

NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • FALL 2016



SPEAKING OF HISTORY

By Barbara Handy-Marchello, Ph.D.

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.

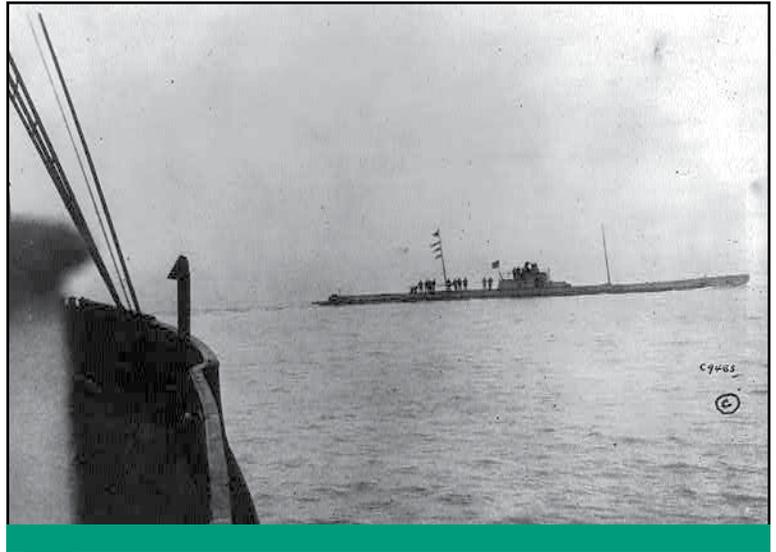
Take, for instance, **preparing to enter World War I . . .**

NORTH DAKOTA
STUDIES

Europe was engulfed by war in the summer of 1914 after the assassination of Archduke Franz Ferdinand, heir to the throne of Austria-Hungary. Austria viewed the assassination as an act of war. European nations prepared their armies and formed alliances based on secret treaties signed years earlier. By fall, Great Britain, France, Italy, and Russia were allied against Germany and Austria-Hungary and their allies. Though it was called **The Great War**, World War I became one of the deadliest wars in history.

The United States was linked to European countries by trade and tradition. The nation enjoyed very close relations with Great Britain, but also traded with Germany, France, and other nations. The U.S. declared neutrality in order to maintain trade, but shipping routes in the Atlantic Ocean became dangerous as German submarines (called U-boats) captured or sank neutral vessels.

President Woodrow Wilson was committed to peace and campaigned for a second term in 1916 with the slogan: **"He kept us out of war."** Nevertheless, the U.S. supported the Allies (Great Britain, France, Italy) with munitions,



German U-boats, or submarines, attacked neutral vessels on the high seas. Submarine warfare was a new and terrifying element of warfare in 1915. U-36, a German submarine, approached and captured the Dutch steamer *Batavier V*. Library of Congress 3b07322r

NORTH DAKOTA ON THE EVE OF WORLD WAR I

The population of North Dakota had reached 641,000 by 1915, and the pioneer farms were finally prospering. The price of wheat continued to rise from 1914 to 1918. Towns were growing in part because most farm families had automobiles to take them to town for church services, shopping, and school. Many prospering towns built new two-story brick school houses. The state's largest cities, Grand Forks, Bismarck, and Fargo, had street cars to make city travel convenient. A system of state and national highways (mostly gravel-surfaced) connected cities and farms.

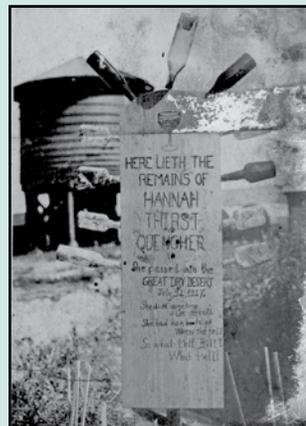
Most urban homes had a telephone, and some farm homes had a "farmer line" or a local telephone system to connect farms to each other and to a "central" in a nearby town. North Dakota had had prohibition (no sales of alcohol) laws since statehood in 1889 and a brisk illegal trade in whiskey. The newly elected attorney general,

William Langer, cracked down on the whiskey trade. However, his first whiskey raid in Minot came to nothing when telephone operators tipped off the whiskey distributors. Many farmers made wine or beer for their own use.

Fargo's Northern League baseball team, the **Graingrowers**, had a record of 59 wins and 37 losses, second best in the league in 1916. Most of the players were former major league baseball players including Rube Waddell, a future Hall of Famer.

In 1916, Minot was the headquarters city for the Socialist Party, but many members deserted the party to join the **Nonpartisan League**. Farmers, dissatisfied with politics, also joined the Nonpartisan League. The League was successful in electing **Lynn Frazier** to the governor's office, William Langer, and a majority of representatives to the state legislature. However, in 1916 North Dakota voted to keep Democrat Woodrow Wilson in the White House.

For most North Dakotans in 1916, the war in Europe was a distant distraction. But as farmers raised wheat and soldiers drilled on the Mexican border, the rumbling of war grew louder. North Dakota and the rest of the nation would soon be caught up in the bloody and pointless war, no matter how hard we tried to avoid it.



Many people distilled whiskey or brewed beer in spite of North Dakota's prohibition laws. This still was destroyed by Attorney General Bill Langer in 1917. The former owners noted its end with a sign: "HERE LIETH THE REMAINS OF HANNAH THIRST QUENCHER / She passed into the GREAT DRY DESERT / July 31, 1917 / She died game boys / Let me tell / She had her boots on / When she fell / So what t'ell Bill? / What t'ell!" SHSND 10120-194



Automobiles had become a common means of transportation by 1916. Families, like these in Cooperstown, used automobiles to travel quickly and comfortably from farm to town and around town. SHSND 0170-0002

food, and other goods. American volunteers enlisted in the British or Canadian armed forces or drove ambulances at the front. Nurses (all women at the time) and doctors volunteered to treat wounded and sick soldiers at Red Cross hospitals. The United States government lent money to all the warring nations, but gave most of its support to Great Britain.

North Dakotans hoped to avoid war. Many residents had close family ties in Germany, Russia, and other European nations. Restrictions on war-time travel and private mail to Europe had disrupted communication with relatives and friends overseas. Nevertheless, North Dakotans took a keen interest in war news and prepared for war in many ways.

