

NORTH DAKOTA STUDIES

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

SPEAKING OF HISTORY

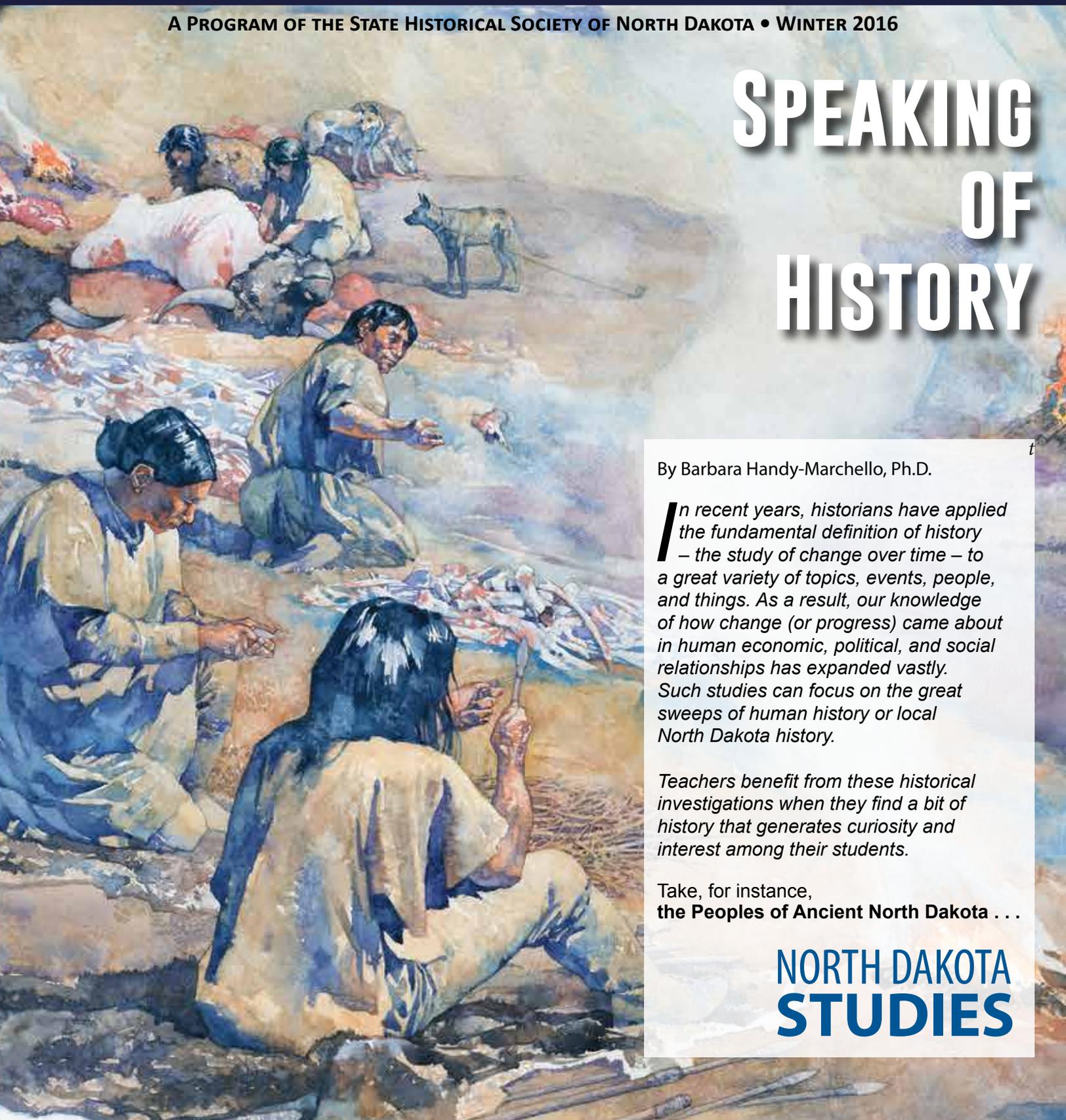
By Barbara Handy-Marchello, Ph.D.

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,
the Peoples of Ancient North Dakota . . .

**NORTH DAKOTA
STUDIES**



The first people to come to North Dakota traveled from what is today called Wyoming by way of South Dakota. They stopped for a while near Sentinel Butte just east of Beach about 13,000 years ago. North Dakota (for simplicity's sake, we'll use North Dakota even though the state did not yet exist) was very different then. To the northeast, the last of the **Laurentide ice sheet** was melting back into Canada. The temperatures were a little cool, but slowly warming. The grasslands had not yet matured into the vast open expanses we see today. Remnants of spruce forests and groves of aspens lingered in many places.

When the group moved on, they left behind a biface cache. **Bifaces** are partially processed stone tools. Apparently, the people planned to return eventually and reclaim their tools. The bifaces and the stone flakes left over from flint knapping indicate that the people made points with the widely-used **Clovis technique**. Clovis points were knapped to a fine edge on both sides and shaped to a point at one end. The knapping, or chipping, tool was made of stone or antler. The knapper carefully chipped a flute or groove along the center of the stone point. The central groove made a

secure place to attach the spear point to a wooden or bone shaft. These skills are called **lithic (stone) technology**.

Folsom projectile points utilize a different knapping technique. People who were skilled in making Folsom spear points camped at **Lake Ilo** (east of Killdeer) about 12,500 years ago. It wasn't a lake then; it was just a small valley between two creeks where people hunted and gathered stones for making and repairing their tools. Their camp was near **Knife River Flint** quarries. The people also knapped **porcellanite** which they found in the Little Missouri badlands. They prepared bifaces for further knapping later on. At small multi-family camps like Lake Ilo, people met and exchanged ideas including flint knapping techniques.

The people who camped at Beach and Lake Ilo hunted large game such as mastodons, mammoths, and **bison** (*Bison antiquus*). Mammoths and mastodons became extinct about 10,000 years ago as the warming climate favored grasses and smaller grazers such as bison. Bison soon became the most important game animal for the people of ancient times. *Bison antiquus*, 25 percent larger than modern bison (*Bison bison*), provided hundreds of pounds of meat, bones for making

tools and utensils, hides for clothing and shelter, and many other necessary goods.

On a late fall day about 12,330 years ago, another group of hunters killed at least 29 bison, mostly cows and calves at **Beacon Island** near present-day New Town on the Missouri River. (See cover painting by Greg Harlin.) For a day or two, the hunters butchered their kill and transported the best pieces of meat to their main camp. The move was important. At the main camp, there were more workers to prepare the meat for long-term storage. Besides, the kill site would attract predators such as *Smilodon* species (large saber-toothed cats) and dire wolves (*Canis dirus*).

