

NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • SPRING 2014

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North Dakota's 125th Anniversary A Celebration of Statehood

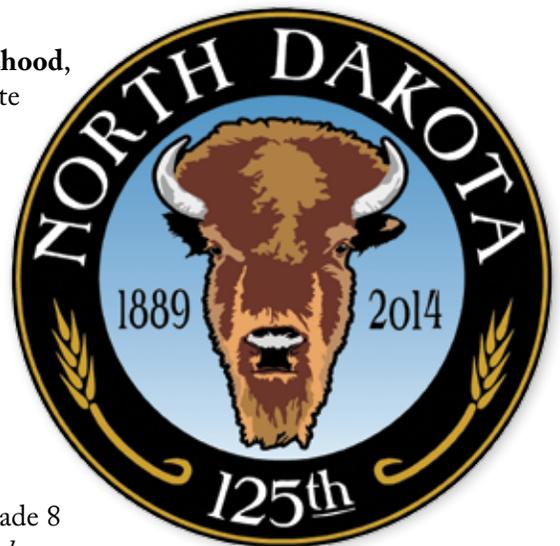
By Neil D. Howe

On November 2, 2014, North Dakota will celebrate 125 years of statehood, and plans are underway for events and festivities to mark this important date in our state's history.

Two signature events are being planned and will be held on August 16 and November 2. The August event will be held on the Capitol grounds in Bismarck and will showcase the best of North Dakota with entertainment, food, crafts, and games.

The commemoration of the state's official 125th birthday on November 2 will also coincide with the grand opening and dedication of the newly expanded North Dakota Heritage Center and Museum. "*As North Dakotans, we have been blessed in many ways and this historic milestone is a perfect occasion to celebrate our heritage and the success we have worked for 125 years to achieve,*" according to Lt. Governor Drew Wrigley.

The fall of 2014 will also mark the completion and launch of the new grade 8 North Dakota Studies curriculum – *North Dakota: People Living on the Land*.



The North Dakota Studies program plans to have lesson plans for both grades 4 and 8 that teachers can use to help students celebrate the Quasquicentennial of North Dakota. These lesson plans will be available for the start of the 2014 school year at ndstudies.gov.

Statehood for North Dakota

By Barbara Handy-Marchello

On February 22, 1889, Congress passed the Omnibus Bill to admit North Dakota and South Dakota to the Union. The bill outlined explicit instructions for the division of Dakota Territory into two states. Each new state was to hold a constitutional convention beginning on July 4, 1889, and submit a constitution to the voters on October 1, 1889. Each county chose delegates to attend the constitutional convention in Bismarck. The new constitution had to be approved by the voters for North Dakota to become a state.

On July 11, the eighth day of the convention, territorial governor Arthur C. Mellette (1842-1896), addressed the delegates. Governor Mellette urged the delegates to debate issues thoroughly because *“after the discussions are over you will determine . . . the proper thing to do upon the questions. . . .”* Governor Mellette encouraged the delegates to embody legislative issues into the constitution. He argued that *“once embodied therein it is very difficult to get rid of it and effect change. . . . The more there is in the constitution the better for the people.”*

On July 17, highly respected legal scholar Thomas M. Cooley (1824-1898) addressed the convention. His message was entirely different from Governor Mellette’s. In a brief speech, Judge Cooley stated: *“Don’t in your constitution-making legislate too much. . . . You are tying the hands of the people. Don’t do that to any such extent as to prevent the Legislature hereafter from meeting all evils that may be within the reach of proper legislation. . . . You have got to trust somebody in the future and it is right and proper that each department of government should be trusted to perform its*



Territorial Seal (above). Dakota Territory used an official seal to mark territorial documents. When the territory split into two states, North Dakota kept this basic image, with some adjustments, as the seal of the State of North Dakota.



Early North Dakota State Seal. The state seal of North Dakota used many of the elements of the territorial seal. The image has been described by laws governing its proper use.

legitimate function.”

The convention delegates were familiar with several national debates that would influence their decisions. Reformers, politicians, and corporate leaders all over the country were expressing concern about child labor laws, women’s right to vote, and prohibition of alcoholic beverages. The delegates jumped into those debates as they considered what to include in North Dakota’s constitution.

The delegates faced these questions with several things in mind. First, they had to write a functional constitution that would provide a framework for government. Second, they had to respond to the people who elected them to the convention. In addition, they had to deal with their own conscience, particularly in regard to moral issues. Some delegates faced difficult decisions.



State Capitol Grounds, circa 1920s. Looking east, the original state capitol building (center), Liberty Memorial Building (right), and power plant building (left). Note the two distinct additions to the original structure. The original building was built in 1883 (right) with additions in 1893 and 1903. The building was destroyed by fire in 1930. (SHSND 0056-322-1)

The convention debates on **women's suffrage**, **prohibition**, and **child labor** reveal what delegates thought about their responsibilities and where North Dakota fit into the national discussion. Women's suffrage was not approved and the child labor clause applied only to children under 12. The delegates did approve a prohibition clause, but decided to submit it to the voters separately from the rest of the constitution.

After the people had approved the Constitution, President Benjamin Harrison signed the Act of Admission on November 2, 1889. Harrison did not want to show favoritism to either North Dakota or South Dakota. After he signed the Act, he mixed up the papers so it would be impossible to know which state entered the Union first. States are listed in order of the date of their admission to the Union, but the Dakotas are listed alphabetically. North Dakota is listed as the 39th state and South Dakota is listed as the 40th state.



