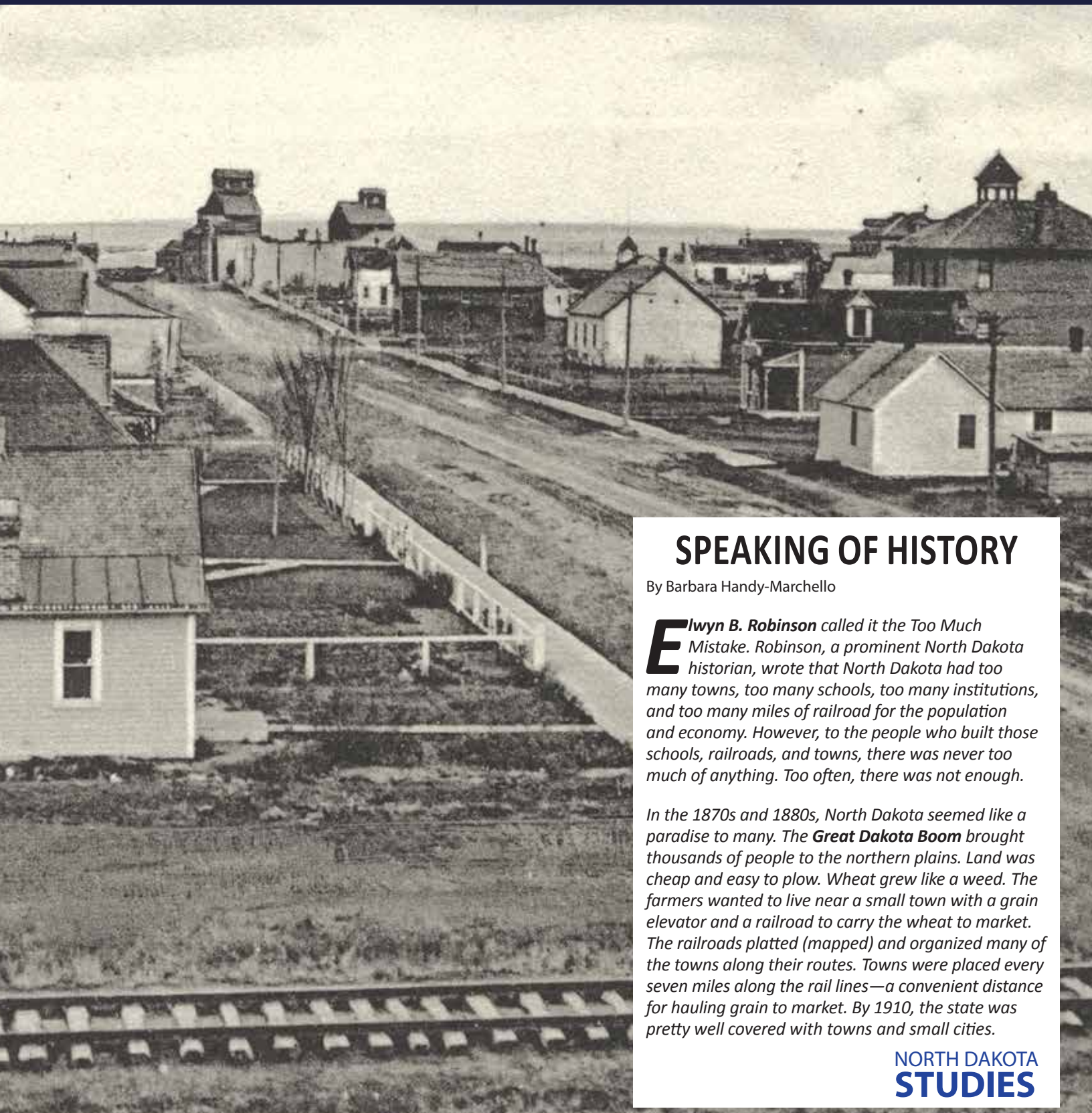


# NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • SPRING 2020



## SPEAKING OF HISTORY

By Barbara Handy-Marchello

**E**lwyn B. Robinson called it the Too Much Mistake. Robinson, a prominent North Dakota historian, wrote that North Dakota had too many towns, too many schools, too many institutions, and too many miles of railroad for the population and economy. However, to the people who built those schools, railroads, and towns, there was never too much of anything. Too often, there was not enough.

In the 1870s and 1880s, North Dakota seemed like a paradise to many. The **Great Dakota Boom** brought thousands of people to the northern plains. Land was cheap and easy to plow. Wheat grew like a weed. The farmers wanted to live near a small town with a grain elevator and a railroad to carry the wheat to market. The railroads platted (mapped) and organized many of the towns along their routes. Towns were placed every seven miles along the rail lines—a convenient distance for hauling grain to market. By 1910, the state was pretty well covered with towns and small cities.

# Ghost Towns, Railroads, Population Trends

The years from 1905 to 1919 were good years for North Dakota farmers. Crops produced well, and the price of wheat rose to levels farmers had not seen before.

During World War I (1917-1918), farm commodity prices were double what they had been before the war. More income allowed farmers to buy more land. Farmers spent their money on new barns, better livestock, and automobiles. Some farmers mortgaged their farm to get the money to buy even more land. Some farm children worked the land instead of going to school.

Following World War I the crop and livestock prices dropped. North Dakota farmers experienced an economic depression. Farmers and their families struggled to pay their bills and stay on the farm. Many farm families had to depend on the sale of eggs and poultry to make ends meet. Farm women increased their poultry flocks to bring in more income.

