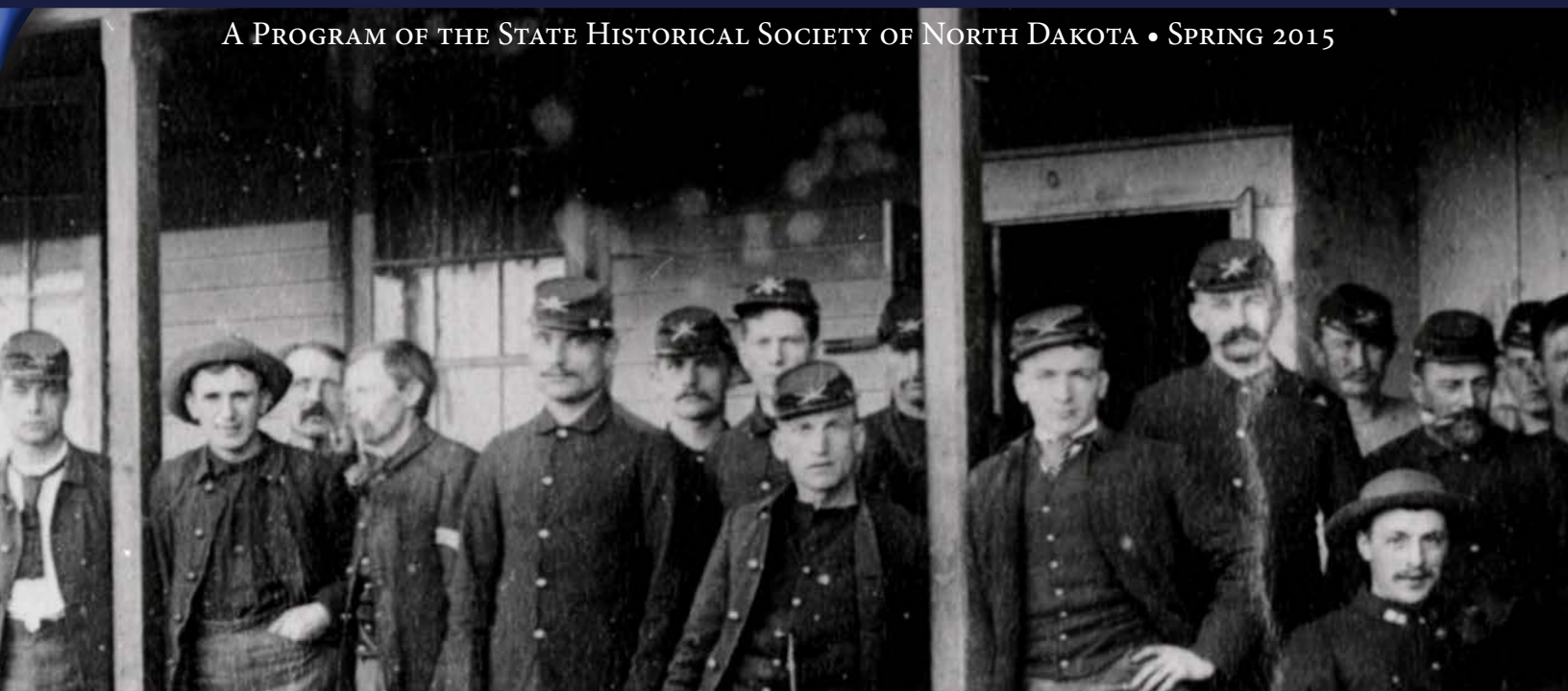


NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • SPRING 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, gardening at frontier military posts . . .



NORTH DAKOTA
STUDIES



Fort Abercrombie - Post Hospital. Soldiers with scurvy were confined to the post hospital. Army surgeons were responsible for post gardens as well as the health of the soldiers. At Fort Abercrombie, Army surgeon W. H. Gardner wondered why Indians did not suffer from scurvy as the soldiers did. (SHSND 00670-0033)

Soldiers stationed at Fort Abercrombie in 1870 dutifully tended vegetable gardens. Each company had its own garden, and there was a garden for the hospital. Some officers also had gardens. Enlisted men were responsible for planting, weeding, watering, and harvesting all of the **post gardens** as part of their fatigue duty.

However, during the summer of 1870, the gardens at **Fort Abercrombie** were “destroyed by grasshoppers which came in clouds from the northwest.” Late in the same summer, gardens at **Fort Stevenson** were attacked by grasshoppers.

Grasshoppers consumed the entire late season crops of cabbages and potatoes – the very crops that should have been stored for winter.

Army general orders required gardens to be tended at all Army posts. However, as posts were built on the northern Great Plains, officers wondered if it was possible to raise garden vegetables or even farm crops. Heat, drought,

grasshoppers, and early frost seemed to be constant threats to the post gardens.

The gardens were meant to enhance the nutrition of soldiers. This was especially important on the northern Plains where the rivers were frozen by late October and overland travel was complicated by cold and snowstorms. If the post storehouses were not filled with vegetables by October, the soldiers would suffer from nutritional diseases. Post storehouses, however, were likely to freeze, destroying most vegetable supplies.

SCURVY

The worst of the nutritional diseases was scurvy. **Scurvy** results when Vitamin C is absent from the diet. The disease causes debilitation and, if untreated, death. Doctors and military officials had known for centuries about the cause of scurvy and its prevention. However, as the Army began to occupy the northern Great Plains, post surgeons, who were responsible for the health of the soldiers, did not think it possible to rely on local resources, such as gardens, to supply necessary dietary Vitamin C.



Vegetable Gardens. Mandans, Hidatsas, and Arikaras raised vegetables in gardens along the rivers of the northern plains. The vegetables were dried and stored for winter use. Army officers rarely offered to trade for vegetables. (SHSND 0086-0307)

There were, of course, many sources in the native fruits and vegetables on the northern Plains. Fort Abercrombie post surgeon **W. H. Gardner** noted in



Scurvy in Dakota Territory

Humans, like guinea pigs, must consume a diet that includes Vitamin C. Scurvy (medical term: *scorbutus*) is the disease that results from the absence of Vitamin C (ascorbic acid). Scurvy was a major problem for the British Navy because sailors were often at sea for months without fresh fruit or vegetables in their diets. In 1795 the Navy implemented a simple solution discovered in 1747 by Scottish physician James Lind. Ships set sail with stores of citrus fruits such as oranges and limes.

