

NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • SPRING 2018



SPEAKING OF HISTORY

By Barbara Handy-Marchello, Ph.D.

More than 50 million years ago, during the Eocene epoch, the earliest known ancestors of modern horses roamed forests in what would someday be North Dakota. The **Hyracotherium**, often identified as **Eohippus** ("dawn horse"), was a four-toed, plant-eating mammal about the size of a small (20 pound) dog. Horses evolved in North America and went through several stages of evolution before achieving the characteristics of **Equus** about five million years ago.

NORTH DAKOTA
STUDIES

Horses in North Dakota

By the Late Pleistocene (the Ice Age), at least 50 different species of horses had evolved. Though they had the physical characteristics of modern horses such as teeth adapted to eating grass and a single toe on each foot, they were much smaller, about four feet high at the shoulder. During the Ice Age, horses moved across the Bering land bridge (Beringia) into Asia. These Asian species became the foundation of the modern domestic horse, *Equus caballus*.

Humans might have encountered or hunted *Equus* when they arrived in North America sometime at the end of the Pleistocene, about 15,000 years ago. By the end of the Ice Age (around 10,000 years ago), *Equus* had become extinct on this continent.

When **modern horses** returned to North America they were no longer free-roaming animals. They had an important economic role in relation to humans, who now took ownership of horses. Modern horses were brought to Mexico and the southern Great



The *Hyracotherium*, also known as *Eohippus* or “dawn horse,” is the earliest ancestor of modern horses or *Equus*. No one knows exactly what it looked like, but fossilized skeletal remains suggest a four-toed animal about the size of a small dog. *Jessica Rockeman*

Plains in 1520 as part of the Spanish conquest. These modern horses were much larger than early *Equus* with long legs made for speed. They were well-adapted to the southern Great Plains.

Spanish horses had been bred to carry men wearing heavy armor into battle or to pull heavy loads. Horses carried Spanish conquistadors to present-day New Mexico where the Spanish brutally

EQUIPPING INDIAN HORSES

When horses became part of tribal culture, American Indians had many things to learn about them, including how to make the equipment necessary for hunting, warfare, and transportation. They used the materials at hand including wood, antler, rawhide, and horsehair to make saddles, halters, and travois.

A hunter, riding his best bison-hunting horse, might use just a halter, but some preferred to use a saddle as well. A halter (head piece) was made of tanned, bison-hide leather. American Indians did not use a bit (the piece that goes into the mouth), but circled the muzzle with a leather strap attached to another strap that passed behind the horse's ears. The halter was attached to a long leather rein the rider used to control the horse. A rider might have used a rope made of horse hair twisted with bison hair in place of a leather strap.

Saddles were made from two pieces of wood, about 20 inches long and one to two inches thick. The two pieces were joined by a part of an elk antler that formed an arch (the front of the saddle). Another piece of elk antler formed the rear of the saddle. Raw, untanned bison hide was stitched with sinew to cover all the pieces. The rawhide shrunk as it dried, forming a strong saddle. A woman's saddle was made in a similar way, but constructed for carrying packs of household goods and children.

Horses also pulled loads with a travois, a system of two poles suspended by harness from either side of the horse's back. The far end of the poles dragged on the ground. A basket was tied between the poles behind the horse's legs to carry packs, children, or perhaps a sick person.

Horses were a source of wealth and pride. American Indians often decorated their horses for special occasions with painted designs or with bridles, saddle blankets, or saddle bags heavily beaded or quilled.



This woman's saddle was made from elk horn and wood covered with rawhide. The saddle rested on a pad or bison hide to protect the horse's back. *SHSND 2489*

imposed slavery on the native population. In 1680, the natives, mostly Puebloans, rose in a revolt called Popé's Rebellion and drove the Spanish out for the next 12 years. While the Spanish were in retreat, Apache, Comanche, and other peoples of the Southwest entered into the horse trade. They learned to ride and care for horses, and they learned horses brought a good price in European-American settlements.

