

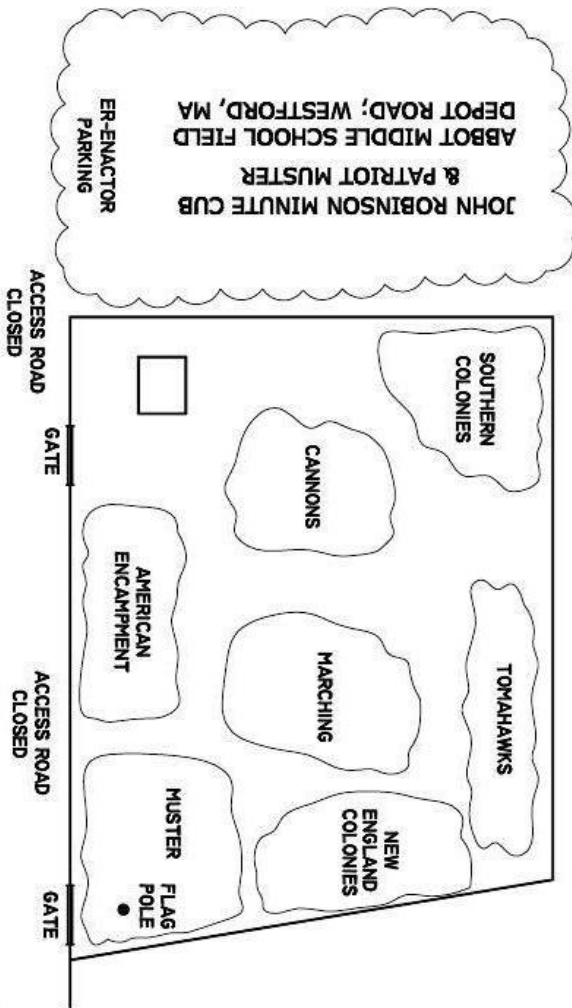
JOHN ROBINSON MINUTECUB AND PATRIOT MUSTER 2009 SCOUT MERIT BADGE BOOKLET



May 31st, 2009
Abbot School
Westford, MA

Yankee Clipper Council
Greater Lowell District
Boy Scouts of America

www.westfordminutecub.com



Parents Safety Notice

PARENTS AND GUARDIANS ARE RESPONSIBLE FOR THEIR CHILDREN AT ALL TIMES. CHILDREN SHOULD NOT BE LEFT UNATTENDED AT THIS EVENT.

PRACTICE THE BUDDY SYSTEM, AND DO NOT LET YOUR CHILDREN CROSS THE ROAD WITHOUT SUPERVISION.

Parents Photography Notice

PLEASE NOTE: MEMBERS OF THE NEWS MEDIA WILL BE PHOTOGRAPHING AND/OR TAPING THIS EVENT. BY ATTENDING THIS EVENT, YOU GIVE YOUR IMPLICIT PERMISSION TO BE INCLUDED IN PHOTOGRAPHY OR TAPE BY MEMBERS OF THE NEWS MEDIA AND THE YANKEE CLIPPER COUNCIL WITHOUT RESERVATION. NAMES WILL ONLY BE USED WITH EXPRESS PERMISSION.

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The Westford MinuteCub Muster 2009 is host to a wide range of Scout activities.

The American Heritage Merit Badge is a complete course. Each Scout that participates in this Merit Badge will complete it under the guidance of the on-site Merit Badge Counselor.

The other Merit Badges (except American Heritage) assume that you will be completing the Merit Badge when you go home to your Troop. The on-site Merit Badge Counselor is there to sign off on the published requirements.

To make this event as fun as possible we have some expectations...

1. You must bring along a signed blue card for each of the merit badges that you wish to pursue.
2. You must achieve the requirement with both your attendance and participation.

This Book belongs to...

Scout Name	
Troop Name	
Date	

Pioneering

You must have	A signed Blue Card
Counselor Name	Bill Arvidson
When	
Where	
Counselor Phone #	