At camp, people probably ate some of the nutritious organ meats raw. Others broke the long bones and removed the marrow, a source of energy-rich fat. The marrow was possibly mixed with dried meat and dried berries to form a nutrient-dense food that stored well for long periods.

The people who hunted at Beacon Island used **Agate Basin lithic technology**. After the kill, hunters recovered and recycled points they removed from the bison carcasses. Broken points could be re-used as knives or scrapers. Recycling is one

Clovis Point



Folsom Point



Agate Basin



PALEOINDIAN PROJECTILE POINTS

The people of ancient North Dakota needed sharp, durable, penetrating points to apply to a spear or dart to kill or disable something as large as a mastodon. Over thousands of years, the technology changed. Points reflected new knowledge of knapping techniques, changes in game animals, and changes in social organization.

The earliest points found in North Dakota were Clovis points. Hunters using Clovis points had to use a great deal of physical force to penetrate the hide of a large animal. Within 500 years, people were making and using Folsom points. Compared to Clovis points, Folsom points had a longer flute (in proportion to the length of the point), were thinner in the center and more securely attached to the handle (or haft). Hunters using Folsom points were probably more effective than those using Clovis points. Both Folsom and Clovis points required a great deal of skill to produce; perhaps 60 percent of the points were broken during manufacture.

The manufacture of Agate Basin points occurred in the late Paleoindian period. Long, unfluted Agate Basin points were thicker than Folsom, more symmetrical and were probably simpler to produce than Clovis or Folsom points.

Both the Clovis (a cast) and the Folsom points are fluted (grooved along the center) but the Folsom point flute is proportionately longer. Though the Agate Basin point was simpler to manufacture than Clovis or Folsom points, it required great knapping skill. The yellow patination is a sign of age. *SHSND AHP*

of the characteristics of Agate Basin lithic technology.

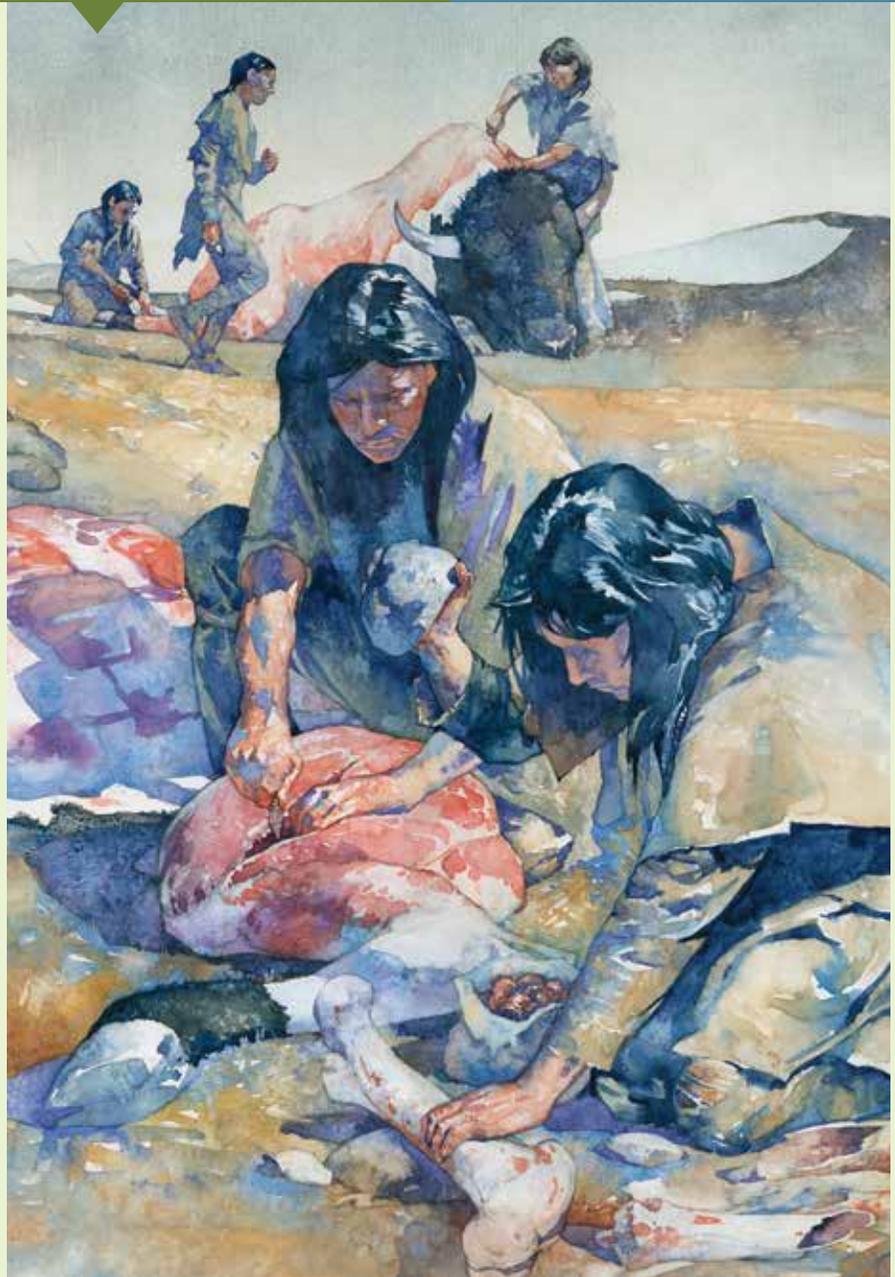
Archaeologists classify the people who visited Beach, Lake Ilo, and Beacon Island as Paleoindians. **Paleoindians** (13,000 to 7,500 years ago) is a classification of many different groups of people who had certain skills, technologies, and adaptations. Archeological evidence tells us that Paleoindians were highly mobile, big-game hunters skilled in lithic (stone tool) technology, and that their lives and tools changed as the environment of the region changed.

The Paleoindian period was followed by the **Plains Archaic period** (7,500 to 2,500 years ago). This time period coincides with the **Altitheermal**, a period of droughts and rising temperatures that lasted nearly 3,000 years. Long periods of severe drought caused a shortage of surface water (lakes and rivers) and poor production of wild plants that people and animals depended upon. Mastodons and mammoths had become extinct. *Bison antiquus* evolved into the smaller modern bison (*Bison bison*). Some fierce predators such as the large cats (*Smilodon* species) had become extinct, but there were still enough predators around to ruin a picnic.

