

A PRODUCTION OF SDPB TELEVISION

Teachers Guide

OUR STATEHOUSE

A Capitol Idea





Our Statehouse – A Capitol Idea

Teacher's Guide

Introduction

Produced in conjunction with the centenary of the South Dakota State Capitol, **Our Statehouse – A Capitol Idea** is an hour-long documentary, a learning tool, an entertaining program, and an important record of South Dakota's history. Our state Capitol is rich in architectural beauty, history, and political intrigue. **Our Statehouse – A Capitol Idea** tells the story of the Capitol in a visually stimulating and educational format. The program provides educators and citizens with a new tool for understanding the history of our state. It presents the stories of the key players behind the creation of the Capitol, the controversy in deciding a location, the reason Pierre was finally chosen as the Capital City, and details about construction. The program includes new footage and interviews, archival video, historic photographs and documents, and aerial footage. This teaching guide plus online elements support classroom use of the program. The companion Web site includes interactive online elements, downloadable educational resources, additional interviews and footage, and photographs not included in the one-hour program.

Using the Teacher's Guide

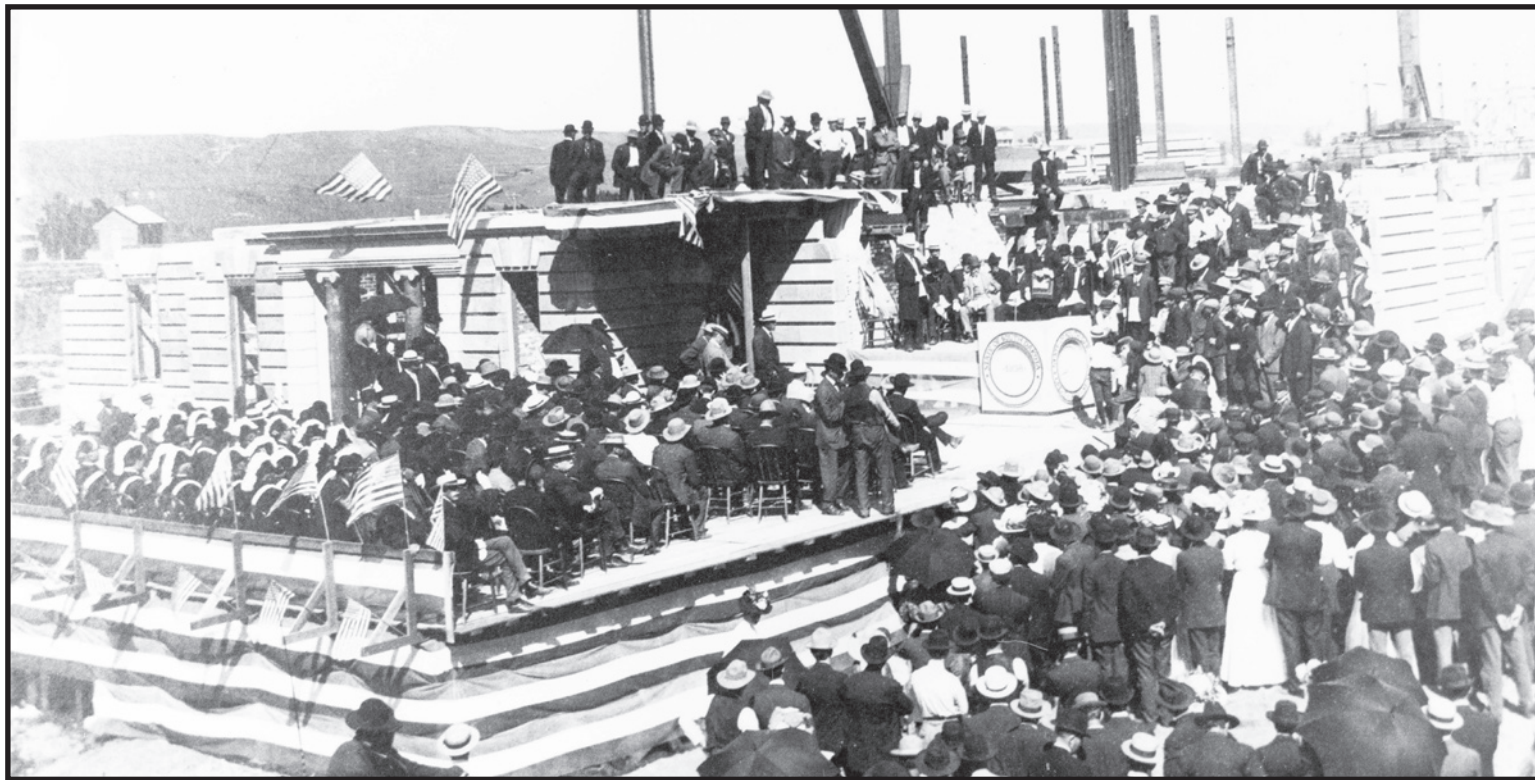
This guide offers suggested activities and resources for connecting the documentary to curriculum goals and standards. It is meant to be flexible to work at multiple grade levels to support the teaching of South Dakota history. The program content links to history, civics (government), and visual arts classes. It also can support science and mathematics classes.