Men drink in the bar of the Columbia Hotel in Gladstone in 1907. North Dakota was a prohibition state from 1890 to 1933. This bar operated illegally in what is now Stark County. (SHSND 0032-SK-11-17)

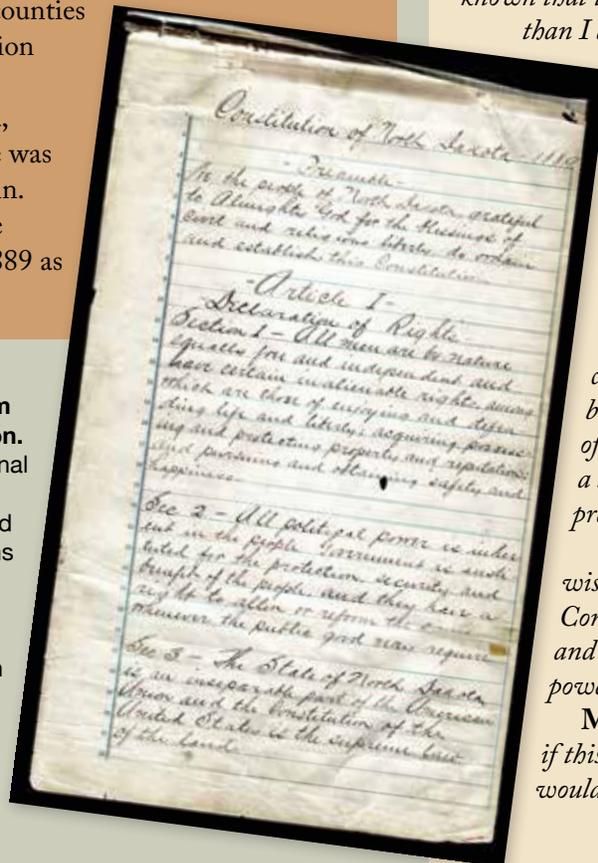
Why is this important?

The delegates had a great burden. They had to create a constitution that would serve the people of North Dakota for decades and reflected the will of the people in 1889. The delegates brought their own ideas and interests into the debates, but they also had to be willing to change their ideas as the debates proceeded.

The finished constitution was submitted to the people for a vote on October 1. The people in all but four counties (Grand Forks, Nelson, Steele, and Walsh) voted to accept the constitution. Sixteen counties voted against the prohibition clause. Nevertheless, the constitution was approved, and the prohibition clause was approved by a small margin. North Dakota entered the Union on November 2, 1889 as a “dry” (prohibition) state.

Handwritten Preamble from the Original ND Constitution.

The clerks of the Constitutional Convention took notes daily. Once the delegates approved all of the articles and sections of the Constitution, the clerk wrote the constitution into a book. The original constitution was in the North Dakota Secretary of State's office when the old capitol burned in 1930, but it was saved. (SHSND, Photo by Brian Austin)



Prohibition

Prohibition of alcoholic beverages was a moral issue that was gaining strength in the United States. North Dakota, however, was deeply divided on the issue. Delegates had to decide whether to write prohibition (temperance) into the constitution and whether such a clause should be submitted to the people separately from the constitution.

Mr. Pollock: “. . . the people of this Territory, and in our State desire . . . to settle this matter for themselves, and not to have this Convention . . . determine the matter. The delegates have not been selected on that issue, and they didn't come here . . . for the purpose of deciding this question. . . .”

Mr. Bartlett: “I agree with [Mr. Pollock]. It is well known that there are but few men who feel more deeply than I do on this temperance question, but for that reason I want prohibition to go through on its merits. I don't want it to ride through on the Constitution, nor do I want it to be an impediment to the Constitution.”

Mr. Mathews: “A resolution adopted in Grand Forks, signed by the liquor men and by the prohibitionists was in favor of having this matter submitted to the people separately.”

Mr. Wallace: “I speak for the people of Steele county. They are in favor of putting it into the body of the Constitution. I recognize the signs of the times which say it shall be submitted as a separate clause, but I wish to indicate . . . the prevailing sentiment in my county.”

Mr. Rowe: “When we come into statehood we wish to come over the threshold with an article in our Constitution that is in favor of free homes, free speech and a free press, and against the freedom of the rum power.”

Mr. Bartlett: “I say here that I firmly believe that if this clause were incorporated in the Constitution it would result in the defeat of the constitution.”

Woman Suffrage

Women of Dakota Territory had voted on all school issues and had served as elected school officials since 1883. The constitutional convention debated whether to extend women's right to vote to other local, state, and national offices.

Mr. Carland: *"I have been so fortunate in life as to be a married man, and so fortunate as to have these relations pleasant and agreeable. . . . I have too much deference to the institution [of marriage]. . . to ever favor the proposition of woman suffrage. . . . Shall it be left to the Legislature or the people? . . . The question seems to be . . . that the sovereignty of this government rests in the hands of the people, therefore I am opposed to ever leaving [to] the Legislature the unqualified power of extending the right of suffrage."*

Mr. Lauder: *"I am in favor of having this question submitted to a vote of the people. If they want the franchise extended to women, let it be so extended. I would let the women vote on this question as well as the men. Let the women themselves say on this final vote when the question is submitted whether the suffrage shall be extended."*

Mr. Moer: A motion: *"The Legislature shall be empowered to make further extensions of suffrage hereafter at its discretion to all citizens of mature age and sound mind, not convicted of crime, without regard to sex, but shall not extend nor restrict the right of suffrage without first submitting the question to the voters to be by them ratified by a majority vote."* [approved]

Mr. Turner: A motion: *"The Legislature shall be empowered to make further extension of the suffrage hereafter at its discretion to all citizens of mature age and sound mind, not convicted of crime, without regard to sex, but not to hold office, but as otherwise provided for in this Constitution, without being submitted to a vote of the people."* [not approved]

The delegates to the Constitution Convention ultimately decided against submitting a clause on extended woman suffrage to the people with the constitution. However, the North Dakota Constitution included the following clause:

§Section 8: Any woman having the qualifications enumerated in section one of this article as to age, residence and citizenship, and including those now qualified by the laws of the Territory, may vote at any election held solely for school purposes.



Linda Warfel Slaughter of Bismarck was a member of the National Woman Suffrage Association. She was one of the very few women in North Dakota in 1889 who advocated votes for women. (SHSND A5418)

Child Labor

On the 35th day of the constitutional convention, the delegates considered the question of child labor. This debate was taking place in cities and states all over the nation. Many very young children worked in underground coal mines. Children as young as four years of age performed simple tasks in clothing factories for several hours a day.

