

Dear SDSTA Membership,

Why do you need summer break?

Is it so you can reflect, rethink, and start out fresh in the fall?, so you can spend some time thinking about your own children at home?, so you can work your “summer job”?, so you can attend professional development?, so you can take some time to explore the world (after all it’s so hard to plan for a sub)?, so you can catch up on [insert word here] (chores, tv, world news, a book, something glamorous, etc etc etc)? Teachers do so much during the summer – it’s never truly “time off.” When I was in the classroom though, I so often found it the break from structure and consistency that I needed. I hope each of you are able to take some time to yourselves this summer and do something *you* really want to do. That aside, there are so many great things happening in SD this summer for science education – maybe we’ll get to connect and collaborate at a summer workshop, the It’s All About Science Festival, the 2017 National ChemEd Conference in Brookings, STEMwise in Sioux Falls, the CTE Conference, or just traveling around SD. Whatever you find yourselves doing this summer, I hope that you enjoy the extra hours of sunlight and the warm weather (that 23.5 degree tilt to blame).

This quarter I wanted to add a specific note about “**SCIENCE.**” As teachers of science, I thought it important to reflect and refine our definition of science and research. A quick Google search “**What is Science?**” turns back: sci×ence (ˈsiəns/) *noun*: the intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment. Could not have said it better myself. Searching “**What is research?**” returns a definition that includes both a noun (the systematic investigation into and study

of materials and sources in order to establish facts and reach new conclusions) and a verb (investigate systematically). As educators, we have to maintain the trust and respect of our students, no matter how old. In this age, it is important that we educate our students and the community about this important *systematic* process by which we study the physical and natural world. To educate young people in this day and age, providing them experiences to navigate the research process and explore their world – they can establish and understand rationale for facts and reach new conclusions based on the body of evidence available. A “scientifically literate” community means all community members better understand science and the research process. To me, it will be our greatest collective achievement as science teachers to see our students obtain new evidence and refine, advance, and expand current conclusions.

As always, thank you for your contributions to science education & hope to see you around this summer!

~LIZ McMillan, SDSTA President 2017-18

Table of Contents

ARTsome Astronomy . . .	2
Calendar of Events	11
Eclipse	9
Engineering Activities . . .	4
Grants	6
Membership form	10
NASA Space Place	7-8
Nonmeandered Waters . . .	13
Officers	10
Science Fair Awardees . . .	5
Science Fair Photos	12
SDG&P Digest	3
STEMwise	2

Professional Development Opportunities

[STEMwise] Building Communities

Join SD educators and industry professionals in an exciting workshop aimed at integrating authentic community-based STEM problem solving experiences and connections with regional science and research for students in your classrooms and communities.

Where: Sanford Research, Sioux Falls, SD

When: August 3rd 1:00pm-4:00pm and August 4th 8:30am-4:00pm
(Pre-conference workshop on August 3)

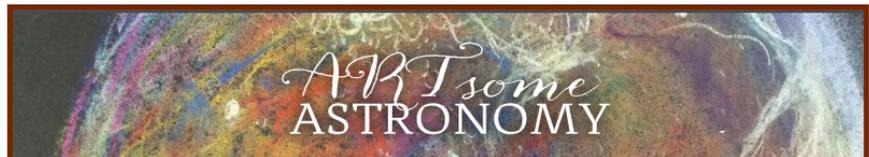
Who: South Dakota Educators and STEM Professionals

For More Information & Registration Visit: www.sanfordresearch.org search: "STEMwise"
or Contact Liz at: SanfordOutreach@sanfordhealth.org; 605.312.6417

The Sanford PROMISE and SD Biotech have teamed up with the Battelle Foundation & AEOP to offer this workshop which provides free registration, meals, and an opportunity for stipends for participation.



Fee: \$145 (Includes art supplies, materials and resources) One Graduate Credit Hour Available (\$45), University of Sioux Falls . Go to SteckelbergConsulting.com to register



Science inspiring art – Art empowering science!

Rocket through the solar system through the lens of an artist! Fuse science, technology and art to understand the story of our celestial neighbors: planets, comets, asteroids, sun, stars and galaxies. Applying STEM and the elements and principles of design, learn how to:

- Engage students in space science education by becoming artist explorers.
- Fuse art, science and technology to inspire students to explore all three disciplines.
- Explore the development of viewing objects in space from the naked eye to remote sensing technology.
- Analyze the mysterious surfaces, make sense of what one sees, hone observation skills and inspire questions.
- Deepen understanding of celestial objects when observing them through an artist's lens.
- Create art inspired by planet and celestial images from remote sensing technology.

Great opportunity for teams of teachers to create a collaborative interdisciplinary unit.
Create a beautiful piece of art while exploring the story of celestial objects.

