In recent years, historians have applied the fundamental definition of history – the study of change over time – to a great variety of topics, events, people, and things. As a result, our knowledge of how change (or progress) came about in human economic, political, and social relationships has expanded vastly. Such studies can focus on the great sweeps of human history or local North Dakota history. Teachers benefit from these historical investigations when they find a bit of history that generates curiosity and interest among their students.

Take, for instance, automobiles . . .
The first “horseless carriage” appeared on the streets of Fargo in 1897. It was a Noyes Bros. & Cutler, two-person auto with a gasoline engine and “cushioned tires.” A cigar company sent the car to Fargo, Grand Forks, and Moorhead, Minnesota to appear in Fourth of July parades as an advertising gimmick.

The following year, Samuel Holland of Park River began to build automobiles. Holland’s first car was powered by steam (not gasoline) and rode on wooden carriage wheels. It was steered, like many early autos, with a tiller stick instead of a wheel. In 1904, Holland finished a gasoline-powered automobile he called the Holland Special. It had a six horse-power engine, cushion tires, and bar-spring suspension. Unlike many other early North Dakota manufacturers of automobiles who usually purchased an engine, Holland built the engine and most of the body himself. Holland continued to make cars until 1908. In 1909, Holland stopped making cars and began selling cars manufactured by larger companies.

In 1907, August and Victor Frykman who ran a blacksmith shop in Souris began making a car they called the Frykman Friction Drive automobile. They purchased automobile parts in Chicago to build a two-passenger, open roadster that operated with a friction drive. The car had no transmission, gears, or clutch. It was a cumbersome system that did not work well in rain or mud. It is likely that the Frykman brothers made only two cars. August later opened a Chevrolet dealership, and then a Ford dealership in Bottineau.

The Holland Special sold for $700, a price beyond the range of many families. Even though cars were still experimental and often did not run well, wealthy buyers could see great value in speedy transportation. Doctors were among the first to purchase and use automobiles because they could make their calls to patients much more quickly.

Two of Dickinson’s doctors, G. A. Perkins and H. A. Davis, bought cars in 1905. Dr. Victor H. Stickney, however, continued to use his horse-drawn buggy until 1906, when the horse stepped on his foot, leaving the doctor lame for a few days. That seemed to be the deciding factor and he soon purchased a car. It is also possible that Dr. Stickney was impressed by Dr. Davis’s twelve-mile trip from Gladstone to Dickinson in September, 1905 which took only 29 minutes in an automobile.

1905 - Safety Standards

By 1905, cars were filling up North Dakota’s city streets and country roads. Lawmakers had to consider the new dangers posed by automobiles. Drivers recklessly tore around the streets of North Dakota’s towns and cities at speeds nearing 15 MPH (miles per hour) frightening horses and knocking down children.

The 1905 legislature put a stop to all that fun with the first law governing the use of automobiles. The seven sections of this law limited the speed on public roads in towns to 8 MPH. On the open road outside of towns, the speed limit was 25 MPH. Cars were required to have a bell or horn which was to be sounded when the automobile approached a horse-drawn wagon from behind, so the wagon driver would not be surprised by the motorized vehicle.

The 1905 law also required cars to be outfitted with a muffler and two lights. The new rule of the road required drivers

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**How many cars do you recognize?** Starting in 1911, North Dakota required vehicle registration. Here are just a few of the more than 150 different automobile makes in North Dakota in 1911.

- Atlas
- Auburn
- Black Crow
- Buick
- Cadillac
- Case
- Corbin
- Dakota
- Empire
- Ford
- Franklin
- Great Western
- Henry
- Hupmobile
- IHC
- Jackson
- Kissel Kar
- Luverne
- Maytag
- Oakland
- Oldsmobile
- Packard
- Pierce-Arrow
- Pullman
- Rambler
- Reo
- Sears
- Star
- Victor
- Waldron

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Recognizing greater horsepower in the newer automobiles, the law allowed for an open road speed of 30 MPH, but also required drivers to slow down for any conditions which might require greater control such as a sharp curve or steep hill.

It is likely that some drivers found the new law restrictive, but the same people might have rejoiced at the portion of the law that required the secretary of state to distribute funds proportionately to every county for road maintenance.

