Sons of the American Revolution
Missouri SAR
Ozark Mountain Chapter

American Patriot MeritBadge Workshop

Purpose

- Provide a service to the local Scouts in support of local Scouting organizations that focus on basic merit badges.
- Provide an opportunity for Scouts to earn the three merit badges American Heritage, Genealogy and Law.
- To promote and build awareness of the Arthur M. and Berdena King Eagle Scout Contest.
- To build a relationship with local Scouting units and find additional opportunities to promote patriotism and American history with different programs and community service projects.
- To foster a curiosity and desire to learn about our American Heritage, Family Genealogy and the Laws that govern our communities and country.

Results

We started promoting the workshop by first attending the local Scout Council District Roundtable meeting for local Scout Masters. We were then able to have the Scout Council and Districts promote the workshop in their newsletters and on their Facebook pages. There was also alink set up to go directly to a PDF of the application for the units to mail back in. Scouts were able to sign up for two of the three merit badges offered. We conducted morning and afternoon sessions on each merit badge. Each merit badge has a list of prerequisites that need to be completed prior to the workshop.

Recommendations

- Limit attendance to only First-Class Scouts and above to avoid working with Scouts that were too young and unprepared to complete the work. With limited space, you wanted to offer merit badges to older Scouts who will be applying for the Eagle Scout Award.
- Emphasize and make sure that the Scouts complete the prerequisites before they come to the workshop.
- Require that the merit badge cards are completed and signed by reviewing at the workshop registration that day so that when Scouts check in you know that they can complete the merit badges for which they are registered.
- Limit the size of each class to no more than 10 or 12 Scouts to provide the ideal learning environment.

This is a worthwhile and sustainable program that will support and promote the ideals and objectives of the Sons of the American Revolutions through support of the Scouting program.

AMERICAN PATRIOT MERIT BADGE WORKSHOP

SONS OF THE AMERICAN REVOLUTION

A 250th Anniversary Program of the Ozark Mountain Chapter

OZARK TRAILS COUNCIL, BOY SCOUTS OF AMERICA

WHEN: SATURDAY, NOVEMBER 6, 2021 8:00 A.M. - 4:00 P.M.
WHERE: OTC - OZARK TECHNICAL COMMUNITY COLLEGE
1001 E. CHESTNUT EXPRESSWAY, SPRINGFIELD, MO 65802

MERIT BADGES OFFERED: AMERICAN HERITAGE - GENEALOGY - LAW

COURSE PREREQUISITES:

- Must be 1st Class Scout or above
- Read the Merit Badge Book for Course – Current Edition
- Bring COMPLETED & SIGNED Blue Merit Badge Card to the Workshop

Scouts must have requirements signed off and blue card with them in order to take classes.

- **American Heritage requirements: 1, 2, 4, 5**
- **Genealogy requirements: 2, 3, 4, 6, 7**
- **Law requirements: 4, 6, 7**

- Scout Advancement Chairman Review Merit Badge Work Sheet & Advise

SCHEDULE OF EVENTS:

8:00 AM **Flag Ceremony & Group Photo - Color Guard**
8:05 AM **Welcome & Introductions - Gary Gift**
(these instructors will teach both AM and PM sessions)
American Heritage Instruction - **Dr. Norm Knowlton**
Genealogy Merit Badge Instruction - **Steve Perkins**
Law Merit Badge Instruction - **Gary Bishop & Lee Viorel**
8:20 AM **Assemble Scouts for Merit Badge Classes**
8:30 AM **Classes Begin**
12:00 PM **Lunch on your own / pack a lunch – drink machines on site**
12:45 PM **Assemble for Merit Badge Classes**
1:00 PM **Classes Begin**
4:00 PM **Presentation of Awards - Instructors**
Closing Remarks - Gary Gift

Registration deadline: October 14, 2021
1st Class Scouts and above
Subject to availability
$5.00 per merit badge
ALL courses available AM & PM Sessions.

