



Archaeology

Merit Badge Workbook



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

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Merit Badge Counselors may not require the use of this or any similar workbooks.

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 637685).

The requirements were last issued or revised in 2014 • This workbook was updated in May 2017.

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

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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.

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- 2.

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- 3.

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

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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.

When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088). Important excerpts from that publication can be downloaded from <http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf>. You can download a complete copy of the *Guide to Advancement* from <http://www.scouting.org/filestore/pdf/33088.pdf>.