The people of the Plains Archaic, like their Paleoindian ancestors, traveled to hunt wild game animals. As nomads, they had to transport their houses (tipis), clothing, tools, weapons, utensils, food, and ceremonial objects. Each family transported between 330 and 670 pounds of household goods when they moved. Women packed goods or small children on travois pulled by large, strong dogs that carried about 50 pounds each. No doubt, people shouldered some of the burden themselves.

People's diet varied with the season and the location of their camp. They hunted large game animals, caught fish in traps, and gathered freshwater mussels. They gathered plants such as goosefoot (*Chenopodium*), chokecherries, buffalo berries, wild rosehips, and wild grains such as rye. They moved frequently to take advantage of a variety of food resources, but they adapted their travels to a much smaller region than their ancestors had covered.

In the Early Archaic period, small groups of families camped and hunted in a relatively small region and avoided contact with others. Limited resources of food and water might have led to conflict among camps. Less contact among camps caused lithic technology to become more localized.



Painting by Greg Harlin

BEACON ISLAND

Archaeologists depend on small pieces of evidence to learn about people in the distant past. For instance, the bison kill at Beacon Island took place 12,330 years ago, but archaeologists can tell us a great deal about the events at Beacon Island. They know it was late fall by examining the development of the teeth of the bison calves which are typically born in early spring. The archaeologists determined how many animals the hunters killed by counting the right front leg bones of the bison. They know that the people packed portions of the carcasses to another camp because few bones of the hind quarters were found at the site. Archaeologists tell us that dangerous predators such as saber-toothed cats would approach a kill site for carcass remains endangering the hunters. Looking at the lithic remains at the site, archaeologists are able to determine that the hunters had re-used points from another hunt and had removed usable points from the animals killed that day. It was all in a day's work more than 12,000 years ago.



This woman used a dog travois to move her possessions. Her ancestors used similar dog-powered transport systems for thousands of years. This photograph was taken around 1900 at Standing Rock Reservation. *SHSND 1952-6303-2*

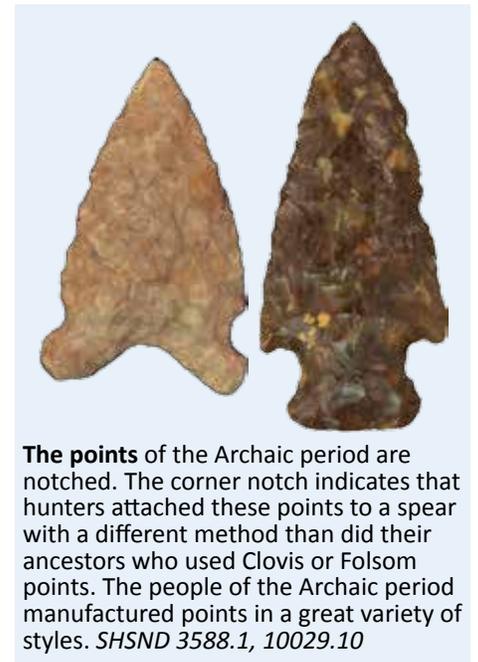
Around 2,500 years ago, the climate warmed and became more humid, again signaling major cultural change. The people of the **Plains Woodland** period (2,500 to 800 years ago) enjoyed a more productive environment. Bison remained the best source of meat, but people also ate small mammals, birds, and fish. People ate a greater variety of plants than their ancestors did. Women prepared seeds of wild grasses by grinding them with rounded stones. Woodland peoples also traded for vegetables such as corn and squash.

People of this period lived in larger groups which allowed for more diverse lifeways. Some settled in permanent camps or

People of the Plains Archaic period knapped a great variety of points from locally available materials. They made smaller points with notches for lashing the points onto the shaft of a dart or spear.

As the droughts of the Altithermal moderated, the population of the northern Great Plains increased and trade became more common. During the Middle and Late Plains Archaic, the people engaged in trade with people from other regions. Archaeologists have found beads made from the shells of Pacific Ocean marine animals and dart points fashioned from Great Lakes copper.

The people of the Plains Archaic used the hunting tools similar to those of their ancestors, but developed modifications in lithic technology. Projectile points changed as the game animals became smaller. The atlatl, or spear thrower, had been used for thousands of years, but it was greatly improved during the Plains Archaic period. The **atlatl** (at lat l) was a short stick notched to hold the end of a dart. A dart thrown with an atlatl traveled farther with great power and accuracy. Hunters of the late Plains Archaic perfected the atlatl as a hunting weapon by adding stone weights to give the hunter greater control and power when launching the dart.



The points of the Archaic period are notched. The corner notch indicates that hunters attached these points to a spear with a different method than did their ancestors who used Clovis or Folsom points. The people of the Archaic period manufactured points in a great variety of styles. *SHSND 3588.1, 10029.10*

TIME PERIOD	DATES	LOCATIONS	TOOLS	SKILLS	LARGE ANIMALS
 PALEOINDIAN	13,000 TO 7,500 YEARS AGO	BEACH LAKE ILO BEACON ISLAND	CLOVIS FOLSOM AGATE BASIN	HUNTING FLINT KNAPPING	MAMMOTH MASTODON BISON ANTIQUUS SMILODON SPP. CANIS DIRUS
 PLAINS ARCHAIC	7,500 TO 2,500 YEARS AGO		ATLATL	POTTERY	BISON BISON
 PLAINS WOODLAND	2,500 TO 800 YEARS AGO	MENOKEN NAZE	BOW & ARROW	EARTHLODGES	BISON BISON

Graphic by Jessica Rockeman



This gorget (GOR jet) was made from the shell of a sea snail native to the Atlantic or Gulf coasts. The design represents a coiled rattlesnake. The gorget was worn at the throat as a decorative piece. It was brought to North Dakota about 2,000 years ago as an item of trade. *SHSND 10760*

villages and lived in lodges made of bark and timber or tipis. Some groups constructed earthen mounds where they buried the dead. More than 200 burial mounds, some shaped like animals, have been found in North Dakota.

By 2,500 years ago, people were making **clay pots** that could be used for storage of food or water and for cooking. Potters

used locally available clay which they processed and then formed into vessels of different sizes.

By at least 600 A.D., the people of North Dakota had acquired the bow and arrow. An arrow traveled accurately across greater distances than a spear thrown with an atlatl. Arrows were tipped with a small stone point that could be produced more quickly than earlier styles of points.

