



On behalf of Splash! Publications, we would like to welcome you to *North Dakota*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

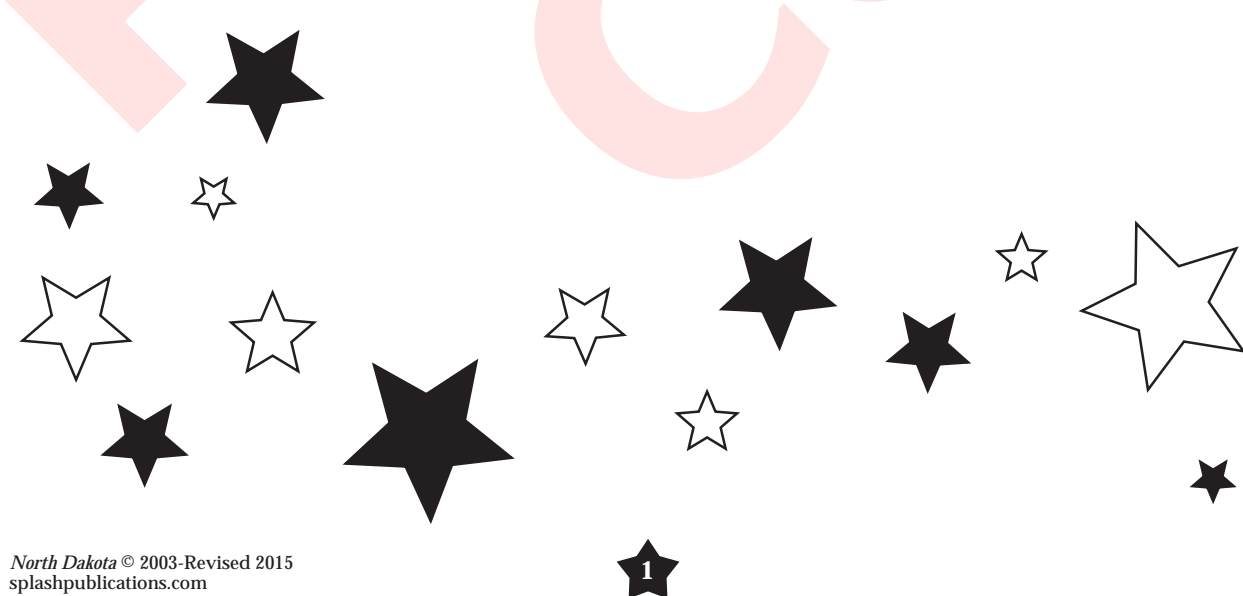
THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for four Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Alabama history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *North Dakota* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *North Dakota*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading *North Dakota*, students will:

- follow directions to create a Vocabulary Organizer to glue into their *North Dakota* history notebooks for ***allies, burrows, conflicts, dedicated, devastating, eroded, factories, harvest, inseparable, milling, port, smallpox, specimens, threatened.***

After reading *North Dakota*, students will:

- answer *North Dakota* Reading Comprehension Questions.
- complete *North Dakota* Language Skills.
- answer questions about *North Dakota* and then follow directions to create a History Flip Book to glue into their *North Dakota* history notebooks.
- follow directions to create Interactive Time Lines to glue into their *North Dakota* history notebooks that illustrate eight important events in *North Dakota's* history.
- create an Interactive Venn Diagram to glue into their *North Dakota* history notebooks that compares and contrasts Sitting Bull with General George Custer.
- use the Venn Diagram to write a paragraph.
- take a Vocabulary Quiz for *North Dakota*.

THE NORTH DAKOTA LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.2A, CC.5.W.2B, CC.5.W.2D, CC.5.W.2E, CC.5.W.4, CC.5.W.5, CC.5.W.7, CC.5.W.10, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

ONE-POCKET VOCABULARY ORGANIZER

There are a few new vocabulary words to learn before beginning your study of North Dakota. Your North Dakota history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

Part I

Directions: Using the Glossary provided by your teacher and the Vocabulary Word and Definition patterns, follow the directions below to create 14 Vocabulary Cards.

