



NORTH DAKOTA STUDIES

Volume 3, Issue 1 Spring 2011



NORTH DAKOTA STUDIES PROJECT MERGING WITH SHSND Effective July 1, 2011

Since its authorization and funding by the 2005 Legislative Assembly, the North Dakota Studies Project has experienced much progress and growth. Originally created for the purpose of developing North Dakota studies materials for grades four and eight, the project has far exceeded its original goals, producing nine publications, accompanying teacher guides, and a website populated with a host of resources. These materials are designed for and used by not only fourth and eighth graders, but by elementary to high school students and even some college classes.

The North Dakota Studies Project has also expanded its role by coordinating its work with several state agencies, including the North Dakota Game and Fish Department, Indian Affairs Commission, the University of North Dakota's Bureau of Governmental Affairs, and especially with the State Historical Society of North

Dakota (SHSND). Its work with the state's history agency has also allowed the project to publish the award-winning book, *North Dakota History: Readings about the Northern Plains State* and develop a host of archival materials at the North Dakota studies website at www.NDStudies.org.

With success and growth comes change. Plans are underway to transfer the North Dakota Studies Project from the North Dakota Center for Distance Education to the SHSND effective July 1, 2011.

"The North Dakota Studies Project is an excellent fit with the State Historical Society's mission to preserve, interpret and promote the heritage of the people of North Dakota," said SHSND Director Merl Paaverud. "It is our hope that it will assist teachers and help our students to learn about North Dakota's people and their history." To continue the accomplishments of the North Dakota Studies Project, the SHSND has plans for a new grade eight curriculum and other projects.

The North Dakota Studies Project has a significant textbook inventory that it will continue to distribute at the SHSND. Although the umbrella agency will change, the North Dakota Studies Project will continue to operate as before. All North Dakota studies publications and services will be maintained and Neil Howe will remain as project coordinator. For questions about the project or to place an order, please see the new contact information. 



STATE HISTORICAL SOCIETY
OF NORTH DAKOTA

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NEW

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A HISTORY OF NORTH DAKOTA STUDIES

By Neil Howe

North Dakota's elementary, secondary, and college students have been learning about the state's history, geography, and government for more than 100 years. We often refer to this course of instruction as **NORTH DAKOTA STUDIES**.

Throughout our state's history, teaching about the state of North Dakota has often been limited to a relatively small number of textbooks and materials, some of which became quickly outdated. In many cases, the brunt of the responsibility rested with the classroom teacher to gather, organize, study, and somehow present North Dakota studies in a modern and up-to-date manner.

Beginning in the early part of the twentieth century, a number of works combining a history of the state and biographies of early settlers were published. The *Compendium of History and Biography of North Dakota* was published in 1900; Clement A. Lounsberry published a three-volume *History of North Dakota* in 1917; and Lewis F. Crawford's three-volume *History of North Dakota* was published in 1931.

The most significant history of North Dakota is probably Elwyn B. Robinson's *History of North Dakota*, first published in 1966. A 1995 reprint includes a preface and postscript

by noted North Dakota historians D. Jerome Tweton and David B. Danbom, and is still considered "the standard" by many. 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.

North Dakota Studies for K-12 Students

Historically, North Dakota educators have placed great emphasis on teaching students about the history of the state and its heritage. At the elementary and secondary level, numerous textbooks and other materials have been published for classroom use as early as 1910.

Over these years, North Dakota geography, history, government, and agriculture have either been a recommended course of study or, in more recent years, a required curriculum for grades four, eight, and high

school. Even though teaching North Dakota studies was often only recommended by the Department of Public Instruction (DPI), most teachers were diligent to incorporate the study of North Dakota into their social studies curriculum—especially at grades four and eight.

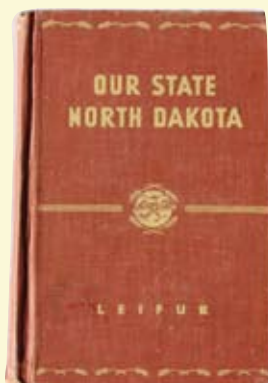
Government of North Dakota

1910—Although the Lounsberry and Crawford books provided foundations for early North Dakota teachers, one of the earliest textbooks used at both the secondary and college classroom level was probably *Government of North Dakota* by James E. Boyle, professor of political science at the University of North Dakota. Published in 1910, this textbook not only provided an overview of the three branches of North Dakota government, it covered many aspects of the state's geography, early history, and current issues of the time.



Our State North Dakota

1942—Like Robinson's *History of North Dakota*, *Our State North Dakota* has been historically considered the K-12 standard for North Dakota studies. For decades, *Our State North Dakota* was most frequently used in grade eight classes. Authored by Conrad W. Leifur, a Bismarck teacher and principal, *Our State North Dakota* was first published in 1942 and was continuously used by teachers and students for more than 40 years. The textbook is still fondly recollected by many older North Dakotans as simply "Our State."

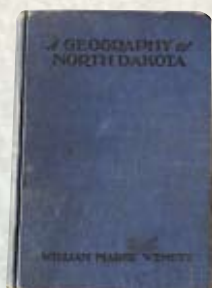


The success and endurance of *Our State North Dakota* can be credited to Mr. Leifur's enthusiasm and skills as an historian and classroom teacher. In addition, the original research for *Our State North Dakota* pertaining to the state's history and geography was edited and approved by former long-time SHSND historians, George F. Will and Russell Reid.

Our State North Dakota was so popular with teachers, students, and schools, the American Book Company reprinted it in 1945 and again in 1962.

A Geography of North Dakota 1929—Another early publication was *A Geography of North Dakota* by William Wemett, professor of history at Valley City State Teacher's College (VCSU). The textbook was published in 1929 by Northern School Supply Company of Fargo which, for many years, was a primary source of educational supplies and curriculum for the teachers of North Dakota.

Although the primary focus of this 232-page text was the geography of North Dakota, a discussion of fur traders, early settlers, and transportation issues is incorporated throughout the text from an historic perspective. Like other early publications, this book was authored at the university level, yet intended “to furnish the school children of North Dakota the material for a practical, working knowledge of the geography of their own state as required in the course of study.”



The Drought Years

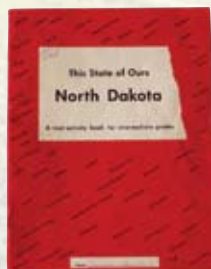
Beginning in the 1950s, various educational institutions, agencies, and others repeatedly sensed a need to develop a more modern and flexible North Dakota studies curriculum. Some of these efforts were more successful and stood the test of times better than others.