The guide is not designed as a curriculum in and of itself.
It allows teachers flexibility in planning activities to meet their objectives.

In addition to supporting the program, the guide includes suggestions for enhancing a visit to the Capitol.

The guide includes the following sections:

- **Standards Links:** links to the South Dakota State Content Standards.
- **Program Synopsis:** A brief description of the documentary's contents.
- **Interviewees:** People interviewed in the program.
- **Pre-Viewing Activities:** Activities to focus student viewing of the program.
- **Post-Viewing Activities:** Activities that support curriculum goals and standards.
- **Visiting the Capitol:** Activities to support a class visit to the Capitol.
- **People:** A list of people mentioned in the documentary.
- **Terms:** Terms mentioned in the documentary.
- **Resources:** Books and other resources with more information on the state Capitol.



Standards Links

The primary subject areas that **Our Statehouse – A Capitol Idea** supports are history, civics (government), and visual arts. Following is a selection of the South Dakota State Content Standards for various grade levels that the documentary and the activities support.

U.S. History

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota.

9-12.US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.

9-12.US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

Civics (Government)

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

4.C.1.1. Students are able to describe the way the government provides for the needs of its citizens.

7.C.1.1. Students are able to describe how government impacts the characteristics of place.

9-12.C.1.1. Students are able to explain the characteristics of various forms of government.

4.C.1.2. Students are able to describe key events related to South Dakota's entry into statehood.

7.C.1.2. Students are able to identify historical events that impacted individual governments.

9-12.C.1.5. Students are able to describe the state, local,

and tribal governments with emphasis on their structures, functions, and powers.

Indicator 2: Analyze the Constitutional rights and responsibilities of United States citizens.

4.C.2.1. Students are able to describe the actions and rights of a responsible citizen.

7.C.2.1. Students are able to describe how citizens impact social and political issues.

9-12.C.2.1. Students are able to describe the means of influencing and/or participating in a republic.

Visual Arts Standards

Students will understand the relationship between visual arts and history, culture, and society.

Video Synopsis

The documentary has eight chapters:

- *The Beginning: Dakota Territory*: Briefly explains the origin and leadership of Dakota Territory and the location of the territorial capital city.

- *Battle Over Location*: Describes the federal legislation that allowed the creation of the state of South Dakota and the elections to decide the location of the state capital.

- *Permanent Pierre*: Reports on the campaign Pierre pursued to finally secure election as the State Capital.

- *Design and Construction Begins*: Describes the process for deciding to build the State Capitol, hiring an architect and contractors, and constructing the building.