When Army posts were built on the northern Great Plains, post surgeons understood the cause and prevention of scurvy, but felt it was an impossible task under the conditions at the posts. Soldiers came down with the disease over the winter when their diets consisted mostly of salted beef or pork and biscuits known as **hard tack**. Officers were able to purchase canned fruits to improve their diets, so scurvy was generally a disease of enlisted men.

The first symptom of scurvy is bleeding through the skin around the hair follicles, especially on the legs. Gums also start to bleed, and then the teeth fall out. Wounds open on the skin, and soon the victim is unable to walk. All cells in the body are weakened by the disease.

A soldier sick with scurvy could recover by eating fresh vegetables. Early spring wild onions were given to some who were able to regain their general health, but often they suffered permanent damage. Sometimes, the onions sprouted too late to help those who were too sick to recover.

Scurvy. This illustration from a 19th Century medical book shows lesions caused by scurvy. (*Atlas of Skin and Venereal Diseases, 1889*)

his annual report that American Indians preserved wild plums, cranberries, "Indian turnips" (*Psoralea esculenta*), and gooseberries for winter use. Nevertheless, Gardner did not think there were enough wild fruits and vegetables to be useful in preventing scurvy.

Cultural differences and military tensions apparently prevented the surgeon from investigating further. Had he been able to engage in meaningful communication with neighboring tribes, he would have found that Indians dried and stored wild fruits and prairie turnips for winter use. Fruit was incorporated with pounded dried meat and animal fat to make nutrition-rich pemmican. Dried fruit, wild prairie plants, and some cultivated vegetables contained health-preserving Vitamin C. Indians remained healthy through the winter while soldiers often came down with scurvy.

The worst outbreak of scurvy happened at **Fort Rice** in the winter of 1864-1865. Fort Rice had been built quickly in the summer and fall of 1864. The soldiers constructing the post from green cottonwood logs had to finish the post living quarters before the long, hard winter set in. They had no time to plant a garden. If the soldiers had planted a garden, the excessive heat and drought of the summer of 1864 would have destroyed most of their crops. If some vegetables had matured, they would have frozen in the fort's drafty, unheated storerooms over the winter. With little time to prepare and with the Civil War diverting necessary supplies, many of the weary soldiers were stricken with scurvy before spring. The post newspaper, the *Frontier Scout*, reported that more than fifty men had come down with scurvy over the winter. Thirty-five of the scurvy victims had died. Many remained ill well into summer.

Relief for the stricken soldiers came not from the Army, but from the tiny **wild onions** that pushed up on the dry prairie surrounding the post early in the spring. Soldiers eagerly picked onions and brought them to the sick men, saving some from death. When the river finally opened, a riverboat brought potatoes, but they had frozen in shipment and were "in a state of decomposition." The editor of the *Frontier Scout* complained, "It is useless to attempt to send potatoes to this country in sacks at this season of the year."

By 1874, upper Missouri River Army posts had built frost-free, underground storage for vegetables delivered by steamboat late in the season. Gardens were planted at all posts; river water hauled in barrels nurtured the gardens when rain refused to fall. While Army officers were observing the success and failure of post

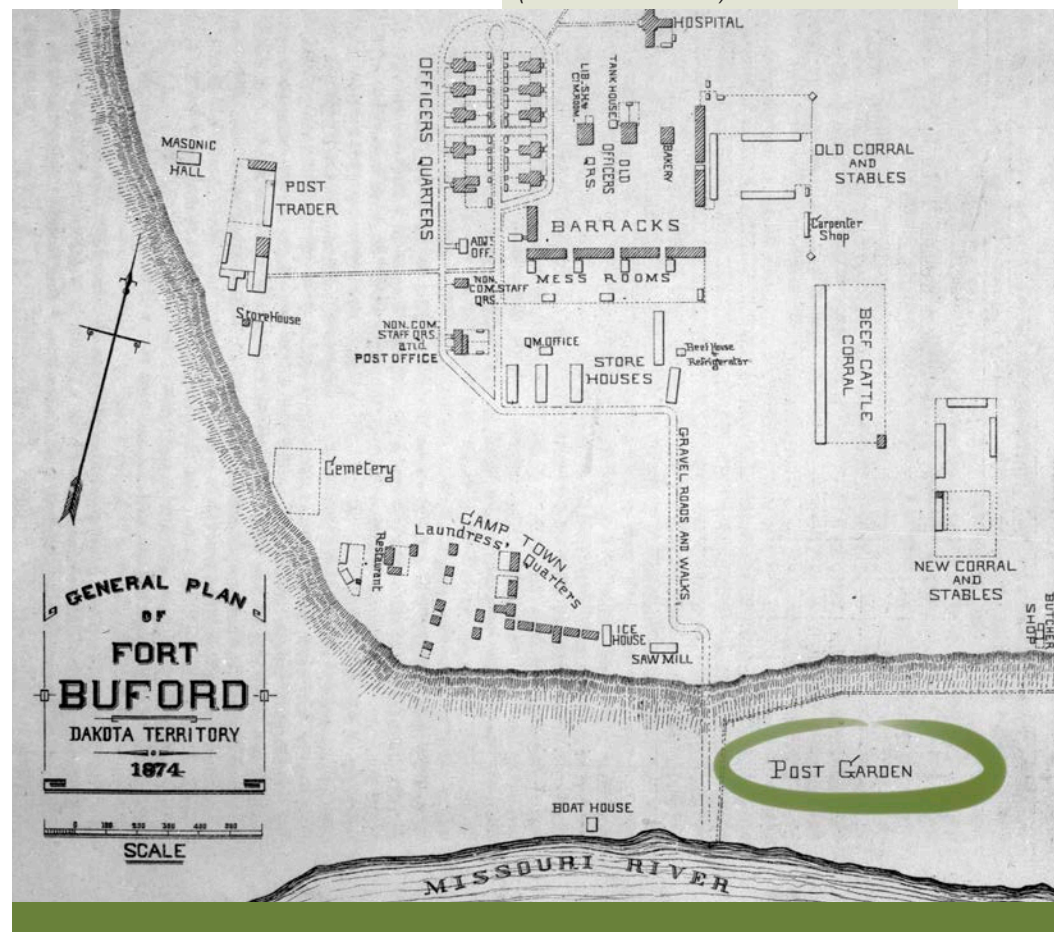
gardens, they were gathering information about the climate. Each post had orders to keep rainfall and temperature records. Some officers began to develop a fairly gloomy view of the future of settlement on the Great Plains. The officers believed their opinions mattered because the Northern Pacific Railroad (NPRR) was pressing into northern Dakota Territory. The future of the NPRR and the farmers the railroad depended upon was linked to rainfall and the length of the frost-free growing season.

