

NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • WINTER 2017



SPEAKING OF HISTORY

By Barbara Handy-Marchello, PhD.

In recent years, historians have applied the fundamental definition of history – the study of change over time – to a great variety of topics, events, people, and things. As a result, our knowledge of how change (or progress) came about in human economic, political, and social relationships has expanded vastly. Such studies can focus on the great sweeps of human history or local North Dakota history.

Teachers benefit from these historical investigations when they find a bit of history that generates curiosity and interest among their students.

Take, for instance,
World War I in North Dakota . . .

**NORTH DAKOTA
STUDIES**

The Great War, as it was known at the time, began in Europe in the fall of 1914. By 1917, millions of German, French, Russian, and British soldiers had died in the stalemate of trench warfare. Germany used submarines to destroy British ships at sea and to limit the Allies' (Britain, France, Russia, and Italy) access to food and war materiel. Unable to curb submarine attacks on U.S. shipping, the U.S. declared war on Germany on April 5, 1917.

Although North Dakotans had favored neutrality, the men and women of the state immediately rallied in support of the war. Dr. Eric P. Quain, a Swedish-born doctor practicing in Bismarck, organized a hospital in France. The hospital was staffed with volunteer doctors and nurses from North Dakota. Already a major in the Officer Reserve Corps, Quain was called to active duty and eventually made chief of surgical services for Army hospitals in France. More than 200 doctors and 148 nurses from North Dakota served with the Army Medical Corps during the war. Other medical professionals served as volunteers with the **Red Cross**.

Other early war volunteers included **Louis B. Hanna** (1861–1948), who had served two terms as governor from 1912 to 1916. He chaired the state Liberty Loan committee and served in France as a captain with the American Red Cross, for which he was honored by France.

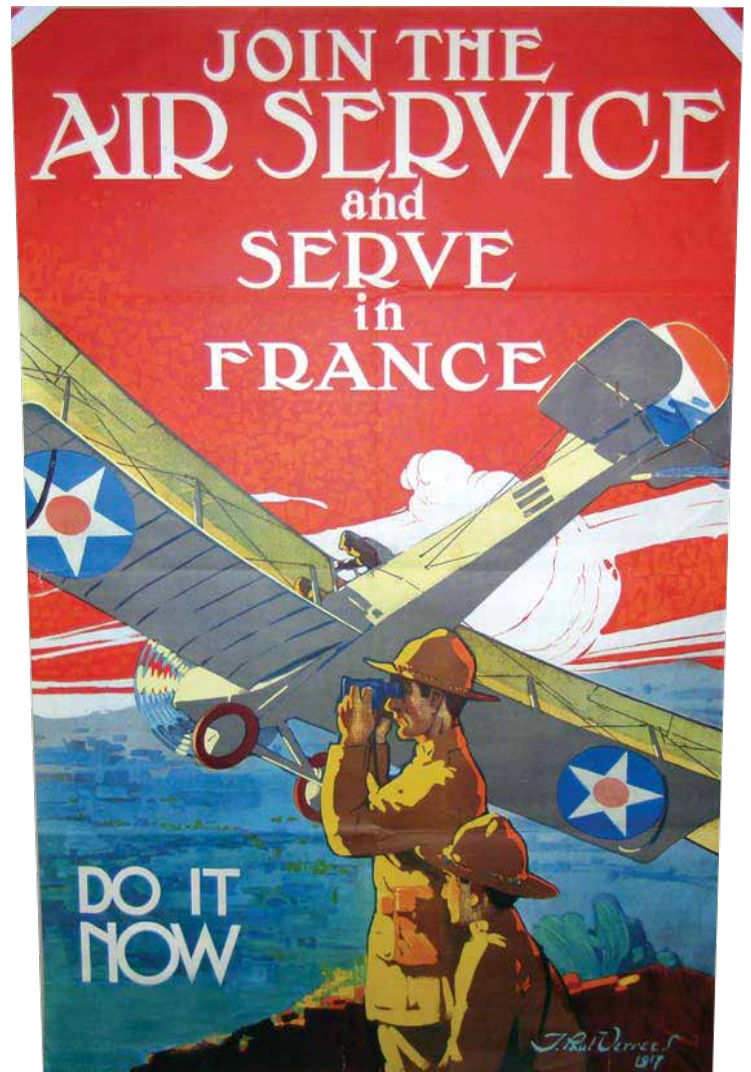
North Dakota National Guard soldiers were called to active duty in July 1917. More men volunteered for military service. In addition, the **Selective Service** drafted 11,481 men. Altogether, 35,448 North Dakota men served in the Armed Forces during the war.

Former governor **Frank White** (1856–1940) volunteered for wartime service. Governor White had military experience, having commanded a North Dakota National Guard Regiment in the Spanish-American War. White served in France as a colonel of the 41st Division of the U.S. Army during World War I.

Soldiers wrote home about their experiences as often as they could. Their letters were censored, so they often began with “somewhere in France.” Melvin Burbage referred to



These young men from Linton were among the 35,448 North Dakota men who served their country during World War I. SHSND 0281-0041.



Colorful posters such as this one were designed to recruit men for military service. In 1917, airplanes and tanks were new weapons of war that appealed to men who believed they would find glory in the war. SHSND 10935 P305

“somewhere” as the “biggest city in the world” populated by millions of soldiers. The soldiers longed for comfort foods such as pies and cakes. They sent money home for their parents when they were paid, which was not regularly. They described German soldiers as having a “brutish appearance.”

Arthur Hartley wrote about war conditions. He said that soldiers on nighttime guard duty were “half-frozen” and further “chilled” by the bursting of shells nearby. The “whiz-bang” shells whistled and exploded and the machine guns “whined.”

More than 1,300 North Dakota men died in the war. Of these, 663 died of combat wounds. Six hundred forty-two soldiers died of disease. Most of the rest returned home to North Dakota to take up their previous occupations. Some North Dakota veterans suffered permanently from war wounds or from “shell shock,” a condition that we know today as Post-Traumatic Stress Disorder (PTSD).

North Dakotans read about shell shock in their local newspapers. Though it probably was not a new condition for combat soldiers, the disease received medical attention for the first time. For this

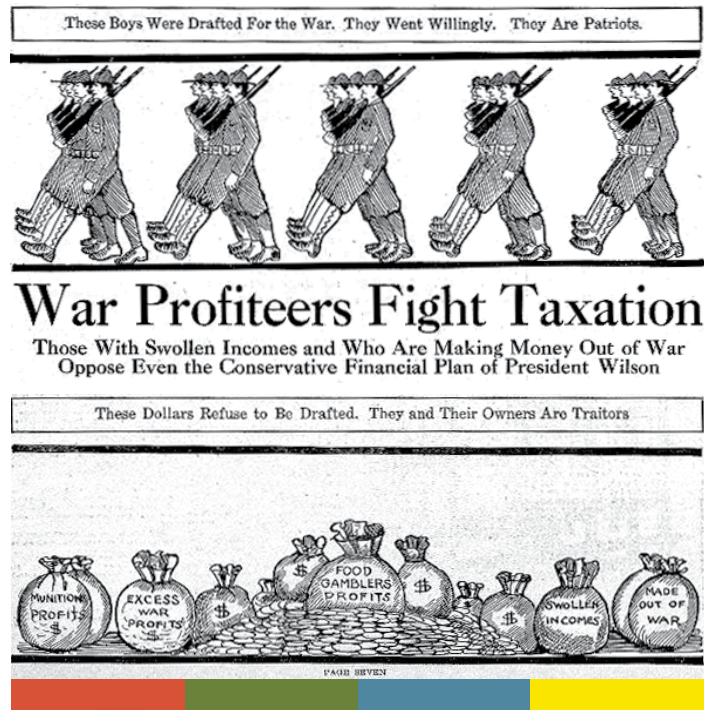
reason, shell shock has been called “the signature disease” of World War I. Doctors came to understand that soldiers who could not perform their duties were not cowards, but were profoundly affected by war.