Farmers saw great and largely positive changes during the war years. In 1914, Congress passed the **Smith-Lever Act**, which provided funds for an agricultural extension agent in counties with sufficient agricultural activity. County agents demonstrated new agricultural practices to improve production of crops and livestock. Extension agents also encouraged farm women to plant gardens and preserve garden produce for their family's use.

Because surplus crops were shipped to warring nations, farmers received high prices for their crops and were able to expand the size of their farms. North Dakota farm acreage increased by 27 percent between 1910 and 1920. The farm population, the number of farms, and the value of farm land also increased during the war years. Though many factors contributed to these "good times," the price of wheat was one of the most important factors. Wheat had sold for less than one dollar per bushel before the war, but by the end of the war in 1918, wheat sold for \$2.40.

As crop prices rose, so did the cost of food at the grocery store. The price of a one pound loaf of bread rose by 49 percent during the war years and did not begin to return to pre-war prices until 1923. The cost of flour rose by 54 percent; potatoes increased by 88 percent. Women's household management skills were tested as they learned to substitute rye or corn flour for wheat and to create meatless meals. Farm families with productive gardens and livestock for their own meat supply probably ate better than urban families, but by early 1917, the government encouraged all families to conserve food resources.

Horses were in high demand during the war. Even though automobiles, tanks, and

Even though motorized vehicles, tanks, airplanes, and submarines changed the nature of war in 1915, armies still depended on horses for transportation. Farmers could sell their horses locally knowing they would be used in the war in Europe.
Ward County Independent, July 1, 1915



Usher Burdick, a North Dakota farmer and future representative to Congress, raised Percheron horses and sold some of them for the war effort. A farm hand holds two of Burdick's registered mares at his Wild Rose farm, near Munich. SHSND 0049-07

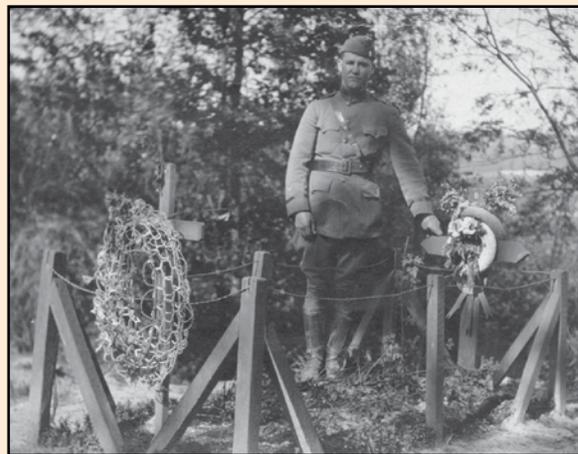
**BRING IN YOUR
WAR HORSES**

I will be at Scofield's barn in Minot,
Thursday, Friday and Saturday,
July 8th, 9th and 10th

With 75 young mares which I will trade for
geldings suitable for war purposes

These mares are also straight bred of pure stall, 3 to 6 years old, mostly Percherons,
weighing from 1200 to 1500 pounds, and most of them have colts at their side. These
colts will be sold separately or together for war purposes. If the purchaser will be so kind
to have your geldings come, there are the mares for the war purposes—there were no
more to be had in the market. I will sell you the best of the best—1200 pounds and over for war purposes. If there
is a horse dealer here you get out of the market and take some more, please come.
I will sell you all of the mares that are left at a 10% sale at the North Star, from
the 10th to the 15th, and all the mares of the best of the best of the best. Come
and see the mares. This is a straight bred lot.

EARL CONNOR, OWNER



This photograph of the grave of a British soldier brought the reality of World War I home to North Dakotans. A soldier stands next to the grave as a North Dakota soldier takes a photo. This image is part of a photo essay in the North Dakota Studies "Primary Document Sets" at <http://history.nd.gov/textbook/index.html>. SHSND 10895-box1-file3-01

ARE YOU PREPARED TO TEACH ABOUT WORLD WAR I?

The history of World War I and its influence on the 20th century is quite fascinating. There are many online sources of educational materials available to supplement classroom instruction as well as for the interest of general readers. Take a look at these resources to find more about World War I in United States and North Dakota history.

North Dakota: People Living on the Land (ndstudies.nd.gov/gr8), Unit 3, Lesson 4, Topic 11 includes photos, documents, and the stories of people who experienced the war. It covers the experience of combat soldiers, home front contributions, the response of Standing Rock Lakotas to victory, and the terrible influenza outbreak of 1918. In the North Dakota Studies "Primary Document Sets" for high school, there is a section on World War I (history.nd.gov/textbook/unit5intro.html).

The National Archives (archives.gov) and Library of Congress (loc.gov) offer excellent collections of digitized photos, films, documents, and articles. At each site, click on Teacher Resources or Education and search for World War I.

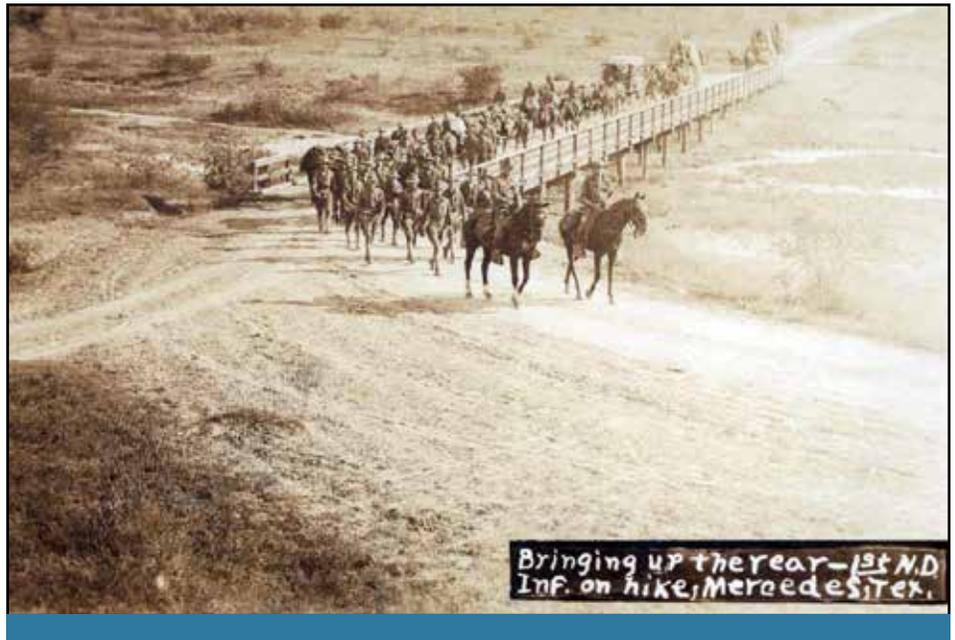
airplanes were quickly modernizing the war, horses were still an important source of transportation power. North Dakota farmers who raised horses, especially draft or heavy horses for pulling cannons or ambulances, were able to take advantage of the high prices created by war. They could sell their horses to local buyers or ship them by train to eastern markets.

