



LESSON PLAN

DESIGNING A CAPITAL CITY

Elementary School (3-5)

OVERVIEW

In this lesson, students will consider how the design of a capital city reflects the values, history, and aspirations of a nation's people. To do this, students will analyze the design elements of Revolutionary War veteran Pierre L'Enfant's plan for Washington, D.C. and consider how those elements reflected important American values. Then, working in groups, students will identify core American civic values and use those to design their own ideal capital city. Finally, they will share their designs with the class.

Resources include a PowerPoint presentation and city planning worksheet.

Estimated time: 1-2 class periods (60-90 minutes)

STANDARDS

Content standards vary by state. This lesson can be used to teach the following state standards and similar wording may be found in your state standards.

- D2.Civ.8.3-5: Identify core civic virtues and democratic principles that guide government, society, and communities.
- D2.Civ.9.3-5: Use deliberative processes when making decisions or reaching judgments as a group.
- D2.Geo.1.3-5: Construct maps and other graphic representations of both familiar and unfamiliar places.

LEARNING OBJECTIVES

- Students will be able to identify how design elements of Pierre L'Enfant's plan for Washington, D.C. illustrate important American values.
- Students will be able to identify 3-5 core American values.
- Students will be able to use their identified values to design and justify the features of their own ideal capital city.



RESOURCES NEEDED

- Designing a Capital City Elementary School PowerPoint
- Designing a Capital City Worksheet

BACKGROUND INFORMATION FOR TEACHERS

In 1791, Pierre Charles L'Enfant submitted to Congress his plan for the design of Washington, D.C. as the capital of the young United States. Although the plan was never fully developed, many aspects of L'Enfant's interpretation of American values can still be found in various design elements of the city, particularly the National Mall and the locations of the White House and the Capitol building.

Born in Paris in 1754, L'Enfant was the son of a renowned painter. He attended France's Royal Academy of Painting and Sculpture, one of the nation's most prestigious educational institutions, before emigrating to the United States in September 1776 to volunteer in the American Revolutionary War (1775-1783). L'Enfant served in the Continental Army as an engineer and an officer, and he even served under George Washington at Valley Forge.

After the war, L'Enfant worked as a designer and an architect. In 1790, Washington selected him to survey and map the new federal district planned to be the nation's capital. L'Enfant's plan both reflected and shaped emerging American ideals. Grand buildings affirmed the new nation's importance and independence. Open urban squares and long boulevards promoted democratic values by enabling people to gather and travel freely. The establishment of separate buildings for the executive and legislative branches of government emphasized the separation of powers, as defined in the Constitution. Thus, L'Enfant's vision for Washington starkly contrasted with the designs of many European capitals, which privileged the palaces of monarchs and the trappings of royalty. However, L'Enfant was dismissed from his role as designer of the city and his vision was never fully implemented during his lifetime.

Washington, D.C. was slow to develop, and it was only much later that some of L'Enfant's ideas were actually executed. The McMillan Commission (1901) took inspiration from L'Enfant's plan as it redesigned Washington and tried to create a more harmonious, monumental style for the capital. L'Enfant's plan continues to influence architectural and planning decisions in Washington, D.C. today.

Despite his military service and his later renown for the design of Washington, D.C., L'Enfant died in poverty in 1825 and was initially buried on a friend's farm in Maryland. In 1909, after his work was revived as part of the city's redesign, the government authorized his reburial at Arlington National Cemetery. His grave is on a hillside overlooking Washington, D.C., the city he had designed.