By 1920, North Dakota had 5,300 miles of railroad. Some of those miles were “main line,” but many miles of track were short “spurs” that connected small towns to the main track. The largest cities grew, while some of North Dakota’s towns began a slow decline after 1920. There were many important economic factors that led to the abandonment of towns and rail lines.

The railroads, too, felt the impact of the post-war agricultural depression. More than 100 miles of track were abandoned by 1930. Then, things got worse. The Great Depression struck in 1929. Banks closed. Agricultural prices fell again. And then, things got even worse. Drought reduced the harvests between 1932 and 1938.

After 1936, the number of miles of railroad in North Dakota decreased



When towns failed or farmers sold out, schools, churches, and businesses were affected. Many church congregations had to disband when there were no longer enough people to pay the minister or keep the church building in good repair. SHSND 2007-P-018-245



Railroads were important for transporting wheat and other crops to markets in St. Paul, Minnesota and Chicago, Illinois. Goods, such as tractors, seed, and furniture were shipped by rail to towns all over North Dakota. Railroads were also important employers. Men were hired to lay and repair track, operate trains, and load or unload freight. When the rail lines were abandoned, many men lost their jobs. SHSND 2000-P-014-0008

steadily. Railroad workers lost their jobs as depots closed and the railroads stopped maintaining spur lines. Grain elevators closed; farmers had to drive farther to sell their crops.

Small town merchants depended on purchases by farm families. Implement dealers, grain elevators, livestock auctions, stores, schools, and churches needed farmers to spend their money in town. As farm income dropped, many businesses had to close. The towns began to fail as people left to look for work in a bigger town.

One more factor should be considered in the failure of small towns. **Automobiles** and good roads helped people get to larger towns where merchants competed for their business. There were other attractions, too, such as better schools and movie theaters. Automobiles had a cumulative effect on small towns. The ease

with which people could travel to larger towns took business away from small towns. But, as small towns died, people were happy to have automobiles to take them to larger towns to purchase things they needed.

Between 1900 and 1920, the number of farms in North Dakota increased. However, by 1925, poor commodity prices and debt forced some farmers to sell their land. The number of farms began a slow, steady decline. Today, there are half as many farms as in 1920. The farms are larger, and the number of people each farm supports has increased.

As it became easier for farmers and others to travel and do business in larger cities, many of the numerous small towns that once dotted North Dakota experienced a slow but sure demise. Some towns grew, but many eventually became **ghost towns**.

For many of these ghost towns, the only thing left are the shells of buildings where there once was activity and life. Some of these ghost towns provide a great lesson in local history—towns like Verendrye (McHenry County), Arena (Burleigh



**Omemee had a large school building built with bricks made at the Omemee brick factory. Omemee, though always a small town of less than 700 people, had a grade school and a high school. The high school closed in 1951; the grade school closed in 1965. SHSND 2012-P-009-04**

County), Charbonneau (McKenzie County), Merricourt (Dickey County), and Omemee (Bottineau County).

#### **OMEMEE**

According to many of the people who once lived there, the town of **Omemee** was the best place on Earth. Omemee, in Bottineau County, was founded in 1887 and named after Omemee, Ontario, the home

of the first postmaster. Omemee is an alternative spelling of the Ojibwe word **omimi**, meaning “dove.”

The tiny town of Omemee once had a hotel, two banks, an implement dealership, seven grain elevators, and a railroad depot. By 1906, Omemee had a peak population of 650. More importantly, Omemee had a soda factory and the best baseball team in the state. With so many good qualities, how could a town like Omemee disappear from the map of North Dakota?

Omemee was just a place between Bottineau and Willow City until the people in the area petitioned the U. S. Postal Service for a post office. They submitted a list of possible names. In 1890, the Post Office chose Omemee and appointed a postmaster.

The **Great Northern Railway** chose Omemee for a town and a depot in 1893. Then, the Soo Line railroad came through in 1905. With two of the state’s three major rail lines intersecting in Omemee, the people thought the town would grow into a metropolis to rival Bismarck or Fargo.



**Automobiles were wonderful inventions that allowed people to travel great distances in very little time. People could easily drive from small towns to larger market towns in an automobile. Farm women particularly liked cars because they could get to town far more often. Cars, though, contributed to the failure of small towns. SHSND 2004-P-17-001**

# POPULATION TRENDS

Many factors have affected North Dakota's population since statehood. Railroads, automobiles, farm prices and other factors have created population loss—and gain. During the first half of the twentieth century, dozens of communities like Omemee disappeared from the map. Today, the energy industry has significantly affected many communities, especially in western North Dakota.

North Dakota's population decreased steadily after reaching a peak of 680,845 in 1930 until about 2015. There were a few years when the federal census found a slight rise in the population, but for many years after 1930, the population declined.

