

Burke Lake Geology Merit Badge



Please go over the following important information about the Geology Merit Badge at Burke Lake Park.

Be sure that you are familiar with the requirements for the merit badge your scout has selected. **Please bring your blue cards. We do not supply blue cards.** Some badges can be very demanding and may take considerable time and planning to complete. Some badges are not appropriate for younger scouts. Most Merit Badges are not designed to be completed in a single session with an instructor, so it is not always possible to walk away with a completed and signed blue card at the end of a program. Every badge requires some independent work by your scout. We call this "pre-work" because, if these requirements are performed *prior* to our program, we can complete and sign the merit badge card. Otherwise we will initial the specific requirements covered at the completion of our program and will have qualified counselors review the unmet requirements on an individual basis when your scout has completed them. Note you will have to contact and schedule an appointment with an appropriate staff member to do this. Not all staff members are qualified for all badges. Please *prepare for the possibility that you may have to stay for the program and not just drop off your scout.* We encourage that one or more adults remain. There is no fee for adults and you are sure to learn something. This will allow the instructor to concentrate more fully on the difficult task of imparting all the required information and assisting the boys individually if necessary, while other adults keep the atmosphere calm and productive. It is also in keeping with the scouting guidelines for youth protection. Be sure your scout is dressed appropriately for being outdoors for some or all of the program time. Packing water and snacks is wise for long programs and programs scheduled in hot weather months. Lastly, obtaining copies of the scout resource booklet for the merit badge can help prepare your scout working with his counselor and for completing any independent study. Books for the badges can be ordered at your local scouting store or at www.scoutstuff.org. Thank you! And best wishes for success to your scout.

Geology: This is one 4-hour class.

Pre-Work (or Post-Work):

Requirement 4B: Pick a geology career that interests you and explain how - to prepare for such a career. Discuss what courses might be useful for - such a career. You may use resources found on the Internet (with your - parent's permission), at the library, in books and articles from periodicals, - from television programs, and at school. -

Keep reading for more details....

GEOLOGY MERIT BADGE

BE PREPARED: The Geology Merit Badge program is four hours long, - and depending on the weather, some of this time will be spent outside on - the trails making observations. Dress for the weather, bring water, and a - snack is also recommended. -

We do not have blue cards at the site. Please bring yours. If you complete your prework - you will be able to have the badge completed and your card signed at the end of the - program. -

We will be completing **requirements 1, 2, 3, 4B and 5A: Surface and Sedimentary Processes**, during the program. Our park has numerous streams and its geologic - history has been significantly shaped by sedimentary processes. Other sites within Fairfax County Park Authority complete option 5C: Mineral Resources. If this is where your - interests lay, then you should register for one of those programs. If you are interested in - completing 5B or 5D, you should consult with your scout master to find an appropriate - counselor or check the FCPA scouting page to see if other parks have revised their pro- grams. We have provided details on all the options for you to review below. -

PRE-WORK: *Before our program meets, please complete the following:*

Requirement 4B: please learn about the career opportunities available in geology. You - may use resources found on the Internet (with your parent's permission), at the library, - in books and articles from periodicals, from television programs, and at school (a list of - resources may be found at the end of your worksheet). **On your worksheet, write down the career that interests you and explain how to prepare for such a career, including identifying at least two courses, other than introduction to geology, that might be useful for your career of interest.**

One way to identify courses is to look at a college catalog, eg, undergraduate courses at - George Mason: [http://catalog.gmu.edu/content.php?catoid=17&navoid=1311&filter%5Bitem%5D=3&filter%5Bonly%5D=1&filter%5B3%5D=1#acalog template course filter](http://catalog.gmu.edu/content.php?catoid=17&navoid=1311&filter%5Bitem%5D=3&filter%5Bonly%5D=1&filter%5B3%5D=1#acalog%20template%20course%20filter). -

Or take a look at the research areas at the graduate department at Virginia Tech: <http://www.geos.vt.edu/research/areas.php>. And then explore what the courses in those areas are about:

http://secure.graduateschool.vt.edu/graduate_catalog/program.htm?programID=002d14431ce38e83011ce38e93e5001f



REQUIREMENTS for GEOLOGY MERIT BADGE

Geology is the study of Earth. It includes the study of materials that make up Earth, the processes that change it, and the history of how things happened, including human civilization, which depends on natural materials for existence.

