

Historic Huntley | Huntley Meadows Park

Archaeology

- This program lasts 5 hours.
- In class covers requirements 1, 2, 3, 4c, 5, 6, 8 and 9.
- Pework covers requirements 4 a or b, 7 a or b, 10 a or b, 11.
- Please bring your **authorized blue card**, snack, drink, and merit badge workbook.

Important information about how to prepare for a merit badge program at Huntley Meadows Park.

Parents, please review the content of a merit badge prior to registering your scout: some badges may be challenging for younger scouts. Also, the class discussions are more interesting if scouts review *all* the requirements for the badge before the program. The chances of your scout completing all the work for the badge increases dramatically when he is properly motivated and the badge content is age-appropriate.

Merit badges are not designed to be completed in a day and require independent work on the part of the scout outside of the workshop. We call this PREWORK. We suggest this is done prior to the badge program date, but we realize this is not always practical or possible, in these cases we will sign partial cards and accept the assignments after the program.

Also, our policy, in compliance with scouting policies, is that the program should have 2 or more adults present. *Please consider attending the program with your scout.* There is never a fee for adults and you are sure to learn something. Also, the instructor will be able to concentrate more fully on the task of imparting all the required information and assisting the boys individually if necessary, while other adults keep the atmosphere calm and productive.

Merit badge programs can be from 3 to 5 hours long, so be sure to pack a snack and water for your scout and that he is dressed appropriately for being outdoors for some or all of the program.

Though not required, Scout workbooks are very useful and we prefer that scouts use the workbook during the program. Workbooks can be found at: http://meritbadge.org/wiki/index.php/Merit_Badge_Worksheets .

About blue cards: WE DO NOT HAVE BLUE CARDS. Please bring an *authorized* blue card with you to the program. Your troop scout master should be consulted prior to attending any merit badge program and he or she will sign the front of the card. When the badge is completed the unit leader will again sign the applicant's record portion of the card.

The following is what we will be doing during the Archaeology badge, if it is in RED it is prework!

Requirements

1. **IN CLASS** Tell what archaeology is and explain how it differs from anthropology, geology, paleontology, treasure hunting, and history.
2. **IN CLASS** 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.
3. **IN CLASS** Describe at least two ways in which archaeologists determine the age of sites, structures, or artifacts. Explain what relative dating is.
4. **PREWORK** Do **TWO** of the following: [Note we will cover 4.c in class, so you only have to choose ONE, either a. or b. for PREWORK.
 - a. Learn about three archaeological sites located *outside* the United States.
 - b. Learn about three archaeological sites located *within* the United States.

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

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.

5. **IN CLASS** 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. [Select one of the three sites you investigate and come prepared to point it out on a map; explain how it was discovered; what questions it answered, how the information might be important to modern people, and how old the site is.]
6. **IN CLASS** Do the following:
- Explain why it is important to protect archaeological sites.
 - Explain what people should do if they think they have found an artifact.
 - Describe the ways in which you can be a protector of the past.
7. **PREWORK** Do ONE of the following:
- Make a list of items you would include in a time capsule. Discuss with your merit badge counselor what archaeologists a thousand years from now might learn about you and the culture in which you live based on the contents of your capsule.
 - 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. **IN CLASS** Do ONE of the following:
- Under the supervision of a qualified archaeologist, spend at least eight hours helping to excavate an archaeological site.
 - 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.
 - 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.**
9. **IN CLASS** Under the supervision of a qualified archaeologist or instructor, do ONE of the following:
- Help prepare an archaeological exhibit for display in a museum, visitor center, school, or other public area.
 - Use the methods of experimental archaeology to re-create an item or to practice a skill from the past. Write a brief report explaining the experiment and its results.**
10. **PREWORK** Do ONE of the following:
- Research American Indians who live or once lived in your area. Find out about traditional lifeways, dwellings, clothing styles, arts and crafts, and methods of food gathering, preparation, and storage. Describe what you would expect to find at an archaeological site for these people. [This is good research to assist with the Indian Lore Merit Badge!]
 - 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. [Note, chose one group: farmers, soldiers, or townspeople, who lived in an area of Fairfax at a particular time period and

then research their shelters, clothing, arts & crafts etc and consider what traces these items would have left behind for archaeologists to find.]

11. **PREWORK** Identify three career opportunities in archaeology. Pick one and explain how to prepare for such a career. Discuss with your counselor what education and training are required, and tell why this profession might interest you.