- *Historical Moments*: Tells about the construction of the Capitol annex, and Pierre residents and others talk about memories of Pierre and the workings of government; among others, the daughter of Gov. George T. Mickelson talks about her father and the birth of her brother, Gov. George S. Mickelson.

- *Restoring the Capitol*: Describes problems that surfaced in the Capitol over several decades and the numerous

projects that restored the building to its original beauty as well as new additions to the Capitol grounds, including memorials.

- *Our Capitol Today*: Takes a last look at the Capitol through the eyes of several commentators and at some pending energy efficiency upgrades.

Interviewees

Pat Adam: Daughter of Gov. George T. Mickelson; Sister of Gov. George S. Mickelson

Charles Burke II: Lifelong Pierre resident

Dr. John Day: Vice Chair, Capitol Complex Restoration and Beautification Commission

Bill Dougherty: Lt. Governor, Kneip Administration

Patrick Duffy: Former Ft. Pierre resident, descendant of Capitol construction worker

Wayne Fanebust: Historical writer, descendant of Capitol construction worker

Robert Grams: Son of late State Sen. Bill Grams, Sturgis

Bob Hazard: Restoration consultant, Koch Hazard

Architects

John Moisan: Director of Special Events, South Dakota Capitol Building, Bureau of Administration

Jeremiah Murphy: Long time legislative lobbyist

M. Michael Rounds: South Dakota's 31st Governor

Red Schulz: Former Building and Grounds Director, State Capitol

Pre-Viewing Activities

Use one or more of the following to help focus student viewing of the program.

Discuss: What is the purpose of a capitol building? What kinds of activities take place in it? Who works there?

Ask students: List possible factors you would consider in picking the location of a state capitol. What would be more important - population or geography? What other factors should be considered?

Before viewing, review the terms in the resources at the back of the guide.

Tell students that early in the program, a commentator says that the Capitol building "tells us what we're all about." Others make similar points about the building representing characteristics of the people of the state. Ask students to talk about how buildings can represent people and ideas. Ask for examples of other buildings that accomplish this (e.g., churches, courthouses, etc.). Have them watch the program for ways that the Capitol represents people and ideas.

Discuss: If you were to design a state capitol building, what architectural or artistic design elements would you use to represent South Dakota? Have students research other state capitol buildings and find photos to compare to South Dakota's Capitol. How should government be represented artistically? How should a capitol differ from, for example, a prison or a school building? Talk about and, if possible, visit local buildings to compare to the Capitol. When watching the documentary, note how South Dakota is depicted artistically and architecturally. (This activity can be linked to Post-Viewing Activity 1).