The motion: *"The labor of children, under 15 years of age, shall be prohibited in mines, factories and workshops in this State."*

Mr. Bartlett: *"I move that the word 'ten' be substituted for 'fifteen.' In support of this I would say that all over the country there are plenty of children of thirteen years of age that are well able to work. A reasonable amount of work – it can be restricted to two-thirds of a day – is better than to have the children running the streets. . . . I believe a little work is better for the children."*

Mr. Mathews: *"I am in favor of the amendment to make it 'ten' years. Lots of children are left homeless and without father or mother, and they have to earn livings of their own, and in many cases this is a great deal better than that they should become objects of charity. I have earned my living since I was eleven, and I am all the better for it."*

Mr. Bartlett: *" . . . I tell you, get boys and girls that don't do any work till they are fifteen years old, and you will fill your country with tramps and vagabonds."*

Mr. Scott: *"I don't think it wise to incorporate this section in the Constitution. . . . We have not many factories and workshops in North Dakota yet and are not likely to have for years to come."*

Mr. Williams: *"I think boys twelve years of age are able to do pretty well a man's work. Many of them on farms come near doing a man's work. . . ."*

Mr. Parsons: *"I wish to see our citizens grow up educated. I desire to have ignorance banished from our land if possible. I wish that we shall have educated voters. . . . The Legislature by supplementary action can go on and make provision . . . to maintain [them] in schools. . . ."*

Mr. Spalding: *"This section . . . is intended to prohibit [child labor] in mines, factories, and workshops. Those are the places where children under fourteen years of age cannot work and be shut up during the working hours of the day without dwarfing them, damaging their physical health – without impairing their future capacity to labor . . . Let the children work out of doors or in the stores, and in such places as will not dwarf them physically or injure their development."*

The constitution included this clause concerning child labor:

§209. The labor of children under twelve years of age shall be prohibited in mines, factories and workshops in this State.

Energy Curriculum Ready for Fall 2014 Launch

A new and exciting energy curriculum will soon be coming to a classroom near you! Progress continues in a unique collaboration of curriculum writers and industry partners to develop five energy curriculum modules. The five modules will make up a two-week unit of North Dakota-specific energy information which will help teach students about the resources available right here in our state and how they're used to produce energy.

Support for the new energy curriculum has come from industry and education stakeholders eager to share their resources in order to help make the curriculum come alive for students. The content in the five modules of this web-based curriculum is supplemented and enhanced with bright maps, time-lapse videos, cool photos, animations, and video stories.

The new curriculum will focus not only on the non-renewable resources like coal, petroleum, and natural gas—but also on renewable resources like wind, hydro, solar, biofuels, geothermal, and recovered energy.

North Dakota is earning a reputation as an energy state. Of the 50 states, North Dakota ranks second in oil production, ninth in coal, eleventh in wind capacity, and fifteenth for total energy production.

As a result, it is important for students to understand the source of these energies, economic benefits to citizens, environmental effects, and impacts to society.

This new curriculum has been on an aggressive schedule during the last year—and never has it been so important to share this information with students and their families. The importance of energy in North Dakota and the wealth of traditional and renewable resources with which we are surrounded will mold the future of North Dakota.

The Energy Curriculum Project Team responsible for the development and distribution of this new curriculum is composed of a unique partnership between industry and education. Teachers and students will be able to access the new energy curriculum at ndstudies.gov starting this fall.

New Energy SEND Trunk Being Developed

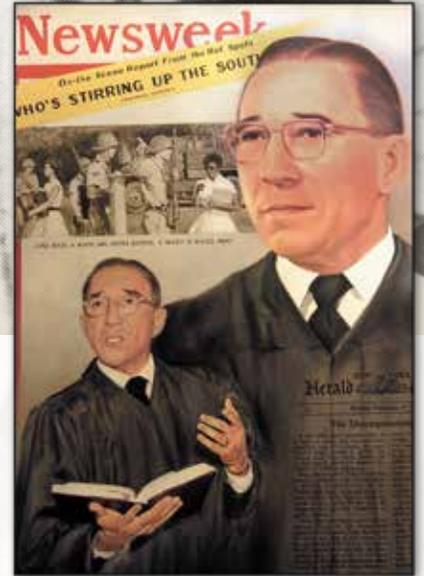
The North Dakota Studies program at the State Historical Society of North Dakota in cooperation with the Great Plains Energy Corridor recently was awarded a grant from the North Dakota Department of Commerce, State Energy Program. This grant will support the research, development, and creation of a new Suitcase Exhibit for North Dakota (SEND) trunk focused on North Dakota's renewable energy story.

The Great Plains Energy Corridor is developing a two-week long unit of curriculum for use by teachers across North Dakota and beyond, targeting 4th grade, 8th grade, and ultimately high school students that will focus on the North Dakota energy story. This curriculum will be available at the North Dakota Studies website, ndstudies.gov.

The renewable energy SEND trunk is planned to be a companion to that curriculum and will “extend the experience” of the North Dakota ENERGY story further in the classroom. For more than 30 years the State Historical Society of North Dakota has made primary source materials and activities related to curriculum available for teachers to augment their students learning experiences. This trunk will contain hands-on interactive activities, objects, program ideas, and classroom support materials that offer access to various learning styles.

Both the Energy curriculum and the new SEND trunk on renewable energy will be available for use in your classroom in the fall of 2014.

Little Rock Nine, 1957



The Road to Little Rock

By the Davies Project Task Force

The Road to Little Rock project began three years ago through a collaboration of several entities in North Dakota and Arkansas. **The Road to Little Rock** tells the story of nine teenagers (The Little Rock Nine) and one judge (Judge Ronald N. Davies) who demonstrated the enduring positive qualities of courage, honor, determination, and responsibility. The story began in 1957 as these nine students sought enrollment in an all-white high school in Little Rock, Arkansas.