LESSON ACTIVITIES

Introduction: 5-10 minutes

- Display PPT Slide 2: Capital Cities
- *Ask students:*
 - **Animation 1:** What's a capital city?
 - *Possible answer:* A capital city is where a state or nation's government meets or is located.
 - *Teacher can share their state capital (if applicable) or that Washington, D.C. is the capital of the United States.*
 - **Animation 2:** Why is having a capital important?
 - *Possible answers:*
 - A capital city lets lawmakers get together and make important decisions.
 - Capital cities are a place to share stories about a nation's or state's history through buildings, museums, statues, monuments, etc.
 - *Teacher can share that Washington, D.C. is where the U.S. president lives and the U.S. Supreme Court and U.S. Congress all meet.*
 - *Say:* Some capitals are cities that grew over time, became important, and were chosen to be the capital. Some capitals, like Washington, D.C., were planned and developed specifically to be a capital.
- Display PPT Slide 3: Reflecting its Citizens
 - *Say:*
 - When people plan a capital, they like to consider what's important to the citizens of the country or state—e.g., their civic values. They will then plan the capital to communicate those civic values. But how do they do that?
 - Our guiding question today is: How does the design of a capital city reflect the values, history, and goals of its people?
- Display PPT Slide 4: Civic Values
- *This is an optional discussion. If you have already spent time talking about civic values with your students, you may choose to skip this slide.*
 - **Animation 1:** What's a civic value?
 - *Possible answer:* Something that guides how we behave as good members of our school, community, and nation.



- *Explain that these are ideas or values that tell us what other community members expect of us and what we should expect of ourselves and others. These values can include justice, liberty, responsibility, democracy, etc.*
- **Animation 2:** *List of examples (if students are struggling to define a civic value, you may want to provide the list of examples and see if that helps them define it)*
 - Ask students if they can think of other values that should be on the list
 - Point out that, while civic values are important, there are no “right” or “best” values. Different communities/states/countries have different values because different things are most important to them.

Lesson Part II: Background & Group Discussion: 15-20 minutes

- Display PPT Slide 5: Designing a Capital
 - *Say:* In addition to being the seat of government, capitals are also a place to proclaim national identity and values through architecture and the landscape. To help us understand how values shape capital cities, we’re going to look at the capital of the United States: Washington, D.C.
 - *Optional Question:* What do you know about Washington, D.C.?
 - **Animation 1:** As we learn more about Washington, D.C., we want to keep in mind:
 - Why was that location chosen?
 - How were streets and buildings laid out?
 - Do we notice any shapes or patterns?
 - Where are important buildings located?
 - Where are there open spaces or parks?
- Display PPT Slide 6: Washington, D.C. in 1790:
 - *Say:* In 1790, President George Washington chose a site along the Potomac River for the new capital. At this point, there was no major city there, and the selected site was mostly farmland. Washington chose Pierre L’Enfant to lay out the plan for the new nation’s capital.
 - When he designed the city, L’Enfant was 36 years old. At 23, he had immigrated from France to serve in the Continental Army during the American Revolution. He had trained as an artist in Paris.
 - L’Enfant died in poverty in 1825 and was buried on a farm in Maryland. In 1908, Congress approved money to rebury L’Enfant at Arlington National Cemetery. His funeral on April



28, 1909, finally gave him an honorable burial in a symbolic location on a hilltop overlooking the city he helped design.¹

- Display PPT Slide 7: Washington, D.C. in 1790:
 - *Say:* In his plans, L’Enfant placed the Capitol Building on the most prominent hill in D.C. He also chose the site for the White House and planned Pennsylvania Avenue to run diagonally between them. *(L’Enfant’s plan didn’t include a location for the Supreme Court. Originally, the Supreme Court met in the Capitol. In 1935, the Court moved into its current building east of the Capitol.)*
 - L’Enfant’s plan included wide streets running in a grid with important avenues crossing diagonally. It also included public squares and the large open green space now known as the National Mall. The plan imagined the new capital as a space open to everyone in the new country. The design elements also tried to show the new capital (and country) as equal to important European countries of the time.
 - L’Enfant’s plan was never fully developed, but his influence and interpretation of American values are clear in the city today. Washington, D.C. has a street grid with some streets crossing diagonally, as L’Enfant envisioned. It also has public squares with monuments and a large central green space (the National Mall). Like in L’Enfant’s plan, the National Mall is home to museums and important monuments, such as the Washington Monument and Lincoln Memorial.
 - These design elements affect how citizens and visitors understand the United States and its values. We’ll analyze how after we explore a map of the city today.
- Display PPT Slide 8: Features of Washington, D.C.:
 - *Say:* This interactive map of Washington, D.C. highlights 1) government buildings with red markers and 2) monuments and museums with blue markers. All of these features — where they are located, how they are designed, what their purposes are — affect our understanding of our nation’s capital city. As we explore the map and its sites, consider what these sites tell you about our nation.
 - *Click on the Interactive Map button. This map highlights four government buildings (red markers) and five monuments or museums (blue markers). Clicking on each marker will provide the building/monument name along with 1-4 images, a brief description, and one or more links to a Google Street View of the location.*

