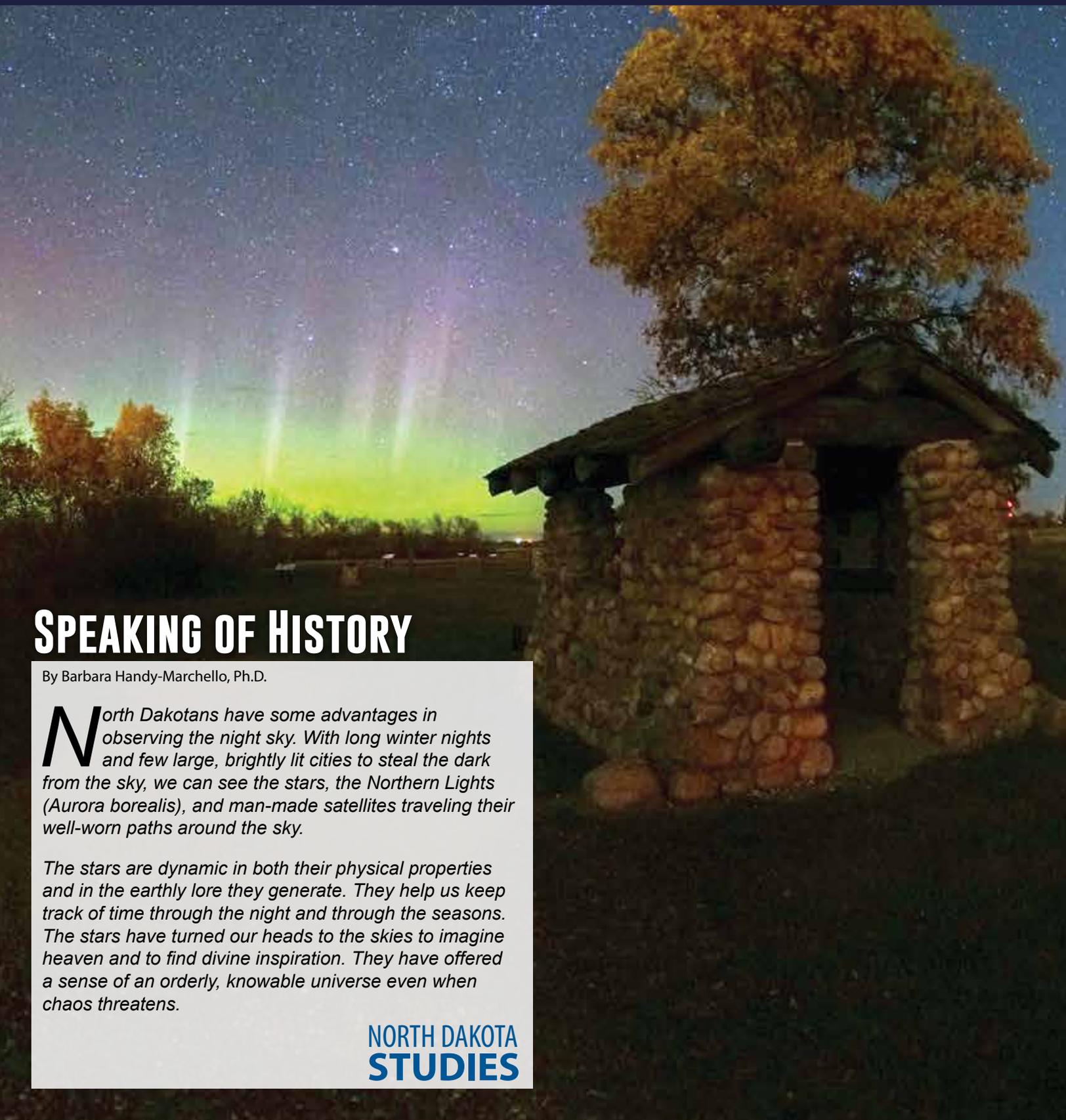


NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • WINTER 2018



SPEAKING OF HISTORY

By Barbara Handy-Marchello, Ph.D.

North Dakotans have some advantages in observing the night sky. With long winter nights and few large, brightly lit cities to steal the dark from the sky, we can see the stars, the Northern Lights (*Aurora borealis*), and man-made satellites traveling their well-worn paths around the sky.

The stars are dynamic in both their physical properties and in the earthly lore they generate. They help us keep track of time through the night and through the seasons. The stars have turned our heads to the skies to imagine heaven and to find divine inspiration. They have offered a sense of an orderly, knowable universe even when chaos threatens.

NORTH DAKOTA
STUDIES

The Dakota Night Sky

We are fortunate to live where the **Northern Lights** can be seen. People who live farther north see the Aurora more often, and people who live farther south see them far less often, if at all. The Aurora is most visible through the long nights of winter when the brightly colored lights feel like a gift to those who must withstand northern winters.

The Aurora is a circle of light centered on the magnetic North Pole. It is always present, though not always visible. The most dramatic views of the Aurora are likely to occur near the fall and spring equinoxes when Earth's magnetic field is most closely aligned with the Sun's. The best time to see the Northern Lights is between midnight and dawn.

The forces that create the Aurora originate on the surface of the Sun, which is constantly disturbed by storms that send out plasma, a thin stream of particles that are carried on solar winds to the planets. Two to three (Earth) days after leaving the Sun's surface, the plasma approaches Earth, where it is diverted by Earth's magnetic field. The plasma leaves the Sun's surface carrying twisted magnetic fields. If these fields turn in a direction that allows them to encounter Earth's auroral circuits, the energy from the Sun's magnetic fields is transferred to the Aurora. If this seems a little fuzzy, it is because scientists are still working out the details of the theory that explains this energy transfer from Sun to Earth. Whatever the physics, the results are spectacular views of energy in the night sky.

The Aurora is predictable because of its source in solar storms. The Northern Lights tend to recur in 27-day patterns, and in 11-year cycles. At the lowest point in the cycle, the Aurora may be seen only in the far north of Canada and Alaska. Auroral activity then increases to a peak over the next five to six years when the Lights are seen more often in the mid-latitudes, which is where North Dakota is located. We can expect another peak of Auroral activity in 2024. Of course, we have to hope the Aurora will appear on a cloudless night.

