



The American Flag Foundation, Inc.

THE EDUCATIONAL RESOURCE HANDBOOK

**Program of
The American Flag Foundation, Inc.
P. O. Box 435
Riderwood, Maryland 21139
443-243-3437
www.americanflagfoundation.org**



*How does the American Flag inspire patriotism and citizenship
among people in America?*

TO THE EDUCATOR:

The purpose of the Educational Resource Handbooks is to develop and enhance the students' knowledge and understanding of leadership, citizenship and character.

Through the study of people, their values, and the events that led to the development of the United States Flag and its symbols, students will develop an understanding of their American heritage and of the need to continue strong leadership, citizenship and character.

Feature of the Handbooks.

1. Aligned to the Common Core Standards in the area of...
 - Reading – Literature
 - Reading – Informational Text
 - Foundational Skills
 - Writing
 - Speaking and Listening
 - Language
2. Interdisciplinary approach
3. Adaptable across grade levels
4. Adaptable to all levels of learning
5. Teacher friendly
6. Format includes: Lesson Objectives
 - a. Motivation
 - b. Discussion
 - c. Activities
 - d. Culminating Activities
7. Resource Guide & Resource Pages
8. Blackline masters
9. Lesson rubrics.

The material in these handbooks is appropriate for activities during National Flag Week (PAUSE FOR THE PLEDGE OF ALLEGIANCE –June 14) and also other historical events observed throughout the school year.

The range of activities included in the lesson format can be tailored to meet the needs of the students. These suggested activities cover a broad spectrum of educational disciplines.

If you have any questions or suggestions, please feel free to contact The American Flag Foundation at 443-243-3437.



The American Flag Foundation, Inc.

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Grade 4 Resource Handbook

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The American Flag Foundation, Inc. Educational Resource Handbook

Preface

This educational handbook has been prepared by The American Flag Foundation, Inc. and its content approved by the Maryland State Department of Education. This handbook has been prepared especially for 3rd, 4th and 5th grade elementary school students by members of the Star-Spangled Banner Education Committee of the Foundation who have had experience in developing curriculums in the State of Maryland for grades K-12. The Foundation is a non-profit organization that promotes through its programs below, a sense of patriotism and the historic symbols and meanings of the American Flag.

Living American Flag

Since 1984, approximately 4,000 3rd, 4th and 5th graders from public, private and home-study schools in Baltimore City and the surrounding counties have formed a Living American Flag at Fort McHenry, and elementary schools sites. This represents the concluding stages of the Living American Flag Educational Program, a goal and “wrap up” even to which is worked toward throughout the school year, integrated with a student essay contest on the U. S. Flag. All of this student/ teacher /parent work and preparation culminates in a reenactment of the original “Human Flag” formed in 1914 to celebrate the 100th anniversary of the successful 1814 defense of Baltimore during the War of 1812 and the origin of the writing of the Star-Spangled Banner, our national anthem. Programs have the option of being accompanied by Francis Scott Key, Mary Pickersgill, and additional historic characters in period clothing who will discuss with students the place and period in history.

The Annual National Pause for the Pledge of Allegiance

Flag Day, June 14, 7:00 p.m. — A centerpiece of the mission of, The American Flag Foundation is to promote the participation of all Americans in the Annual National Pause for the Pledge of Allegiance help each year at Fort McHenry and throughout the United States. In partnership with the National League of Cities, The American Flag Foundation coordinates with 2,500 mayors of cities and towns across the United States, encouraging them to lead their local citizens at 7:00 p.m. in a Pause to recite the Pledge of Allegiance. The concept of the Pause originated in 1980. The American Flag Foundation has sponsored the annual National Pause for the Pledge of Allegiance program every year since.

Star – Spangled Banner Outreach Program

A key program under development is the Star – Spangled Banner 15 – State Living American Flag project. Initiated in 2001, the program seeks to expand the Living American Flag Program held in Baltimore to take place at historic sites in the original fifteen states. A local task force of key government officials is currently actively working with representatives from a number of the fifteen original states to organize this effort.

21 Days to Honor America

The United States Congress dedicated the period from Flag Day, June 14th, through Independence Day, July 4th, as “21 Days to Honor America” (89STAT.211). We encourage all Americans to fly the U.S. Flag during those official 21 days.

Louis V. Koerber Patriotism Award

The Louis V. Koerber Patriotism Award is presented to promote the observance of Flag Day, June 14th and the annual National Pause for the Pledge of Allegiance, by honoring a citizen who has offered extraordinary service and support to educate the public about the meaning of the Flag, the need for national unity and to raise the awareness of the American people of the history, the spirit, the legacy and the promise of the Star-Spangled Banner.

We continue to owe a debt to our many colleagues and friends for their helpful comments and suggestions in the development of earlier editions of our text.