THE GREAT GARDEN DEBATE

On January 1, 1874, **General William B. Hazen**, commanding officer at Fort Buford, wrote a long letter to the *New York Tribune*. He wrote about rainfall at the confluence of the Missouri and Yellowstone Rivers. He included charts of the annual range of temperatures. And he discussed the post gardens. In 1873, the gardens produced "potatoes, native corn, cabbage, early sown turnips, early peas, early beans, beets, carrots, parsnips, salsify, cucumbers, lettuce, radishes and asparagus." However, melons, squashes, and tomatoes did not ripen.



Will's Seed Catalog. General Hazen argued that farms such as the one shown on Will's Seed Catalog in 1891 were not possible on the northern Great Plains. George Armstrong Custer stated that such farms would sprout up along the route of the Northern Pacific Railroad. (SHSND 10190-1891)



Plan of Fort Buford. This 1874 plan for Fort Buford indicates that the company gardens were located near the river. Soldiers brought water from the river by barrels. (SHSND 0474-0007)

The *Frontier Scout* was published by soldiers at Fort Rice in 1864 and 1865. The troops were “galvanized Yankees,” former Confederate prisoners of war who were given the option of joining the U.S. Army and serving on the western frontier. They were officially known as the 1st U.S. Volunteers. The officers of the 1st U.S. Volunteers were regular U.S. Army.

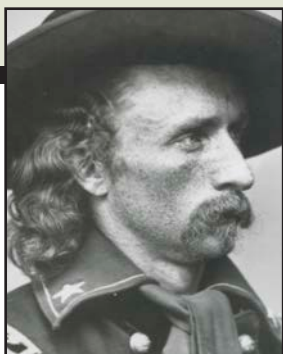
The *Scout* provided the men of the 1st U.S. Volunteers something

to do as they waited out their months of service in the harsh winter of 1864-1865. They wrote poems and articles, printed the paper, and read it carefully for news from the “states.” The newspaper was entertaining and helped alleviate their sense of isolation.

Articles about soldiers’ health and the terrible death rate of the enlisted men were published on June 15 and 22, 1865. The *Scout’s* report on the scurvy outbreak

at Fort Rice makes a strong case for the need for gardens at Army posts.

The *Scout* is a remarkable resource for information on frontier Army life and the experiences of the galvanized Yankees at Fort Rice. Few such resources exist to help us understand the kinds of ideas the Army brought to the American West. (SHSND Vol1no2page1)



General George A. Custer (SHSND 2012-P-061-0010)

1873 was an unusually wet year (10.73 inches from May to August). Average rainfall between 1867 and 1874 (May – August) was less than 6.5 inches. Hazen argued that farmers who

ventured onto the northern Plains would be successful only if they settled near a river. Irregular rainfall, hot summer temperatures, and “truly terrific” winter storms made the rest of the region unsuitable for agriculture.

Hazen’s article stirred up a storm of responses. The *New York Times* sent a reporter to **Fort Buford** to gather evidence. On April 5, the reporter traveled by sleigh on the frozen Missouri River to Fort Buford. The reporter (identified only as “our correspondent”) drily noted in his article that “the winter here has at least the merit of duration, and is not yet over.” The few trees he saw along the river were “poor in quality.” Of Fort Buford, he wrote, “this will probably be long occupied as a military post, since the surrounding country offers no inducements to settlers.” The *New York Times* appeared to be echoing General Hazen’s assessment of Dakota Territory.

CUSTER’S CHALLENGE

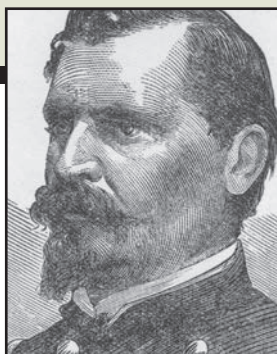
George Armstrong Custer entered the debate with evidence from his post and from his recent survey of the region. Custer had taken command of **Fort Abraham Lincoln** at the mouth of the Heart River in 1873. With less than one year’s experience in Dakota Territory, Custer challenged Hazen’s assessment of the northern Great Plains. He asserted that the gardens at Fort Abraham Lincoln

had produced extremely well in 1873 and fed the soldiers well throughout the summer and into early fall. “Potatoes, turnips, carrots, beets, cabbages, squashes, cucumber, water melons, muskmelons, radishes, lettuce, onions, beans, peas, tomatoes, egg plant, and Minnesota early corn” had matured in the post garden. Another officer wrote, “I never saw a more luxuriant growth of vegetables than we had in the garden last year. . . No irrigation was required.” In addition to the garden, soldiers at Fort Abraham Lincoln had planted a “strip of oats about two feet wide, two hundred feet in length. The oats grew to about thirty inches in height . . . and matured early. Better oats could not be found.”

Custer had led the 1873 Yellowstone Expedition on a route where a “lady’s carriage” could easily travel, where there was plenty of wood, water, and grass for the soldiers’ camp. In addition, coal was abundant, and the landscape was “beautiful” and “awe-inspiring.” Land west of the Missouri River, Custer argued, was suitable for settlers who would raise cattle and horses. East of the Missouri, farmers would find valuable land for raising crops.

WHY IS THIS IMPORTANT?

Why did Army officers get into a spat over vegetable gardens? The officers involved enjoyed sparring with their Army rivals. But their public debate was no inconsequential bit of rivalry. The primary underlying issue was the future of the Northern Pacific Railroad. A secondary issue was the role of the Army in the West.



General William B. Hazen (SHSND 973.7 G937)

By 1873, the Northern Pacific had built tracks (and started towns) across northern Dakota Territory from Fargo to Bismarck. Bad business decisions led the NPRR to declare bankruptcy in 1873 which led to the Panic of 1873, a nationwide economic depression. Construction stopped and survey crews put away their equipment. As Hazen wrote his article on a cold January day, the future of the railroad was in doubt. Hazen argued that even if the railroad finished construction, it would not be able to depend on northern Dakota Territory for freight business. There would not be enough farms or towns to support the railroad.

Custer defended the railroad’s decision to not build toward Fort Buford. He agreed that the confluence region was not suitable for agriculture, but Hazen’s climate data did not apply to the Northern Pacific’s planned route 125 miles south of Fort Buford.