1911 - Auto Registration

The state legislature once again took up automobile law in 1911. The state placed upon car owners the obligation to register their cars annually with the North Dakota secretary of state. Auto Registration had to be accompanied by a $1 fee. The secretary of state assigned a “distinctive number” to the car and issued two metal tags with the number stamped on them to the car owner. License plates (the term was not yet in use) were to be 8.5 by 5 inches for licenses of “one or two numerals.” If the license plate needed four or more numerals, the plate was to be 12 by 5 inches.

1911 - Auto Registration

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911</td>
<td>7,220</td>
</tr>
<tr>
<td>1912</td>
<td>9,000</td>
</tr>
<tr>
<td>1913</td>
<td>13,074</td>
</tr>
<tr>
<td>1914</td>
<td>17,351</td>
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<td>1915</td>
<td>23,400</td>
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<td>1916</td>
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<td>1917</td>
<td>52,740</td>
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<td>1918</td>
<td>71,687</td>
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<tr>
<td>1919</td>
<td>82,885</td>
</tr>
<tr>
<td>1920</td>
<td>91,776</td>
</tr>
</tbody>
</table>
In 1911, the secretary of state registered 7,220 cars and 265 motorcycles. Eleven counties registered more than 500 cars each. Registration included 154 different auto makers’ brands. That number rose to 209 by 1914. However, by 1920, only eight automakers dominated the list of registered vehicles. Many of the small manufacturers had gone out of business or had shifted their manufacturing to trucks or car parts.

In 1906, the Ford Motor Company announced that it would begin selling cars for $400 which placed automobile ownership within reach for most middle-class families. By 1920, Ford’s reliable car selling at a reasonable price had taken over the North Dakota market. Of the 91,766 registered cars in 1920, about half were Fords. Other familiar brands included Dodge, Buick, and Chevrolet.

Even before the price of automobiles dropped to $400, rural families saw the advantage of owning a car or truck. In August, 1905, the Dickinson Press noted that New England rancher Ed Durrent had purchased a car. The Press stated that Durrent and his wife “want some of the comforts of life.” They could drive the 31 miles from their ranch to Dickinson in one hour and 45 minutes. The car made it possible to drive to Dickinson for church services. After church, they likely spent time visiting with friends. Farm women often campaigned for the purchase of a family car so they could enjoy weekly trips to town. Young people like Lillian Wineman of Devils Lake, also enjoyed the personal and social freedom of cars. Wineman was known to have “raised havoc... driving a fast car” around her hometown.

1915 - The Model T and the NPL

In 1915, Arthur C. Townley began organizing the Nonpartisan League. In the 1916 elections, League candidates did well, and by 1919 the League controlled both houses of the state legislature. Townley credited the swift rise of the Nonpartisan League to “an idea, a Ford and Sixteen dollars.” Townley and other Nonpartisan League organizers drove Model T Fords from farm to farm asking farmers to sign up with the League for a fee of $16.

North Dakota felt the impact of automobiles as did other states. However, in some ways, cars had a greater impact in North Dakota. Farm families could travel to town for school, church, and shopping leading to the end of rural communities. It is no accident that North Dakota school consolidation increased dramatically after 1910 because cars and buses brought children to larger towns for schooling. Most significant, however, was the impact of automobiles on politics. Perhaps in no other place or time, has an automobile had such a profound effect on government as did the Ford Model T in North Dakota in 1915-1916.
Rusk Auto House

In 1912, a Fargo business developed a new product for the automobile market. The Rusk Auto House was a pre-fabricated, build-it-yourself, garage. The auto house was made from embossed tin panels which were attached to wood panels. Double doors opened to allow the driver to drive the car into the shelter. The panels were shipped from Fargo to buyers around the state to be constructed on site.

The Rusk Auto House was not the first garage manufactured in North Dakota. Jacob J. Richter of Wahpeton had designed and patented a garage in 1911. However, Fargo Cornice and Ornament Company, owned by George Rusk, was already in the metal building business and easily added the garage to its list of products.

Fargo Cornice and Ornament ceased manufacturing Rusk Auto Houses in 1915 when World War I made it difficult to buy sheet metal. Fargo Cornice probably manufactured 50 Auto Houses before 1915. A few still stand in their original lots and one is in the Heritage Center and State Museum in Bismarck.