During the 1950s and 1960s, grade four teachers were especially desperate for materials to teach about North Dakota. Again, these elementary teachers were frequently expected to gather the appropriate materials to develop their own curriculum and organize lesson plans about our state. Probably the most significant publication for grade four during the 1950s was the publication of *This State of Ours—North Dakota*.

Grade eight teachers were also looking for more modern materials, as *Our State North Dakota* was now aging quickly. Fortunately, several publications were developed at the University of North Dakota during the 1960s, and provided some assistance with teaching grade eight North Dakota studies.

This State of Ours—North Dakota

1958—*This State of Ours—North Dakota* was developed and published in 1958 by Bismarck teacher Margaret Johnson and Bismarck Hughes Principal Victor Solheim. The six-week unit and activity book was specifically designed for grades 4–8. The 52-page text incorporated North Dakota studies content with a number of worksheet activities as well as B/W photos. The text's forward to students mentions North Dakota's new slogan—“the New Oil State.” Interestingly, what was true about oil in 1958 remains true two “booms” later—in 2011.



North Dakota:

The Northern Plains State

1963—In 1963, a new geography textbook was published by Bernt Lloyd Wills, professor of geography at the University of North Dakota. Although no specific grade level is indicated for the text, its reading level appears to be intended for grade eight. The text is divided into 22 chapters covering various aspects of North Dakota's physical, human, economic, and cultural geography.

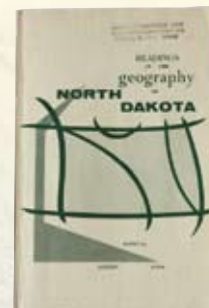


Dr. Wills stated the purpose of the book best in his introduction: “This is an account of the geography of a northern prairie state. The book will not tell its

reader all there is to know about North Dakota. No book can. It is submitted humbly, in the earnest hope that he who studies this book will grow in appreciation and in understanding of the state, and in his ability to serve her as only a well informed citizen can.”

Readings in the Geography of North Dakota

1968—A collection of articles related to North Dakota geography was published by the Department of Geography at the University of North Dakota in 1968. One interesting aspect of this text is its presentation of geography-related readings pertaining to the weather, natural resources, agriculture, industry, transportation, and views of North Dakota from the perspective of 32 different authors. As an example, the last article in the book is a portion of Eric Severeid's *You Can Go Home Again* for which he gave permission to use. Other readings include the works of Linda Slaughter, Guy Wilkinson, and Mark Andrews. From a publication standpoint, this appears to be the first reference in a book to “North Dakota Studies.”



Project North Dakota: Reference Resource

1969—Between 1967 and 1969, the DPI produced and published *Project North Dakota: A Reference Resource*. This curriculum was developed by DPI staff, a large advisory board of content-area experts, and a host of teachers from across the state. *Project North Dakota*, conveniently packaged in a large green binder, included more than 800 pages of activities, worksheets, objectives, references, and lesson plans about



the geography, wildlife, agriculture, business, culture, and government of North Dakota. M.F. Peterson, the long-time state superintendent at the time, recommended that the materials could “be used in grades one through eight, with special emphasis in four and eight.”

Identifying the Need for North Dakota Studies Curriculum

By the 1970s, there was increased emphasis to establish an improved and more comprehensive North Dakota studies curriculum in the schools at the elementary and secondary levels.

In 1976, the DPI established the State Committee for North Dakota Studies “to assess the current status and the projected needs concerning instruction about our state.” The committee was charged with the responsibility of assessing how, when, and with what materials teachers conduct instruction concerning North Dakota and all its diversities.”

The committee developed a 16-question survey instrument and mailed it to

a select group of 460 elementary, junior high, and high school teachers. Through close coordination and collaboration with local school administrators, 357 (78%) of the surveys were returned.

The results of the survey confirmed what many on the committee had suspected and what most teachers had known for years—that materials to teach North Dakota studies were scarce and that those that were available were outdated. At the time of the survey, the most common textbook used at grade four had been published more than 18 years earlier. The text cited by most grade eight teachers was a re-printed version of *Our State North Dakota* which was now nearly 35 years old!

The work of the committee and the excellent feedback provided by the 357 teachers eventually led to improved North Dakota studies curriculum—with the development of *Project STUDY* for grade four in 1979 and *North Dakota: A Living Legacy* in 1983.

North Dakota: A Living Legacy 1983—The 1976 committee report resulted in the development of a new

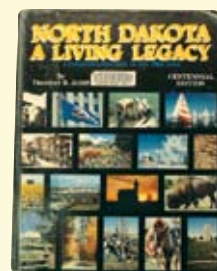
textbook for grade eight. In 1983, state superintendent Joseph Crawford sought state funding from the legislature to develop a new 8th grade textbook.

This funding led to the development and publication of *North Dakota: A Living Legacy* by Theodore B. Jelliff. Mr. Jelliff, who died in 2010, also co-authored *North Dakota: The Heritage of a People* with D. Jerome Tweton.

Jelliff’s *North Dakota: A Living Legacy* textbook essentially replaced the *Our State* text which had been regularly used at the grade eight level since the 1940s.

Teachers Make the Difference

The requirement to teach North Dakota studies has existed for many years. And even though various state agencies and organizations made serious efforts to develop a host of curriculum materials to assist with teaching North Dakota studies, no comprehensive, state-sup-



Project STUDY



1979—One idea generated from the 1976 committee’s efforts was *Project STUDY*, a series of 20 pamphlets developed and published in 1979 for use in grade four. *STUDY* is an acronym for **S**tudents **T**oday **U**nderstanding **D**akota **Y**esterday. Harvey Public School organized the project and received a federal Title IV grant through the DPI to have authors write a series of paperback pamphlets about the history and current issues of North Dakota.

The *Project STUDY* pamphlets covered a variety of topics in three broad categories including history, historical fiction, and current issues. Individual pamphlet topics ranged from “The First People of North Dakota,” to “Natural Resources of North Dakota,” to “Grandma’s Diaries—The Depression Years in North Dakota.”

ported North Dakota studies curriculum was developed between 1983 and 2005.

