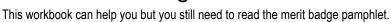
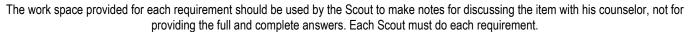


American Heritage

Merit Badge Workbook





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 2006	• This workbook was updated in <u>December 2013</u> .
Scout's Name:	Unit:
Counselor's Name:	
Please submit errors, omissions, comments or suggest	• http://www.MeritBadge.Org ions about this workbook to: Workbooks@USScouts.Org or the merit badge should be sent to: Merit.Badge@Scouting.Org
	to the section that begins with "We hold these truths to be self- curity." Rewrite that section in your own words, making it as easy ur merit badge counselor and discuss the importance of the
2. Do TWO of the following:	
a. Select two individuals from American history, one a	a political leader (a president, senator, etc.) and the other a d out about each person's accomplishments and compare the e.
1. Political Leader:	
Accomplishments & Contributions	

2.	Priva	te Citizen:	
	Ac	complishm	ents & Contributions
V A	Vith yo	our counsel an society.	or's approval, choose an organization that has promoted some type of positive change in
			organization believed this change was necessary and how it helped to accomplish the change.
	Why:		
	How:		
D)iscus	s how this o	organization is related to events or situations from America's past.

American Heritage

Scout's Name: _____

American He	eritage	Scout's Name:						
c.		selor's approval, interview two veterans of the U.S. military. Find out what their experiences were terans what they believe they accomplished.						
	Veteran 1:							
	Experience	s & accomplishments						
	Veteran 2:	2.0.00000000000000000000000000000000000						
	Experience	s & accomplishments						
☐ d.	these people wh	selor's approval, interview three people in your community of different ages and occupations. Ask nat America means to them, what they think is special about this country, and what American eel are important to preserve.						
	Person 1:							
	What Amer	ica means to them						
	What do the	ey think is special about this country?						
	What do the	ey think is special about this country?						
	What do the	ey think is special about this country?						
	What do the	ey think is special about this country?						

American Heritage	Scout's Name:
	hat American traditions are important to preserve?
_	
Persor	
W	hat America means to them
VVI	hat do they think is special about this country?
_	hat American traditions are important to preserve?
VVI	hat American traditions are important to preserve?
_	
L	
Persor	n 3:
W	hat America means to them

American H	Heritage	Scout's Name:
	What do they think is special about this countr	у?
	What American traditions are important to pre	serve?
3. Do the	e following:	
a.	Select a topic that is currently in the news.	
	Describe to your counselor what is happening.	
	Explain how today's events are related to or affect	ed by the events and values of America's past.

American H	eritage	Scout's Name:					
b.	For each of the followi continues to influence anthem. The Flag:	ng, describe its adoption, tell about any changes since its adoption, and explain how each one Americans today: the flag, the Pledge of Allegiance, the seal, the motto, and the national					
	Adoption						
	Ασομίση						
	Ohanana						
	Changes						
	Influence today						
	The Pledge of Allegian	nce:					
	Adoption						
	Changes						
	Influence today						
	•						

American Heritage	Scout's Name:
The Seal:	
Adoption	
·	
01	
Changes	
Influence today	
The Motto:	
Adoption	
Changes	
Influence today	
iiiiidonoo tadaj	
	l l

American Heritage	Scout's Name:
The National Anthem	
Adoption	
Changes	
Influence today	
c. Research your family	's history. Find out how various events and situations in American history affected your family. with your counselor. Tell why your family came to America.
Shale what you lind v	with your counselor. Tell willy your larning came to America.

ican F		t the	toll	niwo	na.																					
o TV														٠,		٠.,										
a.	Ex T	xpıa	n W	nat	ıs n	near	ι by	tne	ıva	illon	ai F	regis	ier (OT F	1IST) FIC I	lac	es.								
	D	escr	ibe	how	ı a _l	orop	erty	bec	om	es e	eligi	ble fo	or lis	stine	g.											
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American Heritage	Scout's Name:
Tell aborhistorica	ut any National Register properties in your area. Share the map with your counselor, and describe the I points you have indicated.
b. Researc	h an event of historical importance that took place in or near your area. If possible, visit the place. Tell your or about the event and how it affected local history.
Courses	about the event and new it anested local history.
Describe	e how the area looked then and what it now looks like.
Then	
111011	
Now	

American H	eritage	Scout's Name:
c.	Find out when, what a part.	hy, and how your town or neighborhood started, and what ethnic, national, or racial groups played
	When:	
	Why:	
	How	
	What groups:	
	Find out how the	area has changed over the past 50 years and try to explain why.
☐ d.	Take an active part	art in a program about an event or person in American history. Report to your counselor about the syou took, and the subject.
	program, are pro-	you took, and are easyees.

AIIIE	Hica	ппе	nage			Scouts Name.
		e.	Visit a historic trail or w	alk in your area.		
				rith your counselor what you have lear might qualify for National Register li		. Discuss the importance of this location and
5.	Do (ONE	of the following:			
		of Ar	merican history. Descri			counselor and parent) that are set in some period ilm is with regard to the historical events depicted
		Film	1:			
		F	Period			
		Α	accuracy of time			
		A	accuracy of characters			
		Film	2:			
		F	Period			
		A	accuracy of time			
		Α	accuracy of characters			
				r counselor's approval) of someone out this individual and some things you		as made a contribution to America's heritage. Tell not admire.
		Expl	ain why you think this p	erson has made a positive or a nega	ative c	contribution to America's heritage.

American Heritage	Scout's Name:
c. Listen to r counselor recording	recordings of popular songs from various periods of American history. Share five of these songs with your standard and describe how each song reflects the way people felt about the period in which it was popular. If a is not available, have a copy of the lyrics available.
Song 1.	
Song 2.	
Song 3.	
Song 4.	
Song 5.	

	Scouts Name.
iscuss with y	our counselor the career opportunities in American heritage.
ick one that i	interests you and explain how to prepare for this career.
Career	
/ai eei	
icouco what	education and training are required for this career.
F	education and training are required for this career.
Education	
•	
-	
-	
Training	

Requirement resources can be found here:

http://www.meritbadge.org/wiki/index.php/American Heritage#Requirement resources

6.

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.