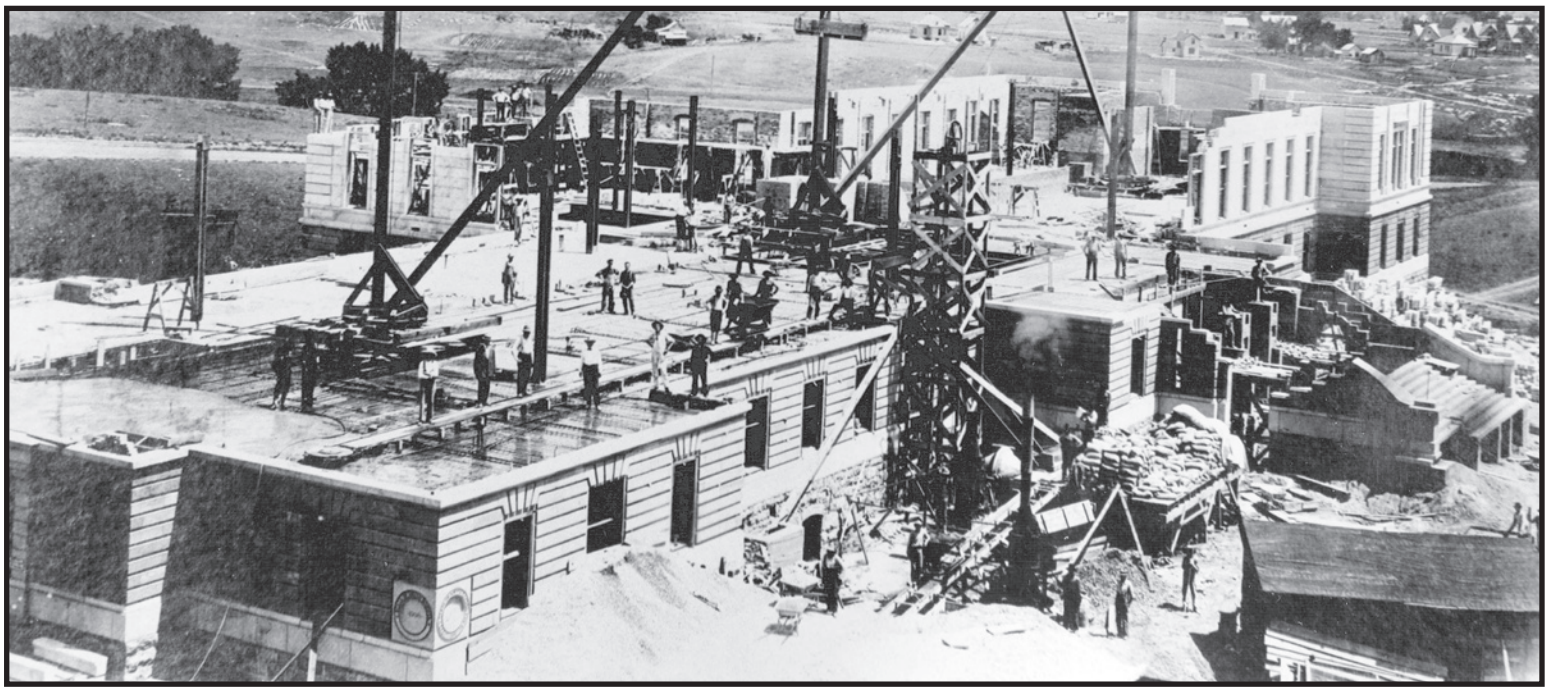


Post-Viewing Activities

The following activities offer a variety of options to explore issues raised by the program. They are generally interdisciplinary in nature, tying together history, civics, and visual arts. Review the activities for their appropriateness for your class content and grade level.

(The following activity can continue Pre-Viewing Activity 5 above.) Have students research other state capitols and the U.S. Capitol. Have each student or student pair choose a state and prepare and present a brief report on its capitol. Among other aspects, they should discuss how the state is represented in the building. Discuss the similarities and differences among the capitol buildings. For example, are certain architectural elements - e.g., domes, columns - common? Why or why not?

Describe some things the cities vying to be South Dakota's capital did in order to win. What cities tried to be the territorial and state capital? Locate them on a map. Ask students how they think the cities would have benefited from winning the competition. Why would the cities have to come up with financial packages? Compare the competition for the state capital with competitions to be the home of a professional sports team. What similarities and differences would there be in these competitions? Compare the benefits that might come to a city from winning either competition—i.e., if you were the mayor, which would you rather "win" and why?



Have students research the Enabling Act of 1889. What did it accomplish? What were its essential parts? What actions did it put into motion?

Research the funding plan for the building of the Capitol. Define bonds and discuss how they were to be used in financing. Why would cities like Pierre choose to use bonds? How was the cost of the Capitol financed? Remind students that the documentary said that Congress set aside public lands for the state to sell to support construction.

Discuss: Why was there a controversy about using South Dakota materials in construction of the Capitol? Why would it be an important issue?

The documentary describes some different aspects of government decision making - e.g., committee hearings, lobbying, government commissions. Ask students how these processes work and discuss their similarities and differences, giving current examples. How do they reflect representative democracy?