ARTsome Astronomy I
Sturgis Brown High School
June 12-13, 2017 // 8:30-5:00

Explore the story of terrestrial celestial objects (planets, comets, asteroids). Integrate STEM and the principles and elements of design to produce a piece of art after exploring a variety of mediums and techniques.

ARTsome Astronomy II
Sturgis Brown High School
June 14-15, 2017 // 8:30-5:00

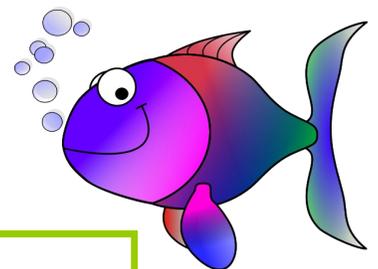
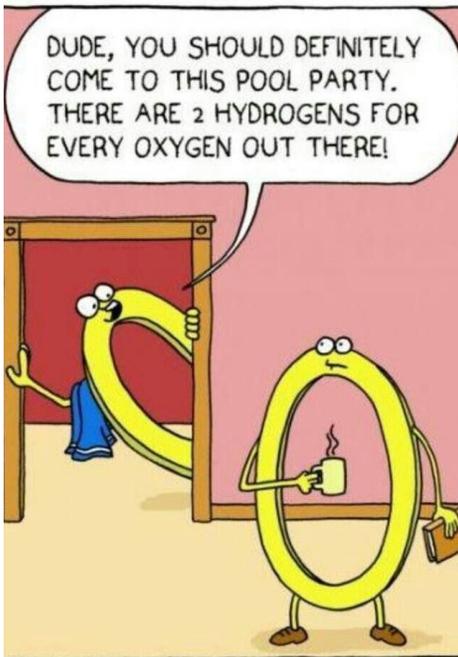
Explore the story of gaseous celestial objects (planets, comets, galaxies). Integrate STEM and the principles and elements of design to create a variety of art projects including a sculpture piece using household items.





ACCESS to 3D PRINTERS—USD GEAR Center

The University of South Dakota GEAR Center is opening a 3D printing makerspace. Sioux Falls students are invited to visit the USD GEAR Center on the University Center site (4800 N. Career Ave) and see what we have to offer! We have a MakerBot Replicator+, a Formlabs Form 2 printer, and an Airwolf AXIOM Dual Drive printer. We are encouraging students to take advantage of these printers. We are still finalizing our policies and schedules for general use of the printers, but both printers are now available during our business hours (M-F, 8AM-5PM). Files can be loaded onto the printers using a USB flash-drive. Please feel free to email our laboratory manager Erin Harmon to set up a meeting if you would like to see our printers and discuss their use (erin.harmon@usd.edu).



SD Game Fish and Parks Conservation Digest Summer Kids Edition 2017

<https://gfp.sd.gov/outdoor-learning/conservation-digest/>

There are interesting articles highlighting wildlife careers and hobbies. You'll certainly be inspired by Kelly Preheim's interview regarding the great bird studies and explorations she does with her kindergartners In Armour, SD. How perfect to share your passion with students and have them love it! Now find some binoculars and go birding!



ENGINEERING ACTIVITIES TO TRY FOR NEXT YEAR

Producing Plastic From Milk

<http://static.nsta.org/pdfs/MoreEverydayEngineeringChapter5.pdf>

HOW MUCH PLASTIC have you handled today? Probably a great deal—perhaps a toothbrush, a shampoo bottle, a peanut butter jar, a plastic bag or two, the keys on your computer keyboard, and a pen or pencil. Just take a look at your car and see how much plastic it contains! In the 21st century, plastic is pervasive in our lives.

Engineering for the Three Little Pigs

<http://ngss.nsta.org/Resource.aspx?ResourceID=26>

This activity helps to demonstrate the importance of rocks, soils, and minerals in engineering and how using the right material for the right job is important. The students build 3 different sand castles composed of varying amounts of sand, water, and glue. The 'buildings' in this lesson are made of sand and glue, sand being a soil and glue being composed of different minerals. They then test them for strength (load bearing), and resistance to weathering. The students will then compare possible solutions and discuss how well each is likely to work while meeting the criteria and constraints of the problem. The students will be the engineers who figure out which materials are best for the buildings they are making, taking into consideration all the properties of materials that are discussed in the lesson.