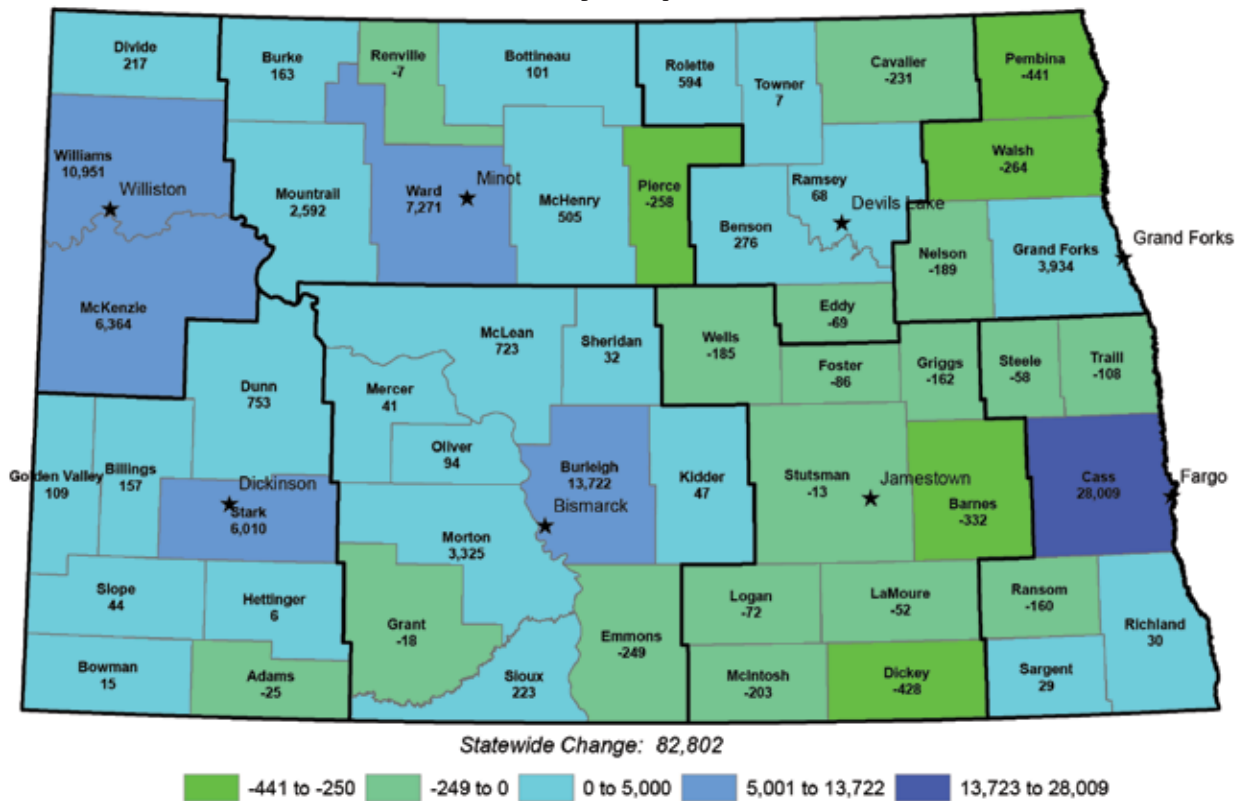
Oil exploration and development led to a population increase in 1980. But as the first oil boom faded, the population declined again. The 2010 census showed another increase, again due to the impact of oil and gas development. In 2010, North Dakota had a population of 672,591, only a few thousand short of the 1930 census. **By 2019, North Dakota's population reached a new all-time high of 762,062.**

Oil is not the only “push” factor in population growth. A close analysis of the oil-rich counties suggests that oil workers have moved to North Dakota from somewhere else. On the other hand, American Indian populations are increasing because the population is younger. A young population increases by births. The American Indian population is increasing almost three times faster than the general population of the United States.

We can also observe population growth in North Dakota's cities. Today, about one-fifth of the state's population lives in Cass County, and most of these live in Fargo. Grand Forks, Ward, Burleigh, and Stark counties have also grown since 2010 as people move into cities for work, education, or retirement. The population of the state, counties, and cities changes frequently.

In a little more than a century, North Dakota's population has gone from boom to bust and back to boom. We know that everything will change again. Information will help us manage with the change.

## North Dakota – County Populations 2010-2017



Source: US Census Bureau, Population Estimates Program

Prepared by: North Dakota Census Office, March 2018

This chart illustrates population growth and decline across the state since 2010. The counties shaded in blue have experienced minor to significant growth during the last decade. Those shaded in green have experienced various levels of population loss. *North Dakota Census Office*



**COVER IMAGE:** This postcard shows a view of Omemee when the town had banks, stores, schools, and a soda factory. By 1969, Omemee had lost most of its population to Bottineau or bigger cities. SHSND 2012-P-009-06

Many of the residents were Scottish immigrants. Like their ancestors, they built a Presbyterian church. Later, some Methodists came to town and built their own church. Together the Presbyterians and Methodists built a grade school. In 1903, they built a new school with brick produced in Omemee's brick factory. In 1918, Omemee opened a high school.

The residents of Omemee and nearby farmers could buy a **Reo** automobile from Mr. Harrington or a Chevrolet from John Rudolph. But cars meant that George Perrin had to close his livery. Perrin had made a nice living from the livery with 132 horses available for hire. No one needed to hire a horse when automobiles provided transportation.

Farmers could buy **International tractors** and purchase hardware or lumber in Omemee. When crop prices were high, farm families could shop at Ebenhahn's store. Omemee residents considered Ebenhahn's to be one of the four finest stores in the state of North Dakota.

On summer evenings and Sunday afternoons, people from all over the region came to watch the Omemee baseball team play. Omemee claimed the team was one of the best baseball teams in the state. The Omemee team, like many other small town teams, sometimes hired professional ballplayers to improve their game.

Omemee was a dancing town. Anyone in the area who enjoyed dancing would go to Omemee to dance. The dances were held in the ballroom on the second floor of Harrington's Hall. Omemee's brass band was one of the best in the whole state.

