



Pottery

Merit Badge Workbook

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

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2009 • This workbook was updated in March 2012.

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 improving this workbook to: Workbooks@USScouts.org

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1. Explain to your counselor the precautions that must be followed for the safe use and operation of a potter's tools, equipment, and other materials.

Tools: _____

Equipment: _____

Other materials: _____

2. Do the following:

- a. Explain the properties and ingredients of a good clay body for the following:

1. Making sculpture _____

2. Throwing on the wheel _____

b. Tell how three different kinds of potter's wheels work.

1. _____

2. _____

3. _____

3. Make two drawings of pottery forms, each on an 8 1/2 by 11 inch sheet of paper. One must be a historical pottery style. The other must be of your own design.
(There are two sheets of blank graph paper at the end of this workbook, which may be used for these drawings.)

4. Explain the meaning of the following pottery terms: bat, wedging, throwing, leather hard, bone dry, greenware, bisque, terra-cotta, grog, slip, score, earthenware, stoneware, porcelain, pyrometric cone, and glaze.

Bat: _____

Wedging: _____

Throwing: _____

Leather hard: _____

Bone dry: _____

Greenware: _____

Bisque: _____

Terra-cotta: _____

Grog: _____

Slip: _____

Score: _____

Earthenware: _____

Stoneware: _____

Porcelain: _____

Pyrometric cone: _____

Glaze. _____

5. Do the following. Each piece is to be painted, glazed, or otherwise decorated by you:

a. Make a slab pot, a coil pot, and a pinch pot.

Slab pot

Coil pot

Pinch pot

b. Make a human or animal figurine or decorative sculpture.

c. Throw a functional form on a potter's wheel.

d. Help to fire a kiln.

6. Explain the scope of the ceramic industry in the United States. Tell some things made other than craft pottery. _____

7. With your parent's permission and your counselor's approval, do ONE of the following:

a. Visit the kiln yard at a local college or other craft school. Learn how the different kinds of kilns work, including low-fire electric, gas or propane high-fire, wood or salt/soda, and raku.

Low-fire electric: _____

Gas or propane high-fire: _____

Wood or salt/soda: _____

Raku: _____

b. Visit a museum, art exhibit, art gallery, artists' co-op, or artist's studio that features pottery. After your visit, share with your counselor what you have learned. _____

c. Using resources from the library, magazines, the Internet (with your parent's permission), and other outlets, learn about the historical and cultural importance of pottery. Share what you discover with your counselor. _____

8. Find out about career opportunities in pottery. _____

Pick one and find out about the education, training, and experience required for this profession.