Special thanks also go to the Educational Review Committee of The American Flag Foundation, Inc.: Patricia Perluke, Sam Smith, and Linda Bishop.

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Grade 5 Match To Common Core Standards

Standard Area: Reading Standards - Literature

Students will build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text such that they can draw on or infer specific details and examples from the text, understand the craft and structure of text, and integrate knowledge and ideas.

Content Standards	Corresponding Activities
RL.5.1 Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (KID)	Lesson 1, Activity 6 Lesson 4, Activities 5, 6 Lesson 6, Activity 2
RL.5.2 Students will determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (KID)	Lesson 1, Motivation 2, Discussion 7, Activities 6, 9 Lesson 4, Activities 5, 6
RL.5.3 Students will compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (KID)	Lesson 1, Motivation 2, 3 Lesson 4, Activities 5, 6 Lesson 6, Activity 3
RL.5.4 Students will determine the meaning of phrases as they are used in a text, including figurative language such as metaphors and similies, students will determine the meaning of words. (CAS)	Lesson 1, Activity 9 Lesson 4, Motivation 2, Activities 5, 6 Lesson 6, Activity 2
RL.5.5 Students will explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CAS)	Lesson 1, Motivation 2, 3, Activity 9 Lesson 4, Activities 5, 6
RL.5.6 Students will describe how a narrator's or speaker's point of view influences how events are described. (CAS)	Lesson 1, Activity 9
RL.5.7 Students will analyze how visual and multi-media elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (IKI)	All multi-media presentations Lesson 1, Activity 6
RL.5.9 Students will compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (IKI)	Lesson 4, Activities 5, 6
RL.5.10 Students will, by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (ROR)	All Literature Activities

Grade 5 Match To Common Core Standards

Standard Area: Reading Standards – Informational Text

Students will build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text such that they can draw on or infer specific details and examples from the text, understand the craft and structure of text, and integrate knowledge and ideas.

Content Standards	Corresponding Activities
RI.5.1 Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (KID)	Lesson 1, Activity 9 Lesson 3, All Activities Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 7, Activity 1
RI.5.2 Students will determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (KID)	Lesson 1, Activity 10 Lesson 2, Activities 2, 7 Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 7, Activity 1
RI.5.3 Students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (KID)	Lesson 1, Activity 6 Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 6, Activities 3, 6, 9 Lesson 7, Activity 1
RI.5.4 Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CAS)	Lesson 2, Activities 1, 2 Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 7, Discussion 5
RI.5.5 Students will compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CAS)	Lesson 2, Activity 9 Lesson 3, Activity 1 Lesson 6, Activities 3, 6 Lesson 7, Activity 1
RI.5.6 Students will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CAS)	Lesson 2, Activity 9 Lesson 3, Activities 3, 4, 6 Lesson 6, Activities 3, 6 Lesson 7, Activity 1
RI.5.7 Students will draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (IKI)	Lesson 2, Activity 3 Lesson 3, All Activities Lesson 6, Activities 3, 6, 9 Lesson 7, Activity 1

<p>RI.5.8 Students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (IKI)</p>	<p>Lesson 2, Activity 2 Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 7, Activity 1</p>
<p>RI.5.9 Students will Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (IKI)</p>	
<p>RI.5.10 Students will, by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (ROR)</p>	<p>All Informational Reading Activities</p>

Grade 5 Match To Common Core Standards

Standard Area: Reading Standards – Foundational Skills

Students will build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text such that they can draw on or infer specific details and examples from the text, understand the craft and structure of text, and integrate knowledge and ideas.

Content Standards	Corresponding Activities
RF.5.3 Students will know and apply grade-level phonics and word analysis skills in decoding words. (PWR)	Lesson 2, Activity 1 Lesson 6, Discussion 8 Anytime students decode words
RF.5.4 Students will read with sufficient accuracy and fluency to support comprehension. (F)	Lesson 2, Activity 1 Lesson 4, Motivation 2 Anytime students read orally

Grade 5 Match To Common Core Standards

Standard Area: Writing Standards

Students will write with frequency and increasing sophistication to present the relationships between ideas and information efficiently; with emphasis on argumentative, informative/explanatory, and narrative writing, the development of understanding of production and distribution of one’s writing, and the use and understanding of research tools and ethics.

