Dakota History: Readings about the Northern Plains State** available at a greatly reduced price. In the past, some schools had issues with deficient bindings with this edition, and we discontinued selling them. Although we no longer distribute this edition of the **North Dakota History: Readings about the Northern Plains State** text, we want to make these 100 copies available to schools for just \$5.00 per copy – on a first-come basis. Although these books are new, there will be no guarantee on the bindings. This edition of the **North Dakota History: Readings about the Northern Plains State** textbook is a full-color, 422-page textbook. Even at a \$5.00 price, these copies will cost far less than many one-year consumable textbooks/workbooks.

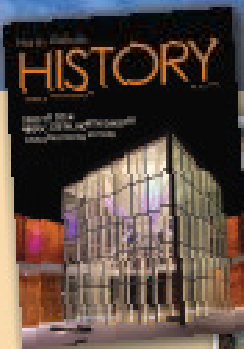


**STATE
HISTORICAL
SOCIETY**
OF NORTH DAKOTA

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

NON-PROFIT ORG.
U.S. Postage
PAID
Permit #170
BISMARCK, ND
58501

NORTH DAKOTA STUDIES CLASSROOM RESOURCE



SUBSCRIBE TODAY!

HISTORY FOR *everyone.*



Your Benefits of Membership:

- Current historical content to supplement studies
- Convenient access to current in-depth history for students
- 15% discount on historical books & more from Museum Store
- *North Dakota History* delivers good research and innovative perspectives

Name _____

Spouse/Organizational Name _____

Address _____

City _____

State _____ Zip _____

Phone _____

Email _____

Check Visa Mastercard Discover

Card # _____ Expiration Date _____

Cardholder Name _____

Cardholder Address _____

Cardholder Phone _____

Cardholder Email _____

Please return this form with payment.
Make checks payable to: SHSND Foundation

Membership Level

- \$35 - Individual _____ \$ _____ per yr
- \$45 - Family _____ \$ _____ per yr
- Membership(s) _____ \$ _____ TOTAL

Mall to:
State Historical Society of North Dakota Foundation
PO Box 1976 • Bismarck, ND 58502-1976
701-222-1366 • Email: statahistoricalfoundation@btinet.net



Or subscribe by visiting our website at:
www.statahistoricalfoundation.com

NORTH DAKOTA STUDIES

www.ndstudies.gov

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. Please provide proper citation when reprinting any portion of this newsletter.

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