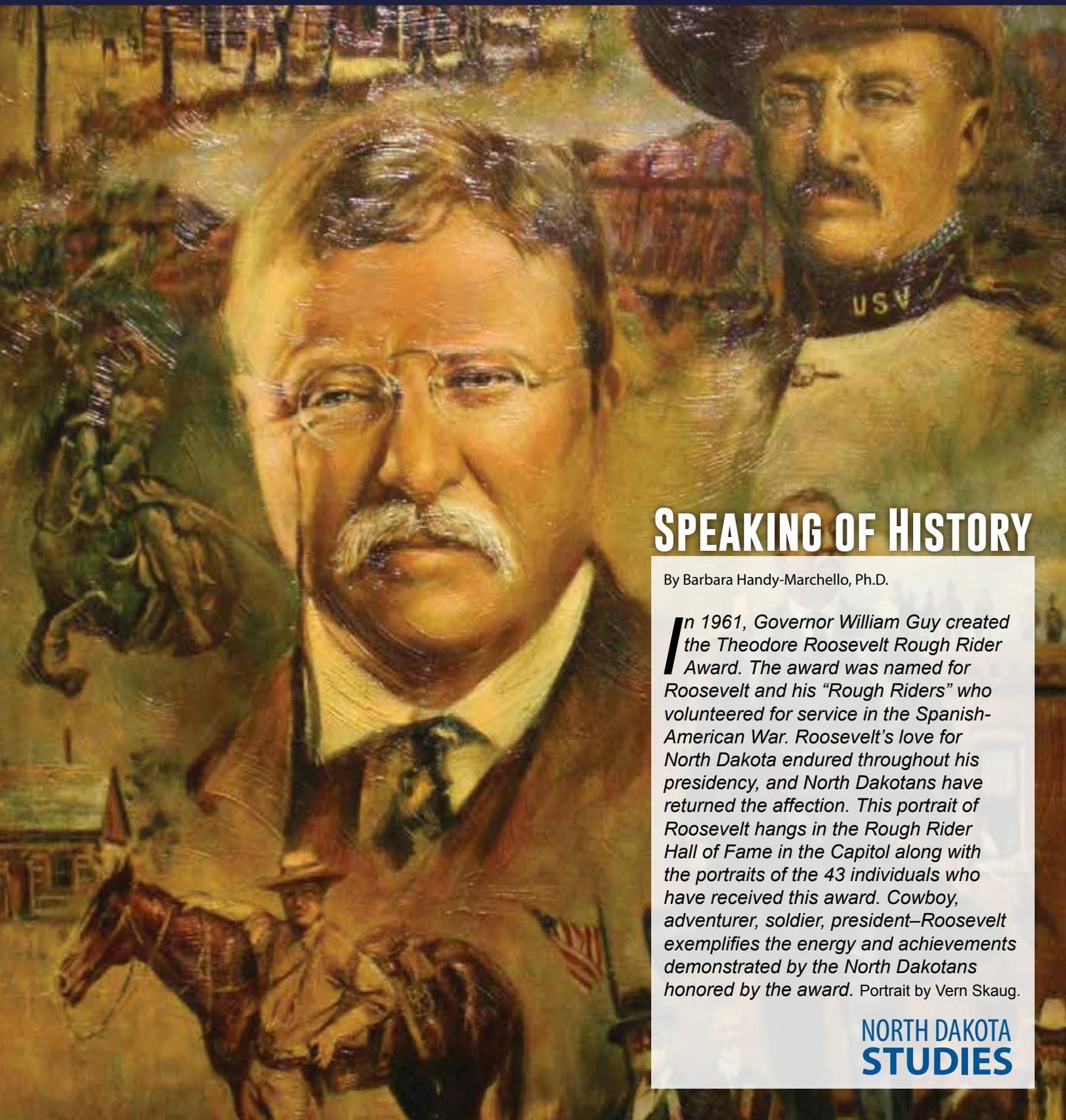


# NORTH DAKOTA STUDIES

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



## SPEAKING OF HISTORY

By Barbara Handy-Marchello, Ph.D.

In 1961, Governor William Guy created the Theodore Roosevelt Rough Rider Award. The award was named for Roosevelt and his “Rough Riders” who volunteered for service in the Spanish-American War. Roosevelt’s love for North Dakota endured throughout his presidency, and North Dakotans have returned the affection. This portrait of Roosevelt hangs in the Rough Rider Hall of Fame in the Capitol along with the portraits of the 43 individuals who have received this award. Cowboy, adventurer, soldier, president—Roosevelt exemplifies the energy and achievements demonstrated by the North Dakotans honored by the award. Portrait by Vern Skaug.

NORTH DAKOTA  
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# The North Dakota Rough Rider Hall of Fame

When visitors enter the North Dakota Capitol, they see portraits of present and former residents who, according to **Governor William Guy**, have achieved “a national reputation of excellence in their chosen field and in so doing, have lent prestige, honor and esprit de corps to the state.” The portraits of men and women who have been honored with the **North Dakota Theodore Roosevelt Rough Rider Award** hang in the main floor hall with a brief description of the work they did that reflects well on their home state.

The **Rough Rider Hall of Fame** (as it is often known) now includes 43 recipients. The award was created in 1961 by Governor William “Bill” Guy as the state celebrated the 100<sup>th</sup> anniversary of Dakota Territory. The state was also preparing to celebrate the 75<sup>th</sup> anniversary of statehood in 1964. Governor Guy was looking for a way to promote the state and to remind residents that North Dakotans are capable of achieving greatness and world renown.

The award was named for **President Theodore Roosevelt**, who lived on a ranch in the North Dakota Badlands before statehood and before he became



**Governor William Guy dedicated the Rough Rider Hall of Fame in the Capitol in 1967. In attendance are (from left) Dr. Anne Carlsen, Lawrence Welk, and Governor Guy. Artist Emmett Morgan is speaking. SHSND 11078-03782**

president (1901–1909). He referred to chasing cattle and bandits as “the romance of my life.” On a return trip to North Dakota in 1903, Roosevelt said ranching “took the snob out of him” and that “I never would have been president if it had not been for my experiences here in North Dakota.”

In 1898, Roosevelt resigned his position as Assistant Secretary of the Navy to organize a group of volunteers to participate in the Spanish-American War. Known as the **Rough Riders**, these working men with little military experience traveled to Puerto Rico to participate in the military effort to push

## ROUGH RIDER REUNION

In September, 2008, eight recipients of the Theodore Roosevelt Rough Rider Award returned to North Dakota to participate in events at the University of Mary in Bismarck. Rough Rider honorees **Thomas Clifford**, former president of University of North Dakota, actress **Angie Dickinson**, publisher **William Marcil**, businessman **Harry Pearce**, broadcasting executive **Chet Reiten**, singer **Bobby Vee**, educator **Sister Thomas Welder**, and poet **Larry Woiwode** told audiences at the university about their personal lives and pathways to success in their fields. The event was hosted by the University of Mary Harold Shafer Leadership Institute and Governor John Hoeven. This event was the only time that Rough Rider Award winners have gathered as a group to share their experiences with the public.

