



Archaeology

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2007 • This workbook was updated in April 2012.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about improving this workbook to: Workbooks@USScouts.org

1. Tell what archaeology is and explain how it differs from anthropology, geology, paleontology, and history.

Archaeology _____

Anthropology: _____

Geology: _____

Paleontology: _____

History: _____

2. Describe each of the following steps of the archaeological process: site location, site excavation, artifact identification and examination, interpretation, preservation, and information sharing.

Site location: _____

Site excavation: _____

Artifact identification: _____

Examination: _____

Interpretation: _____

Preservation: _____

Information sharing: _____

3. Describe at least two ways in which archaeologists determine the age of sites, structures, or artifacts.

1. _____

2. _____

Explain what relative dating is. _____

4. Do TWO of the following:

a. Learn about three archaeological sites located *outside* the United States.

b. Gather research on three archaeological sites that are within the United States.

c. Visit an archaeological site and learn about it.

For EACH site you research for options a, b, or c, point it out on a map and explain how it was discovered. Describe some of the information about the past that has been found at each site. Explain how the information gained from the study of these sites answers questions that archaeologists are asking and how the information may be important to modern people. Compare the relative ages of the sites you research.

(Maps of the World and of the contiguous United States can be found at the end of the workbook)

Site 1: _____

Point out it out on a map

Explain how it was discovered. _____

Describe some of the information from the past that has been found at the site. _____

Explain how the information gained from the study of this sites answers questions that archaeologists are asking ____

Explain how the information may be important for modern people. _____

Site 2: _____

Point out it out on a map

Explain how it was discovered. _____

Describe some of the information from the past that has been found at the site. _____

Explain how the information gained from the study of this sites answers questions that archaeologists are asking ____

Explain how the information may be important for modern people. _____

Site 3: _____

Point out it out on a map

Explain how it was discovered. _____

Describe some of the information from the past that has been found at the site. _____

Explain how the information gained from the study of this sites answers questions that archaeologists are asking ____

Explain how the information may be important for modern people. _____

Site 4: _____

Point out it out on a map

Explain how it was discovered. _____

Describe some of the information from the past that has been found at the site. _____

Explain how the information gained from the study of this sites answers questions that archaeologists are asking ____

Explain how the information may be important for modern people. _____

Site 5: _____

Point out it out on a map

Explain how it was discovered. _____

Describe some of the information from the past that has been found at the site. _____

Explain how the information gained from the study of this sites answers questions that archaeologists are asking ____

Explain how the information may be important for modern people. _____

Site 6: _____

Point out it out on a map

Explain how it was discovered. _____

Describe some of the information from the past that has been found at the site. _____

Explain how the information gained from the study of this sites answers questions that archaeologists are asking ____

Explain how the information may be important for modern people. _____

Compare the relative ages of the sites you researched.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

5. Choose ONE of the sites you picked for Requirement 4 and give a short presentation about your findings to a Cub Scout pack, your Scout troop, your school class, or another group.

6. Do the following:

- a. Explain why it is important to protect archaeological sites. _____

b. Explain what people should do if they think they have found an artifact. _____

c. Describe ways in which you can be a protector of the past. _____

7. Do ONE of the following:

a. Make a list of items you would like to include in a time capsule.

Discuss with your merit badge counselor what archaeologist a thousand years from now might learn from the contents of your capsule about you and the culture in which you live. _____

b. Make a list of the trash your family throws out during one week.

Discuss with your counselor what archaeologists finding that trash a thousand years from now might learn from it about you and your family. _____

8. Do ONE of the following:

- a. Under the supervision of a qualified archaeologist, spend at least eight hours helping to excavate and archaeological site.
- b. Under the supervision of a qualified archaeologist, spend at least eight hours in an archaeological laboratory helping to prepare artifacts for analysis, storage, or display.
- c. If you are unable to work in the field or in a laboratory under the supervision of a qualified archaeologist, you may substitute a mock dig. To find out how to make a mock dig, talk with a professional archaeologist, trained avocational archaeologist, museum school instructor, junior high or high school science teacher, advisor from a local archaeology society, or other qualified instructor. Plan what you will bury in your artificial site to show use of your "site" during two time periods.

9. Under the supervision of a qualified archaeologist or instructor, do ONE of the following: _____

- a. Help prepare an archeological exhibit for display in a museum, visitor center, school, or other public area.
- b. Use the methods of experimental archaeology to re-create an item or to practice a skill from the past. Write a brief report explaining the experiment and its results.

10. Do ONE of the following:

- a. Research American Indians who live or once lived in your area. Find out about traditional lifeways, dwellings, clothing styles, arts and crafts, and methods of food gathering, preparation, and storage.

Describe what you would expect to find at an archaeological site for these people. _____

- b. Research settlers or soldiers who were in your area at least 100 years ago. Find out about the houses or forts, ways of life, clothing styles, arts and crafts, and dietary habits of the early settlers, farmers, ranchers, soldiers, or townspeople who once lived in the area where your community now stands.

Describe what you would expect to find at an archaeological site for these people. _____

11. Identify three career opportunities in archaeology.

- 1. _____
- 2. _____
- 3. _____

Pick one and explain how to prepare for such a career. _____

Discuss with your counselor what education and training are required, and explain why this profession might interest you.

Education _____

Training _____

Why this profession might interest you. _____





Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Archaeology#Requirement_resources

Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the *official* Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4] — Unauthorized Changes to Advancement Program**
No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.
(There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[Inside front cover, and 7.0.1.1] — The [‘Guide to Safe Scouting’](#) Applies**
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- **[7.0.3.1] — The Buddy System and Certifying Completion**
Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative —or better yet, another Scout working on the same badge— along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
- **[7.0.3.2] — Group Instruction**
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout — actually and *personally*— completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.
- **[7.0.3.3] — Partial Completions**
Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.