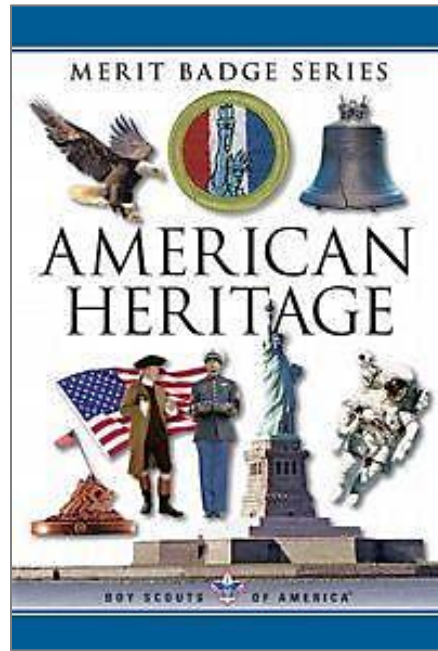




# American Heritage Merit Badge



Produced by: **Scoutworks**  
[www.scoutworks.weebly.com](http://www.scoutworks.weebly.com)

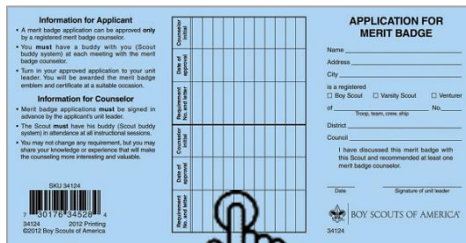
May 2016



# What You Need to Complete this Merit Badge

## Required

Click on the link for instructions on how to fill it out



**Information for Applicant**

- A merit badge application can be approved **only** by a registered merit badge counselor.
- You **must** have a buddy with you (Scout buddy system) at each meeting with the merit badge counselor.
- Turn in your approved application to your unit leader. You will be awarded the merit badge emblem and certificate at a suitable occasion.

**Information for Counselor**

- Merit badge applications **must** be signed in advance by the applicant's unit leader.
- The Scout **must** have his buddy (Scout buddy system) in attendance at all instructional sessions.
- You may not change any requirement, but you may share your knowledge or experience that will make the counseling more meaningful and usable.

**APPLICATION FOR MERIT BADGE**

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_  
 Boy Scout  Varsity Scout  Venturer  
 if \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_  
 District \_\_\_\_\_  
 Council \_\_\_\_\_  
 Have discussed this merit badge with this Scout and recommended at least one merit badge counselor. \_\_\_\_\_  
 Date \_\_\_\_\_ Signature of unit leader \_\_\_\_\_

BOY SCOUTS OF AMERICA  
34124

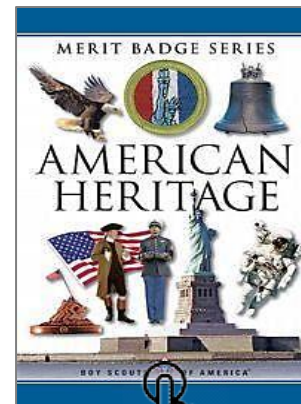


Blue Card  
(from your Scoutmaster)

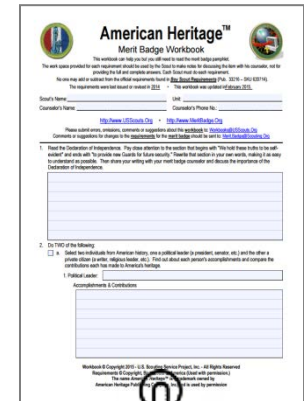


Merit Badge Counselor

## Highly Recommended



American Heritage Pamphlet  
(from the troop library or the scout store)



**American Heritage™**  
Merit Badge Workbook

This workbook will help you and your buddy work on your merit badge project.

This workbook provides for each requirement and is used to track the progress of your work. It is to be completed, not to be turned in at the end of the project. Each workbook is a merit badge project.

We are glad to assist you with the merit badge project. For more information, contact your merit badge counselor.

Scout's Name \_\_\_\_\_ Unit No. \_\_\_\_\_  
 Counselor's Name \_\_\_\_\_ Council's Phone No. \_\_\_\_\_

[View Workbook](#) | [Download Workbook](#)

Please submit your completed workbook to your merit badge counselor.

1. Read the Description of Independence. This description is the section that begins with "This merit badge is for the skill..." and ends with "This merit badge is for the skill..."

2. Do THIS of the History

Select ten individuals from American history, one a political leader by president, senator, etc. List each with a brief description of their role in American history. This list of individuals should be approved by your merit badge counselor.