During World War II, opportunities for work in California or Washington encouraged many Omemee residents to move west. Few returned to the small Bottineau County town. The shrinking population caused the Presbyterians and the Methodists to join together to keep one church open. The railroad depot was closed. Schools in the district consolidated. In 1951, Omemee High School closed, and students took a bus to Bottineau for school.

The toughest year in Omemee's decline was 1965. The town's population had fallen to fewer than 10 people. The grade school and the post office closed. The town held on for a few more years. Then, in 1969, Grace Schultz closed her store and moved to Bottineau with her husband. Chris Rasmussen closed the soda factory. Omemee now had a glorious past, but no future.

Omemee's story is much like the story of other North Dakota towns. It is a story of change. Many factors contributed to the death of Omemee. Omemee began as a service town to farms and the railroads. In time, the declining rural population meant there were fewer customers for the stores of Omemee. Automobiles brought people to town for dances, but also made it very easy for people to drive to Bottineau or Minot to shop, attend church, or work. World War II caused a major loss of population as young people left Omemee for good jobs on the West Coast or went into military service.

Economic troubles killed Omemee and other small towns. However, small towns had a very important social quality that could not be replaced by city life. Omemee died because other towns were bigger, but no other place was better.

#### About the Author



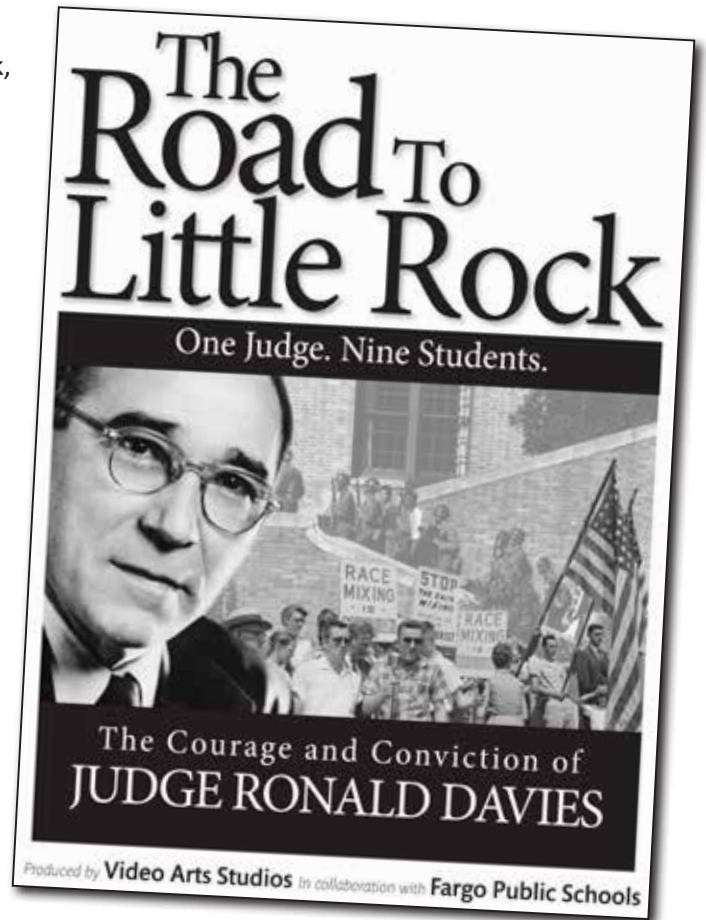
Barbara Handy-Marchello, Ph.D., is a historian and researcher/writer for *North Dakota: People Living on the Land*—a grade 8 curriculum.

# The Road to Little Rock

On Sunday, August 25, 1957, Federal District Court Judge Ronald N. Davies of Fargo boarded a train bound for Little Rock, Arkansas, a place he had never been and one he would never forget. Assigned to that southern post to clear the federal calendar of backlogged cases, Judge Davies' seemingly routine stint in Little Rock would become anything but ordinary. The turbulent legal, political, and social events that transpired in Little Rock in September of that year, together with the federal district court decisions rendered by Davies, would change the course of public school integration in the United States.

Steadfast in upholding the edicts of the highest court in the land, particularly with respect to the landmark **Brown v Board of Education** ruling, Davies' unequivocal demand for immediate implementation of the federal court approved plan for integration of the public schools in Little Rock reverberated throughout the South, the nation, and the world. The North Dakota jurist's legal convictions, devotion to duty, and tendency for concise commentary provoked outrage over and defiance of his decrees.

"The Road to Little Rock" is a civil rights story about nine teenagers and one judge who demonstrated the enduring positive human qualities of courage, honor, determination, and responsibility. The story begins as nine African-American students sought enrollment at an all-white high school in Little Rock, Arkansas. In 1957 many school districts continued to ignore the 1954 U.S. Supreme Court ruling in **Brown v Board of Education**, which declared that segregation in public schools was unconstitutional. Students will learn about the courage and determination demonstrated by



the "Little Rock Nine" and be introduced to U.S. Federal Judge Ronald N. Davies who followed the law, ignored political pressure, and required the school district in Little Rock to integrate "forthwith."

## Interdisciplinary Curriculum

The "The Road to Little Rock" and "The Mission of Herman Stern" curriculum is applicable for middle and high school students. The content and activities found in these units provide added curriculum for courses in U.S. History, Political Science, U.S. Government, Civics, Sociology, Problems of Democracy, and Psychology. The content is also interdisciplinary and contains many components that apply to Language Arts curricula.