VOCABULARY WORDS		VOCABULARY DEFINITIONS	
missionary	person	plains	wide, treeless areas of land
journal	book	journal	a written record of daily events
voyage	trip	voyage	a journey that is usually made by water

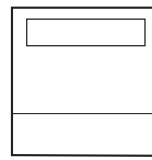


1. Cut out each Vocabulary Word pattern and Vocabulary Definition pattern along all bold lines.

2. Using the Glossary as your guide, glue the correct Vocabulary Definition in the blank space under its matching Vocabulary Word.

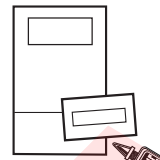


3. Fold each completed Vocabulary Card along the dotted lines so that the Vocabulary Words and Definitions are on the outside. Glue the blank sides together.

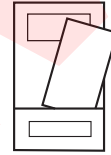


4. After you have glued the tabs to the back, turn your One-Pocket Vocabulary Organizer back around.

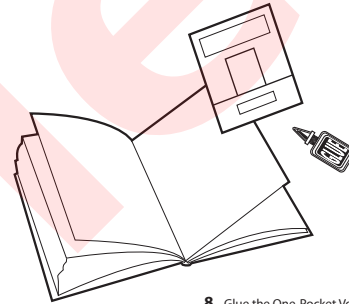
5. Cut out the Pocket Label.



6. Glue the Pocket Label onto the front of the One-Pocket Vocabulary Organizer as shown.



7. Place your finished Vocabulary Cards in the front pocket.



8. Glue the One-Pocket Vocabulary Organizer onto the next blank page of your notebook.



NORTH DAKOTA

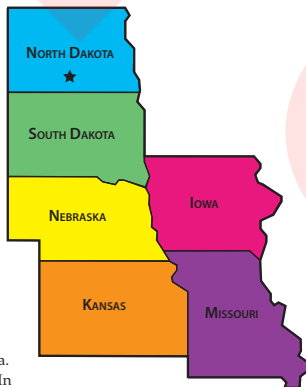
North Dakota is one of six Great Plains states in the Middle West region of the United States. It is known as the Sioux (SOO) State, the Flickertail State, and the Peace Garden State. The name Dakota comes from a Sioux word which means "allies." Native Americans of the Sioux tribe were one of the first groups of Native Americans to live in North Dakota. This explains why North Dakota is often called the Sioux State.

North Dakota is known as the Flickertail State because many flickertail ground squirrels live in the state. The squirrels flick their tails while running or just before entering their burrows.

More recently, North Dakota has been nicknamed the Peace Garden State. In 1932, the International Peace Garden was dedicated on the northern border of North Dakota. The Peace Garden is a symbol of friendship between the United States and Canada.

The capital of North Dakota is Bismarck. In the 1800s, Bismarck's location on the eastern bank of the Missouri River made it a natural steamboat port. Today, Bismarck serves as a trade and shipping point for a region of large farms. Also of interest in Bismarck is the North Dakota State Museum.

The state bird of North Dakota is the Western Meadowlark. The state flower is the Wild Prairie Rose, and the state tree is the American Elm. North Dakota's motto is "Liberty and Union, Now and Forever, One and Inseparable."



NORTH DAKOTA'S POINTS OF INTEREST

North Dakota has several state parks and historic sites. These places of interest attract over one million visitors each year. The Badlands of North Dakota is a popular tourist attraction. In the Badlands, wind and rain have eroded the hillsides and left unusual formations of colorful sand and clay. Theodore Roosevelt National Park is located in the Badlands. Roosevelt, our nation's 26th president, spent time in the Badlands as a young man on a cattle ranch.



NATIVE AMERICAN CONFLICTS IN THE DAKOTA TERRITORY

Each time American settlers moved to the West, the Native American people were moved to make room for them. When settlers moved to Minnesota, the Native Americans were pushed west and forced to live on reservations in the Dakota Territory. In 1874, gold was discovered in the Black Hills of the Dakota Territory. Steamboat and railroad traffic increased. Miners took over the Native American land on the reservations. The new pioneers killed the buffalo for fun. The Native Americans watched helplessly as their main source of food and clothing was destroyed.

SITTING BULL

Sitting Bull was a famous medicine man and leader of the Sioux tribe. In 1875, Sitting Bull received a vision. The vision showed him that all of his enemies would be delivered into his hands.