Soon enough, the Army turned its attention to military matters and the great garden debate was forgotten. The war against the Lakota and Dakota Sioux allowed the Army to remove Indians from their treaty lands in northwestern Dakota Territory to much smaller reservations. The land was opened to the railroad and settlement.

Ironically, had Army officers sought advice from Indians who raised corn, squash, beans, and sunflowers, they would have learned that garden vegetables did thrive on the northern plains. Settlers eventually learned how to garden on the plains. They were helped in their efforts by **Oscar Will**, the horticulturist who turned to Indians to learn more about gardening on the northern Great Plains.

SUMMER.
BY W. B. HAZEN.
The hot midsummer the brightest summer
Begins in the glory day,
The north is scorch'd with a golden day,
There are berries, and ripe grapes,
And fruits on every bough.
But the summer days, so short and early,
Slipped to a dreary hour,
When the upland all with harvest done,
And the lowland all with winter win,
Ah, these are the best of days.

THE RESCUED MAINEK.
BY BEN. BARBARA.
"Hark! to the cry of gallant courage! Maud,
The main crew gathers and fasten
About the cabin of a Baltimore brig,
A deck, heavy cloud came sweeping over
The house of the ocean, and starting his
Surface with foam." "Maud, your father, my
son, and look out that she doesn't take
the wind out of your hand!"
"My son!"
"O captain, captain!" said a fair, light
shel'd, and lightly laughing girl, as she
took the compass ladder to the upper deck
and stood anxiously regarding the approach
of the horizon. "I hope we are not in
any danger, are we?"
"No, my dear Ellen," answered the
skipper, in a gentle tone. "Just as he
has, 'till you will only be in the way here."
The brig, *Justice*, was on her passage from
Baltimore to Havana, and had on board
passengers the Count Comstock and his
son and lovely daughter Ellen, the former
his household, and the star which shone
the brightest of all in the horizon of his
hopes. The Count had been upon a visit
to the Falls of Niagara, and other places
of interest in the United States, and was
now on his way back to his home in
Spain on the island of Cuba. Up to the
period of the crossing of our tale, he had
been content to his berth by his side,
and his daughter, the gentle Ellen, had

the passage she had loved to linger on
look in the night watches, and listen to
the murmurous tale of the sea, which the
gentle breeze brought so much delight in
her ear; and she had already learned to
look upon his silence in the light of a brother,
so kind and considerate was he upon all
occasions, and such pleasure did he feel in
listening to his daughter's tales of her
life.

Captain Rainer was a noble specimen of
a true-hearted American seaman, bold
and daring in his profession, but with
a heart as warm as the tropic climate in which
he so long had sailed. In the time of the
opening of our tale, Captain Rainer was
thirty years of age, with a noble and
firm and steady cast of features, and
although without the advantages of scholar-
ship or education, his natural shrewdness
enabled him to appear well among the well-
learned circles in which he was often thrown,
and the steady frankness of his bearing,
and the good nature of his disposition, ob-
tained for him warm and true friends in
whatever quarter of the world he chanced
to visit.

The vessel, of which we have before spoken,
was now close upon the brig, and evi-
dently proceeding with all speed to
meet her. The light sails had been taken
in, the top sails close reefed, and covered by
the main-top, so that the vessel was
headed up snugly, in order to prevent
any accident to the vessel as possible.

Down came the black-winged terns
like the arrows, plucking up the waves in
swift furies, and with a low murmur
as if it proved for the breeze it was about
to command. Its progress could be traced
by the sparkling and troubled waters, half
as they were to lower. Ellen Comstock
had not followed the advice of the captain
to go below, but determined to remain on
deck and witness the awful conflict of the
vessels that was about to take place—
Hazen was shortly joined by her grand-
old father, who was somewhat alarmed by
the threatening aspect of the tempest, and
who dreaded the encounter which was about
to take place.

was no more matter. The brig, by
suddenly not being made, would
be before, and the waves broke
with frantic fury, as if eager to smother
with all her wealth of property and
there on, save me, Captain
dreaded the Count Comstock, in a
the wildest alarm and terror, with
weepings of the joyful feature in
death! the anguish he even
there on, Captain Rainer, and his
of his daughter in marriage, and
Captain Rainer said the year
in its moments like those, when
death is staring the good man in
that he tremors his neck, his limbs,
flutters, and tremors in a
spirit of humanity." On the form,
with one puff more, the hand
would never have had his right
of them after his daughter to
regards, but danger is a present
the noble lord became con-
scious.

"I should be happy to meet both
your daughter were it in my power
to do the slightest, without the per-
mission of the Count Comstock, but
the risk would you promised, had
hundreds of my men will avoid his
approach to the strong arm of the
vessel." The vessel is even now
headed up snugly, in order to prevent
any accident to the vessel as possible.

Even as he spoke, a great billowing
sprang along towards the brig, and
directly over her. Down she was
by the tempest that came rushing
unseen towards, she was smothered
again, and lying ahead, sank to
the bottom.

As the *Justice* vessel went down
the falling vessel of twisted wood
galley became detached from its
and floated clear of the deck. It
apparent did Captain Rainer, whom
as he had written from the will
squad by the bounding brig, and
about him, the first object that met
was the form of Ellen Comstock,
dressed past him on the crew of
he could not have her this to

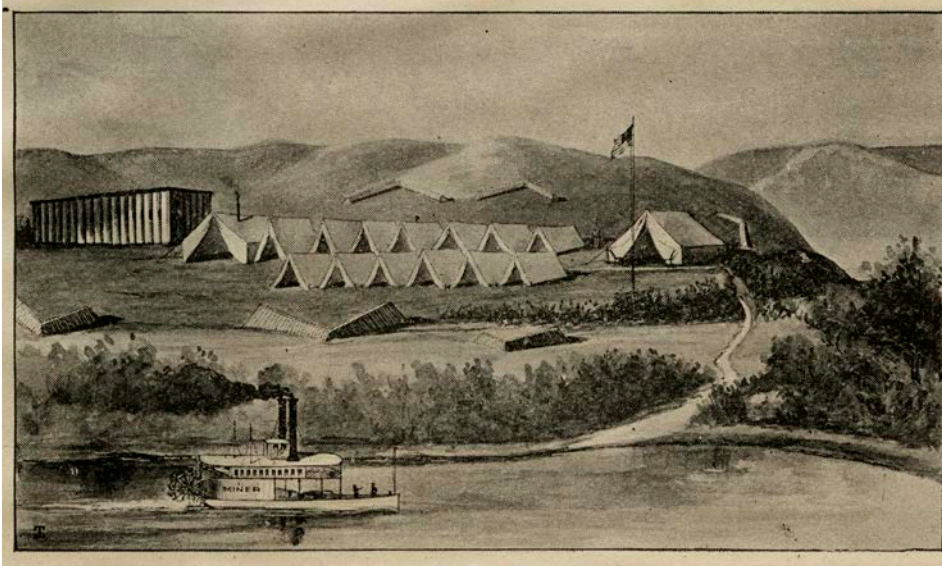
WILD ONIONS

The soldiers at Fort Rice combed the prairies for wild onions as spring warmed the prairies. They knew that the little onions were among the first edible plants to appear that could help the men sick with scurvy recover.