Career _____

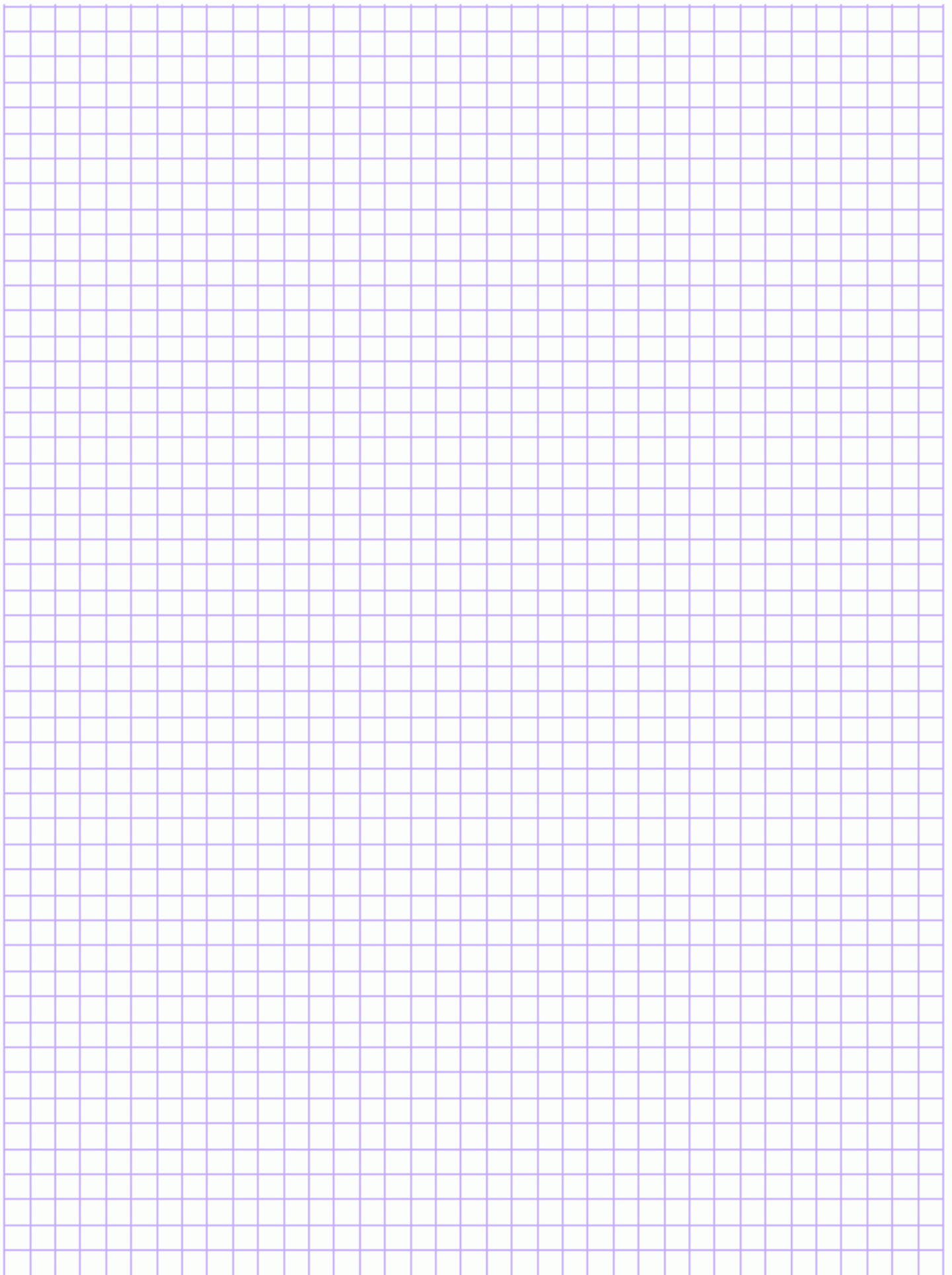
Education: _____

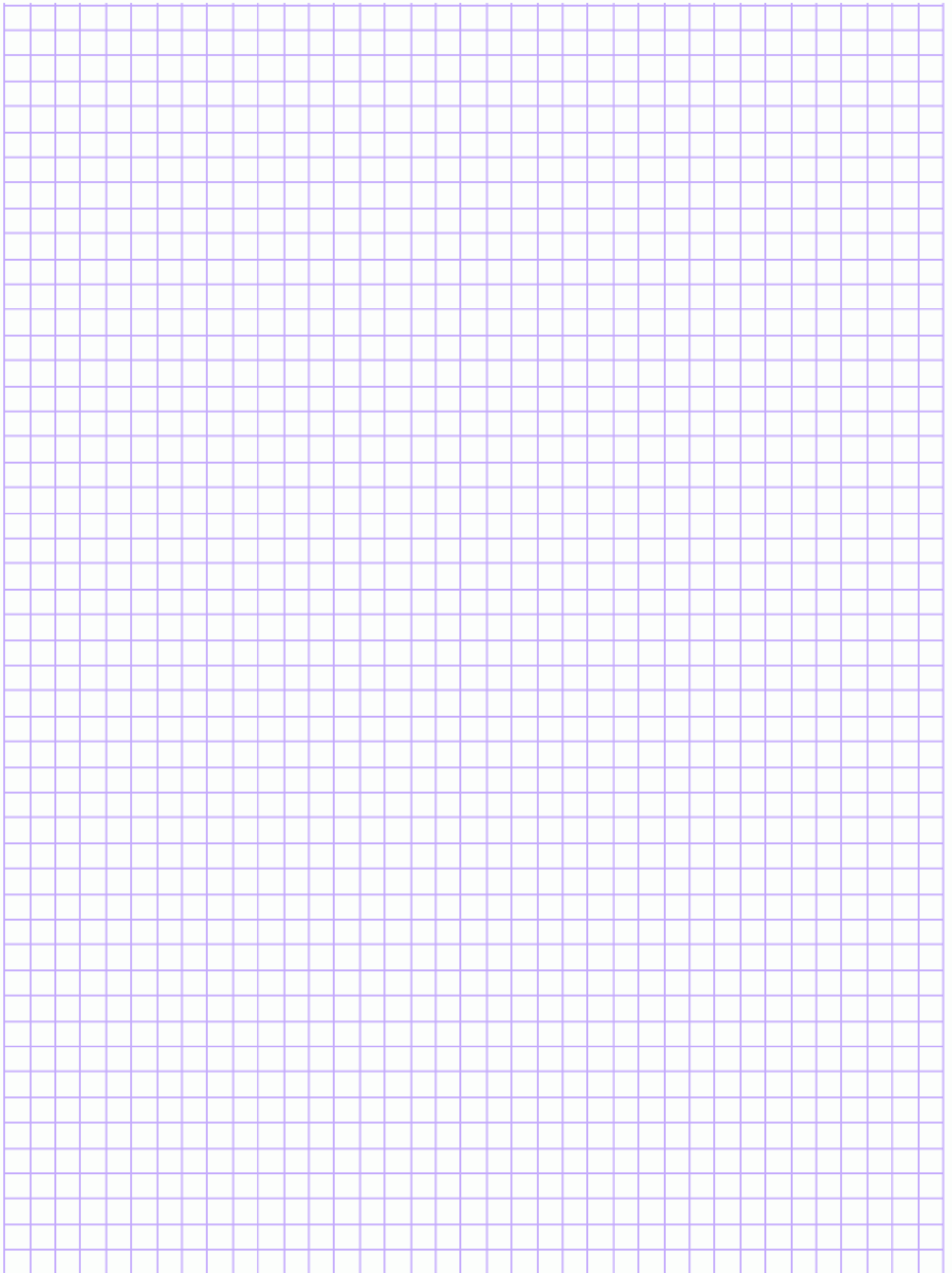
Training: _____

Experience: _____

Discuss this with your counselor, and explain why this profession might interest you. _____

Requirement resources can be found here:
http://www.meritbadge.org/wiki/index.php/Pottery#Requirement_resources





Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- **[Inside front cover, and 5.0.1.4] — Unauthorized Changes to Advancement Program**
No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.
(There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)
- **[Inside front cover, and 7.0.1.1] — The [‘Guide to Safe Scouting’](#) Applies**
Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]
- **[7.0.3.1] — The Buddy System and Certifying Completion**
Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative —or better yet, another Scout working on the same badge— along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.
- **[7.0.3.2] — Group Instruction**
It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout — actually and *personally*— completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- **[7.0.3.3] — Partial Completions**
Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished — a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.