- **SCOUT LEADERS MUST BE ON SITE FOR THE DURATION OF THE DAY.**

To register for the American Patriot Merit Badge Workshop send this FORM & FEES to:
OMC SAR PO BOX 1421 SPRINGFIELD, MO 65801
For more information or questions, contact Gary Gift at gary.gift@hotmail.com or 417-860-5886

SCOUT NAME	UNIT #	MERIT BADGE: *1ST CHOICE*	MERIT BADGE: *2ND CHOICE*	SCOUT RANK

LEADER NAME	UNIT #	POSITION	EMAIL	PHONE

SCOUTMASTER PRINT NAME:_____ SCOUTMASTER EMAIL: _____
SCOUTMASTER PHONE: _____

 # SCOUTS_____X 5.00/BADGE = $_____ MAKE CHECKS PAYABLE TO : OMC SAR

REGISTRATION FORM SUBMITTED DATE: _____

American Heritage™

Merit Badge Workbook

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This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.
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and to make notes for discussing the item with your counselor, not for providing full and complete answers.
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"tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Merit Badge Counselors may not require the use of this or any similar workbooks.

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The requirements were last issued or revised in 2020 • This workbook was updated in March 2021.

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Counselor's Name:_____Phone No.:_____Email: _____

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

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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.

      1. Political Leader:

         Accomplishments & Contributions

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2. Private Citizen:

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.

Why:

How:

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 1:

Experiences & accomplishments

Veteran 2:

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 1:

What America means to them

What do they think is special about this country?

What American traditions are important to preserve?

Person 2:

What America means to them

What do they think is special about this country?

What American traditions are important to preserve?

Person 3:

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 related to the United States 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 Great Seal of the United States, the motto, and the national anthem.

The Flag:

Adoption	
Changes	
Influence today	

The Pledge of Allegiance:

Adoption	
Changes	
Influence today	

The Great Seal:of the United States

Adoption

Changes

Influence today

The Motto:

Adoption

Changes

Influence today

The National Anthem:

Adoption	
Changes	
Influence today	

c. Research your family's history. Find out how various events and situations in American history affected your family. If your family immigrated to America, tell the reasons why. Share what you find with your counselor.

4. Do TWO of the following:

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

and how a property becomes eligible for listing in the National Register of Historic Places.

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.

Then

Now

c. Find out when, why, and how your town or neighborhood started, and what ethnic, national, or racial groups played a part.

When:

Why:

How

What groups:

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 1:	
Period	
Accuracy of time	
Accuracy of characters	

Film 2:	
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 1.

Song 2.

Song 3.

Song 4.

Song 5.

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

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

Career

Discuss what education and training are required for this career.

Education

Training

When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088).Important excerpts from that publication can be downloaded from http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf.
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Genealogy

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1. Explain to your counselor what the words genealogy, ancestor, and descendant mean.

Genealogy:

Ancestor:

Descendant:

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2. Do ONE of the following:

☐ a. Do a time line for yourself or for a relative.

Then write a short biography based on that time line.

☐ b. Keep a journal for 6 weeks. You must write in it at least once a week.

3. With your parent's help, choose a relative or a family acquaintance you can interview in person, by telephone, or by e-mail or letter. Record the information you collect so you do not forget it.

4. Do the following:

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

1.		
2.		
3.		

☐ b. Obtain at least one genealogical document that supports an event that is or can be recorded on your pedigree chart or family group record. The document could be found at home or at a government office, religious organization, archive, or library.

c. Tell how you would evaluate the genealogical information you found for requirement 4b.

5. Contact ONE of the following individuals or institutions.

☐ 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 education facility or institution.

☐ e. A genealogical record repository of any type (courthouse, genealogical library, state or national archive, state library, etc.)

Ask what genealogical services, records, or activities this individual or institution provides, and report the results:

☐ 6. Begin your family tree by listing yourself and include at least two additional generations. You may complete this requirement by using the chart provided in the *Genealogy* merit badge pamphlet or the genealogy software program of your choice. *(See the sample Pedigree Chart at the end of this workbook)*

☐ 7. Complete a family group record form, listing yourself and your brothers and sisters as the children. On another family group record form, show one of your parents and his or her brothers and sisters as the children. This requirement may be completed using the chart provided or the genealogy software program of your choice.
(See the sample Family Group Record Charts at the end of this workbook)

8. Do the following:

a. Explain the effect computers and the Internet are having on the world of genealogy.

b. Explain how photography (including microfilming) has influenced genealogy.