¹ In the image from 2022, French President Emmanuel Macron and his wife visit L’Enfant’s gravesite. The Washington Monument is visible on the other side of the Potomac River. L’Enfant’s grave is still used as the site of ceremonies that strengthen diplomatic ties with France.



- Briefly review these buildings and monuments to give students a feel for Washington, D.C. as a capital city.

<https://www.google.com/maps/d/edit?mid=1smxyxe72gTpCmRtsvbCbosPX8O7paNg&usp=sharing>

- Government buildings:

- **White House:** The residence and offices of the U.S. president since 1800. Google Street View (National Mall and Washington Monument are behind you): <https://maps.app.goo.gl/DgZX3BCrNqmRbHRx7>
- **U.S. Capitol Building:** The U.S. Senate and House of Representatives meet here. Originally built in 1793, the building has been burned, reconstructed, and expanded over the years. The Supreme Court also met in the Capitol until 1935. Google Street View (from west side): <https://maps.app.goo.gl/Tqi7yf84r2ByaYJh6>
- **U.S. Supreme Court Building:** Since 1935, this building has housed the Supreme Court. Google Street View: <https://maps.app.goo.gl/JhbEajjjWtydjVoy8>
- **Library of Congress:** The Library of Congress has existed since 1800. It is housed in three buildings near the Capitol. The oldest structure, the Thomas Jefferson Building, was built in 1897. It is a research library for Congress that is also open to the public and includes exhibits. Its collection includes over 170 million items. Google Street View: <https://maps.app.goo.gl/Q6h13J8RYXkhrpGG9>

- Monuments:

- **Arlington National Cemetery and the Tomb of the Unknown Soldier:** This military cemetery was established in 1864, during the Civil War. The Tomb of the Unknown Soldier was added in 1921 to honor unidentified service members killed during World War I. While located in Virginia, not Washington, D.C., the cemetery overlooks the National Mall. Google Street View from the cemetery toward Washington D.C. It is considered part of the monumental landscape of the capital. (Arlington House is behind you, L'Enfant's gravesite is on your right.) <https://maps.app.goo.gl/6RchN3JZ8zxKUuzU7> Google Street View from the Tomb of the Unknown Soldier (the Tomb is in front of you, Memorial Amphitheater is behind you): <https://maps.app.goo.gl/62gUuxaSB8KACGDF6>
- **Lincoln Memorial:** Built in 1922, this memorial to President Abraham Lincoln (1809-1865) is on the west side of the National Mall. President Lincoln is most remembered for working to abolish slavery and preserving the U.S. by leading the nation to victory during the Civil War.



Google Street View (memorial is in front of you, Washington Monument is behind): <https://maps.app.goo.gl/jccgYSoxifDWuyeU6>

- **Washington Monument:** Begun in 1848 and completed in 1888, the monument is a 555-foot obelisk that honors George Washington, the first president of the United States and commander-in-chief of the Continental Army during the American Revolution.

Google Street View (Capitol Building is behind

you): <https://maps.app.goo.gl/ysGkgkwvkoofRrvG7>

- **Martin Luther King, Jr. Memorial:** Built in 2011, this memorial honors King, an important civil rights leader in the 1950s-1960s who was assassinated in 1968. The memorial features a statue of King along with some of his most well-known quotes.