The curriculum for "The Road to Little Rock" and "The Mission of Herman Stern" was designed to provide teachers with an added tool to help students discover accurate historical content, to demonstrate relevance of subject matter, to maintain high engagement levels within the classroom, and to provide students with tools to apply content knowledge to contemporary issues.

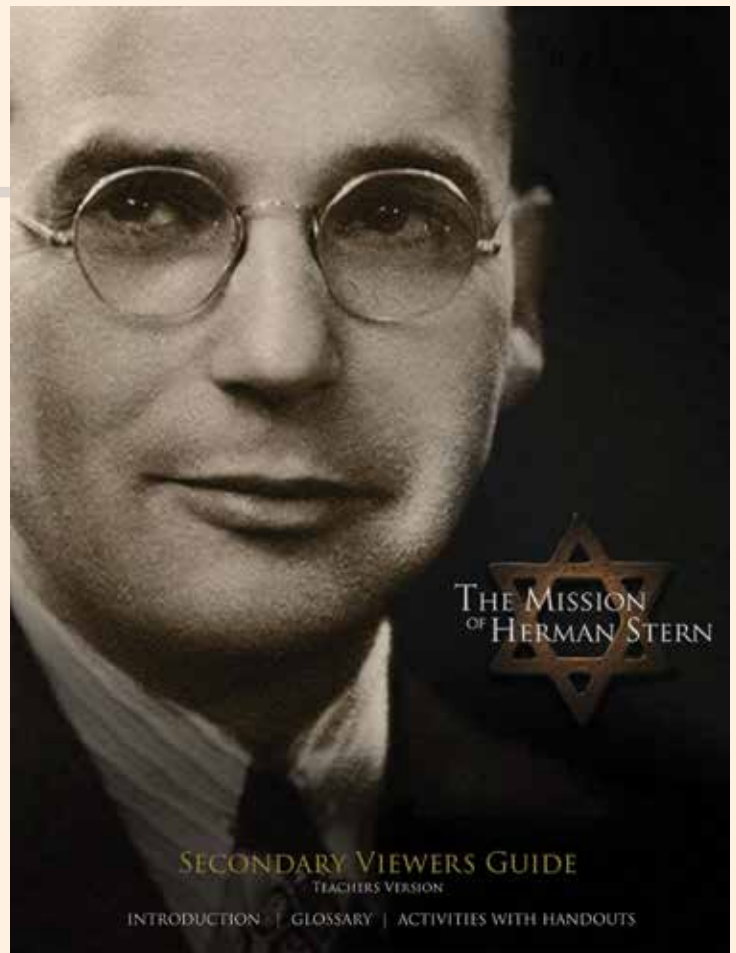
# The Mission of Herman Stern

In 1903 Herman Stern arrived in America at the age of 16. 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.

This is the true story how one person made a difference in the lives of over 175 people by rescuing them from **Nazi Germany**.

There has been very little written about Herman Stern and his goal to save relatives, extended family, and even strangers from possible death and persecution in the 1930s in Nazi Germany. During the rise of Adolf Hitler, Herman Stern became worried about the welfare of these family and friends, and embarked on a mission to bring them to America. With assistance from state and federal leaders, he made it possible for between 175 and 200 German Jews to escape the **Holocaust** and come to America.

Herman Stern demonstrated a high degree of social and civic influence throughout his life in North Dakota. The social, civic, and economic activities of Herman Stern are still felt by North Dakotans in the 21st century. His actions on the international stage tell a story of leadership, empathy, and selflessness. The historical decision to aid these German Jews during a dark moment in world history provides a unique and compelling story of a North Dakota citizen who left a mark on the world.



The story of Herman Stern needs to be shared to remind all of us that the actions of one individual can make a difference for generations to come. In recognition of his contributions, the Theodore Roosevelt Rough Rider Award was posthumously presented to Herman Stern by Governor Jack Dalrymple on March 13, 2014.

## *The Importance of Learning and Understanding*

“Why do we need to learn this?” This is a question all teachers need to be prepared to answer. To answer this question teachers need engaging and relevant curriculum which demonstrates a clear connection between the activities of the classroom with the lives and personal goals of the students.

This curriculum is intended help teachers by supplementing existing lesson work, and the activities have been designed to adapt to most classroom settings. Teachers are encouraged to use professional skills in determining how to best use the material to serve the needs of students.

The “Road to Little Rock” and “The Mission of Herman Stern” videos and curriculum guides are available at <https://www.ndstudies.gov/curriculum/teacher-resources>.



## 2020 – Using Census Data in Your Classroom

The U.S. Census Bureau is the leading source of information on the nation’s people, places, and economy, providing data about our country’s population size and growth as well as detailed portraits of the changing characteristics of our communities. The Census Bureau, part of the U.S. Department of Commerce, was created to address language in Article I, Section 2 of the U.S. Constitution regarding the need to count its population.

America’s founders recognized that this information was needed to effectively serve its people. The data collected as part of the first count in 1790—a six-question survey—expanded in the following years to include information on the economy, immigration, migration, and agriculture. The original and primary purpose of this information was to determine apportionment of the seats in the U.S. House of Representatives.

The count of the U.S. population—carried out every 10 years—is called the Decennial Census of Population and Housing. During the decennial census, the Census Bureau contacts every household, asking questions how many and the ages of people that live at the residence, ownership, and a variety of other questions.

The role of the Census Bureau has changed dramatically beyond apportionment of the House of Representatives. Today, various censuses and surveys determine allocations of over \$400 billion in federal funds every year to states, local communities, and businesses. The information provided by the census informs decisions on where to build and maintain schools, hospitals, transportation infrastructure, and police and fire departments.