Content Standards	Corresponding Activities
W.5.1 Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. (TTP)	Lesson 3, Activities 2, 3, 4 Lesson 4, Activities 3, 4, 7 Lesson 5, Activity 4 Lesson 6, Activity 3
W.5.2 Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. (TTP)	Lesson 2, Activity 7 Lesson 3, Activities 2, 3, 4 Lesson 4, Activities 3, 4, 7 Lesson 5, Activity 4 Lesson 6, Activity 3
W.5.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (TTP)	Lesson 2, Activity 7 Lesson 3, Activities 3, 4 Lesson 4, Activity 7 Lesson 5, Activity 4 Lesson 6, Activities 3, 7
W.5.4 Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (PDW)	Lesson 2, Activity 7 Lesson 3, Activities 2, 3, 4, 8, 9, 10 Lesson 4, Activities 3, 4, 7 Lesson 5, Activities 4, 9 Lesson 6, Activities 3, 7
W.5.5 Student will, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5) (PDW)	Lesson 2, Activity 8 Lesson 3, Activities 3, 4, 10 Lesson 4, Activities 3, 4, 7 Lesson 5, Activity 4 Lesson 6, Activity 3
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (PDW)	Lesson 1, Activities 4, 5 Lesson 2, Activity 5 Lesson 4, Activity 7 Lesson 5, Activity 4 Lesson 6, Activities 3, 7

W.5.7 Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (BPK)	Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3
W.5.8 Students will recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (BPK)	Lesson 4, Activity 7 Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3
W.5.9 Students will draw evidence from literary or informational texts to support analysis, reflection, and research. (BPK)	Lesson 2, Activity 5 Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3
W.5.10 Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (ROW)	All Written Work

Grade 5 Match to Common Core Standards

Standard Area: Speaking and Listening Standards

Students will speak (both in informal discussions and in more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively while developing listening skills that allow them to participate effectively and contribute to groups.

Content Standards	Corresponding Activities
SL.5.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CAC)	All Lessons, All Discussions Lesson 1, Activity 6
SL.5.2 Students will summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CAC)	Lesson 1, Activity 10 Lesson 3, Motivation
SL.5.3 Students will summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CAC)	Discussions/Debates Lesson 1, Activity 7 Lesson 3, Motivation
SL.5.4 Students will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (PKI)	Lesson 2, Activity 2 Lesson 2, Activity 5
SL.5.5 Students will include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (PKI)	Lesson 2, Activity 5 All presentations can be adapted to include these components.
SL.5.6 Students will adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) (PKI)	Lesson 3, Activity 2 Any time students quote from primary sources embedded within the lessons

Grade 5 Match To Common Core Standards

Standard Area: Language Standards

Students will take a close look at the texts they encounter through the conventions of Standard English, knowledge of language and grammar, and to acquire and use vocabulary while speaking, reading, and writing.

Content Standards	Corresponding Activities
L.5.1 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CSE)	All Written Work All Discussions All Debates Lesson 2, Activities 1, 4
L.5.2 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CSE)	All Written Work
L.5.3 Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. (KOL)	Lesson 2, Activity 1 All Debates All Written Work All Discussions All Reading Activities
L.5.4 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (VAU)	Lesson 2, Discussion 1 All Reading Activities
L.5.5 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (VAU)	Lesson 2, Discussion 1
L.5.6 Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (VAU)	All Lessons, All Grade Level, Domain-Specific Vocabulary Lesson 2, Discussion 1, 2, 3

Lesson 5: Flag Etiquette

Enduring Question: *How does the American flag inspire patriotism and citizenship among people in America?*

Objective : *Students will...*

1. Analyze pamphlets and diagrams to describe flag etiquette.
2. Synthesize research from multiple sources to create informational presentations.

Motivation:

1. Discuss the word “etiquette” with students. Use the prezi’s and/or video clips to describe etiquette in different situations.

Etiquette Prezi’s:

Business Lunch Etiquette Prezi: http://prezi.com/ojs08uh29ri_/proper-business-luncheon-etiquette/

Etiquette Overview Prezi, (Cell phone, digital media, school computer):
http://prezi.com/ongqnsflqna_/good-internet-etiquette-level-two/

Etiquette Video Clips:

Handshake Etiquette: <http://www.youtube.com/watch?v=k8JU1iZd0pE>

Digital Etiquette -

<http://www.brainpop.com/technology/computersandinternet/digitaletiquette/>
(Subscription Required)

Discussion:

1. Review the colors, placement, and shape of the Flag and what is represented.
2. Identify the star that represents our home state.
3. Have the students state where they have seen the Flag displayed.
4. How was it displayed? [*Examples: suspended from a stick, a pole, mounted on a wall, inside, outside, speaker’s platform, stage, over a street on a rope?*]
5. Define the word “etiquette” as the requirements of social behavior/properties of conduct; such as etiquette in a library, at school, on the playground, at a concert, at dinner in a fancy restaurant vs. a fast food restaurant.
6. What do you think the term “flag etiquette” means?
7. Why is it important to have standards set for displaying the Flag?

Activities:

1. Read and discuss the “Flag Etiquette” pamphlet (Resource Sheet 2), also found at: http://americanflagfoundation.org/wp-content/uploads/2011/02/Flag_Etiquette1.pdf
2. Use the “Frequently asked questions” section on the pamphlet for discussion.