**Sister Thomas Welder, a member of the Benedictine Sisters of Annunciation Monastery, was president of the University of Mary for more than 30 years. She hosted the Rough Rider Hall of Fame Reunion in 2008.**





Roger Maris received the Theodore Roosevelt Rough Rider Award which was printed on a leather hide. Maris grew up in Fargo where he played baseball. He later became a star player for the New York Yankees. SHSND 00840-03

In 1963, the **state legislature** wrote the award into law. The statute includes language ensuring that the award “shall be the highest recognition by the state of present or former North Dakotans who have been influenced by their state in achieving national recognition in their fields of endeavor, thereby reflecting credit upon this state and its citizens.”

The first person to receive the Rough Rider Award was bandleader and entertainer **Lawrence Welk**, originally of Strasburg. The award, printed on a large piece of tanned cowhide, was presented to Welk in 1961. Welk had achieved national fame with his “Champagne Music” orchestra and weekly television show. He was quietly proud of his North Dakota upbringing and returned to the state often.

In the summer of 1961, **Roger Maris** hit 61 home runs to break the record set by Babe Ruth in 1927. Maris was born in Minnesota and moved to North Dakota at the age of eight. His family moved to Fargo, where Maris attended Fargo Central and Shanley High Schools. Maris later played for the New York Yankees and was named the Most Valuable Player of the American League in 1960. He made headlines in sports pages all over the United States. It is not surprising that Maris was chosen to receive the Rough

Spain out of the Western Hemisphere. They assisted regular Army troops in capturing San Juan Hill. Roosevelt’s leadership qualities as well as his love for North Dakota are reflected in the Theodore Roosevelt Rough Rider Award.

Governor Guy intended that the award would be “very limited” to only the most

deserving recipients. He thought perhaps only 50 people would receive the award over the next 100 years. A committee consisting of the governor, the secretary of state, and the superintendent of the State Historical Society would choose the recipients. Citizens could nominate someone by letter to the committee, but the committee alone made the decision.

## BOBBY VEE

Those who have been honored with the Rough Rider Award are from many walks of life and have earned many accolades and awards along the way. **Bobby Vee**, a musician who achieved fame at a very young age, received the Rough Rider Award in 1999. Vee was a teenager with a band in Fargo when he was asked to fill in for rock-and-roll legend **Buddy Holly**, who was killed in a plane crash on his way to perform in Moorhead, Minnesota. Within a few months, Vee’s song “Suzie Baby” was playing on the radio, and Vee was on his way to a career in music. He recorded songs such as “Rubber Ball” and “The Night Has a Thousand Eyes.” He sometimes shared the stage with singer/songwriter and Nobel laureate Bob Dylan, who called Bobby Vee “the most meaningful person I have ever been on stage with.”

When he received the Rough Rider Award, Vee said, “I’ve had gold records and I’ve had some wonderful honors from a business standpoint. But for somebody from your home state to slap you on the back and say, ‘good job,’ that’s a whole different deal.”



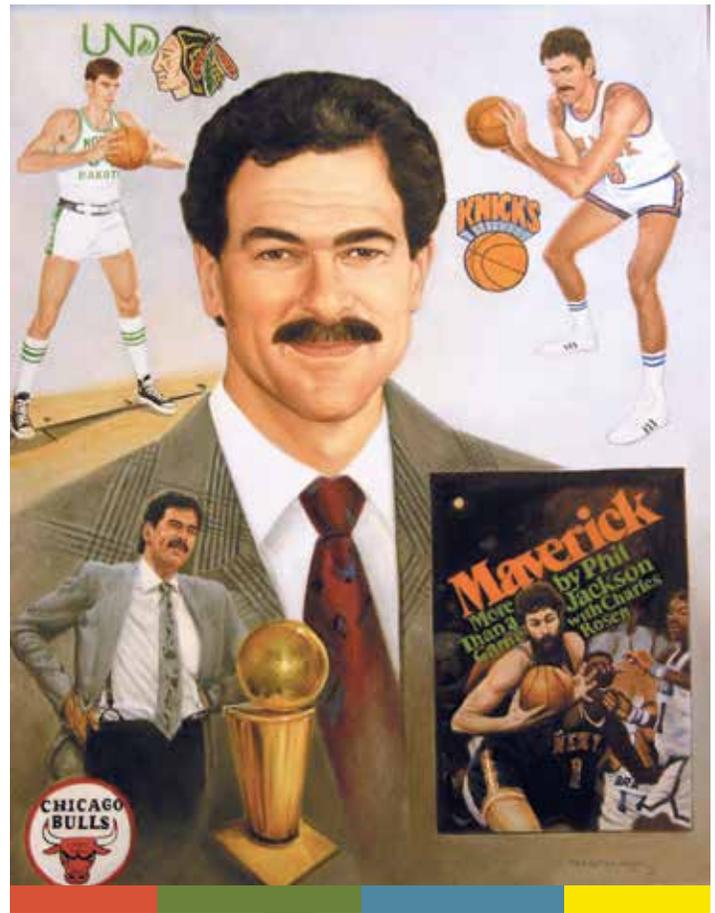
Rider Award in 1964. Maris developed cancer after retiring from baseball. After his death, his family sponsored the Roger Maris Cancer Center (now part of Sanford Health) in Fargo.

Governor Guy received some criticism for choosing award recipients who had left the state to find their fame. In 1964, Fern Lee, a columnist for the *Mouse River Farmers Press* of Towner and a state legislator, wrote: "How many of the five [recipients so far] have the welfare of North Dakota in their hearts?" They might, she wrote, have lived a brief time in the state, but "each and every one of them shook the North Dakota dust from their shoes as soon as they possibly could and I'd be willing to bet a sizeable sum that none would ever entertain the notion of coming back to the state to live."



Anne Carlsen was the beloved teacher and director of the school for disabled children at Jamestown.

Fern Lee was right. The first five recipients, Lawrence Welk, Dorothy Stickney, Ivan Dmitri (also known as Levon West), Roger Maris, and Eric Sevareid had left the state after growing up here and moved on to cities where they could work in a larger arena. Governor Guy's papers do not indicate how he felt about the criticism, but the next recipient was a North Dakota woman with impeccable credentials. **Dr. Anne Carlsen** was born in Wisconsin, grew up in Minnesota, and came to North Dakota as a young



Three artists painted the portraits of the Rough Rider Award recipients. The art has been criticized over the years as inappropriate for an award of such high esteem, but has also been praised as revealing to the viewer important information about the award. Artist Vern Skaug painted this portrait of basketball player and coach Phil Jackson.

## THE ROUGH RIDER HALL OF FAME IN THE CLASSROOM

The website for the Rough Rider Hall of Fame with portraits and information about each recipient can be found at <https://www.governor.nd.gov/>. Teachers of social studies, art, and English will find the Hall of Fame a useful resource in the classroom.

**Standard 2, Benchmark 4.2.5:** North Dakota Social Studies Content Standards states that students know something about famous North Dakotans, including Rough Rider recipients. If your class can't visit the Hall of Fame, you can view the portraits at the website.

**Classroom Activity:** To help the students understand why a person was selected for the Hall of Fame honor, you can draw seven circles on the board labeling each for one of the main categories of achievement (business, science and medicine, education, entertainment and the arts, sports, military, journalism). Ask the students to place a dot in the circle that represents the area of excellence of each recipient. Some recipients might be placed in more than one category. Discuss which category has the most dots.