There are several varieties of wild onions, but it is likely that the soldiers found the **White Wild Onion** or *Allium textile*. These grow on stony slopes and bloom in May, making them among the earliest of the wild onion varieties. These little onions look very similar to and smell like cultivated onions, but are much smaller. They grow five to eight inches high and have slender leaves and a cluster of small white flowers at the top of a round stem.

The White Wild Onion is similar in appearance to the poisonous plant death camas (*Zigadenas venenosum*). The death camas (another member of the lily family) usually blooms in June or July and doesn't have the onion smell characteristic of the white wild onion.

(Photo courtesy of Matt Lavin, used under the Creative Commons License)



Steamboat at Camp Greene.

Steamboats were regular and welcome visitors to isolated Missouri River posts until the river froze in November. The boats did not return until early May.

(SHSND L Slaughter, *The Record* 3:12 June 1898: 232)

Front Cover. K Company 15th Infantry Regiment, Fort Buford, DT, 1889. (SHSND 2002-P-017-01); Will Seed Company Catalog, 1908, (partial shown). (SHSND 10190)

The North Alabama Brings the Vegetables

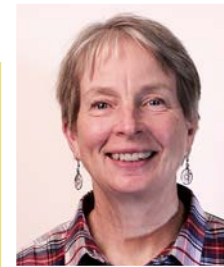
The Missouri River military posts depended on steamboats to bring all supplies including mail, soldiers' pay, and food. If the boat did not complete the trip, the post would be without supplies until the next boat could make the run upriver. In most years, boat traffic beyond Bismarck ended in late October and did not resume again until early May when the ice had gone out.

In October, 1869, the highly respected **Captain Grant Marsh** began his last run up the Missouri River to take winter supplies to the Army posts. His boat, the *North Alabama*, was loaded with vegetables and the Army payroll. Marsh got as far as Fort Stevenson and then the weather began to change.

As the temperature dropped and ice formed on the river, Marsh ordered workers to move sacks of potatoes from the deck to the hold. Small wood fires heated the storeroom to keep the potatoes from freezing. The fires had to be watched carefully to prevent setting the boat on fire.

The *North Alabama* was slowed by the freezing river as it continued to try to reach Fort Buford. Finally, 25 miles from Fort Buford, the steamboat became embedded in ice. Two Arikara Army scouts were sent overland to Fort Buford to notify the commanding officer that the boat was stuck in the ice and the precious vegetables were on board. Immediately, soldiers left the post with wagons to retrieve the vegetables and bring them to Fort Buford.

A few days later, the temperature rose enough to free the *North Alabama* and Marsh was able to return safely to Sioux City.










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.

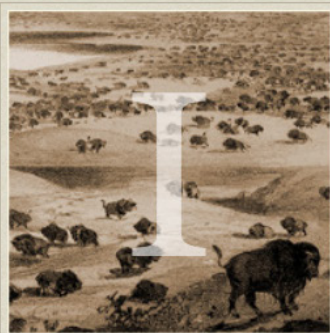
NEW GRADE 8 ND STUDIES

	NORTH DAKOTA PEOPLE LIVING ON THE LAND 	NORTH DAKOTA STUDIES 	STATE HISTORICAL SOCIETY OF NORTH DAKOTA				
NAVIGATION	NDSTUDIES.GOV/GR8	NDSTUDIES.GOV	HISTORY.ND.GOV	SEARCH	PRINT	PREFERENCES	HELP

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



Back Through Time

Paleozoic - 1200

UNIT 2



A Time of Transformation

1201 - 1860

UNIT 3



Waves of Development

1861 - 1920

UNIT 4



Modern North Dakota

1921 - Present

The new and exciting grade 8 North Dakota Studies curriculum is now available. After more than two years of writing and development, you can now find, read, teach, and enjoy *North Dakota: People Living on the Land* at ndstudies.gov.

North Dakota: People Living on the Land includes 90 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. The curriculum covers the

place that is today North Dakota from about 500 million years ago (when we lived closer to the equator) to the late twentieth century. The topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is written for grade 8 students, but adult readers, too, will find much interesting information, some of it never before published, in *North Dakota: People Living on the Land*.

North Dakota: People Living on the Land has been made possible through the efforts and contributions of many dedicated North Dakotans. From the generosity and vision of our state legislators to the leadership of the State Historical Society of North Dakota to the commitment and professionalism of the development team— *North Dakota: People Living on the Land* is a gift to the people of the state.

TEACHER TRAINING AVAILABLE

North Dakota: People Living on the Land

A web-based Grade 8 North Dakota Studies

WANT TO LEARN MORE ABOUT THIS NEW GRADE 8 CURRICULUM?

Staff from the State Historical Society of North Dakota (SHSND) will come to your local school or community and provide a 4-hour workshop on the NEW Grade 8 North Dakota Studies curriculum. **Training for the new grade 8 ND Studies curriculum will be part of the NDTRC Workshop in Medora on June 4-6. (See page 12 for more information.)**

At the workshop, SHSND staff will:

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

You or your school will:

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

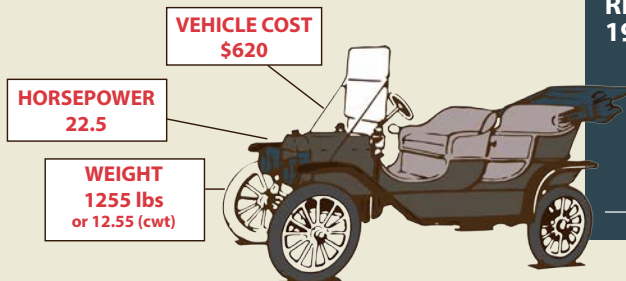
There is no cost for this training.

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

For more information about this training opportunity, please contact Neil Howe, North Dakota Studies Coordinator, SHSND, nhowe@nd.gov or 701.205.7802.