Many North Dakotans wanted the United States to stay out of the war. **Pacifists** believed no war could be justified. Many of these people held religious beliefs that gave them the political right and moral obligation to refuse to support the war. **Isolationists** believed if the United States entered a foreign war, it would entangle the nation in a web of alliances from which our nation would not be able to escape. The United States had avoided engaging in wars across the sea until the Spanish American War in 1898. The Great War seemed a conflict in which the United States had no justifiable interest.

Officially, the United States remained neutral as war raged in Europe. North Dakota newspapers generally agreed neutrality was best and that only “big capitalists” wanted to see the U.S. enter the war. North Dakota’s congressional delegation led the isolationist movement in Congress. The most vocal and well-known isolationist was **U.S. Senator Porter McCumber** of North Dakota. McCumber reflected the ideas of many North Dakotans when he said the war was caused by international trade competition and the build-up of military ships and munitions that preceded the war. These events were not the concern of Americans.

However, German submarine warfare against neutral ships slowly chipped away at the nation’s official neutral stance. When a German submarine attacked the luxury ocean liner **Lusitania**, Americans were shocked. Many began asking if American merchant ships were safe from German submarines. But in North Dakota, *The Bismarck Tribune* commented that the *Lusitania* was filled with “millionaires and war enthusiasts.” The attack on the British ship was not enough to weaken North Dakotans’ commitment to neutrality.

During the war years, the need for farm labor was strong, and young men wanted to find and keep good jobs. Nevertheless, they volunteered for service in the



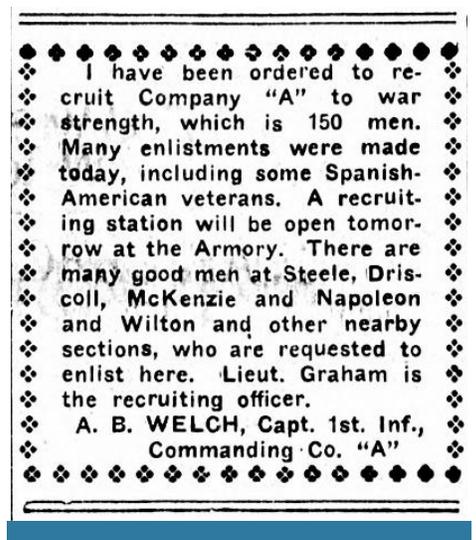
North Dakota National Guard troops trained at Mercedes, Texas, for several months in 1916 before returning home. Their training was excellent preparation for service in World War I about a year later. SHSND 0907-02

United States Army or in the North Dakota National Guard. Sixteen-year-old Frank Richards joined the National Guard in 1916, but had doubts about leaving his family to serve his country. His father asked him to return home to Dickinson. The decision weighed heavily on Richards. His captain said his first duty was to his “country rather than to home and pleasure,” but Richards remained undecided. “I don’t know whether I came back that I could ever get it off my mind . . .” he wrote to his father. He finally decided to stay in the North Dakota National Guard and went on to give many years of service, retiring as a general.

Richards and other National Guard soldiers drilled and prepared for future events as usual, but did not expect to be called to active duty by President Wilson. However, in June 1916, the president called the North Dakota National Guard (and other states’ Guard units as well) to duty on the Mexican border. The Mexican bandit, **Pancho Villa**, had been raiding ranches and small towns on the U.S. side of the border. Twelve companies were deployed to Mercedes, Texas. The soldiers did not engage in combat, but spent six months in training for every aspect of military service. When they returned to North Dakota in January 1917, they learned that Germany’s policy of unrestricted submarine warfare meant all merchant and passenger ships were

subject to seizure or attack.

People living in Carrington got the news from Washington through the efforts of 15-year-old **Van Meter Cousins**. Cousins had a crystal radio set that received wireless transmissions of national and state news through the *Fargo Forum* and the agricultural college (NDAC/NDSU). Each evening, between 7:00 and 9:30, he posted his type-written transcriptions of the radio



When President Wilson called for National Guard troops to patrol the Mexican border, North Dakota Guard units recruited new members to meet the president’s requirements for troop strength. *Bismarck Tribune*, June 6, 1916



When the United States Senate voted on President Wilson's declaration of war, Senator McCumber voted in favor of the bill though he had doubts. Senator Asle Gronna continued to stand fast for peace and voted against the war. This cartoon appeared in the *Grand Forks Herald* likening Gronna to a gopher who will have to jump into a hole to hide his shame. *Grand Forks Herald*, April 16, 1917. SHSND B0624-00001

news in downtown Carrington. In early 1917, those who read the notices learned that employees of the United States consulate in Germany were leaving for safe locations in Switzerland and Norway. They learned that German subs continued to sink or capture more neutral ships and the price of wheat was soaring in national markets. Most shocking was news that Germany was encouraging Mexico to enter the war and attack the United States.