Students might also categorize award winners by race, sex, or life's work and analyze the results to draw conclusions about the awards. A general discussion about fame can take students from the Rough Rider Hall of Fame to broader categories of fame in American public culture and its meaning in modern life.

Eighth grade and high school students also benefit from a discussion about the significance of home state affiliation. Was Governor Guy correct in stating that the state needed the inspiration of "great people"? Does the Rough Rider Hall of Fame inspire your students?

woman to teach at a Fargo school for disabled children. She eventually earned her Ph.D., which qualified her to become superintendent of the Crippled Children's School (now known as the Anne Carlsen Center) at Jamestown. Carlsen had been born without hands or lower legs and knew from her own experience that with education disabled children could become productive citizens. Since Anne Carlsen was selected for the Hall of Fame, 18 more recipients have been recognized for their work within North Dakota.

Each member of the Rough Rider Hall of Fame has a portrait hanging in the Capitol. Over the past 56 years, three artists have been hired to paint the portraits. **Emmett Morgan** was the first artist. He painted portraits from photographs submitted by the recipients. Morgan, a resident of Minnesota, cared deeply about the Hall of Fame portraits and returned to Bismarck every few years to check on the condition and to give them a professional cleaning, if needed. **Ann Linton Hodge** painted some of the portraits in the mid-1990s. **Vern Skaug**, a Minot artist, has painted most of the portraits.

The styles of the portraits have varied through the years, from simple portrayal of the recipient's head and shoulders to a montage of images associated with the recipient's life and work. The governor has chosen the artist and has fielded a good bit of criticism for the quality of the portraits. Some people criticized Governor Guy's choice of artist. In response to the complaint that the art was not of the "calibre that does proper credit to the state," Guy replied that though he knew little about art, he was satisfied. More recently, Vern Skaug's portraits have been the subject of criticism by other artists who believe that the paintings do not capture the personality of the recipient. But Skaug has his defenders and has continued as the portraitist to date.

The recipients of the awards have responded warmly to the honor. Singer **Peggy Lee** was nominated in 1963, but because of her busy performing schedule, had to delay receiving the award for several years. She wrote to Governor Guy stating that she was "absolutely overwhelmed by your consideration of me for the award." Army General **Harold**



**Eric Sevareid, a Velva native, became a nationally known journalist with CBS news.**

**Johnson** wrote that he was "deeply moved by having my portrait in the Hall of Fame."

**Eric Sevareid**, a CBS journalist with a worldwide reputation, wrote at length about the meaning of the award for him. "I am intensely proud and grateful to have a portrait of myself hanging in the capitol of my native state. . . . I have been the beneficiary of far more kindnesses from the people and the officials of North Dakota than anyone so long and far away can possibly deserve. North Dakota and all that life there meant in earlier days are deep in my memory and blood. They have formed my ways of life and thought as much as anything else. This influence has been a strength in me for which I have never ceased to be grateful." A few



**Peggy Lee grew up in Windsor. She became internationally known for her singing and acting.**

months later, Sevareid wrote, perhaps with tongue in cheek, to Governor Guy asking if his portrait could be modified because it showed his hair parted on the wrong side. Nevertheless, he wrote, "I am happy to have my picture there, left part, right part or bald."

North Dakota's small towns produced many of the Rough Rider Award honorees. **Gerald W. VandeWalle**, current Chief Justice of the North Dakota Supreme Court, grew up in Noonan. **Chester "Chet" Reiten** was born in Hastings (Barnes County). He is best known as the head of Reiten Broadcasting Company, which operated television and radio stations throughout the state. The Reverend **Richard C. Halverson** went from his home in tiny Pingree to Washington, D.C. to be Chaplain of the United States Senate. Physician and medical researcher **Dr. Leon Jacobson** of Sims struggled to pay for his college education, but eventually earned a medical degree and made important contributions to cancer research.

The **North Dakota Theodore Roosevelt Rough Rider Hall of Fame** has brought focus to famous North Dakotans both in the state and at work in other places. If, as Governor Guy intended, "these great people" have inspired the state's children to become "a new generation of achievers," the state will continue to be the home of people who achieve in the arts and literature, in science and medicine, in business, and in service to humanity.



### 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](http://history.nd.gov).

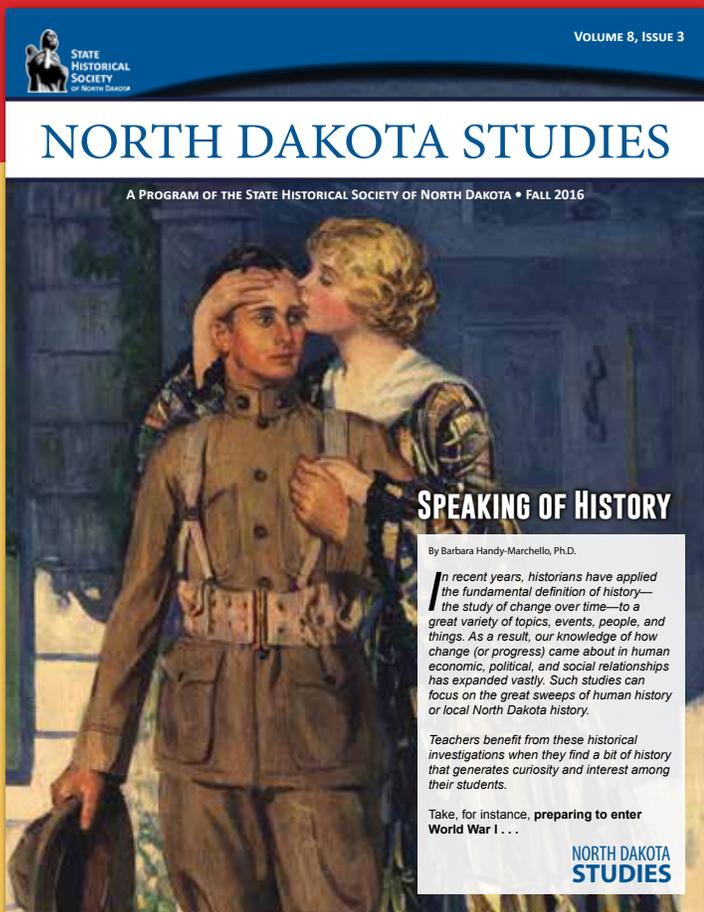
*Speaking of History* will appear in future newsletter issues and focus on a variety of topics related to North Dakota history, geography, and culture.

# World War I in the Classroom

The last three issues of the *North Dakota Studies* newsletter, cover World War I from the perspective of the people and government of North Dakota. While many teaching tools are now available in conjunction with the 100<sup>th</sup> anniversary of the United States' entry into the war, none of these includes the efforts of North Dakotans to understand and support the war.

The first issue dealt with isolationism. Many North Dakotans felt isolated from the complex issue of international relations that brought European nations to arms. The most important isolationist leaders in the nation were North Dakota's U.S. Senators. However, when the nation entered the war, North Dakotans made a deep commitment, as discussed in the second issue. After the war, no state did as much for returning veterans as North Dakota did. The third issue discusses veterans' search for peace and support.