In the spring of 1876, Sitting Bull led a Sun Dance for the Sioux tribe. During the celebration, he told the Native Americans to change their way of fighting. Instead of showing off to prove their bravery, the Sioux should fight to kill. If they didn't do this in the next battle, they would lose all of their land to the white settlers.

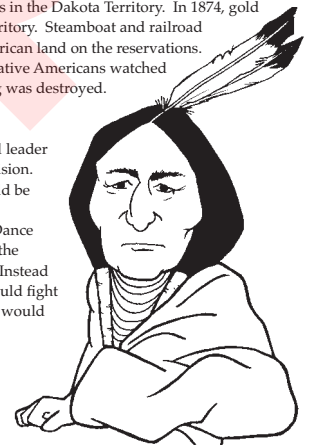
THE BATTLE OF LITTLE BIGHORN

On June 25, 1876, the Battle of Little Bighorn was fought between the Native Americans of the Dakota Territory and the United States Army.

The Native Americans proved that they had listened to Sitting Bull's wisdom. Sitting Bull also saw his vision come true on this day. During the battle, the Sioux and Cheyenne tribes successfully defeated General George Custer and his American troops. Custer and all of his men were killed.

Though the Native Americans were victorious during the Battle of Little Bighorn, the United States government was stronger. By the end of 1876, the Native Americans had been forced to move onto smaller reservations within the Dakota Territory.

Sitting Bull and many of his followers moved to Canada. In 1881, Sitting Bull returned to the United States. He was captured and put in prison. After two years, Sitting Bull was released. He moved to Standing Rock Reservation in South Dakota and lived with other members of the Sioux tribe.



SITTING BULL

FAST FACTS

- ★ The Native Americans used every part of the buffalo for their daily living. White hunters, on the other hand, took only the hide and sometimes the buffalo's tongue. The rest of the buffalo was simply wasted.
- ★ In 1913, the American buffalo made its first appearance on the nickel.



★ ★ ★ NORTH DAKOTA ★ ★ ★

Directions: Read each question. Darken the circle for the correct answer.

- 1 According to the first paragraph, North Dakota is known by all of these nicknames **except** –
 - A the Flickertail State
 - B the Corn State
 - C the Sioux State
 - D the Peace Garden State
- 2 After reading about North Dakota's first people, you get the idea that –
 - F the first European to visit North Dakota was from Italy
 - G the first Native Americans were farmers
 - H the Mandan suffered greatly because of North Dakota's white visitors
 - J only one Native American tribe lived in North Dakota
- 3 Which words best describe Sitting Bull?
 - A ...the Sioux should fight to kill...
 - B ...received a vision...
 - C ...lose all of their land to the white settlers...
 - D ...medicine man and leader of the Sioux tribe...
- 4 Which of these statements about the Battle of Little Bighorn is **not** true?
 - F The Native Americans did not listen to Sitting Bull's wisdom.
 - G General Custer and all of his men were killed during the battle.
 - H Sitting Bull saw his vision come true.
 - J The Battle of Little Bighorn was fought on June 25, 1876.

Directions: Darken the circle for the words that have the same or almost the same meaning as the underlined word.

- 5 **Burrows** means the same as –
 - A holes
 - B mountains
 - C trees
 - D prisoners
- 6 **Dedicated** means to –
 - F steal
 - G set apart
 - H find
 - J gather together
- 7 **Eroded** means –
 - A built up
 - B destroyed by wind and rain
 - C left alone for long periods of time
 - D broke out of prison
- 8 If something is **devastating** it is –
 - F ruined or destroyed
 - G kept in a special place
 - H hidden from someone
 - J divided and delivered
- 9 **Milling** means –
 - A eating with a knife and fork
 - B turning trees into lumber
 - C looking for gold or other minerals
 - D turning wheat into flour

Answers

- | | |
|-----------|-----------|
| 1 A B C D | 6 F G H J |
| 2 F G H J | 7 A B C D |
| 3 A B C D | 8 F G H J |
| 4 F G H J | 9 A B C D |
| 5 A B C D | |

READING

★ ★ ★ HISTORY FLIP BOOK ★ ★ ★

Part II

Follow the directions below to assemble and glue your History Flip Book onto the next blank page of your North Dakota history notebook.