The original intent of the project was to insure that Fargo students knew the story of Judge Davies and why a new high school in Fargo was named in his honor.

The Road to Little Rock project has now grown into a social justice curriculum and a video presentation that can be utilized by teachers, students, and a wide group of community stakeholders. It also provides a platform to discuss American civil rights progress.

In December 2013, North Dakota schools received access to a website that includes **The Road to Little Rock** curriculum, resources, video presentation, and professional development opportunities. Arkansas schools will receive the curriculum this semester.

The desegregation decision made by Judge Davies in

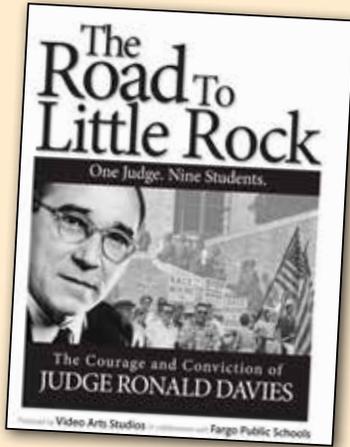
Little Rock in 1957 is told from the judge's vantage point. Judge Davies, although small in stature, stood tall for doing the right thing and enforcing the law. Curriculum has been designed not only as a history lesson, but as a lesson in character. Through public service, Judge Davies became a role model for others, although he was not always credited with the success associated with the "Little Rock Nine" story and the far reaching consequences.

Now that the curriculum is available, an evaluation will begin later this year to compare the perceptions and attitudes of teachers and students in North Dakota schools to those of teachers and students in Arkansas to determine: (1) if the message of the curriculum can impact the targeted audience; and, (2) if the message of the curriculum can *influence or change* attitudes and/or perceptions. Volunteers from schools will be needed to complete this final evaluation. If you are interested in participating in the evaluation, contact Connie Nelson at nelsonc2@fargo.k12.nd.us.

One of the primary research questions in this evaluation will focus on current attitudes toward diversity in North Dakota and Arkansas, specifically since Judge Davies' 1957 ruling. Will students in these two areas see and hear the story differently? For example, will North Dakota students and teachers still view Judge Davies as a hero? Will Arkansas students and teachers still see the judge as an outsider? When the story is told, will the perceptions be different almost 60 years later?

Curriculum Now Available to ND Schools

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
- Training Opportunities

**North Dakota Schools may access
The Road to Little Rock curriculum at:**
<http://nd.theroadtolittlerock.org>

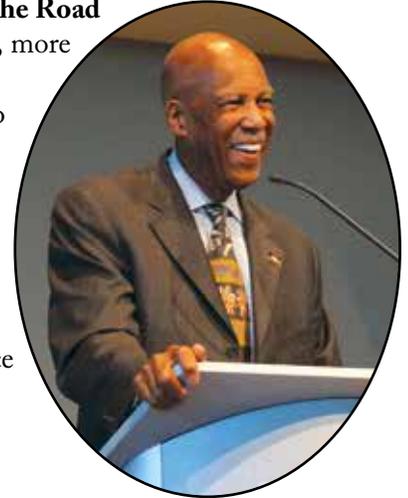
To access the curriculum, use the following passwords based on the eight Regional Education Associations (REAs). Note: You must use lower case + the question mark.

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 is also available at the North Dakota Studies website at: <http://ndstudies.gov/content/road-little-rock>.

An Inspiring Civil Rights Story

Since the start of **The Road to Little Rock** project, more than 5,000 individuals have watched the video presentation, heard the thoughtful words of Dr. Terrence Roberts, one of the Little Rock Nine, and had the opportunity to reflect on this fascinating piece of our history.



Dr. Terrence Roberts

Phase I – Plan and Educate. The North Dakota Humanities Council provided the first of three project grants to sponsor an outdoor “rocking chair” symposium that was held in August 2011 at the Trollwood Performing Arts School as part of the dedication activities for the opening of Judge Ronald N. Davies High School in South Fargo. Over 500 individuals attended, raising the awareness for Judge Davies’ historic ruling in the Fargo-Moorhead community.

Phase II – Premier. **The Road to Little Rock** video was produced and the curriculum written. Two video premiers were held. The first was at the historic Fargo Theatre where over 800 individuals attended the event on January 24, 2013. The Arkansas premier was held in Little Rock, Arkansas at Philander Smith College, one of four historic Black Colleges and Universities in Arkansas on March 19, 2013.

Phase III – Inspire. Between September 20–24, 2013, project premiers were also held in Bismarck in conjunction with the annual Governor’s History Conference and sponsored by the State Historical Society of North Dakota; at UND’s Chester Fritz Auditorium in Grand Forks; again at the historic Fargo Theatre; and in Detroit Lakes at the historic Holmes Theatre for 1,500 secondary students from Pelican Rapids and Detroit Lakes, Minnesota. During these four events, over 4,000 individuals saw **The Road to Little Rock** video and heard from Dr. Terrence Roberts.

Phase IV – Implement. **The Road to Little Rock** curriculum and video was distributed to North Dakota and Arkansas schools. At no cost, North Dakota schools may access the curriculum at <http://nd.theroadtolittlerock.org>.

Phase V – Evaluate. The final phase will evaluate the effectiveness of the curriculum and perceptions by various audiences.



Available This Fall

North Dakota: People Living on the Land

By the North Dakota Studies Team

North Dakota: People Living on the Land, a new, web-based Grade 8 North Dakota Studies curriculum, continues toward its launch in the fall of 2014. The new website will focus on primary source documents from the Archives of the State Historical Society of North Dakota and will encourage students to understand historical perspective, and how that shapes what we know of the past as well as our own present. (See pages 2-4 for an example of one of the topics from the new curriculum.)

North Dakota: People Living on the Land is being designed around the use, interpretation, and understanding of primary source documents. The use of primary source documents has become a standard practice in teaching history at every level. Government documents, letters, diaries, photographs, and maps help to bring history alive for students. Students begin to understand how ordinary people lived their lives, how societies organized, how government works, what families were like, and how history was, and is, recorded.

