

Scout Name:

Unit #:

Date:



## Chemistry Merit Badge

Gamehaven Council Merit Badge Fair

Instructor: Jim Huston

### Complete these requirements:

- You should be age 14 or an 8th grader
- Read and understand the Chemistry Merit Badge Pamphlet Book (2006 printing) and bring it with you.
- Print the on line chemistry worksheet and bring it to the clinic with your chemistry merit badge book.
- Bring your signed merit badge card.
- Bring paper and a pencil.
- Bring \$2 for lab supplies
- Bring an empty 1 or 2 liter plastic pop bottle with cap
- Do at home with parents Req 4A – Cook an onion
- Answer Requirements on your chemistry merit badge worksheet– 1A, 1B, 1D, 2B, 2C, 5 (Physical, Organic, Inorganic, Analytical), 6B, 6C, 6D, 7B
- Present to the class 6A (construct a small poster 24" X 24" as a visual aid)
  - Last Name – A thru F – EPA
  - Last Name – G thru N – OSHA
  - Last Name – O thru Z - FDA
- Come with questions about chemistry!!!!

Requirements Revision:	2006
Pamphlet Revision:	2010



# CHEMISTRY

## Merit Badge Requirements

- 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 material safety data sheet (MSDS) is and tell why it is used.
  - C) Obtain an MSDS for both paint and an insecticide. Compare and discuss the toxicity, disposal, and safe-handling sections for these two common household products.
  - 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?
  
- 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. Compare your prediction and original conclusion with what actually happened. Write a formula for the reaction that you best described.
  - B) Describe how you would separate sand from water, table salt from water, oil from water, and 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 under water.
  
- 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. 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 four 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. Pick one agency and briefly describe its responsibilities to the public and the environment.
  - B) Define pollution. Explain the chemical effects of ozone, global warming, and acid rain. Pick a current environmental problem as an example. Briefly describe what people are doing to resolve this hazard and to increase understanding of the problem.
  - C) Using reasons from chemistry, describe the effect on the environment of ONE of the following:
    - 1) The production of aluminum cans or plastic milk cartons
    - 2) Sulfur from burning coal
    - 3) Used, motor oil
    - 4) Newspaper
  - D) Briefly describe the purpose of phosphates in fertilizer and in laundry detergent. Explain how the use of phosphates in fertilizers affects the environment. 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 jobs, 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.
  - E) Visit a county farm agent or similar governmental agency and learn how chemistry is used to meet the needs of agriculture in your county.

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## Requirement 1

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

Safety Equipment: \_\_\_\_\_

Reason Used: \_\_\_\_\_

Safety Equipment: \_\_\_\_\_

Reason Used: \_\_\_\_\_

Safety Equipment: \_\_\_\_\_

Reason Used: \_\_\_\_\_

What is a material safety data sheet (MSDS)? \_\_\_\_\_

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

Discuss the safe storage of chemicals: \_\_\_\_\_

How does the safe storage of chemicals apply to your home: \_\_\_\_\_

How does the safe storage of chemicals apply to your school: \_\_\_\_\_

How does the safe storage of chemicals apply to your community: \_\_\_\_\_

How does the safe storage of chemicals apply to the environment: \_\_\_\_\_

## Requirement 2

Predict what would happen if you placed an iron nail in a copper sulfate solution: \_\_\_\_\_

\_\_\_\_\_

Put an iron nail in a copper sulfate solution. Describe your observations and make a conclusion based on your observations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Compare your prediction and original conclusion with what actually happened: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write the equation for the reaction that you described: \_\_\_\_\_

\_\_\_\_\_

Describe how you would separate sand from water: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe how you would separate table salt from water: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe how you would separate oil from water: \_\_\_\_\_

\_\_\_\_\_

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Describe how you would separate gasoline from motor oil: \_\_\_\_\_

\_\_\_\_\_

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Name the practical processes that require these kinds of separations: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Describe the difference between a chemical reaction (chemical change) and a physical change:

\_\_\_\_\_

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### Requirement 3

Construct a Cartesian diver. Show it to your counselor.

Describe its function in terms of how gases in general behave under different pressures and different temperatures: \_\_\_\_\_

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Describe how the behavior of gasses affects a backpacker at high altitudes: \_\_\_\_\_

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Describe how the behavior of gasses affects a scuba diver underwater: \_\_\_\_\_

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### Requirement 4

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: \_\_\_\_\_

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Explain what happens to molecules in the onion during the cooking process: \_\_\_\_\_

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Describe the chemical similarities and differences between toothpaste and an abrasive household cleanser: \_\_\_\_\_

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Explain how the end use or purpose of a product affects its chemical formulation: \_\_\_\_\_

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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: \_\_\_\_\_

### Requirement 5

List the four classical divisions of chemistry. Describe each one, and tell how it applies to your everyday life.

1) \_\_\_\_\_

Description: \_\_\_\_\_

How does it apply to your everyday life? \_\_\_\_\_

2) \_\_\_\_\_

Description: \_\_\_\_\_

How does it apply to your everyday life? \_\_\_\_\_

3) \_\_\_\_\_

Description: \_\_\_\_\_

How does it apply to your everyday life? \_\_\_\_\_

4) \_\_\_\_\_

Description: \_\_\_\_\_

How does it apply to your everyday life? \_\_\_\_\_

### Requirement 6

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: \_\_\_\_\_

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Define pollution: \_\_\_\_\_

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Explain the chemical effects of ozone: \_\_\_\_\_

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Explain the chemical effects of global warming: \_\_\_\_\_

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Explain the chemical effects of acid rain: \_\_\_\_\_

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Pick a current environmental problem as an example. Which problem did you choose? \_\_\_\_\_

Briefly describe what people are doing to resolve this hazard and to increase understanding of the problem: \_\_\_\_\_

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Select one of the following (circle it):

- 1) The production of aluminum cans or plastic milk cartons
- 2) Sulfur from burning coal
- 3) Used, motor oil
- 4) Newspaper

Using reasons from chemistry, take the item you circled above and describe the effect it has on the environment: \_\_\_\_\_

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Briefly describe the purpose of phosphates in fertilizer and in laundry detergent: \_\_\_\_\_

Explain how the use of phosphates in fertilizers affects the environment: \_\_\_\_\_

Explain why phosphates have been removed from laundry detergents: \_\_\_\_\_

### Requirement 7

You have been given four options for this requirement. Select and complete ONE of them.

If you selected **Option A**:

Visit a laboratory and talk to a practicing chemist.

Ask what the chemist does: \_\_\_\_\_

What training and education are needed to work as a chemist? \_\_\_\_\_

If you selected **Option 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. Give a brief summary of what you learned: \_\_\_\_\_

For each of the jobs, find out the education and training requirements.

Chemist: Education: \_\_\_\_\_  
Training: \_\_\_\_\_

Chemical Engineer: Education: \_\_\_\_\_  
Training: \_\_\_\_\_

Chemical Technician: Education: \_\_\_\_\_  
Training: \_\_\_\_\_

Industrial Chemist: Education: \_\_\_\_\_  
Training: \_\_\_\_\_

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If you selected **Option C**:

Visit an industrial plant that makes chemical products or uses chemical processes.

What plant did you visit? \_\_\_\_\_

What products or chemical processes do they use: \_\_\_\_\_

What pollutants are produced? \_\_\_\_\_

How are the pollutants handled? \_\_\_\_\_

If you selected **Option 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.

What agency did you visit? \_\_\_\_\_

Tell how chemistry is used to meet the needs of agriculture in your county: \_\_\_\_\_