Lewis and Clark and other members of the Corps of Discovery saw the Northern Lights on November 5, 1804, while in winter camp at Fort Mandan. They were awakened by the guard to observe the lights: "After glittering for some time its colours would be overcast, and almost obscured, but again it would burst out with renewed beauty; the uniform colour was pale light, but its shapes were various and fantastic. . ."

The men of the Corps of Discovery enjoyed the view but saw no particular meaning in the Northern Lights. However, Black Sea Germans who settled in North Dakota in the 19th century believed that the Northern Lights on a summer night predicted a big wind storm the following day.

Some night sky events can be seen all over the continent. One of these events took place on November 12 and 13, 1833. The American Indians of the Northern Plains call it **The Night the Stars Fell** or the Storm of Stars. It was the most spectacular **Leonid meteor shower** ever recorded, and it was seen all across the continent. A high rate of meteors passing into Earth's atmosphere might be 5,000 per hour. However, scientists believe that on that night in 1833, the meteors fell at a rate of 100,000 to 200,000 per hour. It was a fearsome sight to many people and worthy of being recorded in several **Lakota Winter Counts**.

Meteors, sometimes called shooting stars, are pieces of rocky space debris that are thought to be remnants of events that took place as the solar system was forming. If they "fall" or enter Earth's atmosphere, they glow as the friction heats their surface. When meteors fall to the ground, they are known as meteorites. North Dakota is not a particularly good place to find meteorites, but in 1918, a very important meteor fell to Earth between Richardton and Mott. Meteors often break the sound barrier as they fall, emitting a great booming sound as they explode.



In 1833, the spectacular Leonid meteor shower could be seen all over North America. This image of that meteor shower was taken from the winter count kept by High Dog, a Teton Dakota. A winter count is a chronology of important events in a band's history. Each image reminds the winter count keeper of all the events of that year. SHSND Museums 791

When the **Richardton meteorite** exploded it was heard over an area of 250 square miles. Pieces of the meteorite were collected and were found to contain copper, as well as some "isotopic fossils of extinct radioactive nuclides" including xenon. The Richardton meteorite led to a new field of study called **cosmochronology**. Scientists in this field study space debris to learn more about how the solar system was formed.

Stars have drawn our attention more than any other light in the night sky. But a "star" could be one of any number of things: a planet, a large asteroid, a man-made satellite, or a burning ball of gas. A true star, such as our Sun, is defined as a burning ball of gases including hydrogen and helium. Stars are created from a nebula of gases that pull tightly together as gravity increases and gives them (to us) a rounded shape. Stars produce heat and light for millions of (Earth) years. As the star begins to cool, it glows with a reddish color and becomes known as a red giant. As the hydrogen burns up, the star shrinks, becomes more compact, and turns whitish in color. These stars are

called white dwarfs. Some stars end in an explosion called a **supernova**. Some stars shrink to become a point in space with a very strong gravitational pull. These dark spots, called **black holes**, cannot be seen.

Much of the knowledge and lore of stars comes to us from the ancient Greeks and the civilizations before them. Greek scholars organized the accumulated knowledge of the movement of the stars and the patterns they form in the night sky and passed that information down through hundreds of years to us. Ptolemy (TAHL eh mee), the Greek astronomer and mathematician who lived in Egypt around AD 100, recorded the names of about 1,000 stars and 48 constellations that could be seen in Egypt. Over the next several centuries, another 40 constellations were identified, so today we can see (if we travel around the globe) 88 constellations. Thirteen constellations involve planets and their moons, in a pattern of movement that relates to the Sun. These are the constellations of the zodiac. Some patterns of stars we commonly see, such as the Big Dipper, are not constellations, but **asterisms**. Most of these are portions of constellations.

The **Big Dipper** and the **Little Dipper** are well known and easily identified asterisms. They are part of the constellations Ursa Major and Ursa Minor. These are circumpolar constellations that are always found in the northern sky close to the **North Star** (Polaris). Polaris is found at the distant end of the Little Dipper's handle. The circumpolar constellations can be seen all year round, while many other constellations, such as Orion, can be seen only at certain times of the year. However, as Earth



Halley's Comet was photographed by NASA in 1986. It crosses Earth's orbit every 75 to 76 years. It has been known as a regular visitor to the night sky since prehistoric times. NASA

HALLEY'S COMET

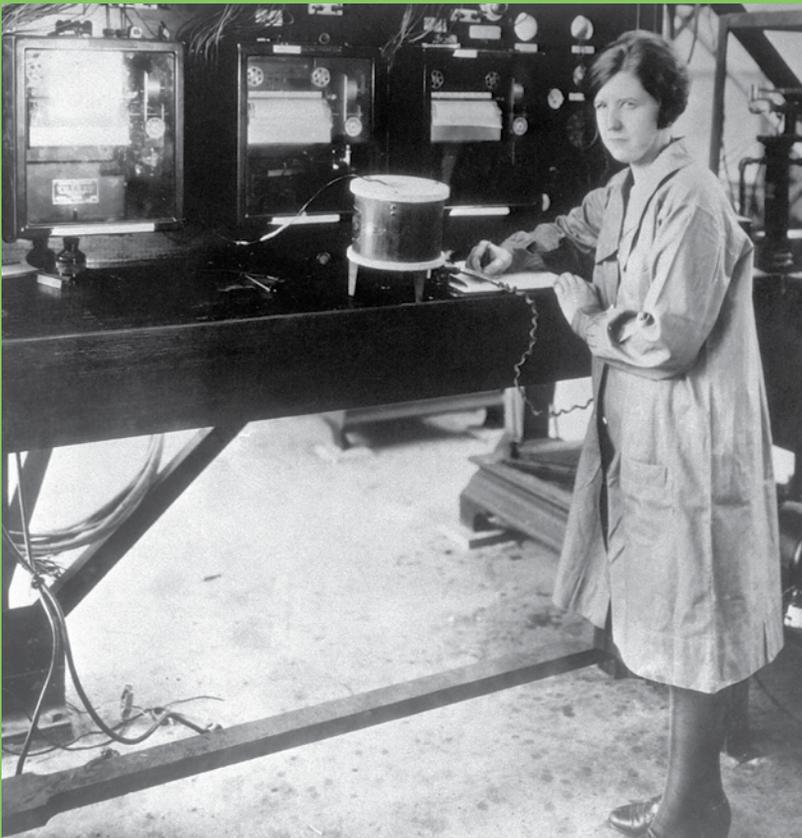
Comets passing near Earth are infrequent visitors. Comets, often called dirty snowballs, grow from clouds of ice and dust remaining after the formation of stars and planets. When a comet nears the heat of the sun, the ice and dust in the comet vaporize and stream out behind the rocky nucleus, forming a tail. When the tail catches the Sun's light, it can be seen on a dark night on Earth. Comets orbit through the solar system on regular cycles, so their appearance can be predicted.