Over the following decades, horses were traded to northern American Indian tribes. Though horses appear in the winter counts of northern plains tribes by 1700, they were just a curiosity until around 1750. American Indians fed tree bark to horses when winter snow covered the grass, and protected the best horses by making space for them inside **tipis** or **earthlodges**.

Horses increased in value for American Indians who used them for hunting, warfare, and to transport household goods, including tipis that were larger than those formerly transported by dogs. Horses became an important measure of tribal and individual wealth.

Horse ownership, however, created some important problems. Horses required forage (grass) and water causing their owners to constantly seek fresh pasture. Bison could not find adequate forage where horses had recently grazed. Gardens had to be protected from hungry horses. Mounted hunters were able to kill and transport more bison, creating more work for women who prepared and preserved meat and hides. European American trading companies often accepted horses in trade for guns, ammunition, and manufactured goods. The horse economy broadened the trading systems on the Great Plains, but intensified competition to control the trade, which led to more warfare. Tribes raided rival's horse herds because horses were both a symbol of wealth and a means to acquire more wealth.



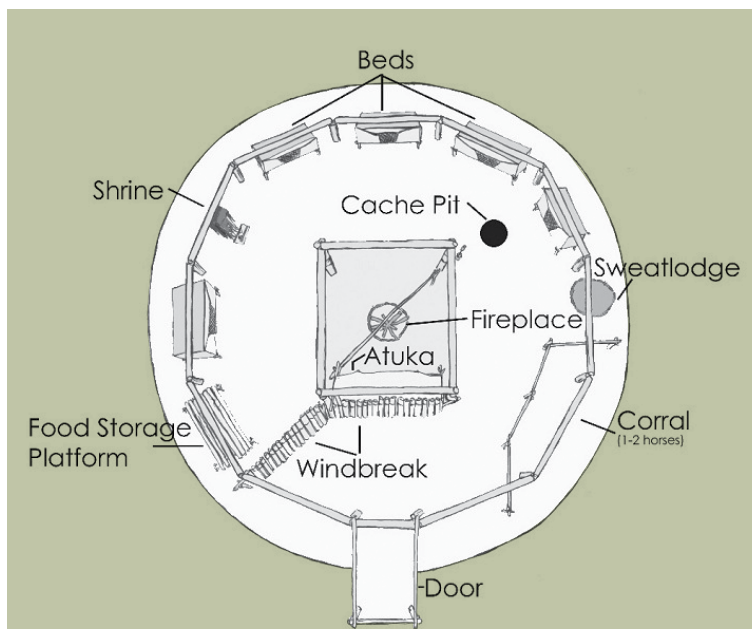
Mounted soldiers (cavalry) were more mobile than foot soldiers (infantry). These soldiers at Fort Yates rode matching horses for special occasions. SHSND 3564

A trading event that took place in 1805 serves as an example of the value of horses and the great wealth they brought to northern Great Plains trading systems. Mountain Crow and Eastern Shoshone traders traveled to the **Hidatsa villages** with 250 horses and other goods to trade. Hidatsa traders offered 200 guns, 20,000 rounds of ammunition, 100 bushels of corn, several axes and kettles, and trade cloth for the horses. At this time, horses had been part of northern American Indian cultures for only 50 years.

The United States Army brought horses to North Dakota in the 1870s, when cavalry troops were stationed at Missouri River posts. Settlers also brought horses (mostly work horses), but settlers found horses expensive and difficult to manage. They needed winter shelter and feed, so a few acres had to be set aside for raising hay. Pastures had to be fenced before horses could be turned out. If a horse were injured or died, a replacement had to be purchased for about \$75 (before 1900), which put a strain on pioneer families' finances.

The first turning of sod, tangled with grass roots that had been growing for thousands of years, required a team of **draft horses**, but most pioneers preferred oxen. However, on the huge **bonanza farms** in the Red River Valley, multiple teams of horses pulled plows through the rich soil, a luxury of organized work that few individual farmers could afford.