Reading primary sources also introduces students to the important intellectual activity of document analysis. Students will learn to order events chronologically, evaluate the relative importance of known facts, and draw conclusions. They will become closer observers of the

images and documents from the past, and learn to question those documents for more information.

By using primary sources in the classroom, students become historians. Primary sources can trigger a student's curiosity about historical events that can lead to further investigation. Their views become important as they become more knowledgeable about historic events. Students become participants in the process of understanding, interpreting, and writing history.

Over the last two years, a team of professional educators has researched, written, and developed nearly 100 topics that will comprise the new curriculum. The team has also focused on the development of activities and other resources that will accompany the course.

The significance of teaching history to today's students is an important goal of the Grade 8 writing team. The state and nation in which we live is the result of thousands of years of human habitation, experimentation, cultural growth, economic change, and political decision-making.

Release of *North Dakota: People Living on the Land* is being timed to help mark the 125th anniversary of statehood in the fall of 2014, as well as correspond to the grand opening of the newly expanded North Dakota Heritage Center and Museum.



North Dakota Studies Workshop

NEW Grade 8 North Dakota Studies

North Dakota: People Living on the Land

When: October 16-17, 2014

Where: North Dakota Heritage Center, Bismarck

Registration: <https://www.eventbrite.com/e/north-dakota-studies-workshop-tickets-10338708355>

Register Early: Space is limited.

Contact: Neil Howe, ND Studies Coordinator at nhowe.nd.gov

Learn about this new Grade 8 curriculum, a new web-based course focusing on primary sources. Participants will be introduced to *North Dakota: People Living on the Land*, and the workshop will inspire participants to be ambassadors of this and other North Dakota Studies resources.



BENEFITS

- Get hands-on experience with the new curriculum
- Learn how to adapt the curriculum to your classroom
- Receive 1 Graduate Credit – UND, NDSU, MSU
- Tour the new State Museum and exhibits
- NO COSTS TO YOU: Lodging, Meals, Travel, and Course Credit PAID

Goals • Objectives • Expectations

The North Dakota Studies workshop will

- Provide support and examples so participants can become familiar with this web-based curriculum.
- Investigate ways participants can adapt the curriculum to a learning environment.

Workshop presenters will

- Model a variety of applications for using primary source documents in North Dakota Studies.
- Extend the learning experience by using State Historical Society of North Dakota resources including the web-based curriculum, galleries, historic sites, National History Day, SEND trunks, and State Museum curators.
- Demonstrate multiple applications for using this web-based curriculum to meet student needs and interests.
- Inspire teachers to return to classrooms with engaging curriculum ideas that promote critical and historical thinking skills.
- Provide hands-on technology experiences related to the web-based curriculum.

As a result of this workshop experience, participants will be able to

- Discuss and evaluate ways this curriculum connects to and enhances the teaching of North Dakota Studies.
- Use this web-based curriculum.

Chronicling America

<http://chroniclingamerica.loc.gov/>

The Chronicling America website features information about historic newspapers and select digitized newspaper pages, and is produced by the National Digital Newspaper Program (NDNP). NDNP, a partnership between the National Endowment for the Humanities and the Library of Congress, is a long-term effort to develop an Internet-based searchable database of U.S. newspapers with descriptive information and select digitization of historic pages.

Currently, the **Chronicling America** website provides free access to more than 6.6 million fully text searchable newspaper pages from more than 1,100 newspaper titles from 30 states and the District of Columbia.

State Archives at the SHSND Continues to Digitize Historic Newspapers

The Archives Division at the State Historical Society of North Dakota (SHSND) received a \$350,000 grant to digitize the *Bismarck Tribune*, *Jamestown Weekly Alert*, *Ward County Independent*, *Weekly Times-Record* from Valley City, and the

Williston Graphic. These newspapers are currently available at the **Chronicling America** website.

The Archives has also received a second grant for \$285,000, and on September 1, 2013, the Archives began another round of the National Digital Newspaper Program. With this grant and the assistance of an Advisory Board, the following additional titles have been selected as the next titles to be digitized and put on the **Chronicling America** website:

Wahpeton Times, 1884-1919
Grand Forks Evening Times, 1906-1914
Grand Forks Daily Herald, 1914-1916
Grand Forks Herald (evening), 1916-1922
Pioneer Express (Pembina), 1883-1922
Devils Lake Inter-Ocean, 1884-1903
Devils Lake World and Inter-Ocean, 1914-1921

Archives staff will be re-filming the *Devils Lake Inter-Ocean* (1904-1913) and will use that for the project later next year. These selections by the Advisory Board represent about 90,000 of the 100,000 pages that can be digitized for this part of the grant.



Suitcase Exhibits for North Dakota (SEND) Getting to the root of history.

Incorporate lesson plans, objects, and primary source documents in your classes.

Immerse your students in 19 inter-disciplinary themes related to North Dakota History.

Reserve a trunk today. Call or e-mail Danielle Stuckle at 701-328-2794 or dlstuckle@nd.gov

Visit our website at history.nd.gov

North Dakota Studies Summer Workshop Opportunities

Coalition for Conservation and Environmental Education (C2E2)



Guidelines for Excellence Workshop

Teachers, administrators, parents, home schoolers, and natural resource educators

looking for K-12 resources to help develop, select or implement effective environmental education, are invited to attend the *Guidelines for Excellence* professional development workshop sponsored by the Coalition for Conservation and Environmental Education (C2E2). The workshop will be held June 19, 2014, from 9 a.m. to 3 p.m. at the North Dakota Heritage Center in Bismarck.

Participants will receive *Guidelines for Excellence* that are balanced, scientifically accurate, and help develop an environmentally literate citizenry. These materials help prepare students to think together about difficult decisions they may have to make concerning

environmental stewardship, and to work together to improve, and try to solve, environmental problems in our communities and state.