Choose one of the resources in the back of this guide - People or Terms. Randomly assign one person or term to each student to research briefly and share with the class. Extension: discuss how the people/terms relate to the documentary. How do they relate to each other? Perhaps make a concept map to show the links.

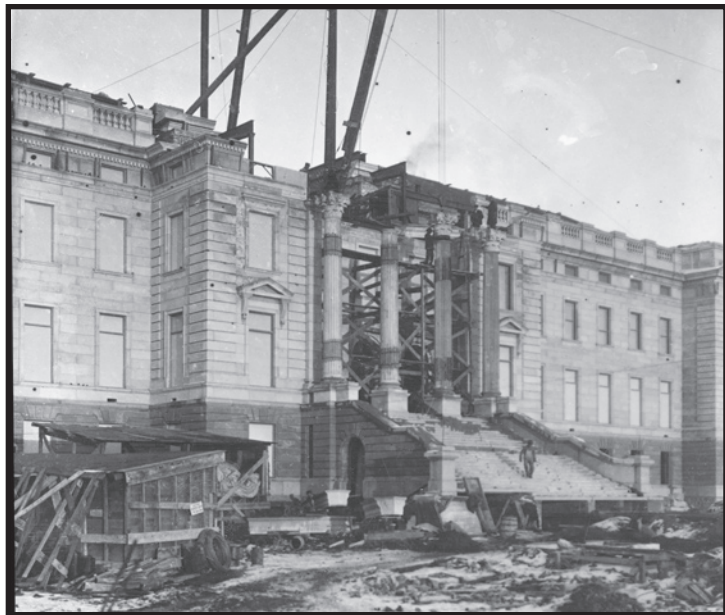
The documentary refers to the laying of the Capitol building's cornerstone. Ask: What might have been put in the Capitol's cornerstone? (It contained the Bible, the building contract, a copy of the state constitutional debates, a negative of the architect's drawing of the Capitol, photographs, newspapers, and several 1907 coins as well as many other pieces of memorabilia) Ask: What would you put in the cornerstone of a capitol today? Why? What about a cornerstone to a school? A prison? A hospital? Have student teams choose one of these buildings or another public

building and prepare a package of items for a cornerstone. Have them present their package to the class and be prepared to defend their choices.

Review the section of the documentary about the four pendentives in the Capitol rotunda. Each pendentive has two pieces of art - a piece inspired by mythology and a symbol of one of the governments that ruled South Dakota. Ask: What does each artwork symbolize and how does it do so? Why do you think these themes were chosen by the artists at the time? Ask students: If you were choosing four themes to represent the present and future of South Dakota today, what would they be? Have students draw or paint their pendentives.

Much of the documentary deals with historic preservation and the state Capitol. At one point, John Moisan says that the WPA "didn't restore the building, they fixed it." What is the difference? Have students research definitions of historic preservation. Why is it important to some people? Have there been examples of historic preservation efforts in your community? What were they? Were they controversial? Why? What were the results? Through class discussion, survey local buildings of public or historic significance, starting with the school. Which are candidates for historic preservation? What kind of preservation might be undertaken? What would you need to learn about the building or its history to determine what would be needed to restore it to its original status? Would you restore or upgrade/modernize the building. You might extend this by having student groups select a building and develop a brief historic preservation plan for it. Discuss: To whom should they present their plans? If this were a real plan, what should be their next step?

Have students recall the documentary's description of the Capitol Complex Restoration and Beautification Commission. What is its role? Divide the class into groups of 4-5 students. Each group will develop a project for beautification at the school and present it to one of the other groups serving as the school beautification commission.



The proposal should include a description, budget, and drawing of the project. Before starting, discuss as a class what's involved in such a commission's work: e.g., local customs, budget, environmental issues, existing design and landscaping. How are such elements balanced in assessing proposals? Each group serving as the beautification commission must write a brief response to the proposal they considered - i.e., is the proposal recommended for approval? At the end of the project, review and discuss all the proposals and responses.