1. Political Leader \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

2. \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

3. \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

4. \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

5. \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

6. \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

7. \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

8. \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

9. \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

10. \_\_\_\_\_  
 Accomplishments & Contributions \_\_\_\_\_

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American Heritage Workbook  
(free just click on the link)

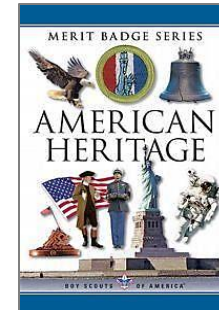


# The Merit Badge Pamphlet & Workbook

## IMPORTANT NOTES!

1. This presentation **does not** replace the Merit Badge Pamphlet.

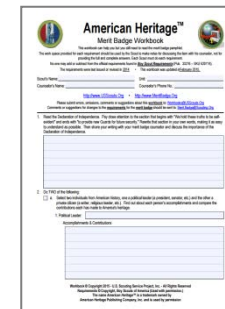
**You Should Read the Merit Badge Pamphlet**



2. The Merit Badge workbook can help you complete your requirements but you still should **Read the Merit Badge Pamphlet.**

The work space provided for each requirement in the workbook should be used to **make notes for discussing each item with your counselor**, not for providing full and complete answers.

3. You **must** do each requirement to earn the Merit Badge.





# Events Leading to the American Revolution



## 1754 – 1763

The French and Indian War was the North American theater of the worldwide Seven Years' War. The war was fought between the colonies of British America and New France, with both sides supported by military units from their parent countries of Great Britain and France, as well as Native American allies.

READ MORE HERE: [The French and Indian War](#) and WATCH THE VIDEO: [The French and Indian War](#)

## 1764

The Sugar Act - The Sugar Act of 1764 was a British Law, passed by the Parliament of Great Britain on April 5, 1764, that was designed to raise revenue from the American colonists in the 13 Colonies. The Act set a tax on sugar and molasses imported into the colonies which impacted the manufacture of rum in New England.

READ MORE HERE: [The Sugar Act](#) and WATCH THE VIDEO: [The Sugar Act](#)

## 1765

The Stamp Act - The Stamp Act was passed by the British Parliament on March 22, 1765. The new tax was imposed on all American colonists and required them to pay a tax on every piece of printed paper they used. Ship's papers, legal documents, licenses, newspapers, other publications, and even playing cards were taxed. The money collected by the Stamp Act was to be used to help pay the costs of defending and protecting the American frontier near the Appalachian Mountains (10,000 troops were to be stationed on the American frontier for this purpose).

READ MORE HERE: [Stamp Act](#) and Watch the Video: [The Stamp Act](#)

## 1765

The Quartering Act - The Quartering Act is a name given to an Act of British Parliament on the local governments of the American colonies to provide the British soldiers with any needed accommodations or housing. It also required colonists to provide food for any British soldiers in the area.

READ MORE HERE: [The Quartering Act](#) and Watch the Video: [The Quartering Act](#)





# Events Leading to the American Revolution

**1770**

**The Boston Massacre** - The Boston Massacre occurred on March 5, 1770. A squad of British soldiers, come to support a sentry who was being pressed by a heckling, snowballing crowd, let loose a volley of shots. Three persons were killed immediately and two died later of their wounds



READ MORE HERE & WATCH THE VIDEO: [The Boston Massacre](#)

**1773**

**The Boston Tea Party** - On the night of December 16, 1773, Samuel Adams and the Sons of Liberty boarded three ships in the Boston harbor and threw 342 chests of tea overboard. This resulted in the passage of the punitive Coercive Acts in 1774 and pushed the two sides closer to war.



READ MORE HERE & WATCH THE VIDEO: [The Boston Tea Party](#)

**1775**

**Lexington and Concord** - The Battles of Lexington and Concord, fought on April 19, 1775, kicked off the American Revolutionary War. On the night of April 18, 1775, hundreds of British troops marched from Boston to nearby Concord in order to seize an arms cache. Paul Revere and other riders sounded the alarm, and colonial militiamen began mobilizing to intercept the Redcoat column.

READ MORE HERE & WATCH THE VIDEO: [The Battle of Lexington and Concord](#)





# Events Leading to the American Revolution

## 1774 - 1776

**The Continental Congress** - The Continental Congress served as the government of the 13 American colonies and later the United States. The First Continental Congress, which was comprised of delegates from the colonies, met in 1774 in reaction to the Coercive Acts, a series of measures imposed by the British government on the colonies in response to their resistance to new taxes. In 1775, the Second Continental Congress convened after the American Revolutionary War had already begun. In 1776, it took the momentous step of declaring America's independence from Britain.

READ MORE HERE & WATCH THE VIDEO: [The Continental Congress](#)



## 1775

**The Battle of Bunker Hill** - On June 17, 1775, early in the Revolutionary War, the British defeated the Americans at the Battle of Bunker Hill in Massachusetts. Despite their loss, the inexperienced colonial forces inflicted significant casualties against the enemy, and the battle provided them with an important confidence boost. Although commonly referred to as the Battle of Bunker Hill, most of the fighting occurred on nearby Breed's Hill.



READ MORE HERE & WATCH THE VIDEO: [The Battle of Bunker Hill](#)





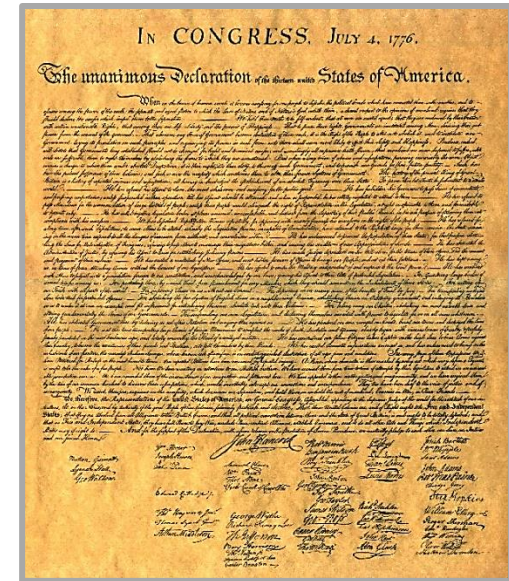
# The Declaration of Independence

## The Preamble

We hold these truths to be self-evident, that all men are created equal, that they are endowed, by their Creator, with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.