Ford Plant, Fargo

Henry Ford was a sharp businessman as well as an innovator in auto design and manufacture. He brought the cost of automobiles down to $400, while bringing his employees' pay up to the startling wage of $5 per day. His idea was that Ford’s employees should be able to purchase the cars they made.

Another innovation was the distribution of auto plants around the country. One of these plants was built in Fargo in 1915. This plant was a multi-purpose building where cars were sold, repaired, and assembled. The Ford cars were sold from the plant or shipped to dealerships in the region.

At one time, Ford Company cars had been assembled at the Detroit, Michigan plant, then partially disassembled for shipping to regional centers. By the time the Fargo plant was built, the company was sending unassembled parts to the regional plants. While three partially assembled automobiles could fit in a railroad car, unassembled parts of twelve automobiles could fit into the same space. The cars were assembled at the regional plant for sale or distribution to dealerships. This system reduced the cost of shipping automobiles around the country. By 1917, regional Ford plants were assembling as many as 70 cars per day.

The Ford building was located on Broadway in Fargo, conveniently near the Great Northern Railway tracks (BNSF today). A rail spur entered the plant so that completed cars could be rolled onto freight cars without leaving the building.

The Ford plant officially opened on July 23, 1915. “Ford Day” was a day of celebration with many special events including a car show. The “big Ford Band” traveled from Detroit to Fargo and put on a concert in Island Park. The plant opened with 75 employees, but eventually employed more than 200 people to assemble and sell cars, and manage the plant.

Ford closed the Fargo plant in 1956. For the next forty years, the building housed several different Fargo businesses. Today, the building has been renovated and modernized to house offices, shops, and condominiums.

About the Author

Dr. Barbara Handy-Marchello is a historian and researcher, and regularly contributes to various North Dakota Studies initiatives. She was the lead researcher/writer for the recently launched North Dakota: People Living on the Land – a new grade 8 curriculum. Dr. Handy-Marchello also writes a blog which can be accessed 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.
The new and exciting grade 8 North Dakota Studies curriculum is now available. After more than two years of writing and development, you can now find, read, teach, and enjoy North Dakota: People Living on the Land at ndstudies.gov.

North Dakota: People Living on the Land includes 90 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. The curriculum covers the place that is today North Dakota from about 500 million years ago (when we lived closer to the equator) to the late twentieth century. 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, in North Dakota: People Living on the Land.

North Dakota: People Living on the Land has been made possible through the efforts and contributions of many dedicated North Dakotans. From the generosity and vision of our state legislators to the leadership of the State Historical Society of North Dakota to the commitment and professionalism of the development team—North Dakota: People Living on the Land is a gift to the people of the state.
On October 16-17, a group of 31 teachers gathered at the North Dakota Heritage Center/State Museum to help launch the website and get a first-glimpse of the new Grade 8 ND Studies course – North Dakota: People Living on the Land. Participants included Brian Grove (Strasburg), Faye Miller (Midway), Joan Petrick (Lewis & Clark-Makoti), Scott Weston (Minot Erik Ramstad), Phyllis Kupitz (Lakota), Hans Anderson (Fargo Discovery), Jeremy Nesvold (Fargo Discovery), Bret Sorensen (Bismarck Horizon), Brock Ballweber (Bismarck Sible), Paul Bulmer (Bismarck Shiloh), Katherine Magness (Fargo Carl Ben Eielson), Jessica Smith (Fargo Ben Franklin), Jack Raasen (Fargo Carl Ben Eielson), Dan Wolf (West Fargo Liberty), Rod Merkel (Beach), Larry Fontaine (Hope-Page), Brent Jiran (Grand Forks Schroeder), Joleen Risovi (Maddock), Rachel Schroeder (Jamestown), Shawna Huber (Standing Rock), Kristin Ripplinger (Mandan), Jason Pepple (New Town), Taryn Sweet (Grenora), Jocelyn Anderson (Minot Our Redeemer’s), Toni Barth (Glenburn), Tyler Vander Wal (New Salem), Stacey Blacksmith (White Shield), Bonnie Johnson (Bismarck), Patricia Jessen (Bismarck Century), Randall Cale (Gwinner North Sargent), Julie Dietrich (Fargo Oak Grove).