Halley's Comet, first identified in 240 BC, is one of the Great Comets that can be seen without a telescope. It appears approximately every 75 to 76 years. When Halley's passed close to Earth in May 1910, many people feared that poison gasses from the comet's tail would prove deadly. Earth passed through the comet's tail, estimated at 24,000,000 miles long. North Dakota newspapers tried to calm people's fears, but in the same editions were advertisements for "comet pills," a bogus cure for comet poison. People bought telescopes, and hotels offered viewing space on high rooftops. North Dakotans went outside to watch for the comet, first in the early morning hours, then, as the comet began to retreat, in the evening hours. Views of the comet peaked on May 19, when the *Bismarck Tribune* printed the headline: "Mother Earth is Still OK."

Halley's Comet appears in High Dog's Winter Count. High Dog, a Lakota winter count keeper, drew an image of a six-pointed star with a broad tail. Halley's Comet has also appeared in other documents that chronicle important events. Halley's Comet is next expected to become visible from Earth in 2062.



This ordinary looking rock, darkened on the underside from the heat of streaking through the atmosphere, is part of the Richardton meteorite that exploded above North Dakota in 1918. This meteorite is important because it was well documented and contains minerals not previously found in meteors. UND Department of Mineral Resources – Geological Survey



Pearl Young grew up in Rugby, North Dakota, and attended the University of North Dakota to study physics and chemistry. She became the first professional woman employed by NACA, the forerunner to NASA. NASA

PEARL IRMA YOUNG

The Dakota Night Sky is brightened by satellites, space stations, and man-made space debris. Today, the National Aeronautics and Space Administration (NASA) is the government agency responsible for satellites and space missions. The predecessor to NASA, the National Advisory Committee for Aeronautics (NACA), was established in 1915 to “undertake, promote, and institutionalize aeronautical research.” Pearl Irma Young (1895–1968) of Rugby, North Dakota, worked for NACA.

At the age of 11, Pearl Young worked as a housekeeper so that she could attend high school. She eventually graduated from the University of North Dakota in 1919, Phi Beta Kappa, with degrees in physics, chemistry, and mathematics. NACA hired Young in 1922; she was the first female professional scientist in the agency.

Young’s first assignment was to assemble and calibrate the instruments used to measure pressures on aircraft surfaces in flight. In 1929, she took on an entirely different role in NACA. She established procedures for technical writing by NACA scientists and became NACA’s first chief technical editor. Her methods improved communication among scientists working on aircraft and spacecraft.

In 1958, NACA became NASA, and after teaching at universities, Young returned to the space agency to write about astrophysics. After she retired in 1961, Young wrote aeronautical history. After she died in 1968, NASA named the Pearl Young Theater at NASA’s Langley, Virginia site in honor of the woman physicist from Rugby, North Dakota.

turns, the view of the Dippers shifts, so in spring, the Big Dipper appears to have turned over and in fall, it appears right side up.

The Ojibwe tell a long and complicated story about the **Big Dipper**. It involves a fisher (furry animal) who was trying to open the sky to bring warmth to Earth. To make a long story short, Fisher ran up a tree and was attacked by the sky people. Their arrows made him fall from the tree, rolling over as he fell. The chief spirit, Gitchee Manitou, caught Fisher and placed him high in the sky. Late in the winter, Fisher rolls over again, but he regains his balance, and brings warm weather (spring) to Earth.

In the pre-Civil War South, enslaved people looked to the North Star as a guide to freedom in the northern states and Canada. They spoke and sang about “following the drinking gourd,” or the Little Dipper. People of other cultural groups also found the Dippers useful. In the 1870s, when Bjug Harstad, a Lutheran minister, traveled from one community to another in dark winter nights, he said he experienced “no danger” when he used the North Star as his guide.

Another asterism that has inspired many stories is the cluster of stars the Greeks called the **Pleiades** (PLEE ah dees). The cluster is often called the **Seven Sisters** or Seven Brothers and is found in the body of the constellation Taurus. There are actually more than 300 stars in the asterism, but seven stars shine brightly in the misty light of the cluster. The Seven Sisters feature in Ojibwe, Lakota, Assiniboine, and Arikara tales. The Lakotas tell a story on winter nights about seven young girls who had been stolen from their village by a red eagle. The people of the village prayed for a young hero, Fallen Star (*wicahpi hinhpaya*), to rescue the girls. Fallen Star shot the eagle and placed the seven little girls together in the sky. The Lakota followed the cycle of the stars and when the Sun set exactly opposite the rising of the Seven Little Girls, it was the signal for the Lakotas to gather at the mountain known today as Harney Peak, in South Dakota.