Stabilization Wedges

<http://ngss.nsta.org/Resource.aspx?ResourceID=612>

The Stabilization Wedges Game is a team-based exercise that teaches players about the scale of the greenhouse gas problem, plus technologies that already exist to dramatically reduce our carbon emissions and get us off the path toward dramatic and damaging climate change. In this game, students are introduced to the concept of stabilization wedges as a way to help reduce carbon emissions. Each stabilization wedge strategy is equal to a reduction of 1 billion tons of emissions per year. Students are put into teams of 3-6 and create a strategy using eight stabilization wedges to reduce carbon emissions. After determining which of four different sectors (electricity production, heating and direct fuel use, transportation, and biostorage) strategies they will choose, students develop a wedge triangle and corresponding 5 minute oral report justifying their choices. The team with the overall best justification, not necessarily best choices, will win.



SDSTA Regional Science Fair Awardees



Memory Games Science Fair Abstract

By
Alastrina Scott

The steps in the scientific method is what was used to create the science fair board. The main reason to figure out what people enjoy to study with for a test to make it easier was that people have trouble trying to easily remember what they learned. What the hypothesis stated was that it is hypothesized that students who see the answers will have a direct relationship in having correct answers. The independent variable are the senses. The dependent variable is the number of correct responses. The constants were the same room, test, temperature, amount of time, and information about what they were doing.

The procedures involved 11-13 year olds taking the test. The 20 subjects who took two test did in all two trials. Where the subjects did the test was in a quiet classroom. How the data was collected was comparing how much each subject got correct. That is how the data was put on the graph's and were collected.

The results provided that the visual group did better than the audio by 32 correct answers. There was 4 null trials in all. The outliers in the first test were 2,3,11. The outlier in the second test was 6.

The conclusion is that my hypothesis was correct because the visual group did better.

The application was this could help tutors studying the child they are helping. Using visual practices makes it easier to score better on a test.

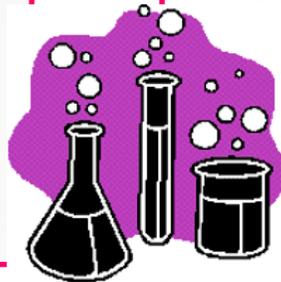
Lincoln Thury
7th Grade
PO. Box 64
Avon, SD 57315

Abstract

Corn is a big cash crop where I live. I wanted to see if we could increase this money maker. I did this experiment using sweet corn instead of field corn as sweet corn is my favorite food. Since these are both types of corn the correlation should still be there between garden and field.

I tested for what depth makes the most edible ears, number of plants germinated, and finally the height of the stalks. Seed companies recommend planting sweet corn two.

In my experiment, I found that germination and the number of edible ears are highly correlated. My data suggests that, for the best performance, sweet corn should be planted slightly deeper than three inches.



South Central Regional Science and Engineering Fair—Dakota Wesleyan University—Lincoln Thury, Avon Middle School

Abstract

My problem was. does adding sand and rock to concrete make it stronger. I had to get some basic information before starting the project. We then constructed 3 mix designs for all three of our cylinders, are cylinders were 50/50 sand/rock, 75/25 rock and 75/25 sand. When we made the mixes I could already tell that I got my hypothesis wrong. The cylinder with more sand was to dry. The one with more rock was to wet. The one with an even amount had a good amount of water. Then we took the cylinders to get them crushed by the compression machine. We crushed all 9 and 50/50 rock/sand had done the best.

High Plains Regional Science Fair—SD School of Mines and Technology—Ali Scott



Northern SD Science Fair—Northern State University—Derek Larson—Aberdeen Roncalli

Each year, SDSTA sponsors cash awards to each regional science fair for the middle school level. Students that receive the awards must submit their abstract to be published in the SDSTA newsletter.

YOU MATTER...
UNTIL YOU MULTIPLY YOURSELF
BY THE SPEED OF LIGHT SQUARED
THEN YOU ENERGY.

Grants

“Take a chance...You will grow professionally and you might get some great classroom materials!”

Champion Creatively Alive Children

<http://www.crayola.com/for-educators/ccac-landing/grant-program.aspx>

The 2017 program provides grants for innovative, creative leadership team building within elementary/middle schools. Beginning December 1, 2016, submit your application for the opportunity to receive a grant to help build your school's creative capacity. Each grant-winning school (up to 20 grants awarded) receives **\$2,500** and Crayola products valued at **\$1,000**. (June 23)

National Weather Association's Sol Hirsch Educational Grants

<http://nwafoundation.org/scholarships-grants/sol-hirsch-education-fund-grants/>

The Grant is intended to allow teachers to: Purchase scientific materials and/or equipment for the classroom, school or community. Begin new school and/or community science outreach and education programs. Enhance and/or expand existing meteorology/science education programs. Attend accredited courses, workshops, and/or conferences related to meteorology that will significantly enhance their teaching activities. (June 14)

Toshiba America Foundation Grants

<http://www.toshiba.com/taf/>

Toshiba America Foundation offers grants up to \$1,000 to K-5 teachers. Applications are due on October 1st each year. Toshiba America Foundation contributes to science & math education by investing in teacher designed projects for 6-12 students. Grade 6-12 grant requests of more than \$5,000 are due June 1st. All other grade 6-12 requests are evaluated on a rolling basis.