The relative prosperity of the Plains Woodland period supported more extensive trade. Marine shells, copper, and obsidian came to North Dakota from great distances. Traders took Knife River flint, an excellent stone for making points, in exchange. Traders also exchanged knowledge such as how to make bows and arrows or domesticate plants.

Near the end of the Plains Woodland period, a group of people built a fortified village on the banks of Apple Creek near **Menoken**, about 11 miles east of present-day Bismarck. Their homes were made of earth supported by logs and branches or sod built up along the edges of a pit. They traded for corn which they added to their diet of bison and wild plants. They did not yet cultivate corn or other vegetables, but they were on the threshold of a cultural revolution that would make future villages of the Mandans and Hidatsas the center of world-wide trade.



Potters of the Woodland period pressed designs into the rim of their pots. After shaping the pot, the potter used tools to make very precise, and often unique, designs. *SHSND RC.7.15*

Front Cover. Artist Greg Harlin worked with archaeologists to depict this scene of the Beacon Island camp after the hunt. Some hunters are processing the meat; others are retrieving used points and repairing them for further use. *SHSND, AHP*

View the entire mural in the **Innovation Gallery: Early Peoples** at the ND Heritage Center & State Museum.

WHAT DID PEOPLE EAT?

Research continues on the lives of the people who lived in North Dakota long ago. Archaeologists have found bones of bison, fish, rodents, and small mammals and many plants in ancient village sites. But, it is not certain whether the people actually ate all of those animals. **Archaeologist Fern Swenson**, Director of the Archaeology and Historic Preservation (AHP) Division at the State Historical Society is participating in a project to answer that question. Swenson is working with Kacy Hollenback and Whitney Goodwin at Southern Methodist University on a pilot study to analyze the meat of modern animals in order to match it to the residue found in pots at ancient village sites.

Swenson is gathering a library of modern meat and plant samples and examining archaeological and historic records for information on foodways. Unglazed pots absorbed the fats (lipids) of the foods cooked in them. These fats can be isolated and analyzed with **gas chromatography** and **mass spectrometry** to determine their source. The project is focused on the camps of the northern Great Plains, but may later expand to cover other sites in North Dakota and other places. With this information, we will know more about the foods ancient people ate, how their diet changed with the seasons, and when they began to eat new foods such as corn.

Did you like this article? Want additional copies for your students?

To order additional copies of this article, please send email requests to: Neil Howe, ND Studies Coordinator, State Historical Society of North Dakota, nhowe@nd.gov. There is no charge for extra copies.

A PDF version of the article is also available at ndstudies.gov.

Please provide proper citation when reprinting this article or any other portion of the newsletter.



About the Author

Barbara Handy-Marchello, Ph.D., is a historian and researcher, and

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.

NORTH DAKOTA PEOPLE LIVING ON THE LAND

This state we live in today is the result of thousands of years of human habitation, experimentation, cultural growth, economic change, and political decisions. The process was never easy in a land of hot summers, cold winters, and unreliable rain. The land is both generous and stingy, but North Dakota is a land of resilient people. This is their story — and ours, too.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
			
<i>Back Through Time</i>	<i>A Time of Transformation</i>	<i>Waves of Development</i>	<i>Modern North Dakota</i>
Paleozoic - 1200	1201 - 1860	1861 - 1920	1921 - Present

State Historical Society of North Dakota Wins National Awards for New Grade 8 Online Curriculum

By Neil D. Howe
North Dakota Studies Coordinator

In the annual technology competition of the Mountain Plains Museum Association, the State Historical Society of North Dakota (SHSND) recently placed first in the “Online Presence” category for *North Dakota: People Living on the Land*—a new grade 8 North Dakota studies curriculum.

This is the second recognition the SHSND has received for the new curriculum. In June, the American Association for State



and Local History recognized the new grade 8 North Dakota studies course and awarded its 2015 “Award of Merit” for this new multimedia

project. The Award of Merit is presented for excellence in history programs, projects, and people.

North Dakota: People Living on the Land includes 91 topics on the history of North Dakota and is richly complemented with documents, photographs, maps, and films. The new course was launched in October 2014.

CHECK IT OUT.

LAUNCHING SOON

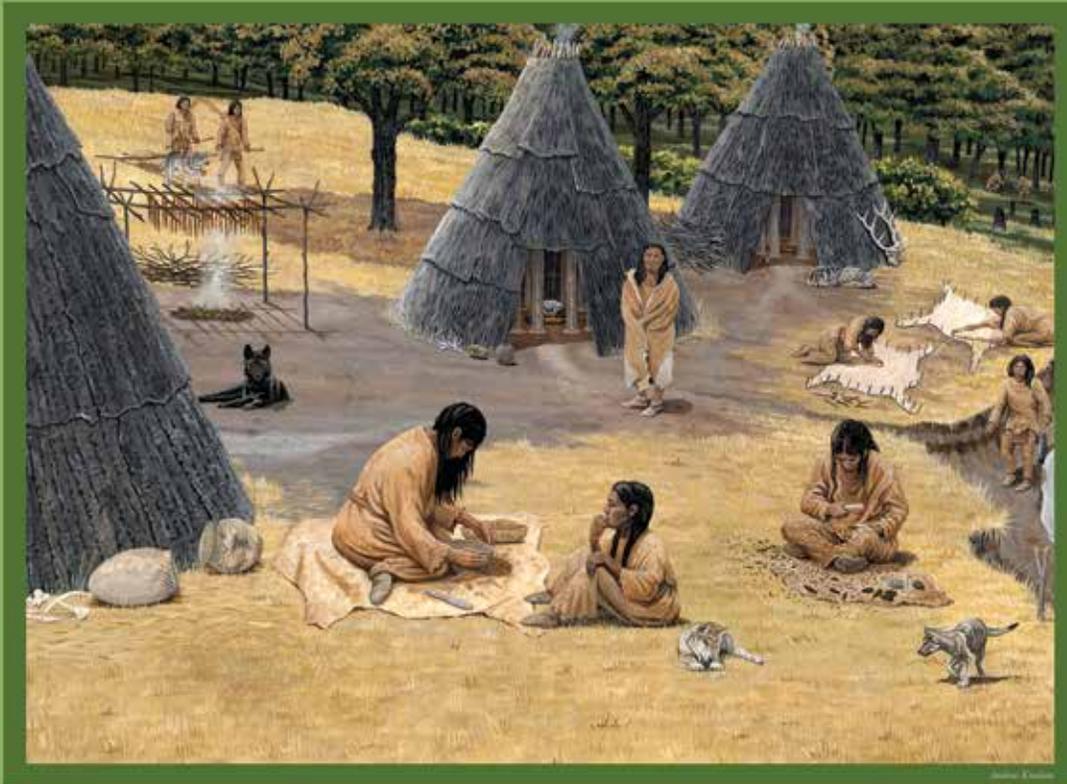
Web-Based 4th Grade Texts



The North Dakota Studies program at the SHSND is converting the 4th grade ND Studies texts to a digital, web-based format. These textbooks include ***Geology, Geography, and Climate; American Indians of North Dakota; Citizenship; Frontier Era of North Dakota; Early Settlement of North Dakota; and North Dakota Agriculture.***