Often the Pleiades are counted as six stars instead of seven. The Arikara (today known as the Sahnish) tell another story that counts six instead of seven characters in the cluster of stars. In this tale, there are two sisters and four brothers. When the brothers were away from home on a war journey, one sister became a bear and killed her family. The remaining sister asked the brothers to help her kill the bear. The sister/bear was fierce and chased the brothers, but they asked a stone for help. The stone grew into a large rock that the brothers and their sister stood upon, and it kept on growing, rising high in the air. The sister/bear tried to climb the rock,



Polaris, or the North Star, is a circumpolar star. It is seen in the north sky and never sets below the horizon, so it was used by many people to navigate at night. Polaris is the last star in the handle of the Little Dipper, an asterism contained in the constellation Ursa Minor. *NASA*



The Pleiades is an easily identified asterism. This cluster of stars is found in the abdominal area of the constellation Taurus, not far to the right (as viewed from Earth) of Orion's left hand. People of many different cultures tell stories of the six sisters or brothers, sometimes counted as seven sisters or brothers. *ESA, Hubble Telescope image*

but failed. She left claw marks all around the rock. The rock rose until it carried the four brothers and their sister into the sky, where they lived safely. Today, the rock, still bearing the tracks that appear to be giant claw marks, is known as **Bear's Lodge** or **Devils Tower**.

The Dakota Night Sky is just as interesting and exciting as the night sky was to the early Greek astronomers. We have the great advantage of darkness, long winter nights, and a great diversity of cultures whose star lore and interpretations of the night sky inspire our imaginations and lead us to a broader understanding of our universe.

Front cover: The Northern Lights brighten the night sky at the Menoken Village State Historic Site. *SHSND*

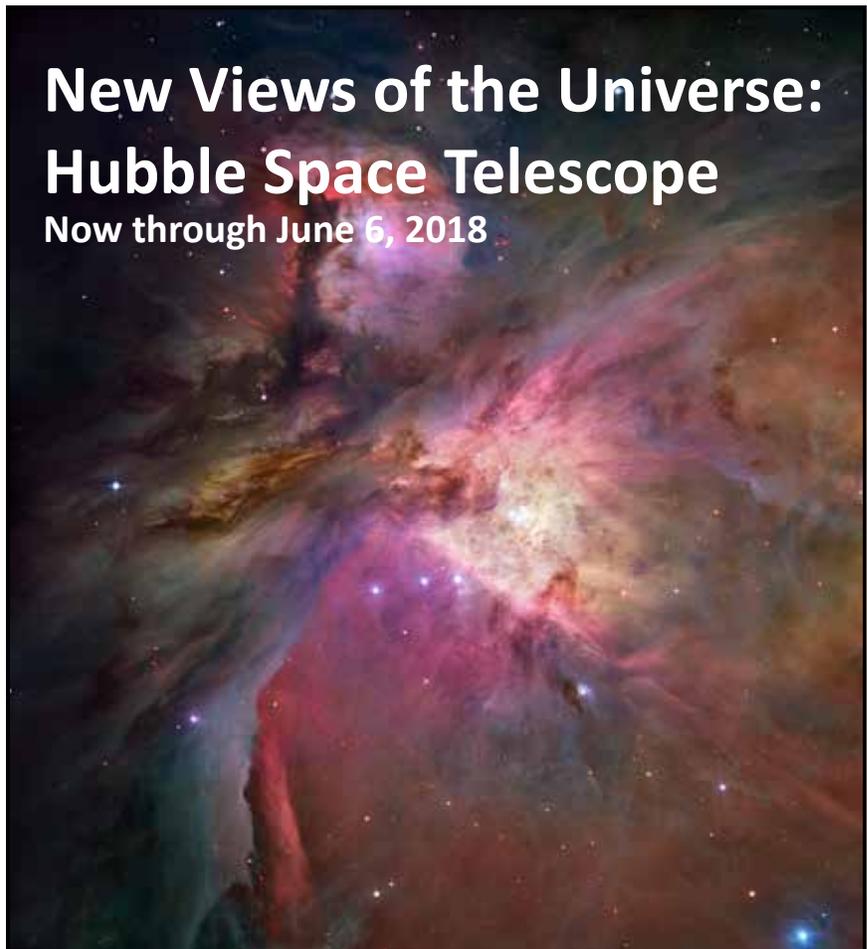


About the Author

Barbara Handy-Marchello, Ph.D., is a historian and researcher who regularly contributes to various North

Dakota Studies initiatives. She was the lead researcher/writer for the recently launched *North Dakota: People Living on the Land*—a new grade 8 curriculum. Handy-Marchello also contributes to the SHSND blog at history.nd.gov.

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



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No Place Like Home

By Barbara Handy-Marchello, Ph.D.

A house is not simply a way to shelter humans (and sometimes their animals) from the harsh winter cold and intense summer heat of North Dakota. People bring beautiful, messy, tragic lives into a house and make it a home. Home is where we share meals with family and friends, where we work and play, where we welcome brides and babies, and where grown children are sent into the world to make their own homes.

Home can also be something other than a house. Many city-dwelling North Dakotans live in apartments or condominiums, free of grass mowing and snow shoveling. The shape, size, and function of houses and homes vary over time, reflecting the availability of materials and technology, human needs, and the culture of the residents.

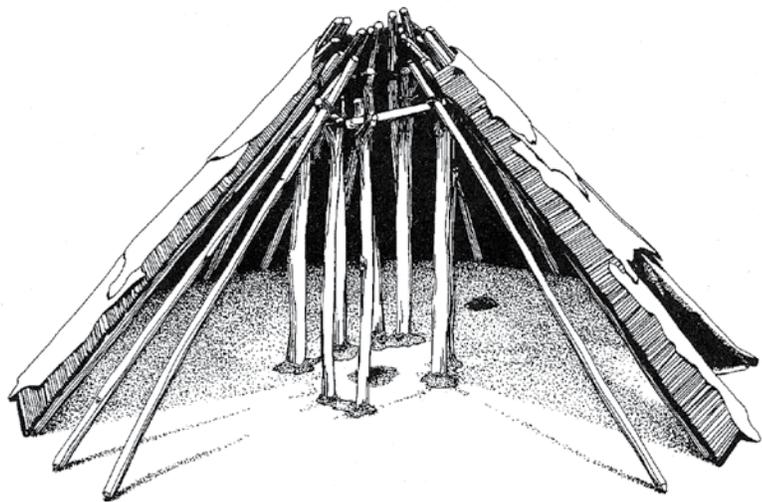
The nearly treeless grasslands of North Dakota made housing construction challenging for early residents before railroads brought carloads of lumber, glass, and hardware. But with endless resourcefulness and innovation, North Dakotans made houses from the materials the prairies offered and turned them into homes.