Teachers can order extra copies of these three issues of *North Dakota Studies* to supplement classroom studies of World War I. Please contact Neil Howe, North Dakota Studies coordinator, at [nhowe@nd.gov](mailto:nhowe@nd.gov). The newsletters are also available in PDF or flipbook format at <http://ndstudies.gov/content/north-dakota-studies-newsletter>.



## SPEAKING OF HISTORY

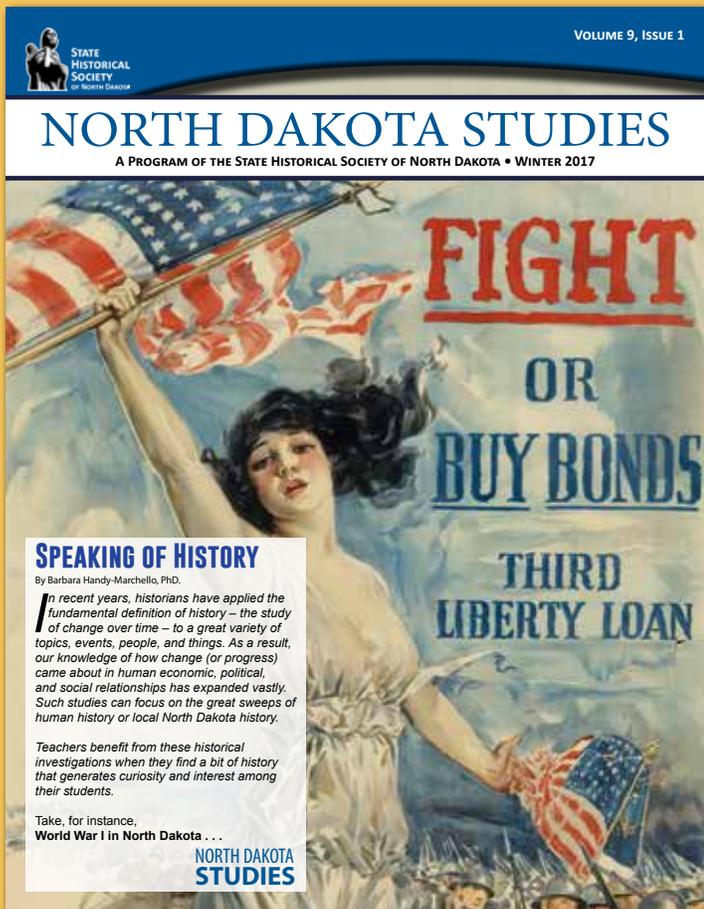
By Barbara Handy-Marchello, Ph.D.

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 . . .

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## SPEAKING OF HISTORY

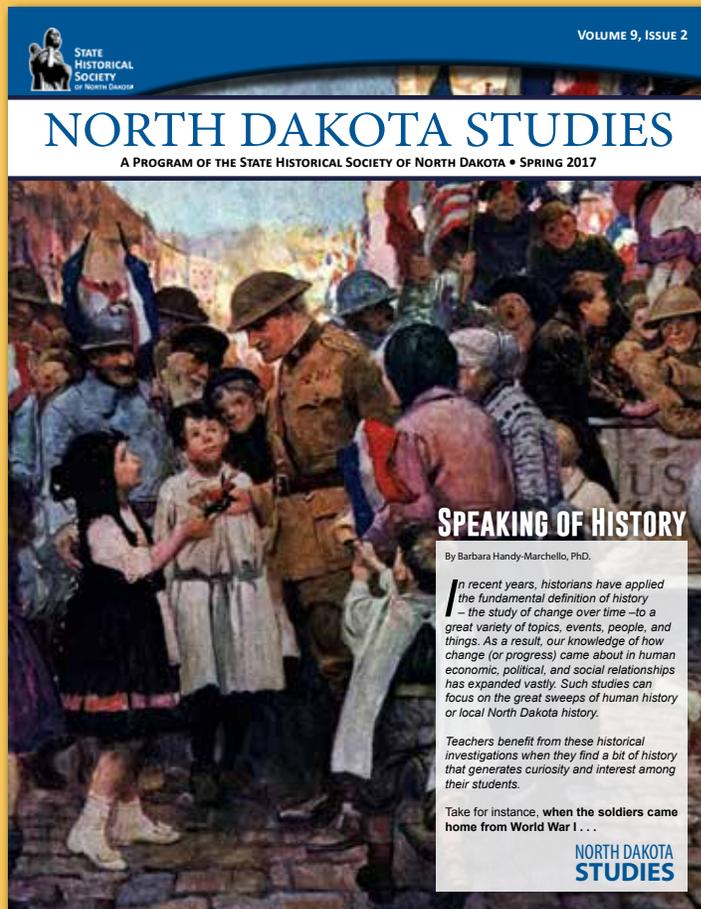
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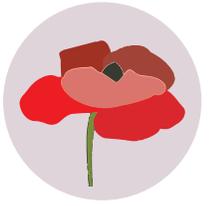
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Take for instance, when the soldiers came home from World War I . . .

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As we commemorate the 100<sup>th</sup> anniversary of the U.S. entry into World War I, teachers and students can access information on “*The Great War, 1917-1918*” at [ndstudies.nd.gov/gr8](http://ndstudies.nd.gov/gr8) – Unit III, Lesson 4, Topic 11.



Students and teachers may also visit and explore the World War I exhibit at the North Dakota Heritage Center & State Museum.

Find these objects in the State Museum galleries.



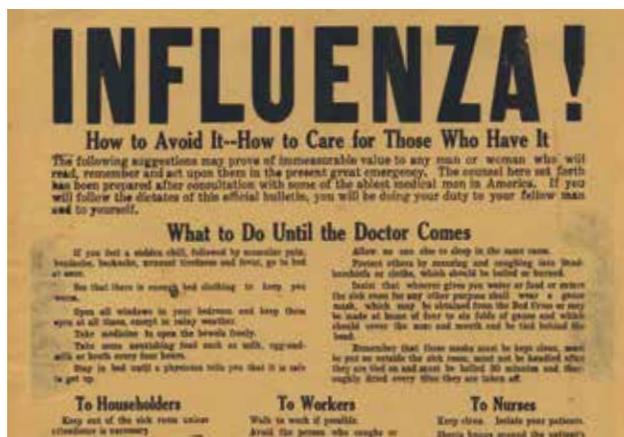
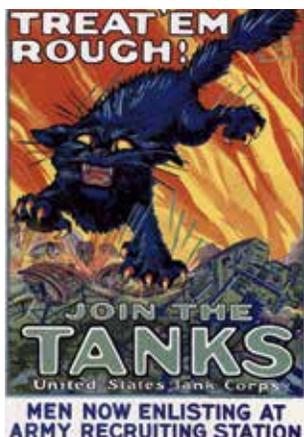
**Doughboy Uniform**  
Some North Dakotans volunteered to serve even before the U.S. entered the war.