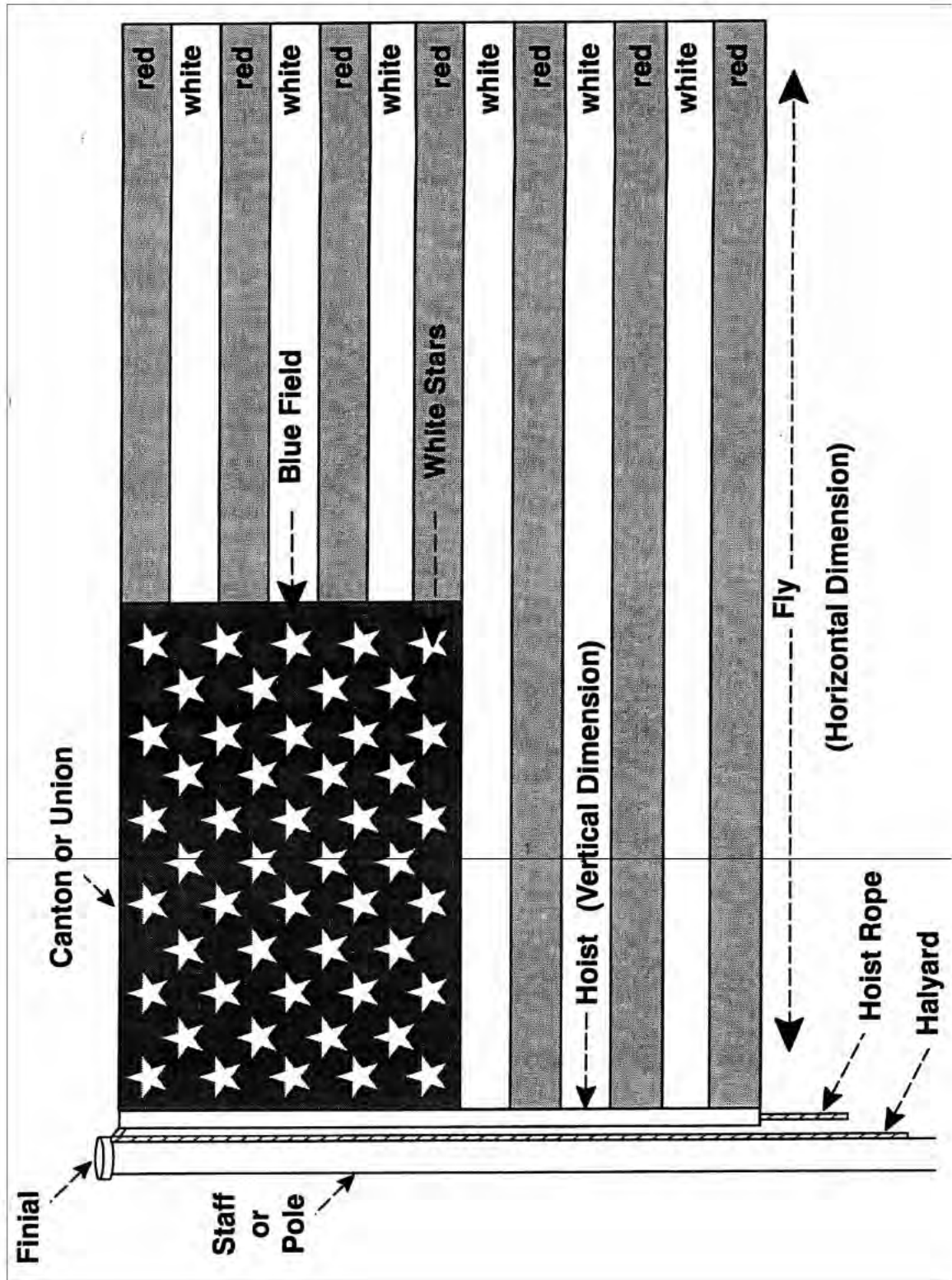
3. Other texts and resources are available in PDF form at:
<http://americanflagfoundation.org/all-about-the-flag/flag-etiquette/>
4. Students can prepare a program to share on the announcements, with another class, or in an auditorium setting that addresses Flag etiquette, terminology, and display.
[To spark interest, questions on sentence strips could be posted around the building prior to the presentation: What is a halyard? How do you properly raise our Flag? Where should the Flag be located on a speaker's platform? What does the color red represent in our Flag?]
5. Students can prepare and present an opening exercise program that involves raising the school Flag. Other classes or the entire school could participate.
6. Write an essay, illustrate, and state what our Flag represents and what it means to me (a discussion of all Americans united under the Flag would be appropriate here). *[Optional: take this piece through the entire writing process. See rubric for informational/explanatory writing found in resource section.]*
7. Have students research and, in small groups, demonstrate how to fold a Flag correctly (hands-on experience is best). Student resource (Resource Sheet 3) also available at:
<http://americanflagfoundation.org/wp-content/uploads/2011/02/Folding-Our-Flag-How-To.pdf>
8. Have students research, and in small groups, demonstrate proper care and placement of Flags in various situations. Student resource (Resource Sheet 4) also available at:
<http://americanflagfoundation.org/wp-content/uploads/2011/02/V-HowtoDisplaytheFlag.pdf>
9. Working in small groups, have students use the resource sheet "Parts of the Flag" to learn Flag terminology. Play a fun game of Jeopardy as a review.
10. Write a class, small group, or individual poem, or "rap" about the Flag. Try to incorporate some of the information covered in the lesson (see rubric for informational/expository writing found in resource section).
11. Guest speakers, musicians, or drill teams blend well with this particular lesson.
12. Invitations provide a good letter writing experience for the students. If the invitation is to be by telephone, this is also a good time to discuss telephone etiquette.
13. Invite volunteers from the local VFW or American Legion to teach students the proper way to:
 - Prepare the Flag for proper display,
 - Raise the Flag on a pole,
 - Present the Flag (Colors) to a group,
 - Lower the Flag from a pole,
 - Retire Colors,