North Dakota women also volunteered for war duty. A few women became ambulance drivers, but most women served in the Army or the Red Cross as nurses. More than 20 percent of registered nurses in North Dakota enrolled with the Red Cross, and 40 percent of those were assigned to military hospitals near the war front. Many more women signed up for nurses’ training during the war. The Red Cross supplied nurses to the armed forces, but women of the **Army Nurse Corps** could not be enlisted as soldiers were. They received pay but no military rank or benefits.

Leila Halverson of Grand Forks served as a Red Cross nurse in a field hospital near Paris. She was close enough to the battle front to hear the large German cannons firing on Paris. If Halverson was not assisting surgeons, she spent hours in bomb shelters during the barrages. While in France, she became a surgical nurse. When 300 wounded soldiers arrived at their hospital in one night, she spent long hours assisting the surgeons.

North Dakotans who did not enlist supported the war effort in many ways. Farmers could receive deferments from military service because they raised wheat or livestock. Wheat was one of the farm products that was considered a priority for the war effort. Farmers also benefitted as military purchases of farm commodities forced wheat prices up to \$2.50 per bushel.

North Dakotans supported the war by purchasing Liberty bonds issued by the U.S. Treasury. **Liberty bonds** were issued by the U.S. Treasury as part of a plan to finance the war without creating new (and inflationary) money. The bonds were sold in churches, town halls, county offices, and by door-to-door campaigns. “**Four-minute men**” spoke to crowds in movie



These two cartoon images appeared in the *Nonpartisan Leader*, the official newspaper of the Nonpartisan League. The cartoon suggests that the League supported enlistments in the Army, but did not believe that wealthy men should make profits from the war. *Nonpartisan Leader*, July 5, 1917

theaters, county fairs, and other gatherings, explaining to people that their investment in the war would support “the boys” overseas and would return 3 percent on their investment.

The quota for the first Liberty Loan campaign was set at 3.5 percent of North Dakota’s total bank assets. North Dakota easily met its first Liberty Loan goal of \$2,867,700. During the second

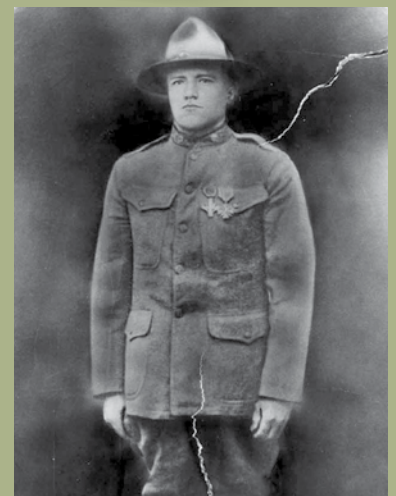
SHELL SHOCK

In June 1918, **Christian Kurle** of McIntosh County, North Dakota, joined the Army and was sent to fight in France. His extraordinary bravery in combat resulted in Kurle receiving the French Croix de Guerre and the American Distinguished Service Cross.

Kurle returned to his family’s farm in the summer of 1919, but was unable to continue farming. Christian was “shell shocked.” His father had to be his legal guardian. Until his death in 1937, Kurle depended on members of his family for care.

Christian Kurle’s wounds were invisible but very real. **Shell shock** (or neurasthenia) appeared to have many variations. Some men shook uncontrollably; others lost speech or vision. Many suffered night terrors. By war’s end, military doctors understood that the extreme brutality and conditions of war including living for months in filthy, rat-infested trenches contributed to the mental breakdown of many soldiers. They knew that soldiers suffering from shell shock were not cowards, but brave men who had suffered unimaginable terrors.

Doctors sought unsuccessfully to find a cure. Hypnotism and electrical stimulation offered some relief, but most “cures” were temporary. Men like Christian Kurle suffered the rest of their lives from nightmares, fatigue, and psychological problems.

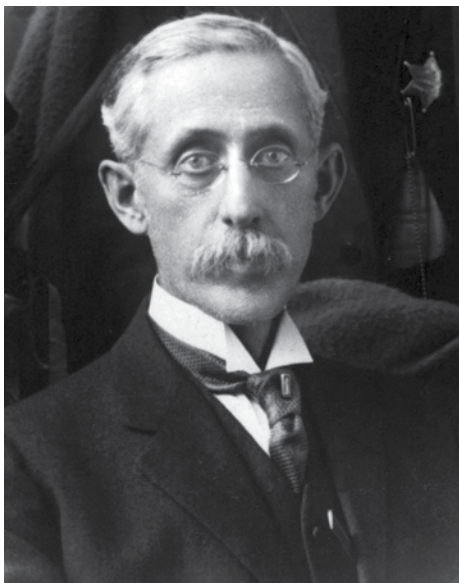


Christian Kurle, a highly decorated soldier, returned to his McIntosh County home with a condition called shell shock. SHSND 0370-06

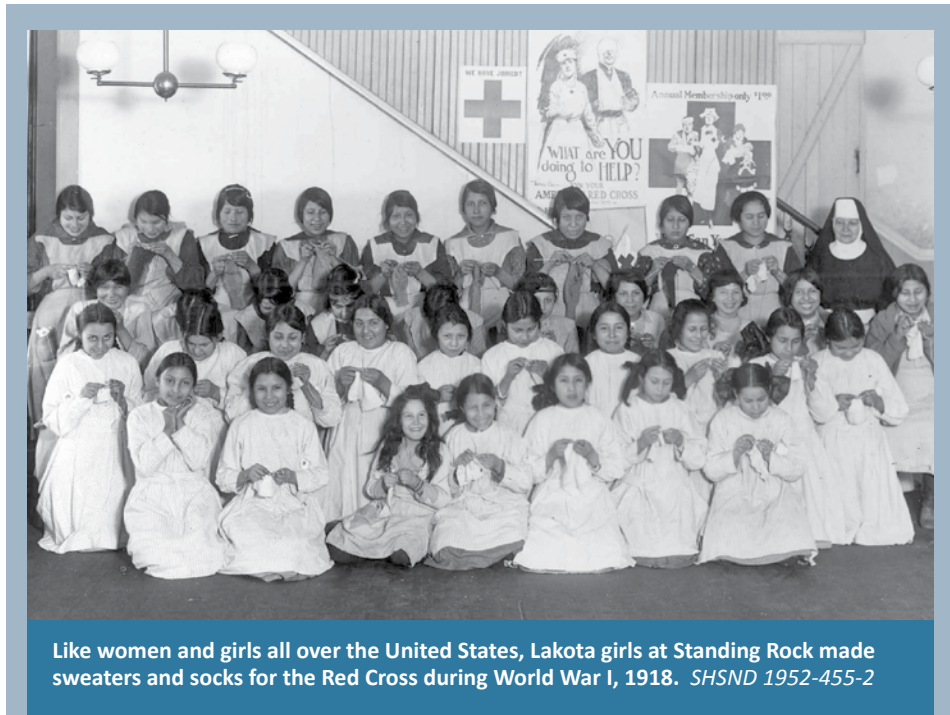
campaign, North Dakota raised more than \$9.5 million, half again more than was asked of the state. During the third campaign, North Dakotans bought more than twice as many bonds as planned. Over the four Liberty Loan campaigns, North Dakotans raised nearly \$65.5 million, almost \$13 million more than the Treasury Department asked of the state. People who invested in the bonds invested in the U.S. role in the war.