9. Discuss what you have learned about your family and your family members through your genealogical research.

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Pedigree Chart

Scout's Name: _____

Me Name:_____ Born:_____ Place:_____ Married:_____ Place:_____ Died:_____ Place: _____	**My Father**; Name:_____ Born:_____ Place:_____ Married:_____ Place:_____ Died:_____ Place: _____	**His Father**: Name: _____ Born: _____ Place:_____ Married:_____ Place:_____ Died: _____ Place: _____
		His Mother: Name:_____ Born: _____ Place:_____ Married:_____ Place:_____ Died: _____ Place: _____
	My Mother: Name:_____ Born:_____ Place:_____ Married:_____ Place:_____ Died:_____ Place: _____	**Her Father**: Name: _____ Born: _____ Place:_____ Married:_____ Place:_____ Died: _____ Place: _____
		Her Mother: Name:_____ Born: _____ Place:_____ Married:_____ Place:_____ Died: _____ Place: _____

Family Group Record ***(Listing you as a child)*** Scout's Name: _____

Husband's Name	
Birth Date	Place
Died	Place
Married	Place
Father's Name	Mother's Name
Other info	
Wife's Maiden Name	
Birth Date	Place
Died	Place
Father's Name	Mother's Name
Other info	
Children (list whether living or dead, in order of Birth)	
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place

Family Group Record ***(Listing one of your parents as a child)*** Scout's Name: _____

Husband's Name	
Birth Date	Place
Died	Place
Married	Place
Father's Name	Mother's Name
Other info	
Wife's Maiden Name	
Birth Date	Place
Died	Place
Father's Name	Mother's Name
Other info	
Children (list whether living or dead, in order of Birth)	
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place
Name	Male/Female
Birth Date	Place
Spouse's Name	Other Info
Died	Place
Married	Place

Law

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1. Define "law."

Tell some of its sources.

Describe functions it serves.

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2. Discuss TWO of the following:
   - a. The Justinian Code, The Code of Hammurabi, and the Magna Carta.
   - b. The development of the jury system.
   - c. Two famous trials in history.

1.		
2.		

3. Tell what civil law is; tell what criminal law is.

Civil law:	
Criminal law:	

Tell the main differences between them.

Give examples of each.

Civil law:	
Criminal law:	

4. Ask five people (not more than one from your immediate family) about the role of law enforcement officers in our society. Discuss their answers with them.

1.		
2.		
3.		

4.

5.

Go to a law enforcement officer in your neighborhood and ask about his or her responsibilities and duties. Report your findings.

5. Tell about several laws that were passed to protect the consumer and the seller.

Tell about several organizations that provide help to consumers and sellers.

6. Do ONE of the following:

a. Attend a session of a civil or criminal court. Write 250 words or more on what you saw.

b. Plan and conduct a mock trial with your troop or school class. After the trial is over, discuss it with the group.

7. Arrange a visit with a lawyer who works for a business, bank, title company, or government agency. Find out his or her duties and responsibilities. Report what you learned.

8. Explain the requirements for becoming a lawyer in your state.

Describe how judges are selected in your state.

9. Make a list of 15 jobs which deal with some aspect of law or legal processes.

1.		9.	
2.		10	
3.		11	
4.		.12.	
5.		13.	
6.		14	
7.		15.	
8.			

Tell which you prefer.

Why?

10. Tell where people can go to obtain the help of a lawyer if they are unable to pay for one.

Tell what you can do if you can afford a lawyer but do not know of any in your area.

11. Discuss with your counselor the importance of TWO of the following areas of the law:

- a. Environmental law
- b. Computers and the Internet
- c. Copyright and the Internet
- d. Immigration
- e. Patents
- f. Biotechnology
- g. Privacy law
- h. International law

1.		
2.		

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