# The Declaration of Independence

## The Preamble

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.

To prove this, let Facts be submitted to a candid world.

READ MORE HERE & WATCH THE VIDEO: [The Declaration of Independence](#)

[Read the Declaration Here](#)



King George III

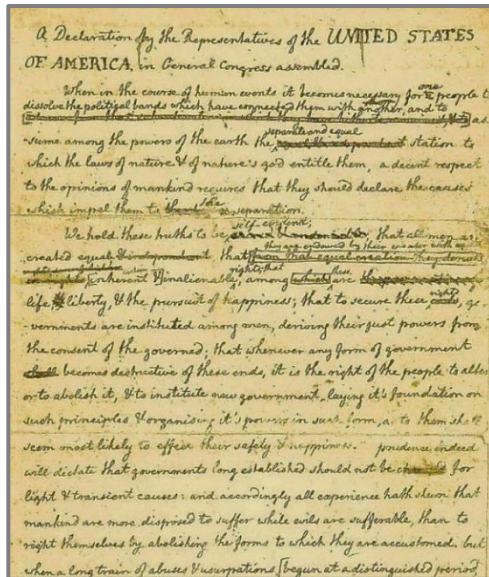




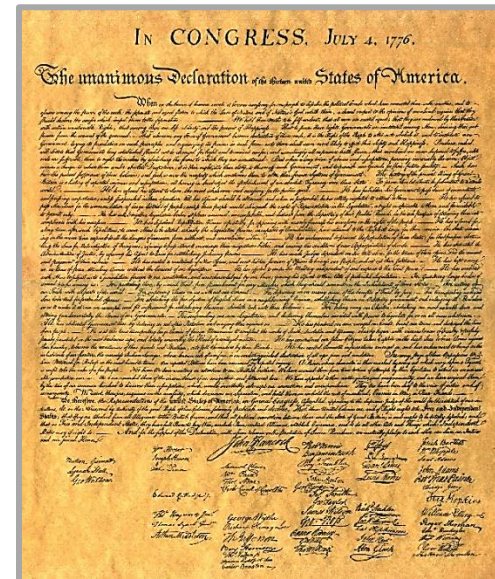
# Complete Requirement # 1

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." Using your workbook or on a separate piece of paper 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.

**Once completed arrange a meeting with your counselor**



Thomas Jefferson's Draft

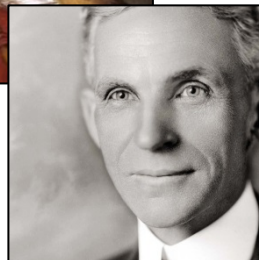
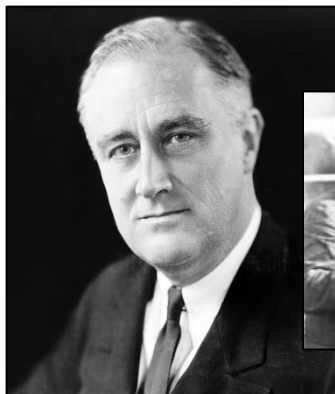
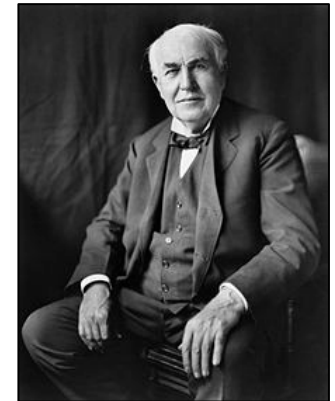
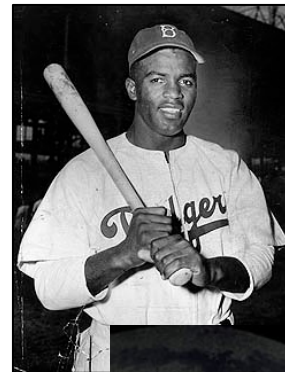
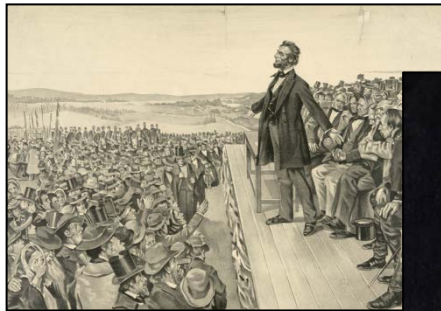


Final Signed Version



# Political Leaders & Private Citizens

The American political system affords citizens a wide range of opportunities to participate in and influence the political process. Through voting, writing letters, contributing to campaigns and even running for office, ordinary people can shape public policy. Unlike the citizens of many countries, Americans have a seemingly endless number of opportunities to participate in the political process. Through a variety of activities, they can express their views and otherwise influence politicians and other government officials.