- Set the Flag for half-mast,
- Fold the Flag,
- Care for the Flag in inclement weather,
- Dispose of a worn Flag,
- Use the Flag properly on special occasions (funerals, Memorial Day, cemetery use, etc.),
- Use the United States Flag in conjunction with other flags, and
- Use the Flag on a speaker's platform or stage.

ResourceSheets

1. Parts of the Flag Diagram
2. Flag Etiquette Pamphlet – Lexile 1220
3. Folding Our Flag
4. How to Display the Flag- Lexile 1060

Lesson 5 Resource Sheet 1: Parts of the Flag



Frequently Asked Questions About the Flag

Q: What do the colors and gold fringe on the American Flag mean?

A: Sentimental writers and orators some times ascribe meanings to the colors in the flag.

From the book "Our Flag", published in 1989 by the House of Representatives. "On July 4, 1776, the Continental Congress passed a resolution authorizing a committee to devise a seal for the United States of America. This mission, designed to reflect the Founding Fathers' beliefs, values, and sovereignty of the new Nation, did not become a reality until June 20, 1782. In heraldic devices, such as seals, each element has a specific meaning. Even colors have specific meanings. The colors red, white, and blue did not have meanings for The Stars and Stripes when it was adopted in 1777.

However, the colors in the Great Seal did have specific meanings. Charles Thompson, Secretary of the Continental Congress, reporting to Congress on the Seal, stated: "The colors of the pales (the vertical stripes) are those used in the flag of the United States of America: White signifies purity and innocence, Red, hardness & valour, and Blue, the color of the Chief (the broad band above the stripes) signifies vigilance, perseverance & justice."

The gold trim is generally used on ceremonial indoor flags that are used for special services and is believed to have been first used in a military setting. It has no specific significance that I have ever run across, and its (gold trim) use is in compliance with applicable flag codes and laws.

Q: What is meant by the flag's own right?

A: The "right" is the position of honor developed from the time when the "right hand" was the "weapon hand" or "point of danger." The right hand, raised without a weapon, was a sign of peace. The right hand, to any observer, is the observer's left. Therefore, as used in the Flag Code, the flag and/or blue field is displayed to the left of the observer, which is the flag's "own right." (ref. Flag Code 7(d))

Q: Can a flag that has been used to cover a casket be displayed after its original use?

A: There are no provisions in the Flag Code to suggest otherwise. It would be a fitting tribute to the memory of the deceased veteran and their service to a grateful nation if their casket flag were displayed.

Q: Can the United States flag be displayed on days when the weather is inclement?

A: The flag should not be displayed on days when the weather is inclement, except when an all-weather (nylon or other non-absorbent material) flag is displayed. (Ref. Flag Code 8(c))

Q: What is the significance of displaying the flag at half-staff?

A: This gesture is a sign to indicate the nation mourns the death of an individual(s). Only the President of the United States or the Governor of the State may order the flag to be half-staffed. (ref. Flag Code 7(m))

Q: When the flag is not flown from a staff, how should it be displayed?

A: It should be displayed vertically, whether indoors or out, and suspended so that its folds fall free as though the flag were staffed. The stripes may be displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window of a home or a place of business, the flag should be displayed in the same way: that is, with the union or blue field to the left of the observer in the street. (Ref. Flag Code 7(i))

Q: How are unserviceable flags destroyed?

A: The Flag Code suggests that, "when a flag has served its useful purpose, it should be destroyed, preferably by burning." For individual citizens, this

should be done discreetly so the act of destruction is not perceived as a protest or desecration. Many American Legion Posts conduct Disposal of Unserviceable Flag Ceremonies on June 14, Flag Day. This ceremony creates a particularly dignified and solemn occasion for the retirement of unserviceable flags. (ref. Flag Code 8(k))

Q: Are you required to destroy the flag if it touches the ground?