1. Cut along all of the bold lines of the Flip Book Pattern, the Flip Book Outline, and the Flip Book title.
2. Fold the Flip Book Pattern along the dotted line.
3. Glue the Flip Book Outline under the folded flaps of the Flip Book Pattern.
4. Glue the completed Flip Book and Flip Book title onto the next blank page of your notebook.

★ ★ ★ INTERACTIVE TIME LINE ★ ★ ★

In this activity, you will use what you have learned about North Dakota's history to make an Interactive Time Line that tucks securely into your North Dakota history notebook.

Directions: Choose the next two blank face-to-face pages in your history notebook. Using the North Dakota History lesson and the Time Line patterns, follow the directions below and on the next page to create two Interactive Time Lines.

1. Cut out the eight Time Line event patterns along the outside bold lines.
2. Use the lesson to write two facts on the lines of each Time Line event. Use correct capitalization, spelling, and punctuation.
3. Fold each Time Line event pattern in half using the center dotted line. Glue together.
4. Again, fold each Time Line event pattern in half using the dotted line.

TIME LINE EVENT PATTERNS

Glue and attach to time line GOLD IS DISCOVERED IN THE DAKOTA TERRITORY	Glue and attach to time line FRENCH FUR TRAPPER PIERRE LA VERENDRYE ENTERS NORTH DAKOTA	Glue and attach to time line NORTH DAKOTA'S FIRST PERMANENT SETTLEMENT	Glue and attach to time line THE HOMESTEAD ACT GIVES FREE LAND TO PIONEERS

★ ★ ★ VENN DIAGRAM ★ ★ ★

A Venn Diagram is a great tool to use when you want to create a graphic that shows how topics are different, yet alike at the same time.

In this activity, you will create a Venn Diagram comparing and contrasting Sitting Bull with General George Custer.

Part I

Directions: Using the North Dakota History lesson, the Internet, encyclopedias, and books from the library, list four facts specific to Sitting Bull on the Venn Diagram outline.

Then, list four facts specific to General George Custer.

Finally, list four facts that Sitting Bull and General Custer had in common.

Be careful to use correct capitalization, spelling, and punctuation.



VENN DIAGRAM OUTLINE

SITTING BULL	SITTING BULL AND GENERAL CUSTER	GENERAL GEORGE CUSTER
1. <u>Facts specific to Sitting Bull are listed here.</u>	1. <u>Facts common to Sitting Bull and General Custer are listed here.</u>	1. <u>Facts specific to General George Custer are listed here.</u>
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

★ ★ ★ VENN DIAGRAM PARAGRAPH ★ ★ ★

In this activity, you will use your finished Venn Diagram to write a paragraph comparing and contrasting Sitting Bull with General George Custer. A good paragraph includes a *topic sentence*, at least four *supporting sentences*, and a *closing sentence*.

Write a **topic sentence** clearly stating that you will be comparing and contrasting Sitting Bull with George Custer. A *topic sentence starts a paragraph*. Below is an example of a topic sentence for a paragraph comparing and contrasting Civil War leaders Abraham Lincoln and Jefferson Davis.

Example: *Comparing and Contrasting Abraham Lincoln with Jefferson Davis will show that these men were Civil War leaders with unique leadership styles and different goals for the outcome of the war.*



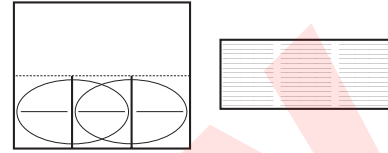
TOPIC SENTENCE



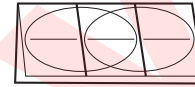
★ ★ ★ VENN DIAGRAM ★ ★ ★

Part II

Using your completed Venn Diagram outline and the Venn Diagram pattern, follow the directions below to assemble and glue your Venn Diagram onto the next blank page of your North Dakota history notebook.



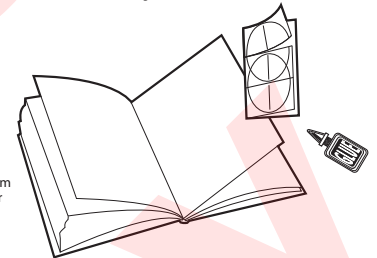
1. Cut out along all bold lines of the Venn Diagram outline and the Venn Diagram pattern.