Check it Out: [Biography Online](https://www.biography.com)



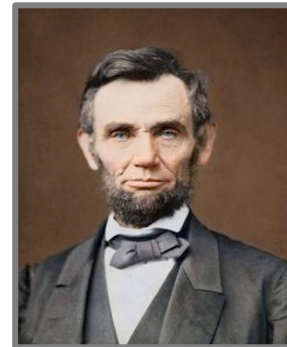
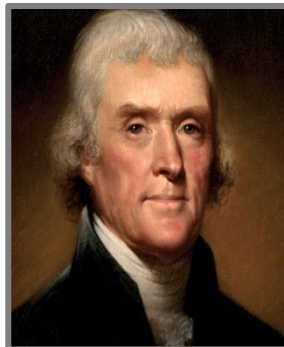
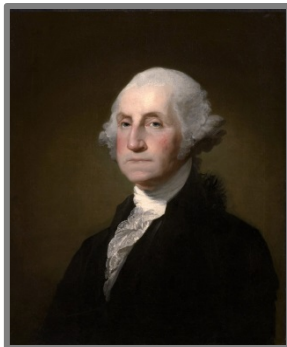
# Complete Requirement # 2



## 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.
- 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. 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.
- 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.

**Once completed arrange a meeting with your counselor**







# Current Issues in the News

The United States is going through quite a bit of change lately when it comes to the issues we all care about. Americans are always very busy, constantly working, or focusing on entertainment as an escape, so it can be tough to sit down and simply think about the issues. Understanding social issues in America is the first step toward a serious discussion about them. Those serious discussions, among communities and government and even the workplace, can help lead to big changes.



Education



Economy



National Security



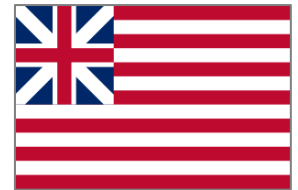
Health Care



# The American Flag

**1776**

The **Grand Union Flag** is considered to be the first national flag of the United States of America and previously, that of the United Colonies of North America – until 1777. This flag consisted of alternating thirteen red and white stripes with the British Union Flag (Union Jack)



**1777**

The **Betsy Ross flag** is an early design of the flag of the United States attributed to Betsy Ross, using the common motifs of alternating red-and-white striped field with five-pointed stars in a blue canton. The flag features 13 stars to represent the original 13 colonies.

**1795**

**The Star Spangled Banner:** This Flag became the Official United States Flag on May 1st, 1795. Two stars were added for the admission of Vermont (the 14<sup>th</sup> state in 1791) and Kentucky (the 15<sup>th</sup> State on 1792, and was to last for 23 years. Note there are 15 stripes.



**1818**

Realizing that the addition of a new star and new stripe for each new State was impractical, Congress passed the Flag Act of 1818 which returned the flag design to 13 stripes and specified 20 stars for the 20 states.





# The American Flag

## 1912

The U.S. flag grew to 48 stars with the addition of New Mexico (January 1912) and Arizona (February 1912). Executive Order of President Taft dated June 1912 established the proportions of the flag and provided for arrangement of the stars in six horizontal rows of eight each, a single point of each star to be upward. This flag was official for 47 years, longer than any other flag, through two World Wars and the emergence of the United States of America as the leading nation of the world.



## 1959

On January 3rd, 1959 Alaska was formally granted statehood placing the 49th star on our Flag. Executive Order of President Eisenhower dated January 3, 1959 - provided for the arrangement of the stars in seven rows of seven stars each, staggered horizontally and vertically.

## 1960

**50-Star Flag:** Executive Order of President Eisenhower dated August 21, 1959 provided for the arrangement of the stars in nine rows of stars staggered horizontally and eleven rows of stars staggered vertically. This is the current flag of the United States. Hawaii was admitted as the 50th state on August 21st, 1959. The 27th flag of the United States became the official flag on July 4th, 1960.





# The Pledge of Allegiance

The **Pledge of Allegiance** of the United States is an expression of allegiance to the Flag of the United States and the Republic of the United States of America, originally composed by Colonel George Balch in 1887, later revised by Francis Bellamy in 1892 and formally adopted by Congress as the pledge in 1942. The official name of *The Pledge of Allegiance* was adopted in 1945. The last change in language came on Flag Day 1954 when the words "under God" were added.

## 1892

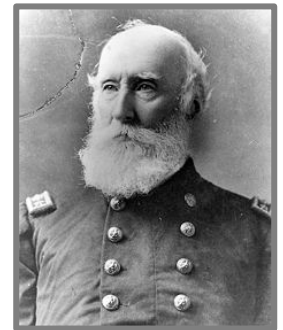
I pledge allegiance to my flag and to the Republic for which it stands;  
one nation indivisible, with liberty and justice for all.

## 1924

I pledge allegiance to the flag of the United States of America and to  
the Republic for which it stands; one nation indivisible, with liberty  
and justice for all.