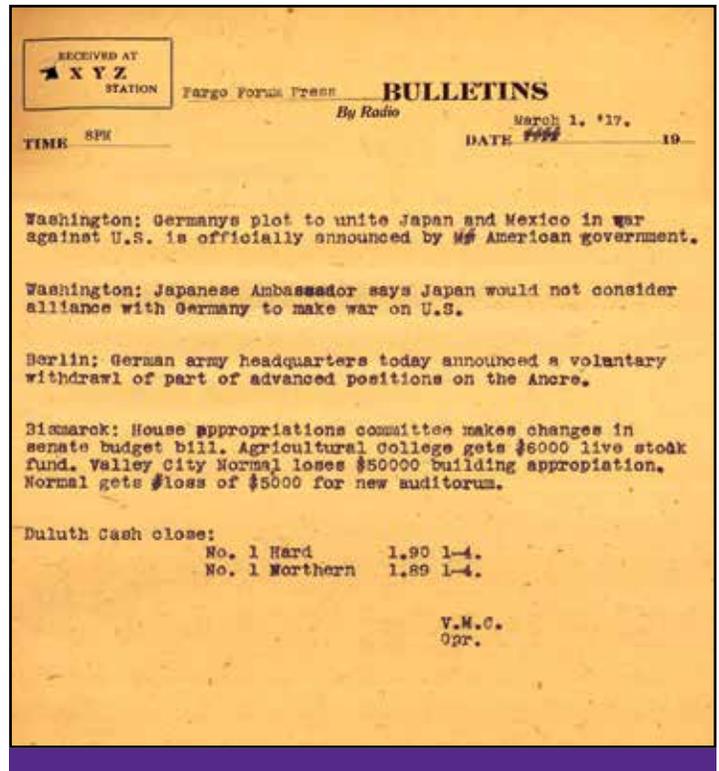
In 1916 and 1917, the U.S. Senate was engaged in debate over neutrality. Senator McCumber and North Dakota's other senator, **Asle Gronna**, remained staunchly in favor of neutrality. Senator Gronna, convinced that the American people opposed war, proposed a national referendum for the people to decide on the war question. Gronna opposed a bill that would allow merchant (non-military) ships to carry arms. He considered the bill "manifestly unneutral." Senator McCumber's position was based on international law. He did not believe the United States had a "right" to neutrality, since it could only be enforced by war. He believed Americans should not travel into the war zone (the entire North Atlantic Ocean) on a neutral vessel because if the ship were attacked, we would be forced into war. Gronna and McCumber were known throughout the nation for their strong positions on neutrality. *The New York Times* referred to the isolationists as "a sorry lot."

On April 2, Van Meter Cousins posted his nightly report with the message that President Wilson had asked Congress for a declaration of war. Over the next two days, Congress debated the president's message. On April 5, the Senate voted on a war

resolution. McCumber gave in to the reality of Germany's actions and voted "yea." Gronna understood the war was a contest between "merciless militarism and freedom," but did not believe that the war "confronts our people." He (and five other senators) voted "nay."

With that vote, North Dakotans moved quickly from neutrality to patriotic support of the war that changed the world and our nation.

Front cover: Originally published in *The Ladies' Home Journal*® magazine, September 1917. Used with permission of Meredith Corporation.



Van Meter Cousins posted messages like this one in downtown Carrington every night for months before President Wilson's declaration of war. This radio communication was posted on March 1, 1917. SHSND Archives 20695



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.

TEACHING with Images

Images are an increasingly important source of information for students (and everyone else). Images include paintings, cartoons, and photographs. We grasp a great deal of knowledge and understanding through images. It has become equally important that we understand the impact images have on our ability to analyze circumstances and make decisions on a daily basis. Photographs are the most common type of image in historical writing and everyday life.

Photographs have been accumulating in private collections and museums since **Louis Daguerre** developed the first camera in 1839. At the simplest level, photographs record people, structures, and events. A history class is a great place to teach young people how to “read” images. Though textbooks use photographs to illustrate content, few ask students to engage deeply with both the photographer and the subjects in the photographs.

An exercise in analyzing photographs can add depth to a history lesson and its significance. Beyond the superficial details of the image, students can see and feel emotion, cultural context, social relationships, political or economic significance, and gender constructions in photographs. With increasing skill, students will understand the message the photographer intended to convey with

the image and determine whether that message is still effective.

The first step in photographic analysis is to answer the basic historical questions: **who, what, when, where, and why?**

Photographs add a bit of a twist because it is often helpful to know not only **who** is in the photo, but who took the photograph. **Where** might be answered by a city or state name, but also the exact place: a private home, a public place, or the photographer’s studio. And **why** leads to the complicated issue of the photographer’s intent and the meaning of that photo for viewers today.

What asks for a careful examination of a photograph. Students might list details of dress, hair style, objects, weather or



SHSND C1473

time of year (if outdoors), and positioning of the people or objects. Teachers may ask each student to write down their observations and compare these lists in a class discussion. Or, students can work in small groups listing the objects in one quadrant of the image. The **quadrant process** helps students focus on small, but possibly significant, details. The list of details should also help students address the question of **where** and **when** the photograph was taken.

With the answers to the basic questions in hand, students can begin to ask more complicated questions of the photograph.



The Harvest Harmonies, a cowboy band, played for soldiers in Korea in 1953. SHSND 2012-P-034-0219



Fred Beck is the cook for a cattle outfit on the Fort Berthold Reservation in 1934. SHSND 0032-MZ-10-01



Two unidentified men share a shack in Fargo, probably in the 1930s. SHSND 0075-0227



Sarah Snow, Dora Bear, and an unidentified woman hold their babies for a photograph at Fort Berthold Reservation. SHSND 0041-1013

A threshing crew pauses for a photograph at Acton in Walsh County. WC-19, Walsh County Historical Society

Is emotion evident in the faces of the people in the photograph? Does everyone have the same appearance in regard to emotion? Is the photographer trying to elicit an emotional response from the viewer? Is the viewer supposed to pity someone? Or feel superior? Or feel envy? Is there humor or irony in the photograph?

A teacher might engage students in a discussion of photographs by comparing 19th century portraits with “selfies” taken recently. What are the differences? How does a photo look if you take the selfie out of its intended context and think

about how viewers 100 years in the future might view the image?

Ask students to compose a posed class photograph. What elements would they select to convey the image they have in mind? Should someone hold a sign with date, place, names of students and school? Should students be silly or serious? Should the photo reflect in some way events at the school, state, or nation at the time the photograph is made?

Teachers might also ask students to view an image for 10 seconds and write about

what they saw. Then expose the photo for 1 minute and write again. Then, let the students examine the photograph with the quadrant method and analyze the meaning of the photo. This process will help students understand the value of careful analysis.

Examining photographs will help students engage with the past, emphasize analysis as an important tool in research and in everyday life, and lead to greater interest in reading and writing history. Looking at pictures from the past helps students understand the continuum of human experience and their own place in history.