Statistics in Schools (SIS) just released a series of short and engaging videos to help teach students why they count in the 2020 Census. Each video provides an easy, grade-appropriate way to explain why census data is important and how counting everyone helps all communities.

### How Much Do Your Students Know About the 2020 Census?

- Choose from animated webisodes for young children, an interactive trivia challenge for students in grades 5–8, insights from aspirational high schoolers for their peers, and more.
- Pair these videos with one of the 2020 SIS activities to deepen student engagement.
- Help promote the use of SIS by sharing our educator video, which features educator testimonies about the positive effects of SIS on their classrooms, schools, and communities.

To see a complete list of data access tools offered by the Census Bureau, visit [www.census.gov/data/data-tools.html](http://www.census.gov/data/data-tools.html). To download student activities that use data access tools, visit <http://www.census.gov/schools/resources/data-tools/teach-with-data-tools.html>.



# NORTH DAKOTA VOTES

## The Election of 2020 – Reflecting on 1920

The election of 2020 provides an excellent opportunity for social studies teachers to discuss the voting and election process in North Dakota and the nation. Understanding the election process and encouraging students to vote is an important part of civics education.

The election of 2020 offers a first-hand opportunity for students to learn about (even participate in) the selection of a president, governor/lieutenant governor, U.S. Representative in Congress, and a host of statewide officials. By studying the election of 2020, students will also learn that more than half the state legislators (even-numbered districts), and various other officials will be on the November 3 ballot.

The election of 2020 also marks the hundredth anniversary of the election of 1920—and the centennial anniversary of woman suffrage. From an historical perspective, teachers can use the 1920 information to compare and contrast these two elections. The initiative and referral processes were new to North Dakota voters in 1920. A study of the initiative and referendum process is also an excellent lesson for civics and other social studies teachers. Since North Dakotans adopted the initiative and referendum in 1914, voters have cast ballots on 514 measures including constitutional amendments, initiatives, and referrals. A study of these measures, in itself, is an outstanding learning event.

### Resources To Teach About North Dakota Elections And Voting

#### PRINT RESOURCES

- *Vote of the People: Initiated and Referred Measures in North Dakota from Statehood through 1989*. Bureau of Governmental Affairs, University of North Dakota, 1990.
- *Measures Before Voters: A Summary of Constitutional Amendments, Initiatives, and Referendums, 1889-2018*. North Dakota Legislative Council, [legis.nd.gov/files/resource/library/measuresbeforethevoters.pdf](https://legis.nd.gov/files/resource/library/measuresbeforethevoters.pdf)
- *Governing North Dakota 2015-2017*. North Dakota Studies, State Historical Society of North Dakota.

#### ONLINE RESOURCES

- **North Dakota Blue Book publications, including the 2019-2021 edition.**  
[ndstudies.gov/curriculum/teacher-resources](https://ndstudies.gov/curriculum/teacher-resources)
- **Archives—State Historical Society of North Dakota.**  
[history.nd.gov/archives/index.html](https://history.nd.gov/archives/index.html)
- **Voting and Voter Registration.**  
[census.gov/topics/public-sector/voting.html](https://census.gov/topics/public-sector/voting.html)

## The Elections of 2020 and 1920



### DID YOU KNOW?

#### 2020

- **On November 3, 2020**, North Dakota voters will cast ballots for president/vice president, governor/lt. governor, an at-large member of the U.S. Representatives, and all state legislators in even-numbered districts.
- North Dakota will cast **three electoral votes** for president/vice president.
- The election will mark the **33<sup>rd</sup> time since statehood** that North Dakotans have cast ballots for president.
- In the 32 previous elections since statehood, North Dakotans voted for the **Republican candidate 26 times**, and five times for the Democratic candidate.
- In North Dakota's first presidential election in 1892, the three electoral votes were split equally among the three major candidates: Populist James Weaver, Republican Benjamin Harrison, and Democrat Grover Cleveland.
- North Dakota will have approximately **580,000 eligible voters**. (In 2016, 61% of eligible North Dakota voters cast ballots for president.)

#### 1920

- North Dakota voters participated in three statewide elections: a presidential primary in March, a state primary in June, and the general election in November.
- North Dakota cast **five electoral votes** for president.
- 1920 marked the first election in which North Dakota women could cast votes for president.
- The 1920 North Dakota general election ballot included **three presidential candidates**: Warren G. Harding, James M. Cox, and Parley P. Christensen.
- About **4% of North Dakotans** cast ballots for Parley Christensen, the Farmer-Labor candidate for president.
- In the three 1920 statewide elections, votes were cast on seven constitutional amendments, ten initiatives, and four referrals. Interestingly, one of the initiatives would have permitted baseball to be played on Sunday (passed); and another initiative would have allowed motion picture theaters to operate on Sunday (failed).