A: Flag Code section 176b states that the flag should not touch anything beneath it such as the ground. This is stated to indicate that care should be exercised in the handling of the flag, to protect it from becoming soiled or damaged. You ARE NOT required to destroy the flag when this happens. As long as the flag remains suitable for display, even if washing or dry-cleaning (which is acceptable practice) is required, you may continue to display the flag as a symbol of our great country. (ref. Flag Code 8(b))

Q: What is the proper method for folding the flag?

A: The Flag Code does not require any specific method, however, there is a tradition that has developed over time. This method produces a triangular shaped form like that of a three corner hat with only the blue union showing.

Q: May a person, other than a veteran, have their casket draped with the flag of the United States?

A: Yes, although this honor is usually reserved for veterans or highly regarded states and national figures, the Flag Code does not prohibit this use.

Q: Is it proper to fly the flag of the United States 24 hours a day?

A: The Flag Code states it is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flag staffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness. (ref. Flag Code 8(a))

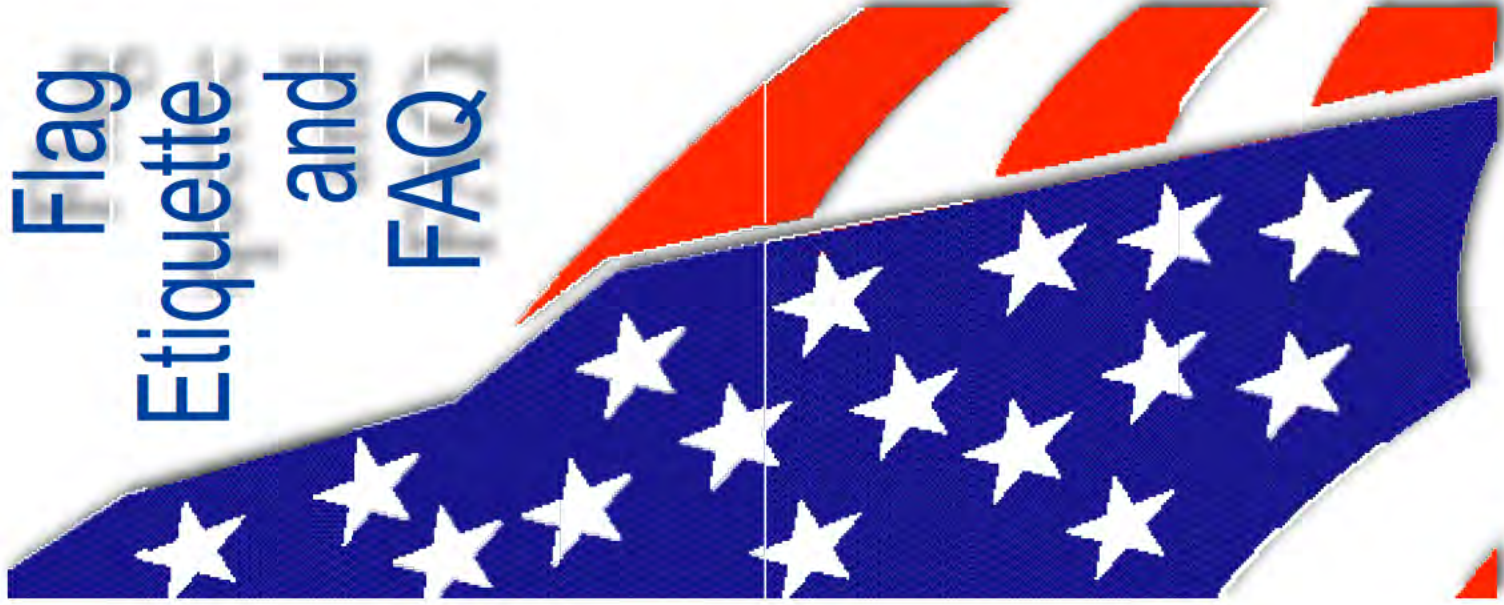
Q: What are the penalties for the physical desecration of the flag?

A: There are currently no penalties for the physical desecration of the flag.

Q: Where does the flag fly 24 hours a day?