Before automobiles (around 1900), horses provided the main form of transportation for everyone. People who lived in cities might have had a stable in the backyard, but if they didn't, they could rent a horse or a horse-drawn



Earthlodge Drawing. American Indians made space inside earthlodges or tipis for their best horses to protect them from raids and bad weather. The corral was often to the right of the doorway in an earthlodge. SHSND



Horses performed a great deal of the work on North Dakota farms before 1915. This farmer poses with his work team and the stack of hay they made together. SHSND 226-015

The horses that enjoy a largely undisturbed life at the national park are similar to the horses that once freely roamed the badlands. They have large heads and short backs; they are larger than the wild horses that have been grazing (and overgrazing) on public land in southwestern states. Their **markings** are distinctive; many are blue or red roans, or “bald,” meaning they have wide, white patches on their faces and sides.

The National Park Service has initiated several programs to manage the horse herd at TRNP. Researchers are testing contraceptives to limit the reproductive potential of the wild horses. This research is in an early stage and, as yet, there are no conclusions about its effectiveness. In addition, researchers from the University of North Dakota are studying the **DNA** of the horses in order to evaluate genetic diversity of the herd. To limit the size of the horse herd, the Park Service regularly offers some animals for adoption.

carriage. City streets were littered with horse manure, creating a city-wide health hazard. Few people used horses to travel from one city to another; trains provided transportation across the state.

Around 1915, **tractors** began to replace horses in field work. The economic value of horses began to collapse. Many farmers, however, were fond of horses and reluctant to give them up. A few farmers kept horses long after they bought tractors. One farmer liked to use horses to feed cattle in winter because horses “started” better than tractors on cold mornings.

After the Battle of the Little Bighorn in June 1876, the Lakota who survived the battle gathered up some of the military horses and joined them with the horses they took to Canada. A few months later, soldiers forcibly took horses from the Lakota at Standing Rock Reservation in North Dakota. This action deprived the Lakota of a means of transportation to visit friends and relatives or to travel to agency headquarters on business. The horses the Lakota had bred for more than 100 years were now mingled with military horses in both the Lakota’s herds and in army pastures.

In the 1880s, ranchers turned cattle and horses loose to graze on public land in the badlands of western North Dakota. When these horses were not located during roundup, they became feral, or wild, and lived in badlands canyons and meadows. In time, they came to be regarded as a nuisance. These feral horses became the foundation of the wild horse herd at **Theodore Roosevelt National Park (TRNP)**.

Though the working relationship with horses faded in economic importance, North Dakotans retain affection for horses. Horses provide their owners with many hours of companionship and fun. Some people ride for pleasure; others like to harness horses to plows for competition in old-fashioned plowing contests. Many ranchers still saddle horses to work cattle. Other horse owners prefer a more formal style of riding, including Mimi Stanley, a Bismarck woman who has



Wild horses and those wandering away from ranches roamed free in the badlands and became part of the wildlife of Theodore Roosevelt National Park in the 1950s. Jessica Rockeman



North Dakotans enjoy riding for pleasure, in rodeos, and in competitions. This man rode in the Taylor Horsefest parade.
Jessica Rockeman

ridden her horse in dressage competitions since she was very young. **Dressage** is the art of training and riding a horse to execute precision movements as a test of the animal's obedience, balance, and flexibility. Stanley has represented the United States in international dressage competitions.

North Dakotans raise and ride **rodeo** horses, too. Nick Fettig, a Killdeer rancher, began raising rodeo horses in the 1930s. Later, brothers Jack, Ray, Phil, and Tony, along with their sister Monica, joined the business. The family also raised remount horses for U.S. Army Cavalry units until the end of World War II (1945). The Fettigs contracted their rodeo rough stock (bucking horses) to major regional and national rodeos including the National Finals Rodeo. Many of their horses succeeded in bucking the rider off before he completed the time required to qualify as a winner. **Fettig Brothers Rodeo** was inducted into the North Dakota Cowboy Hall of Fame in 2000.

NOKOTA HORSES

The honorary state equine of North Dakota is the Nokota horse, a breed originating in the badlands of North Dakota. Nokotas are said to be intelligent and versatile, and tend to forge connections with human handlers that allow them to be trained for a great variety of uses including dressage, endurance racing, and pleasure riding.