“Selected men,” also known as draftees, prepare to depart Bismarck in March 1918. Analyze the photo. What do you notice in each of the four quadrants? SHSND E0071-1

Photo Analysis Process

- OBSERVE.** Identify details of objects, actions, and surroundings. Using the quadrant method helps with complex images. Imagine two lines intersecting in the middle of the photo. Consider each quadrant individually before examining the entire photograph.
- QUESTION.** Ask who took the photo and who is in it. Ask what is happening or what objects are present in the photo. Ask when and where the photo was taken. Try to determine why the photo was taken.
- REFLECT.** Consider how the information generated by the questions relates to the history of the time and place the photograph was made. Does the photo have a different meaning today than it did in its own time?



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.

Plans are underway to convert *Geology, Geography, and Climate* to the new website. 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.

the NORTH STAR DAKOTAN

Issue No. 1
1780-1850



Native Peoples
First Encounters
The Fur Trade

Issue No. 2
1861-1889



The Civil War
Homesteading
Conflict On The Frontier

Issue No. 3
1889-1915



North Dakota Politics
Child Labor
Woman Suffrage

Issue No. 4
1915-1941



World War I
The Nonpartisan League
Works Progress Act

Issue No. 5
1942-1971



World War II
Garrison Dam
Industrial Agriculture

Issue No. 6
1972-Present



Energy Development
Agriculture
Flood of 1997

Issue No. 6 – NOW ONLINE

Issue No. 6 of *The North Star Dakotan* covers the years 1972 to the present. It offers many articles on a variety of topics for you to think about and discuss. Some of these topics are constantly changing (oil, for instance) and some have been very controversial (abortion rights). You can find references to some of the current articles (girls' basketball or agriculture) in earlier issues of *The North Star Dakotan*. Continuity and change are the themes of our state's history.

The beginning of this period, 1972, was in the middle of a long stretch of economic stability, if not prosperity. North Dakota was not a very rich state, but not very poor, either. The unemployment rate was usually quite low, but then we had few industrial jobs, which are subject to international and national economic trends. The farm economy had its ups and downs, but state residents and government knew what to expect and how to manage our needs within that economic framework.

The end point of this issue, 2015, takes readers through the upsurge and the subsequent slump in oil production. Today, North Dakota has a far more diverse economy with a great deal more industrial activity than it had in 1972.

This edition of *The North Star Dakotan* contains a few articles that might divide people into opposing sides. Immigration, the events in Medina in 1983, and even energy development and the future of coal-fired power plants can heat up a discussion among friends. Perhaps the most controversial topic in North Dakota's recent history is the issue of legal abortion and whether a woman has a right to an abortion.

Though the authors try to present a topic from all sides, it is impossible to please everyone. We expect that we have ruffled a few feathers with our presentation on some of these topics.

The North Star Dakotan Issue No. 6, 1972–Present

You'll Want to Catch These News Stories:

- The Modern ND Family Farm
- Title IX Changes Sports in North Dakota
- North Dakota State Parks at 50
- Coal Reclamation and Gasification
- Pride of Dakota – An Economic Gem
- The Medina Shootout – 1983
- The ARC Lawsuit
- Powwows
- State and Tribal Relations
- Oil in North Dakota
- Preserving the Lakota Language
- AND MUCH MORE

CHECK IT OUT at
ndstudies.gov/content/north-star-dakotan-0

Nevertheless, we believe that it is better to irritate readers than to slide an issue out of sight where it is impossible to discuss it. We hope you approach these articles with an open mind, do further research if you are interested, and adopt a position after you have the information necessary to support your ideas. That, dear readers, is what a newspaper can do for you.

TEACHING Local History

By Neil D. Howe

Studying local history helps connect students with their local community. By creating and offering local history lessons, the community becomes the classroom wherein students can complete such activities as making a rubbing of a grave marker in a local cemetery, studying the architecture of a local building, identifying the origin of the local town name, or researching the local school.

Local history research can take students in many directions. Its aim is to have students learn about a place, and most of us delight in the task of finding out about our local community. We delve into old books, files, stacks of photos, letters long unread, diaries never intended for our eyes, public records, and old newspapers. At times, the search will run in various directions, and sometimes will simply become a dead end.

In success and frustration, in traditional source materials or in items we are just learning to use and appreciate, the journey can be fun. In many ways, a **local historian** (the student) is like a beachcomber who is happy in the search itself but delighted when an unusual shell appears in the sand. Research is at the heart of what local historians do. To be a local historian is to make a contribution that endures.

Cemeteries

Cemeteries are a great source of information for a variety of local history projects, especially early community history. Students interested in ethnic identification of the earliest settlers might want to make a trip to a local cemetery. Reading the names and information on grave markers can help to draw some conclusions. A more advanced project might include identifying military grave markers. Some North Dakota cemeteries will even have graves of Civil War veterans.

The local cemetery can provide a wealth of information for those interested in family history research, life expectancy, and data on early illnesses and plagues, as well as military veteran records. In addition, the local cemetery contains many artistic headstones and other grave markers ideal for making a **rubbing**, photographing, or studying the many epitaphs and understanding their historical significance.

Local Architecture

Buildings reflect the history of a local community and of the people who live there. Buildings can be examined from many points of view, especially for their architectural value. The visual **appreciation of architecture** is seldom taught in schools—but there are many good reasons why it should be.

Constructing a building is not just a craft, but an art form. A knowledge of the styles of architecture found in the local area and an appreciation for their forms can add much pleasure to one's everyday life. Every North Dakota community will have sufficient diversity of building styles that students can learn a vocabulary of architecture and an understanding of the qualities that make good style. At the same time, the student is noting which particular styles are popular in a locality or a particular era, and the reasons for that popularity.



Tombstone rubbings can serve as a valuable learning tool when studying local community cemeteries. In this series of photos, Todd Jacobson demonstrates the tombstone rubbing process. This tombstone, located in Fargo's Riverside Cemetery, marks the grave of Civil War veteran James Burdick. Burdick, who died in 1905 at the age of 80, served as a captain in the 15th Independent Battery, Ohio Volunteer Light Artillery. Capt. Burdick also served in the Mexican War. Weathering has made many of the words on the tombstone difficult to read—but the rubbing makes all the words clear. *Photos by Neil Howe*

Unusual Town Names



A recent study by Estatefy reveals some of the most unusual town names in each of the 50 states. Americans have often chosen to name local towns after a place they previously lived, or a local geographical feature. Some take bold steps and give the town a name so unusual it generates frowns and chuckles for generations.