Ultimately, all six textbooks will be converted into an interactive, mobile-optimized website similar to the 8th grade online curriculum currently available at ndstudies.gov/gr8. Due to the comprehensive nature of the project, the 4th grade textbooks will be converted in phases. The first phase calls for the conversion of ***Early Settlement of North Dakota, Frontier Era of North Dakota, and American Indians of North Dakota*** by October 1, 2016. The remaining three textbooks will follow.

Funding for the conversion of the 4th grade North Dakota Studies textbooks is made possible, in part, through an appropriation from the 2015 North Dakota Legislative Assembly.



North Dakota Archaeology Awareness



Plains Woodland Poster Now Available

To raise public awareness about archaeology and archaeological sites in North Dakota, the Archaeology and Historic Preservation Division of the State Historical Society of North Dakota has designed a series of colorful posters that discuss the cultural adaptations of North Dakota's Native American peoples through time. The posters parallel the themes that organize the **Innovation Gallery: Early Peoples** at the North Dakota Heritage Center & State Museum. The posters use text and images to illustrate how people adapted to changing environmental conditions, invented new technologies, and interacted with other groups over time.

We are slowly working our way through time, and have finally made it to the **Plains Woodland Period** (500 BC – AD 1200)! The Plains Woodland Period saw the climate become warmer and wetter, and people began to turn to a wider variety of plant and animals to supplement their diets. This was a fascinating cultural adaptation marked by many important innovations. It was during the Woodland Period that people invented the bow and arrow, began making pottery, constructed earthen burial mounds, and increased trade with other groups living in distant places. As suggested by sites like the Naze site on the James River and Menoken Village, we also know that people were constructing and living in different types of homes over time, and settling in increasingly larger communities. If you want to learn more, **the Woodland posters are now ready to be sent out to your classrooms!**

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

Send your request for copies of the new Woodland poster to Archaeologist/Collections Manager Wendi Field Murray at wmurray@nd.gov. Please include the number of posters you would like, your name, and mailing address. Posters are double-sided, so you may want two copies if you plan to hang them on your wall and want students to see both sides.

These previous posters are also available upon request:

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

PLAINS WOODLAND PERIOD (500 BC - AD 1200)

The region known during the Plains Woodland period was extensive and across three present-day states. This included the Black Hills, extending to the southwest for hunting and gathering food resources in the present states of Wyoming, Montana, and Colorado. It also included the northern Plains, extending to the present states of North Dakota, South Dakota, and Nebraska. People lived in small groups and groups of people and gathered food resources. Some of the people have been identified as the Woodland period and are known to have lived in the region of the Black Hills.

People in small and mobile groups lived in the Plains Woodland period, including people who hunted, gathered, and lived in small groups. They used tools made of stone, bone, and wood. They also used animal skins for clothing and shelter. They lived in small groups and gathered food resources. Some of the people have been identified as the Woodland period and are known to have lived in the region of the Black Hills.

Architecture



People lived in small and mobile groups in the Plains Woodland period. They lived in small groups and gathered food resources. Some of the people have been identified as the Woodland period and are known to have lived in the region of the Black Hills.

Archaeologists have discovered a possible early north-south trade route that may have been used by people living in the Plains Woodland period. This route may have been used to trade goods and resources between the Great Plains.



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Technology

The introduction of the bow and arrow around 500 BC changed the hunting practices in the Plains Woodland period. The bow and arrow were used to hunt large animals, such as bison and deer. The bow and arrow were used to hunt large animals, such as bison and deer.



Continental Trade

Continental trade routes were established by the Woodland period. These routes connected the Plains Woodland period to the Pacific, Gulf, and Atlantic coasts. The Woodland period was a time of trade and exchange of goods and resources between the Plains Woodland period and other regions of the continent.



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Ceremonialism

A significant part of the Plains Woodland period was ceremonialism. People performed rituals and ceremonies to honor the dead and the spirits of the land. These ceremonies were an important part of their culture and were often performed in public.



POTTERY

At North Dakota sites, the earliest pottery is found in the Early Woodland period (ca. 500-800 BC). The earliest pottery was made of clay and was used for cooking and storage. The pottery was often decorated with geometric patterns and designs.

Manufacturing a pot involved the steps of choosing and preparing raw materials, building the vessel, and firing the vessel. The pottery was often decorated with geometric patterns and designs.

Choosing and Preparing Raw Materials
A person would choose and collect the clay and temper used to make pottery. The clay was often collected from local sources and was used for cooking and storage.

Building the Vessel
Building a vessel was done by coiling or by building. The vessel was often decorated with geometric patterns and designs.

Coiling involves producing walls of the vessel by adding coils of clay. The vessel was often decorated with geometric patterns and designs.

Leaving the vessel to dry was a critical step in the pottery-making process. The vessel was often decorated with geometric patterns and designs.

After the vessel was formed in a potter's wheel or by hand, the vessel was often decorated with geometric patterns and designs.

During the firing process, the vessel was often decorated with geometric patterns and designs.

The vessel was fired in a pit or in a kiln. The vessel was often decorated with geometric patterns and designs.