Google Street View: <https://maps.app.goo.gl/cktCzwAPz3tvJvpi>

- **Smithsonian Institution Museums:** The Smithsonian Institution has 21 museums. Eleven are located on the National Mall, including museums about air and space, natural history, American history, African American history and culture, and art.

Google Street View (the Smithsonian's original building, nicknamed the "Castle," is in front of you with the National Museum of Asian Art on the right and the National Museum of Natural History behind

you): <https://maps.app.goo.gl/zUSnqFgGnfH3zJv96>

- Possible questions to discuss either during or after the review of the interactive map:
 - What do you think it says about American government and values that the White House, Capitol, and Supreme Court building are in separate buildings but are located close to one other?
 - Some of the buildings and monuments were built at different times. What does this tell us about how the nation has changed over time?
 - Why do you think leaders like George Washington, Abraham Lincoln, and Martin Luther King, Jr. were honored with monuments on the National Mall? What values do they represent?
 - How do places like the Lincoln Memorial, MLK Memorial, Arlington National Cemetery, and the Tomb of the Unknown Soldier help people remember important events or people in U.S. history?
 - The Smithsonian museums are free and open to the public. How does this connect to American ideas about democracy, learning, and access for everyone?
 - L'Enfant was buried at Arlington National Cemetery. How does the location of his gravesite reflect his contributions to the nation's capital?

- Display PPT Slide 9: L'Enfant's Vision



- Say: In letters, L’Enfant shared ideas that guided his design. Let’s look at his reasoning and what that tells us about how the city reflects values.
- He said that the hill he chose for the Capitol was like “a pedestal waiting for a monument.”² (*A pedestal is a base or stand that you put an object on so the object can be seen more easily.*) In Europe, this spot may have been used for a king or queen’s palace. Instead, L’Enfant put the elected legislature there.
 - Ask: Why do you think L’Enfant put the legislature there instead of the president/ executive branch?
 - *Answers may include: to show how important Congress is; to show that the president is not a king or queen, etc.*
- The green area that became the National Mall allowed a “more extensive view” and provided space for people from all social classes to gather.
 - Ask: What does this space tell you about our nation?
 - *Answers may include:*
 - *People of all social classes deserve park space.*
 - *To make everyone feel welcome; to have a gathering space.*
 - *The public can feel visible and heard via gatherings (demonstrations, protests, rallies, etc.) near government buildings.*
 - *The government can convey its responsibility to the people via official events such as presidential inaugurations, which thousands can typically attend/view on the National Mall.*
 - *Large cultural events can be held, such as the Smithsonian’s Folklife Festival—which, each summer, showcases America’s diverse cultures.*
 - The National Mall has frequently been used as a place to protest. People have gathered there for marches, protests, and demonstrations during which they use their first amendment rights to “peaceably assemble” and “petition the Government for a redress of grievances.”
 - Ask: Do you know of any reasons people have marched or protested on the National Mall?
 - *Answers may include civil rights, voting rights, anti-war protests, peace, women’s rights, etc.*

² <https://founders.archives.gov/documents/Washington/05-08-02-0199>



- L'Enfant used diagonal streets to create “pleasant ... prospects” (*or views*) and “connect each part of the city.”³ Streets were named for states and squares were marked off to enable the different states to contribute statues, columns, or obelisks to honor people known for their support of liberty and independence.
 - Ask: What do the monuments and memorials in Washington D.C. tell us about what citizens value or want people to remember?
 - *Answers may include ending slavery, equal rights, honoring the military, commemorating presidents, etc.*
 - Ask: How does Washington, D.C. use open spaces, streets, or landmarks to help people gather or learn about history?
 - *Answers may include that the wide streets allow impressive views of government buildings and provide spaces for monuments to important American leaders or groups.*
 - Ask: How do the government buildings in Washington, D.C. display ideas about power and leadership?
 - *Answers may include that the buildings are impressive and grand to demonstrate the significance of the government. The spaces around the city also allow people to gather and debate peacefully with the government and each other.*
- Display PPT Slide 10: American Civic Values
 - Ask: What American civic values did L'Enfant think it was important to showcase in the new capital city?
 - Possible values to consider are listed on the slide and may include:

| | | |
|-----------------|-----------------------|------------------------------------|
| ▪ Bravery | ▪ Freedom | ▪ Loyalty |
| ▪ Civility | ▪ Harmony with nature | ▪ Moderation |
| ▪ Community | ▪ Heroism | ▪ Order |
| ▪ Compassion | ▪ Honesty | ▪ Patriotism |
| ▪ Compromise | ▪ Honor | ▪ Peace |
| ▪ Connection | ▪ Justice | ▪ Perseverance |
| ▪ Consideration | ▪ Inclusion | ▪ Respect (for others, for law) |
| ▪ Cooperation | ▪ Independence | ▪ Responsibility |
| ▪ Courage | ▪ Industry | ▪ Sacrifice |
| ▪ Culture | ▪ Initiative | ▪ Service |
| ▪ Democracy | ▪ Innovation | ▪ Tolerance |
| ▪ Duty | ▪ Integrity | ▪ Tradition |
| ▪ Fairness | ▪ Liberty | |
 - *Other possible questions to discuss:*

³ https://heald.nga.gov/mediawiki/index.php/Pierre-Charles_L%E2%80%99Enfant



- What civic values do the monuments in Washington, D.C. show? (*Think about values like democracy, liberty, justice, or patriotism.*)
- How do the designs and purposes of buildings and monuments help Americans remember their history and values?
 - *Possible answers may include: they show who and what was important to earlier citizens. They show what and who people considered important and wanted to remember. They make us ask questions about what the people did to be remembered with a monument or memorial.*

Lesson Part III: Group Design and Share 20-40 minutes

- Display PPT Slide 11: Designing Your Own Capital
 - *Say:* Now we'll work in groups of 3-5 to design a new capital city.
 - *This capital can be for the U.S., your state, or any other region/area/country you have studied. You could also have students design a capital for a completely new country of the student's own invention, though this might take additional time.*
 - *Say:* Your group will start by deciding what's important to the citizens and choosing 3-5 civic values that you want to use to reflect your country and guide your planning.
 - As you work, consider what belongs at the center of your city and where different buildings and monuments are placed compared to others. How will your design affect how people move around the city, including the use of bike lanes, public transportation, pedestrian areas, space for cars, etc.? Also, think about how your design reflects your values and how your values influence your design.
 - *Other extension ideas and possible design parameters are included in the Lesson Extensions section. These extensions could be features you suggest students consider including or design elements that you require.*
- Display PPT Slide 12: Designing Your Own Capital
 - *Say:* As you share your capital, make sure you tell us the name of your city, where it's located, if it has any rivers or other natural features in or near it. Then share your civic values and how those values show up in your design. You also want to make sure we can identify your government buildings, public spaces, monuments, and other buildings. Even if these are clearly labeled on your map (which they should be!), you'll want to point them out to us.
- Display PPT Slide 13: Reflect: What Have You Learned?
 - *Say:* As you think about Washington, D.C., your capital city, and your classmates' capitals, how would you answer our guiding question now? How can a capital city reflect the values, history, and goals of its people?



LESSON EXTENSIONS

- You can extend this lesson by having students design more than just a capital city. If they design their own state or country, they could also determine the government structure, economy, etc.
- Explore STEM connections by discussing the impact of transportation needs and green space on residents' quality of life. You could also discuss how cities change over time as transportation modes change and how cities can facilitate change in how they move people through a space.
 - Another STEM connection would be to consider the effect of weather and natural features, like rivers, on design. Climate and weather considerations could include things like drainage areas, snow removal, shade creation, and construction materials. Natural features, such as rivers, lakes, or mountains, could also affect design decisions and the expression of national values.
- Interested in making more global connections? Like Washington, D.C., Ottawa, Canada and Brasilia, Brazil were built to be capitals for their respective nations. National character, geographic location, and the time when each was built heavily influenced their government buildings, layout, etc. and can provide additional context and ideas for students.