The instructor is Dr. Bora Simmons from the University of Oregon, and founding director for the National Project for Excellence in Environmental Education. She received her PhD in Natural Resources/Environmental Education from the University of Michigan; a M.S. in Natural Resources/Environmental Education from Humboldt State University, and is a graduate from UC Berkeley.

To register or for more information, contact Glenda Fauske, Coordinator of Information and Education at the North Dakota Forest Service, at Glenda.Fauske@ndsu.edu or call (701) 228-5446.

NDTRC Summer Institute



A Learning Opportunity for Teachers

This summer the North Dakota Teacher Resource Coalition (NTRC) is offering a teacher institute (for 2 graduate credits from UND, NDSU, or MSU) entitled *Looking at Lifestyles*. This three-day course in an active, highly participatory study of the

geographic, historic, and cultural landscapes that shaped the lifestyles of the people of the Northern Plains.

Based in Stanton and hosted by the Knife River Indian Villages National Historic Site on June 25-27, participants will explore how elements of the past, current events, and cultural and physical changes impact and change our sense of place and community and ways of looking at others and their approaches to their environments. By combing the history, geography, forestry, technology, and art, participants will connect to practical teaching and learning activities.

This professional development opportunity will demonstrate team teaching, interdisciplinary curriculum development, and implementation and use of art and technology in strategies that engage students in meaningful activities. Participants will also become familiar with resources, tools, and information available through NDTRC and its members.

For details about registration contact Thomas Hall, teacher of record and education specialist with the National Park Service at Knife River Indian Villages National Historic Site at thomas_wall@nps.gov or 701-3741, ext. 220.

NDTRC members include the National Park Service, ND Council on the Arts, ND Geographic Alliance, ND State Forest Service, and the State Historical Society of ND. NDTRC provides professional opportunities and resources that support the North Dakota studies curriculum for preK-12 classrooms.

Connected Puzzles Promote Geographic Literacy

Introducing Connected Puzzles

By Jonathan Melgaard

An exciting, new resource to help teach geography will soon be available to North Dakota 4th grade classrooms. The Kilbourne Group, a collective team led by Doug Burgum of Fargo, has designed and developed **Connected Puzzles** as a nonprofit initiative to help promote geographic literacy in North Dakota. This initiative extends the Kilbourne Group's vision of retaining and carrying forward the history of North Dakota through leadership, the restoration of historic buildings, and the creation of new buildings that honor the past while inspiring the future.

By the fall of 2014, the Kilbourne Group hopes to distribute over 400 of these puzzles to each classroom in the state.



What are Connected Puzzles?

Connected Puzzles encourage and transform the study of geography into a hands-on, multimedia experience. Each of the 53 county puzzle pieces has a QR code that links to online content specific to each North Dakota county. In addition, the pieces are magnetized which allows for easy assembly and storage.

A Unique Blend of the New and Old

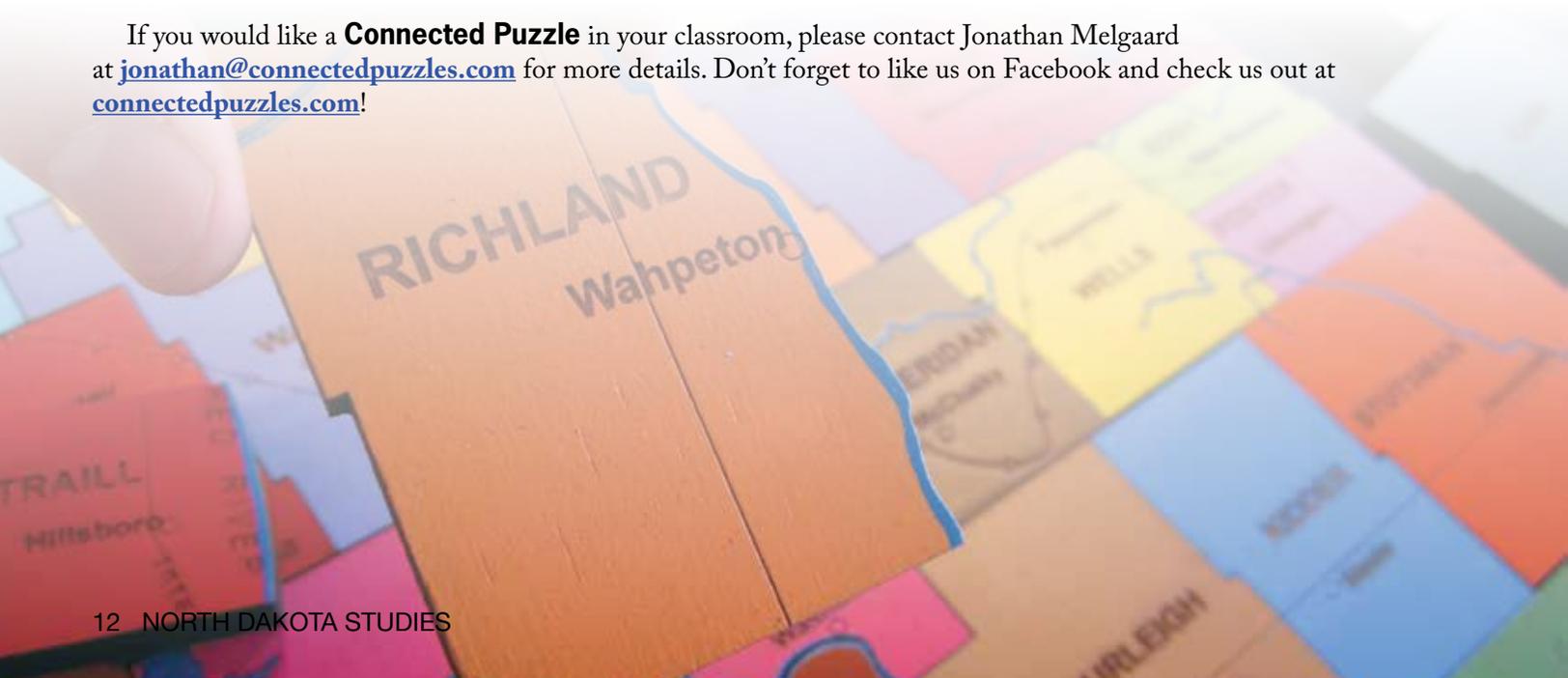
Kirsten Baesler, State Superintendent of Public Instruction, said “**Connected Puzzles** has successfully brought a traditional hands-on teaching tool into the technological era and made it meaningful to today's students.”