During the war against Germany, some German-speaking residents of North Dakota faced questions about their loyalty. Many proved their devotion to the United States by purchasing war bonds. In 1918, the North Dakota Board of Education asked local school boards to abolish **German language** courses because learning the language gave students the “wrong impression regarding the facts about the German government” according to the *Williston Graphic* newspaper.

Congress passed the restrictive **Espionage Act** in 1917, which criminalized statements that impaired U.S. military action. Federal Judge **Charles F. Amidon** presided over cases of North Dakotans charged with violation of the Espionage Act. So eager were the juries to show loyalty that Amidon sometimes had to direct a jury to find the accused not guilty. Members of the juries had heard largely false rumors of German farmers in western North Dakota preparing for war and rioting against Army recruiters.



Federal Judge Charles F. Amidon was responsible for trying cases under the Espionage Act. He often found juries too eager to convict.
SHSND C3431



Like women and girls all over the United States, Lakota girls at Standing Rock made sweaters and socks for the Red Cross during World War I, 1918. SHSND 1952-455-2

LAKOTAS AND WORLD WAR I

On the Standing Rock Reservation, the hatred of **Kaiser Wilhelm** of Germany ran very deep. Young Lakota men were drafted for military service, and none asked for a deferment or exemption. Some Lakota soldiers became “**code talkers**” who specialized in communications with a code based on American Indian languages.

On the home front, Lakotas of Standing Rock purchased a total of \$100,000 in Liberty bonds. They over-subscribed their donation to the Red Cross, giving 160 percent of the amount requested. Seventy-five percent of the tribal members on the Standing Rock Reservation joined the Red Cross, double the percentage of most of the state’s counties. Women and children who volunteered with the Red Cross on the reservation rolled bandages and knitted socks and sweaters for soldiers.

When the soldiers returned home, the Lakotas held a victory dance. They attacked and “counted coup” on an effigy of the Kaiser. They honored the soldiers killed in the war. A speaker stated that “for the sake of humanity we will give [the Germans] food to keep them from starving till they can procure food for themselves, according to the old Indian custom.”

In going to war, young Lakota soldiers defended their families and their homeland just as their ancestors did. Their service represented the joining of the Lakota nation with the United States in facing a common enemy.

In some cases, however, the juries justly found the accused guilty. It was a difficult time for Germans, but also difficult for Amidon who, “never forgot that the freedom won in 1776 must not be melted down in the process” of supporting the war.

Americans in North Dakota and elsewhere suspected disloyalty of anyone who held socialist political ideas. Anti-socialist feeling rose in intensity as Russia was

seized with a communist revolution in 1918. North Dakota’s **Nonpartisan League (NPL)** government, with its socialist roots, was identified without foundation as anti-war and anti-American. The war gave the NPL’s opponents the strength they needed to attack the League’s power.

Leaguers had to demonstrate their loyalty to the United States and the war cause without backing down on their political positions. Although the League officially

declared that the war was designed to uphold the power of the wealthy, Leaguers believed that it was possible that the outcome of the war could be a better world and stronger democracies. The NPL criticized war profits that enriched large corporations. The NPL urged Congress to impose higher taxes on the wealthy, which they called the “conscription of wealth.”

Wartime restrictions on free speech led to more problems for the NPL. League founder Arthur Townley was convicted in Minnesota and briefly jailed for discouraging enlistments. Any criticism of government or war policy was thought to lead to disloyalty. Concern about the League’s “100% Americanism” during the war strengthened opposition to the League in North Dakota. However, in the 1918 elections, the NPL won the governor’s office and a majority of seats in both houses of the state legislature.

During the war years, disease stalked soldiers and civilians alike. The most serious strain of influenza ever known broke out during the war. It was called **Spanish Flu** because uncensored Spanish newspapers, unlike the press of the warring nations, regularly carried reports of the virus. However, the disease likely started in the United States in January 1917 among the residents of Haskell County, Kansas. At first, symptoms were mild, but the disease spread quickly among soldiers living in close quarters in battlefields or training camps in the United States. By summer 1917, the death toll from flu began to rise. Within a year, the disease had become far more deadly, often resulting in pneumonia and death.

In North Dakota, the Spanish flu was uncommon until 1918, then spread quickly. The health officer of Minot wrote that it was “necessary to close schools, churches, public gathering places, theaters, etc., in the fall of 1918.” Burleigh County “suffered severely and the mortality was very high” during the outbreak. Mandan’s health officer reported with serious understatement that “with the exception of 1,427 cases of influenza, we have had no epidemics in our city.” Nine deaths due to influenza had been reported in North Dakota for the year ending on June 30, 1918. The figures for the previous year were similar. However, one year later, the annual report of the health department (June 30, 1919) revealed an increase of 154 percent in deaths due to influenza. Many of these



When Spanish flu struck North Dakota in the fall of 1918, communities struggled to provide sufficient medical services to the sick. Williston used the second floor of the Odd Fellows Hall (shown above) as the overflow hospital for up to 50 flu patients. SHSND 10958-19-50-1

patients were adults in the prime of their lives.

Hospitals were filled to overflowing. Surgical cases were limited to emergencies in order to free beds for flu cases. The situation was complicated by the absence of doctors, because so many had volunteered with the Red Cross or entered military service. Fifty percent of Bismarck’s licensed doctors had entered the Army. Families were encouraged to care for flu patients at home. Finally, by the fall of 1919, the flu had run its course.

World War I officially ended on November 11, 1918. Leila Halverson recorded the excitement of **armistice** in France. “At 5:40 a.m. November 11th, the armistice was signed and hostilities ceased at 11 a.m. The war is won! For all the allies the day of glory has arrived. Bells are ringing, cannons firing, flags of

the allies flying everywhere and people throng the street singing, shouting, and laughing. . . Words can’t describe the joyful and thankful excitement.” In Valley City, student Alma Munkeby wrote in her diary, “The Glorious War News Came. Germany has given up. . . World is safe in Democracy.”

With the war ended, the soldiers prepared to return home. For many soldiers, it would take months to be discharged and return home. During the summer of 1919, many North Dakota communities held celebrations with parades and bands for returning soldiers. North Dakota, and the rest of the nation, looked for ways to honor the men and women who had risked their health and their lives to “make the world safe for democracy.”

Front cover: World War I Liberty Loan Poster, SHSND10935 P305



About the Author

Barbara Handy-Marchello, Ph.D., is a historian and researcher who regularly contributes to various North Dakota Studies initiatives. She was the lead 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.

Agricultural High Schools in North Dakota – 1911

By Neil D. Howe

North Dakotans have always prided themselves on good schools with strong academic programs. In particular, state residents have recognized the importance for vocational and agricultural education at the high school level. One indicator of this can be traced back at least 106 years—to action taken by the 1911 legislative session.