Once the 4th grade *Project STUDY* materials and the *North Dakota: A Living Legacy* text became outdated by the late 1980s, teachers were again left responsible for gathering, organizing, and presenting modern and up-to-date North Dakota studies curriculum. Many teachers prided themselves on the lesson plans they had developed. Other fourth grade teachers were so desperate for resources, the now-dated *Project STUDY* booklets were especially kept “under lock and key” and closely guarded as their only source of content. Sadly, some teachers simply didn’t teach North Dakota studies for lack of available resources.

Eventually, legislation made the teaching of North Dakota studies a requirement for both grades four and eight. The 2007 Legislative Assembly passed legislation requiring schools to offer a course in North Dakota studies at the high school level at least once every two years.

North Dakota Studies Project 2005—The 2005 Legislative Assembly appropriated funds to the North Dakota Center for Distance Education



to develop and publish North Dakota studies curriculum for grades four and eight. As a result of this legislation, the North Dakota Studies Project (NDSP) was established and starting in 2006 began publishing a series of grade four textbooks, the *Habitats of North Dakota* series, and *North Dakota Legendary* for grade eight.

Following the 2007 legislation requiring schools to offer North Dakota studies to high school students, the NDSP collaborated with the State Historical Society of North Dakota to publish *North Dakota History: Readings about the Northern Plains State*. Although the text was developed for the high school student, it is now used by college students and is also popular with the general public.

The Future for North Dakota Studies

This has been an attempt to highlight a number of the more prominent text-

books and other curriculum that have been developed for **NORTH DAKOTA STUDIES** over the last 100 years. In addition to these, many other publications, lesson plans, and booklets have been developed and promoted by individuals, private organizations, state agencies, and universities. All have had an interest to advance the story of North Dakota.

North Dakota teachers, other educational leaders, parents, and legislators have long understood the importance of learning about our state’s history, geography, government, and rich culture. Most importantly, North Dakota’s students want and deserve to know about this great state of ours.

As the NDSP transitions to the State Historical Society of North Dakota on July 1, this history of North Dakota studies curriculum provides valuable insight and will help guide future initiatives. 

Other Notable North Dakota Studies Publications

- ◆ *A Brief History of North Dakota* by Herbert Clay Fish, President of the State Normal and Industrial School, Ellendale, ©1925.
- ◆ *Governing North Dakota*. University of North Dakota Bureau of Governmental Affairs, ©1973–2011.
- ◆ *North Dakota: A Bicentennial History* by Robert Wilkins and Wynona Wilkins, ©1977.
- ◆ *North Dakota: Heritage of a People* by D. Jerome Tweton and Theodore Jelliff, North Dakota Institute for Regional Studies, ©1976.
- ◆ *North Dakota: Land of Changing Seasons* by Francie M. Berg, ©1977.
- ◆ *Student Learning Centers: A New Approach to Teaching North Dakota Studies*, Department of Public Instruction, ©1979.
- ◆ *The Story of North Dakota* by Erling Rolfsrud, Lantern Books, ©1963.
- ◆ *The Story of the Flickertail State* by William M. Wemett, Valley City State Normal School (VCSU), ©1923.

THE NOBLE CORE MISSION OF SOCIAL STUDIES TEACHERS

“The National Council for the Social Studies believes the core mission of social studies education is to help students become...effective citizens.”

While growing up in Romania during the rule of the dictator **Ceausescuc**, my friend, Maria, gathered secretly with her family at the risk of imprisonment to listen to the outlawed Voice of America broadcasts. Hearing about the freedoms guaranteed to citizens in what sounded like a mystical place called the United States, Maria vowed she would one day go there. She arrived as a young adult and immediately began a program to study for the goal she had so long dreamed about, American citizenship.

Sadly, most Americans approach the topic of citizenship quite differently. Having been born citizens, we often take it for granted.

Inspiring young people to think about, and practice, engaged citizenship is crucial to America's future. The Founders believed citizenship educa-

tion was critical even at the country's beginning. George Washington said, “A primary object...should be the education of our youth in the science of government...those who are the guardians of the future liberties of our country.”

The National Council for the Social Studies goes so far as to say, “For democracy to survive... we must educate our students to understand, respect, and uphold the values enshrined in our founding documents. Our students should leave school with a clear sense of their rights and responsibilities as citizens.”

Civic educators have a noble core mission in this regard! Indeed, the social studies classroom is where students get most of their citizenship education. Our Founders left us an invaluable inheritance; citizenship in a free society. We must educate young people not to be ambivalent about such a gift. We must give them the knowledge and, just as importantly, a vision to value and apply their rights and responsibilities as citizens.

Listed below are the traits of effective citizenship established by the National

Council for the Social Studies. How deep does your students' learning go on these important attributes?

- ◆ Has knowledge of our nation's Founding documents, civic institutions, and political processes.
- ◆ Embraces core democratic values and strives to live by them.
- ◆ Accepts responsibility for the well-being of oneself, one's family, and the community.
- ◆ Has knowledge of the people, history, and traditions that have shaped our local communities, our nation, and the world.
- ◆ Is aware of issues and events that have an impact on people at local, state, national, and global levels.
- ◆ Seeks information from varied sources and perspectives to develop informed opinions and creative solutions.
- ◆ Has the ability to collaborate effectively as a member of a group.
- ◆ Actively participates in civic and community life.

Constitution Day

September 17, 2011

Federal and state statutes require the teaching of the U.S. Constitution and the Bill of Rights in North Dakota schools.

Oath of U.S. Citizenship

“I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.”

When my friend Maria passed her citizenship exam she took the oath of allegiance that all immigrants take to become U.S. citizens. Read the oath out loud and have your students reflect on their own right and responsibilities as Americans. They will shortly become the “guardians of the future liberties of our country.” Civic educators and social studies teachers must make sure they are ready. It is our noble core mission! 

Reprinted from the Bill of Rights Institute, John Croft, director of Student Programs

NATIONAL HISTORY DAY IN NORTH DAKOTA

National History Day (NHD) is a year-long academic organization for elementary and secondary school students. Each year, more than half a million students, encouraged by thousands of teachers nationwide participate in the NHD contest. Students choose historical topics related to a theme and conduct extensive primary and secondary research through libraries, archives, museums, oral history interviews and historic sites. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in original papers, websites, exhibits, performances and documentaries. These products are entered into competitions at local, state, and national levels where they are evaluated by professional historians and educators. The national competition is held at the University of Maryland at College Park in June.

