



TRAVELERS' REST CONNECTION

Thank you for attending a virtual visit of Travelers' Rest State Park! If you wish to assign your class a post-trip activity so that they can continue exploring the field of archaeology or the Lewis and Clark Expedition, we have included the following assignments, which can be adapted to various grade levels.

- 1. Can You Be an Archaeologist – Describe Household Objects**
- 2. Can You Be an Archaeologist - Where Am I?**
- 3. Create Your Own Archaeology Site**
- 4. Camping with Lewis and Clark**
- 5. Additional Options**



Can You Be an Archaeologist?

It's the year 3020. You've been told that many, many people lived in this area of Montana a thousand years ago, and you want to learn more about them and what their lives were like. From an old book, you learn that a family lived in the exact spot you are standing now. Perhaps they left something behind?

1. Go through your house. Find the following objects:
 - a. A toy or stuffed animal.
 - b. Two different coins.
 - c. A fork or spoon.
 - d. A pencil.

Bring them to one spot where you will work. This will be your **archaeological site**. You might also want some tools: a ruler and a pencil and paper (your **field notebook**).

2. Remember, you're an archaeologist in the year 3020. You've never seen *any* of these things before. For each item, write a description that includes at least three observations about the object. Be creative! Here are some questions that can help you get started:
 - a. What shape is it?
 - b. How big is it? Is it heavy?
 - c. What does it feel like?
 - d. What material is it made from?
 - e. Are there any words or information written on it?

3. Now that you've described each item, it's time to make some guesses about what they are. Remember—you've never seen these objects before! All you know is that they are all things that people in 2020 had in their homes.
 - a. What might each item be used for?
 - b. Who might have made each item?

4. It is helpful for archaeologists to find one **artifact**, but it's even better if they can find a group of artifacts all together. This is called an **assemblage**, and this can give more clues to the culture than any single artifact alone.

Based on your assemblage, what can you learn about the culture of people in Montana in 2020? Write at least three sentences.

Vocabulary

Archaeological site – A place where there is evidence (proof) of past human activity

Artifact – An object left behind by people in the past

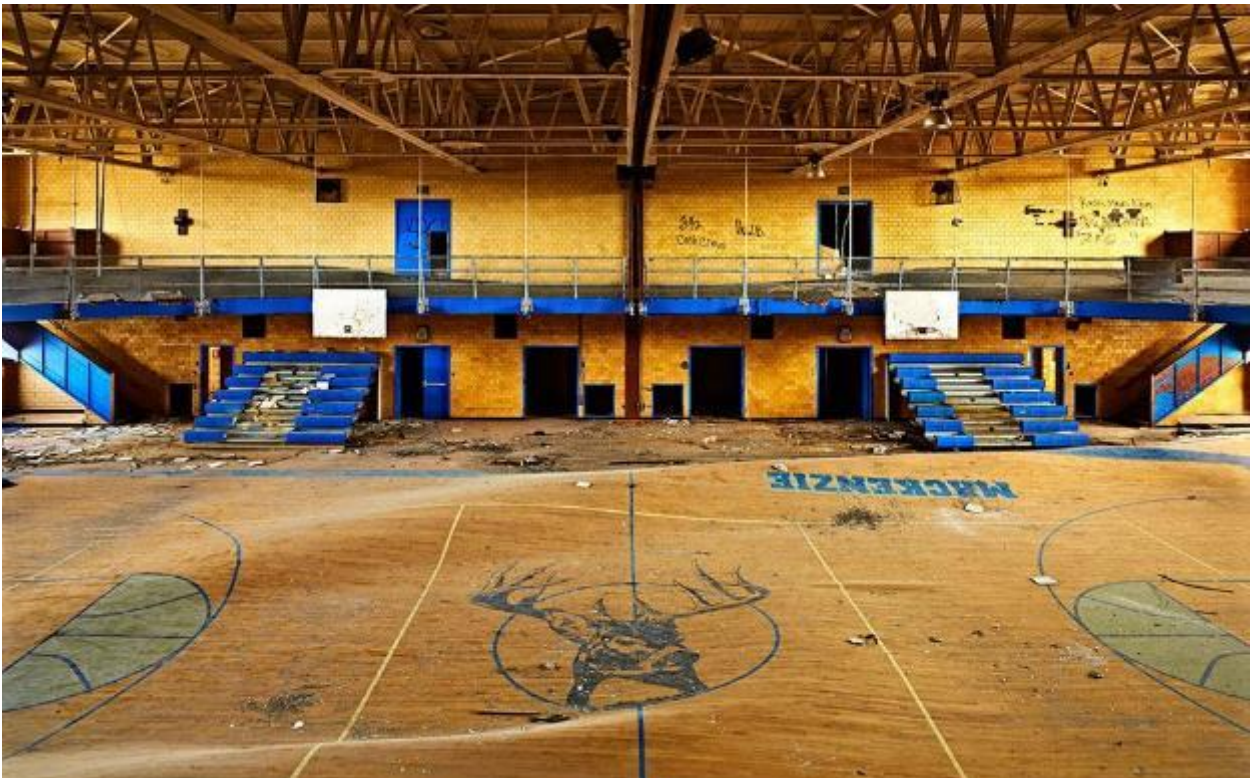
Assemblage – A group of artifacts found within the same area

Field notebook – A notebook that archaeologists use to take notes and record information. Since archaeological sites are often outdoors, field notebooks are usually weatherproof!