In 1911, the North Dakota Legislative Assembly recognized the need, value, and importance of providing agricultural and vocational education in the high schools of the state. Among the laws passed by the 1911 assembly was one providing for the establishment of departments of agriculture, home economics, and manual training. This legislation would become commonly known as the “**State Agricultural High School Act.**”

Although the **Smith-Hughes Act of 1917** would later provide federal funds for vocational and agricultural education in public schools nationwide, the adoption of the State Agricultural High School Act in 1911 was a progressive action pre-dating the federal action by a number of years.

State Agricultural High Schools

The State Agricultural High School Act is outlined in Chapter 40 of the 1911 general session laws and provides in part:

Any state high school having satisfactorily rooms, equipment and a tract of at least ten acres within one mile of the school house, having shown itself fitted by location and other wise to do agricultural work; having trained instructors in agriculture,

manual training and domestic economy; maintaining well organized and short courses and agricultural, manual training and domestic science and art courses, and meeting such other requirements as the state superintendent of public instruction may define, shall upon application be designated by said superintendent to maintain an agricultural department; ...

The legislation provided an appropriation of \$2,500 to each school designated by the State Board of Education as a “**state agricultural high school.**” The law also stated that no more than five schools would be established in the first year—1912-13. A total state appropriation of \$12,500 was made to carry out the provision during the 1911-13 biennium.

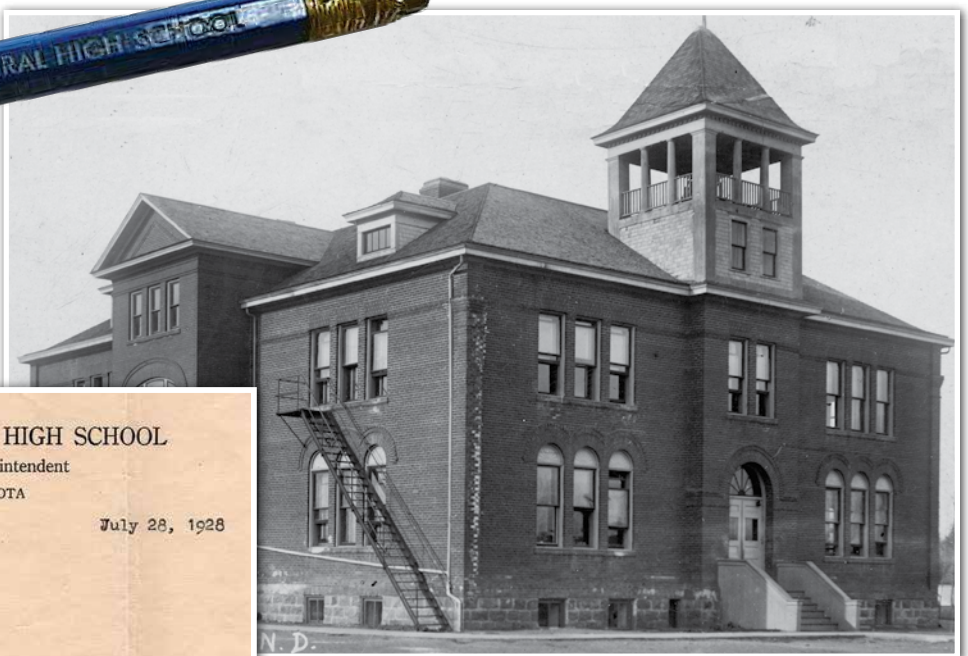
The state board was given the responsibility of selecting the five communities that would be designated as a state agricultural high school. This state board consisted of five members including the presidents of the “Agricultural College” (NDSU) and the “University” (UND), the state superintendent of public instruction, one high school superintendent, and one citizen not directly connected to education.

The board, whose duties were later transferred to the State Board of Education, met in Fargo on March 5–6, 1912 to consider applications of schools to be designated as a state agricultural high school.

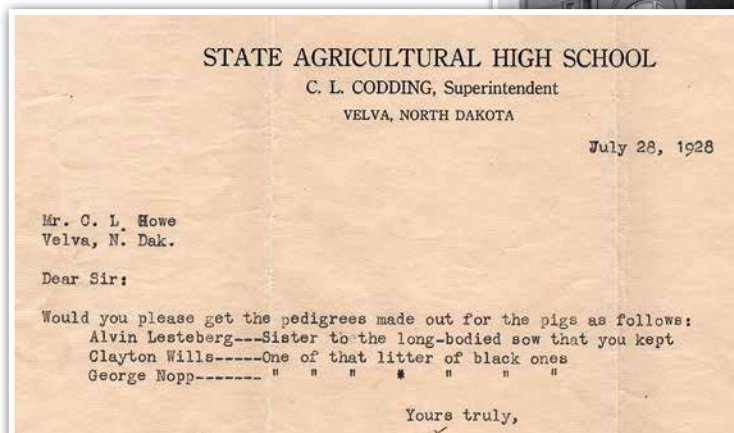
Competition for the designation was fierce. Twenty-six cities applied for the designation including Beach, Berthold, Cando, Carrington, Devils Lake, Dickinson, Fessenden, Grafton, Grand Forks, Hillsboro, Jamestown, Kenmare, Lakota, LaMoure,



This pencil and letter are artifacts from the Velva Agricultural High School (VAHS). The pencil belonged to Clayton Howe (1930), and the letter is addressed to C.L. Howe (1928) from the VAHS superintendent. Clayton and C.L. Howe are the father and grandfather of ND Studies coordinator, Neil Howe.



Velva Agricultural High School, Velva, North Dakota, about 1915. Velva was among the five high schools designated a State Agricultural High School in 1911. (Institute for Regional Studies, NDSU, rs004411)



Larimore, Michigan, Minot, Mott, New Rockford, Tower City, Uxbridge, Valley City, Velva, Wahpeton, Walhalla, and Williston.

At the March 1912 meeting, many prominent business and education leaders representing the 26 cities made the case for each community. After two days of deliberations, the board designated **Beach, Carrington, Grafton, LaMoure, and Velva** as state agricultural high schools.

Although the original 1911 legislation provided for the addition of five additional high schools each biennium, funding was never appropriated for more than this first group of state agricultural high schools.

Courses under the State Agricultural High School Act were discontinued at Carrington in 1919. State agricultural high schools were maintained at Beach, Grafton, LaMoure, and Velva, however, and they continued to receive state funding until June 30, 1933. As a result of the Great Depression, funding for this and numerous other activities were discontinued. An appropriation specifically for state agricultural high schools has never been made since.

County Agricultural High Schools

The 1911 legislative action also provided for the establishment of “county agricultural and training schools” to be maintained jointly by the county and the state. Unlike the state agricultural high schools, funding for county agricultural high schools was left to county residents. The legislation also allowed county residents to petition county commissioners and vote to establish a county agricultural high school.

Two schools were established under the provisions of the 1911 legislation—the **Walsh County Agricultural and Training School** in Park River and the **Benson County Agricultural and Training School** in Maddock. Requirements for establishing and maintaining county

Aggies

Velva Public and Park River Area Schools both maintain the “Aggie” team name, honoring their early history as an agricultural high school.