2. Fold along the dotted line.



3. Glue the Venn Diagram outline under the folded flaps of the Venn Diagram pattern.



4. Glue the completed Venn Diagram onto the next blank page of your notebook.

★ ★ ★ VENN DIAGRAM PARAGRAPH ★ ★ ★

Directions: Before writing or typing the final draft of your Sitting Bull and General George Custer compare and contrast paragraph, use the checklist below to make sure that your paragraph is finished. If you are hand-writing your final draft, use lined paper.

Venn Diagram Paragraph Checklist

- Is your Venn Diagram completely finished?
- Did you indent the first line of your paragraph?
- Does your paragraph include a topic sentence?
- Does your paragraph include two supporting sentences describing how the two men were alike?
- Does your paragraph include two supporting sentences describing how the two men were different?
- Does your paragraph include a closing sentence?
- Do all of the sentences in your paragraph start with a capital letter and end with correct punctuation?
- Did you check your paragraph for incomplete and run-on sentences?
- Did you check your paragraph for spelling and grammar mistakes?
- Did you neatly write or type your final draft?



VOCABULARY QUIZ

NORTH DAKOTA

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. _____port
2. _____specimens
3. _____eroded
4. _____smallpox
5. _____harvest
6. _____allies
7. _____threatened
8. _____dedicated
9. _____milling
10. _____burrows
11. _____devastating
12. _____factories
13. _____conflicts
14. _____inseparable



- A. groups of people who come together to help one another in times of trouble.
- B. holes that are dug by small animals.
- C. struggles or disagreements.
- D. set apart for some special purpose.
- E. the act of ruining or destroying.
- F. destroyed by wind and rain.
- G. buildings where a large amount of items are produced in the same way at the same time.
- H. pick crops.
- I. impossible to separate.
- J. the process of turning wheat into flour.
- K. a city or town located near water with an area for loading and unloading ships.
- L. a dangerous disease which causes fever and bumps all over the skin.
- M. samples that are used to represent a whole group.
- N. warned of upcoming trouble.

GLOSSARY

- A.D.** the period in history after the birth of Christ.
- cap•i•tal** the city that serves as the center of government for the state.
- a•bol•ished** stopped or put an end to.
- cap•i•tol** the building where the government meets to make important decisions for the state.
- ad•mired** thought very highly of.
- al•lies** groups of people who come together to help one another in times of trouble.
- cap•tive** a prisoner who has been taken by force without permission.
- an•ti•slav•er•y** against slavery.
- car•i•bou** a large deer of northern and arctic North America that is closely related to the reindeer.
- ar•chae•ol•o•gists** scientists who study past human life by looking at prehistoric fossils and tools.
- cen•sus** a count of the number of people in a city, town, state, or country.
- ar•ti•facts** objects and tools used by early humans for eating, cooking, and hunting.
- cen•tu•ry** a period of 100 years.
- au•to•bi•og•ra•phy** the story of your life written by you.
- Civ•il War** the war fought from 1861 to 1865 between the Union and the Confederacy over the issue of slavery.
- ba•sin** the land drained by a river and its branches.
- cli•mate** the average weather conditions of a place over a period of years.
- bi•og•ra•phies** stories of a person's life written by someone else.
- coast** an area of land that borders water.
- bi•son** buffalo.
- col•o•nies** groups of people who are ruled by another country.
- bound•a•ry** dividing line.
- com•ple•tion** the condition of being finished.
- bur•rows** holes that are dug by small animals.
- com•pro•mise** an agreement reached when each side changes or gives up some of its demands.

ANSWERS

COMPREHENSION QUESTIONS

- | | |
|---------|----------|
| READING | LANGUAGE |
| 1. B | 1. D |
| 2. H | 2. H |
| 3. D | 3. C |
| 4. F | 4. F |
| 5. A | 5. A |
| 6. G | 6. F |
| 7. B | 7. B |
| 8. F | 8. H |
| 9. D | 9. D |

VOCABULARY QUIZ

- | | |
|------|-------|
| 1. K | 8. D |
| 2. M | 9. J |
| 3. F | 10. B |
| 4. L | 11. E |
| 5. H | 12. C |
| 6. A | 13. G |
| 7. N | 14. I |

HISTORY FLIP BOOK

1. North Dakota is located in the Middle West region. Its nicknames are the Sioux State, the Flickertail State, and the Peace Garden State.
2. The state flower of North Dakota is the Wild Prairie Rose, the state tree is the American Elm, and the state bird is the Western Meadowlark.
3. The capital of North Dakota is Bismarck and North Dakota's motto is "Liberty and Union, Now and Forever, One and Inseparable."