Students who participate in the NHD educational program, coordinated by the State Historical Society of North Dakota, perform better on high-stakes tests, are more confident and capable researchers, and have a more mature perspective on current events and civic engagement than their peers, according to the first national evaluation of the widely used curricular program. NHD students become better writers, filmmakers, web designers, playwrights, and artists as they create unique contemporary expressions of history. Participants also show a greater ability to collaborate with peers—both skills employers say are lacking in today's workforce.

This new research shows NHD participants are better able to succeed in school and to become more informed citizens. The full report, *National History Day Works*, is available at www.nhd.org/NHDWorks. Some of the important findings in the report include:

- ◆ NHD students outperform their non-NHD peers on state standardized tests, not only in social studies, but in reading, science, and math as well.
- ◆ NHD students are better writers, who write with a purpose and real voice, and marshal solid evidence to support their point of view.
- ◆ NHD students are critical thinkers who can digest, analyze, and synthesize information. Performance assessments show that NHD students overall were signifi-

cantly better than their peers at interpreting historical information.

- ◆ NHD has a positive impact among students whose interests in academic subjects may wane in high school. Analyses show that among Black and Hispanic students, NHD students outperform non-NHD students, posting higher performance assessment scores and levels of interest and skills. Compared to non-NHD boys, and to all girls, boys participating in NHD reported significantly higher levels of interest in history, civic engagement, and confidence in research skills, on both pre- and post-surveys.



National History Day in North Dakota

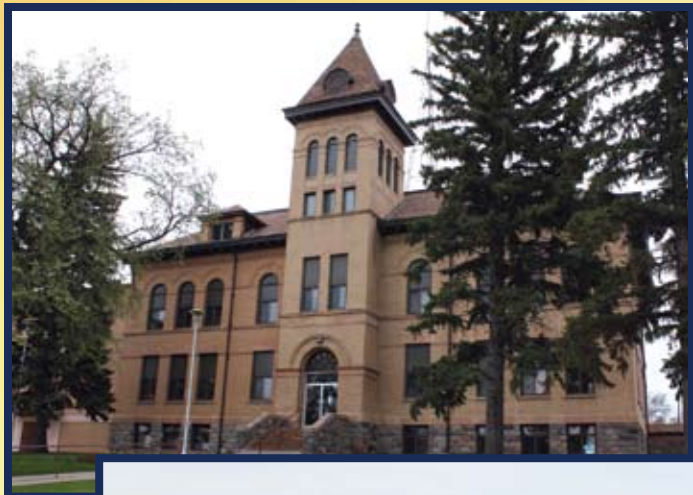
For more than a decade, National History Day in North Dakota has coordinated the regional and state-level competitions and has provided support for teachers and students throughout the school year.

National History Day in North Dakota coordinator, Erik Holland said, "It's really exciting to have research that supports what I have known for years—that by participating in NHD student's self-confidence improves and in-turn they are better workers when they join the workforce."

If you want to become involved in National History Day in North Dakota, contact Erik Holland, Curator of Education, State Historical Society of North Dakota by calling 701-328-2792, or emailing eholland@nd.gov.

Washburn—McLean County Courthouse

Original portions of the McLean County courthouse were constructed in 1907 and 1917. Voters in this central North Dakota county have voted to demolish this historic courthouse and replace it with a new structure. Some preservationists are actively seeking to prevent the demolition.



WHERE IN NORTH DAKOTA?

NORTH DAKOTA LANDMARKS— A PHOTO ESSAY

North Dakota is home to many interesting landmarks—of all types. These landmarks symbolize our state's heritage and are evident through their historical importance, cultural significance, architecture, and general interest. Some landmark attractions are interesting because of their design and style; others mark our history and are solemn reminders of North Dakotans that have gone before us. Others are simply pleasing to the eye as we travel the highways and byways of our state.

In all, these landmarks pay tribute to North Dakota and North Dakotans—today and in the future.

Napoleon—

Dinosaurs on the Prairie

Located along Highway 34 just east of Napoleon, motorists are greeted by a line of “dinosaurs from the past.” A project by John “Custer” Grenz and family, these early threshing machines mark a significant part of North Dakota's culture and agricultural heritage.



Simcoe—

Sons of Norway Hall

With North Dakota's strong Norwegian heritage, hundreds of Sons of Norway organizations once existed all over North Dakota. Today there are only 25 active Sons of Norway lodges—and only five maintain their own building. Although no longer used, this Sons of Norway Hall is one of only a few buildings remaining in the tiny village of Simcoe, in McHenry County.



Dickinson—Dakota Dinosaur Museum

The Dakota Dinosaur Museum features 11 full-scale dinosaurs including a real skeleton of a *Triceratops*. Nearly all of the exhibits at this Dickinson attraction are real, with many of the specimens collected from the area.



Bismarck—Old Governor's Mansion

This large two and one-half story Victorian house is North Dakota's former governor's mansion. Originally constructed in 1884, the mansion housed 20 chief executives between 1893 and 1960 and is located at 320 Avenue B in our capital city of Bismarck.



Hurdsfield—The Hurd Round House

In 1900, Warren Hurd, a land agent for the Northern Pacific Railroad, had this unusual house constructed for the purpose of entertaining eastern land buyers and speculators. In 1902, Hurd donated land that became the town of Hurdsfield, which was named after him. The house, located in Wells County, has been restored and is now a tourist attraction.



New Town— Four Bears Statue

This statue of Chief Four Bears is located at the Three Affiliated Tribal Museum near New Town. It was erected to honor Four Bears and other tribal members for services rendered at the Treaty Council at Fort Laramie in 1851.



Carrington— Water Tower

To the daily traveler or tourist, water towers (and grain elevators) often mark an approaching community on the North Dakota landscape. Seen for miles, this beautiful water tower not only announces the city of Carrington, but is a proud symbol of our nation. Carrington, near the center of North Dakota, is a progressive city with a strong business-base.



Bottineau— Statue of Pierre Bottineau

Pierre Bottineau was a Métis who started working as a guide at the age of 15. By 1857, he was guiding for trading companies, the military, and railroads. This statue of Pierre Bottineau stands in front of the Bottineau County Courthouse in Bottineau. Both the city and county are named in honor of this fur trader, guide, and peace-maker.



Center— Hazel Miner Monument

Just shy of her 15th birthday, Hazel Miner, a North Dakota farm girl and student at a one-room school, died saving her 10-year-old brother, Emmet, and 8-year-old sister, Myrdith, during a sudden March 1920 blizzard. After her death, she became a national heroine and her actions have been celebrated in a folk ballad and articles for more than 90 years. This monument near the Oliver County courthouse in Center was dedicated to her memory by Governor L.B. Hanna in 1936.