- A: After the addition of the new House and Senate wings in the 1850s, even before the great dome was completed in 1863, photographs of the period show flags flying over each new wing and the central east and west fronts. The custom of flying the flags 24 hours a day over the east and west fronts was begun during World War I. This was done in response to requests received from all over the country urging that the flag of the United States be flown continuously over the public buildings in Washington, DC.
- Presidential proclamations and laws since that time authorize the display of the flag 24 hours a day at the following places:
 - Fort McHenry National Monument and Historic Shrine, Baltimore, Maryland (Presidential Proclamation No. 2795, July 2, 1948).
 - Flag House Square, Albemarle and Pratt Streets, Baltimore, Maryland (Public Law 83-319, approved March 26, 1954).
 - United States Marine Corp Memorial (Iwo Jima), Arlington, Virginia (Presidential Proclamation No. 3418, June 12, 1961).
 - On the Green of the Town of Lexington, Massachusetts (Public Law 89-335, approved November 8, 1965).
 - The White House, Washington, DC. (Presidential Proclamation No. 4000, September 4, 1970), Washington Monument, Washington, DC. (Presidential Proclamation No. 4064, July 6, 1971, effective July 4, 1971). Fifty flags of the United States are displayed at the Washington Monument continuously.
 - United States Customs Ports of Entry which are continually open (Presidential Proclamation No. 4131, May 5, 1972).
 - Grounds of the National Memorial Arch in Valley Forge State Park, Valley Forge, Pennsylvania (Public Law 94-33, approved July 4, 1975).
 - Many other places fly the flag at night as a patriotic gesture by custom.

Flag Etiquette and FAQ



Standards of Respect

The Flag Code, which formalizes and unifies the traditional ways in which we give respect to the flag, also contains specific instructions on how the flag is not to be used. They are:

The flag should never be dipped to any person or thing. It is flown upside down only as a distress signal.

The flag should not be used as a drapery, or for covering a speaker's desk, draping a platform, or for any decoration in general. Bunting of blue, white and red stripes is available for these purposes. The blue stripe of the bunting should be on the top.

The flag should never be used for any advertising purpose. It should not be embroidered, printed or otherwise impressed on such articles as cushions, handkerchiefs, napkins, boxes, or anything intended to be discarded after temporary use. Advertising signs should not be attached to the staff or halyard.

The flag should not be used as part of a costume or athletic uniform, except that a flag patch may be used on the uniform of military personnel, fireman, policeman and members of patriotic organizations.

The flag should never have placed on it, or attached to it, any mark, insignia, letter, word, number, figure, or drawing of any kind.

The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

When the flag is lowered, no part of it should touch the ground or any other object; it should be received by waiting hands and arms. To store the flag it should be folded neatly and ceremoniously.

The flag should be cleaned and mended when necessary.

When a flag is so worn it is no longer fit to serve as a symbol of our country, it should be destroyed by burning in a dignified manner.

Note: Most American Legion Posts regularly conduct a dignified flag burning ceremony, often on Flag Day, June 14th. Contact your local American Legion Hall and inquire about the availability of this service.



Displaying the Flag Outdoors

When the flag is displayed from a staff projecting from a window, balcony, or a building, the union should be at the peak of the staff unless the flag is at half staff.

When it is displayed from the same flagpole with another flag - of a state, community, society or Scout unit - the flag of the United States must always be at the top except that the church pennant may be flown above the flag during church services for Navy personnel when conducted by a Naval chaplain on a ship at sea.

When the flag is displayed over a street, it should be hung vertically, with the union to the north or east. If the flag is suspended over a sidewalk, the flag's union should be farthest from the building.

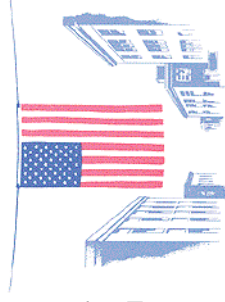
When flown with flags of states, communities, or societies on separate flag poles which are of the same height and in a straight line, the flag of the United States is always placed in the position of honor - to its own right.

The other flags may be smaller but none may be larger.

No other flag ever should be placed above it.

The flag of the United States is always the first flag raised and the last to be lowered.

When flown with the national banner of other countries, each flag must be displayed from a separate pole of the same height. Each flag should be the same size. They should be raised and lowered simultaneously. The flag of one nation may not be displayed above that of another nation.



Raising and Lowering the Flag

The flag should be raised briskly and lowered slowly and ceremoniously. Ordinarily it should be displayed only between sunrise and sunset. It should be illuminated if displayed at night. The flag of the United States of America is saluted as it is hoisted and lowered. The salute is held until the flag is unsnapped from the halyard or through the last note of music, whichever is the longest.

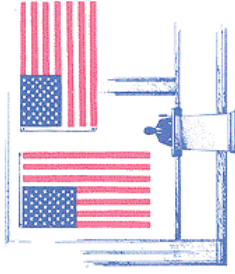
Displaying the Flag Indoors

When on display, the flag is accorded the place of honor, always positioned to its own right. Place it to the right of the speaker or staging area or sanctuary. Other flags should be to the left.

The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of states, localities, or societies are grouped for display.

When one flag is used with the flag of the United States of America and the staffs are crossed, the flag of the United States is placed on its own right with its staff in front of the other flag.

When displaying the flag against a wall, vertically or horizontally, the flag's union (stars) should be at the top, to the flag's own right, and to the observer's left.