Compatible with Your Classroom

Connected Puzzles will complement existing North Dakota Studies curriculum. According to Neil Howe, North Dakota Studies Coordinator at the State Historical Society of North Dakota, “**Connected Puzzles** are a traditional resource yet creatively link to a wealth of online information about each North Dakota county. *Connected Puzzles* is a perfect complement to other resources offered by the North Dakota Studies program.”

Want One For Your Classroom?

If you would like a **Connected Puzzle** in your classroom, please contact Jonathan Melgaard at jonathan@connectedpuzzles.com for more details. Don't forget to like us on Facebook and check us out at connectedpuzzles.com!

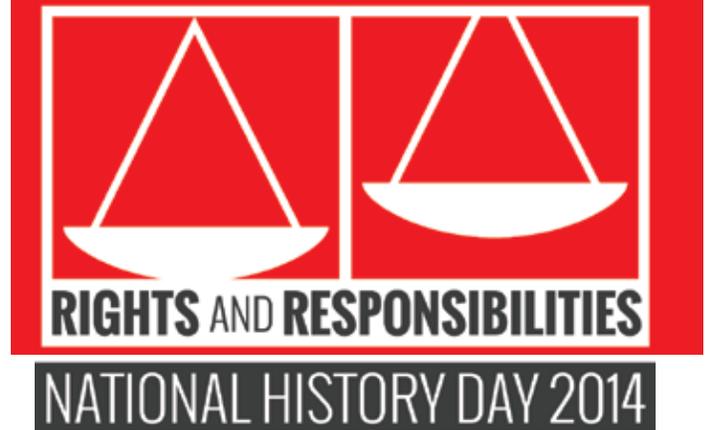


National History Day in North Dakota

The National History Day program serves as a vehicle to teach students important literacy skills and to engage them in the use and understanding of museum and library resources. The program inspires students to study local history, and then challenges them to expand their thinking and apply knowledge of local events to the national or even worldwide scene. The program also teaches students to become technologically literate through the use of computer and Internet research methods, and the use of technologically advanced applications in their presentations.

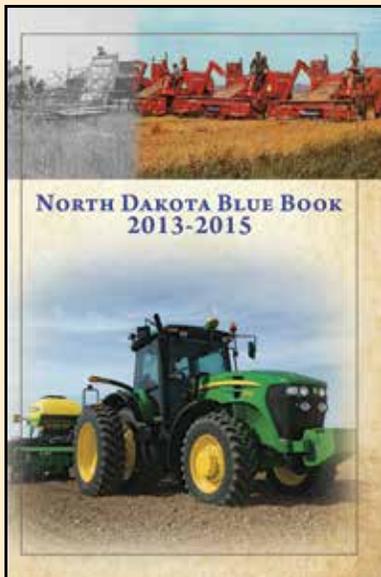
The National History Day theme for 2014 is “**Rights and Responsibilities in History.**” This broad theme allows students to choose a topic to research that interests them. It allows them to take a deeper look at a specific right or connect responsibilities that come with that right. They could investigate topics that involve rights and responsibilities in science, religion, politics, society, and many other subjects.

The use of primary source material from the State Archives in your student’s projects will not only improve the overall



quality of them, but will provide the students with a deeper understanding of North Dakota history. By using the archives to access primary sources available at the State Historical Society of North Dakota, students are sure to find interesting topics featuring North Dakota! Finding aids are introduced at the State Historical Society of North Dakota’s webpage <http://www.history.nd.gov/nhdinnd/index.html>

2013-2015 North Dakota Blue Book Distributed to ND Schools



In early January, the North Dakota Secretary of State’s office distributed nearly 800 copies of the *2013–2015 North Dakota Blue Book* to 355 schools and 88 libraries in the state. The *Blue Book* is considered one of North Dakota’s treasured publications—making it an indispensable resource for North Dakota classrooms.

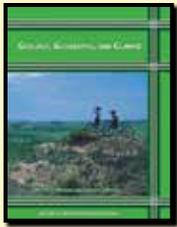
“I am grateful and pleased to be able to provide classrooms with a copy of the biennial edition of the 2013–2015 North Dakota Blue Book. This biennium’s edition is a unique resource for teaching North Dakota Studies. It contains information about North Dakota not readily available in any other single reference, making it a valuable resource for research and gaining general knowledge of the state,” according to Secretary of State Al Jaeger.

As we celebrate the 125th anniversary of statehood in 2014, the North Dakota Studies program at the State Historical Society of North Dakota will be developing lesson plans to help teach about statehood. These lesson plans for both grades 4 and 8 will be available at ndstudies.gov, which includes a user friendly search feature.

In addition, sixteen of the past editions of the *North Dakota Blue Book* are available for viewing and searching on at www.nd.gov/sos, www.ndstudies.gov, or www.history.nd.gov. These volumes are a compendium of information about the state’s political, economic, social, cultural and environmental history. The *North Dakota Blue Book* will also be an excellent tool for teachers and students as they learn about North Dakota.



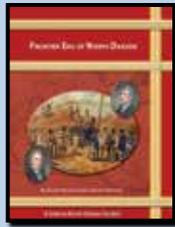
4TH GRADE NORTH DAKOTA STUDIES



Geology, Geography, and Climate

Students are introduced to

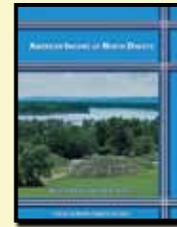
North Dakota's geological past, the three major geographical regions, as well as the weather and climate of the state.