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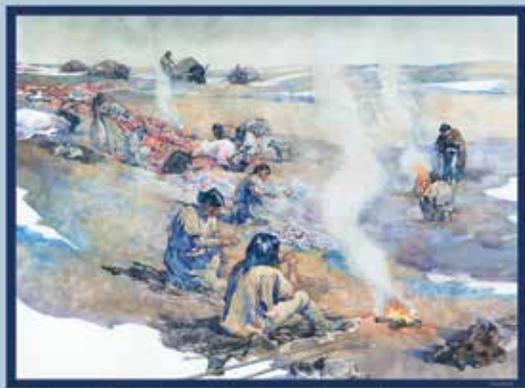
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Possible Classroom Uses

- As a point of departure for class discussions on how people once lived
- 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
- 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 2016
- For students to research an artifact, activity, or feature depicted on the poster in more detail

PALEOINDIAN



North Dakota Archaeology Awareness

PLAINS ARCHAIC



North Dakota Archaeology Awareness



JURASSIC ART

Integrating art in your classroom

Integrating art into

social studies and science activities can be fun. As your students study our state's earliest history, creatures that existed in the past are fascinating. For example, we can learn a great deal about large sea sharks that lived during the Cenozoic Era.

A Megalodon, an extinct 3-16 million-year-old giant shark, was a cousin to sharks that once lived in North Dakota.

One way to have students learn more about these early creatures is to create a tooth cast of a Megalodon.

Here's how to bring fossils right into your classroom.



SUPPLIES

- Plaster
- Water
- Molds
- Cups
- Stir Sticks



Megalodon tooth & cast

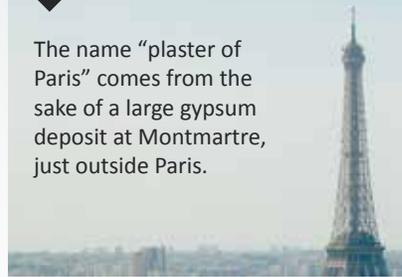
HOW TO MAKE PLASTER CASTS

HOW TO MAKE PLASTER MOLDS

About anything you can give solid sides will work as a plaster mold. You can use clay, silicone, and legos. If time is an issue, you can also buy molds.

PLASTER OF PARIS

The name "plaster of Paris" comes from the sake of a large gypsum deposit at Montmartre, just outside Paris.



1. MIX

Take a cup and mix together water and plaster. To help speed class along, mark a waterline on the cup for students.

Water is typically 2/3 volume of the cast.



2. POUR

When fully mixed, pour your plaster into the mold. You will see bubbles rise to the surface. That's a good thing. Pour slowly, and gently tap the sides of your mold to release any air bubbles.



3. SET

Depending on the size of your cast, it may take from 15 minutes to 1 hour for your cast to fully set up. You will notice heat from your cast. This is because gypsum and water cause an exothermic reaction. You feel this crystallization process as heat in the form of steam.



Plaster is also grand for painting.

Resources for Teaching

American History and Life

The **National Archives and Records Administration (NARA)** maintains several websites for use in teaching American history, social studies, and geography at all educational levels.

At the NARA website (archives.gov) you will find **Docs Teach** which allows teachers and students to look at documents housed in the National Archives. These documents are organized by topic. For instance, if you select “Expansion and Reform” you can find documents and activities on treaties with foreign nations and American Indian nations. There are model questions for examination and discussion of the documents. These sections include maps, a synopsis of the document, and a transcription. Docs Teach includes electronic templates for creating your own activities with NARA documents.

Digital Vaults is a collection of 1200 digitized documents and photographs for classroom use. One mouse click opens a visually compelling page of images. The student can sort these images by categories such as Family or Army. Selecting an image brings up a brief statement about the image. One image on this page is of the document signed by Bull Eagle when he enlisted with the U.S. Army as a Lakota Scout in 1874.

Founders Online is an important resource for the study of the early republic and six of our most important founders. The transcribed letters have been collected from archives across the country for this online project. Each document has explanatory notes and some include an introduction that places the document in context. Many of these documents have never appeared in print. The founders include George Washington, Benjamin Franklin, Alexander Hamilton, John Adams, Thomas Jefferson, and James Madison. Among the 171,000 documents is Benjamin Franklin’s delightful and satirical “Petition of the Letter Z.”

The National Archives offers several **Distance Learning Programs**. Your students can meet with a NARA educational specialist for a virtual tour of the Archives’ exhibits or engage in a special program. The programs are directed toward elementary, middle school, or high school students. For example, an elementary class may be interested in a program on Constitution Day or Animals in the NASA space program.

In addition, the NARA website can link your students to programs at **Presidential Libraries and Museums**. Students lucky enough to take a class trip to Washington should contact the National Archives in advance to take advantage of their activities and exhibits in Washington. Teachers will want to keep an eye on NARA’s **summer institutes** held in different locations around the country each year. All of these great resources are available at archives.gov. Just choose the “**Teachers’ Resources**” tab.

Rotunda, National Archives

HELP US FIND THE 2016 NORTH DAKOTA HISTORY TEACHER OF THE YEAR!

North Dakota History Teacher of the Year

PREVIOUS WINNERS



Ellen Ista
2015
Kindred Elementary School



Colin Kloster
2014
 Fargo North High School



Debra Forward
2013
Dorothy Moses Elementary
School, Bismarck



Kari Hall
2012
Williston High School



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

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

The Gilder Lehrman Institute of American History is seeking nominations for the National History Teacher of the Year. The national winner will receive a \$10,000 prize and attend a ceremony in their honor in New York City. For 2016, we are seeking outstanding 7–12 teachers who find creative ways to bring history alive in the classroom and in their community.

The deadline for 2016 nominations is February 15, 2016. Learn more and nominate a teacher today at gilderlehrman.org/nhtoy.

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

ABOUT THE NATIONAL HISTORY TEACHER OF THE YEAR AWARD

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

For more information about the North Dakota History Teacher of the Year Award, please contact Neil Howe, ND Studies Coordinator, nhowe@nd.gov, 701.205.7802.

NEW EDITION

GOVERNING NORTH DAKOTA 2015-2017

The North Dakota Studies program is pleased to announce the publication of a new edition of *Governing North Dakota* for use by teachers and students in the classrooms of North Dakota schools.

For more than 40 years, *Governing North Dakota* has been the pre-eminent source of information on the unique features of state and local government in North Dakota. Government officials and classroom teachers have made this publication an important desktop resource.