1. Show that you know first aid for injuries or illness that could occur while working on pioneering projects, including minor cuts and abrasions, bruises, rope burns, blisters, splinters, sprains, heat and cold reactions, dehydration, and insect bites or stings.
2. Do the following:
 - a. Successfully complete Tenderfoot requirements 4a and 4b and First Class requirements 7a, 7b, and 7c. (These are the rope-related requirements.)
 - b. Tie the following: square knot, bowline, sheepshank, sheet bend, and round turn with two half hitches.
 - c. Demonstrate the following: tripod and round lashings.
4. Explain why it is useful to be able to throw a rope, then demonstrate how to coil and throw a 40-foot length of 1/4- or 3/8-inch rope. Explain how to improve your throwing distance by adding weight to the end of your rope.
5. Explain the uses for the back splice, eye splice, and short splice. Using 1/4- or 3/8-inch three-stranded rope, demonstrate how to form each splice.
6. Using a rope-making device or machine, make a rope at least 6 feet long consisting of three strands, each having three yarns.
8. Demonstrate the use of rope tackle to lift a weight of 25 pounds and pulling a log at least 6 inches in diameter and 6 feet long with the tackle. Use the tackle to put tension on a line. Explain the advantages and limitations of using a rope tackle. In your explanation, describe the potential damage that friction can do to a rope.
9. By yourself, build an A-trestle OR X-trestle OR H-trestle using square and diagonal lashings. Explain the application of the trestle you build. Demonstrate how to tie two spars together using a shear lashing.
10. With a group of Scouts, OR on your own, select a pioneering project. With your counselor's guidance, create a rough sketch of the project. Make a list of the ropes and spars needed, then build the project. (Note: This requirement may be done at summer camp, at district or council events, or on a troop camp outing.)

- c. Using the menu planned for requirement 3, make a food list showing cost and amount needed to feed three or more boys.
- d. List the utensils needed to cook and serve these meals.

Indian Lore

You must have	A signed Blue Card
Counselor Name	Christopher Eckelkamp
When	
Where	
Counselor Phone #	

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, way 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.

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 25 Indian place names. Tell their origins and meanings.
 - 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.
 - 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).

Rank Advancement Opportunities

Legend: CI = Counselor Initials, P# = Phone Number

Tenderfoot

4. Ropes
 - a. Demonstrate how to whip and fuse the ends of a rope.

CI:	P#:	Date:
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 - b. Demonstrate you know how to tie the following knots and tell what their uses are: two half hitches and the taut-line hitch.

CI:	P#:	Date:
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6. Demonstrate how to display, raise, lower, and fold the American flag.

CI:	P#:	Date:
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Second Class

2. Overnight.
 - a. Since joining, have participated in five separate troop/patrol activities (other than troop/patrol meetings), two of which included camping overnight.

CI:	P#:	Date:
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 - b. On one campout, demonstrate proper care, sharpening, and use of the knife, saw, and ax, and describe when they should be used.

CI:	P#:	Date:
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 - d. Use the tools listed in requirement 2c to prepare tinder, kindling, and fuel for a cooking fire.

CI:	P#:	Date:
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 - e. Discuss when it is appropriate to use a cooking fire and a lightweight stove. Discuss the safety procedures for using both.

CI:	P#:	Date:
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 - f. Demonstrate how to light a fire and a lightweight stove.

CI:	P#:	Date:
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3. Participate in a flag ceremony for your school, religious institution, chartered organization, community, or troop activity.

CI:	P#:	Date:
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4. Participate in an approved (minimum of one hour) service project.

CI:	P#:	Date:
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First Class

3. Since joining, have participated in ten separate troop/patrol activities (other than troop/patrol meetings), three of which included camping overnight.

CI:	P#:	Date:
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4. Planning

- a. Help plan a patrol menu for one campout that includes at least one breakfast, one lunch, and one dinner and that requires cooking at least two meals. Tell how the menu includes the foods from the food pyramid and meets nutritional needs.

CI:	P#:	Date:
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- b. Using the menu planned in requirement 4a, make a list showing the cost and food amounts needed to feed three or more boys and secure the ingredients.

CI:	P#:	Date:
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- c. Tell which pans, utensils, and other gear will be needed to cook and serve these meals.

CI:	P#:	Date:
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- d. Explain the procedures to follow in the safe handling and storage of fresh meats, dairy products, eggs, vegetables, and other perishable food products. Tell how to properly dispose of camp garbage, cans, plastic containers, and other rubbish.

CI:	P#:	Date:
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5. Visit and discuss with a selected individual approved by your leader (elected official, judge, attorney, civil servant, principal, teacher) your constitutional rights and obligations as a U.S. citizen.

CI:	P#:	Date:
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7. Lashings

- a. Discuss when you should and should not use lashings

CI:	P#:	Date:
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- b. Demonstrate tying the timber hitch and clove hitch and their use in square, shear, and diagonal lashings by joining two or more poles or staves together.

CI:	P#:	Date:
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- c. Use lashing to make a useful camp gadget.

CI:	P#:	Date:
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8. Knots

- a. Demonstrate tying the bowline knot and describe several ways it can be used.

CI:	P#:	Date:
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- b. Demonstrate bandages for a sprained ankle. And for injuries on the head, the upper arm, and the collarbone.