The North Dakota Studies workshop was presented by the team responsible for the development of North Dakota: People Living on the Land including lead writer-researcher Barbara Handy-Marchello; lead activities developer Gwyn Herman; activities developer Laverne Johnson; activities developer Linda Ehreth; Curator of Education Erik Holland; and ND Studies coordinator Neil Howe.

**PRAISE FROM WORKSHOP PARTICIPANTS**

“Great workshop! This was such a great experience.”

“This was a fabulous workshop. The presenters were experts, well-prepared and personable.”

“Wonderful time, wonderful people, overall one of the best workshops I have been to in my 20 years of teaching.”

“I enjoyed the workshop immensely! I found the curriculum to be easy to navigate and well designed.”

“It was a fantastic class and I love the website. The access to SHSND staff was so refreshing and inspiring!”
WANT TO LEARN MORE ABOUT THIS NEW GRADE 8 CURRICULUM?

Staff from the State Historical Society of North Dakota (SHSND) will come to your local school or community and provide a 4-hour workshop on the NEW Grade 8 North Dakota Studies curriculum. A workshop has already been scheduled for the Chateau de Mores State Historic Site in Medora on June 5.

At the workshop, SHSND staff will:

- Introduce North Dakota: People Living on the Land and inspire participants to be ambassadors of this and other North Dakota Studies resources.
- Provide support and examples so participants can become familiar with this web-based curriculum.
- Demonstrate ways participants can adapt the curriculum to the local classroom setting.
- Model a variety of applications for using primary source documents in North Dakota Studies.
- Demonstrate how participants can extend this learning experience by using SHSND resources including this web-based curriculum, state museum galleries, historic sites, National History Day, and SEND trunks.
- Inspire teachers to return to classrooms with engaging curriculum ideas that promote critical and historical thinking skills.

You or your school will:

- Invite a minimum of 5 social studies teachers for this training workshop. Teachers can be from your school and/or surrounding communities. (If you are unable to arrange for 5 or more teachers – please contact us about other options.)
- Provide a room in your school with the necessary technical capabilities for the training.
- Suggest a date and time for the training. Dates and times will be coordinated to meet SHSND staff and local schedules.

There is no cost for this training.

RESERVE A DATE EARLY. Depending on demand, the number of workshop sessions may be limited based on staff schedules.

For more information about this training opportunity, please contact Neil Howe, North Dakota Studies Coordinator, SHSND, nhowe@nd.gov or 701-205-7802.

NEW EDITION: A Traveler’s Companion to North Dakota State Historic Sites

A Traveler’s Companion to North Dakota State Historic Sites, published by the State Historical Society of North Dakota, showcases 68 of our state’s historic locations, including state, local, and federal historic sites and parks. The expanded 215-page third edition has new full-color maps and photographs, as well as brief histories of each site. The spiral-bound book is an ideal field guide with entries covering the state’s history from 12,000 years ago to the 20th century.

Dozens of new historic images and seven new sites enhance the award-winning guidebook. An additional 10 pages of text and historical photographs relate to Sibley and Sully’s campaigns of 1863 and 1864. Featured are new maps of the Northern Plains tribes in the 1850s and 1860s, a map including trails across northern Dakota from 1838-1903, North Dakota’s German settlement areas in 1965, and a map of the Grand Forks area’s 321st Strategic Missile Wing ICBM field. A separate section in the back of the book lists museums and other historic places to visit in North Dakota by county.

A Traveler’s Companion to North Dakota State Historic Sites is available for $23.95 in the North Dakota Heritage Center Museum Store, the Pembina State Museum Store, and state historic site stores at the Chateau de Morés, Fort Buford/Missouri Yellowstone Confluence Center, Fort Totten, Gingras, Fort Abercrombie, and Ronald Reagan Minuteman Missile State Historic Sites.

To order by mail, contact the Museum Store at 701.328-2879 or email museumstore@nd.gov.
A n in-depth look at North Dakota’s energy resources has recently been added to the North Dakota Studies curriculum for 4th and 8th grade students. This new curriculum provides an in-depth look at North Dakota’s vast energy resources. Energy: Powered by North Dakota is divided into two units – Level 1 (grade 4) and Level 2 (grade 8) – and each is designed as a two-week unit of study.