PLANNING A VISIT TO ARLINGTON NATIONAL CEMETERY?

You can visit L'Enfant's hilltop gravesite and see the view of the Washington, D.C. skyline and the National Mall. More information about L'Enfant is available in the Legacy of the American Revolution at ANC walking tour.



GRADING RUBRIC

Student Name: _____

Capital City Name: _____

| Criteria | 4 – Exceeds Expectations | 3 – Meets Expectations | 2 – Developing | 1 – Beginning |
|---------------------------------|--|---|--|---|
| Map Design & Layout | Map is neat, detailed, and easy to read. Buildings and spaces are well placed and clearly labeled. | Map is neat and readable. Most buildings and spaces are labeled correctly. | Map is somewhat unclear or missing labels. Some features are hard to understand. | Map is incomplete, messy, or difficult to understand. |
| Required Features | Includes all required features and adds extra thoughtful details. | Includes all required features (government, public space, monument, transportation, learning space). | Missing one required feature. | Missing two or more required features. |
| Map Key & Compass | Map key is complete and clear; symbols match the map exactly. Compass is included and correct. | Map key and compass are included and mostly correct. | Map key or compass is incomplete or unclear. | Map key and/or compass is missing. |
| Civic Values Connection | Clearly explains two or more civic values and how the city design shows them. | Explains two civic values and connects them to city features. | Explains one civic value or connections are unclear. | Civic values are missing or not explained. |
| Explanation & Effort | Student shows strong effort and clearly explains ideas using complete sentences. | Student explains ideas clearly with good effort. | Explanation is brief or unclear. | Little effort shown or explanation missing. |

Score: _____ / 20

Teacher Feedback:



LESSON SOURCES

Fletcher, Kenneth R. "A Brief History of Pierre L'Enfant and Washington, D.C." *Smithsonian Magazine*, April 30, 2008. Accessed February 11, 2026. <https://www.smithsonianmag.com/arts-culture/a-brief-history-of-pierre-lenfant-and-washington-dc-39487784/>.

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Worthington, Glen. "The Vision of Pierre L'Enfant: A City to Inspire, A Plan to Preserve." *Georgetown University Law Center*. Accessed February 11, 2026. https://scholarship.law.georgetown.edu/cgi/viewcontent.cgi?article=1008&context=hpps_papers.

IMAGES

Slide 1: Unknown, Capitol, July 17, 2014, Pixabay. <https://pixabay.com/photos/capitol-washington-dc-aerial-view-395038/>.

Slide 2: AnnDixon, Lincoln, May 15, 2019, Pixabay. <https://pixabay.com/photos/lincoln-memorial-dc-usa-4206993/>.

Slide 3: Unknown, Capitol, July 17, 2014, Pixabay. <https://pixabay.com/photos/capitol-washington-dc-aerial-view-395038/>.

Slide 3: Walkerssk, Eiffel Tower, January 22, 2017, Pixabay. <https://pixabay.com/photos/eiffel-tower-paris-the-city-france-2000717/>.

Slide 3: mbastosbr, Brasilia Brazil Sky, March 5, 2017, Pixabay. <https://pixabay.com/photos/brasilia-brasil-sky-national-2111416/>.

Slide 3: Unknown, Westminster London England, June 5, 2015, Pixabay. <https://pixabay.com/photos/westminster-london-england-british-798263/>.

Slide 4: Elizabeth Fraser, National Veterans Day Observance 2019, November 11, 2019, Arlington National Cemetery. <https://www.flickr.com/photos/arlingtonnatl/49051150508/in/album-72157711744292183/>.



Slide 5: Unknown, Washington Monument, May 27, 2014, Pixabay. <https://pixabay.com/photos/washington-monument-washington-356128/>.

Slide 6: Elizabeth Fraser, French President Emmanuel Macron Visits Arlington National Cemetery, November 30, 2022, Arlington National Cemetery. <https://www.flickr.com/photos/arlingtonnatl/52534843124/in/album-72177720304097890>.