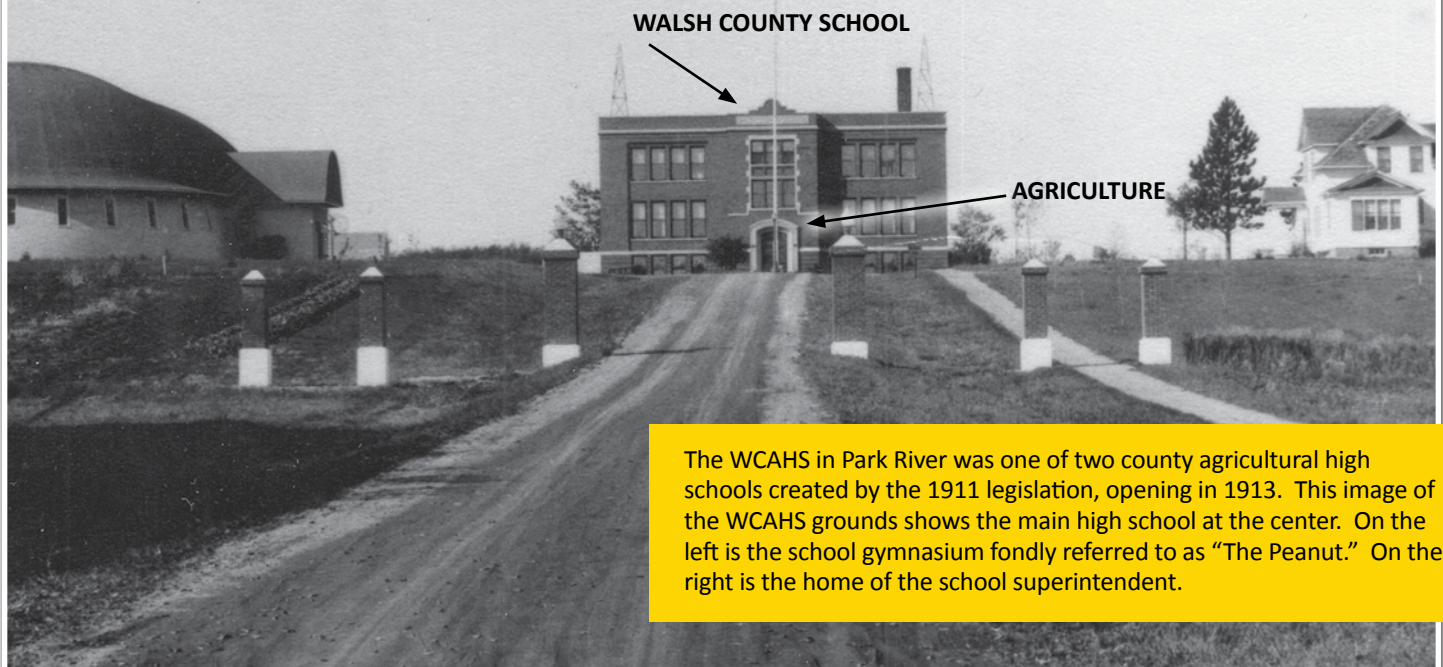
SO – What’s an “Aggie”?

Many North Dakota high school athletic teams have traditional team names like Eagles, Panthers, Trojans, and Mustangs. Other teams have names and mascots identifying something unique to the community.

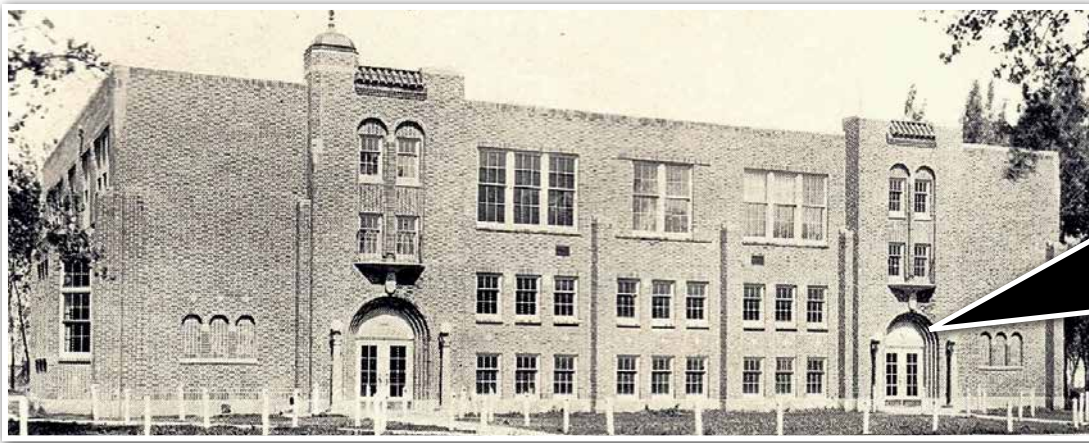
Two North Dakota schools, Velva and Park River, have a unique team name rooted and based in the 1911 legislation creating state and county agricultural high schools. **Velva**, once designated a “state” agricultural high school, and **Park River**, once designated a “county” agricultural high school, both continue to sport “**Aggies**” as their athletic team names. At least one other North Dakota school had this team name—the Benson County Aggies—which are now the Maddock Wildcats.

“Aggies” are more commonly found among collegiate sport teams. Colleges with an Aggie team name include Texas A&M, New Mexico State University, University of California-Davis, and Utah State University.

Walsh County Agricultural High School (WCAHS), Park River, North Dakota, 1920s. The name of the school and “Agriculture” were incorporated into the brick and mortar. (Courtesy Park River City Auditor)



The WCAHS in Park River was one of two county agricultural high schools created by the 1911 legislation, opening in 1913. This image of the WCAHS grounds shows the main high school at the center. On the left is the school gymnasium fondly referred to as “The Peanut.” On the right is the home of the school superintendent.



Velva built a new agricultural high school in 1928, adding to the building shown on page 6. The design and construction of this new building emphasized agricultural education. This emphasis is indicated in the graphics above the main doorways. This building still stands but has been replaced by a newer high school. (Courtesy Neil Howe)

Above the north doorway is the word "VOCATIONAL" and an engraving with a wheel cog, cow, anvil, and sheaf of grain—representing vocational agriculture. (Courtesy of Kristi Howe)



agricultural high schools were the same as state agricultural high schools.

The question of establishing these schools was submitted to the voters of Walsh and Benson Counties at the 1912 general election. Voters in both counties approved a mill levy to support the two schools. Both the Walsh County and Benson County Agricultural High Schools opened in the fall of 1913.

North Dakota was among the first states to recognize the importance of agricultural and vocational education with its move to create state and county agricultural high schools in 1911. Six years following North Dakota's establishment of these high schools, Congress passed the Smith-Hughes Act. President Woodrow Wilson signed the legislation into law on February 23, 1917.

Smith-Hughes paved the way for federal funding for vocational and agricultural education. Although early advocates for the Smith-Hughes Act promoted "industrial education," final legislation wisely included language supporting agricultural and home economics education.

There are no longer any high schools in North Dakota with the "state" or "county" agricultural high school designation. However, many North Dakota communities offer strong vocational and agricultural education programs.

One of the most lasting contributions of the State Agricultural High School Act of 1911, and the Smith-Hughes Act of 1917, was the organization of the **FFA** (Future Farmers of America) program. The FFA organization is a direct result of these two pieces of legislation. Without these two school initiatives, FFA would not exist.