Frontier Era of North Dakota

Students learn about the Lewis

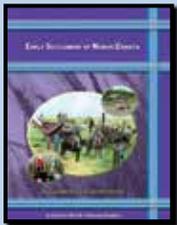
and Clark Expedition, fur trade on the Red and Missouri Rivers, and early frontier military history.



American Indians of North Dakota

Students study

the history and culture of the Mandan, Hidatsa, Arikara, Chippewa, and the Great Sioux Nation.



Early Settlement of North Dakota

Students are introduced to early forms of

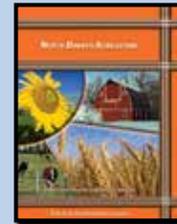
transportation, including the Red River cart, steamboats, stagecoaches, and the railroad. Students are also introduced to bonanza farms and cattle ranching in the Badlands, immigration, and pioneer life between 1870 and 1915.



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.



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 Costs:

Student Texts	\$10 each
Teacher Resource Guides (Print Version)	\$40 each
Teacher Resource Guides (CD Version)	\$15 each

North Dakota Studies Course Requirement

Each North Dakota public and nonpublic elementary and middle school shall provide to students instruction in North Dakota Studies, with an emphasis on the geography, history, and agriculture of the state, in the fourth and eighth grades. (NDCC 15.1-21-01) In addition, each North Dakota public and nonpublic high school shall make available to each student at least once every two years one-half unit of North Dakota Studies. (NDCC 15.1-21-02)

To help meet these course requirements, the North Dakota Studies program at the SHSND offers a host of print and online curriculum resources for students and teachers.

8TH GRADE NORTH DAKOTA STUDIES

North Dakota 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. The divisions allow teachers the choice to use the textbook for nine weeks, a semester, or the entire year.

The textbook includes many interesting sidebar features. In addition, the text includes a chronology of North Dakota history and a comprehensive index. More than 500 historical photographs, charts, maps and other illustrations enhance and explain the reading content.



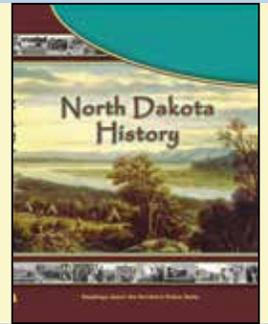
North Dakota Legendary Costs:

Student Text	\$45 each
Teacher Resource Guide (Print Version)	\$40 each
Teacher Resource Guide (CD Version)	\$15 each

HIGH SCHOOL NORTH DAKOTA STUDIES

North Dakota History

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



North Dakota History Costs:

Student Text	\$50 each
Teacher Resource Guide (Print Version)	\$40 each
Teacher Resource Guide (CD Version)	\$15 each

CONTACT AND ORDERING INFORMATION

www.ndstudies.gov

NEW EDITION

Governing North Dakota, 2013-2015

The North Dakota Studies program is pleased to announce the publication of a new edition of *Governing North Dakota* for use by state and local government officials, as well as 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, and government officials and classroom teachers have made this publication an important desktop resource.

IDEAL TEXTBOOK:

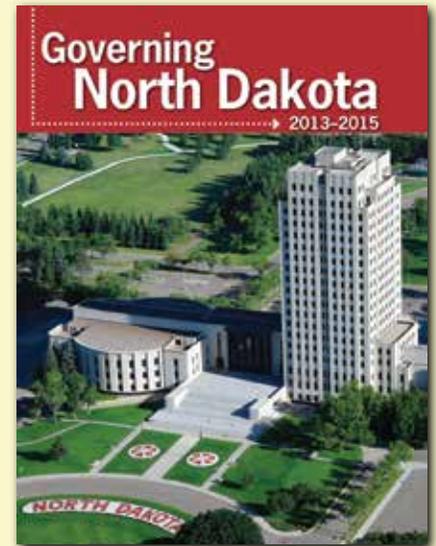
Governing North Dakota, 2013-2015 makes an ideal textbook for courses in American Government, Civics, or North Dakota Studies—and provides valuable information on the relationship and functions of federal, state, and local government units. At just \$3.00 per copy—the text is an affordable resource for your classroom.

FIRST-RATE RESOURCE:

Governing North Dakota, 2013-2015 is a first-rate, up-to-date resource for middle and high school students wanting to learn more about North Dakota government. In addition, *Governing North Dakota, 2013-2015* enhances the goals of the North Dakota Studies program by promoting civic education to North Dakota citizens.

TEACHER GUIDE:

A **Teacher Guide** is available to accompany *Governing North Dakota, 2013-2015* and is available in CD format or online at www.ndstudies.gov.



Governing North Dakota, 2013-2015

REDUCED COST

Student Text \$3 each

CD Teacher Manual \$15 each



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OF NORTH DAKOTA

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KNOW YOUR STATE COMPETITION

Sponsored by Bismarck State College and the North Dakota Masonic Foundation

**57TH ANNUAL COMPETITION
MONDAY, APRIL 28, 2014**

Purpose of the Competition

The "Know Your State" competition promotes a greater interest in North Dakota's rich history and cultural heritage. The goal of the competition is to encourage young people to become intelligent, well-informed citizens, voters, and leaders who will help make North Dakota a better place to live. Those who know and appreciate North Dakota's heritage will cherish and preserve the way of life that made it possible.

Prizes

Preliminary test winners will be invited to Bismarck State College for the final test. Along with the monetary prizes for students, each finalist and guest will be invited to the Heritage Center and new State Museum to tour the spectacular galleries.

- 1st Prize: Two \$1,000 prizes and plaques
- 2nd Prize: Two \$750 prizes
- 3rd Prize: Two \$500 prizes
- 4th Prize: Two \$200 prizes

For more information about the 2014 or 2015 competitions, please contact:

Tanya Stark-Moses

Tanya.stark.moses@bismarckstate.edu

701-224-2429

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.

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