



Indian Lore

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 2009 • 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. Give the history of one American Indian tribe, group, or nation that lives or has lived near you. Visit it, if possible.

Tell about traditional dwellings, kind of life, tribal government, religious beliefs, family and clan relationships, language, clothing styles, arts and crafts, food preparation, means of getting around, games, customs in warfare, where members of the group now live, and how they live.

Traditional dwellings: _____

Kind of life: _____

Tribal government: _____

Religious beliefs: _____

Family and clan relationships: _____

Language: _____

Clothing styles: _____

Arts and crafts: _____

Food preparation: _____

Means of getting around: _____

Games: _____

Customs in warfare: _____

Where members of the group now live: _____

How they live: _____

2. Do TWO of the following. Focus on a specific group or tribe.

- a. Make an item of clothing worn by members of the tribe.
- b. Make and decorate three items used by the tribe, as approved by your counselor.
- c. Make an authentic model of a dwelling used by an Indian tribe, group, or nation.
- d. Visit a museum to see Indian artifacts. Discuss them with your counselor.

Identify at least ten artifacts by tribe or nation, their shape, size and use.

	Artifact	Tribe or Nation	Shape	Size	Use
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____
7	_____	_____	_____	_____	_____
8	_____	_____	_____	_____	_____
9	_____	_____	_____	_____	_____
10	_____	_____	_____	_____	_____

3. Do ONE of the following:

- a. Learn three games played by a group or tribe.

- Teach and lead one game with a Scout group.

- b. Learn and show how a tribe traditionally cooked or prepared food. Make three food items.

- c. Give a demonstration showing how a specific Indian group traditionally hunted, fished, or trapped. _____

4. Do ONE of the following:

- a. Write or briefly describe how life would have been different for the European settlers if there had been no native Americans to meet them when they came to this continent.

- f. Write or tell about eight things adopted by others from American Indians.

- g. Learn twenty-five Indian place-names. Tell their origins and meanings.

	Indian Place-Name	Origin	Meaning
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10	_____	_____	_____
11	_____	_____	_____
12	_____	_____	_____
13	_____	_____	_____
14	_____	_____	_____
15	_____	_____	_____
16	_____	_____	_____
17	_____	_____	_____
18	_____	_____	_____
19	_____	_____	_____
20	_____	_____	_____
21	_____	_____	_____
22	_____	_____	_____
23	_____	_____	_____
24	_____	_____	_____

25 _____

- h. Name five well-known American Indian leaders, either from the past or people of today. Give their tribes or nations. Describe what they did or do now that makes them notable.

American Indian Leader 1: _____

Tribe or Nation: _____

Notable Actions: _____

American Indian Leader 2: _____

Tribe or Nation: _____

Notable Actions: _____

American Indian Leader 3: _____

Tribe or Nation: _____

Notable Actions: _____

American Indian Leader 4: _____

Tribe or Nation: _____

Notable Actions: _____

American Indian Leader 5: _____

Tribe or Nation: _____

Notable Actions: _____

- i. Learn about the Iroquois Confederacy, including how and why it was formed. _____

Tell about its governing system. _____

Describe some of the similarities and differences between the governments of the United States and of the Six Nations (the Haudenosaunee or Iroquois Confederacy). _____

Similarities: _____

Differences: _____

Requirement resources can be found here:

http://www.meritbadge.org/wiki/index.php/Indian_Lore#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.