



TRAVELERS' REST CONNECTION

In addition to the core packet, we have developed the following possible supplementary assignments. Most of these can be adapted to a variety of grade levels. Note that some of the worksheets include additional possibilities for teachers, based on age or technological access of students.

1. **What's That Thing?**
 - a. **Document: Animals and Plants of Montana**
2. **You're the Primary Source**
3. **Welcome to the Expedition**
4. **[Creature Features](#) (Available Online)**
5. **Create Your Own Journal**



What's That Thing?

The Corps of Discovery saw many animals and plants that were not familiar to them. When they saw something new, they would try to write down as much information as possible, so they could remember what they had seen, and share it with scientists when they got back.

Teacher Note: *We've provided a list of eight animals and plants. If your students have Internet access, you can also encourage them to choose their own, using these incredible [National Park Service maps of animals](#) and [plants](#) described by the Expedition.*

1. Look at the attached list. These are some of the animals and plants that Lewis and Clark first saw in Montana. Choose two that you want to learn more about:

2. First, draw the animals and/or plants that you selected. Include as much detail as you can.

3. Now, write down four observations that you have about each animal and/or plant. Here are some questions to help you get started.
 - a. What color(s) is it?
 - b. What textures do you see?
 - c. Are there any special things you notice about it?

4. If you have access to the internet, look up your animal and/or plant. Either by reading about the animal/plant or watching videos of them, what can you learn about how they behave? Write down three things you learned or observed.

Supplement: Animals and Plants of Montana

Bitterroot (*Lewisia rediviva*)



Mountain Goat (*Oreamnos americanus*)



Long-Billed Curlew (*Numenius americanus*)



Plains Hognose Snake (*Heterodon nasicus*)



Westslope Cutthroat Trout (*Oncorhynchus clarkii lewisi*)



Silvery Lupine (*Lupinus argenteus*)



Clark's Nutcracker (*Nucifraga columbiana*)



Porcupine (*Erethizon dorsatum*)





You're the Primary Source

When people want to learn more about an event in the past, they look at different **sources**, such as books, newspapers, art, artifacts, and more. A **primary source** is something that was created by people living during that event. For example, the journals of Lewis and Clark are primary sources since the men wrote about their own travels.



www.amphilsoc.org/exhibits/treasures/landc.htm

Right now, we are living in an unusual time. In the future, historians will study the coronavirus, and want to learn more about what life was like right now. We can help them by keeping journals too.

Assignment: Keep a journal for a week. This means that, every day, you will write at least five sentences about what happened that day or what is on your mind.

Some things to remember:

1. Every entry should start with the date (month, day, and year).
2. You can write about whatever you want that day. If you're not sure what to write, try answering one of these questions:
 - a. What did you do today?
 - b. How does life feel different now than it did three months ago?
 - c. Did something very special happen today? Describe it.
 - d. What do you hope will happen tomorrow?
3. Journals don't have to be just writing! Lewis and Clark would often include drawings as well. Be creative!

Teacher Note: For younger students, consider having them draw a picture that reflects what happens each day, and writing one sentence.

Here is a sample entry from William Clark:

July 20, 1805 - A fine morning we proceeded on thro' a valley leaving the river about 6 miles to our left and fell into an Indian road...The Misquetors verry troublesom. ...Camped on the river, the feet of the men with me So Stuck with Prickley pear & cut with the Stones that they were Scerseley ablt to march at a Slow gate this after noon.

Teacher Note: Some institutions are already collecting accounts, so students can explore these or submit. See, for example <https://covid19.omeka.net/>. (*Cannot guarantee content is appropriate!)



Welcome to the Expedition

Meriwether Lewis and William Clark both kept a journal of their travels—and so did at least four other members of the group. Pretend that you, too, are on the expedition. What would you write in your journal?

1. The Corps of Discovery camped at Travelers' Rest two times: September 9-11, 1805 and June 30-July 3, 1806. In September 1805, they were getting ready to climb over high mountains filled with snow. In July 1806, they had already reached the Pacific Ocean and were coming back home. After they rested at this place, they planned to split into two groups and each explore a new area. This was the only time that the group ever split up like this.
2. Choose one of these dates, and imagine what their visit might have been like. Some questions to consider:
 - a. What is the weather normally like at that time of year?
 - b. What plants and animals might they have seen in this area?
 - c. By the time they got to Travelers' Rest the first time, they had already been gone from home for over a year. How might they be feeling about the journey? About the other members of the party?
 - d. They stayed for three days to rest. What do you like to do when you rest? What do you think they might have liked to do?
 - e. Both times, they were preparing for something new. How do you feel when you face a new challenge? How might they have felt?

Teacher Note: *Students can read the original journal entries about Travelers' Rest online. The September visit begins [here](#) and the June-July visit begins [here](#). Older students can also choose a member of the party to research, and then write from their perspective. Biographies of the members of the Expedition can be found [here](#) and [here](#).*

3. Write your journal entries for the dates that you selected. Write at least five sentences for each day.



Create Your Own Journal

Teacher Note: This can be done as a stand-alone art project, or before either "You're the Primary Source" or "Welcome to the Expedition," so they have a physical journal to write in.

All you really need to start a journal is paper and a pencil. But if you do want to feel more like Meriwether Lewis and William Clark, you can make your own journal that looks 200 years old.

Materials

- **Brown paper.** A paper grocery bag or lunch bag works best. You can also use brown or tan construction paper. This will be your cover.
- **5 pieces of white paper.** These will be your pages.
- **Scissors.**
- **String.** Yarn, ribbon, or twine can work too.

Instructions

1. Fold the white paper in half, hamburger-style. This will give you ten pages of paper.
2. Fold your brown paper in half the same way.
3. Decide how big you want your journal to be. Use the scissors to cut your folded brown paper to the size that you want your journal to be. Cut the folded white pages so that they are slightly smaller. Remember that the brown paper is your cover!
4. Put the white paper inside the brown paper. It should look like a notebook now.
5. You can staple everything together along the crease. But if you want it to look older, you can use the scissors or a hole punch to make holes along the crease.
6. Put the string through each of the holes and tie your journal pages together.

And now you have a journal. Don't forget to decorate the cover!

Make Your Journal Look Old

Want to make your journal look like it was on the trail for two years?

Try one of these:

- Rub dirt or ash onto some of the pages.
- Ask an adult to help you burn it along the edges.
- Use a wet teabag to make brown stains. You can also dip pages in tea and let them dry. This will also make ripples in the paper.