CI:	P#:	Date:
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Cooking

You must have	A signed Blue Card
Counselor Name	John Arvanitis
When	
Where	
Counselor Phone #	

1. Do the following:

- a. Review with your counselor the injuries that might arise from cooking, including burns and scalds, and the proper treatment.
- b. Describe how meat, fish, chicken, eggs, dairy products, and fresh vegetables should be stored, transported, and properly prepared for cooking.
- c. Describe the following food-related illnesses and tell what you can do to help prevent each from happening:
 1. Salmonella enteritis
 2. Staphylococcal enteritis
 3. E. coli (Escherichia coli) enteritis
 4. Botulism
 5. Trichinosis
 6. Hepatitis

2. Do the following:

- a. Illustrate for your counselor the food pyramid that fits you. Label the following food groups in the pyramid and how much of each you should eat each day:
 1. Grains
 2. Vegetables
 3. Fruits
 4. Milk, yogurt, cheese
 5. Meats, poultry, fish, beans, eggs, nuts
 6. Oils (fats) and sugars
- b. Explain why you should limit your intake of oils and sugars.
- c. Explain the number of servings recommended per day from each group.
- d. Give your counselor examples from each food group.
- e. Describe for your counselor the measurements of servings for each food group.
- f. Describe to your counselor food preparation techniques that result in more healthful and nutritious meals.

3. Plan a menu for two straight days (six meals) of camping. Include the following:

- a. A camp dinner with soup; meat, fish, poultry, or an appropriate substitute; two fresh vegetables; drink; and dessert. All are to be properly prepared. When preparing your menu, follow the nutritional guidelines set by the food pyramid.
- b. A one-pot dinner. Use foods other than canned.

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. **(During the Event Saturday evening, be Prepared to discuss)**
 - d. Declaration of Independence
 - e. Preamble to the Constitution
 - f. The Constitution
 - g. Bill of Rights
 - h. Amendments to the Constitution
5. List the six functions of government as noted in the preamble to the Constitution. 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. 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.
8. Name your two senators and the member of Congress from your congressional district. 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. **(Bring letter for posting in the Founders Area, Discussion Saturday evening)**

Star

4. While a First Class Scout, take part in service projects totaling at least 6 hours of work. These projects must be approved by your Scoutmaster.

CI:	P#:	Date:
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Life

4. While a Star Scout, take part in service projects totaling at least 6 hours of work. These projects must be approved by your Scoutmaster.

CI:	P#:	Date:
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Please Note: If you are performing service hours then a certificate will be presented to you at the event as a record of your participation.

Merit Badges

American Heritage

You must have	A signed Blue Card
Counselor Name	Tom Weaver
When	Saturday 4PM, 7PM, Sunday 5PM
Where	Around the Campfire on Saturday
Counselor Phone #	

Counselor recommends that all research, histories, interviews and the like be recorded neatly in a spiral bound notebook. Items to be completed prior to the event are noted. Items to be completed during the event are noted. Items to be completed later at your Troop Meeting are noted. Items not noted will not be discussed during this Merit Badge process.

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. **(Counselor recommends reading the document prior to the event)**
2. Do TWO of the following:
 - 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.

- 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.
3. Do the following: **(Counselor recommends performing some prior research to make this section relevant)**
 - a. Select a topic 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 seal, the motto, and the national anthem.
 - c. Research your family's history. Find out how various events and situations in American history affected your family. Share what you find with your counselor. Tell why your family came to America.
 4. Do TWO of the following: **(Counselor recommends drawing a map of Middlesex County and researching events around Boston)**
 - a. Explain what is meant by the National Register of Historic Places. Describe how a property becomes eligible for listing. 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.
 - 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: **(Counselor recommends reading about one of the Founders)**
 - 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.

6. Discuss with your counselor the career opportunities in American heritage. Pick one that interests you and explain how to prepare for this career. Discuss what education and training are required for this career.

Please note: This badge is not intended to be completed in a few hours. The counselor will be encouraging the boys to research their own path and will be glad to visit your troop in the future to wrap up this Merit Badge.

Citizenship in the Nation

You must have	A signed Blue Card
Counselor Name	Tom Weaver
When	Saturday 4PM, 7PM, Sunday 5PM
Where	Around the Campfire on Saturday
Counselor Phone #	

This Merit Badge contains many mature themes. Counselor recommends that the Scouts be in **at least 8th grade** prior to starting this Merit Badge. All research, histories, interviews and the like be recorded neatly in a spiral bound notebook. Items to be completed prior to the event are noted. Items to be completed during the event are noted. Items to be completed later at your Troop Meeting are noted. Items not noted will not be discussed during this Merit Badge process.

1. Explain what citizenship in the nation means and what it takes to be a good citizen of this country. Discuss the rights, duties, and obligations of a responsible and active American citizen.
2. Do TWO of the following: **(Counselor recommends visiting the Concord Bridge, Fort Frederica or George Washington's Birthplace, Fort Stanwix or Statue of Liberty)**
 - 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.....
 - 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