Verizon Foundation Education Grants

http://www.grantsforteachers.com/other-grants/Verizon_Foundation_Education_Grants/grantdetails_124.aspx

For education grants, Verizon Foundation funding is intended to support, among other things, projects that promote Science, Technology, Engineering and Math (“STEM”), including, for example, summer or after school programs, teacher training, and research on improving learning in STEM areas through use of technology. However, public, charter, and private K-12 schools, as well as libraries, may not use Foundation grant funding to purchase technology hardware (computers, netbooks, laptops, routers), devices (tablets, phones), data or Internet service and access. Any applications that do not meet these guidelines will require detailed justification and involve an exception approval to be considered. The Verizon Foundation expects all of its grant recipients to comply with all applicable laws, including those governing tax-exempt status and non-discrimination laws. To apply for a grant visit Cybergrants.com.

NASA Space Place Gazette

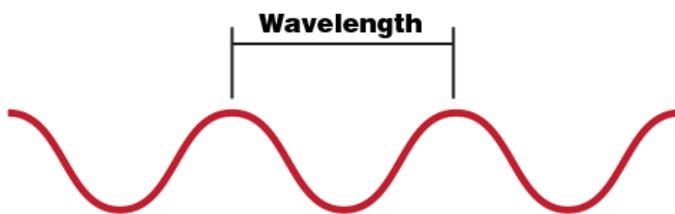


What is a laser?

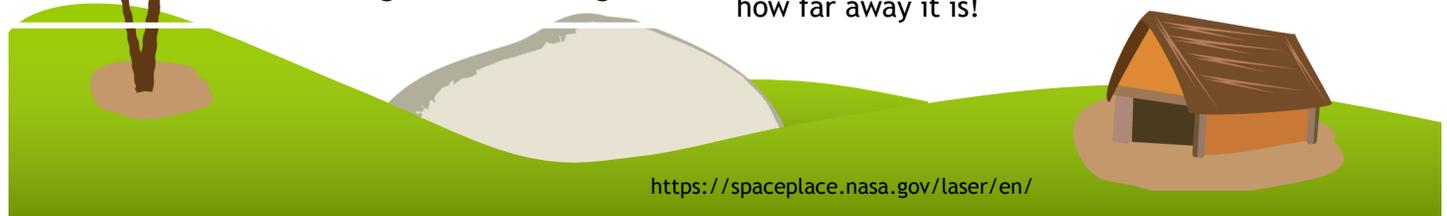
The letters in the word laser stand for **L**ight **A**mplification by **S**timulated **E**mission of **R**adiation. A laser is an unusual light source. It is quite different from a light bulb or a flash light. Lasers produce a very narrow beam of light. This type of light is useful for lots of technologies and instruments—even some that you might use at home!

How does a laser work?

Light travels in waves, and the distance between the peaks of a wave is called the **wavelength**.



Each color of light has a different wavelength. For example, blue light has a shorter wavelength than red light. Sunlight—and the typical light from a lightbulb—is made up of light with many different wavelengths. Our eyes see this mixture of wavelengths as white light.



<https://spaceplace.nasa.gov/laser/en/>

A laser is different. Lasers do not occur in nature. However, we have figured ways to artificially create this special type of light. Lasers produce a narrow beam of light in which all of the light waves have very similar wavelengths. The laser's light waves travel together with their peaks all lined up, or **in phase**. This is why laser beams are very narrow, very bright, and can be focused into a very tiny spot.

Because laser light stays focused and does not spread out much (like a flashlight would), laser beams can travel very long distances. They can also concentrate a lot of energy on a very small area.

Lasers have many uses. They are used in precision tools and can cut through diamonds or thick metal. They can also be designed to help in delicate surgeries. Lasers are used for recording and retrieving information. They are used in communications and in carrying TV and internet signals. We also find them in laser printers, bar code scanners, and DVD players. They also help to make parts for computers and other electronics.

Lasers are also used in instruments called spectrometers. Spectrometers can help scientists figure out what things are made of. For example, the [Curiosity rover](#) uses a laser spectrometer to see what kinds of chemicals are in certain rocks on Mars.

NASA missions have used lasers to study the gases in Earth's atmosphere. Lasers have also been used in instruments that map the surfaces of planets, moons, and asteroids.