The Energy: Powered by North Dakota curriculum was developed through a partnership between the North Dakota EmPower Commission, Bismarck State College’s Great Plains Energy Corridor, and the State Historical Society of North Dakota. The curriculum was funded through the North Dakota Industrial Commission’s Lignite Research and Oil and Gas Research Programs and donations from energy industry stakeholders. The curriculum is web-based and covers various sectors of North Dakota’s energy economy including coal, petroleum, biofuels and other renewable energy sources.

The energy industry is already an interesting topic, but using an online platform provides an opportunity to incorporate videos, photos, maps, and graphics that make the material interactive. Students will be able to watch a time-lapse video of drilling an oil well, zoom in on a US map of solar energy potential, and click through an animation of how water through a hydro dam produces electricity.

The Energy Curriculum Project idea sprouted more than two years ago in the Workforce Subcommittee of the EmPower North Dakota Commission. The commissioners, appointed by North Dakota Governor Jack Dalrymple, represent all of the state’s energy industries and were keenly aware of the need to get young students interested in energy.

“North Dakota is changing the landscape of energy production in the United States. We are a state rich in natural resources and innovation, and it’s surprising how few students have an understanding of how important the energy economy is to our state,” said Ron Ness, president of the North Dakota Petroleum Council. “This curriculum highlights how each sector impacts North Dakota – from all energy sources including ethanol, wind, oil, and coal and the potential to produce value added energy products from our energy resources that can benefit our citizens across the state.”

Grants through the Lignite Research Council and the Oil and Gas Research Council were made via matching dollars from twelve energy companies for a total of $250,000. More than 30 organizations contributed over $150,000 worth of in-kind resources.

ENERGY: POWERED BY NORTH DAKOTA

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

→ Click the “Energy” button at www.ndstudies.gov
To celebrate National Historic Preservation Month in May, the State Historical Society of North Dakota (SHSND) designs and distributes an Archaeology Awareness poster every year that highlights the state’s rich archaeological heritage. Using photos of structures, landscapes, and artifacts, as well as maps and illustrations, these double-sided, color posters tell the story of North Dakota’s past – the people who built and occupied archaeological sites, their ways of life, and the scientific research that continues to shed light on the role of these places in North Dakota’s history.

The Archaeology and Historic Preservation Division of the SHSND is pleased to debut a new Archaeology Awareness poster series! The current series focuses on the cultural adaptations of North Dakota’s Native American peoples through time. The posters parallel the themes that organize the new Innovation: Early Peoples Gallery at the North Dakota Heritage Center and State Museum. The posters use text and images to illustrate how people adapted to changing environmental conditions, invented new technologies, and interacted with other groups over time.

For instance, the Paleoindian adaptation, which characterized life in North Dakota between 13,000 and 10,800 years ago, was defined by the hunting of large game (e.g. mastodon and the now extinct Bison antiquus), frequent and long-distance migrations, and a highly sophisticated stone tool technology. This period was followed by the Archaic period, during which North Dakota’s climate became warmer and drier. People living during the Archaic made more use of local plants and animals, perfected the atlatl (spearthrower), and began trading with their neighbors.

Both of these posters feature original artwork on the front side. The artists used real archaeological data to guide their interpretation of the sites and the activities that took place there.

The Paleoindian poster and the Archaic poster are now ready to be sent out to your classroom! They are great tools for teaching students about North Dakota history, cultural diversity, innovation, and the science of archaeology.
To request posters—

The Archaeology and Historic Preservation Division of the SHSND offers these 34” x 18” posters free of charge to schools.

To request copies of our latest posters, send your request to Archaeologist/Collections Manager Wendi Field Murray at wmurray@nd.gov. When making your request, please include the number of posters you would like, your name, and your mailing address. Please note that the posters are double-sided, so you may want two copies if you plan to hang them on your wall and want students to be able to see both sides.