Pause the documentary on the various murals and paintings in the Capitol. Discuss the content and how each image reflects its title and South Dakota history. Why would these themes have been significant a century ago? What themes would be important today?

Review the sections of the documentary that describe the controversy over the "Progress of South Dakota" mural in the Governor's reception room. It was painted by the famous American muralist Edwin Blashfield. It depicts a white woman marching forward flanked by a soldier and settler who are clearing away obstacles to progress, including a Native American man. Over time, there was criticism of its depiction of the defeat of Native Americans in the wake of civilizing progress as racist. The state tried various solutions, including covering the painting and, in the 1970s, replacing it with artist Paul War Cloud's painting that described the advance of Native Americans within the mainstream society. It was ultimately removed. Discuss: What made the mural controversial? Why was the Paul War Cloud painting an insufficient solution to the problem? What is the current resolution that the state chose? How would students have resolved the problem? How should decisions be made about controversial art? What are the options? Who should be involved in such decisions? Stress that much of the problem stemmed from changing understandings from the early 20th century until today. Ask students how understandings have changed - i.e., how the relationships between Native Americans and European Americans have changed over time. In that light, how would the definition of "progress" be

different from 100 years ago?

Have students describe the Mickelson Memorial and the veterans' memorials on the Capitol grounds. How are the designs different? Discuss different ways of remembering - memorializing—people: e.g., tombstones, building names, statues, charitable foundations, scholarships. What are some reasons for memorializing people? Have students look for examples of other memorials in South Dakota or elsewhere in the nation and discuss them (you might ask them to pick a memorial and do a brief presentation on it). Discuss ways that people participate in memorials - e.g., wreath laying, vigils, candles, yellow ribbons, etc. What memorials are in your hometown? Research and map the memorials in your hometown. Extend this activity by asking students to discuss the difference between "memorials" and "monuments."

Visiting the Capitol

Many schools send their students on field trips to the state Capitol. The documentary is an excellent introduction and complement for such a visit. Here are some suggestions for enhancing the educational value of such a field trip. Note that many of the Pre-Viewing and Post-Viewing Activities can be modified for use in a Capitol field trip.

Before Visiting

Get the dimensions of the Capitol and have students pace them out on school grounds. How does the size of the Capitol compare to the school.

Visit other public and government buildings in your community (e.g., library, courthouse, city hall, hospital, etc.) In what ways is the design of each functional or artistic? How is the building's function represented in its design?

During Visit

Walk around the Capitol exterior. Have students or student pairs divide the exterior into sections and sketch or take a photo of their section. Later, have them identify the architectural elements in their section—e.g., columns, domes, arches, cornices. Then, have them choose one element, find a similar one in their hometown, and take a photo or make a drawing to share.

Visit the House and Senate chambers. Discuss their different designs. The House is larger, but with darker colors and arches in the visitors' section. The Senate has brighter colors with a more open visitors' gallery. Why do students think the chambers were designed so differently?

Have students pick the lunette paintings that most resemble the area where they live. Why do they think these lunettes were painted?

Have students list the offices in the Capitol building (based on the signs on office doors). What departments have offices in the building? Have them find an organizational chart for the state government and locate the offices in the Capitol on the chart.

People

The following people are mentioned in the documentary.