Can You Be an Archaeologist?

It's the year 3020. You've been told that many, many people lived in this area of Montana a thousand years ago, and you want to learn more about them and what their lives were like. You are exploring the area, and walk into an old building. Inside, you find this mysterious room:



Source: <https://imgur.com/gallery/T3g1vea>

1. Describe the room as if you were an archaeologist from the year 3020—remember, you've never seen anything like this before! Here are some questions to get you started:
 - a. What are the items in the room made from?
 - b. What colors are they?
 - c. How are they arranged?
 - d. Is it a big space or a small space?
 - e. Are there any recognizable words or pictures?
2. Based on what you observed, write a paragraph about what you think this room might have been used for.



Create Your Own Site

Archaeologists look at **artifacts**—stuff that people left behind—that have often been left outside for hundreds, thousands, or even millions of years. How does this affect what they are able to learn?

1. Choose 3-5 objects in your house, to create your own archaeological site. You should choose things that can get dirty or wet. Try to choose things that are different materials—something made of metal, or plastic, or wood, or even food. Looking at your trash or recycling can be a great place to start!

Why Do Archaeologists Love Trash?

Archaeologists are looking for the objects that people leave behind. And a trash pile is exactly that!

Archaeologists can learn a lot about the daily life of people in the past by looking at what they threw away. Things like broken pottery, forgotten tools or old bones can teach us about what items people used, what food people ate, and what tools people depended on.

2. Choose a spot outside your house. If you want, you can dig a little hole to put your objects in, or just leave them in that spot on the ground.

3. Go back to the same spot 24 hours later. Does it look the same? Has anything changed?

4. Go back to the same spot a week later. Does it still look the same? Has anything changed? Are some materials changing more than others?

5. You can keep your site going for longer than a week. Check with the adults in your house to make sure they are okay with that. And remember to clean it up at some point—while archaeologists do love trash, that doesn't mean we want to be littering!



Camping with Lewis and Clark

Background Information

It took many different clues for archaeologists to be certain that Travelers' Rest was a campsite of the Expedition. One clue was how the campsite had been organized. Many of the men had been in the military. The army had strict rules for how campsites should be set up. These rules were published in a book by Baron von Steuben called Regulations. They followed these rules through much of the journey. Even after their tents rotted away from rain, they may have continued to sleep in this pattern. Can you follow the same instructions to make a campsite?

Materials

- To do this assignment, you need a big open space outdoors. You will also need a measuring tape, and about ten flags, rocks, or sticks to mark your chosen sites.
- If you do not have a measuring tape, assume that each step you take is two feet.

Teacher Supplement: For younger students, or if you cannot assume that they have available space, consider making this a diorama assignment instead, and adjusting the measurements accordingly. Alternatively, you can have students simply make a diorama of what their ideal campsite would look like.

1. First you will want to create one tent site. Each tent would have been about nine feet wide and fourteen feet long. Measure out this site and mark it with a flag, rock, or stick.
 - a. This tent was supposed to be big enough for five adult men. Lie down in your site. Think about whether that would have been comfortable.
2. Based on the size of the expedition, there would have been five tents for the men, and one larger lodge for the captains and interpreters. All these tents would have been in a single line.
 - a. Measure two feet from your first tent. Mark a second tent.
 - b. Measure two more feet from your second tent. Mark a third tent.
 - c. Measure two more feet from your third tent. Mark a fourth tent.
 - d. The sergeants' tent was 18 feet away. Take 9 steps, and mark this fifth tent.
 - e. The captains' lodge was even farther. Take 15 steps, and mark their lodge.
3. There were also three fire hearths so that they could cook food.
 - a. The first fire was 40 feet (20 steps) away from the captains' lodge. Mark this fire.
 - b. There would be two more fires. Each of these would have been 36 feet (18 steps) apart. Mark these off. Your campsite should look like a big "L".
4. Last, but not least, you need a bathroom! This will be a lot farther away—300 feet. Walk 150 steps from the first tent that you marked, and put the flag for your latrine.



Additional Options

1. Time Capsule.

Lewis and Clark stopped at Travelers' Rest in 1805 and 1806—just over two hundred years ago. Things have changed a lot since then. Likely, Montana in 2220 will also be a very different place. What would you want people two hundred years from now to know about you and your life?

- a. Students choose five objects in their home that best represent themselves or their family.
- b. Have them either describe, take a picture, or draw the objects and explain why they chose them.
- c. If desired, provide each student with another of their classmate's pictures/drawings. Have them write down what conclusions they can draw about the person based on what they see.

2. Lewis and Clark Board Game

The Corps of Discovery encountered many challenges along the way—but they did make it all the way to the Pacific Ocean and back!

- a. Students research some challenges that Lewis and Clark encountered. (For some good, age-appropriate resources, see the pre-trip materials.)
- b. Students create a board game based on their research.

3. Create a Comic Strip

A lot happened in this area in the early 1800s! Can your students capture one story as a comic strip?

- a. Students research some challenges that Lewis and Clark encountered or stories about Bitterroot Salish life in the area. (For some good, age-appropriate resources, see the pre-trip materials.)
- b. Students create a comic strip based on one story or challenge. Encourage them to use the five elements of story plot: introduction, rising action, climax, falling action, and conclusion.