There are two types of Nokota horses. One type, called the **National Park Traditional**, is small, refined, and physically similar to the horses that were brought to North America by Spanish conquistadors. The other type, **National Park Ranch**, is similar to early Quarter Horses and stands taller than the National Park Traditionals.



The Nokota horse is the honorary state equine of North Dakota. This breed was first identified in North Dakota. SHSND

In the 1950s, when Theodore Roosevelt National Park was fenced, some of the wild horses were trapped in the park. Park administrators, according to regulations, did not plan to keep the horses and arranged a **roundup** and sale. Among the buyers were Leo and Frank Kuntz of Linton. They named the horses Nokotas and created a breed registry.

Wild horses of the Nokota type still roam Theodore Roosevelt National Park. The striking colors include blue roan, red roan, black, chestnut, and palomino. There are also many pintos and "bald" horses with a largely white face.

While several states have named an honorary state equine, North Dakota is the only state that claims the Nokota for this honor.

From the Pleistocene epoch to the present, excepting a small gap of about 10,000 years, horses have had a place in North Dakota. Grassy plains are a good natural habitat for horses, even though people must provide shelter and feed in winter. Modern horses have been allied with people as partners in work and pleasure for nearly 250 years. While horses are no longer important to every North Dakotan on a daily basis as they were for the first 150 years after horses returned to the northern Great Plains, they will not disappear from North Dakota any time soon.

About the Author



Barbara Handy-Marchello, Ph.D., is a historian and researcher/writer for the recently launched *North Dakota: People Living on the Land*—a new grade 8 curriculum. Handy-Marchello also contributes to the SHSND

blog 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.

About the Artist



Jessica Rockeman is a new media specialist at the State Historical Society of North Dakota, and is responsible for the design of many North Dakota Studies publications and web-based materials. Several of the photos and illustrations for this feature article are the result of Jessica's talented work, including the front cover image of two wild horses in the Theodore Roosevelt National Park.



The
HORSE
in North Dakota

50 million years of *horse power*

Coming July 2018

at the ND Heritage Center & State Museum



STATE
HISTORICAL
SOCIETY
OF NORTH DAKOTA

HISTORY FOR
everyone.



The Horse Exhibit

North Dakota Studies Resources

Explore a host of web-based resources at ndstudies.gov to learn more about the topics in **The Horse** exhibit before and after your visit. These resources are found throughout the curriculum for grades 4–12 and are integrated into broader historical topics.

GRADE 8: NORTH DAKOTA: PEOPLE LIVING ON THE LAND

Unit 1, Lesson 1, Topic 3: Plants and Animals

This topic introduces the earliest horses to roam in what is now North Dakota. The *Mesohippus* was probably about the size of a dog. It was a descendant of *Eohippus*, the first horse, and the ancestor of *Equus*, the modern horse. Though early horses evolved in North America, they became extinct after the Ice Age. Spanish explorers brought horses back to North America in the 17th century.

The first horse, the ancestor of all modern horses, roamed the northern plains browsing for leaves. It looked like a deer but was about the size of a small dog, with four padded toes on the front feet and three padded toes on the back feet. Horses still ran across North Dakota in the Ice Age. They became more like the modern horses and have the same genus name, *Equus*. Horses were larger in the Ice Age than their ancestors and through evolution had only one toe with a hard hoof. They had become grazers who depended on grass for their main source of food. However, horses became extinct in North Dakota and North America toward the end of the Ice Age.

Unit 2, Lesson 2, Topic 2, Section 2: Lakota Horses

Historians debate the impact of horses on the Lakota way of life. Some historians argue that horses changed the Lakota way of life and even had an impact on their religious beliefs. Other historians state that horses allowed the Lakota to improve, but not change, their way of life. The Lakota economy—or way of making a living—did not change greatly when they acquired horses. Lakota continued to hunt bison and incorporate the great animal into every aspect of their lives. Because horses made bison hunting so much more efficient, they, too, came to be honored in many parts of Lakota life. Once the bison were gone from the northern Great Plains, horses remained with the tribe to connect the Lakota people to their pre-reservation past.