The study determined that some of North Dakota's most unusual names included **Four Bears Village, Killdeer, Rugby, Trotters, and Zap.**

North Dakota has had many unusual town names. In 1911, for example, the state had more than 900 towns with post offices. These included the towns of **Deapolis, Harlem, Osgood, Snow, Tobacco Garden, and Yucca.**

Have you heard of any of these towns? These and hundreds of other early towns are now ghost towns—or have disappeared entirely. For fun, try to find an old North Dakota map and locate these and others.

In recent years, efforts to **preserve local historic buildings** have made significant strides in many North Dakota communities. In studying buildings and their architecture, the immediate effect is that students start looking at surrounding buildings. As students study the artistic and commercial values of local buildings, students may come to appreciate these preservation efforts.

Town Names

Towns just didn't appear on a map of North Dakota. Often, as railroads entered an area, town sites sprang up. When a railroad built a siding and placed a boxcar for a depot people as well as businesses came. Town names arose as a result of suggestions, schemes, and maneuvering. Then towns were surveyed, plotted, promoted, advertised, and sold at auction. Often a community's name was selected by railroad officials.

Many towns boomed—others died. Many dwindled in population when the early sources of wealth were used up or the railroad tracks were removed. Communities with a good supply of natural resources, good transportation, and nearby markets flourished.

The **origins of town names** provide us with another means of understanding the past. The origin of some town names reveals a great deal about the beginnings of a community, while others leave us scratching our heads in wonder. Some town names are simply amusing.

Town names provide us with more than good stories about our past; they are clues to the cultural aspirations of those people who did the naming—or, in some cases, the renaming of them.

Other local history research might include lessons on **oral history, family genealogy, or local monuments and memorials.** Local history is lasting—it is one of the few forms of knowledge that is sure to have a local impact—and one that students will keep and make reference to in the future. Teachers who develop, offer, or incorporate lessons in local history help to foster the historian in all of us.

The Local School

The school is one of the most prominent and enduring American social institutions. It can be investigated for its own sake, or it can be approached as a source of evidence to document other aspects of the community's history. Taken together with other local history lessons, learning about the history of the local school can reveal much interesting information.

Even the ordinary question of how the school got its name may be a fruitful project in the social history of a community. The names of many North Dakota school districts, for example, are not the same as the name of the local town. Why is this, and how did it happen? Studying the history of the local school may provide an answer.

COMING –
Winter Issue,
January 2017

SO — What's An Aggie?

Did you know the 1911 North Dakota legislature created "**State Agricultural High Schools?**" This legislation was more than six years before the Smith-Hughes Act which provided federal funding for high school vocational agriculture.

Watch for the next issue of the North Dakota Studies newsletter to learn more about "**State Agricultural High Schools**" – and what North Dakota towns achieved this title.

Looking for Primary Sources?

Try the Theodore Roosevelt Center's Digital Library

By Pamla Kukla

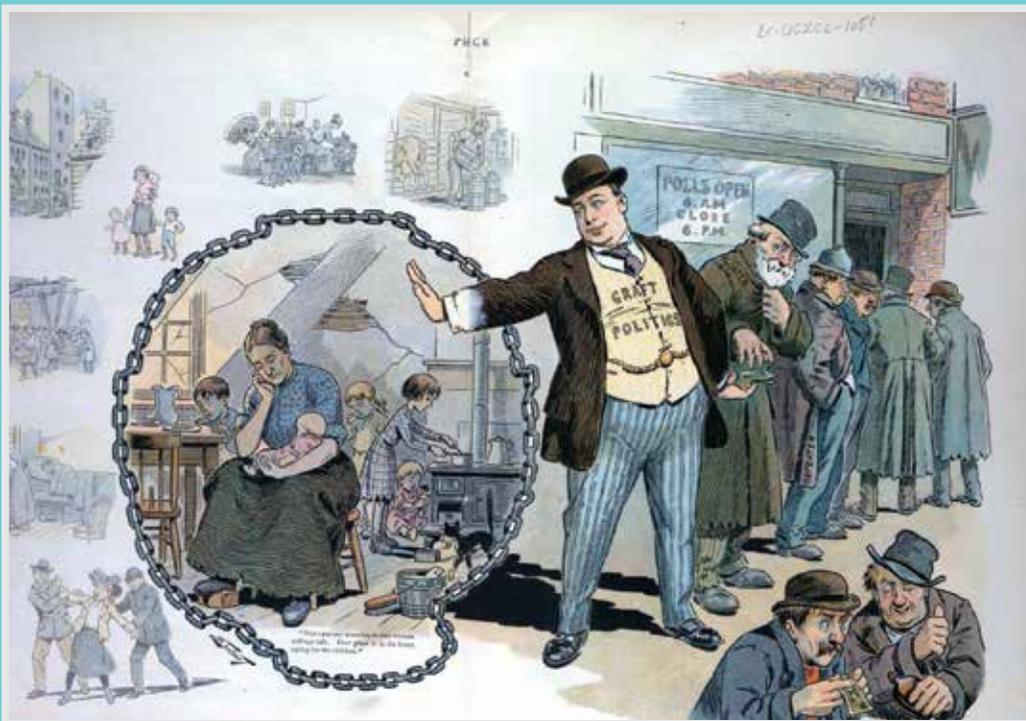
Looking for an image of a U.S. president wearing beaded buckskins and standing next to a horse? Hey, we have that. What about a famous speech to commemorate Independence Day in Dickinson in 1886? We have that, too. In fact, we have thousands of letters, speeches, and photographs of Theodore Roosevelt, the 26th U.S. president, but did you know we have much more?

The **Theodore Roosevelt Digital Library** (trcenter.org) is digitizing all things Roosevelt. Thanks to our many partners, our collection goes well beyond what Theodore Roosevelt (TR) wrote and the speeches he gave. Newspapers, memorabilia, postcards, cartoons, and music of the Gilded Age and Progressive Era represent the culture of Roosevelt's time. Educators and students can explore these materials to understand how his environment formed him and how he made a difference around him—not unlike any public figure in our own time.