Today, houses on the northern Great Plains look much like houses all around the country, but within these structures, North Dakotans warm their homes with their individual styles and the traditions of their cultural heritage.

These photographs of North Dakota houses illustrate the ways in which North Dakotans constructed and lived in houses of many different types and materials. Until the late 19th century, houses on the northern plains reflected the realities of the region. Though 20th century houses seem “normal” to us now, it is nice to know that houses constructed in past centuries comfortably sheltered happy families.

TIPIS.

Nomadic peoples constructed houses that could be easily transported and set up and taken down quickly. The tipi was made with intersecting poles covered with about 17 or 18 bison hides. The cover is darkened near the top by the smoke of hearth fires, which provided heat for warming the family and for cooking meals. The sides, door, and top opening were adjusted to keep out rain or snow, or to allow summer breezes to cool the occupants. Tipis were used as primary housing until the late 19th century, and are still used for “camping” at powwows and other events. SHSND A0971



THE NAZÉ HOUSE.

This drawing depicts an archaeologist’s vision of the first known house constructed in North Dakota. After the house burned, the charred remains of the eight central posts were preserved in the baked clay. The house was home to a family living near the James River around 500 BC. SHSND, AHP





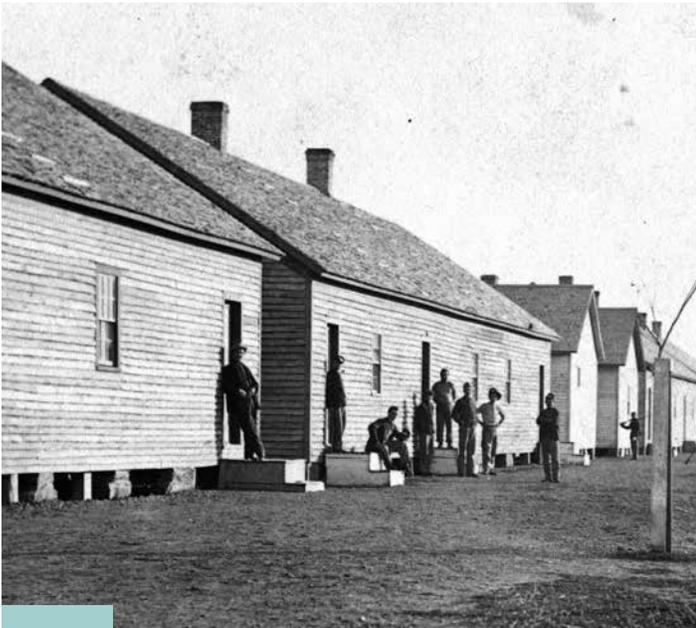
EARTHLODGES.

Sedentary tribes of the Missouri, Heart, and Knife Rivers built permanent houses of logs and earth called earthlodges. An opening in the top of the earthlodge allowed smoke to escape; in rainy or snowy weather, a bull boat covered the opening. In this photo, the frame of a bull boat sits on top of the earthlodge. In front of the doorway is a drying rack for meat and vegetables. An earthlodge could last for 10 years before being replaced. Earthlodges were warm in winter and cool in summer. They were large enough to house a large family and a few of the best horses. Most earthlodges had cache pits inside (and outside) where dried food was stored. SHSND 00086-00982



DUGOUTS.

Some of the earliest settlers in North Dakota, like this man near Medora, lived in shelters dug from a sidehill. These dugouts were uncomfortable and were likely to house snakes and rodents in addition to the human occupants. Though dugouts were fairly warm and not likely to burn up in a prairie fire, many people who lived in them felt like they were living like animals and were glad when they could finally move into an above-ground house. SHSND 00042-00025



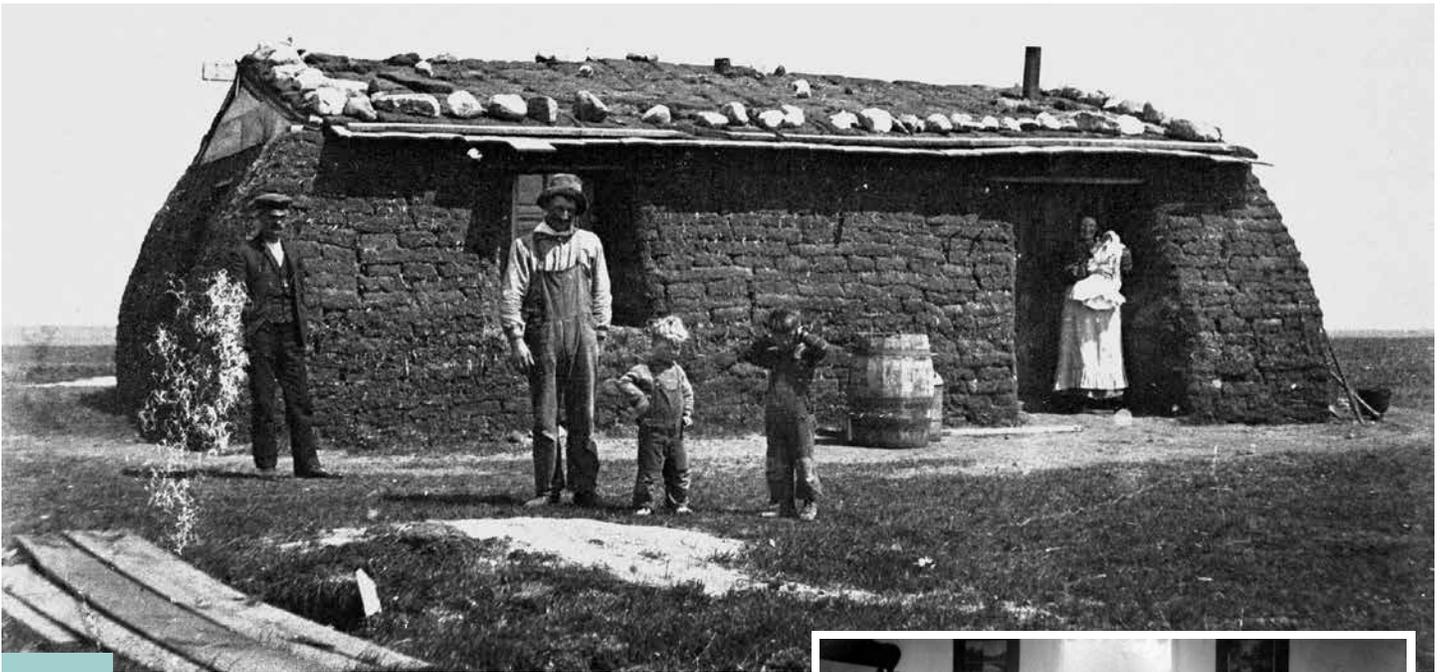
ARMY BARRACKS.