Abercrombie—Fort Abercrombie Blockhouse

Fort Abercrombie was the first military fort built in North Dakota. It was established in 1857 on the west bank of the Red River about 12 miles north of present-day Wahpeton. This reconstructed blockhouse is now located at the site of Fort Abercrombie.

Minot— The Gol Stave Church

This stave church, located in the Scandinavian Heritage Park in Minot, is a full-size replica of the original church built in about 1250, and now located in Bygdoy Park in Oslo, Norway. The church symbolizes North Dakota's strong Norwegian heritage.



Valley City— Walking Bridge

Valley City is sometimes known as the "city of bridges." One of these bridges is the historic three-span, 150-foot suspension bridge that connects downtown to the VCSU campus. Built in 1901, the footbridge has been the scene of romantic strolls, marriage proposals, and pranks. Faced with the possibility of replacement, city residents, the Barnes County Historical Society, and the SHSND rallied to secure funds to repair the historic bridge in the early 1990s.

Fargo—Old Island Park Pool

Fargo's first public swimming pool was constructed at the height of the Great Depression in the 1930s. The Works Progress Administration (WPA) constructed this bleacher facility adjacent to the downtown Fargo pool and it was used for more than 40 years. The Park District continues to maintain this historic structure for other recreational uses. The unique Art Deco landmark is one of the few WPA structures remaining in the state and is a tribute to this generation of North Dakotans.

NORTH DAKOTA STUDIES—SURVEY RESULTS

The North Dakota Studies Project (NDSP) began publishing curriculum for 4th and 8th grade North Dakota studies in 2006. Since that time, six units have been developed for grade four and *North Dakota Legendary* has been published for grade eight. In 2007, the NDSP collaborated with the State Historical Society of North Dakota to develop and publish a high school level textbook titled *North Dakota History: Readings about the Northern Plains State*. Finally, in 2009, the NDSP began publishing *Governing North Dakota*, a textbook for high school government classes.

The NDSP has also populated a major portion of the www.ndstudies.org website, providing a host of resources, additional activities, primary document sets, and a variety of other learning tools.

The curriculum developed and published by the NDSP has been carefully researched and written to state standards and grade-appropriate readability. All texts are brilliantly illustrated with historic and full-color photographs to enhance the presentation of the materials.

The goal of the NDSP has been, and continues to be, the promotion of teaching and learning about the geography, history, government, and agriculture of North Dakota. It is important that future generations of citizens, leaders, and policy makers understand and appreciate the heritage of our state.

In order to help determine the reception and effectiveness of the NDSP materials, a survey was sent to 516 elementary and secondary teachers and principals in December 2010. The purpose of the 28-question survey was to seek feedback about the NDSP in order to improve the quality of content and to help provide a focus for future initiatives.

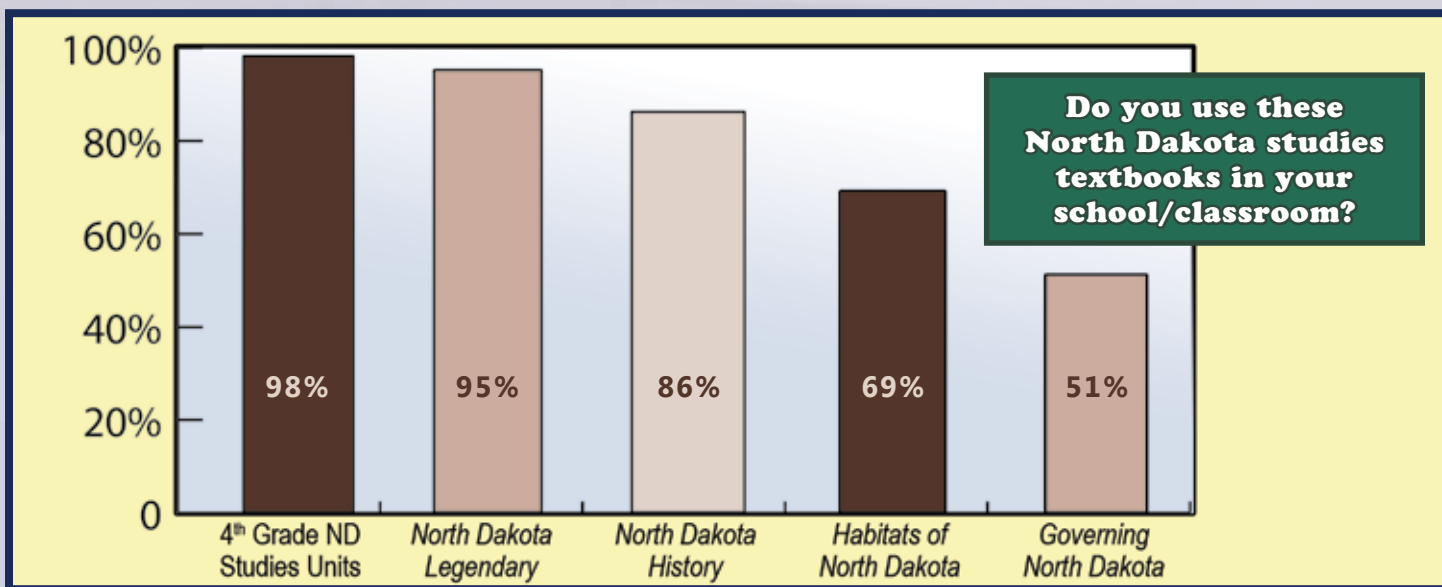
The survey questions pinpointed various aspects of the publications and initiatives of the NDSP, specifically

focusing on the North Dakota studies units and *Habitats of North Dakota* for grade four, *North Dakota Legendary* for grade eight, and *North Dakota History* and *Governing North Dakota* for high school.

Nearly 30 percent of the surveys were returned and tabulated, and the results are highlighted below.

The great majority of respondents revealed that their schools used the North Dakota studies materials developed for grades four, eight, and high school. More than 98 percent of the respondents indicated their elementary schools are using at least one of the 4th grade North Dakota studies texts. Sixty-nine percent of the respondents indicated they were using the *Habitats of North Dakota* series. Similarly, *North Dakota Legendary* is being used at grade eight in 95 percent of the schools/classrooms.