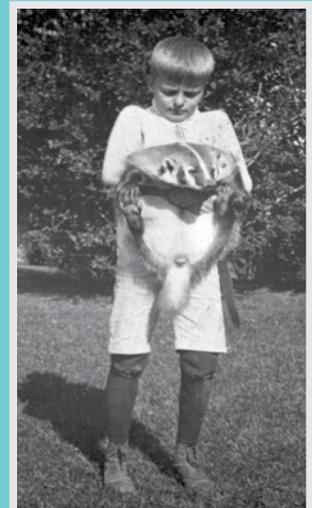
The TR Center's digital library includes letters that citizens wrote to President Roosevelt asking for advice on marriage, jobs, and children. It includes letters he wrote to his children that detail the



Theodore Roosevelt in the Badlands of Dakota Territory, shown with his horse in 1884. *Library of Congress Prints and Photographs Division*



One of the many *Puck* illustrations targeting the women's suffrage movement. *Shall women vote?*, March 31, 1909. *Library of Congress Prints and Photographs Division*



Archibald B. Roosevelt (Archie) with his pet badger, 1903-1905. *Library of Congress Prints and Photographs Division*

exploits of his family and their numerous pets—from Nibbles the mouse to Josiah the badger. It also includes letters in which TR expresses concern for widows of fallen soldiers and their struggles. Newspapers span the years, from accounts of U.S. Senate hearings on campaign donations made by Standard Oil—to accounts on how TR became linked forever with the **Teddy Bear**—to complete newspapers covering the assassination, death, and funeral of President William McKinley.

Just as modern celebrities have memorabilia, so did TR. The collection has campaign buttons, bookends, mechanical banks, perfume bottles, and a cigar case, to name a few. An extensive postcard collection shows the public feeling of the time regarding themes like race, phonetic spelling, geographical highlights, and tongue-in-cheek jokes. Political cartoons from magazines such as **Puck** cover a variety of topics that go beyond TR. These include European men coming to America and sweeping young women away in matrimony and the public view of the suffragette movement.

What about audio and video recordings? The digital library also offers a collection of early motion picture and audio recordings, including U.S. Senate testimony by Theodore Roosevelt and music of the time.

Using the digital library materials to complement your instruction is easy. Go to trcenter.org and check out the tips under the “Research” menu to get started. This fall the TR Center will be adding **primary source sets** along with lesson plans aligned to North Dakota Content Standards. Additional sets will be developed throughout the year. Of course, you can always contact the staff at the TR Center for help.

If you have questions or would like to receive the TR Center’s quarterly e-newsletter, contact Outreach Coordinator Pamla Kukla at pamla.kukla@dickinsonstate.edu. You can also follow the Center on Facebook and Twitter @ TR_Center, where updates on newly digitized images are posted, along with a weekly focus on a specific document.

The Presidential Primary Sources Project

If you had the resources to take your students on a classroom field trip to the National Archives in Washington, D.C., or the Franklin Roosevelt Presidential Library in Hyde Park, New York, or the Abraham Lincoln Birthplace National Park in Kentucky—would you? Through the **Presidential Primary Sources Project** sponsored by the Internet 2 K20 Initiative, you and your students can visit them all.

The **Presidential Primary Sources Project** is a series of free interactive sessions scheduled from January to March of 2017. The sessions will give students the chance to interact live with scholars, park rangers, and directors of presidential libraries throughout the United States. The theme for the 2017 project is “Cultural Trends of the Era.” What was going on in the sphere of time and place for each of the presidents? What cultural trends impacted the presidents and how, in turn, did the presidents impact the culture?

Last year students interacted with presidential sites on the topic of “Presidential Powers and the Constitution.” Topics included the “Roles and Responsibilities of Being President”; “Woodrow Wilson and the Consolidation of Presidential Executive Power”; “Reorganizing the Executive Branch: Hoover and the Federal Government”; “TR: Setting a Precedent with the Antiquities Act”; and “Abraham Lincoln and a House Divided”, to name a few.

What does it take to have your students be part of the 2017 Presidential Primary Sources Project? Visit k20.internet2.edu/presidents where the 2017 program details will be posted, or contact pamla.kukla@dickinsonstate.edu. Updates will also be posted on the Theodore Roosevelt Center’s Facebook page and Twitter feed.



Governor’s History Conference

October 22-23

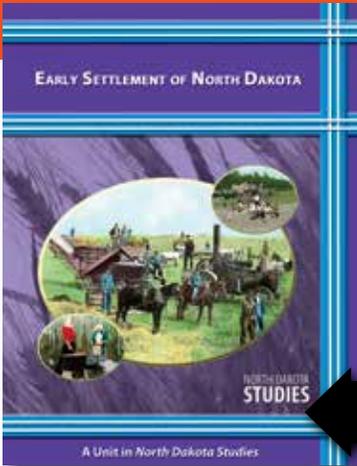
North Dakota Heritage Center & State Museum, Bismarck

Open to the public \$25

history.nd.gov/conference



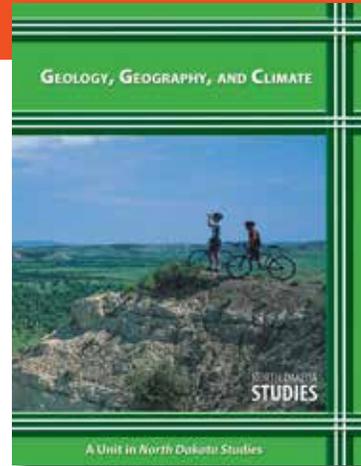
4TH GRADE NORTH DAKOTA STUDIES



Early Settlement of North Dakota

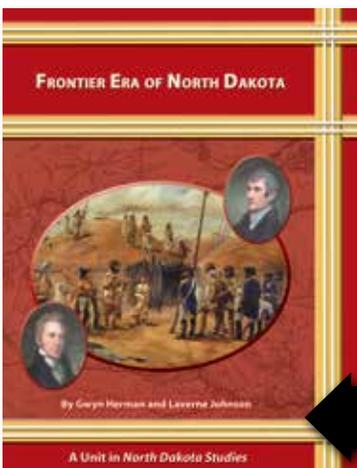
Students study about the Red River cart, steamboats, and the railroad. Bonanza farms, cattle ranching in the Badlands, and pioneer life between 1870 and 1915 are also discussed.

NOW ONLINE AT:
ndstudies.gov/gr4



Geology, Geography, and Climate

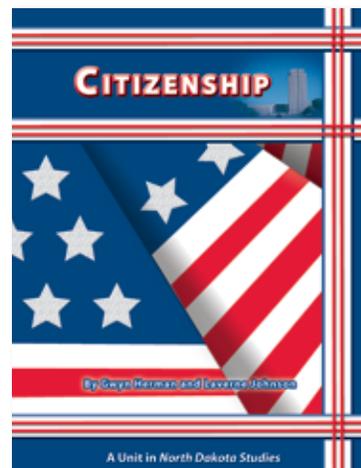
Students are introduced to North Dakota's geological past, the three major geographical regions, as well as the weather and climate of the state.