**German Machine Gun**  
WWI saw many technological advances. This gun fired rapidly and had a water-cooled barrel.



**Ring**  
Wounded at the Battle of Verdun, a U.S. soldier carved this ring from a French coin while convalescing.



**German Reichsmark**  
The war caused hyperinflation in Germany, which led to further political instability.



**Gas Mask**  
America produced thousands of gas masks. There were also special masks for horses and dogs.



## North Dakota Archaeology Awareness



# Plains Village Posters Available

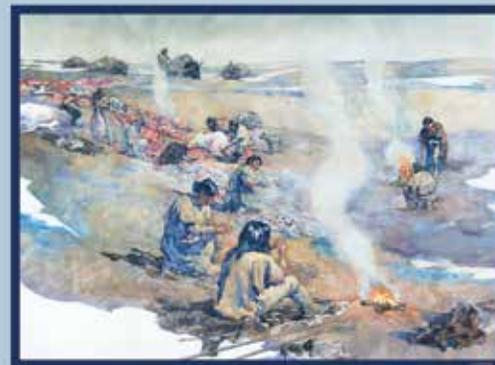
The Archaeology & Historic Preservation Division of the State Historical Society of North Dakota is pleased to announce that the most recent installment of our Archaeology Awareness poster series is now available! The Plains Village poster is the fourth poster in our series that parallels the time periods and themes found in the **Innovation Gallery: Early Peoples** at the North Dakota Heritage Center & State Museum.

The **Plains Village Period** (AD 1200–1785) saw one of the most significant cultural developments in the region—the cultivation of crops. The transition to an agricultural lifeway occurred in tandem with settlement in permanent earthlodge villages along the Missouri River and its tributaries. The ability to grow and store surplus crops made Mandan, Hidatsa, and Arikara villages major centers of trade in the region, as well as hubs of social interaction and cultural exchange. The poster examines how dispersed villages coalesced into densely settled urban centers over time; changes in architecture and demography; the diversity of the Plains Village diet and subsistence practices; and the unique trajectory of each tribe as it adapted to a changing political and social landscape. The poster features original artwork by Boston-based artist Rob Evans, who created the Double Ditch cyclorama for the Innovation Gallery. Mr. Evans used archaeological, ethnographic, and archival records to recreate the village of Double Ditch as it would have looked in AD 1550.

These 34" x 18" posters are free to schools and educators across North Dakota. They are great tools for teaching students about North Dakota history, Native American history and culture, innovation, and the science of archaeology.

Send your request for copies of the new Plains Village poster to Archaeology Collections Manager Wendi Field Murray at [wmurray@nd.gov](mailto:wmurray@nd.gov). Please include the number of posters you would like, your name, and your mailing address. Please note that posters are double-sided, so you may want two copies if you plan to hang them on your wall and want both sides to be visible.

### PALEOINDIAN



North Dakota Archaeology Awareness



# PLAINS VILLAGE PERIOD (AD 1200 - 1785)

## Plains Villages: Cities and Surpluses

The emergence of the Plains Village sites is among the Upper Missouri River basin characterized as one of the most significant cultural developments in North America. Growing and cultivating crops allowed Plains Americans the ability to store surplus grain and other resources. This surplus led to the development of the village and beyond. They built permanent or semi-permanent villages and used their land more for trade. As a result, these villages became major centers of exchange. Neighboring tribes exchanged ideas and items with Villages for corn and other products. The central role of the village is supported by the fact that established long before the arrival of game, horses, and other European items.

During the Plains Village period, people developed farms, more permanent houses, and an agricultural lifestyle and then a complex political system. Large populations required a more organized form of political leadership. They developed social and religious organizations that helped maintain order and create a sense of community. Each village became more of the Missouri, Helms, and Archaic systems. They differed from each other in language, religion, and other aspects of their cultures, but they shared a similar theme of agriculture based on smoking, gardening, and horse raising.

The success of these period societies often demonstrates the fact that the Missouri, Helms, and Archaic were among the most successful, powerful, and enduring societies to ever make the state of North Dakota and South Dakota.



## Mandans

At about the same time that the Archaic Indians were prospering, Mandan people were experiencing similar success in their territory downstream from the Helms. By the early nineteenth century, early Mandan people prospering lived in the central Missouri River valley in South Dakota and northern North Dakota. A century later, the Mandans had established some of the largest villages ever established in the Upper Missouri River valley along the Missouri River, forming MANDAN or more individuals.



## Archaics

By the mid-fourteenth century, the Archaic separated from the Plains and began a northward migration out of the central Missouri River valley into North Dakota. The Archaic likely pushed the Mandans westward of this time. The White River Archaic culture occupied a 125-mile stretch of the Missouri River Valley. Three villages remained up to 17,000 acres. In the AD 1500s, Archaic settlements were also nearby or adjacent to some existing from the White River to the Great River. Like the Mandans and Helms, the Archaic had a diverse subsistence system that ultimately reduced their population by the 1500s. The Archaic lived at Helms long before the Fort Clark in AD 1000 and then joined the Mandans and Helms in 1862 at Fort Totten.

## Subsistence: Gathering, Hunting, and First Gardens

The Mandans, Helms, and Archaic had a diversified and flexible economy relying on both wild and domesticated resources. They were some of the most successful and most advanced societies to live in the region.

## Gardening

Each family planted corn, beans, squash, watermelon, and melons. Women were in charge of the gardens, while men collected large quantities of alfalfa. Children assisted by pulling the crops from production, raising animals, and teaching younger children about production, weeding, and when to work in the fields.

Each family had a garden plot of three to five acres located in the back yard of the three houses in a circle near the village. A single village of approximately 100 houses might have gardens extending up to 800 acres. The garden patches were used as full-time plots, capable of holding as many as 24 bushels of corn. These were harvested in thousands of bushels of corn in each village. The crops were eaten fresh and surplus was used for trade. The best seed was kept for planting in the following year. These crops were also used for subsistence, maintaining peace.



## Gathering

Plains Americans had a vast knowledge of wild plants and their uses. Berries, chokeberries, plum, grapes, wild cherries, watermelon, wild onions, and green beans were important food sources. They used plants for construction, making the sick, and making tools from the bark and wood. Chopped wood and other items from the forestland were used for large construction. Women were made responsible for collecting and knowing plant resources.

Today, North Dakota's forest resources are perfect for medicinal and medicinal uses. Several plants like ginseng and wild yam are used for medicine. Many that are used for food are also used for medicinal purposes. The forest is a rich source of medicinal plants and is an important part of the region's history.



## Hunting

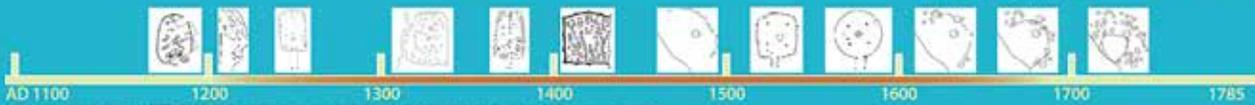
Plains Villagers were skilled hunters. Deer, bison, fish, birds, elk, and many other animals provided meat and were sources of hides, bone, sinew, and raw materials. These were used to support the life of the Plains Villagers in their villages and on the plains. Before the arrival of horses, hunters used bows, arrows, and spears to hunt animals in large numbers on Plains in some areas. They also gathered the items that allowed them to live in the region, before horses through the river. These "wild horses" were captured in wild areas and considered a delicacy by the Mandans.