IDEAL TEXTBOOK

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

1ST RATE RESOURCE

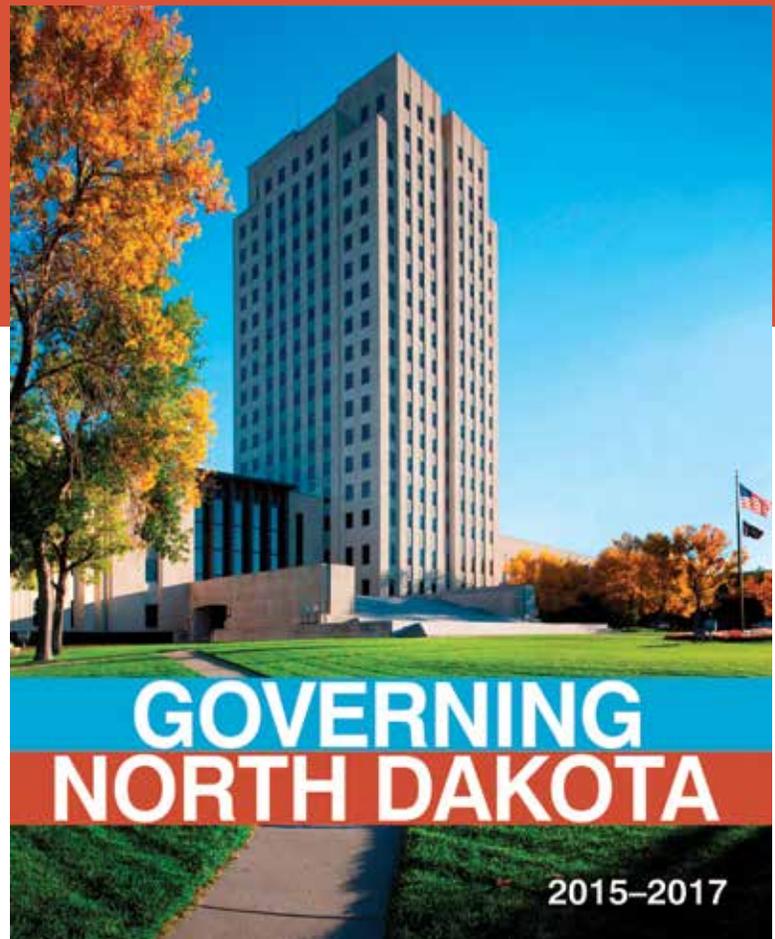
Governing North Dakota, 2015-2017 is a first-rate resource for middle and high school students wanting to learn more about North Dakota government. The 2015–2017 edition features an exciting new look, including a full-color layout and more than 200 maps, graphics, and photographs to enhance the presentation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

AFFORDABLE

Student Text	\$5.00 each
Teacher Resource Guide	\$15.00 (CD Version)

TEACHER GUIDE

A Teacher Guide CD is available to accompany *Governing North Dakota, 2015-2017*. The Guide includes worksheets, suggested learning activities, bullet points, and an answer key to the worksheets. The worksheets, suggested learning activities, and bullet points are also available at ndstudies.gov.



AN IDEAL RESOURCE FOR

Reading Requirement:
NDCC 15.1-21-22

“Before a student is deemed to have successfully completed either United States government or problems of democracy, as required by section 15.1-21-02.1, the student’s school district shall ensure that the student has read the:

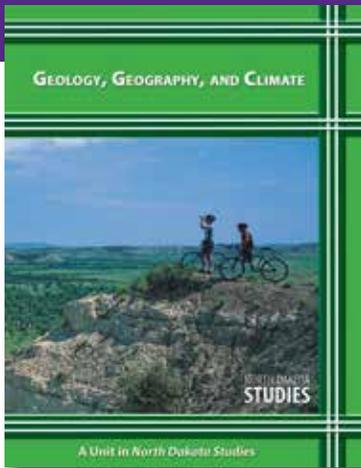
- Declaration of Independence,
- United States Constitution, and the
- Bill of Rights.”

Proficiency in Civics:
NDCC 15.1-21-27

North Dakota became the second state to adopt a civics test requirement for high school graduation when House Bill 1087 was signed into law on January 30, 2015.

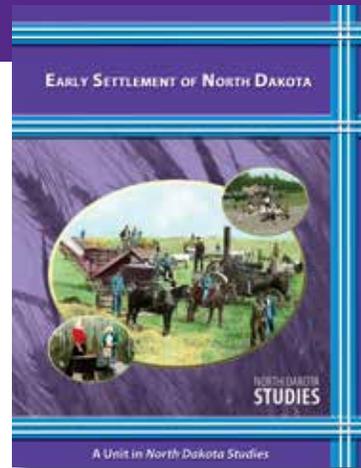
This legislation requires students to demonstrate a certain level of proficiency in civics as a condition of high school graduation. Beginning in the 2016-2017 school year, North Dakota students must get a passing grade on the civics test, the same test that new U.S. citizens must pass. The class of 2016-2017 must score at least a 60 percent on the 100-question test. In following school years, students must score at least 70 percent.

4TH GRADE NORTH DAKOTA STUDIES



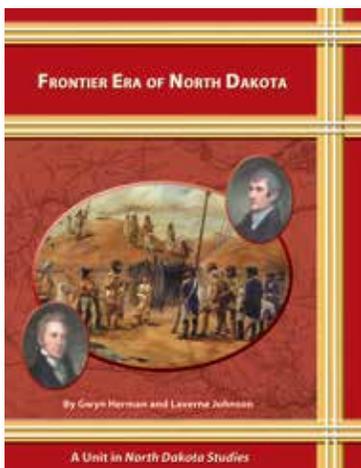
Geology, Geography, and Climate

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



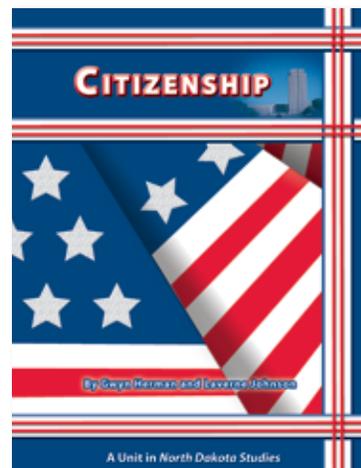
Early Settlement of North Dakota

Students are introduced to early forms of transportation, including the Red River cart, steamboats, stagecoaches, and the railroad. Students are also introduced to bonanza farms and cattle ranching in the Badlands, immigration, and pioneer life between 1870 and 1915.