The FFA organization was established in Kansas City in 1928. One year later, delegations from 29 North Dakota high schools met to organize a state association.

To learn more about the national and state FFA program, visit ndstudies.gov/gr8 – Unit IV, Lesson 3, Topic 1, Section 3.

North Dakota Rejects Smith-Hughes Act – ALMOST

As early as 1916, U.S. Commissioner of Education P.P. Claxton alerted **Neil Macdonald**, state superintendent of public instruction, about the pending passage of the Smith-Hughes Act. The commissioner encouraged the state superintendent to draft state legislation in order to accept federal funds that would come under the **Smith-Hughes Act**.

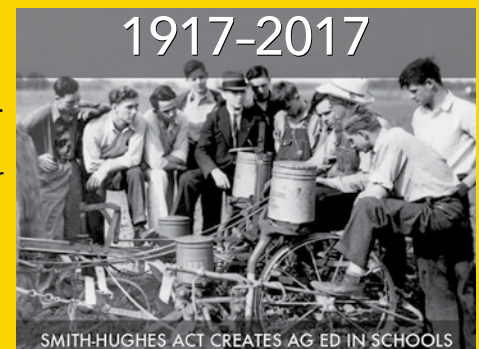
The necessary legislation was drafted and made ready for the 1917 North Dakota legislation session. For unknown reasons, the bill was never introduced into committee or acted upon by the legislature.

The Smith-Hughes Act was eventually approved by Congress in February, 1917—while the North Dakota legislature was still in session. With no state provision to accept funds under Smith-Hughes, at least temporarily, North Dakota did not qualify for matching monies under the Act.

Fortunately, a clause in Smith-Hughes provided that the governor of the state could accept funds authorized by the Act.

Governor Lynn J. Frazier did just that. On December 8, 1917, Governor Frazier signed a proclamation accepting funding under the Smith-Hughes Act that allowed North Dakota to receive its first matching federal appropriation for pre-collegiate agricultural and vocational education.

The 1919 North Dakota Legislative Assembly eventually passed Senate Bill 63, formally accepting the benefits of the Smith-Hughes Act and providing for the administration of the program.





NDSTUDIES.GOV/GR4

NOW ONLINE! The North Dakota Studies program is pleased to announce that *American Indians of North Dakota*; *Frontier Era of North Dakota*; and *Early Settlement of North Dakota* are now available at an interactive, mobile-optimized website: ndstudies.gov/gr4.

These Grade 4 units are based on the highly popular series of print-based textbooks used in most North Dakota classrooms. *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. Finally, *Early Settlement of North Dakota* focuses on 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.

Geology, Geography, and Climate is currently being converted to a web-version, and will be available in the spring of 2017. As funding becomes available, all six Grade 4 textbooks will eventually be converted to the new, web-based format. The Grade 4 units will complement the newly released *North Dakota: People Living on the Land* at ndstudies.gov/gr8.

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

NDSTUDIES.GOV/GR4

Internet as a Research Tool

By Barb Handy-Marchello

I began using the Internet in teaching historical research in the 1990s. At that time, historians and archivists were just beginning to imagine the possibilities of electronic access to articles and primary sources. The process of locating material was cumbersome and few students found it interesting. Since those early efforts, the Internet has become an excellent resource for social studies research projects at all grade levels. With guidance and practice, students can learn to locate online resources for social studies projects, evaluate their usefulness and accuracy, and avoid the possibly serious consequences of Internet ignorance.

Of course, before sending students to the Internet, teachers should review Internet safety protocols. Learning to manage the Internet with analytical skill and healthy skepticism is an important lesson that will serve students well into the future.

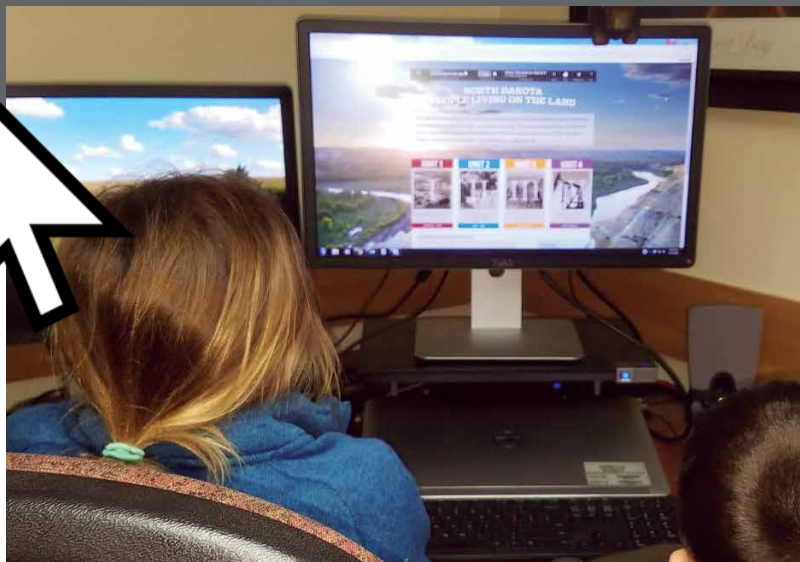
The Internet opens the door to an exciting world of information. However, students need to discern the difference between websites that can support their studies and those that convey misinformation or dangerous ideas.

You might recall the rather famous case of Whitehouse.com. Beginning in 1997, this website had political content, but soon added “adult” content. Some children trying to find the website for the White House (whitehouse.gov), the home of the President of the United States, opened whitehouse.com by mistake.

This leads us to **Lesson Number 1**: students need to learn the difference among the “dots.” Domain names are registered and must comply with the requirements for that designation. So, a university cannot register its domain



Though the dots may be confusing, or even look alike, there are important differences that students can learn to identify.



Grace and Leif research North Dakota history using Internet resources. They are using a dot-gov (.gov) site designed for students.

name as a “.gov.” And a commercial site cannot register as “.edu.” Dot-com (.com) can be anything the site developers want it to be with few restrictions. Students can learn quickly that **.edu, .gov, .org, and .mil are generally safe websites**, though the content may not be directed at a particular age group.

Dot-coms can be very good and useful websites for social studies research, but opportunities for error increase. **Lesson Number 2**: dot-coms require careful evaluation for accuracy, usefulness, and perspective. The aphorism “Don’t believe everything you read on the Internet” is a good foundation for evaluation. My first approach to a .com website is to check for advertising. Reliable and respectable websites usually don’t have offensive ads. Figure out who the author or sponsoring organization is. If it is not apparent, look for a different source. Is this website just a copy of another, more authoritative site? Cut a significant sentence from the text and paste it into the web browser. If this site is a copy, another site (or more than one) will appear.

Lesson Number 3 brings us back to the fundamental requirements of any research project whether library or Internet based. Students should compare the basic facts or data they find with another source to confirm the validity of the first source. If the facts vary, the students should determine why. Is this new and updated information? For instance, the date of the extinction of the dinosaurs is undergoing revision right now. Or, has the author of this site been careless with facts?

Speaking of facts, **Lesson Number 4** brings us to what is likely the most popular website for students. **Wikipedia** and other general information websites can be a useful starting place – but only a starting place. Like any encyclopedia, Wikipedia is of limited value. Because it is a wiki website, the entries might have been written by someone with a great depth of knowledge on the subject, or someone who is quite ignorant of the subject. There is no established review process to ensure readers that the entries are accurate or thorough. Wikipedia entries **might** give students an accurate framework of information and the proper words or dates to support further Internet search. Encourage students to use the bibliography at the end of the entry to find the next steps in their research.