THE AGE OF AUTOMOBILES

COST OF REGISTRATION



REGISTRATION FEE OF A 1920 MODEL T FORD

A Ford Model T would cost a North Dakota owner \$7.86 in 1920.

$$\begin{array}{ccccccc} \$2.25 & + & \$2.51 & + & \$3.10 & = & \$7.86 \\ 22.5 \times .10 & & 12.55 \times .20 & & 620 \times .005 & & \end{array}$$

Legislation passed in 1919 required auto owners to pay a registration fee. The fee was based on the vehicle's **horsepower** (10 cents per horsepower); plus **weight** (20 cents per hundred pounds); plus **cost** (5 mills per dollar).

"THE AGE OF AUTOMOBILES" - COMING FALL 2015

North Dakota: People Living on the Land

@ ndstudies.gov/gr8

Unit III, Lesson 2, Topic 11

The new Grade 8 curriculum, *North Dakota: People Living on the Land*, launched last October with 90 topics. We are currently working on another topic to add to the course: "The Age of Automobiles." This new topic discusses the economic impact of the automobile on the daily lives of North Dakotans as they went about making a living. The topic includes several sections addressing North Dakota car manufacturers, laws governing automobile use and licensing, the development of highways, gas stations, tourist camps, as well as women and cars.

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.

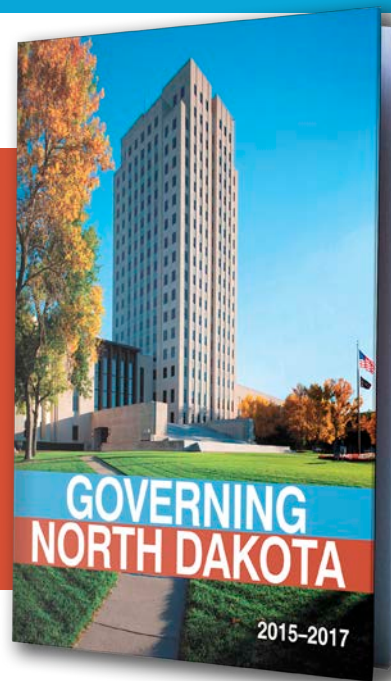


HIGH SCHOOL GRADUATION REQUIREMENT CIVICS TEST (HB 1087)

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)



A photograph of Governor Jack Dalrymple, an older man with white hair, wearing a dark suit and a red tie. He is seated at a table, leaning forward and signing a document with a black pen. To his right, a woman in a black and white polka-dot dress is partially visible. In the background, there are flags, including the North Dakota state flag. The image is partially obscured by a blue text box on the left.

Gov. Dalrymple Signs House Bill 1087

A Civics Education Requirement

"This requirement will help ensure that our high school students develop an understanding of the principles that our nation was founded on. Understanding our civic rights and duties empowers us all to bring about positive change that moves North Dakota and our nation forward."

- North Dakota Governor Jack Dalrymple

By Neil D. Howe

North Dakota recently became the second state to adopt a civics test requirement for high school graduation when Governor Jack Dalrymple signed **House Bill 1087** into law on January 30, 2015. House Bill 1087 was introduced in the 2015 Legislative Assembly and passed both chambers with large majorities.

The new legislation requires students to demonstrate a certain level of proficiency in civics as a condition of high school graduation. This "civics test" uses the same 100 questions from which the U.S. Citizenship and Immigration Services randomly selects questions for citizenship applicants. These questions are designed to demonstrate a knowledge and understanding of U.S. history and the principles and form of U.S. government.

Beginning in the 2016-17 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.

House Bill 1087 is part of a national effort to promote civics education. Arizona became the first state to pass legislation requiring a high school civics exam. Former U.S. Supreme Court Justice Sandra Day O'Connor, a long-time supporter of K-12 civics education, has supported the initiative. "We're failing to impart the basic knowledge young people need to know to be effective citizens," O'Connor said at an event in New Hampshire in September. "In too many schools, the subject of civics is considered an elective or peripheral subject."

WHAT IS CIVICS EDUCATION?

Civics education can mean different things to different people. Generally, we all recognize that learning good citizenship skills is a lifetime endeavor. From learning right from wrong as small children to studying the principles of government in school, citizenship requires daily practice. A good understanding of the principles of our federal, state, and local governments assists students, and adults, to become more intelligent and effective citizens.

Citizens are participating members of a community. Citizenship is gained by meeting the legal requirements of national, state, and local governments. A nation grants certain rights and privileges to its citizens and offers protection of those rights. In return, citizens are expected to obey the laws and defend the country against its enemies.

Citizenship requires that people work with the government and with each other for the common good. Citizenship means going beyond our own interests and showing concern for the needs of others in our communities, schools, and country. It is a pattern of behavior that acknowledges that none of us can live without the cooperation of others and that all of us need to behave with decency and compassion.

ENERGY: POWERED BY NORTH DAKOTA LAUNCHES AT NDSTUDIES.GOV



NDstudies.gov

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

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

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

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

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

A 34-page, print-based companion guide is available as a complement to the website. Order copies at ndstudies.gov/order.

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

the NORTH STAR DAKOTAN

The North Dakota Studies program is pleased to announce the addition of the **The North Star Dakotan** as part of the resources at ndstudies.gov. Beginning in fall 2015, the five issues and accompanying Teacher Guides will be available at the website.

The North Star Dakotan provides education resources not only for fourth grade, eighth grade, and high school North Dakota Studies classes but also for cross-curricular applications for K-12 classrooms. The first five issues of

The North Star Dakotan were edited by Dr. D. Jerome Tweton and designed by the late Everett Albers, former executive director of the North Dakota Humanities Council.

The North Star Dakotan will be available at ndstudies.gov in collaboration with the North Dakota Humanities Council. The North Dakota Studies program is also developing **Issue #6 with a release date of September 2016.**

Issue No. 1



Native Peoples
First Encounters
The Fur Trade

Issue No. 2



The Civil War
Homesteading
Conflict On The Frontier

Issue No. 3



North Dakota Politics
Child Labor
Woman Suffrage

Issue No. 4



World War I
The Nonpartisan League
Works Progress Act

Issue No. 5



World War II
Garrison Dam
Industrial Agriculture

YOUR INPUT REQUESTED!

Digital Versions of Grade 4 ND Studies Textbooks Planned

The North Dakota Studies program at the SHSND is in the initial planning stages to convert the Grade 4 ND Studies texts 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*.