- Bell, C. E.:** Architect of the Capitol.
Blashfield, Edwin: (1848-1936) American artist and muralist
Boe, Nils: (1913-1992) 23rd S.D. governor, 1965-69 (R)
Buchanan, James: (1791-1868) 15th U.S. President, 1857-61 (D)
Bulfinch, Charles: (1763-1844) early American architect, built rotunda and dome of U.S. Capitol
Crawford, Coe I.: (1858-1944) 6th S.D. governor, 1907-1909 (R)
Detweiler, M. S.: Architect of the Capitol.
Elrod, Samuel H.: (1856-1935) 5th S.D. governor, 1905-1907 (R)
Fanebust, I.: Landscaper of the Capitol grounds.
Grams, Bill: (1912-1983) state legislator from Sturgis, 1967-80 (R)
Herreid, Charles Nelson: (1857-1928) 4th S.D. governor, 1901-1905 (R)
Holloway, Charles: (1859-1941) American artist
Janklow, William: (1939-) 27th and 30th S.D. governor, 1979-1987, 1995-2003 (R)
Jayne, William: (1826-1916) 1st Dakota Territory governor, 1861-63; territorial delegate to U.S. House, 1863-64 (R)
Kneip, Richard: (1933-1987) 25th S.D. governor, 1971-78 (D)
Lamont, Frances "Peg": (1914-) state legislator from Aberdeen, 1975-88 (R)
Lincoln, Abraham: (1809-1865) 16th U.S. President, 1861-65 (R)
Mellette, Arthur: (1842-1896) last Dakota Territory governor, 1885-89; 1st S.D. governor, 1889-1893 (R)
Mickelson, George S.: (1941-1993) 28th S.D. governor, 1987-93 (R), son of Gov. George T. Mickelson
Mickelson, George T.: (1903-1965) 18th S.D. governor, 1947-51 (R), father of Gov. George S. Mickelson
Moody, C.F.: (1832-1904) member of Dakota Territory



House of Representatives, served on territorial Supreme Court, S.D. U.S. Senator, 1889-91 (R)

Olsen, O.H.: Contractor for S.D. State Capitol

Ordway, Nehemiah: (1828-1907) 7th Dakota Territory governor, 1880-84

Pettigrew, R.F.: (1848-1926) Dakota Territory representative in U.S. Congress, 1881-83, 1885-89; S.D. U.S. Senator, 1889-1901 (R)

Simmons, Edward: (1852-1931) American painter and muralist

War Cloud, Paul: (1930-1973) Native American author, artist, and publisher

Ziolkowski, Korczak: (1908-1982) designer and sculptor of Crazy Horse Memorial

Ziolkowski, Ruth: (1926-) wife of Korczak Ziolkowski and director of Crazy Horse Memorial

Terms

The following terms are used in the video.

American Renaissance: A period in late 19th and early 20th century American art and architecture marked by national confidence and sense that America was heir to classical Greek and Roman values.

Bill: A statute in draft form before a legislature has passed and an executive has signed it into law.

Bond: A debt security in which the bond issuer owes the bond holder a debt that must be repaid with interest at a certain date

Ceres: The Roman goddess of agriculture

Column: A vertical structural element that supports the weight of elements above, such as arches; architectural columns may have decorative features.

Committee: A special group formed to consider a certain issue or related issues; legislative committees consider bills and other issues related to general topical areas.

Dome: An architectural element that resembles half a sphere.

Enabling Act of 1889: An enabling act is a Congressional act that allows the people of a United States territory to prepare a constitution as a step toward admission as a state in the union; the Enabling Act of 1889 provided the means for South Dakota, North Dakota, Montana, and Washington to become states.

Europa: In Greek mythology, a Phoenician woman who was abducted by Zeus.

Hearing: A meeting held by a legislative committee to hear testimony on a bill or other issue.

Historic preservation: An effort to preserve older, historical objects and structures to their original appearance.

Lobby: The attempt to influence legislation and government action by informing, educating, and persuading legislators and government officials.

Lunette: A half-moon shaped space.

Manifest Destiny: The belief that the territory of the United States should expand across the continent from the Atlantic Ocean to the Pacific Ocean.

Minerva: The Greek goddess of wisdom and commerce

Mosaic: An artwork created with small pieces of colored glass, stone or other material.

Mural: A painting on a wall or ceiling.

Neoclassic: An architectural style inspired by classical Greek and Roman architecture; in the United States, this style was part of the American Renaissance movement

Pendentives: Structural elements that allow a circular dome to be placed on a square room; the triangular sections of a sphere, pendentives hold the dome on their wide side.

