

TOPIC 1 – TERRITORY AND STATE BOUNDARIES

Topic Overview

Topic 1 highlights the history of establishing the borders of present-day North Dakota. It includes primary sources that will help you understand how the state of North Dakota was carved from the Northern Great Plains.

Topic Objectives

- As a result of the study of Topic 1, you will be able to
 - Analyze and interpret primary documents.
 - Follow the status of North Dakota’s land area from the time of the Louisiana Purchase to the time of statehood.
 - Describe the process of Bismarck becoming the capital of Dakota Territory.
 - Understand how the present-day North Dakota boundary lines were determined.

ND Content Standards

- 8.1.1
- 8.1.2
- 8.2.11
- 8.5.1

Common Core Standards

- RH 2
- WHST 2
- WHST 9

Topic Activities

- Reading a Map 1
- Reading a Map 2
- Debate/Discussion 1
- Debate/Discussion 2

Reading a Map 1

To access a photo/document/map, refer to the topic reading assignment or use the SEARCH feature to enter its name or number.

Look at the maps from the article “**History of the Formation of Counties in North Dakota**” from *Collections of the State Historical Society*, Volume V, 1923, and read Section 2 – The Territory and Its Boundaries. Explain the significance of each year or time period in the carving of North Dakota from the northern Great Plains. Then, mark each on the timeline.

1803 -

1818 -

1834 -

1836 -

1838 -

1845 -

1849 -

1854 -

1854-1861 -

1858 -

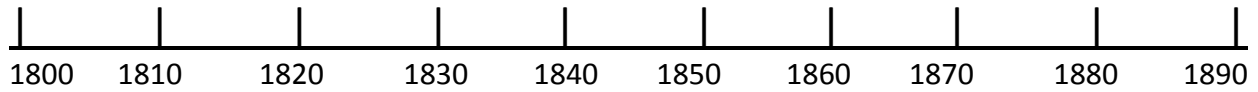
1858-1861 -

1861 -

1863 -

1889 -

Reading a Map 1 (continued)



Reading a Map 2

Establishing boundaries for North Dakota was much more important to the settlers than it was for the American Indians who had been living on the land. Government structure was needed to establish schools, to build roads, and to elect a representative to Congress. Settlers needed to know where they lived so they could vote, pay taxes, attend school, have courts, etc.

From your reading and viewing the maps available, list key points associated with establishing each border.

Eastern Border

-
-
-
-

Western Border

-
-
-
-

Southern Border

-
-
-
-

Northern/International Border

-
-
-
-

Using these key points, write a brief speech you might give to a group of people who would want to know how the borders of North Dakota were established.

Debate/Discussion 1

This activity may be done alone or with a partner. Determine which statements about the boundaries of North Dakota are true and which are false. Explain each answer.

1. The western boundary is a straight north-south line.

True False

Explanation:

2. The western boundary line is in the same place today ($104^{\circ}03'02.3''$) as it was in 1850 ($77^{\circ}03'02.3''$).

True False

Explanation:

3. The northern boundary is the southern boundary of two Canadian provinces.

True False

Explanation:

4. The northern boundary follows the 49th parallel including through farms.

True False

Explanation:

5. The eastern boundary is 434 miles long.

True False

Explanation:

6. The eastern border of the state is 213 miles from north to south.

True False

Explanation:

7. The southern boundary is on the 46th parallel.

True False

Explanation:

8. The southern boundary is longer than the northern boundary.

True False

Explanation:

Debate/Discussion 2

A **Discussion Web** is a type of graphic organizer used to help focus attention on facts that support or disagree with a statement in order to draw conclusions through critical thinking.

Complete the following **Discussion Web** based on the statement, *The territorial capital should have stayed in Yankton.*

SUPPORT

List in the appropriate column a minimum of three reasons to either support or disagree with the statement below.

DISAGREE

1.

1.

2.

2.

3.

3.

The territorial capital should have stayed in Yankton.

Discuss your reasons with a partner or small group. From the reasons given, what conclusion did you and your partner or small group arrive at after your discussion?

Conclusion