Scientists have even measured the distance between the moon and Earth using lasers! By measuring the amount of time it takes for a laser beam to travel to the moon and back, astronomers can tell exactly how far away it is!



NASA Space Place

Educator Newsletter

May-June 2017 / Vol. 10, Issue 3

NEWS AND NOTES FOR FORMAL AND INFORMAL EDUCATORS

Space Place is a NASA website for elementary school-aged kids, their teachers, and their parents.

It's colorful!
It's dynamic!
It's fun!
It's rich with science, technology, engineering, and math content!
It's informal.
It's meaty.
It's easy to read and understand.
It's also in Spanish.
And it's free!

It has over 150 separate modules for kids, including hands-on projects, interactive games, animated cartoons, and amazing facts about space, Earth science, and technology.

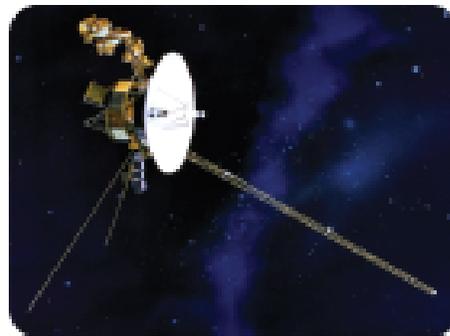
Don't forget to subscribe to our monthly e-newsletter, the NASA Space Place Gazette!
<http://spaceplace.nasa.gov/subscribe>

New!

Voyager 1 and 2: The Interstellar Mission

The Voyager 1 and 2 spacecraft launched from Earth in 1977. Their mission was to explore Jupiter and Saturn—and beyond to the outer planets of our solar system. Learn more:

<https://spaceplace.nasa.gov/voyager-to-planets>



New!

What is gravity?

Gravity is the force by which a planet or other body draws objects toward its center. The force of gravity keeps all of the planets in orbit around the sun. What else does gravity do? Go here to find out!

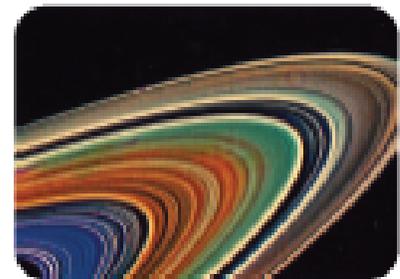
<https://spaceplace.nasa.gov/what-is-gravity>

Saturn's Rings

Saturn's rings are about 400,000 kilometers (240,000 miles) wide.

That's the distance from the Earth to the moon! They range from particles too tiny to see to "particles" the size of a bus. Scientists think they are icy snowballs or ice covered rocks. Learn more:

<https://spaceplace.nasa.gov/saturn-rings>



JunoQuest

Jupiter is the largest planet in our solar system. But, there is still a lot about this gas giant that we don't know. NASA's Juno spacecraft is currently helping scientists learn more. Play JunoQuest and help Juno take us a giant step forward in our understanding of how giant planets form and what part they play in putting together the rest of the solar system:

<https://spaceplace.nasa.gov/junoquest>

EXPERIENCE THE 2017 ECLIPSE ACROSS AMERICA

AUGUST 21, 2017

FIND OUT MORE 

<http://eclipse2017.nasa.gov>

total **Eclipse**
August 21, 2017

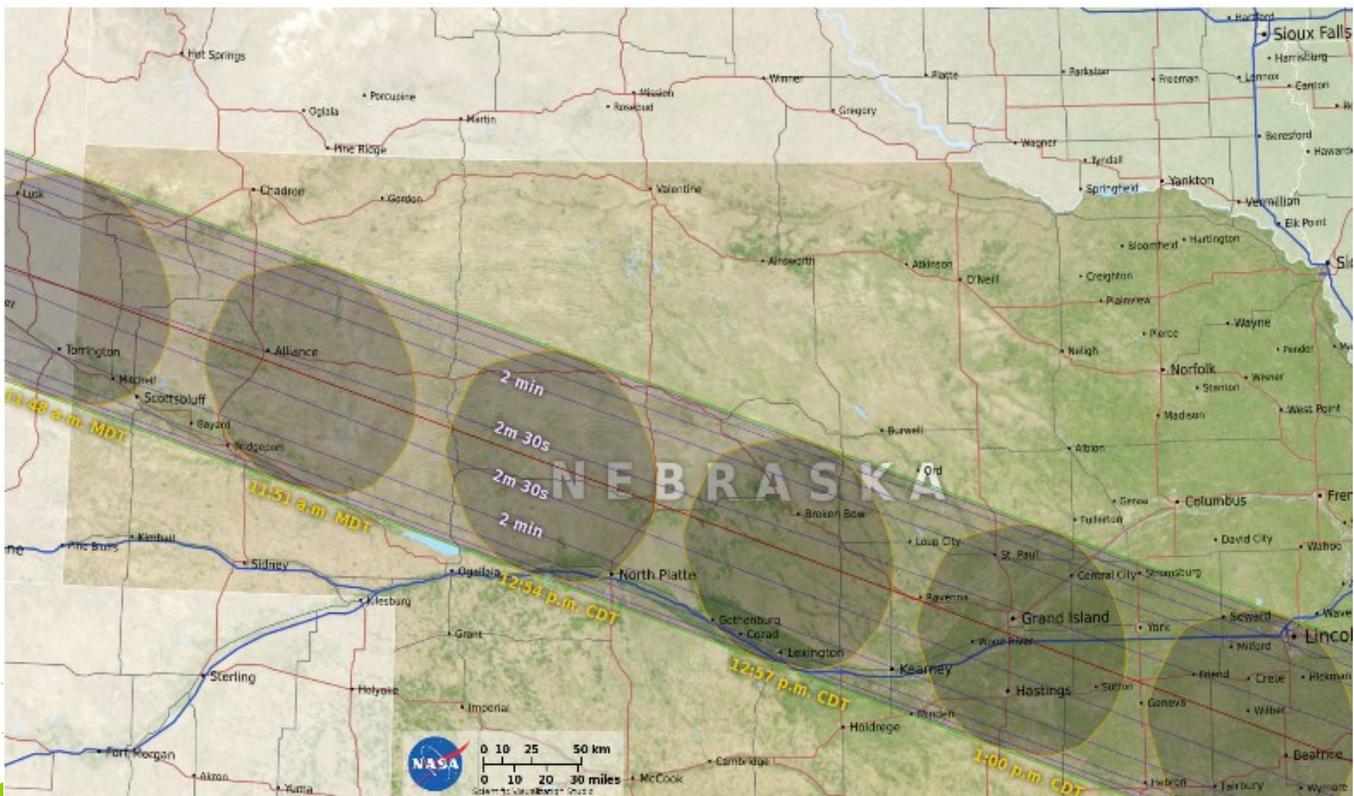


Credit: S. Hebbal, M. Doudnikoff and P. Aniel

Around noon on August 21, 2017, a total eclipse of the Sun will be visible from the contiguous United States for the first time since 1979. The track of the Moon's umbral shadow begins in the Pacific Ocean and crosses the nation from northwest to southeast, from Oregon to South Carolina.

For those in the south-western part of our state, you'd barely have to travel south to be within the total eclipse. For those in the south-eastern part of the state, like Sioux Falls, pack your picnic lunch & leave in the morning and you'll have plenty of time to travel the three hours south to enjoy the event.

If you're going to view the event, do NOT look directly at the sun. Even though the moon blocks the brightness of the sun, it does not block the most damaging part of the electromagnetic spectrum. For your eyes, the safest way to view is a pin-hole camera. (Top sheet of cardboard has a small hole in it & you view the shadow on the bottom sheet of cardboard.) There are special filters and solar-viewing glasses available, like welding goggles, but make sure their rating meets current standards.



SDSTA Officers

President:

Elizabeth McMillan

2101 Morning Glory Drive,
Brookings, SD 57006
Elizabeth.McMillan@sanfordhealth.org

**Past-President and
Newsletter Co-Editor:**

Julie Olson

821 N Capital St.
Mitchell, SD 57301
Julie.Olson@k12.sd.us

President-Elect:

Mark Iverson

1700 11th St. NE
Watertown, SD 57201—
Mark.A.Iverson@k12.sd.us

Secretary:

Tiffany Kroeger—

Tiffany.Kroeger@k12.sd.us

Treasurer:

Deirdre Peck-

Deirdre.Peck@k12.sd.us

Newsletter Co-Editor:

James Stearns

James.Stearns@k12.sd.us

Science Liaisons:

Larry Browning (S D S U)

Larry.Browning@sdstate.edu

Jennifer Fowler -

Jennifer.Fowler@k12.sd.us

Lindsay Kortan -

Lindsay.Kortan@k12.sd.us

Kevin McElhinney -

Vendor@SDSTA.org

Michelle Bartels

Michelle.Bartels@k12.sd.us

PAEMST Contact:

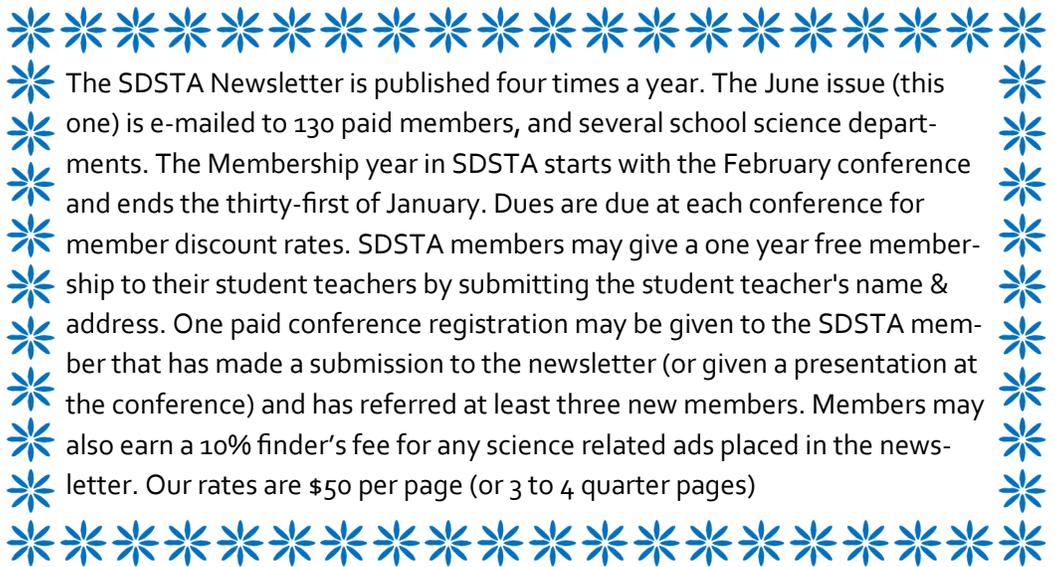
Ramona Lundberg:

Ramona.Lundberg@k12.sd.us



“ The South Dakota Science Teacher "hat" in Tel Aviv, overlooking the old city of Jerusalem, and in the desert at Masada with Dead Sea in background. The hat had a great time. “ - - *Bill.*

SDSTA gave Mr. Bill Badders (Past President of NSTA) a hat as a token of our appreciation for being our Featured Speaker at the 2017 Math/Science Conference in Huron in February. Above are images of the hat on adventures across the globe, see Bill's email below for context.



The SDSTA Newsletter is published four times a year. The June issue (this one) is e-mailed to 130 paid members, and several school science departments. The Membership year in SDSTA starts with the February conference and ends the thirty-first of January. Dues are due at each conference for member discount rates. SDSTA members may give a one year free membership to their student teachers by submitting the student teacher's name & address. One paid conference registration may be given to the SDSTA member that has made a submission to the newsletter (or given a presentation at the conference) and has referred at least three new members. Members may also earn a 10% finder's fee for any science related ads placed in the newsletter. Our rates are \$50 per page (or 3 to 4 quarter pages)

Mail to: Deirdre Peck, SDSTA Treas.
409 S. Kline Street
Aberdeen, SD 57401

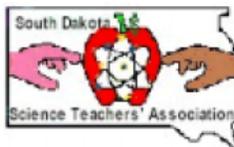


\$ 5	Student
\$ 5	K - 6
\$ 5	Retired
\$20	All Others

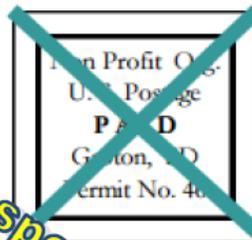
Name _____ Home Phone _____ - _____
 Home Address _____ E-mail _____
 City _____ State _____ Zip _____
 Your School _____ School Phone _____
 School Address _____ City _____ State _____ Zip _____
 Your area K-6 7-8 9-12 College Other _____
 (circle one)
 Referred by _____



South Dakota Science Teachers' Association
 Julie Olson and James Stearns
 Editors, S D S T A Newsletter
 15 North Fifth Street
 Groton, SD 57445-2024



Delivered at the speed of light.