Unit 2, Lesson 2, Topic 2, Section 3: Mandan and Hidatsa Horses

Horses brought significant changes to the Mandan and Hidatsa, but horses did not change the fundamental organization of the two tribes. Although horses also gave the Mandan and Hidatsa greater mobility, the two tribes continued to live in permanent villages. The Mandan and Hidatsa, like the Arikara who joined them later, incorporated horses into their long-standing traditions.

ND TEACHER RESOURCE COALITION SUMMER INSTITUTE



“How do we know? Looking at the evidence”

The North Dakota Teacher Resource Coalition (NDTRC) will host its annual summer institute for K–12 teachers at the ND Heritage Center & State Museum. This institute investigates resources newly developed and some proved standards from coalition partners.

Sponsors include Knife River Indian Villages National Historic Site, North Dakota Council on the Arts, North Dakota State Forest Service, North Dakota State Water Commission, North Dakota

June 20–22, 2018

ND Heritage Center & State Museum, Bismarck

Geographic Alliance, North Dakota State University, and the State Historical Society of North Dakota including North Dakota Studies.

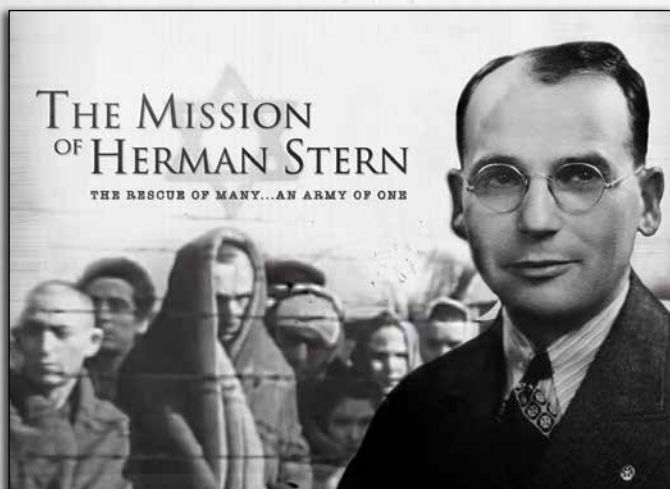
This professional development opportunity is for 2 credits from the University of North Dakota, North Dakota State University, or Minot State University.

Questions? For more information, please contact Erik Holland at eholland@nd.gov or any of the NDTRC partners.



NDSU

ARTS
NORTH DAKOTA COUNCIL ON THE ARTS



This is the true story of how one person made a difference in the lives of over 125 people by rescuing them from Nazi Germany.

In 1903 Herman Stern arrived in America at the age of 15. He could not have imagined, 30 years later, he would be helping others come to America to escape persecution from his home country of Germany.

Little has been written about Herman Stern and his goal to save relatives, extended family, and even strangers from possible death and persecution in Nazi Germany during the 1930s. The story of Herman Stern focuses on his leadership skills and desire to help all in society, as well as his civic and economic contributions to North Dakota.

COMING SOON. This award winning video documentary and accompanying lesson plan will be available for students and teachers beginning the fall of 2018 at ndstudies.gov.

North Dakota Studies Workshop

Just a Click Away

When: October 18-19, 2018

Where: North Dakota Heritage Center, Bismarck

Registration: ndstudies.eventbrite.com

Register Early: Space is limited

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

Learn about the many web-based North Dakota Studies resources available at ndstudies.gov and from other state agencies and stakeholders. Participants will be introduced to these resources for grades 4, 8, and high school—with the intent that attendees will use the resources and become ambassadors of these resources in the local school and community.



BENEFITS:

- Get hands-on experience with web-based ND Studies resources
- Learn how to adapt the web-based ND Studies resources to your classroom
- Receive 1 Graduate Credit – UND, NDSU, MSU
- Tour the ND Heritage Center & State Museum
- Each participant receives a \$225 stipend

GOALS • OBJECTIVES • EXPECTATIONS

The North Dakota Studies workshop will

- Provide support and examples so participants can become familiar with a variety of web-based North Dakota Studies resources.
- Investigate ways participants can adapt web-based North Dakota Studies 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 resources from the State Historical Society of North Dakota including museum galleries, historic sites, National History Day, SEND trunks, and others.
- Engage participants in a discussion of the North Dakota Native American **Essential Understandings** (NDNAEU) project.
- Demonstrate multiple applications for using web-based North Dakota Studies resources 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 web-based North Dakota Studies resources.