Requirements

1. Define geology. Discuss how geologists learn about rock formations. In geology, explain why the study of the present is important to understanding the past.
2. Pick three resources that can be extracted or mined from Earth for commercial use. Discuss with your counselor how each product is discovered and processed.
3. Review a geologic map of your area with your counselor and discuss the different rock types and estimated ages of rocks represented. Determine whether the rocks are horizontal, folded, or faulted, and explain how you arrived at your conclusion.
4. **Do ONE of the following:**
 - a. **Learn about the career opportunities available in geology. Pick one that interests you and explain how to prepare for such a career. Discuss what courses might be useful for such a career. You may use resources found on the Internet (with your parent's permission), at the library, in books and articles from periodicals, from television programs, and at school.**
5. Do ONE of the following (A or B or C or D):
 - A. **Surface and Sedimentary Processes Option**
 1. **Conduct an experiment approved by your counselor that demonstrates how sediments settle from suspension in water. Explain to your counselor what the exercise shows and why it is important.**
 2. **Using topographical maps provided by your counselor, plot the stream gradients (different elevations divided by distance) for four different stream types (straight, meandering, dendritic, trellis). Explain which ones flow fastest and why, and which ones will carry larger grains of sediment and why.**
 3. **On a stream diagram, show areas where you will find the following features: cut bank, fill bank, point bar, medial channel bars, lake delta. Describe the relative sediment grain size found in each feature.**
 4. **Conduct an experiment approved by your counselor that shows how some sedimentary material carried by water may be too small for you to see without a magnifier.**
 5. **Visit a nearby stream. Find clues that show the direction of water flow, even if the water is missing. Record your observations in a notebook, and sketch those clues you observe. Discuss your observations with your counselor.**



Geology

Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

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 2010 • This workbook was updated in January 2014.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org
 Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: Merit.Badge@Scouting.Org

1. Define geology.

Discuss how geologists learn about rock formations.

In geology, explain why the study of the present is important to understanding the past.

- 2. Pick three resources that can be extracted or mined from Earth for commercial use. Discuss with your counselor how each product is discovered and processed.

Resource	
How discovered	
Processed	
Resource	
How discovered	
Processed	
Resource	
How discovered	
Processed	

- 3. Review a geologic map of your area or an area selected by your counselor, and discuss the different rock types and estimated ages of rocks represented. Determine whether the rocks are horizontal, folded, or faulted, and explain how you arrived at your conclusion

Rock Type	Age	Horizontal, Folded, or Faulted

How you arrived at your conclusions

- 4. Do ONE of the following:
 - a. With your parent's and counselor's approval, visit with a geologist, land use planner, or civil engineer. Discuss this professional's work and the tools required in this line of work.

Experience:

Discuss this with your counselor, and explain why this profession might interest you.

5. Complete ONE of the options listed below (a OR b OR c OR d):
(Use a blank page to record any information requested in any of the options)

a. Surface and Sedimentary Processes Option

1. Conduct an experiment approved by your counselor that demonstrates how sediments settle from suspension in water. Explain to your counselor what the exercise shows and why it is important.
2. Using topographical maps provided by your counselor, plot the stream gradients (different elevations divided by distance) for four different stream types (straight, meandering, dendritic, trellis). Explain which ones flow fastest and why, and which ones will carry larger grains of sediment and why.
3. On a stream diagram, show areas where you will find the following features: cut bank, fill bank, point bar, medial channel bars, lake delta. Describe the relative sediment grain size found in each feature.
4. Conduct an experiment approved by your counselor that shows how some sedimentary material carried by water may be too small for you to see without a magnifier.
5. Visit a nearby stream. Find clues that show the direction of water flow, even if the water is missing. Record your observations in a notebook, and sketch those clues you observe. Discuss your observations with your counselor.

b. Energy Resources Option

1. List the top five Earth resources used to generate electricity in the United States.
2. Discuss source rock, trap, and reservoir rock - the three components necessary for the occurrence of oil and gas underground.
3. Explain how each of the following items is used in subsurface exploration to locate oil or gas: reflection seismic, electric well logs, stratigraphic correlation, offshore platform, geologic map, subsurface structure map, subsurface isopach map, and core samples and cutting samples.

