

Cub Scout Badges:

Wolf Scout Council Fire #4

Learn about the changes in your community and create a project to show your den how the community has changed.

Collections and Hobbies

#3a Complete one of the following and tell your den what you learned:

A. Visit a show or museum that displays different collections or models.

Bear Scout Paws for Action

2B. Find out where places of historical interest are located in or near your community, town, or city. Go and visit one of them with your family or den.

BSA Badges:

American Cultures;

(1e): Go to a library or museum to see a program or exhibit featuring one group's traditions. Report on what you see and learn.

(4): Talk about a contribution made to our country by three different people, each from a different racial, ethnic, or religious background.

American Heritage;

(2a): 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.

(2d): 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.

(4a-e): 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.

(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.

Archaeology;

(1): Tell what archaeology is and explain to your counselor how it differs or relates to other fields of study such as anthropology, geology, paleontology, and history. Explain how archaeology is different than artifact collecting or treasure hunting.

(2): Describe each of the following steps of the archaeological process: site location, development of background research and a research design, site survey and fieldwork, artifact identification and examination, interpretation, preservation, and information sharing.

(7a): Visit a museum to observe how artifacts aid in conveying history.

(10): Research a group of people who lived in your area more than 100 years ago. Find out about their ways of life, including housing, clothing, arts and crafts, tools, trade and markets, rituals and religions, and diets, and their relationships with other groups of people in the area. Describe what you would expect to find at an archaeological site where these people lived. Explain how these people influenced your current community.

Architecture;

(1a): Tour your community and list the types of buildings you see. Try to identify buildings that can be associated with a specific period of history or style of architecture. Make a sketch of the building you most admire.

(2c-d): In the Outdoor Code, a Scout pledges to "be conservation-minded." *Discuss the following with your counselor:*

(2c): The relationship of architecture with its surrounding environment and the community.

(2d): How entire buildings can be reused rather than torn down when they no longer serve their original purpose.

****Citizenship in the Community;***

(2): *Do the following:*

(2a): On a map of your community, locate and point out the following:

-Chief government buildings such as your city hall, county courthouse, and public works/services facilities

-Fire station, police station, and hospital nearest your home.

-Parks, playgrounds, recreation areas, and trails.

-Historical or other interesting points of interest.

(2b): Chart the organization of your local or state government. Show the top offices and tell whether they are elected or appointed.

(8): Develop a public presentation (such as a video, slide show, speech, digital presentation, or photo exhibit) about important and unique aspects of your community. Include information about the history, cultures, and ethnic groups of your community; its best features and popular places where people gather; and the challenges it faces. Stage your presentation in front of your merit badge counselor or a group, such as your patrol or a class at school.

****Citizenship in the Nation;***

(2a): Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.

Collections;

(3): Demonstrate your knowledge of preserving and displaying your collection.

(3a): Explain the precautions you need to take to preserve your collection, including

1. Handling
2. Cleaning
3. Storage

(8): Find out about career opportunities in collecting. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.

Exploration;

(2): **History of Exploration.** Discuss with your counselor the history of exploration. Select a field of study with a history of exploration to illustrate the importance of exploration in the development of that field (for example, aerospace, oil industry, paleontology, oceanography, etc.).

(7): **Prepare for an Expedition.** With your parent's permission and counselor's approval, prepare for an actual expedition to an area you have not previously explored; the place may be nearby or far away. *Do the following:*

(7a): Make your preparations under the supervision of a trained expedition leader, expedition planner, or other qualified adult experienced in exploration (such as a school science teacher, museum representative, or qualified instructor).

Genealogy;

(1): Explain to your counselor what the words *genealogy*, *ancestor*, and *descendant* mean.

(4a): Name three types of genealogical resources and explain how these resources can help you chart your family tree.

(5): *Contact ONE of the following individuals or institutions.* Ask what genealogical services, records, or activities this individual or institution provides, and report the results:

- (a) A genealogical or lineage society
- (b) A professional genealogist (someone who gets paid for doing genealogical research)
- (c) A surname organization, such as your family's organization
- (d) A genealogical educational facility or institution.
- (e) A genealogical record repository of any type (courthouse, genealogical library, state or national archive, state library, etc.)

Indian Lore;

(5a): Write or briefly describe how life might have been different for the European settlers if there had been no Native Americans to meet them when they came to this continent.

Scholarship;

(2): Do TWO of the following:

(2a): Make a list of educational places located where you live (other than schools). Visit one, and report on how you used the place for self-education.

(2b): With your counselor's and your parent's approval, interview two professionals (other than teachers or other professionals at your school) with established careers. Find out where they were educated, what training they received, and how their education and training have helped prepare them for the career they have chosen. Find out how they continue to educate themselves. Discuss what you find out with your counselor.

The Watkins Museum is also a proud partner of the *Freedom's Frontier National Heritage Area*. Boy Scouts can stop by the front desk to collect a Merit Badge Passport for Lawrence, Kansas, area sites. Scouts that have signed a museum guest book indicating their visit to three sites featured in this booklet will earn a *Freedom's Frontier* patch. This unique patch is only available in parts of Kansas, and Missouri. Completing the booklet aids Scouts in their journey to complete multiple Merit Badges including, *American Cultures*, *American Heritage*, *Citizenship in the Nation*, and *Collections*.

GSA Badges:

Celebrating Community; Learn about community celebrations and find out what your communities do to celebrate all the people in them.

(1): Explore community symbols

(4): Be a landmark detective

Customer Insights; Use what you learn from your customers to make your cookie business even stronger!

(3): Find out who buys cookies and why

(5): Listen for clues and ask great questions

Detective; Try out the skills that make great detectives.

(1): Practice the power of observation

Good Neighbor; Find out how you can help your communities by being a good neighbor.

(2): Discover your city or town

Independence; Get to know yourself and what you're capable of so you can feel confident on your own.

(5): Show off your independence!

Making Friends; Find out how to make new friends, keep old friends, and be the best Brownie friend you can be.

(1): Make friendly introductions

(3): Share favorite activities

(5): Practice friendship!

My Family Story; Find out more about your family—the people you love and who love you.

- (1): Explore family stories
- (2): Know where your family is from

Playing the Past; Explore what it was like to live in the past. Dream up a character and get ready to live history!

- (1): Decide who you are
- (2): create a costume
- (3): Experience daily life
- (4): Have some old-fashioned fun
- (5): Become your character

Public Policy; Gain the knowledge you need to speak up about and act on issues that are crucial in your world.

- (1): Find out how activists advocate for change
- (2): Engage as a global citizen
- (4): Explore local or community policy

Senses; You have five senses that work together to let you see, hear, smell, taste, and touch the world around you.

- (1): Look around
- (2): Listen to the world
- (3): Put your nose to work
- (5): Touch and feel

Social Butterfly; Have fun practicing the social style and good manners that will make you comfortable in any situation.

- (1): Hold a conversation
- (4): Say thank you
- (5): Practice being at ease

Social Innovator; Find out how you can go from identifying a social problem to developing a social solution. Then, use what you learned to create Take Action projects that truly do change the world.

- (1): Explore the big picture
- (2): Make connections
- (5): Practice pitching ideas and getting feedback

Journeys:

Journey: A World of Girls;

- (1): Find out about girls around the world and how stories can give you ideas for helping others—play a game from another culture, invite storytellers to talk about what they do, or draw a self-portrait that shows what's unique about you.

Journey: Agent of Change;

- (1): Explore how powerful individual women have been throughout history, how your

own individual powers can be linked together to create a powerful team, and how your team power can become community power.