## Settlements: North Dakota's First Cities

The Mandans, Helms, and Archaic each had settlements that were considered for centuries as the Missouri River and Arkansas regions. The earliest villages were spread out and relatively small in size. Some of these villages had permanent houses while others did not. Regional populations increased from roughly AD 1200 to the early AD 1800s. With higher concentrations of people living in close quarters came something no modern disease introduced by European Indians, young children, and others were more likely to die. In addition to more epidemics, these villages were considered for centuries as the most important places to be lived and other groups. By the late AD 1800s, the Mandans moved north to the Red River to live in the Helms and added protection from their enemies. The Mandans and Helms had developed their own hierarchy of social relationships for centuries. In 1845 the Helms and some of the Mandans established a new community called Lake Afton Village. By 1862 the remaining Mandans and all the Archaic Helms moved to Lake Afton.

## Helms

The settlements of the Archaic Helms is among the earliest complex agricultural societies of the Helms. Large settlements that were along the banks of the Red and Missouri rivers. There were also a few large in regional settlements that were considered for centuries. In AD 1400 there was probably a population of 10,000-15,000 in one or more of the Missouri Valley River valleys. Around AD 1600 and in some other places, the Helms developed the Helms people and the Archaic people in the Helms. Most from the one where "old time" and they were there. The Helms were at the Red River region until 1845 when they moved 40 miles north to establish Lake Afton Village.



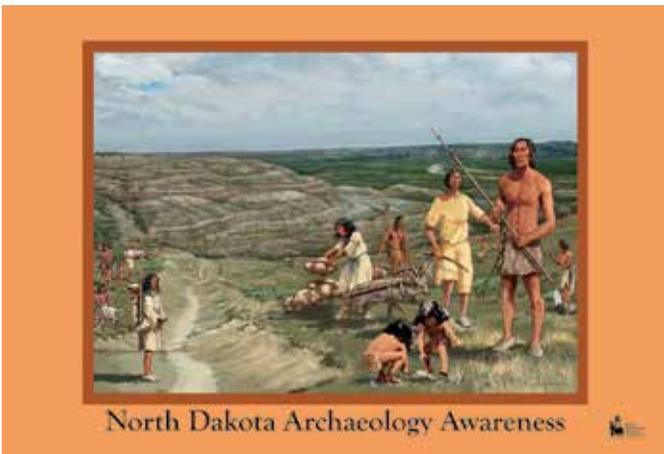
These other posters are also available upon request:

- Paleoindian ~ Plains Archaic*
- Plains Woodland ~ Menoken Village*
- Huff Village ~ Double Ditch Village*
- Fort Clark State Historic Site*
- Knife River Flint Quarries*

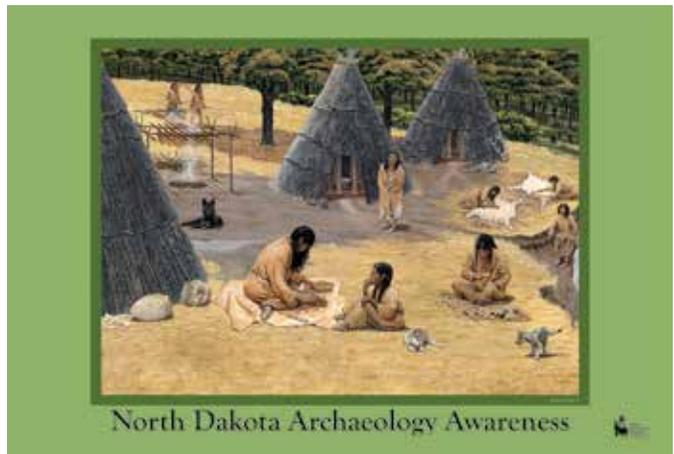
# Possible Classroom Uses

- As a point of departure for class discussions on how people once lived
- As preparation for a visit to the ND Heritage Center & State Museum or one of North Dakota's state historic sites
- As a model for students to make their own posters, as if someone hundreds or thousands of years from now were learning about life in 2017
- As the basis for an art project, in which students use an archaeological description of a site to create a painting of what it was like to live there

## PLAINS ARCHAIC



## PLAINS WOODLAND





## NDSTUDIES.GOV/GR4

**NOW ONLINE!** The North Dakota Studies program is pleased to announce that *Geology, Geography, and Climate*; *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: [www.ndstudies.gov/gr4](http://www.ndstudies.gov/gr4).

These Grade 4 units are based on the highly popular series of print-based textbooks used in most North Dakota classrooms. *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, the railroad, Bonanza farms, cattle ranching in the Badlands, and pioneer life between 1870 and 1915.

*Geology, Geography, and Climate* emphasizes North Dakota's geologic past, the three major geographical regions, as well as the weather and climate of the state.

The next unit planned for conversion to the website is *North Dakota Agriculture*, with a plan to launch this unit in early 2018. As funding becomes available, all six Grade 4 textbooks will eventually be converted to the new, web-based format. The Grade 4 units complement the newly-released *North Dakota: People Living on the Land* at [www.ndstudies.gov/gr8](http://www.ndstudies.gov/gr8).

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

## NDSTUDIES.GOV/GR4

Coming this Winter

## Traces: The Earliest Peoples of North Dakota



A new book about the earliest people to live and work in North Dakota will be coming out by early 2018. Titled *Traces: The Earliest Peoples of North Dakota*, the book will cover the archaeological record of people who came to this area as early as 13,500 years ago.

The book corresponds to the exhibits in the **Innovation Gallery: Early Peoples** in the State Museum, but gives greater depth on archaeological discoveries that explain where people came from, the kind of work they did, and the innovations that propelled them into modern times.

The book is organized into five chapters corresponding to archaeological divisions of time as applied to the Northern Great Plains. The first chapter covers evidence of **Paleoindians in North Dakota** based on the stone caches and the interesting recent discoveries at Lake Ilo National Wildlife Refuge. The peoples of this time period were nomadic and experienced great changes in their technologies and lifestyles as the animals they had once hunted became extinct. The people of the **Archaic Cultures** appeared in North Dakota around 5500 BC and met the challenges of a changing environment with innovative technologies that made hunting and preparing food more efficient.

People of the **Plains Woodland** cultures lived on the Great Plains of North Dakota, but were influenced by densely populated ancient cities of the Mississippi and Ohio River Valleys. They added pottery-making to their skills and, around AD 1200, began to build villages of earthlodges.

Village life came to dominate the lifeways of the Missouri River Valley in the **Plains Village** era. Earthlodge villages, some fortified with palisades, were home to people who hunted, gathered the wild plants of the region, and raised crops in garden plots near the villages. These villages were well known for their surplus food supplies and the resident's willingness to engage in trade with nomadic peoples and Europeans whose trade goods reached the villages by the early 1600s.

By 1800, horses and European American traders once again changed the cultures of the Northern Great Plains. Horses and increasing international trade brought both advantages and disadvantages to the cultures of the region. The people adapted by forging new alliances and seeking ways of either cooperating or resisting new pressures on their cultures.

The book will be beautifully illustrated with images of objects from the archaeological collections at the North Dakota Heritage Center & State Museum and original paintings of important archaeological sites in the state. Maps, aerial photographs, and magnetic imaging views of sub-surface sites will reveal villages and homes built hundreds of years ago.