4. Using at least 20 data points provided by your counselor, create a subsurface structure map and use it to explain how subsurface geology maps are used to find oil, gas, or coal resources.
 5. Do ONE of the following activities:
 - a. Make a display or presentation showing how oil and gas or coal is found, extracted, and processed. You may use maps, books, articles from periodicals, and research found on the Internet (with your parent's permission). Share the display with your counselor or a small group (such as your class at school) in a five minute presentation.
 - b. With your parent's and counselor's permission and assistance, arrange for a visit to an operating drilling rig. While there, talk with a geologist and ask to see what the geologist does onsite. Ask to see cutting samples taken at the site.
- c. Mineral Resources Option
1. Define rock. Discuss the three classes of rocks including their origin and characteristics.
 2. Define mineral. Discuss the origin of minerals and their chemical composition and identification properties, including hardness, specific gravity, color, streak, cleavage, luster, and crystal form.
 3. Do ONE of the following:
 - a. Collect 10 different rocks or minerals. Record in a notebook where you obtained (found, bought, traded) each one. Label each specimen, identify its class and origin, determine its chemical composition, and list its physical properties. Share your collection with your counselor.
 - b. With your counselor's assistance, identify 15 different rocks and minerals. List the name of each specimen, tell whether it is a rock or mineral, and give the name of its class (if it is a rock) or list its identifying physical properties (if it is a mineral).
 4. List three of the most common road building materials used in your area. Explain how each material is produced and how each is used in road building.
 5. Do ONE of the following activities:
 - a. With your parent's and counselor's approval, visit an active mining site, quarry, or sand and gravel pit. Tell your counselor what you learned about the resources extracted from this location and how these resources are used by society.
 - b. With your counselor, choose two examples of rocks and two examples of minerals. Discuss the mining of these materials and describe how each is used by society.
 - c. With your parent's and counselor's approval, visit the office of a civil engineer and learn how geology is used in construction. Discuss what you learned with your counselor.
- d. Earth History Option
1. Create a chart showing suggested geological eras and periods. Determine which period the rocks in your region might have been formed.
 2. Explain to your counselor the processes of burial and fossilization, and discuss the concept of extinction.
 3. Explain to your counselor how fossils provide information about ancient life, environment, climate, and geography. Discuss the following terms and explain how animals from each habitat obtain food: benthonic, pelagic, littoral, lacustrine, open marine, brackish, fluvial, eolian, protected reef.
 4. Collect 10 different fossil plants or animals OR (with your counselor's assistance) identify 15 different fossil plants or animals. Record in a notebook where you obtained (found, bought, traded) each one. Classify each specimen to the best of your ability, and explain how each one might have survived and obtained food. Tell what else you can learn from these fossils.

5. Do ONE of the following:

- a. Visit a science museum or the geology department of a local university that has fossils on display. With your parent's and counselor's approval, before you go, make an appointment with a curator or guide who can show you how the fossils are preserved and prepared for display.
- b. Visit a structure in your area that was built using fossiliferous rocks. Determine what kind of rock was used and tell your counselor the kinds of fossil evidence you found there.
- c. Visit a rock outcrop that contains fossils. Determine what kind of rock contains the fossils, and tell your counselor the kinds of fossil evidence you found at the outcrop.
- d. Prepare a display or presentation on your state fossil. Include an image of the fossil, the age of the fossil, and its classification. You may use maps, books, articles from periodicals, and research found on the Internet (with your parent's permission). Share the display with your counselor or a small group (such as your class at school). If your state does not have a state fossil, you may select a state fossil from a neighboring state.

Requirement resources can be found here:

http://www.meritbadge.org/wiki/index.php/Geology#Requirement_resources

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.