

Maryland Old Line State

All Grade Level



Complete the following requirements listed.

Daisy/Brownie - The two starred requirements plus one Discover, one Connect and one Take Action requirements.

Juniors - The two starred requirements plus two Discover, two Connect and one Take Action requirements.

Cadettes/Seniors/Ambassadors - The two starred requirements plus four Discover, two Connect and one Take Action requirements.

Discover: Explore the state of Maryland and learn about its physical features, history, people, and culture.

- *1. Make a large map of Maryland. Include: Routes 50, 13, 301 and 404; and Interstates 95, 695, 495 and 270; county boundaries; neighboring states and bodies of water; state and national parks; monuments and seashores; the Chesapeake Bay Bridge; and the cities of Baltimore, Annapolis, Ocean City and Salisbury. Add to the map any places you visit while working on this patch.
- *2. Maryland was one of the original 13 colonies. Learn about the state's history, such as whom the state was named after, the date the state entered the union and who first colonized the state.
3. Identify the state capital, flag, bird, tree, flower, colors, song and what their significance is. Maryland has had many nicknames. What are they and why was the state given those nicknames?
4. Learn about some of the famous people from Maryland. For example: Annie Oakley, George and Cecil Calvert, Francis Scott Key, Harriet Tubman and Helen Taussig. Why are they important?
5. Maryland's first settlers were the Nanticoke Native Americans. Research where and how they lived. What type of housing did they live in? What type of clothing did they wear? Do one of the following: Make a model of a Native American home or color/draw a picture of their home life; perform an expressive dance; play a Native American game; or make paper dolls dressed in native clothing.
6. During the 18th century, Maryland was the center of colonial commerce. Learn more about Maryland during the 18th century. What type of jobs did they have? What type of housing did they live in? What type of clothing did they wear? Do one of the following: Make a model of a colonial home or color/draw a picture of their home life; play a colonial game; or make paper dolls dressed in colonial clothing.
7. Learn about the Mason-Dixon Line. Where is it located and why is it important?
8. Fort McHenry played a major role in the War of 1812, not only in protecting the port of Baltimore but also because our national anthem was written during a major battle there. Create a collage, storyboard or other type of graphic organizer to show the events that inspired Sir Francis Scott Key to write "The Star Spangled Banner".

Connect: Expand upon your knowledge of Maryland by making personal connections with the citizens, government leaders and the community.

1. Take a walking tour of one of the following towns or cities: Annapolis, Baltimore, Cambridge, Chesapeake City, St. Michaels or another historic town or site. Start your tour at the local tourist bureau or town office and talk with the staff to find out about the community you are visiting.
2. Arrange to meet one of Maryland's elected officials: Governor, Senator, Representative, Mayor or Councilman. Talk with them about their jobs and what they do to improve the state.
3. Many people who live in Maryland were not born here. Talk with someone who was not born here and find out why they now live here. What attracted them to this state? What do they like about it?

4. Talk with someone who has lived in Maryland their entire life. Record their memories in a journal. What was it like growing up in Maryland? What has changed? What is the same? Do they think the changes are good or not good for the people and environment?
5. Maryland has many state parks to explore. Visit one and meet with a Park Ranger. Talk with him or her to find out what makes that park unique.
6. Learn a traditional craft from Maryland: weaving, quilting, beadwork, pottery or embroidery. Take a class or learn from a professional or skilled hobbyist. Find out why they enjoy that craft form and why it was important to the people of Maryland.
7. Experience the vast diversity of Maryland's communities in a high tech "treasure hunt"! Log on to <http://www.mdMunicipal.org/index.aspx?NID=167> to find hidden caches along the Maryland Municipal League Geo Trail. Use a hand-held GPS (Global Positioning System) receiver to plot in the map coordinates and track your way to cities and towns across Maryland. If you're not familiar with the sport of geocaching visit www.geocaching.com
8. Connect with other Girl Scouts in Maryland – ask an adult to help you locate other Girl Scouts and become pen pals or Facebook friends. Before using the Internet take the Online Safety Pledge at: www.girlscouts.org/internet_safety_pledge.asp

Take Action: Identify a need, make a plan and do something to help make the state of Maryland a better place for its citizens and/or environment. Write letters to local, state and federal officials; help with a community project; or create a public display or presentation to inform others. Here are some ideas, but don't be limited by them:

1. The Chesapeake Bay is one of Maryland's most valuable resources. Why is this estuary in trouble? Make a plan for something you can do to help the Chesapeake Bay and then do it. (Examples: plant native plants or bay/shore grasses; start a recycling program at your school; stencil storm drains.)
2. The "Eastern Shore" of Maryland is rapidly losing its vast farmlands to housing, highways and business development. Why is this a problem? Make a plan for something you can do to help and then do it. (Examples: write letters to your elected official and urge them to create laws to protect farmlands; create a display or presentation about the importance of Maryland's farms.)
3. Harriet Tubman was one of Maryland's most famous slaves. A new national park in her honor is being created in Dorchester County. Make a plan for something you can do to help keep her values and principles alive and then do it. (Examples: create a play about Harriet Tubman and the Underground Railroad and present it to younger children; hold a panel discussion at your school about racial inequality; interview African Americans and write a news article based on their stories of discrimination.)
4. Take Action on another issue you discover that will help the state of Maryland! Use your knowledge and information from Discover and Connect activities to help guide you.