ADDRESS SERVICE REQUESTED



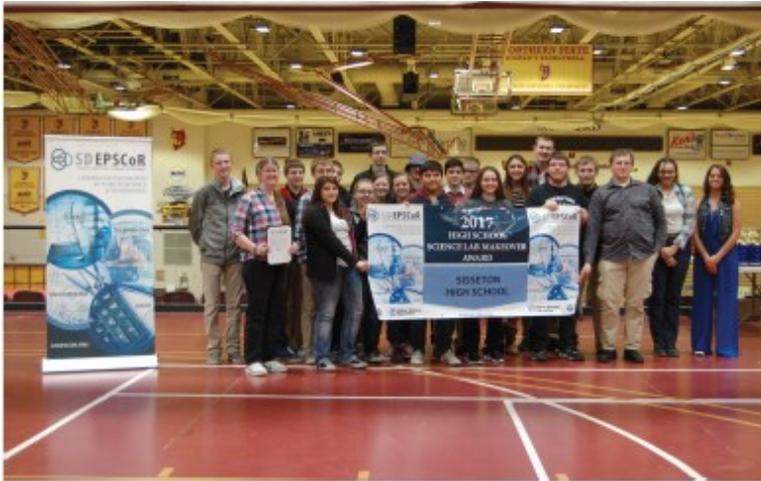
Calendar of Events ~ Calendar of Events

- June 10 It's All About Science, Sioux Falls www.itsallaboutscience.org
- July 10 - 14 Chemistry Modeling Wksp; Shakopee, MN, crutherf@shakopee.k12.mn.us
- July 10 - 21 Physics Modeling Wksp; Shakopee, MN, crutherf@shakopee.k12.mn.us
- July 13 - 24 HS Jr-Sr Geoscience Bridge Program <https://cse.unl.edu/scimath/apps/>
- July 23 - 27 ChemEd at SDSU www.sdstate.edu/ChemEd2017
- August 21 Eclipse Across America <http://Eclipse2017.NASA.gov>
- November 9 - 11 NSTA Area Conference - Milwaukee, WI
- February 8-9 & 10, 2018 26th Annual Science & Math Professional Development Conference in Huron, SD

Calendar of Events ~ Calendar of Events

2017 SCIENCE FAIR PHOTOS

Four rural schools across South Dakota were the recipients of the SD EPSCoR and Fisher Science Education High School Science Lab Makeover Award and 12 rural schools received awards in the School Challenge Competition.



Governor's Column: A Good Compromise On Nonmeandered Waters

A Good Compromise On Nonmeandered Waters

A column by *Gov. Dennis Daugaard*:

For at least 20 years, the northeastern part of our state has been dealing with the issue of nonmeandered waters. For that entire time, the state has NOT been dealing with the problems that our laws have caused.

This issue arose during the 1990s, when eastern South Dakota received far more moisture than normal. Excessive rainfall created new lakes - called nonmeandered lakes - out of areas that once were farmland, pastures, small sloughs or other watersheds. Nonmeandered lakes come in all shapes and sizes, and offer varying degrees of recreational opportunities. Some, such as Cottonwood Lake in Spink County, are well-developed with several boat ramps and over 100 cabins and homes surrounding it; others may be only a couple of acres and a few feet deep.

As the waters of nonmeandered lakes expanded, so did their recreational use, much of which is tied to exceptional fishing in some of the new lakes. As fishing became more commonplace, so did conflicts between sportsmen and landowners. Complaints emerged about boat trailers blocking roadways, littering, noise and many others.

Unfortunately, our state laws surrounding nonmeandered waters have been ambiguous. While the public has a right to use the water, private landowners also have a right to control their property. Governors and legislators have tried several times to address these issues, but the many competing opinions and interests have made compromise impossible.

Ambiguous laws lead to litigation, and the courts have tried to resolve these ambiguities. But in South Dakota, our courts still understand that it's not their job to write new laws - it's their job to ensure the laws are properly and fairly enforced. The South Dakota Supreme Court made that abundantly clear in their *Duerre v. Hepler* decision this past March. In that decision the Court stated, "it is ultimately up to the Legislature to decide how these waters are to be beneficially used in the public interest."

Our state legislators heard the Supreme Court's message loud and clear and the Legislature promptly convened an interim committee to find a solution.

That committee acted quickly. Over the past six weeks, it held four meetings, toured areas inundated with nonmeandered waters, met with affected agricultural producers, sportsmen, and business owners, and heard testimony from over 70 individuals.

The committee was able to mold that mass of information and input into a compromise bill that balances the rights of landowners with the ability of sportsmen to use public waters for recreation. I applaud the efforts of the summer study committee and I support the bill. It will open tens of thousands of acres of nonmeandered waters to public recreation, while respecting the property rights of landowners. You can find it at sdlegislature.gov.

As I write this, I have called a Special Legislative Session for Monday, June 12, to address the recreational use of nonmeandered waters in South Dakota, and I am hopeful that we will finally resolve this issue for the betterment of our state.

New Dignity specialty license plate available July 1

Beginning July 1, South Dakota residents may apply for the new Dignity license plate. The plates will be available for motor vehicles and motorcycles.

Qualifying South Dakotans may apply for Dignity plates at their local county treasurer's office or online at <https://mysdcars.sd.gov> during their renewal period. The plates will be available for the cost of \$10 plus a \$5 mailing fee.

The Dignity plates were designed with the help of the sculpture's creator, Dale Lamphere. The sculpture represents the courage, perseverance and wisdom of the Lakota and Dakota culture in South Dakota and can be found in Chamberlain, S.D.