



# Indian Lore

## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet (book). No one can add or subtract from the Boy Scout Requirements #33216. Requirements revised: 2008, Workbook updated: February 2008.

Scout's Name: \_\_\_\_\_ Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Counselor's Ph #: \_\_\_\_\_

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

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Tell about traditional dwellings, \_\_\_\_\_

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kind of life, \_\_\_\_\_

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tribal government, \_\_\_\_\_

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religious beliefs, \_\_\_\_\_

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family and clan relationships, \_\_\_\_\_

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language, \_\_\_\_\_

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clothing styles, \_\_\_\_\_

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arts and crafts, \_\_\_\_\_

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food preparation, \_\_\_\_\_

\_\_\_\_\_

means of getting around, \_\_\_\_\_

games, \_\_\_\_\_

customs in warfare, \_\_\_\_\_

where members of the group now live, \_\_\_\_\_

and 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.

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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.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Sing two songs in an Indian language. Explain their meanings.

Song 1: \_\_\_\_\_ Meaning: \_\_\_\_\_

Song 2: \_\_\_\_\_ Meaning: \_\_\_\_\_

c. Learn in an Indian language at least twenty-five common terms and their meanings.

Indian Term	Meaning	Indian Term	Meaning
1 _____	_____	14 _____	_____
2 _____	_____	15 _____	_____
3 _____	_____	16 _____	_____
4 _____	_____	17 _____	_____
5 _____	_____	18 _____	_____
6 _____	_____	19 _____	_____
7 _____	_____	20 _____	_____
8 _____	_____	21 _____	_____
9 _____	_____	22 _____	_____
10 _____	_____	23 _____	_____
11 _____	_____	24 _____	_____
12 _____	_____	25 _____	_____
13 _____	_____		

d. **Show** twenty-five signs in Indian sign language. Include those that will help you ask for water, for food, and where the path or road leads.



5 _____	18 _____
6 _____	19 _____
7 _____	20 _____
8 _____	21 _____
9 _____	22 _____
10 _____	23 _____
11 _____	24 _____
12 _____	25 _____
13 _____	

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). \_\_\_\_\_

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**Online Resources** (Use any Internet resource with caution and only with your parent's or guardian's permission.)

Boy Scouts of America: ► [scouting.org](http://scouting.org) ► [Guide to Safe Scouting](#) ► [Age-Appropriate Guidelines](#) ► [Safe Swim Defense](#)  
 ► [Scout](#) ► [Tenderfoot](#) ► [Second Class](#) ► [First Class](#) ► [Rank Videos](#) ► [Safety Afloat](#)

Boy Scout Merit Badge Workbooks: [usscouts.org](http://usscouts.org) -or- [meritbadge.org](http://meritbadge.org) Merit Badge Books: [www.scoutstuff.org](http://www.scoutstuff.org)

### Requirement Resources

These resources and much more are at: [http://meritbadge.org/wiki/index.php/Indian\\_Lore](http://meritbadge.org/wiki/index.php/Indian_Lore)

- 1 - 4. [American Indian Heritage Foundation](#) - [Encarta Encyclopedia](#) - [National Congress of American Indians](#) - [Nat. Museum of the American Indian](#) - [NativeCulture.com](#) - [NativeTech](#) - [NativeWeb](#)
- 1 - 2. Traditions, history, beliefs, dwellings, etc.: [Tribes by State](#) - [Federally recognized tribes](#) - [American Indian Tribe Directory](#) - [Encarta American Tribes](#) - [Clothing](#) - [Dwellings](#) - [Makah Tribe](#) - [Omaha Tribe](#) - [Squaxin Island Indians](#) - [Suquamish Tribe](#)
- 3a. [Authentic Indian Games](#) - [Indian Sports](#)
- 3b. [Food](#)
- 3c. [How Indians Hunted](#) - [Uses of the Buffalo](#) - [more](#) - [Getting Food](#) - [Fish Trap Spearfishing](#) - [Fishing gear](#)
- 4a. See 4f below
- 4b. [Native American Music](#)
- 4c. [Native American Additions to English](#) - [Native American Languages](#)
- 4d. [Indian Sign Languages: Hand-Signals to Communicate](#) From the National Parks Service
- 4f. [Native American Contributions: Conservation](#) [adobe](#) - [balsa wood](#) - [barbecues](#) - [chewing gum](#) - [chocolate](#) - [corn \(maize\)](#) - [cornmeal](#) - [hammocks](#) - [hockey](#) - [igloos](#) - [kayak](#) - [lacrosse](#) - [llamas](#) - [maracas](#) - [moccasins](#) - [popcorn](#) - [potato chips](#) - [salsa](#) - [spinning top](#) - [tipi](#) - [tomatoe](#) - [tortillas](#)
- 4g. [Indian place names](#) - [Everyday Indian Words and Place names](#)
- 4h. [Famous Native American Leaders](#) - [Native American leaders](#) - [Chief Shabbona](#) - [Indian Chiefs and Leaders by Tribe](#)
- 4i. [The Iroquois Confederacy and the US Constitution](#) - [Iroquois Confederacy \(Six Nations, Haudenosaunee or Iroquois Confederacy\)](#)

### General Resources

American Indian Heritage Foundation: <http://www.indians.org>

Heard Museum: <http://www.heard.org>

National Congress of American Indians: <http://www.ncai.org>

NativeCulture.com: <http://www.nativeculture.com>

NativeWeb: <http://www.nativeweb.org>

Crazy Crow Trading Post: <http://www.crazycrow.com>

Living Myths: <http://www.livingmyths.com>

Nat. Museum of the American Indian: <http://www.nmai.si.edu>

NativeTech: <http://www.nativetech.org>

Paul's Slides: <http://paulsslides.com>