Students need to keep track of their Internet research with careful records. They should always record the URL, the title of the website, the author or sponsoring organization and the date they looked at the site. They should also take notes about the information they found at the site. **Lesson Number 5** asks students to use a form such as the one provided here. A form of this type (you can make your own or find one online) will encourage the process of analyzing websites and ensure that the research process does not end in an Internet muddle.

The Internet is a tool that can be used for good or ill. Rather than fearing the Internet and its evils, students can master the Internet and its riches. The research process should result in the achievement of three goals: a well-done research project; a stronger grasp of Internet research skills; and a sense of control over what can be an overwhelming resource. The Internet makes all kinds of materials accessible to students and with practice they can become skilled users of this exciting tool.

URL: <i>cut and paste the entire URL for the site</i> http://www.south-pole.com/p0000097.htm	Date(s) Accessed: <i>required for citation</i> 11.9.2016
Title of Website: <i>cut and paste the title of the site</i> Ernest H. Shackleton 1874-1922	Notes:
Author or Sponsoring Organization: American Society of Polar Philatelists South-Pole.com	
Contact for Website: gary.ww7q@south-pole.com	
Photographs or Maps?: Photos of expedition, ship caught in ice, individual people. One map of the Nimrod expedition.	
Comparison of Data: http://www.coolantarctica.com	

HELP US FIND THE 2017 NORTH DAKOTA HISTORY TEACHER OF THE YEAR!

Visit gilderlehrman.org/nhtoy to endorse a teacher for the National History Teacher of the Year Award.

The Gilder Lehrman Institute of American History is seeking nominations for the National History Teacher of the Year. The national winner will receive a \$10,000 prize and attend a ceremony in their honor in New York City. For 2017, we are seeking outstanding K–12 teachers who find creative ways to bring history alive in the classroom and in their community.

The deadline for 2017 nominations is March 31, 2017. Learn more and nominate a teacher today at gilderlehrman.org/nhtoy.

In addition to the national award, Gilder Lehrman annually recognizes a first-rate history teacher in every state and U.S. territory. Each winner receives \$1,000 and becomes a finalist for the national award.



Your nomination will help recognize the good work done by the history teachers in your school—teachers who instill a knowledge and understanding of ND and national history.

About The National History Teacher Of The Year Award

Started in 2004, the National History Teacher of the Year Award highlights the crucial importance of history education by honoring exceptional American history teachers from elementary school through high school.

For more information about the North Dakota History Teacher of the Year Award, please contact Neil Howe, ND Studies Coordinator, nhowe@nd.gov, 701-205-7802.

American Bison – Our National Mammal



On May 9, 2016, President Obama signed the National Bison Legacy Act into law, officially making the American bison the national mammal of the United States. This majestic animal joins the ranks of the Bald Eagle as the official symbol of our country. Much like the eagle, it's one of the greatest conservation success stories of all time.

In prehistoric times, millions of bison roamed North

America—from the forests of Alaska and grasslands of Mexico to the plains of North Dakota and Montana. But by the late 1800s, there were only a few hundred bison left in the United States after European settlers pushed west, reducing the animal's habitat and hunting the bison to near extinction. Had it not been for a few private individuals working with tribes, states and the U.S. Department of Interior, the bison would be extinct today.

Fun Facts about the American Bison

- 1. Bison are the largest mammal in North America.** Bison bulls weigh up to 2,000 pounds and stand 6 feet tall, while bison cows weigh up to 1,000 pounds and reach a height of 4–5 feet. Bison calves weigh 30–70 pounds at birth.
- 2. Since the late 19th century, the U.S. Department of Interior has been the primary national conservation steward of the bison.** Public lands managed by Interior support 17 bison herds—or approximately 10,000 bison—in 12 states, including North Dakota.
- 3. What's the difference between bison and buffalo?** While bison and buffalo are sometimes used interchangeably, in North America the scientific name is bison. Actually, it's *Bison bison bison* (genus: Bison, species: bison, subspecies: bison), but only saying it once is fine. Historians believe that the term “buffalo” grew from the French word for beef, “boeuf.”
- 4. What's a “red dog”?** It's a baby bison. Bison calves tend to be born from late March through May and are orange-red in color, earning them the nickname “red dogs.” After a few months, their hair starts to change to dark brown and their characteristic shoulder hump and horns begin to grow.
- 5. The history of bison and American Indians are intertwined.** Bison have been integral to tribal culture, providing them with food, clothing, fuel, tools, shelter, and spiritual value. Established in 1992, the Inter Tribal Buffalo Council works with the National Park Service to transfer bison from national park lands to tribal lands.
- 6. Bison may be big, but they're also fast.** They can run up to 35 miles per hour. Plus, they're extremely agile. Bison can spin around quickly, jump high fences and are strong swimmers.



Saying Good-Bye To White Cloud

White Cloud, the rare albino bison who lived with the National Buffalo Museum's herd at Jamestown for almost two decades, died peacefully of old age on Monday, November 14, 2016.

White Cloud was born on the Shirek Buffalo Ranch near Michigan, North Dakota in 1996 and came to live with the herd at the National Buffalo Museum in 1997. She gave birth to 11 calves during her time in Jamestown, including **Dakota Miracle**, a rare white bull. She returned home to the Shirek Ranch in May 2016, where she died.

White Cloud was beloved by local residents and attracted an estimated 3 million visitors to Jamestown. White bison are exceedingly rare and are considered sacred to indigenous peoples of North America.

"To me, White Cloud was more than a tourist attraction. She drew many, many people to the community, but more than that, she brought the community together with White Cloud Days, parades, and



White Cloud greeted visitors to the National Buffalo Museum at Jamestown for 19 years. (Courtesy of Searle Swedlund)

special Native American events. She will be missed by the Museum, our city, and by all the travelers that could look to the North and view her as they drove along the I-94 interstate pasture" said Don Williams, President of the National Buffalo Museum's board.

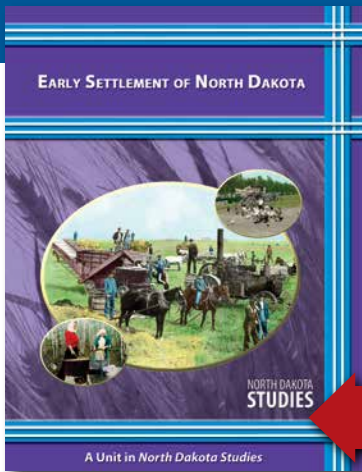
Plans are being made to bring White Cloud back to the museum as a full body mount display.

The National Buffalo Museum in Jamestown continues to maintain a herd of 25–30 bison. The herd is often visible to travelers along I-94 near Jamestown.