## 1954

I pledge allegiance to the flag of the United States of America and to  
the Republic for which it stands; one nation, under God, indivisible,  
with liberty and justice for all.



Colonel George Balch



[Red Skelton Pledge of Allegiance](#)



# The Great Seal

The Great Seal's designers provided a brief explanation of its symbolism, however the more we know about its design process and meaning of its symbols and mottoes, the better we can understand why this emblem is as important today as it was then. It was and still is America's Vision Statement of the future.

## Obverse Side of the Great Seal

The most prominent feature is the American bald eagle supporting the shield, or escutcheon, which is composed of 13 red and white stripes, representing the original States, and a blue top which unites the shield and represents Congress. The motto, E Pluribus Unum (Out of many, one), alludes to this union. The olive branch and 13 arrows denote the power of peace and war, which is exclusively vested in Congress. The constellation of stars (13) denotes a new State taking its place and rank among other sovereign powers.



**The final design of the great seal was presented to Congress by Charles Thomson in 1782**



# The Great Seal

The reverse side of the seal bears the familiar Masonic motif of a pyramid, which Charles Thompson proposed as a symbol of “Strength and Duration.” The pyramid, like the new nation, is unfinished and is depicted having 13 steps for the original states.



13 steps in the Pyramid represent the 13 original states

## Reverse Side of the Great Seal

The pyramid signifies strength and duration: The eye over it and the motto, Annuat Coeptis (He [God] has favored our undertakings), allude to the many interventions of Providence in favor of the American cause. The date underneath is that of the Declaration of Independence, and the words under it, Novus Ordo Seclorum (A new order of the ages), signify the beginning of the new American era in 1776.

[READ MORE HERE](#)





# The Great Seal

Here are the early designs of the Great Seal from 1776 till the final version presented and adopted by Congress in 1782.



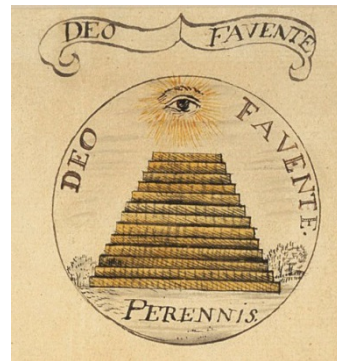
First committee's seal proposal 1776



Second committee's seal proposal 1780



Third committee's seal proposal 1782



Final seal proposal by Charles Thompson 1782





# The Great Seal

The Secretary of State is the official custodian of the great seal of the United States. It is only attached (affixed) to certain documents, such as foreign treaties and presidential proclamations. The Great Seal is kept in a mahogany cabinet and displayed in the Exhibit Hall of the Department of State in Washington, D.C.

In 1935 President Franklin D. Roosevelt had the Great Seal added to the one dollar bill.





# In God We Trust

## In God We Trust: The National Motto

WATCH THE VIDEO: [Honoring Our National Motto](#)

One of the first found references of the motto "In God We Trust" is heard in the U.S. National Anthem, *The Star-Spangled Banner*. The song was written by Francis Scott Key in 1814 and later adopted as the national anthem. In the last stanza Key writes a variation of the phrase: "...And this be our motto: In God is our trust. And the Star Spangled Banner in triumph shall wave, O'er the land of the free and the home of the brave." The words were shortened to In God We Trust and first applied to U.S. coins in 1864.

"In God We Trust" first started to appear on U.S. money during the Civil War era, largely because of the nation's increasing religious sentiment. The motto was used for the first time on the copper two-cent piece in 1864. Eventually the motto appeared on many U.S. coins and currencies.

When the double eagle design appeared in 1907, it was soon discovered that the motto had been omitted. In response to a general demand, Congress ordered it restored, and the act of May 18, 1908, made mandatory its appearance upon all coins which it had heretofore appeared. The act approved July 11, 1955, makes appearance of the motto "In God we trust" mandatory upon all coins of the United States. (69 Stat. 290. 31 U.S. Code 324a)

On July 30, 1956 a law was passed stating that "the national motto of the United States is hereby declared to be 'In God we trust'." (70 Stat. 732. 36 U.S. Code 186).

The motto was first used on paper money in 1957, when it appeared on the \$1 silver certificate.





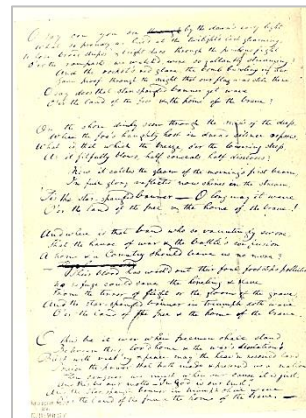
# The National Anthem

"**The Star-Spangled Banner**" is the national anthem of the United States of America. The lyrics come from "Defense of Fort McHenry", a poem written on September 13, 1814 by the 35-year-old lawyer and amateur poet Francis Scott Key after witnessing the bombardment of Fort McHenry by British ships of the Royal Navy in Baltimore Harbor during the War of 1812. Key was inspired by the large American flag, the Star-Spangled Banner, flying triumphantly above the fort during the American victory.

Key's poem was set to the tune of a popular British song written by John Stafford Smith for the Anacreontic Society, a men's social club in London. "To Anacreon in Heaven" (or "The Anacreontic Song"), with various lyrics, was already popular in the United States. Renamed "The Star-Spangled Banner", it soon became a well-known American patriotic song.

