

Students will design and produce a one-pager illustrating ways people were able to make a living in North Dakota from 1861 to 1920 based on where they settled. This lesson is designed to be a review at the end of Unit 3, Lesson 2 of the eighth grade North Dakota Studies content.

Historical Skills	Historical Question	Standards
Identifying questions Choosing quality sources Making a claim Sharing your findings	How did making a living in North Dakota change during the waves of development that occurred after 1860?	ND.6_12.3.1 Describe the early economic activities of our state prior to 1900 and how these developed into North Dakota's modern economy.

Objectives

After completing the Unit 3, Lesson 2 activity, students will be able to do the following:

- Design and produce a one-pager illustrating ways people were able to make a living in North Dakota from 1861 to 1920.

Supplies

- Examples of a one-pager, from the Appendix
- [Templates for one-pagers printed for students](#)
- Markers, paper, and other art supplies to create the one-pager and make it visually attractive

Setup

- Have handouts ready for students.
- Determine if students will simply draw elements for the one-pager or if they need to use primary sources such as photos, cartoons, maps, letters, newspaper, etc.

Background

Students will use a tool known as a one-pager (or sketchnotes) to explore ways that people were able to make a living in North Dakota during the late 19th century and early 20th century. During the time span of 1861-1920, people in North Dakota had various ways to make a living, driven largely by agriculture, settlement policies, and the

development of infrastructure. The 1862 Homestead Act encouraged settlers to move to North Dakota by offering 160 acres of land to those willing to cultivate it, leading to a surge in farming activities. Wheat became the dominant crop, establishing the state as a significant agricultural hub. Ranching also provided livelihoods, with cattle and sheep farming prevalent in the western parts of the state. The arrival of railroads in the late 19th century facilitated the transport of goods and opened additional economic opportunities, including jobs in railroad construction and maintenance. Small towns and communities sprang up around railway depots, supporting various businesses such as general stores, blacksmiths' shops, and grain elevators. Additionally, some residents worked in emerging industries such as coal mining and milling, while others engaged in trade, providing goods and services to the growing population. These diverse economic activities helped shape North Dakota's development during this period.

Activity

1. A one-pager is a tool that asks students to carefully reflect on their learning and choose the most important elements to represent on a single page that includes sketches/doodles, text, and other graphics. The tool is sometimes referred to as sketchnotes. This strategy was first developed by the educational nonprofit organization AVID.

2. If you have not used a one-pager as a teaching method in the past, introduce your students to the activity, explaining that this is what students will create in this lesson.
3. Review the topics covered in this lesson: farming, ranching, politics, buffalo hunting, soldiering, urban jobs, reservation jobs, coal and brick, and women's work.
4. If students will be using primary and secondary sources for the one-pager, demonstrate how to search for images, graphs, letters, books, and other items through the North Dakota State Archives.
 - [Chronicling America](#)
 - [Advantage Archives](#)
 - [Photobook](#)
 - [Digital Horizons](#)
 - [WorldCat](#)
5. Direct students to work on the one-pager. Students can work on the entire unit collectively or the teacher can assign certain sections for students to focus on.
6. Collect work when students are finished.

Tips for teaching one-pagers

- Emphasize text and visuals.
- Students can include quotes, ideas, images, analysis, key names, dates, etc.
- You can/should set the parameters of what you want your students to include. (See student directions as an example.) If they know what needs to be included, this will help guide students if they have a hard time getting started.
- Tweak the requirements based on what you taught or focused on during the activity.
- Give students time to work and ask questions.
- Show off student work. Use a gallery walk or other activity to allow students to see peer work.
- Use templates to help students organize their thoughts (templates provided).

OPEN RANGE **WIBAUX** **BLIZZARDS** **COWBOYS**

BONANZI FIRMS
HOMESTEAD ACT
JOHN H. RANDOLPH KELLEY
WHEAT

FORT BUFORD
BUFFALO SOLDIERS
CUSTER
FORT LINCOLN

HEBRON BRICK **WILTON** **WASHBURN** **LIGNITE**

RANCHING **FARMING**
SOLDIERING **COAL AND BRICK**

Making a Living in North Dakota
Unit #3
Lesson #2

GENERAL PLAN OF FORT BUFORD
HEBRON, N. D.

Special Order
No. 1
Paragraph 1. The detachment of 225th Inf. from the Headquarters assigned to
the post of Hebron, N. D. is to be
constantly detailed on duty duty as hereinafter directed.
It will report at once to the Officer of the day of duty.

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P. J. VAN DYKES, FARMER, N. D.

Hebron, N. D.

Sources for one-pager images

Ranching

Collection: 00286 - Eaton Brothers Custer Trail Ranch Photograph Collection
Folder: 0001
Item: 00011d
Date: circa 1883-1904
Creator: Hall, Richard Cecil
Title: Branding horse on the Custer Trail Ranch near Medora, N.D.

Collection: 00042 - Marquis de Mores Photograph Collection
Folder: 0005
Item: 00166
Date: circa 1905
Title: Bird's-eye view of Badlands cattle ranch near Medora (N.D.)

Brand: SHSND 4779
Native American Ranchers: SHSND 1952-2325
Spurs: SHSND 14837.

Farming

Farmer and wheat: SHSND SA 0006-12
Dalrymple Farms: SHSND SA A5833

Soldiering

Soldiers and tents: SHSND SA A4172
Fort Buford map: SHSND SA 0474-007
Buffalo soldier: SHSND SA 0377-050
Group of soldiers: SHSND SA C0895
Letter: SHSND MSS 32078

Coal and Brick

Coal mine: SHSND SA A2775
Hebron Brick factory: SHSND SA 0149-09
Wilton mine: SHSND SA 0814-03
Work group: SHSND SA 0466-02