In addition to the new Paleoindian poster and the new Archaic poster, previous posters are also available upon request:

- Menoken Village
- Huff Village
- Double Ditch Village
- Fort Clark State Historic Site
- Knife River Flint Quarries

Possible Classroom Uses:

- As a point of departure for class discussions on how people once lived
- As the basis for an art project, in which students use an archaeological description of a site to create a painting of what it was like to live there
- As preparation for a visit to the Heritage Center/State Museum or one of North Dakota’s State Historic Sites
- As a model for students to make their own posters, as if someone hundreds or thousands of years from now were learning about life in 2015
- Have students research an artifact, activity, or feature depicted on the poster in more detail
HELP US FIND THE NORTH DAKOTA HISTORY TEACHER OF THE YEAR

A WINNER IN EVERY STATE

In addition to the national award, HISTORY and Gilder Lehrman annually recognizes a first-rate history teacher in every state and US territory. The North Dakota recipient will receive $1,000 and becomes a finalist for the national award.

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

HISTORY® and The Gilder Lehrman Institute of American History are now seeking nominations for the National History Teacher of the Year awards. The national winner will receive a $10,000 prize and a ceremony in their honor in New York City. For 2015, we are seeking outstanding K-6 teachers who find creative ways to bring history alive in the classroom and in their community.

The deadline for 2015 nominations is February 15, 2015. Learn more and nominate a teacher today at 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
Leadership can be found almost anywhere—in the military, politics, government, communities, social movements, or in fields such as science, the arts, education, religion and economics. Topics can come from any geographic area or time period. Local history and world history make equally good sources of National History Day topics. Looking carefully at the impact on society and change over time, you will also need to think about the leader’s legacy.

Legacy is what is handed down to us from our ancestors or predecessors. More broadly, legacy is what is left behind for future generations—such as ideas and accomplishments.

For more information about the 2015 theme go to www.nhd.org/AnnualTheme.htm

What Is History Day?
National History Day is not just a day, but every day! The National History Day program (NHD) is a year-long education program that culminates in a national contest every June.

For more than twenty-five years the NHD program has promoted systemic educational reform related to the teaching and learning of history in America's schools. The combination of creativity and scholarship built into NHD anticipated current educational reforms, making NHD a leading model of performance-based learning.

NHD engages students in grades 6-12 in the process of discovery and interpretation of historical topics. Students produce dramatic performances, imaginative exhibits, documentaries, websites and research papers based on research related to an annual theme. These projects are then evaluated at regional, state, and national competitions.

Why Participate?
Many different people and organizations participate in the NHD:

- Students
- Teachers
- Colleges and Universities
- Libraries, Museums, and Archives
- Local historical societies
- Community Businesses

NHD serves as a vehicle to teach students important literacy skills and to engage them in the use and understanding of museum and library resources. The program inspires students to study local history, and then challenges them to expand their thinking and apply knowledge of local events to the national, or even worldwide scene. The program also teaches students to become technologically literate through the use of computer and Internet research methods, and the use of technologically advanced applications in their presentations.

“The true benefits from participating in National History Day go way past a certificate or medal. The program teaches kids the writing, analytical understanding, and reading comprehension skills that will make them a success in life, no matter what their career,” states parent Susan Moose.

2015 North Dakota State Competition
April 10, 2015
North Dakota Heritage Center
Contact Erik Holland: eholland@nd.gov
or check out the website at http://nd.nhd.org
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.

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.

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

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.

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.

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

4th Grade ND Studies:
Student Text $10.00 each
Teacher Resource Guide $50.00 each (Print Version)
Teacher Resource Guide $15.00 each (CD Version)

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

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

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

Cost: No cost to users
Access: ndstudies.gov/gr8

North Dakota Legendary

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

North Dakota Legendary:
Student Text $45.00 each
Teacher Resource Guide $50.00 each (Print Version)
Teacher Resource Guide $15.00 each (CD Version)

North Dakota History

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

North Dakota History:
Student Text $50.00 each
Teacher Resource Guide $50.00 each (Print Version)
Teacher Resource Guide $15.00 each (CD Version)

Governing North Dakota, 2013-2015


Governing North Dakota, 2013-2015:
Student Text $3.00 each
Teacher Resource Guide $15.00 each (CD Version)
North Dakota is a great state with a variety of geographic features, political agendas, abundant agricultural products, a growing energy base, great educational opportunities, and a rich cultural heritage.

The Know Your State contest has been designed with the intent to encourage North Dakota students to gain a greater understanding and interest in North Dakota – and through this knowledge become a better educated citizen, voter, and leader for the state.


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

OR – visit ndstudies.gov for more details.