"The Star-Spangled Banner" was recognized for official use by the United States Navy in 1889, and by U.S. President Woodrow Wilson in 1916, and was made the national anthem by a congressional resolution on March 3, 1931 which was signed into law by President Herbert Hoover.

**WATCH THE VIDEO: [Star Spangled Banner](#)**



Key's original manuscript



The 15-star, 15-stripe "Star-Spangled Banner" which inspired the poem





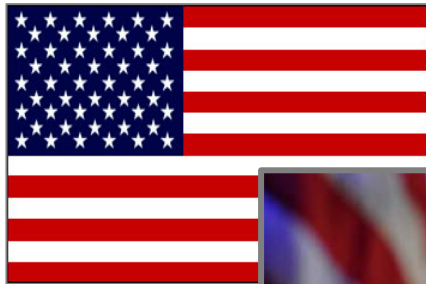
# Complete Requirement # 3



## DO THE FOLLOWING:

- 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.
- 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.
- 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.

**Once completed arrange a meeting with your counselor**





# The National Register of Historic Places

## National Register of Historic Places

*The National Register of Historic Places is the official list of the Nation's historic places worthy of preservation. Authorized by the National Historic Preservation Act of 1966, the National Park Service's National Register of Historic Places is part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect America's historic and archeological resources.*



[National Register of Historic Places listings in New Jersey](#)





# Historic Places in Your Own Backyard

## Colonel Joseph Ellis House

The **Colonel Joseph Ellis House** is located at 1009 Sycamore St. Haddon Heights, New Jersey. The house was built in 1760, and was the dwelling of Revolutionary War hero Colonel Joseph Ellis. It was added to the National Register of Historic Places on September 23, 1994. [Map](#)

## Isaac Glover House

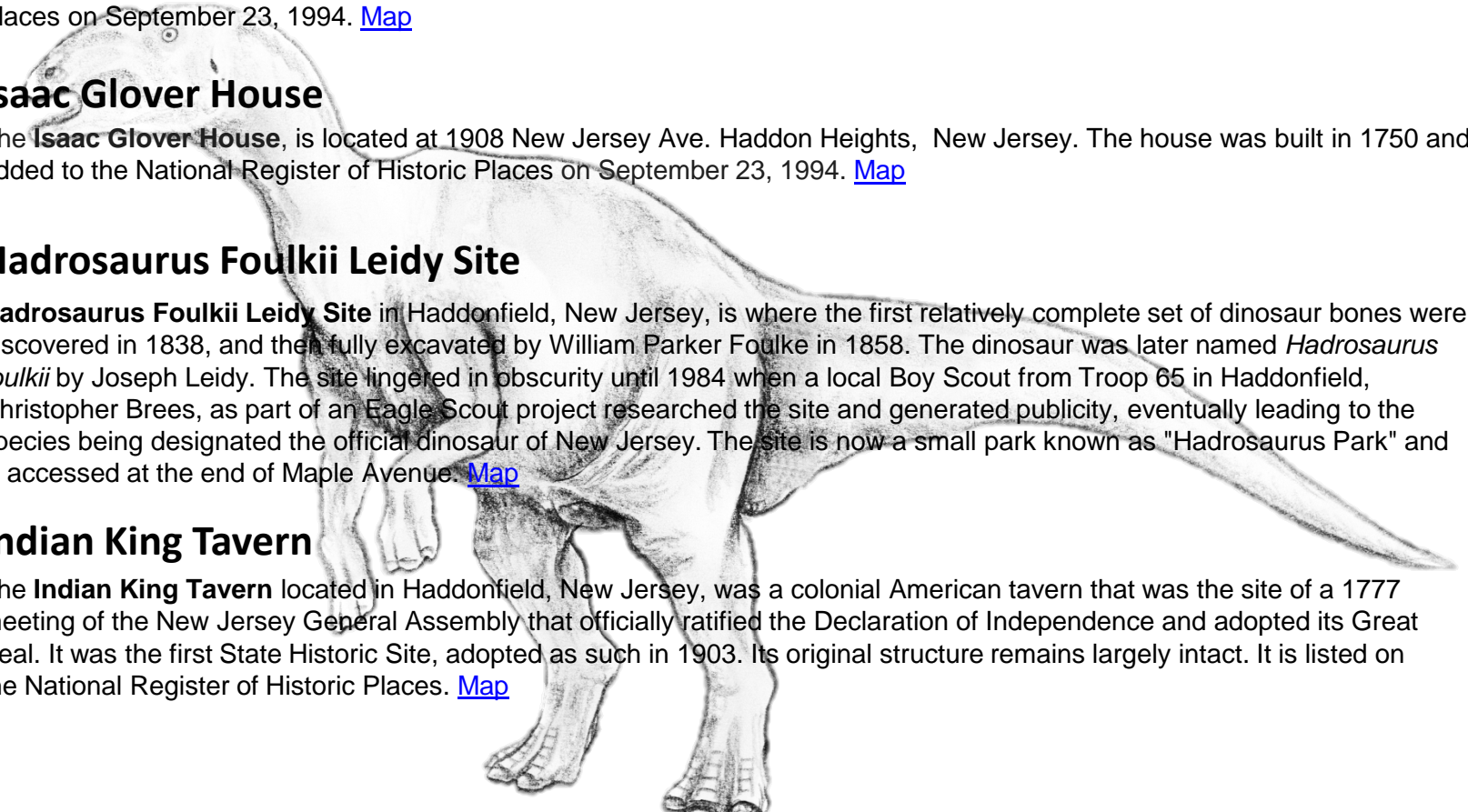
The **Isaac Glover House**, is located at 1908 New Jersey Ave. Haddon Heights, New Jersey. The house was built in 1750 and added to the National Register of Historic Places on September 23, 1994. [Map](#)

