



Chemistry

Merit Badge Workbook



This workbook can help you but you still need to read the merit badge pamphlet.

This Workbook can help you organize your thoughts as you prepare to meet with your merit badge counselor.

You still must satisfy your counselor that you can demonstrate each skill and have learned the information.

You should use the work space provided for each requirement to keep track of which requirements have been completed, and to make notes for discussing the item with your counselor, not for providing full and complete answers.

If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you must do.

Merit Badge Counselors may not require the use of this or any similar workbooks.

No one may add or subtract from the official requirements found in Boy Scout Requirements (Pub. 33216 – SKU 637685).

The requirements were last issued or revised in 2018 • This workbook was updated in January 2018.

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. Do EACH of the following activities:

a. Describe three examples of safety equipment used in a chemistry laboratory and the reason each one is used.

b. Describe what a safety data sheet (SDS) is and tell why it is used.

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- c. Obtain an SDS for both a paint and an insecticide. Compare and discuss the toxicity, disposal, and safe-handling sections for these two common household products.

Toxicity:

Disposal:

Safe handling:

- d. Discuss the safe storage of chemicals.

How does the safe storage of chemicals apply to your home, your school, your community, and the environment?

Home:

School:

Community:

Environment:

2. Do EACH of the following activities:

- a. Predict what would happen if you placed an iron nail in a copper sulfate solution.

Then, put an iron nail in a copper sulfate solution. Describe your observations and make a conclusion based on your observations.

Observations:

Conclusion:

Compare your prediction and original conclusion with what actually happened.

Write the formula for the reaction that you described.

- b. Describe how you would separate sand from water, table salt from water, oil from water, and gasoline from motor oil.

Sand from water:

Table salt from water:

Oil from water:

Gasoline from motor oil:

Name the practical processes that require these kinds of separations.

- c. Describe the difference between a chemical reaction and a physical change.

3. Construct a Cartesian diver. Describe its function in terms of how gases in general behave under different pressures and different temperatures.

Describe how the behavior of gases affects a backpacker at high altitudes and a scuba diver underwater.

Backpacker:

Scuba diver:

4. Do EACH of the following activities:

- a. Cut a round onion into small chunks. Separate the onion chunks into three equal portions. Leave the first portion raw. Cook the second portion of onion chunks until the pieces are translucent. Cook the third portion until the onions are caramelized, or brown in color. Taste each type of onion. Describe the taste of raw onion versus partially cooked onion versus caramelized onion.

Raw onion:

Partially cooked onion:

Caramelized onion:

Explain what happens to molecules in the onion during the cooking process.

- b. Describe the chemical similarities and differences between toothpaste and an abrasive household cleanser.

Explain how the end use or purpose of a product affects its chemical formulation.

- c. In a clear container, mix a half-cup of water with a tablespoon of oil. Explain why the oil and water do not mix.

Find a substance that will help the two combine, and add it to the mixture.

Describe what happened, and explain how that substance worked to combine the oil and water.

5. List the five classical divisions of chemistry. Briefly describe each one, and tell how it applies to your everyday life.

6. Do EACH of the following activities:

a. Name two government agencies that are responsible for tracking the use of chemicals for commercial or industrial use.

1.

2.

Pick one agency and briefly describe its responsibilities to the public and the environment. _____

b. Define pollution.

Explain the chemical effects of ozone and global climate change.

Ozone:

Global climate change

Also, explain why phosphates have been removed from laundry detergents.

7. Do ONE of the following activities:

- a. Visit a laboratory and talk to a practicing chemist. Ask what the chemist does and what training and education are needed to work as a chemist.

- b. Using resources found at the library and in periodicals, books, and the Internet (with your parent's permission), learn about two different kinds of work done by chemists, chemical engineers, chemical technicians, or industrial chemists. For each of the positions, find out the education and training requirements.

- c. Visit an industrial plant that makes chemical products or uses chemical processes and describe the processes used. What, if any, pollutants are produced and how they are handled.

- d. Visit a county farm agency or similar governmental agency and learn how chemistry is used to meet the needs of agriculture in your county.

When working on merit badges, Scouts and Scouters should be aware of some vital information in the current edition of the *Guide to Advancement* (BSA publication 33088). Important excerpts from that publication can be downloaded from <http://usscouts.org/advance/docs/GTA-Excerpts-meritbadges.pdf>. You can download a complete copy of the *Guide to Advancement* from <http://www.scouting.org/filestore/pdf/33088.pdf>.