– National Buffalo Museum, Jamestown, North Dakota

- 7. Pass the salad, please.** Bison primarily eat grasses, weeds, and leafy plants—typically foraging for 9–11 hours a day. That's where the bison's large protruding shoulder hump comes in handy during the winter. It allows them to swing their heads from side-to-side to clear snow—especially for creating foraging patches. Learn how bison's feeding habits can help ensure diversity of prairie plant species especially after a fire.
- 8. From hunter to conservationist, Teddy Roosevelt helped save bison from extinction.** In 1883, Teddy Roosevelt traveled to the Dakota Territory to hunt bison. After spending a few years in the west, Roosevelt returned to New York with a new outlook on life. He paved the way for the conservation movement, and in 1905, formed the American Bison Society with William Hornaday to save the disappearing bison. Today bison live in all 50 states, including Native American lands, wildlife refuges, national parks, and private lands.
- 9. Bison can live up to 20 years old.** The average lifespan for a bison is 10–20 years, but some live to be older. Cows begin breeding at the age of 2 and only have one baby at a time. For males, the prime breeding age is 6–10 years.
- 10. A little dirt won't hurt.** Called wallowing, bison roll in the dirt to deter biting flies and help shed fur. Male bison also wallow during mating season to leave behind their scent and display their strength.
- 11. The American bison's ancestors can be traced to southern Asia thousands of years ago.** Bison made their way to America by crossing the ancient land bridge that once connected Asia with North America during the Pliocene Epoch. These ancient animals were much larger than the iconic bison we love today. Fossil records show that one prehistoric bison, *Bison latifrons*, had horns measuring 9 feet from tip to tip.
- 12. Bison are nearsighted—who knew?** While bison have poor eyesight, they have excellent senses of smell and hearing. Cows and calves communicate using pig-like grunts, and during mating season, bulls can be heard bellowing across long distances.

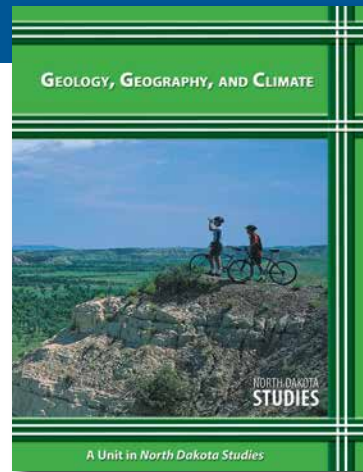
4TH GRADE NORTH DAKOTA STUDIES



Early Settlement of North Dakota

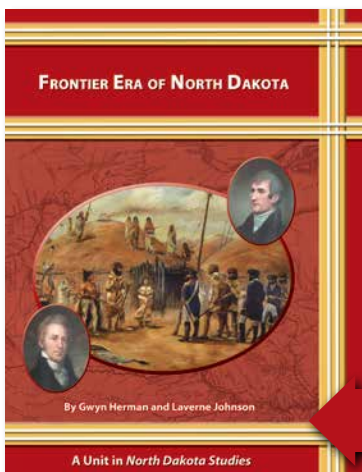
Students study about the Red River cart, steamboats, and the railroad. Bonanza farms, cattle ranching in the Badlands, and pioneer life between 1870 and 1915 are also discussed.

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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

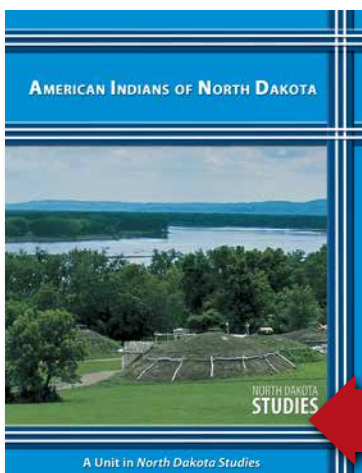
Students learn about the Lewis and Clark Expedition, fur trade on the Red and Missouri Rivers, and early frontier army history.

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ndstudies.gov/gr4



Citizenship

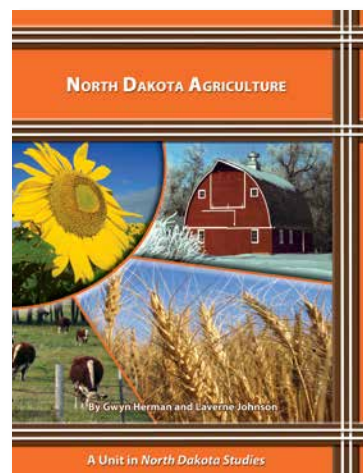
Students learn about national, state, and local governments. Students also learn about rights and responsibilities of young citizens, voting, state symbols, and Theodore Roosevelt Roughrider Award recipients.



American Indians of North Dakota

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

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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 North Dakota Studies:

Student Text	\$12.00 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

HIGH SCHOOL NORTH DAKOTA STUDIES



North Dakota: People Living on the Land

North Dakota: People Living on the Land includes more than 90 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.

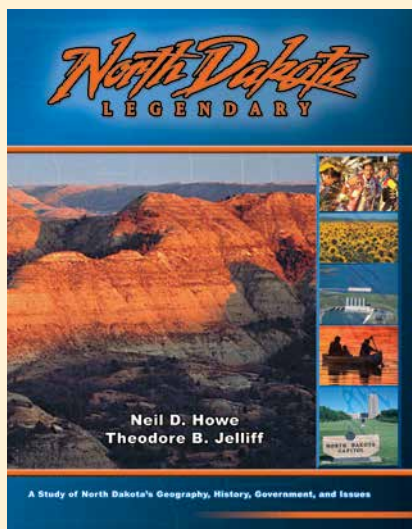
North Dakota: People Living on the Land

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.



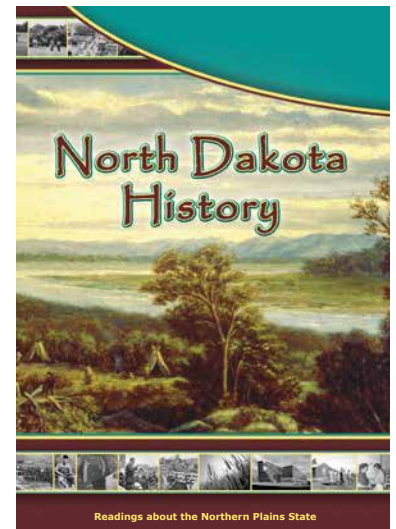
North Dakota Legendary:

Student Text \$45.00 each

Teacher Resource Guide \$15.00 each (CD Version)
(Only 300 copies remaining)

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:

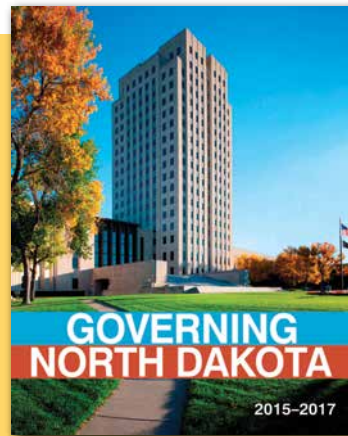
Student Text

\$45.00 each

Teacher Resource Guide

\$65.00 each

(Print and CD Combo)



\$3.00

**SPECIAL OFFER:
Governing
North Dakota,
2015-2017**

Governing North Dakota, 2015-2017 is a first-rate resource for middle and high school students wanting to learn more about North Dakota government. The 2015–2017 edition features a full-color layout and more than 200 maps, graphics, and photographs to enhance the presentation of our local and state governments.

Governing North Dakota, 2015-2017 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 governments.

Governing North Dakota, 2015-2017 is a perfect resource for students preparing to take the proficiency in civics exam.



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The Field Museum, Chicago. This exhibition was supported,
in part, by the National Science Foundation.



The Field
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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.