The book is written for the general public and is an ideal resource for use in eighth grade or high school classrooms. The author is historian Barbara Handy-Marchello, Ph.D., who wrote the text for *North Dakota: People Living on the Land*, the web-based eighth-grade curriculum in North Dakota Studies. It will be sold through the Museum Store.

# What makes a house a home?

Throughout American history, people have lived in all sorts of places, from military barracks and two-story colonials to earthlodges and claim shanties. Drawn from the flagship installation at the National Building Museum, the *House & Home* exhibit embarks on a tour of houses both familiar and surprising, through past and present, to explore the varied history, and many cultural meanings of the American home.

The *House & Home* exhibit will be featured at the North Dakota Heritage Center & State Museum beginning November 10, 2017 and ending on March 11, 2018. In preparation for, or in conjunction with, a visit to the exhibit, teachers and students may want to reference a variety of North Dakota Studies materials related to houses and homes throughout North Dakota history. Lesson plans and activities for the *House & Home* exhibit are also available at <http://nehontheroad.org/exhibition/house-home/>.

## North Dakota Studies Resources for *House & Home*

### Grade 4

- **American Indians of North Dakota**
  - ~ Culture of American Indians of North Dakota
    - Homes
- **Frontier Era of North Dakota**
  - ~ Frontier Army
    - Frontier Army Life
- **Early Settlement of North Dakota**
  - ~ North Dakota Pioneers
    - Pioneer Life – Homes

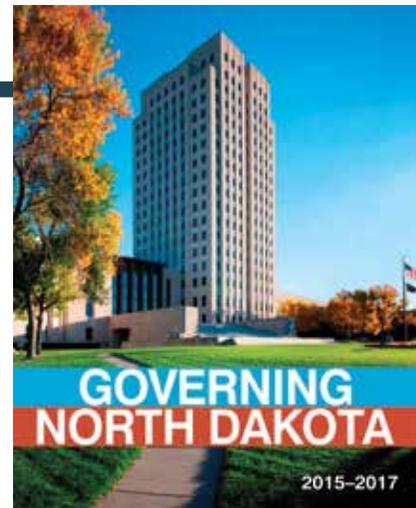
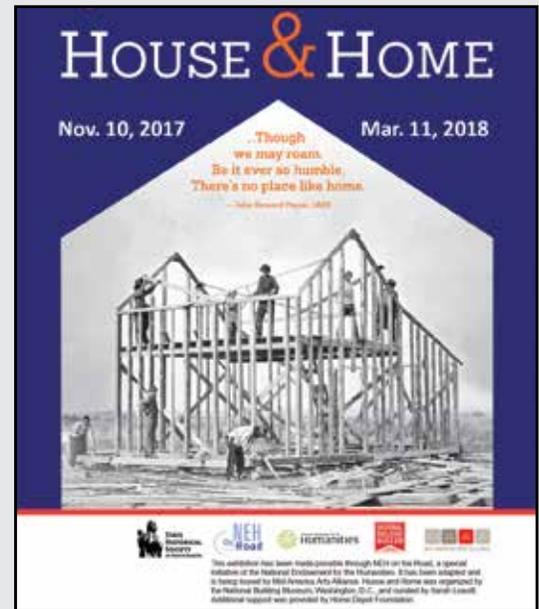
### Grade 8

#### **North Dakota: People Living on the Land**

- Unit 1. Lesson 2. Topic 4. Section 1. Housing
  - ~ The Naze house
- Unit 2. Lesson 3. Topic 1. Section 1
  - ~ The Mandans earthlodges
- Unit 3. Lesson 2. Topic 4. Section 2
  - ~ Homestead Act of 1862
- Unit 3. Lesson 2. Topic 10. Section 1
  - ~ Hired Girls
- Unit 3. Lesson 3. Topic 5. Section 2
  - ~ Richland County Poor Farm
- Unit 3. Lesson 4. Topic 10. Sections 1-7
  - ~ USS *North Dakota*
- Unit 4. Lesson 2. Topic 6. Section 1
  - ~ Housework
- **North Dakota Legendary**
  - ~ Chapter 11 – Settling in Dakota
    - Settlement Patterns: Log Cabins, Sod Houses, Claim Shanties

### High School

- **North Dakota History**
  - ~ Unit IV: Building a New State, 1878-1914
    - Frontier Housing by John Hudson



## Governing North Dakota

Due to budget reductions, a 2017-2019 edition of **Governing North Dakota** will not be published during this biennium.

If you would like to purchase copies of the 2015-2017 edition for students, more than 1,200 are still available.

The majority of the content in **Governing North Dakota, 2015-2017** is still relevant and the text remains an excellent resource for courses in American Government, Civics, or North Dakota Studies.



## Looking for project-based activities for your students? National History Day may fill the bill.

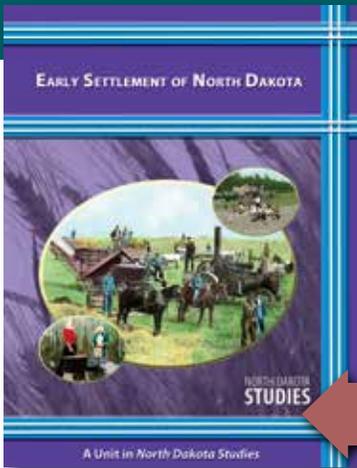
National History Day (NHD) motivates students to discover history by:

- **Cultivating interest:** students research a topic of their choice.
- **Developing research skills:** students act as historians discovering how to uncover primary sources, build historical context, and form historical interpretations.
- **Becoming experts** on their research topic: presenting their research to teachers, students, and historians.
- **Achieving success:** The shy student gains confidence when speaking about a topic he/she has researched, the apathetic student gains passion by choosing a topic of personal interest, and the high-achieving student increases his/her ability to articulate learning through presentation.



National History Day in North Dakota 2018 State Competition is scheduled for **April 13, 2018** at the North Dakota Heritage Center. Projects will focus on *Conflict and Compromise in History*, this year's theme. To learn more about National History Day go to [www.nhd.org](http://www.nhd.org) or contact the state coordinator of National History Day in North Dakota, Erik Holland, SHSND Curator of Education at [eholland@nd.gov](mailto:eholland@nd.gov) or call (701) 328-2792.

