

Historic Huntley | Huntley Meadows Park

Archaeology

- This program lasts 5 hours.
- IN CLASS covers requirements 1, 2, 3, 5, 6, 8 and 9.
- PREWORK covers requirements 4, 7, 10, and 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 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. **IN CLASS** Describe each of the following steps of the archaeological process: site location, development of a background research and a research design, site survey and fieldwork, 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 absolute dating and relative dating are.

4. **PREWORK** Learn about a combined total of five archaeological sites located both within and outside the United States.
 - a. For EACH site you research, 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. [Hint – one way to do this is to put your sites in chronological order.]
 - b. Choose ONE of the sites you picked and give a short presentation about your findings to a Cub Scout pack, your Scout troop, your school class, or another group.
5. **IN CLASS** Do the following:
 - a. Learn about the federal laws and international conventions that protect archaeological sites. Find out if your state, county, or local government has regulations that apply to archaeological or historic sites.
 - b. Identify a national, international, or local organization that helps to protect archaeological sites.
6. **IN CLASS** 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 the ways in which you can be a protector of the past.
7. **PREWORK** Do ONE of the following and discuss your findings with your counselor:
 - a. Visit a museum to observe how artifacts aid in conveying history.
 - b. Present to your counselor a significant family artifact/heirloom and discuss its history. [Please! Nothing breakable or easily lost!]
 - c. 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: **WE’LL DO OPTION B**
 - a. With your parent’s and counselor’s permission, assist a qualified archaeologist for at least eight hours with a project being worked on. Projects may include surveying, site monitoring, site stabilization, excavation, laboratory analysis, use of digital archaeological technology, or public outreach. Describe your involvement in the project, what you learned about archaeology, and the steps of archaeological inquiry.

Note: Visiting an archaeological site will require advance planning. An archaeological site during study can be a dangerous place. While there, you will need to closely follow the archaeologist’s directions and comply with all the safety procedures. Be aware of the changing conditions at the site.
 - b. **With your counselor’s approval, take part in a simulated archaeological project designed by a qualified archaeologist. The project must include the use of a simulated archaeological site including artifacts and features for the site. Using the steps of archaeological inquiry, analyze the “artifacts and features” and document the spatial relationships of the “artifacts and features” at the simulated site. Explain how the environment and time can affect the interpretation of an artifact and the overall archaeological site. Tell how you would share the results of your analysis with other researchers and the public.**

Note: To find out how to make a simulated archaeological site, 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.
9. **IN CLASS** Under the supervision of a qualified archaeologist or instructor, do ONE of the following:
 - a. Help prepare an archaeological exhibit for display in a museum, visitor center, school, or other public area.

- b. 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** 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.
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 explain why this profession might interest you.