A few teachers commented that they believed there was too much content for 4th grade North Dakota studies. It should be noted that teachers/schools may choose one or more units based on local standards, scheduling issues, and the unique needs of the local community. The NDSP has made an effort to publish topical units that cover the major eras and issues of North Dakota history in alignment with state standards. It is important that the NDSP make these choices available for a variety of local school needs.



As a result of 2007 legislative action, schools are now required to offer a course in North Dakota studies/North Dakota history at the high school level at least once every two years. Based on the survey results, 94 percent of the schools are now providing this offering. Of those schools offering a course in North Dakota studies, 86 percent are using the *North Dakota History* textbook. *Governing North Dakota*, often used to teach high school government, is being used in 51 percent of the schools/classrooms.

Teachers and principals responding to the survey indicated broad acceptance and approval of the North Dakota studies materials at all grade levels. Almost 99 percent of the respondents indicated that they were pleased with the overall curriculum developed for 4th grade. The same percentage of respondents said their students find the 4th grade North Dakota studies books interesting and engaging. Similarly, a high percentage of those responding to the survey were pleased with *North Dakota Legendary* for grade eight, with 93 percent being pleased with the textbook.

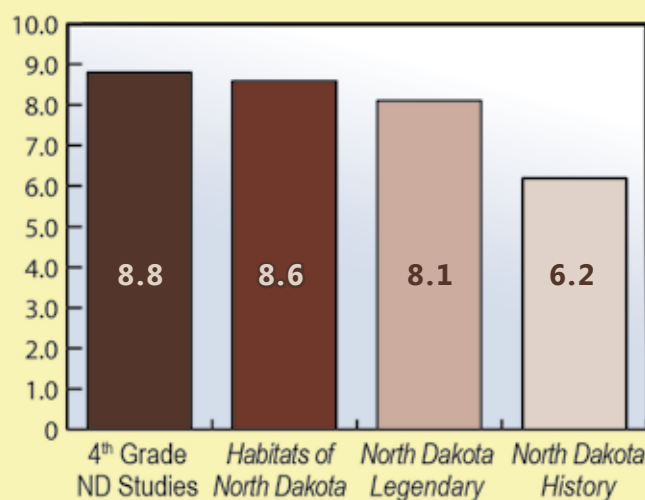
A number of respondents volunteered some concern and dissatisfaction with the binding of the first printing of *North Dakota Legendary* in 2006. The binding issue has been resolved with later printings. Even with those concerns, however, respondents indicated a high level of approval and acceptance of the textbook.

To further illustrate their satisfaction with the curriculum, respondents were asked to rank the various North Dakota studies materials on a scale of 1 to 10, with 10 being the highest level of satisfaction and approval. Again, the 4th grade North Dakota studies texts received a high rating, with an average score of 8.8. The *Habitats of North Dakota* units, *North Dakota Legendary*, and *North Dakota History* also had positive scores, rating 8.6, 8.1, and 6.2, respectively.

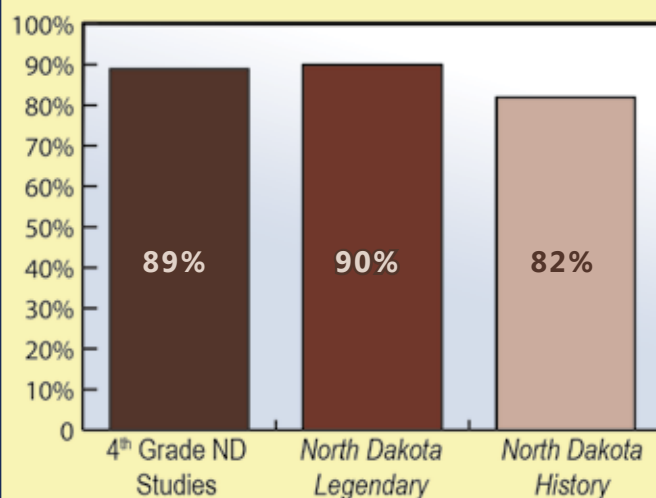
The teachers and principals were asked if they used the accompanying Teacher Resource Guides (TRG) with the curriculum at various grade levels. Consistent with other survey results, a high percentage of respondents are using this resource in their schools/classrooms. Eighty-nine percent are using the TRGs with the 4th grade materials; 90 percent are using the TRG to assist in teaching with *North Dakota Legendary*; and 82 percent are using the TRG that accompanies the *North Dakota History* textbook.

When asked whether there was a preference for a print-based TRG or one in CD-ROM format, the large majority of teachers preferred a print-based version. However, high school teachers were far more receptive to the resources on a CD-ROM.

On a scale of 1–10, how would you rate the overall curriculum that has been developed for 4th grade North Dakota studies, *Habitats of North Dakota*, *North Dakota Legendary*, and *North Dakota History*?

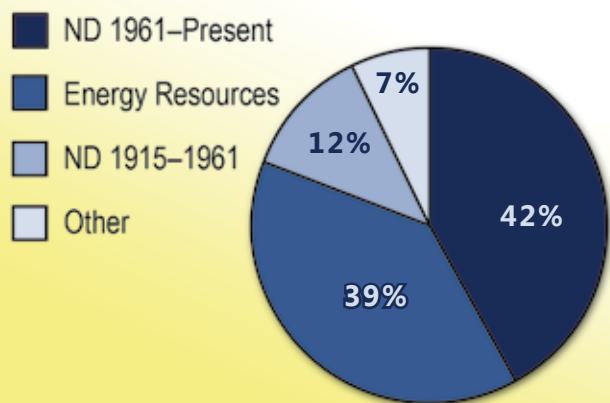


Do you use the Teacher Resource Guides (TRG) that accompany 4th grade North Dakota studies, *North Dakota Legendary*, and *North Dakota History*?

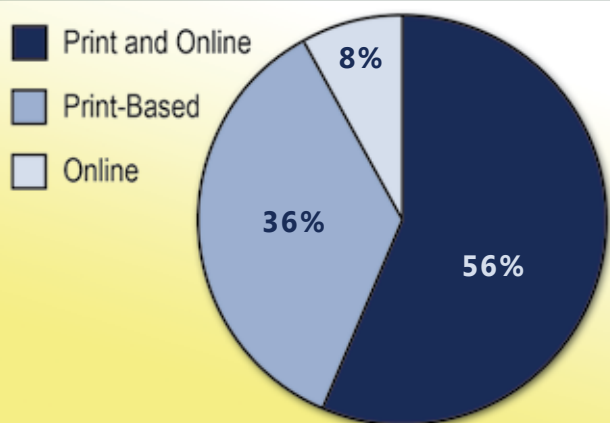


One survey question sought information about the possibility of additional 4th grade units. Of the choices provided as possible new units, 42 percent of the respondents chose “North Dakota, 1961–Present,” 39 percent selected “Energy Resources,” and 12 percent chose “North Dakota: 1915–1961.” Another 7 percent of respondents volunteered a variety of other choices, including “no additional units.”