## Hadrosaurus Foulkii Leidy Site

**Hadrosaurus Foulkii Leidy Site** in Haddonfield, New Jersey, is where the first relatively complete set of dinosaur bones were discovered in 1838, and then fully excavated by William Parker Foulke in 1858. The dinosaur was later named *Hadrosaurus foulkii* by Joseph Leidy. The site lingered in obscurity until 1984 when a local Boy Scout from Troop 65 in Haddonfield, Christopher Brees, as part of an Eagle Scout project researched the site and generated publicity, eventually leading to the species being designated the official dinosaur of New Jersey. The site is now a small park known as "Hadrosaurus Park" and is accessed at the end of Maple Avenue. [Map](#)

## Indian King Tavern

The **Indian King Tavern** located in Haddonfield, New Jersey, was a colonial American tavern that was the site of a 1777 meeting of the New Jersey General Assembly that officially ratified the Declaration of Independence and adopted its Great Seal. It was the first State Historic Site, adopted as such in 1903. Its original structure remains largely intact. It is listed on the National Register of Historic Places. [Map](#)





# Historic Places in Your Own Backyard

## Red Bank Battlefield

The **Red Bank Battlefield** is located along the Delaware River in National Park, Gloucester County, New Jersey, United States. It was the location of the Battle of Red Bank in the American Revolutionary War on October 22, 1777. Fort Mercer and its sister, Fort Mifflin in Pennsylvania, defended the river and prevented the British from using it for transportation. The forts successfully delayed the British, but in the end were both destroyed or abandoned. Today the site of the Battle of Red Bank is a part of the Gloucester County Parks system called **Red Bank Battlefield Park**. [Map](#)

[Visit the Website](#)



## Independence National Historical Park

**Independence National Historical Park** in Philadelphia preserves several sites associated with the American Revolution and the nation's founding history. Administered by the National Park Service, the 55-acre park comprises much of Philadelphia's most-visited historic district. [Map](#)



[Visit the Website](#)



# Complete Requirement # 4



## DO **TWO** OF THE FOLLOWING:

- 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.
- 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.
- Find out when, why, and how your town or neighborhood started, and what ethnic, national, or racial groups played a part. Find out how the area has changed over the past 50 years and try to explain why.
- 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.
- 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.

**Once completed arrange a meeting with your counselor**





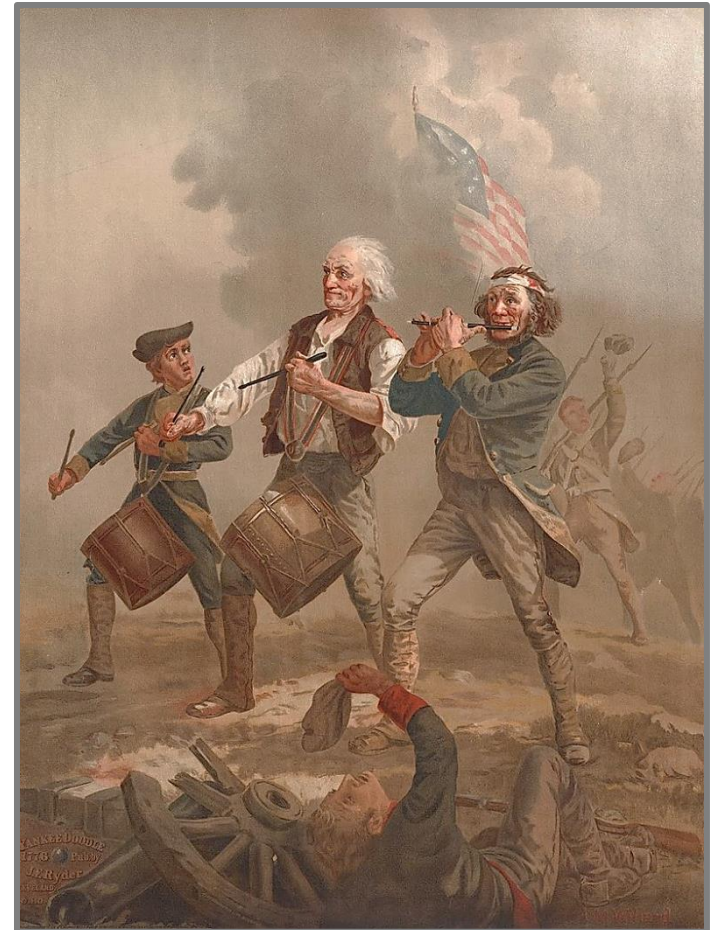
# Historical Music

## Yankee Doodle

Traditions place its origin in a pre-Revolutionary War song originally sung by British military officers to mock the disheveled, disorganized colonial "Yankees" with whom they served in the French and Indian War. The British troops sang it to make fun of the Yankee simpleton who thought he was stylish if he simply stuck a feather in his cap.