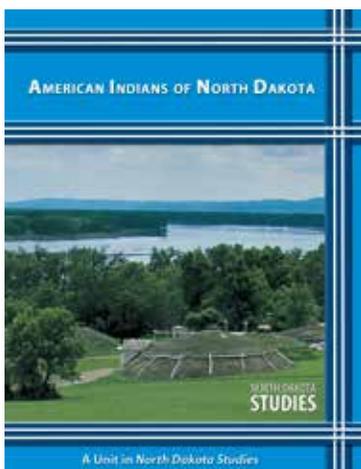
Frontier Era of North Dakota

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



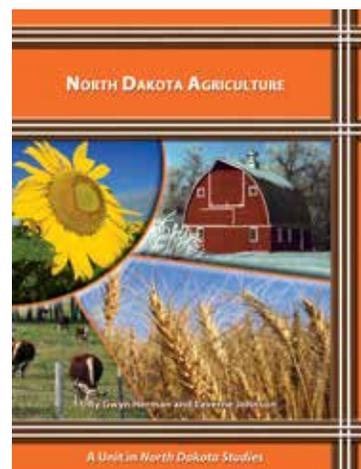
Citizenship

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.



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)

Web-based versions COMING SOON. See page 7.

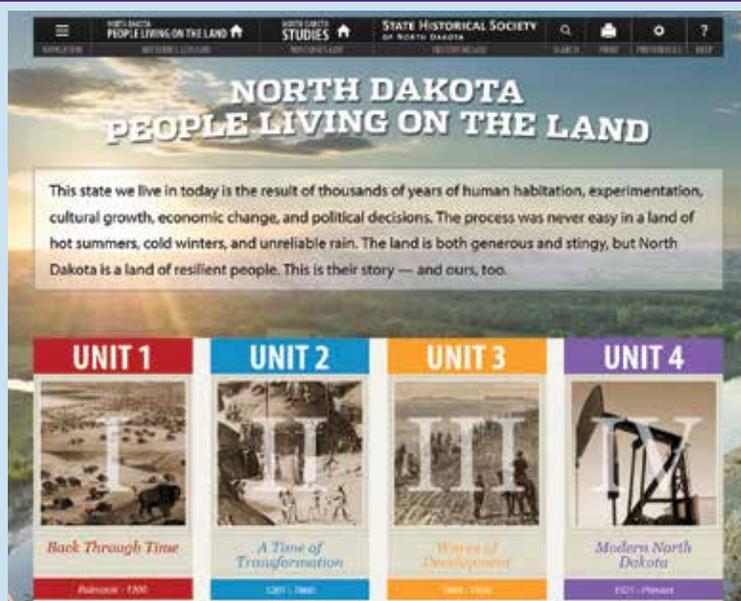
North Dakota Studies Course Requirement

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

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

8TH GRADE NORTH DAKOTA STUDIES

HIGH SCHOOL NORTH DAKOTA STUDIES



North Dakota: People Living on the Land

North Dakota: People Living on the Land includes more than 90 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. The topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is written for grade 8 students, but adult readers, too, will find much interesting information, some of it never before published.

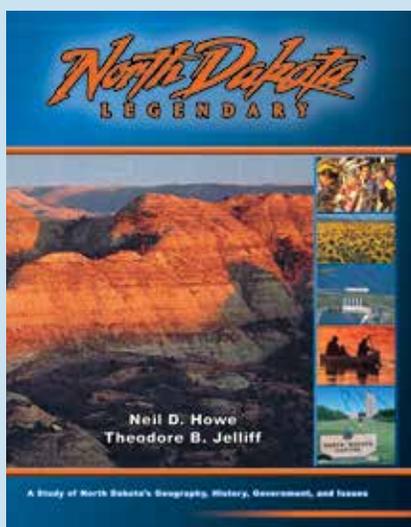
North Dakota: People Living on the Land

Cost: No cost to users

Access: ndstudies.gov/gr8

North Dakota Legendary

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

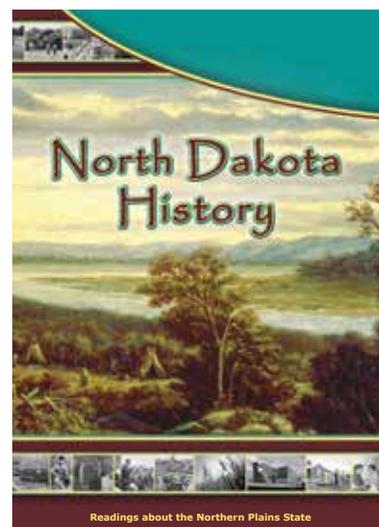


North Dakota Legendary:

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

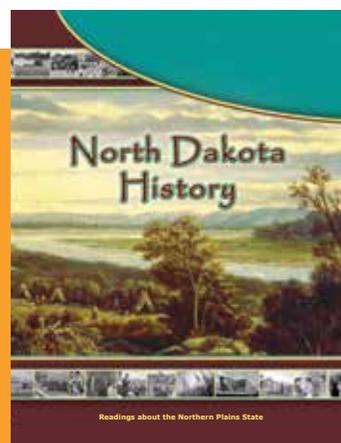
North Dakota History

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



\$5.00
SPECIAL OFFER:
Limited Number
of Copies Available

SPECIAL OFFER: *North Dakota History: Readings about the Northern Plains State*

The North Dakota Studies program has approximately 100 copies of the second printing of **North Dakota History: Readings about the Northern Plains State** available at a greatly reduced price. In the past, some schools had issues with deficient bindings with this edition, and we discontinued selling them. Although we no longer distribute this edition of the **North Dakota History: Readings about the Northern Plains State** text, we want to make these 100 copies available to schools for just \$5.00 per copy – on a first-come basis. Although these books are new, there will be no guarantee on the bindings. This edition of the **North Dakota History: Readings about the Northern Plains State** textbook is a full-color, 422-page textbook. Even at a \$5.00 price, these copies will cost far less than many one-year consumable textbooks/workbooks.



STATE
HISTORICAL
SOCIETY
OF NORTH DAKOTA

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59th ANNUAL
KNOW YOUR STATE
April 25, 2016
Bismarck State College Campus

Sponsored by Bismarck State College & the North Dakota Masonic Foundation

North Dakota is a great state with a variety of geographic features, political agendas, abundant agricultural products, a strong energy base, great educational opportunities, and a rich cultural heritage.

The **Know Your State** contest encourages North Dakota students to gain a greater understanding and interest in North Dakota – and through this knowledge become a better educated citizen, voter, and leader for the state.

Know Your State winners in 2015 came from high schools all over North Dakota: Dickinson Trinity, Wishek, Devils Lake, Valley City, Jamestown, and Turtle Lake-Mercer.

For more information about the **Know Your State** contest, contact Jennifer Shaff, Bismarck State College, jennifer.shaff@bismarckstate.edu, 701-224-5679 or 701-224-2617.

OR – visit ndstudies.gov for more details.

**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.