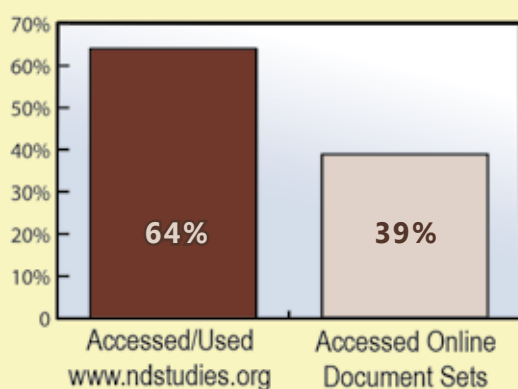
If one or more 4th grade North Dakota studies units were to be added in the future, what topics would you like to see covered?



What format would you prefer for a new 8th grade North Dakota studies curriculum?



Have you accessed the resources available at www.ndstudies.org?



The NDSP is making plans to develop a new grade eight curriculum to replace *North Dakota Legendary*. Teachers and principals were asked to provide a preference for the format of the new curriculum. The majority, 56 percent, favor a curriculum that is both print-based and online. Another 36 percent of the respondents would like to see another print-based textbook. Interestingly, just 8 percent of those responding favor an online-only 8th grade curriculum.

The survey included two questions related to www.ndstudies.org and resources available at the website. The results revealed that the website is being accessed by 64 percent of the respondents. Just 39 percent of the respondents, however, indicated using the online primary document sets that accompany the *North Dakota History* textbook.

Conclusion

Results of the survey verify general approval and satisfaction with the new NDSP curriculum. In several instances, the approval is significant—especially at grades four and eight. Many of the volunteered comments from respondents are reflected in responses similar to these:

- ◆ “It is so helpful to have an ‘actual’ curriculum for ND Studies—one that has been researched and laid out so plainly to use! Thank you.”
- ◆ “The textbooks and curriculum are a wonderful resource. For many years I always wished someone would create a curriculum for ND. Finally, it was created and it is great!”
- ◆ “The resources are awesome. I just wish I had more time to use them.”

There are, no doubt, a number of factors that contribute to the overall satisfaction with the NDSP curriculum. Many teachers, especially at grade four, are pleased to have a comprehensive curriculum from which to choose. Other teachers are simply pleased that the materials are attractive and up-to-date.

A number of respondents provided valuable constructive criticism about various aspects of the new North Dakota studies curriculum. These comments will be helpful as revisions, updates, and new editions are considered and developed in the future. As the NDSP transitions to the SHSND, the information that has been gathered, both positive and critical, is valuable input for all future initiatives.

In general, results of the survey confirm that new and updated curriculum for teaching North Dakota studies was long overdue—and is now welcomed and appreciated. 

GOVERNING NORTH DAKOTA

2011–2013

NEW
EDITION

A new edition of *Governing North Dakota* will be available for use by state and local government officials, as well as students in the classrooms of North Dakota schools. The book will be available by August 1, but schools may order now and receive a 10% discount (see below).

For nearly 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, and classroom teachers and government officials have made this publication an important desktop resource.

The 2011–2013 edition of *Governing North Dakota* continues the exciting new look, including a new full-color layout and more than 200 maps, graphics, and photographs to enhance the presentation of our local and state governments. The content has been expanded and updated to include full coverage of the 2010 election cycle and the 2011 biennial legislative session.

Governing North Dakota, 2011–2013 is an especially valuable guide to teaching about the relationship between the state and federal governments and the three branches of North Dakota government. Knowing that all government is local, considerable discussion is also provided on county, city, township, and special governmental units.

Governing North Dakota was first published by the University of North Dakota's Bureau of Governmental Affairs in 1973. Its roots stretch back to 1950 when Professor Walter Kaloupek prepared a textbook on state and local government to be used for the North Dakota Flickertail Girls' State.

Now in its 20th edition, *Governing North Dakota, 2011–2013* is the result of a collaboration between the Bureau of Governmental Affairs and the North Dakota Studies Project. Dr. Robert Wood, Bureau Director, and Neil Howe, North Dakota Studies Project Coordinator have worked closely to assure that the new publication continues its long tradition of accuracy and excellence, and contributes to the resources available from the North Dakota Studies Project.

The new edition of *Governing North Dakota* enhances the goals of the North Dakota Studies Project by promoting civic education to North Dakota citizens. *Governing North Dakota, 2011–2013* provides valuable information on the functions of our federal, state, and local governments and helps promote a better understanding of the civic responsibility of each citizen. 

Governing North Dakota, 2011–2013 Costs:

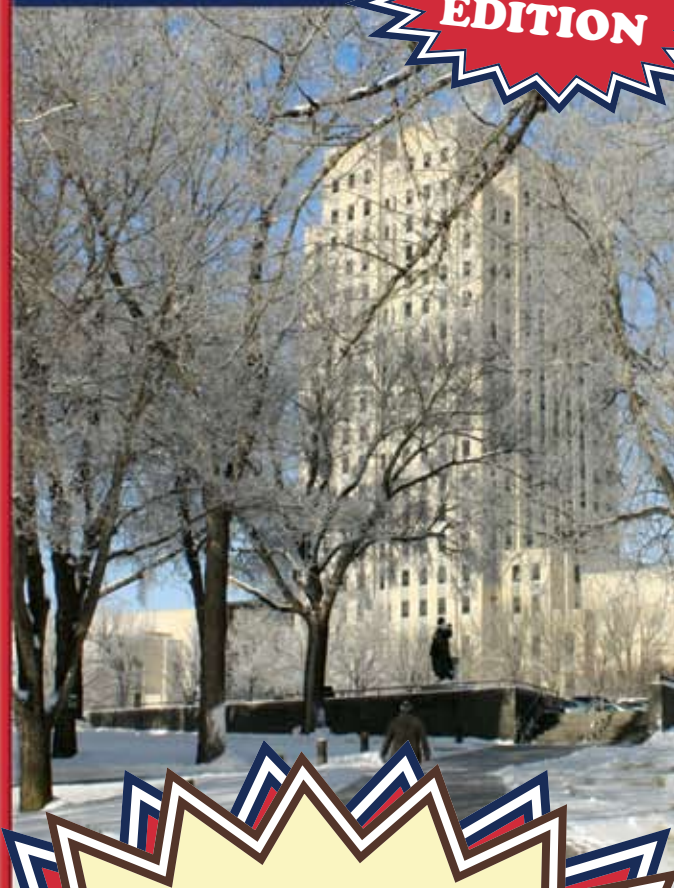
1–5 copies	\$15.00 each
6–20 copies	\$12.50 each
21 or more copies	\$10.00 each
CD Teacher Manual	\$15.00 each