Slide 7: Pierre-Charles L'Enfant, The Mall as Proposed by Pierre L'Enfant 1790: from the original, 1790, Library of Congress. <https://www.loc.gov/item/88690916/>.

Arlington National Cemetery:

Slide 8: Elizabeth Fraser, John F. Kennedy Gravesite, May 8, 2018, Arlington National Cemetery. <https://www.flickr.com/photos/arlingtonnatl/41934751022/in/album-72157709726128756>.

Slide 8: Elizabeth Fraser, Fall Foliage at ANC 2025, October 27, 2025, Arlington National Cemetery. <https://www.flickr.com/photos/arlingtonnatl/54883420559/in/album-72177720329822343>.

Slide 8: Elizabeth Fraser, Flags In at Arlington National Cemetery 2025, May 22, 2025, Arlington National Cemetery. <https://www.flickr.com/photos/arlingtonnatl/54537909628/in/album-72177720326325489>.

Slide 8: Elizabeth Fraser, Springtime at ANC 2024, March 20, 2024, Arlington National Cemetery. <https://www.flickr.com/photos/arlingtonnatl/53599866818/in/album-72177720315581409>.

Lincoln Memorial:

Slide 8: Andy Feliciotti, White Concrete Gazebo Near Body of Water, November 17, 2019, Unsplash. <https://unsplash.com/photos/white-concrete-gazebo-near-body-of-water-VBU2sowf-nw>.

Slide 8: Sandra Grünewald, Man in robe Sitting Statue, May 1, 2020, Unsplash. <https://unsplash.com/photos/man-in-robe-sitting-statue-XaGrkuDKjY>.

Slide 8: Pieter Pienaar, A View of the Washington Monument from the Lincoln Memorial, September 15, 2023, Unsplash. <https://unsplash.com/photos/a-view-of-the-washington-monument-from-the-lincoln-memorial-6zr9nCs2hc8>.

Slide 8: Anthony Roberts, The Lincoln Memorial is Lit Up at Night, July 29, 2025, Unsplash. https://unsplash.com/photos/the-lincoln-memorial-is-lit-up-at-night-rwppvK8_IQI.

Slide 8: Dan Begel, The Lincoln Memorial Building with People on Steps, October 7, 2025, Unsplash. https://unsplash.com/photos/the-lincoln-memorial-building-with-people-on-steps-8rsFqjO_Teo.

Washington Monument:

Slide 8: Andy He, Body of Water Near Trees During Daytime, April 4, 2021, Unsplash. <https://unsplash.com/photos/body-of-water-near-trees-during-daytime-PuJc2Sodi94>.



Slide 8: E, Washington Monument Under White Clouds During Daytime, June 30, 2021, Unsplash.

https://unsplash.com/photos/washington-monument-under-white-clouds-during-daytime-4_esnLRLvJl.

Slide 8: Unknown, Washington DC Aerial View, February 9, 2013, Pixabay.

<https://pixabay.com/photos/washington-dc-aerial-view-city-79565/>.

Slide 8: Unknown, Washington DC City Urban, August 29, 2016, Pixabay.

<https://pixabay.com/photos/washington-dc-city-urban-1622643/>.

Slide 8: XAccess, DC Washington DC, April 26, 2015, Pixabay. <https://pixabay.com/photos/dc-washington-dc-740959/>.

White House:

Slide 8: David Everett Strickler, White House, Washington DC, January 25, 2017, Unsplash.

<https://unsplash.com/photos/white-house-washington-dc-igCBFrMdlI>.

Slide 8: Ana Lanza, A Large White Building with a Flag on Top of It, October 16, 2021, Unsplash.

<https://unsplash.com/photos/a-large-white-building-with-a-flag-on-top-of-it-GPhhIFjAYhc>.

U.S. Capitol Building:

Slide 8: Tim Mossholder, The Capitol Building in Washington DC is Shown, July 3, 2023, Unsplash.

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