# THE PRAIRIE POST OFFICE

ND Heritage Center & State Museum  
exhibit based on the book:

## The Prairie Post Office

Enlarging the Common Life in Rural North Dakota



E. Arty Phillips & Steven K. Bullock  
PHOTOGRAPHS BY MICHAEL GOODMAN  
MODEL BY BETH CALVIN

# NOW OPEN

in the James E. Sperry Gallery

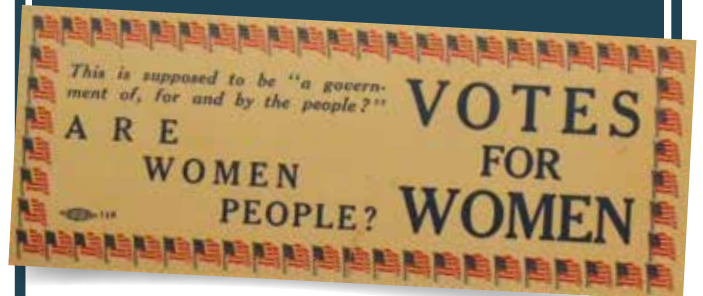
[statemuseum.nd.gov](http://statemuseum.nd.gov)



STATE  
HISTORICAL  
SOCIETY  
OF NORTH DAKOTA

HISTORY FOR  
*everyone.*

# Woman Suffrage Centennial Curricula



## NOW AVAILABLE

The North Dakota Studies program is pleased to announce new lessons on the history of the woman suffrage movement in North Dakota in time for the 100th anniversary celebration of the 19th Amendment to the U. S. Constitution. The lessons examine the events, legal action, and arguments of the suffrage movement from 1880 to 1920.

The North Dakota Woman Suffrage Centennial Committee has sponsored these lesson plans on the history of the North Dakota woman suffrage movement complete with primary sources and worksheets. The lessons are available available at [ndstudies.gov/curriculum/teacher-resources](http://ndstudies.gov/curriculum/teacher-resources).

*The lessons include:*

- Abbreviated history of woman suffrage in North Dakota
- Curricula for grades 4, 8, and high school
- Vocabulary of the suffrage movement
- Documents including newspaper editorials, legislative discussion, political cartoons, broadsides
- Biographies of suffragists
- Activities that encourage discussion of ideas and understanding of the historical events

# NORTH DAKOTA STUDIES

## Summer Teacher Institute 2020

North Dakota Heritage Center &  
State Museum

July 27-30, 2020

2 Credits

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An immersive professional development opportunity for High School Educators

Gain creative insights from experts

Investigate new approaches to think critically about sources

Develop culturally responsive lesson plans

Collaborate with your fellow teachers on standards and best practices

Register at [ndstudies.eventbrite.com](https://ndstudies.eventbrite.com)

For more information, contact teacher of record, Erik Holland at [eholland@nd.gov](mailto:eholland@nd.gov).

Been teaching U.S. History or North Dakota History for years?

Are you new to North Dakota Studies?

Looking to embed more social studies topics in your language arts classes?

If you answered yes to any of these questions, register for a 4-day, 2 credit workshop, investigating DPI's 2019 North Dakota Social Studies Content Standards.

- **Embed project-based activities in your routine**
- **Take a deep-dive into the documents, photographs, and objects at the State Historical Society of North Dakota**
- **Learn techniques to communicate to your students the value of thinking like a historian**
- **Participate in exercises to organize, analyze, prioritize, and evaluate selected primary sources**

Create hands-on activities and lesson plans for your students centered on strong research, reading, and writing skills including:

- **Developing research questions**
- **Understanding historical context**
- **Analyzing and making sense of the evidence**
- **Adding it up and drawing conclusions**



## NDSTUDIES.GOV/GR4

**NOW ONLINE!** The North Dakota Studies program is pleased to announce that *Citizenship; Geology, Geography, and Climate; American Indians of North Dakota; Frontier Era of North Dakota; Early Settlement of North Dakota; and North Dakota Agriculture* are now available at an interactive, mobile-optimized website: [www.ndstudies.gov/gr4](http://www.ndstudies.gov/gr4).

These Grade 4 units are based on the highly popular series of print-based textbooks used in most North Dakota classrooms. *Geology, Geography, and Climate* emphasizes North Dakota’s geologic past, the three major geographical regions, as well as the weather and climate of the state. *American Indians of North Dakota* provides a study of the history and culture of the Mandan, Hidatsa, Arikara, Chippewa, and Great Sioux Nation.

*Frontier Era of North Dakota* introduces readers to the Lewis and Clark Expedition, fur trade on the Red and Missouri Rivers, and early frontier army history. *Early Settlement of North Dakota* focuses on the Red River cart, steamboats, the railroad, Bonanza farms, cattle ranching in the Badlands, and pioneer life between 1870 and 1915. Finally, *North Dakota Agriculture* introduces the historical background of agriculture in North Dakota, the Mandan as the first farmers, homesteading, early ranching, as well as modern production agriculture.

These new, web-based units also are ideal reading for other grade levels or any lifelong learner. The North Dakota Studies program is committed to making these resources available to all.

The Grade 4 units complement *North Dakota: People Living on the Land* at [www.ndstudies.gov/gr8](http://www.ndstudies.gov/gr8).

## NDSTUDIES.GOV/GR4



## NDSTUDIES.GOV/GR8

### North Dakota: People Living on the Land

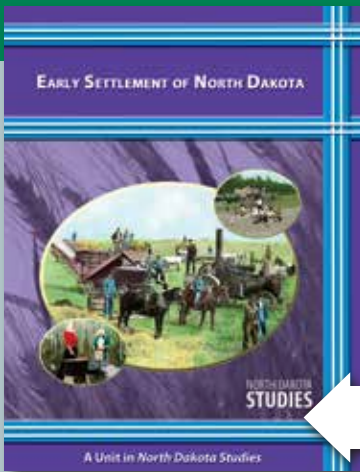
The North Dakota Studies program has launched a web-based grade 8 North Dakota Studies curriculum, *North Dakota: People Living on the Land*.

*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.

