



American Heritage

Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet (book). No one can add or subtract from the Boy Scout Requirements #33215. Merit Badge Workbooks and much more are below: [Online Resources](#).

Send comments to: craig@craiglincoln.com. Requirements revised: 2006, Workbook updated: February 2008.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Ph #: _____

1. Read the Declaration of Independence. Pay close attention to the section that begins with "We hold these truths to be self-evident" and ends with "to provide new Guards for future security." Rewrite that section in your own words, making it as easy to understand as possible. Then share your writing with your merit badge counselor and discuss the importance of the Declaration of Independence. _____

2. Do TWO of the following:

a. Select two individuals from American history, one a political leader (a president, senator, etc.) and the other a private citizen (a writer, religious leader, etc.). Find out about each person's accomplishments and compare the contributions each has made to America's heritage.

Political Leader: _____

Accomplishments & Contributions _____

Political Leader: _____

Accomplishments & Contributions _____

b. **With your counselor's approval**, choose an organization that has promoted some type of positive change in American society. _____

Find out why the organization believed this change was necessary _____

and how it helped to accomplish the change. _____

Discuss how this organization is related to events or situations from America's past. _____

- c. **With your counselor's approval**, interview two veterans of the U.S. military. Find out what their experiences were like. Ask the veterans what they believe they accomplished.

Veteran: _____

Experiences & accomplishments _____

Veteran: _____

Experiences & accomplishments _____

- d. **With your counselor's approval**, interview three people in your community of different ages and occupations. Ask these people what America means to them, what they think is special about this country, and what American traditions they feel are important to preserve.

Person _____

What America means to them _____

What do they think is special about this country? _____

What American traditions are important to preserve? _____

Person _____

What America means to them _____

What do they think is special about this country? _____

What American traditions are important to preserve? _____

Person _____

What America means to them _____

What do they think is special about this country? _____

What American traditions are important to preserve? _____

3. Do the 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 affected by the events and values of America's past. _____

b. For each of the following, describe its adoption, tell about any changes since its adoption, and explain how each one continues to influence Americans today: the flag, the Pledge of Allegiance, the seal, the motto, and the national anthem.

The Flag: Adoption _____

Changes since its adoption _____

Influence today _____

The Pledge Of Allegiance: Adoption _____

Changes since its adoption _____

Influence today _____

The Seal: Adoption _____

Changes since its adoption _____

Influence today _____

The Motto: Adoption _____

Changes since its adoption _____

Influence today _____

And The National Anthem: Adoption _____

Changes since its adoption _____

Influence today _____

c. Research your family's history. Find out how various events and situations in American history affected your family. Share what you find with your counselor. Tell why your family came to America. _____

4. Do TWO of the following:

a. Explain what is meant by the National Register of Historic Places. _____

Describe how a property becomes eligible for listing. _____

Make a map of your local area, marking the points of historical interest. Tell about any National Register properties in your area. Share the map with your counselor, and describe the historical points you have indicated.

b. Research an event of historical importance that took place in or near your area. If possible, visit the place. Tell your counselor about the event and how it affected local history. _____

Describe how the area looked then and what it now looks like. _____

c. Find out when, _____

why, _____

and how your town or neighborhood started, _____

and what ethnic, national, or racial groups played a part. _____

Find out how the area has changed over the past 50 years and try to explain why. _____

d. Take an active part in a program about an event or person in American history. Report to your counselor about the program, the part you took, and the subject. _____

e. Visit a historic trail or walk in your area. _____

After your visit, share with your counselor what you have learned. Discuss the importance of this location and explain why you think it might qualify for National Register listing. _____

5. Do ONE of the following:

a. Watch two motion pictures (with the approval and permission of your counselor and parent) that are set in some period of American history. Describe to your counselor how accurate each film is with regard to the historical events depicted and also with regard to the way the characters are portrayed.

Film _____

Period _____

Accuracy of time _____

Accuracy of characters _____

Film _____

Period _____

Accuracy of time _____

Accuracy of characters _____

b. Read a biography (with your counselor's approval) of someone _____

who has made a contribution to America's heritage. Tell some things you admire about this individual _____

and some things you do not admire. _____

Explain why you think this person has made a positive or a negative contribution to America's heritage. _____

c. Listen to recordings of popular songs from various periods of American history. Share five of these songs with your counselor, and describe how each song reflects the way people felt about the period in which it was popular. If a recording is not available, have a copy of the lyrics available.

Song _____

How it reflects the period _____

Song _____

How it reflects the period _____

Song _____

How it reflects the period _____

Song _____

How it reflects the period _____

Song _____

How it reflects the period _____

6. Discuss with your counselor the career opportunities in American heritage. _____

Pick one that interests you _____
and explain how to prepare for this career. _____

Discuss what education and training are required for this career. _____

Online Resources *(Use any Internet resource with caution and only with your parent's or guardian's permission.)*

Merit Badge Workbooks: usscouts.org -or- meritbadge.org ► **Merit Badge Books:** www.scoutstuff.org

Boy Scouts of America: <http://www.scouting.org/> ► [Requirements](#) ► [Intro to Merit Badges](#) ► [Guide to Safe Scouting](#)

Academy of Achievement: <http://www.achievement.org>

America Singing: 19th Century Song Sheets: <http://memory.loc.gov/ammem/amsshtml/amsshhome.html>

America's Library: <http://www.americaslibrary.gov>

The Statue of Liberty-Ellis Island Foundation Inc.: <http://www.ellisland.org>

American Veterans (AMVETS): <http://www.amvets.org>

Family Search Internet Genealogy Service: <http://www.familysearch.org>

Federal Depository Library Program: <http://www.gpoaccess.gov/libraries.html>

Genealogy.com: <http://www.genealogy.com>

TheHistoryNet: <http://www.thehistorynet.com>

The Lester S. Levy Collection of Sheet Music: <http://levysheetmusic.mse.jhu.edu>

Library of Congress: <http://www.loc.gov>

National Constitution Center: <http://www.constitutioncenter.org>

National Park Service: <http://www.nps.gov>

National Register of Historic Places: <http://www.cr.nps.gov/nr/listing.htm>

Smithsonian Institution: <http://www.si.edu>

U.S. Census Bureau: <http://www.census.gov>

U.S. Government Printing Office: <http://www.gpoaccess.gov>

The White House: <http://www.whitehouse.gov>

Veterans of Foreign Wars (VFW): <http://www.vfw.org>