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 these web-based resources.



NDSTUDIES.GOV/GR4

North Dakota Agriculture

CHECK IT OUT. *North Dakota Agriculture* is now available in a web-based version. *North Dakota Agriculture* complements other web-based Grade 4 North Dakota Studies units including *Geology, Geography, and Climate; American Indians of North Dakota; Frontier Era of North Dakota;* and *Early Settlement of North Dakota.*

Throughout the history of North Dakota, agriculture has shaped and molded the destiny of the state. North Dakota is one of America’s most agricultural states; no other industry or activity plays a greater or more vital role in the lives of present-day North Dakotans than agriculture.

Today, North Dakota has nearly 30,000 family farmers and ranchers who help supply the world with the food, feed, and fuel it needs. It is essential that North Dakota students understand and appreciate the historical significance of agriculture, as well as the role it plays in today’s state economy.

This web-based *North Dakota Agriculture* unit includes such topics as the Mandan as the state’s first farmers; bonanza farming and early ranching; homesteading; and the impact of the railroad on early settlement.

The unit highlights the various agricultural products and produce for which North Dakota is famous, the labor and methods of the women and men who toiled and prospered on the land, and the dramatic changes that have shaped today’s farms, ranches, and agribusinesses.

North Dakota Agriculture also promotes an appreciation for the variety of products grown in the state—helping students understand that the source of America’s food is from the farm and ranch and not the grocery store.

NDSTUDIES.GOV/GR4



NDSTUDIES.GOV/GR8

North Dakota: People Living on the Land

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

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

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

Unlike the traditional, chronological organization typical of most history texts, this new curriculum allows users to study in greater depth when they read a topic of interest. *North Dakota: People Living on the Land* uses both a chronological and thematic organization. The curriculum is divided into four chronological units from the Paleozoic Era to the present. Within each unit are four thematic lessons. Teachers and other users may choose a topic subject across the millions of years covered in the curriculum or examine a particular time period through geographic, economic, social, and political perspectives.

ENERGY: POWERED BY NORTH DAKOTA

WEB-BASED RESOURCES



Do you know how many renewable energy resources there are in North Dakota? If you answered five (wind, hydro, solar, bio, and geothermal), you'd be wrong! Your students can discover the sixth renewable resource in North Dakota by exploring the *ENERGY: Powered by North Dakota* curriculum.

Launched in 2014, this web-based energy curriculum is available at ndstudies.gov. A booklet supplement that complements the content can be ordered free of charge for classroom use at ndstudies.gov/order. The content is geared for students in fourth grade (level one) and eighth grade (level two), and covers science and social studies standards. The content focuses on North Dakota-specific natural resources and how the resources are used in North Dakota to produce energy. There are five different sections for each level:

1. Introduction to Energy
2. Petroleum and Natural Gas
3. Coal
4. Wind, Hydro, and Solar Power
5. Biofuels, Geothermal, and Recovered Energy

Lesson plans have also been added to *ENERGY: Powered by North Dakota*. Through a partnership with ND Studies and the EmPower Commission, funding was provided to develop two-week lesson plans for both levels of the energy curriculum.

The lesson plan package begins with a daily guide of objectives, activities, adaptations, standards, and materials needed for each of the ten days. Also included are worksheets with answer keys, fun activities with clear instructions, and rubrics for assessment. The package was designed to contain everything needed to make it easy for teachers to provide an in-depth review of North Dakota energy resources with minimal prep time.

These lessons align with *North Dakota Science and Social Studies Content and Achievement Standards for Grades 4 and 8* as outlined by the North Dakota Department of Public Instruction.

ENERGY: POWERED BY NORTH DAKOTA

This web-based curriculum offers free, interactive tools on the state's energy sector and natural resources, including energy videos, animations, photos, maps, and more.