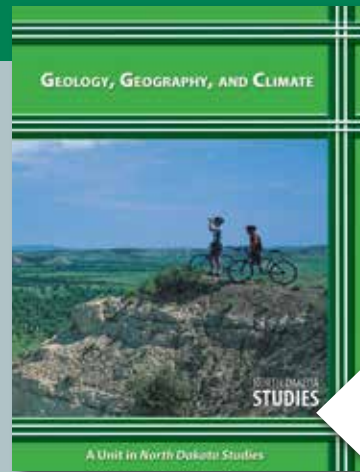
# 4TH GRADE NORTH DAKOTA STUDIES



## 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.

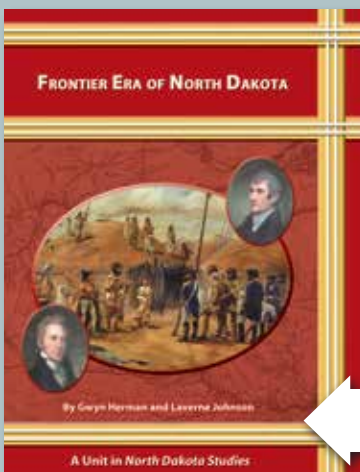
**NOW ONLINE AT:**  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## 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.

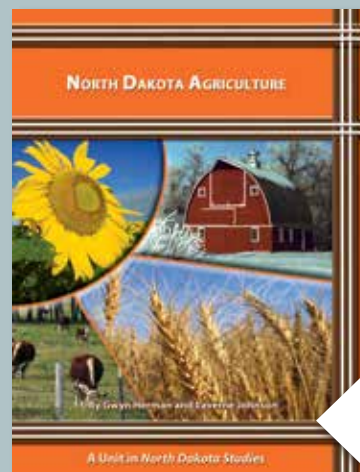
**NOW ONLINE AT:**  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## 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.

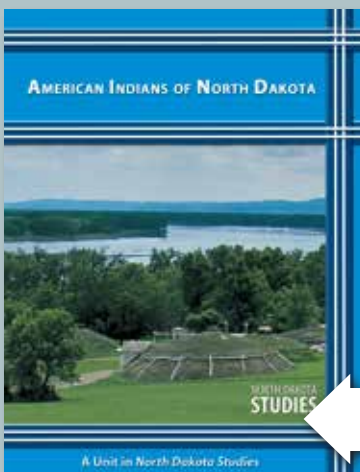
**NOW ONLINE AT:**  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## 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](http://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](http://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.

**NOW ONLINE AT:**  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)

## 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)

### 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: 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](http://ndstudies.gov/gr8)



## 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](http://ndstudies.gov/energy/level1/index.html)

# 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:

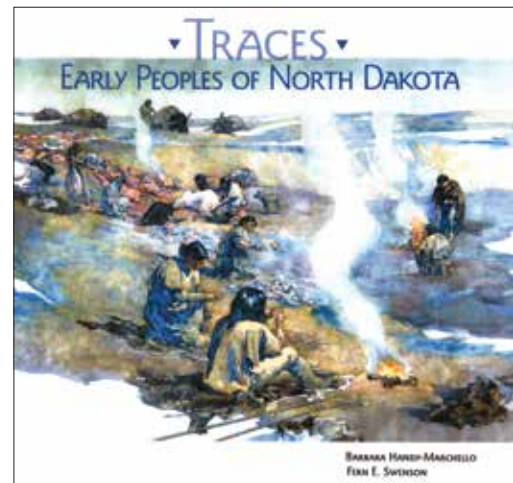
Student Text

\$15.00 each

Teacher Resource Guide

\$65.00 each

(Print and CD Combo)



*Traces: Early Peoples of North Dakota* is an attractive resource on the archaeological history of the region that is now North Dakota. This 128-page, full-color resource begins with a group of people who picked up stones on Sentinel Butte and stored them in a cache near Beach 13,500 years ago. They used Clovis technology to shape those stones into useful tools. Since then, North Dakota has been the destination or home to dozens of cultural groups who forged a living from this land.

This resource is written for general readership and is ideal for use in high school and college classrooms or as background information for teachers at every level.

## Traces: Early Peoples of North Dakota

Text    \$25.00 each



STATE  
HISTORICAL  
SOCIETY  
OF NORTH DAKOTA

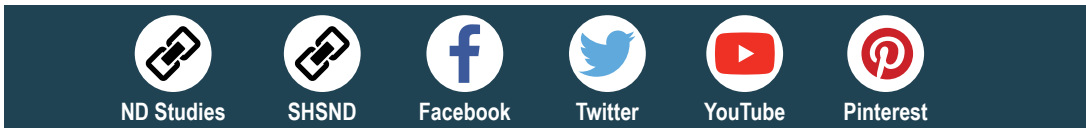
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Bismarck, ND 58505-0830

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# EDUCATION NEWS

## Welcome to *Education News*

The State Historical Society of North Dakota is excited to provide an online newsletter to share information about the educator resources we have available including the North Dakota Studies curriculum and trunk program, the National History Day in North Dakota program, learning labs in State Museum galleries, field trips, and so much more. This newsletter is published monthly; however, we might send an occasional extra email with exciting news or a pending deadline. To register and receive the monthly Education News, go to [ndstudies.gov/newsletter](http://ndstudies.gov/newsletter).



**NORTH DAKOTA  
STUDIES**  
[www.ndstudies.gov](http://www.ndstudies.gov)

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*North Dakota Studies* is distributed to students, teachers, schools, and libraries throughout North Dakota.

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