SPECIAL OFFER

Through June 30

Order the new *Governing North Dakota, 2011–2013* textbook between now and June 30—and receive a 10% discount.

The 10% discount is effective on orders received by June 30, 2011. Schools that order before June 30 may choose to be billed after July 1. Regular prices will apply to all orders received after July 1, 2011.



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.

American Indians of North Dakota

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

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.

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.

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.

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.

SPECIAL OFFER

Through June 30

Are you looking for North Dakota Studies curriculum?

Order any of the six 4th Grade North Dakota studies units between now and June 30—and receive a 10% discount.

	REGULAR	NOW
<i>Geology, Geography, and Climate</i>	\$10.00	\$9.00
<i>American Indians of North Dakota</i>	\$10.00	\$9.00
<i>Citizenship</i>	\$10.00	\$9.00
<i>Frontier Era of North Dakota</i>	\$10.00	\$9.00
<i>Early Settlement of North Dakota</i>	\$10.00	\$9.00
<i>North Dakota Agriculture</i>	\$10.00	\$9.00

The 10% discount is effective on textbook orders received by June 30, 2011. (The 10% does not apply to Teacher Resource Guides.) Schools that order before June 30 may choose to be billed after July 1. Regular textbook prices will apply to all orders received after July 1, 2011.

4th Grade ND Studies Costs:

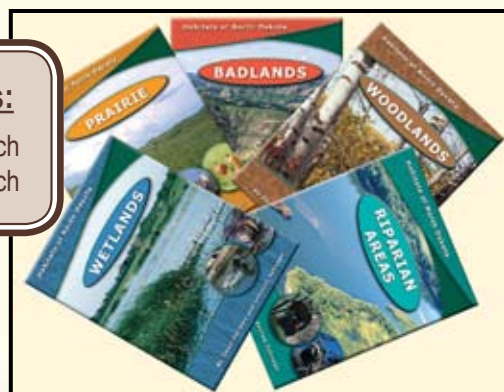
Student Texts	\$10.00 each
Teacher Resource Guide (Print version)	\$35.00 each
Teacher Resource Guide (CD version)	\$15.00 each

Habitats of North Dakota

The *Habitats of North Dakota* series promotes the teaching and learning about North Dakota's five habitats—*Wetlands, Prairie, Badlands, Woodlands, and Riparian Areas*. These five student texts help explain the significant features of each habitat and highlight the wildlife species that rely on that environment for existence.

Habitats of North Dakota Costs:

Student Texts	\$3.00 each
Teacher Resource Guide	\$5.00 each



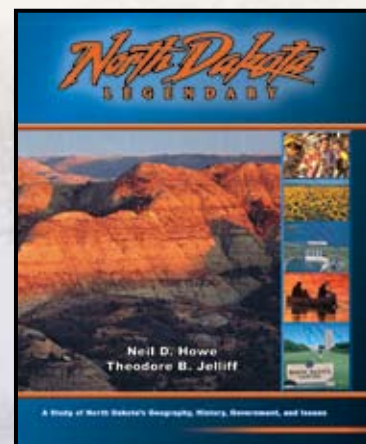
8TH GRADE NORTH DAKOTA STUDIES

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. The divisions allow teachers the choice to use the textbook for nine weeks, a semester, or the entire year.

North Dakota Legendary Costs:

Student Text	\$45.00 each
Teacher Resource Guide (Print version)	\$35.00 each
Teacher Resource Guide (CD version)	\$15.00 each



HIGH SCHOOL NORTH DAKOTA STUDIES

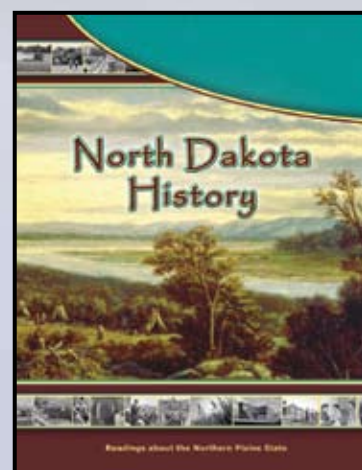
North Dakota History

North Dakota History: Readings about the Northern Plains 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 Costs:

Student Text	\$50.00 each
Teacher Resource Guide	\$35.00 each
Teacher Resource Guide (CD version)	\$15.00 each



IT'S A HONEY BEE—IT'S A MOSQUITO— NO, IT'S THE LADYBUG!

On March 15, Gov. Jack Dalrymple signed into law House Bill 1219, legislation that designates the **Convergent Lady Beetle** (*Hippodamia convergens*), commonly known as the ladybug, as the official state insect.

During the signing ceremony, the governor was joined by legislators and second grade students from Kenmare Elementary School, who were instrumental in promoting the legislation.



North Dakota's newest state symbol—the ladybug.

The students from Tamara McNeiley's class were studying ladybugs and learned that 42 states had a state insect, but that North Dakota did not. As part of their project, they researched the ladybug and initiated the legislation designating the ladybug as the state's official insect.

"This legislation not only designates an official insect for our state, but also exemplifies the importance of having a voice and how each of us has the ability to affect change and have an impact on our state," Dalrymple said. "These students and their teacher, Mrs. McNeiley, represent the outstanding work that is going on in classrooms across our state, work that is instilling in our young people the skills and values to be tomorrow's leaders." 



Kenmare Elementary School students Isabel Schwab, Abby McNeiley, Logan Redding, Jaden McNeiley, Megan Zimmer, along with Mrs. McNeiley and state superintendent Dr. Wayne Sanstead.

NORTH DAKOTA STUDIES PROJECT

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