By 1858, the U.S. Army became a regular presence in what is today North Dakota. Housing for soldiers was cramped and uncomfortable. The earliest forts did not have frost-free storage for food, so soldiers had only dried meat and hard tack (crackers) to eat during the winter. Many soldiers died of scurvy caused by vitamin C shortage before fort buildings were improved. This photograph shows infantry soldiers outside of company barracks at Fort Rice in the 1870s. All of the construction materials for this and other Army posts were brought up the Missouri River on steamboats. The buildings were constructed by soldiers. SHSND 00670-00050



LOG HOUSES.

People who settled near rivers cut trees to build houses or barns. Chinking the space between the logs with mud, rags, or cement kept the house warm. Late in the 19th century, reservation agents encouraged American Indians to give up their traditional houses and build log houses as a sign that they had become "modern Americans." Neil Howe



SOD HOUSES.

A sod house was an improvement over a dugout. Sod houses were constructed from the sod removed as settlers began to turn over the soil for farming. Doors and windows were optional, and many settlers covered the door with a carpet and the windows with oiled paper until they could afford to buy wood or glass. Some people, though, were able to make sod houses comfortable and were content to live in a house that could not be consumed by prairie fire. A well-constructed sod house might last 10 years. At right: Friends gather in the sod house belonging to Ida Kulsrud in Bowman county, 1907. Sod houses were not as common as other types of houses, but they were inexpensive to build from the resources at hand. SHSND 00232-00028; INSET: SHSND 00008-00011



TARPAPEL SHACKS.

Tarpaper shacks were probably the most common style of settlement housing (1875-1910). They were hard to heat and subject to fire, but most hopeful homesteaders believed that this would be a temporary house. This young family will soon outgrow this tiny house. Good crops and strong agricultural markets will allow them to build a new, larger frame house in a few years. SHSND 00009-00016



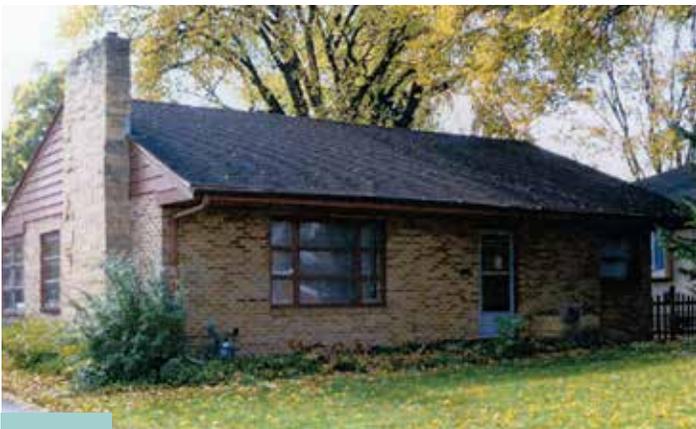
FRAMED FARM HOUSES.

Homesteaders built larger houses for their growing families as soon as possible. Though these houses were not adequately insulated and usually did not have indoor water, they signified the success of the farm family and their intention to stay and prosper in North Dakota. This photo of the Bloomquist family was taken in 1907 near Barlow, North Dakota. SHSND 00032-FO-05-00004



LUSTRON HOUSES.

After the Great Depression and World War II, housing was in short supply. The Lustron House was one of the innovations that addressed the housing problem. It was designed by Chicago industrialist Carl Strandlund. The houses were made of prefabricated porcelain enameled steel; even the roofs, interior walls, and cabinets were made of steel. The houses were shipped in pieces to the new owner's address and constructed on site. This Lustron house was built (with several others) in Fargo. This interior scene is taken in a Lustron house from Grand Forks. *Neil Howe; INSET: Myra Museum, Grand Forks*



MODERN HOUSES.

This house represents a style common in North Dakota in the middle of the 20th century. It was built of brick in 1955 on a lot in Grand Forks near the University of North Dakota. It is a modest Prairie style home, common in towns across the state. It is likely that a middle-class family, who probably had relatives still living on the family farm, made their home in this well-built house. *SHSND AHP32GF03780*

HOUSE & HOME

—Though we may roam.
 Be it ever so humble.
 There's no place like home.
 —John Howard Payne, 1823

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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*; *Early Settlement of North Dakota*; and *North Dakota Agriculture* are now available at an interactive, mobile-optimized website: www.ndstudies.gov/gr4.

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

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

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

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

NDSTUDIES.GOV/GR4



NDSTUDIES.GOV/GR8

North Dakota: People Living on the Land

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

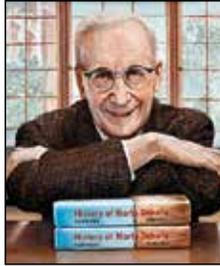
North Dakota: People Living on the Land includes 91 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. It covers the place that is today North Dakota from about 500 million years ago to current events. Topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is written for grade 8 students, but adult readers will also find interesting information, some of it never before published.

North Dakota: People Living on the Land is not only based on primary sources, but presents readers with documents to help understand North Dakota’s history and culture. The course includes a curriculum with primary sources, maps that can expand on the screen to reveal the smallest creek or village, and photographs that can be examined in detail—now realized with an interactive website.