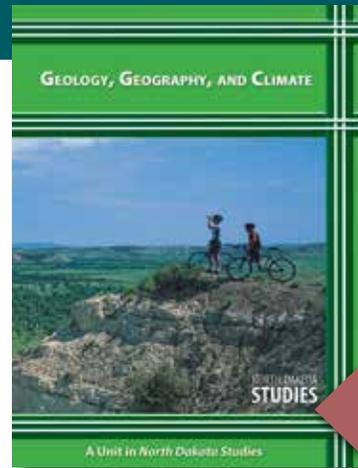
# 4TH GRADE NORTH DAKOTA STUDIES



## Early Settlement of North Dakota

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

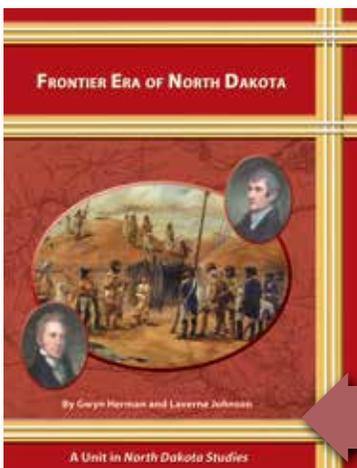
NOW ONLINE AT:  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## Geology, Geography, and Climate

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

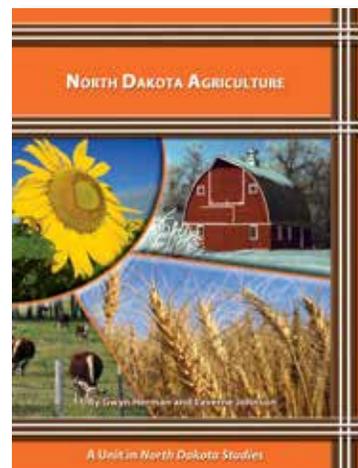
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## Frontier Era of North Dakota

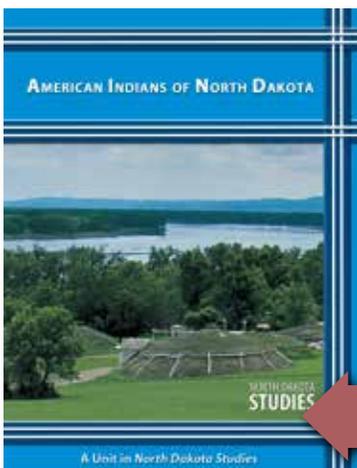
Students learn about the Lewis and Clark Expedition, fur trade on the Red and Missouri Rivers, and early frontier army history.

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



## North Dakota Agriculture

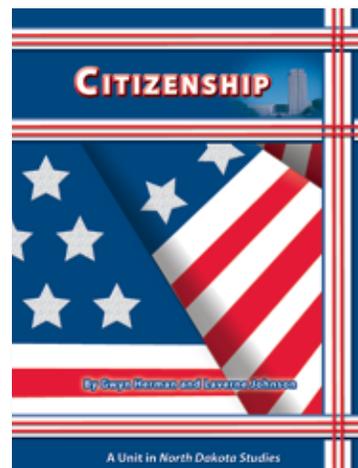
Students learn about the historical background of agriculture, the Mandan as the first farmers, homesteading and early ranching, as well as modern production agriculture and the role it plays in today's state economy.



## American Indians of North Dakota

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

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



## Citizenship

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

## 4th Grade North Dakota Studies:

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

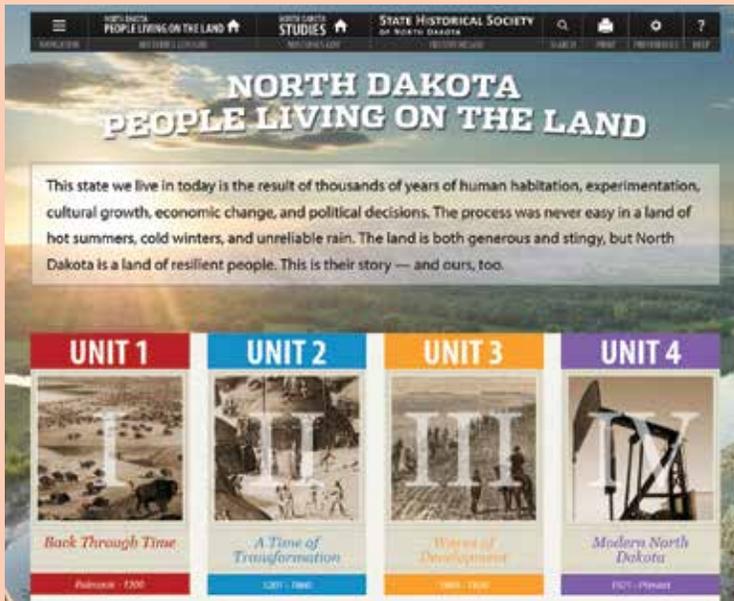
### North Dakota Studies Course Requirement

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

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

# 8TH GRADE NORTH DAKOTA STUDIES

# 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

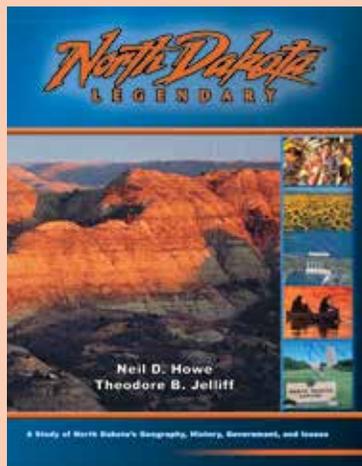
**Cost:** No cost to users

**Access:** [ndstudies.gov/gr8](http://ndstudies.gov/gr8)

## North Dakota Legendary

*North Dakota Legendary* is an attractive and affordable 8th grade textbook designed to be a comprehensive discussion of North Dakota's geography, history, government, and current issues. *North Dakota Legendary* is divided into four units of study—geology and geography, history, government, and current issues.

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

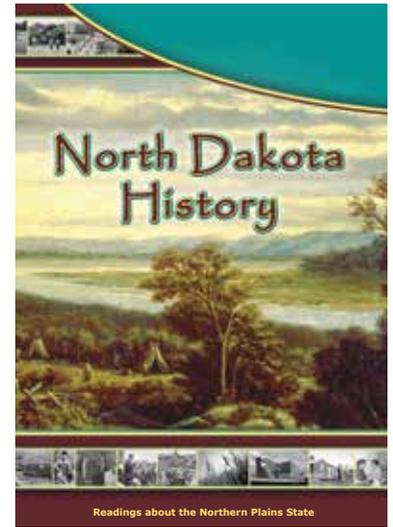


### North Dakota Legendary:

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

## North Dakota History

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



### North Dakota History:

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



## Energy: Powered By North Dakota

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

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

### Energy: Powered by North Dakota

**Cost:** No cost to users  
**Access:** [ndstudies.gov/energy/level1/index.html](http://ndstudies.gov/energy/level1/index.html)

## Wishek Public School Teacher Named 2017 North Dakota History Teacher Of The Year

**S**arah Crossingham, a teacher at Wishek Public School, has been named the 2017 North Dakota History Teacher of the Year. The award is sponsored by The Gilder Lehrman Institute of American History.

Sarah Crossingham received her bachelor's degree from Dickinson State University in 2011. Crossingham's passion for history is exhibited in the classroom each day. According to Crossingham, *"I believe teaching content that is meaningful, applicable, and inviting to students – and I try to achieve this idea in every American history class."*

Crossingham received a \$1,000 honorarium and the Wishek Public School library will receive a core archive of history books and educational materials from The Gilder Lehrman Institute of American History. In addition, Wishek 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 Dua** from Somerville High School in Massachusetts has been named the 2017 National History Teacher of the Year, and will receive a \$10,000 honorarium as recognition. The National History Teacher of the Year Award will be presented by Pulitzer Prize-winning historian Eric Foner at a ceremony in New York City on November 8, 2017.

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](mailto:nhowe@nd.gov).



**Sarah Crossingham**  
*(Photo courtesy of Sarah Crossingham)*