What features would you like included in a new web-based textbook?

Do you think a web-based version of these texts is a good idea?

Would you prefer that these texts be available in both print and web-based versions?

Please forward your comments and ideas to:

Neil Howe, ND Studies Coordinator
State Historical Society of North Dakota
612 East Boulevard Avenue
Bismarck, ND 58505-0830
nhowe@nd.gov

SHARE YOUR THOUGHTS
ABOUT CONVERTING THESE
PRINT-BASED TEXTS TO A
WEB-BASED FORMAT.

NDTRC Energizing Western North Dakota

North Dakota Teacher Resource Coalition



When: June 4, 5, & 6, 2015

Where: Chateau de Mores, Medora

Registration: <http://bit.ly/1AFRUfP>

Contact: eholland@nd.gov or 701.328.2792

Goals and Objectives

This summer the North Dakota Teacher Resource Coalition (NDTRC) is again offering a teacher institute (for 2 graduate credits from UND, NDSU, MSU, or DSU) entitled **Energizing Western North Dakota**. This three-day course is an active, highly participatory study of the geographic, historic, and cultural landscapes that energize the lifestyles of people on the Northern Plains.

Based in Medora and hosted at the Chateau de Mores State Historic Site on June 4-6, we will explore how elements of the geology, current events, energy development, water use, and cultural and physical changes impact our sense of place. By combining history, geography, art, forestry, technology, water resources and use, participants will connect to practical teaching and learning activities.

For details about registration contact Erik Holland, teacher of record and curator of education with the State Historical Society of North Dakota, at eholland@nd.gov or 701.328.2792.

The NDTRC is a partnership of state and federal agencies and organizations including the State Historical Society of ND, NDSU, ND Forest Service, ND Council on the Arts, National Park Service, and the ND Geographic Alliance. Together we plan and provide professional development opportunities and resources that expand content knowledge to support the North Dakota studies curriculum in preK-12 classrooms.



NORTHERN GREAT PLAINS HISTORY CONFERENCE

This conference features the research of historians who live and work in the northern Great Plains, as well as that of other historians, on a variety of topics in local, regional, U.S., Canadian, and world history.

Scholars working in a variety of related fields will present classroom-oriented sessions for teachers as part of a professional development track including 1 credit hour of continuing education.

The keynote address will be by **Dr. Paul Beck**, who will speak on his book *Columns of Vengeance: Soldiers, Sioux, and the Punitive Expeditions, 1863-1864* and related research. Dr. Beck's presentation will follow the Friday evening banquet. Dr. Beck is a professor of history at Wisconsin Lutheran College in Milwaukee.

Since 2015 is the 50th anniversary of the first Northern Great Plains History Conference, there will be a special session on the history of the conference itself.

Visit: <http://www.history.nd.gov/ngphc2015/>

SEPTEMBER 30 - OCTOBER 3
Radisson Hotel, Bismarck

REGISTRATION
<http://bit.ly/1CAKjVW>

VISIT
www.history.nd.gov/ngphc2015

CONTACT
Bonnie Johnson, Assistant Editor
State Historical Society of ND
btjohnson@nd.gov



STATE
HISTORICAL
SOCIETY
OF NORTH DAKOTA

100 Years Ago - The Nonpartisan League Organizes

A crowd listens to A.C. Townley speak at a farm rally in 1917. Townley, a founder of the NPL, could stir a crowd with his speeches.
(SHSND B0921)



By Barbara Handy-Marchello, PhD.

In 1915, North Dakota entered a time period of political events that were exciting, experimental, complicated, daring, and sometimes corrupt. This era was dominated by a political organization called the **Nonpartisan League (NPL)**. Both Democrats and Republicans sought the endorsement of the NPL in their campaigns for state office. The NPL controlled state government from 1916 to 1921 and remained an important factor in politics for many more years.

The story of the NPL is huge. The NPL operated a great variety of businesses and planned for many more. Many of these businesses failed. Others were derailed by fraudulent business practices. However, the NPL was very successful in a few areas. Today, North Dakota has the **Bank of North Dakota** and the **North Dakota Mill and Elevator** – both state-owned institutions. Although these institutions were created by the state legislature, it was done under the leadership of the Nonpartisan League. The Nonpartisan League had widespread support in the state, especially from farmers who felt their political voice had not been given due respect by state government in the 25 years of statehood. However, the NPL often undermined constitutional practices of our democratic republic. Corruption, both political and financial, led to the downfall of the NPL's leaders.

Though North Dakota's "socialist experiment" ended with the recall of Governor Lynn Frazier in 1921, the League left a permanent imprint on North Dakota. The NPL is still a very controversial topic, but in order to understand our state today, changes fostered by the Nonpartisan League need to be understood.

Why is this important?

The NPL rose at a time when socialism had some power in the United States, but socialism was mostly an urban movement. In North Dakota, new ideas, some drawn from socialism, were applied to the problems farmers faced. The NPL found a great deal of support and attracted many people into the organization, including **Arthur C. Townley**, **Lynn J. Frazier**, and **Albert Bowen**.

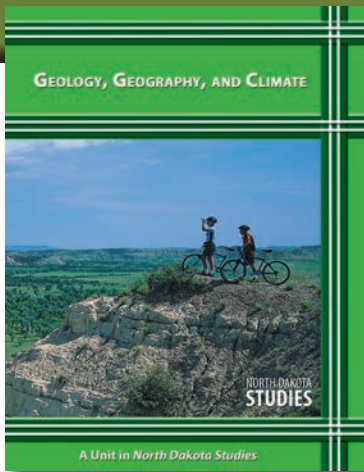
The NPL finally gave North Dakota farmers the political power and political positions they had been seeking since organizing the Farmers' Alliance in 1886. The Farmers' Alliance and American Society of Equity had also asked for state-owned grain elevators and state regulation of railroads and grain-grading. With the NPL holding many seats of government, it appeared that farmers would finally have a powerful voice in government.

The NPL changed state politics between 1915 and 1922. The changes were both good and bad for North Dakota. Some of the League's ideas worked well and are still part of North Dakota's modern economy – including the Bank of North Dakota and the State Mill and Elevator.

CHECK IT OUT!