HISTORY FLIP BOOK GRADING CHART

CRITERIA	3	2	1	0	SCORE
FLIP BOOK OUTLINE	Completed Flip Book Outline by answering all 3 questions correctly.	Completed Flip Book Outline by answering 2 questions correctly.	Completed Flip Book Outline by answering 1 question correctly.	Didn't attempt to complete Flip Book Outline.	
FLIP BOOK ASSEMBLY	Followed directions correctly to cut and assemble Flip Book in notebook.	Followed directions correctly to cut OR assemble Flip Book in notebook.	Cut and assembled Flip Book in notebook but clearly did not follow directions.	Didn't attempt to cut or assemble Flip Book in notebook.	
CONVENTIONS <i>capitalization, spelling, punctuation, grammar</i>	Had less than 4 convention errors in finished Flip Book.	Had 4 - 6 convention errors in finished Flip Book.	Had 7-10 convention errors in finished Flip Book.	Had more than 10 errors in finished Flip Book.	
TOTAL					

ANSWERS

VENN DIAGRAM RUBRIC

CRITERIA	3	2	1	0	SCORE
VENN DIAGRAM OUTLINE	Completed Venn Diagram outline correctly by listing 4 facts from appropriate sources under each heading.	Completed Venn Diagram outline correctly by listing 2 - 3 facts from appropriate sources under each heading.	Completed Venn Diagram outline correctly by listing at least 1 fact from appropriate sources under each heading.	Didn't attempt to complete Venn Diagram outline.	
DIAGRAM ASSEMBLY	Followed directions correctly to cut, assemble, and glue Venn Diagram into notebook.	Followed directions correctly to cut, assemble, OR glue Venn Diagram into notebook.	Cut, assembled, and glued Venn Diagram into notebook but clearly did not follow directions.	Didn't attempt to cut, assemble, or glue Venn Diagram into notebook.	
CONVENTIONS <i>capitalization, spelling, punctuation</i>	Had less than 6 convention errors in finished Venn Diagram.	Had 6 - 10 convention errors in finished Venn Diagram.	Had 11-15 convention errors in finished Venn Diagram.	Had more than 15 errors in finished Venn Diagram.	
TOTAL					

PARAGRAPH RUBRIC

CRITERIA	3	2	1	0	SCORE
TOPIC SENTENCE	Wrote a topic sentence that clearly introduced the paragraph.	Wrote a topic sentence, but did a poor job of introducing the paragraph.	Started, but didn't finish writing a topic sentence.	Didn't attempt to write a topic sentence.	
SUPPORTING SENTENCES <i>comparing</i>	Wrote two supporting sentences comparing how the two topics were alike.	Wrote one supporting sentence comparing how the two topics were alike.	Wrote one or two supporting sentences, but didn't compare how the two topics were alike.	Didn't attempt to write any supporting sentences to compare how the two topics were alike.	
SUPPORTING SENTENCES <i>contrasting</i>	Wrote two supporting sentences contrasting how the two topics were different.	Wrote one supporting sentence contrasting how the two topics were different.	Wrote one or two supporting sentences, but didn't contrast how the two topics were different.	Didn't attempt to write any supporting sentences to contrast how the two topics were different.	
CLOSING SENTENCE	Wrote a closing sentence that clearly reminded the reader what the paragraph was about.	Wrote a closing sentence but did a poor job of reminding the reader what the paragraph was about.	Started, but didn't finish writing a closing sentence.	Didn't attempt to write a closing sentence.	
CONVENTIONS <i>spelling, grammar, capitalization, punctuation, sentence structure</i>	Made less than 6 convention errors in finished paragraph.	Made 6 - 9 convention errors in finished paragraph.	Made 10 - 15 convention errors in finished paragraph.	Made more than 15 convention errors in finished paragraph.	
FINAL DRAFT	Neatly wrote or typed final draft, indenting the topic sentence.	Wrote a final draft but was messy or topic sentence was not indented OR typed a final draft but did not indent topic sentence.	Attempted but didn't finish writing or typing a final draft.	Didn't attempt to write or type a final draft.	
TOTAL					