→ Energy Resources are **Just a Click Away** at ndstudies.gov

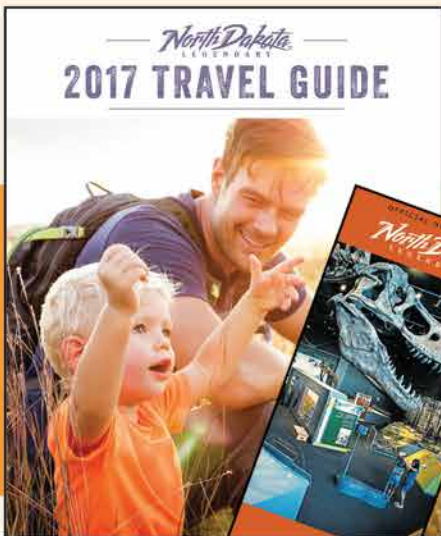


North Dakota
LEGENDARY

TOURISM RESOURCES FOR THE CLASSROOM

Looking for **FREE** resources to help with teaching North Dakota Studies? Here are a few ideas from North Dakota Tourism:

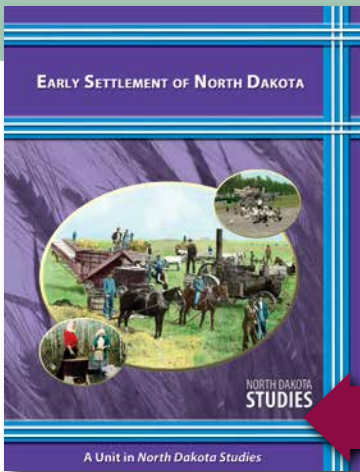
- Check out our student packet by clicking “Maps & Guides” at NDtourism.com
- Search “Things To Do” at NDtourism.com for online listings to help pick your next field trip using location, amenities and features like “guided tours” to narrow the list
- Browse hundreds of articles and best places lists, including “Fun Facts About the Lewis and Clark Expedition” and tribal history at NDtourism.com
- Discover thousands of North Dakota photos available for use in projects and presentations — click “photo gallery” at the bottom of the page at NDtourism.com then click “contact” to request access



Need materials for class projects? Teachers can request **FREE** 2017 North Dakota Travel Guides and maps in bulk for classroom use. Email tourism@nd.gov with your name and street address to make your request.



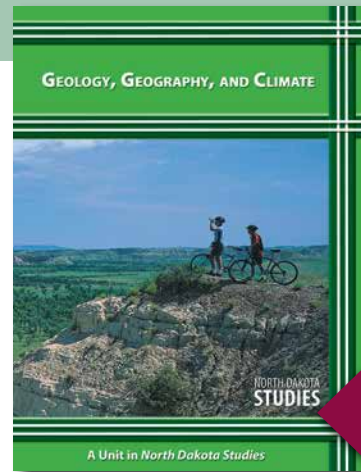
4TH GRADE NORTH DAKOTA STUDIES



Early Settlement of North Dakota

Students study about the Red River cart, steamboats, and the railroad. Bonanza farms, cattle ranching in the Badlands, and pioneer life between 1870 and 1915 are also discussed.

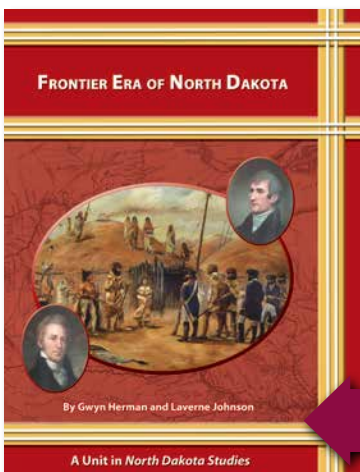
NOW ONLINE AT:
ndstudies.gov/gr4



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.