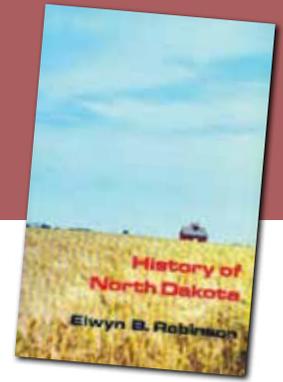
Unlike the traditional, chronological organization typical of most history texts, this new curriculum allows users to study in greater depth when they read a topic of interest. *North Dakota: People Living on the Land* uses both a chronological and thematic organization. The curriculum is divided into four chronological units from the Paleozoic Era to the present. Within each unit are four thematic lessons. Teachers and other users may choose a topic subject across the millions of years covered in the curriculum or examine a particular time period through geographic, economic, social, and political perspectives.

History of North Dakota – NOW ONLINE

History of North Dakota by Elwyn B. Robinson is now available as an Open Education Resource (OER). The text can be viewed and downloaded for free on the University of North Dakota's Scholarly Commons at commons.und.edu/oers/1/.



types of e-readers. The EPUB file is best if you want to read the book on a Nook, Kobo, or using the iBooks application on an iPad. Use the MOBI file if you want to read the book on an Amazon Kindle.

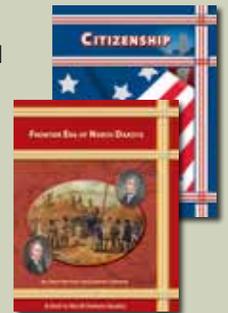


First published by the University of Nebraska Press in 1966, a reprint was completed by the NDSU Institute for Regional Studies in 1995. The reprint includes a preface and postscript by noted North Dakota historians D. Jerome Tweton and David B. Danbom, and some still consider Robinson's work "the standard." Robinson's emphasis on the state's remoteness, economic dependence, and the early radical response, as well as the "Too-Much Mistake" and the continuing need to adapt to the environment, remain major themes in interpreting the state's history.

Users may download the entire book as a PDF. This is the best choice if you want to read the book at a desktop computer. EPUB and MOBI are file formats used on different

FREE* COPIES AVAILABLE *Citizenship and Frontier Era of North Dakota*

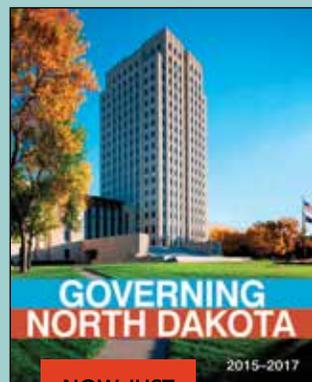
North Dakota Studies has a number of older edition **Citizenship** (150 copies) and **Frontier Era of North Dakota** (20 copies) textbooks available free to schools. These 2013 editions have been replaced by 2018 editions, but still have great information and can be used by teachers in various classroom activities. The textbooks will be made available on a first-come, first-served basis.



*Although these older editions are free, we ask that schools pay postage on the quantity requested. To avoid postage fees, schools can make arrangements to pick up copies at the ND Heritage Center or in Fargo. Please contact Neil Howe, ND Studies coordinator at nhowe@nd.gov.

Governing North Dakota, 2015-2017

Due to budget reductions, the North Dakota Studies program has discontinued publishing of **Governing North Dakota**. If you would like to purchase copies of the 2015-2017 edition, more than 1,200 are still available. They are now being offered to schools at just \$1.00 per copy.*



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The great 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.

* Minimum shipping fee is \$3.50.

ndstudies.org ndstudies.gov

The ndstudies.org website has been discontinued. All North Dakota Studies resources are now available at ndstudies.gov. The ndstudies.org website was originally a collaboration of the State Historical Society of North Dakota, the North Dakota Humanities Council, and Prairie Public Television to promote a variety of North Dakota Studies resources.

Users will want to access ndstudies.gov for information on grades 4, 8, and high school North Dakota Studies resources. Prairie Public Education Services Collection also continues to provide a host of educational resources at <https://pbslearningmedia.org/collection/prairie-public-collection>.

Collaborative efforts among these organizations continues, however this website clarification is an attempt to make things easier for you, our users.

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NORTH DAKOTA HISTORY TEACHER OF THE YEAR

Help the Gilder Lehrman Institute of American History recognize outstanding K-12 American history teachers across the country.

Parents, Students, Principals, and Teachers: Help us find the 2018 North Dakota History Teacher of the Year!

The Gilder Lehrman Institute of American History is seeking nominations for the North Dakota History Teacher of the Year. State History Teachers of the Year receive \$1,000, an archive of materials for their school's library, and an invitation to attend a 2019 Gilder Lehrman Teacher Seminar.

The deadline for 2018 nominations is March 31, 2018.

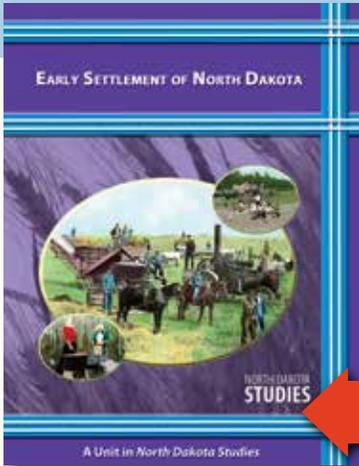
To nominate a teacher or to learn more about the National History Teacher of the Year Award, visit gilderlehrman.org/nhtoy. For more information about the North Dakota History Teacher of the Year Award, please contact Neil Howe, ND Studies Coordinator, nhowe@nd.gov, 701.205.7802.

NATIONAL HISTORY TEACHER OF THE YEAR

In addition to the state prize, state winners also become finalists for the national award. The national winner will receive a \$10,000 prize and attend a ceremony in their honor in New York City.

THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

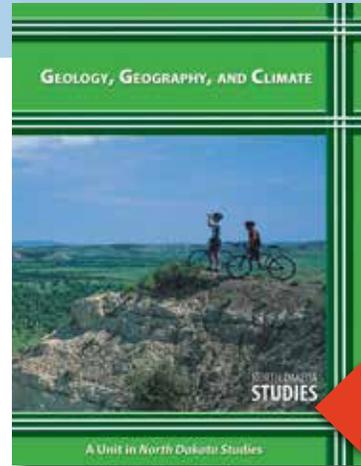
4TH GRADE NORTH DAKOTA STUDIES



Early Settlement of North Dakota

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

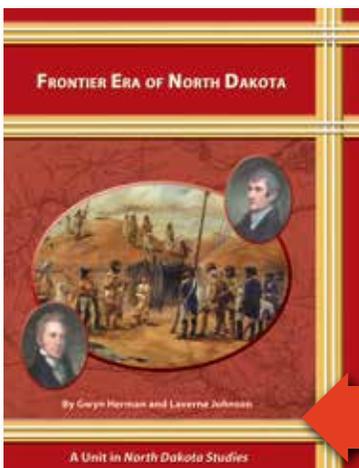
NOW ONLINE AT:
ndstudies.gov/gr4



Geology, Geography, and Climate

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

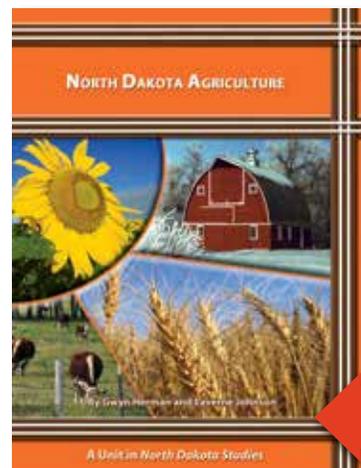
NOW ONLINE AT:
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Frontier Era of North Dakota

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

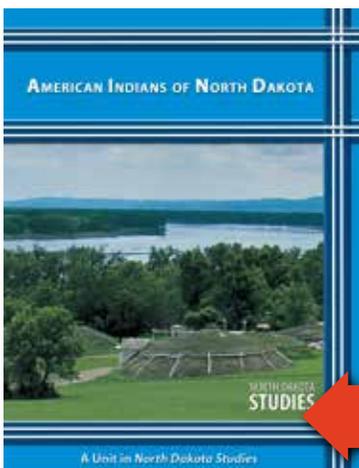
NOW ONLINE AT:
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North Dakota Agriculture

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

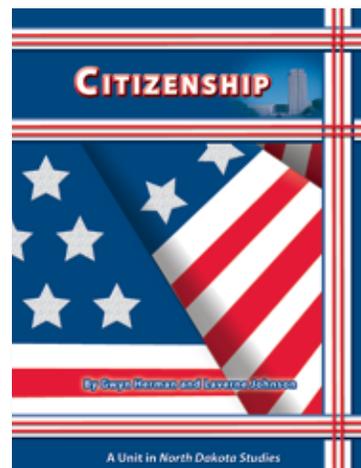
NOW ONLINE AT:
ndstudies.gov/gr4



American Indians of North Dakota

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

NOW ONLINE AT:
ndstudies.gov/gr4



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.

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.

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)

8TH GRADE NORTH DAKOTA STUDIES



North Dakota: People Living on the Land

North Dakota: People Living on the Land includes 91 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. The topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is written for grade 8 students, but adult readers, too, will find much interesting information, some of it never before published.

North Dakota: People Living on the Land

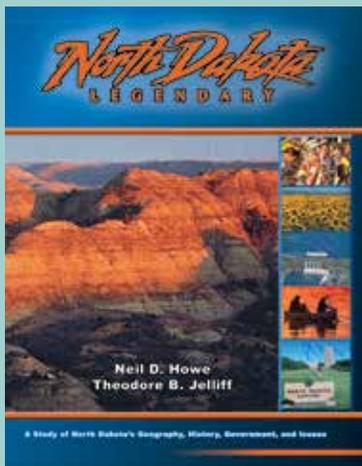
Cost: No cost to users

Access: ndstudies.gov/gr8

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:

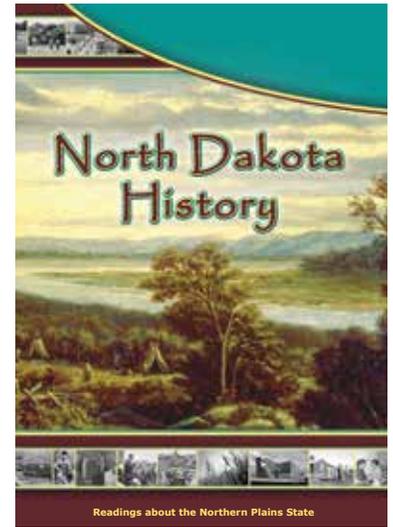
Student Text \$45.00 each

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

HIGH SCHOOL NORTH DAKOTA STUDIES

North Dakota History

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



North Dakota History:

Student Text

\$45.00 each

Teacher Resource Guide

\$65.00 each

(Print and CD Combo)



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

North Dakota Justices Teaching Institute

The North Dakota *Justices Teaching Institute* will be held in Bismarck on October 18-19, 2018. This day-and-a-half educational experience is intended to offer secondary social studies teachers an up-close examination of the North Dakota judicial system.

The *Justices Teaching Institute* involves the study of the North Dakota court system, judicial decision-making, and the United States Constitution, while participants experience a wide range of sessions, dialogue, and activities with the North Dakota Supreme Court Justices. The participants walk in the shoes of a justice and learn how a case makes its way to the Supreme Court, and how it is ultimately decided by the Court.

The participants play the role of a justice on the Court by hearing an oral argument on a Constitutional issue, conferencing, deciding the case, and then sharing the decision.



ND Supreme Court

Teachers interested in attending the 2018 *Justices Teaching Institute* should apply by **April 15, 2018**. There is no fee for this program. All expenses are covered, including lodging, meals, mileage, and credit. The Institute is designed to provide a minimum contact time of 15 program hours, including 12 hours on-site and three educational hours for classroom implementation, for 1 CEU credit. Participants may earn one graduate credit from the University of North Dakota upon completion of the Institute.

To learn more about the 2018 *Justices Teaching Institute*, please contact Lee Ann Barnhardt at lbarnhardt@ndcourts.gov or 701.328.4251.