Pocket veto: Ending consideration of a legislative bill by removing it from committee consideration; at the federal level, a pocket veto occurs when a President fails to sign a bill within 10 days of its passage.

Ponce: A freehand process of drawing or painting.

Restoration: The process of returning a historic place to its original appearance.

Rotunda: A building with a circular plan or a round room inside a building.

Scagliola: A technique that combines various materials to produce a substance resembling marble that can form architectural elements, such as columns.

Stenciling: A process using a template to draw or paint identical letters, shapes, or other designs.

Works Progress Administration: The largest New Deal agency, started in 1935, which employed millions of Americans in all parts of the country; WPA projects included construction, arts, literacy and relief efforts.

Zeus: King of the Greek gods.

Resources

Books

Damgaard, Marshall. *The South Dakota State Capitol A Century of Change: 1910 – 2010*. 2008

Schuler, Harold H. *The South Dakota Capitol in Pierre*. H.H. Schuler, 1985.

Online

Visit the SDPB website for additional resources related to **Our Statehouse – A Capitol Idea**: <http://www.sdpb.org/programs/Capitolidea/Index.asp>

Visit <http://www.state.sd.us/boa.CapitolTour/> for a Photographic Tour of the South Dakota State Capitol Building, created by the South Dakota Bureau of Administration.

Credits

Production funding for **Our Statehouse – A Capitol Idea** was provided in part by the following funders:

BankWest, Mary Chilton DAR Foundation, MDU Resources Foundation and the South Dakota Association of Realtors, Harry & Barbara Christianson, South Dakota Bankers Association, South Dakota Coalition For Responsible Taxation, South Dakota Retailers Association, Tim J. Dougherty, Hy-Vee, Inc., Schmidt, Schroyer, Moreno, Lee & Bachand Law Office

Producer/ Writer: Stephanie Rissler

Videographer/ editor: Joel Rische

Narrator: Tom Roberts

Videographers: Rina Bellew, Melissa Hamersma-Sievers, Eka John, Gar Kellogg, Rex Kinnear, Kayla D. Roberts

Voice Extras: Governor Arthur C. Mellette – Joel Rische; Governor Charles Nelson Herreid – Kevin Patten; Governor Coe I. Crawford – Paul Guggenheimer; O.H. Olsen, Contractor – Brian Gevik

Promotion: Dave Foote, Amber Anders, Ruth Bylander, Fritz Miller, Carol Robertson, Amanda Schieffer

Outreach and Education: Sherri Rodgers-Conti, Wess Pravecek, Steve Rokusek

Online: Kent Osborne, Laura Dimock

Development: Peggy Bush, Terry Koehne, Kim Ohnoutka, Theresa Spencer

Photographs: South Dakota Cultural Heritage Center

Special Thanks: Harold H. Schuler – Author, *The South Dakota Capitol in Pierre*;

Marshall Damgaard – Author, *The South Dakota State Capitol A Century of Change: 1910 – 2010*

Principal: Darlene Braune – St. Joseph School;

Student Re-enactors: Danny Ellenbecker; Conner Gerber; Sara Kelly; Jacob Rysdon; Trevor Ripplinger; Kayla Rounds; Joshua Slocum; Alayna Snyder

Steve Novotny, Dakota Helicopter Services; David Owen: President, South Dakota Chamber of Commerce and Industry Commerce Center

Production Manager: Brad Van Osdel

Executive Producer: James P. Sprecher

Director of Television: Robert Bosse

All Photos: Credit South Dakota Historical Society

© 2008 SDPB

This guide was developed for South Dakota Public Broadcasting by Patrick Gallagher, Cottonwood Communications, Inc., Aberdeen, South Dakota. Teacher reviewers: Marie Schumacher, Roncalli Elementary School, Aberdeen, and Barb Gehrts, Central High School, Aberdeen.



PO Box 5000
Vermillion, SD 57069
1-800-456-0766
SDPB.org