Yankee Doodle went to town  
A-ridin' on a pony;  
Stuck a feather in his cap,  
And called it Macaroni.  
Yankee Doodle, keep it up;  
Yankee Doodle dandy,  
Mind the music and the step,  
And with the girls be handy

[Listen to Yankee Doodle](#)



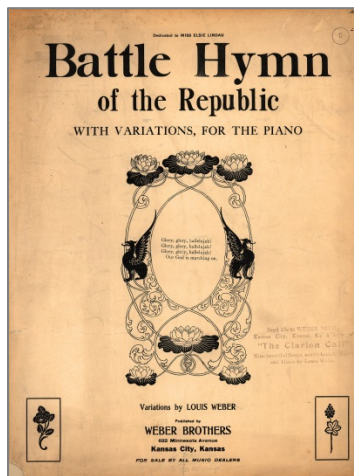




# Historical Music

"**When Johnny Comes Marching Home**" is a popular song of the American Civil War that expressed people's longing for the return of their friends and relatives who were fighting in the war. This song became popular with northerners and southerners alike.

Listen to [When Johnny Comes Marching Home](#)



"**The Battle Hymn of the Republic**" is a song by American writer Julia Ward Howe using the music from the song "John Brown's Body". Howe's more famous lyrics were written in November 1861, and first published in *The Atlantic Monthly* in February 1862. The song links the judgment of the wicked at the end of time with the American Civil War. Since that time, it has become an extremely popular and well-known American patriotic song.

Listen to [Battle Hymn of the Republic](#)



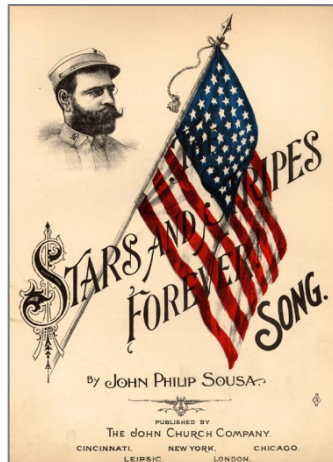
# Historical Music

“Over There” was written by composer George M Cohan after hearing the news, in April 1917, that America had declared war on Germany.

Listen to [Over There](#)



"The Stars and Stripes Forever" is a patriotic American march by composer John Philip Sousa. By a 1987 act of the U.S. Congress, it is the official National March of the United States of America.



Listen to [Stars and Stripes Forever](#)



# Historical Music

"**Boogie Woogie Bugle Boy**" was a major hit for The Andrews Sisters and an iconic World War II tune. It can be considered an early jump blues recording. The song is ranked No. 6 on Songs of the Century.

Listen to [Boogie Woogie Bugle Boy](#)



"**The Ballad of the Green Berets**" is a patriotic song in the ballad style about the Green Berets, an elite special force in the U.S. Army. It is one of the very few songs of the 1960s to cast the military in a positive light and in 1966 it became a major hit. The song was written by Robin Moore and Staff Sgt. Barry Sadler, while the latter was recuperating from a leg wound suffered as a medic in the Vietnam War. The tune itself is borrowed from the traditional American folk song "The Butcher Boy".

Listen to [The Ballad of the Green Berets](#)



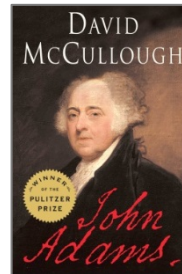
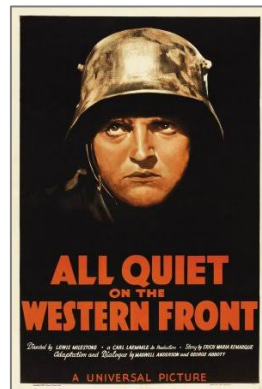
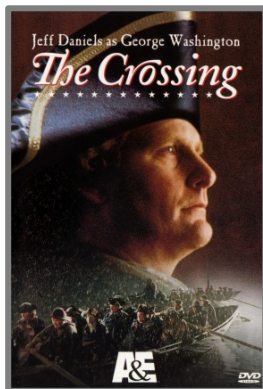
# Complete Requirement # 5



## DO ONE OF THE FOLLOWING:

- 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.
- 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.
- 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.

**Once completed do requirement 6 and arrange a meeting with your counselor**







# Career Opportunities

- Teacher / Professor
- Museum Staff / Curator
- National Park Service / Park Ranger
- Historic Preservation
- Archivist
- Lawyer
- Journalist
- Public Service
- Economist
- Military Service
- Historic Interpreter
- Librarian





# Complete Requirement # 6



**DO THE FOLLOWING:**

**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.

**Arrange a meeting with your counselor**





# Congratulations Scout!

**You have just earned your  
American Heritage  
Merit Badge**