Frontier Era of North Dakota

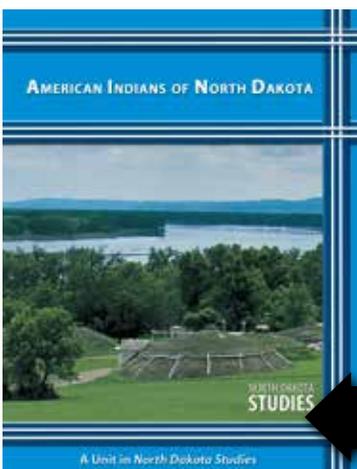
Students learn about the Lewis and Clark Expedition, fur trade on the Red and Missouri Rivers, and early frontier army history.

NOW ONLINE AT:
ndstudies.gov/gr4



Citizenship

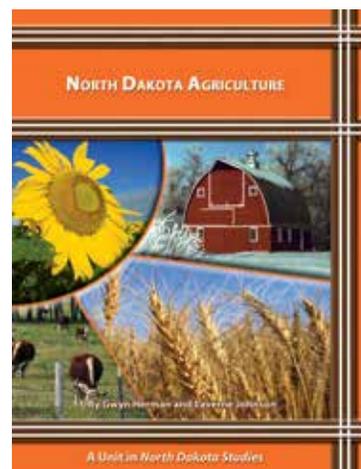
Students learn about national, state, and local governments. Students also learn about rights and responsibilities of young citizens, voting, state symbols, and Theodore Roosevelt Roughrider Award recipients.



American Indians of North Dakota

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

NOW ONLINE AT:
ndstudies.gov/gr4



North Dakota Agriculture

Students learn about the historical background of agriculture, the Mandan as the first farmers, homesteading and early ranching, as well as modern production agriculture and the role it plays in today's state economy.

4th Grade North Dakota Studies:

Student Text	\$10.00 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 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.

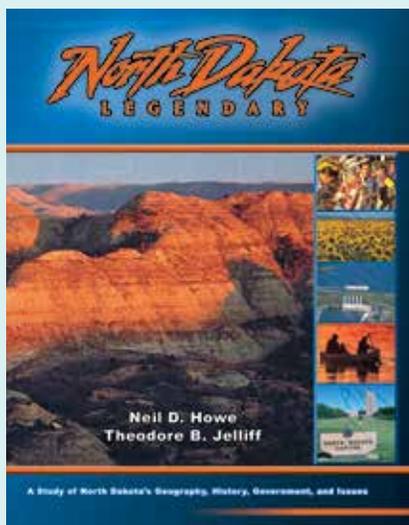
North Dakota: People Living on the Land

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.



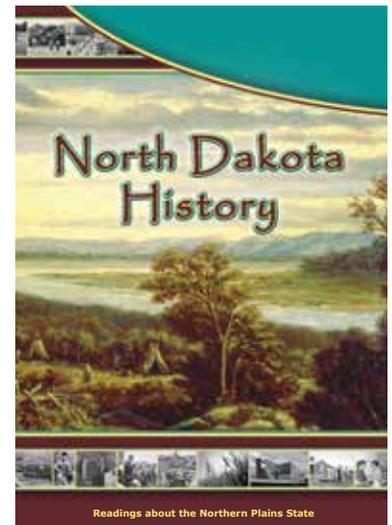
North Dakota Legendary:

Student Text \$45.00 each
Teacher Resource Guide \$15.00 each (CD Version)

HIGH SCHOOL NORTH DAKOTA STUDIES

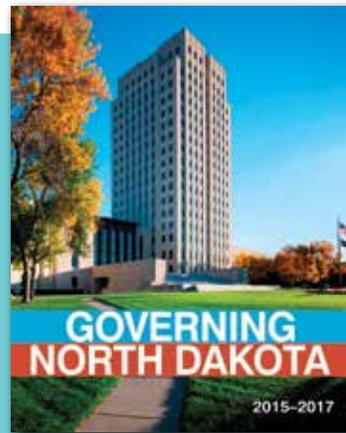
North Dakota History

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



North Dakota History:

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



\$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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LaMoure Public School Teacher Named 2016 North Dakota History Teacher Of The Year

Kelli Isaacson, a teacher at LaMoure Public School, has been named the **2016 North Dakota History Teacher of the Year**. The award is co-sponsored by the Gilder Lehrman Institute of American History.

Kelli Isaacson received her bachelor's degree at North Dakota State University and completed her master's degree in education leadership from Southwest Minnesota State University in 2008. Isaacson's passion for history is exhibited in the classroom each day. According to Isaacson, *"I must create questions to guide students to discover the answers to the big questions about history. Through discovery, students will find the answers, creating confidence in themselves and history."*

Isaacson received a \$1,000 honorarium and the LaMoure Public School library will receive a core archive of history books and educational materials from the Gilder Lehrman Institute of American History. In addition, LaMoure Public School will be named a Gilder Lehrman Affiliate School.

Inaugurated in 2004, the National History Teacher of the Year Award promotes and celebrates the teaching of American history in classrooms across the United States. The award honors one exceptional K-12 teacher of American history from each of the fifty states, the District of Columbia, Department of Defense schools, and U.S. Territories.

Kevin Cline from Frankton High School in Indiana has been named the 2016 National History Teacher of the Year. Mr. Cline will receive a \$10,000 award and attend a ceremony in his honor in New York City on October 24, 2016.

The 2016 award honored 7-12 secondary teachers. The 2017 National History Teacher of the Year Award will be selected from elementary school teachers.

The National History Teacher of the Year Award is coordinated by the North Dakota Studies program at the State Historical Society of North Dakota (SHSND). For more information, contact program coordinator Neil Howe at 701.205.7802 or email at nhowe@nd.gov.



Kelli Isaacson, LaMoure Public School. (Photo courtesy of Kelli Isaacson)

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

North Dakota Studies is published by the State Historical Society of North Dakota, 612 East Boulevard Avenue, Bismarck, ND 58505, Neil D. Howe, Program Coordinator, nhowe@nd.gov, 701.205.7802.

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

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