



Citizenship in the Nation

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 2005 • This workbook was updated in June 2012.

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. Explain what citizenship in the nation means and what it takes to be a good citizen of this country.

What citizenship in the nation means: _____

What it takes to be a good citizen: _____

Discuss the rights, duties, and obligations of a responsible and active American citizen.

Rights: _____

Duties, _____

Obligations: _____

2. Do TWO of the following:

- a. 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.

- b. Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.

- c. Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.

- d. Choose a national monument that interests you. _____

Using books, brochures, the Internet (with your parent's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens. _____

- 3. Watch the national evening news five days in a row OR read the front page of a major daily newspaper five days in a row. Discuss the national issues you learned about with your counselor.

Choose one of the issues and explain how it affects you and your family. _____

- 4. Discuss each of the following documents with your counselor. Tell your counselor how you feel life in the United States might be different without each one.

- a. Declaration of Independence _____

- b. Preamble to the Constitution _____

c. The Constitution _____

d. Bill of Rights
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

e. Amendments to the Constitution _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____

5. List the six functions of government as noted in the preamble to the Constitution.

Function Discuss with your counselor how these functions affect your family and local community.

_____	_____

_____	_____

_____	_____

_____	_____

_____	_____

_____	_____

_____	_____

6. With your counselor's approval, choose a speech of national historical importance. _____

Find out about the author, and tell your counselor about the person who gave the speech. _____

Explain the importance of the speech at the time it was given, and tell how it applies to American citizens today. _____

Importance at the time: _____

How it applies today: _____

Choose a sentence or two from the speech that has significant meaning to you, and tell your counselor why. _____

- 7. Name the three branches of our federal government and explain to your counselor their functions. Explain how citizens are involved in each branch. For each branch of government, explain the importance of the system of checks and balances.

Branch: _____

Function: _____

Citizen Involvement: _____

Importance of Checks & Balances: _____

Branch: _____

Function: _____

Citizen Involvement: _____

Importance of Checks & Balances: _____

Branch: _____

Function: _____

Citizen Involvement: _____

Importance of Checks & Balances: _____

8. Name your two senators and the member of Congress from your congressional district. _____

Senator: _____

Senator: _____

Member of Congress: _____

- Write a letter about a national issue and send it to one of these elected officials, sharing your view with him or her.
- Show your letter and any response you receive to your counselor.

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Citizenship_in_the_Nation#Requirement_resources

Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the *official* Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4] — 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 disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[Inside front cover, and 7.0.1.1] — 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. [Note: Always reference the online version, which is updated quarterly.]
- **[7.0.3.1] — The Buddy System and Certifying Completion**
Youth members must not meet one-on-one with adults. 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 certification. 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.
- **[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. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.
- **[7.0.3.3] — Partial Completions**
Scouts need not pass all requirements with one counselor. 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, he or she does not retain the counselor’s 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 Scoutmaster 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 18th birthday.