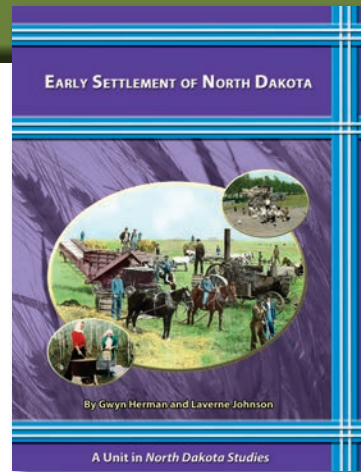
To learn more about the NPL –
North Dakota: People Living on the Land
[@ndstudies.gov/gr8](http://ndstudies.gov/gr8)
Unit III, Lesson 4, Topic 7

4TH GRADE NORTH DAKOTA STUDIES



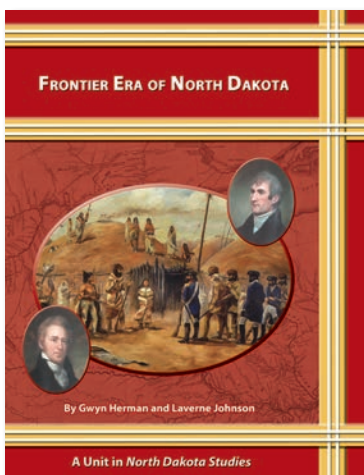
Geology, Geography, and Climate

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



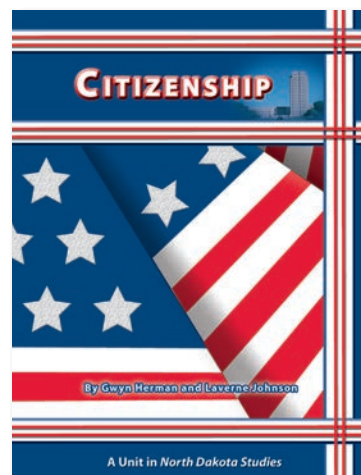
Early Settlement of North Dakota

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.



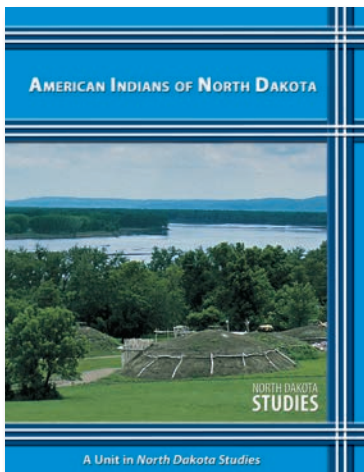
Frontier Era of North Dakota

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



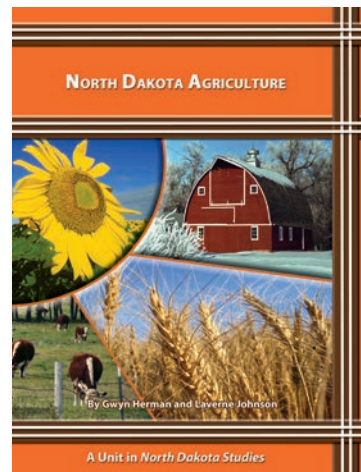
Citizenship

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

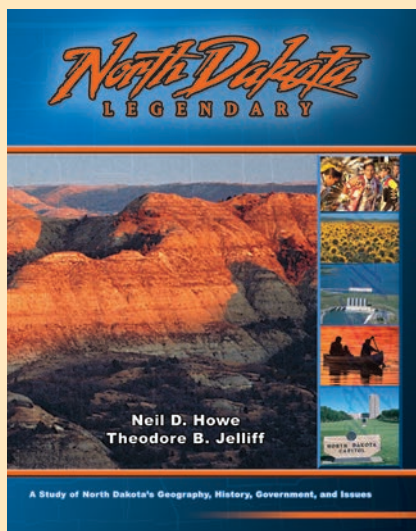
North Dakota: People Living on the Land includes more than 90 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. The topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is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

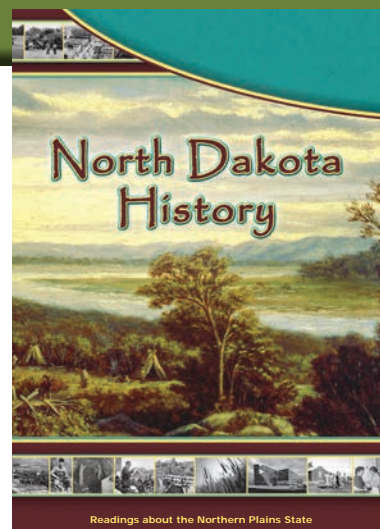


North Dakota Legendary:

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.

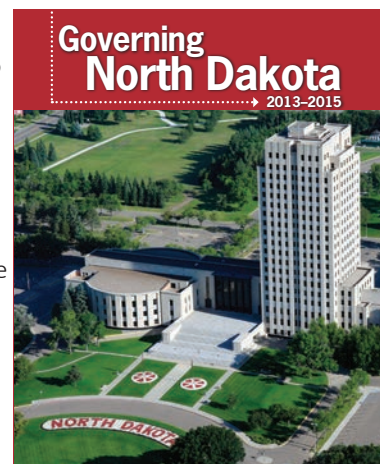


North Dakota History:

Student Text \$55.00 each
Teacher Resource Guide \$50.00 each (Print Version)
Teacher Resource Guide \$15.00 each (CD Version)

Governing North Dakota, 2013-2015

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



Governing North Dakota, 2013-2015:

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



**STATE
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HISTORY FOR *everyone.*

CHANGING AMERICA
The Emancipation Proclamation, 1863 and the March on Washington, 1963

NATIONAL ENDOWMENT FOR THE HUMANITIES
Smithsonian Institution
ALA American Library Association

MAY 1 – JUNE 10

The national *Changing America* exhibit opens at the **ND Heritage Center & State Museum** May 1!

One hundred years separate the Emancipation Proclamation and the March on Washington, yet they are profoundly linked together in a larger story of liberty and the American experience. Watch for ND Heritage Center's upcoming programming to explore how the historical content of these events and their impact relate to North Dakota.

Changing America: The Emancipation Proclamation, 1863 and the March on Washington, 1963 is presented by the Smithsonian's National Museum of African American History and Culture and the National Museum of American History in collaboration with the American Library Association Public Program's Office. The exhibition is made possible by the National Endowment for the Humanities (NEH) and is part of NEH's Bridging Cultures initiative, "Created Equal: America's Civil Rights Struggle," which brings four outstanding films on the civil rights movement to communities across the United States (see <http://createdequal.neh.gov>). "Created Equal" encourages communities across the country to revisit and reflect on the long history of civil rights in America.

**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 and offers curriculum and other resources for teachers, students, and lifelong learners.