



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 619576).

The requirements were last issued or revised in 2014 • This workbook was updated in January 2014.

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 this **workbook** to: Workbooks@USScouts.Org
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

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

Archaeology

Anthropology:

Geology:

Paleontology:

Treasure
Hunting

History:

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

Site location:

Development of a research design

Historical research

Site excavation:

Artifact identification:

Examination:

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.

1.	
2.	
3.	

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

1.	
2.	
3.	

- c. Visit an archaeological site and learn about it.

Site visited:

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 it out on a map Inside the USA Outside the USA Visited

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:

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- Point it out on a map Inside the USA Outside the USA Visited

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:

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- Point it out on a map Inside the USA Outside the USA Visited

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:

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- Point it out on a map Inside the USA Outside the USA Visited

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:

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- Point it out on a map Inside the USA Outside the USA Visited

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:

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- Point it out on a map Inside the USA Outside the USA Visited

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 about you and the culture in which you live based on the contents of your capsule.

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

Discuss with your counselor what archaeologists might learn about you and your family if they found your trash a thousand years from now.

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.

Clothing styles

Arts and crafts

Food gathering

Food preparation

Food 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 - 2013](#), No. 33088 (SKU-618673)

[1.0.0.0] — Introduction

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, and previous editions of the *Guide to Advancement*.

[Page 2, and 5.0.1.4] — Policy on 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 special needs. For details see section 10, “Advancement for Members With Special Needs”.

[Page 2] — 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.

[7.0.3.1] — The Buddy System and Certifying Completion

A youth member must not meet one-on-one with an adult. 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 verification. 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.

Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See “Fulfilling More Than One Requirement With a Single Activity,” 4.2.3.6.

[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.

It is sometimes reported that Scouts who have received merit badges through group instructional settings have not fulfilled all the requirements. To offer a quality merit badge program, council and district advancement committees should ensure the following are in place for all group instructional events.

- Merit badge counselors are known to be registered and approved.
- Any guest experts or guest speakers, or others assisting who are not registered and approved as merit badge counselors, do not accept the responsibilities of, or behave as, merit badge counselors, either at a group instructional event or at any other time. Their service is temporary, not ongoing.
- Counselors agree not to assume prerequisites have been completed without some level of evidence that the work has been done. Pictures and letters from other merit badge counselors or unit leaders are the best form of prerequisite documentation when the actual work done cannot be brought to the camp or site of the merit badge event.
- There is a mechanism for unit leaders or others to report concerns to a council advancement committee on summer camp merit badge programs, group instructional events, and any other merit badge counseling issues—especially in instances where it is believed BSA procedures are not followed. See “Reporting Merit Badge Counseling Concerns,” 11.1.0.0.
- 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.

[7.0.3.3] — Partial Completions

A Scout need not pass all the requirements of one merit badge with the same counselor. It may be that due to timing or location issues, etc., he must meet with a different counselor to finish the badge. 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, the counselor does not retain his or her 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 unit leader 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 Scout’s 18th birthday. Units, districts, or councils shall not establish other expiration dates for partial merit badges.

[7.0.4.8] — Unofficial Worksheets and Learning Aids

Worksheets and other materials that may be of assistance in earning merit badges are available from a variety of places including unofficial sources on the Internet and even troop libraries. Use of these aids is permissible as long as the materials can be correlated with the current requirements that Scouts must fulfill. Completing “worksheets” may suffice where a requirement calls for something in writing, but this would not work for a requirement where the Scout must discuss, tell, show, or demonstrate, etc. Note that Scouts shall not be required to use these learning aids in order to complete a merit badge.