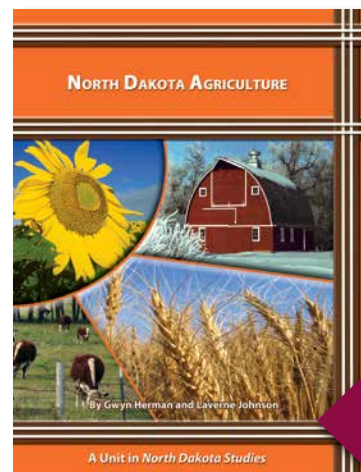
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ndstudies.gov/gr4



Frontier Era of North Dakota

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

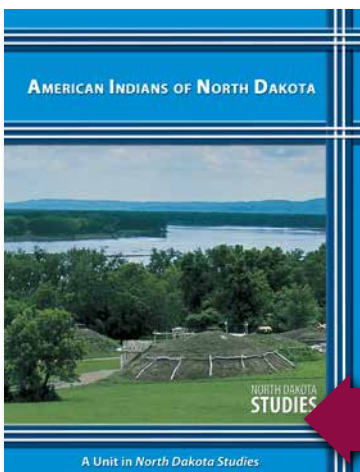
NOW ONLINE AT:
ndstudies.gov/gr4



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.

NOW ONLINE AT:
ndstudies.gov/gr4



American Indians of North Dakota

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

NOW ONLINE AT:
ndstudies.gov/gr4



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 Rough Rider Award recipients.

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.

4th Grade North Dakota Studies:

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

8TH GRADE NORTH DAKOTA STUDIES



North Dakota: People Living on the Land

North Dakota: People Living on the Land includes 91 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. 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

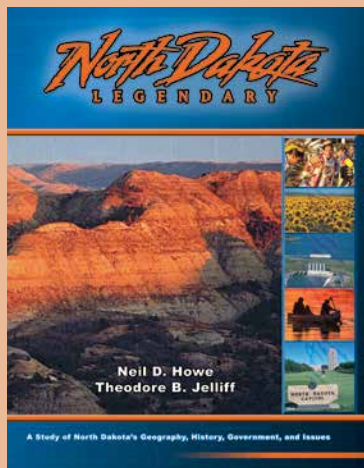
Cost: No cost to users

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.

Note: Due to changes in elected officials and other current events, some of the information in Unit 4 has become outdated.



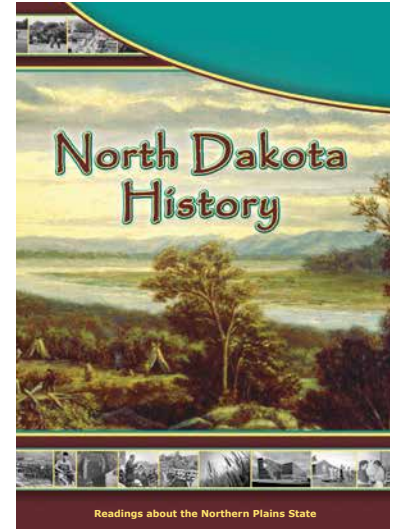
North Dakota Legendary:

Student Text \$45.00 each
Teacher Resource Guide \$15.00 each (CD Version)
 (Limited number of copies remaining)

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:

Student Text \$45.00 each
Teacher Resource Guide \$65.00 each
 (Print and CD Combo)



Energy: Powered By North Dakota

This online curriculum offers free, interactive tools on the state's energy sector and natural resources, including energy videos, animations, photos, maps, and more.

The two levels of content are geared for both grade 4 and grade 8 students and covers science and social studies content. A 34-page, print-based companion guide is also available as a complement to the website.

Energy: Powered by North Dakota

Cost: No cost to users
Access: ndstudies.gov/energy/level1/index.html



STATE
HISTORICAL
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OF NORTH DAKOTA

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

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NATIVE VOICES

NATIVE PEOPLES' CONCEPTS OF HEALTH AND ILLNESS

On display at the North Dakota Heritage Center & State Museum

May 23 - July 5, 2018

An interactive exhibition that examines concepts of health and medicine among contemporary American Indians, Alaska Natives, and Native Hawaiians and features interviews with more than one hundred tribal leaders, healers, physicians, educators, and others.

Native Voices is from the U.S. National Library of Medicine

statemuseum.nd.gov

**NORTH DAKOTA
STUDIES**
www.ndstudies.gov

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