Parading and Saluting the Flag

When carried in a procession, the flag should be to the right of the marchers. When other flags are carried, the flag of the United States may be centered in front of the others or carried to their right. When the flag passes in a procession, or when it is hoisted or lowered, all should face the flag and salute.

The Salute

To salute, all persons come to attention. Those in uniform give the appropriate formal salute. Citizens not in uniform salute by placing their right hand over the heart and men with head cover should remove it and hold it to left shoulder, hand over the heart. Members of organizations in formation salute upon command of the person in charge.

The Pledge of Allegiance and National Anthem

The pledge of allegiance should be rendered by standing at attention, facing the flag, and saluting. When the national anthem is played or sung, citizens should stand at attention and salute at the first note and hold the salute through the last note. The salute is directed to the flag, if displayed, otherwise to the music.

The Flag in Mourning

To place the flag at half staff, hoist it to the peak for an instant and lower it to a position half way between the top and bottom of the staff. The flag is to be raised again to the peak for a moment before it is lowered. On Memorial Day the flag is displayed at half staff until noon and at full staff from noon to sunset.

The flag is to be flown at half staff in mourning for designated, principal government leaders and upon presidential or gubernatorial order.

When used to cover a casket, the flag should be placed with the union at the head and over the left shoulder. It should not be lowered into the grave.



The American Flag Foundation, Inc.

PO Box 435 • Riderwood, Maryland 21139
(443) 243-3437

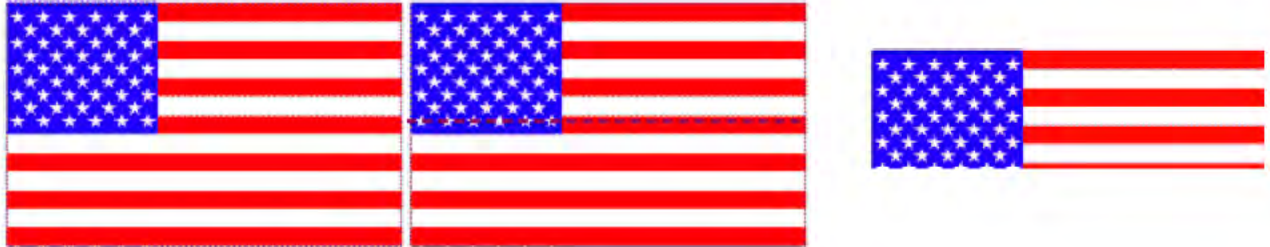
www.americanflagfoundation.org

Lesson 5 Resource Sheet 3: Folding Our Flag

How to Fold Our Flag



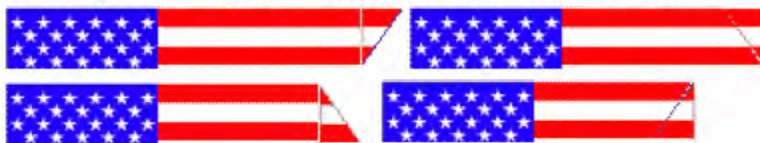
Fold the flag in half width-wise



Fold the flag in half width-wise again



Fold up a triangle, starting at the striped end ... and repeat ...



... until only the end of the union is exposed.



Then fold down the square into a triangle and tuck inside the folds.



Lesson 5 Resource Sheet 4: How to Display the Flag – Lexile 1060



When displayed over a street, the Flag should be suspended vertically. The union will be to the north in an east-west street, and to the east in a north-south street.



When displayed with another flag in the crossed-staff format, the American Flag should be on its own right—and in front of the other flags' staff.



When the Flag is flown at half-staff, it should first be elevated to peak position, held there momentarily, and lowered. At the day's end, the Flag should again be elevated to peak position before lowering.



If other flags are flown on the same staff with the American Flag, the American Flag should be placed at the peak of the staff.



When covering a casket, the Flag should be positioned so the union is at the head and over the left shoulder. It should not be lowered into a grave or allowed to touch the ground.



When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.



When the Flag is suspended from a staff projecting horizontally from a building, the union should be at the peak of the staff—except when the Flag is at half-staff.



The Flag, when carried in a procession with another flag, should be on the marching right. If in a line of other flags, in front of the center of that line.



The American Flag should always have the position of honor on speakers' platforms, standing to the right of the speaker. All other flags should be on the speakers' left.



When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.



During the raising or lowering of the Flag, or during its passage in a parade, all present should face the Flag, and stand at attention with hand over heart. Men should remove their caps/hats. Veterans may salute, with or without cap.



When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.



The flag of the United States of America should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.



When the flag is displayed on a car, the staff shall be fixed firmly to the chassis or clamped to the right fender.



When hung in a window where it is viewed from the street, place the union at the head and over the left shoulder.



Bunting for ceremonial or decorative use should be arranged with the blue on the top, white in the middle, and red on the bottom. Never use the Flag for decoration or as bunting.