



Building a City: A Place-Based Social Studies Project for Any Community

Building a City began as a partnership between [The Valentine](#) museum and local educators in Richmond, Virginia, to help students learn more about the city around them—the buildings they pass, the places they recognize, and the stories they might not know are there.

The materials in this collection were created for the original Richmond project, but the idea behind them can work just about anywhere. Teachers can adapt the project to their own town, city, or community, partnering with local museums, libraries, historical societies, or other organizations to help students research the places around them and think about how their community came to look the way it does today.

At its core, the project asks students to research local history, investigate the places around them, and create something that helps tell those stories.





Project Introduction

Grades: 5-12

Exhibit Description: This exhibition encourages educators, students and museum visitors to explore Richmond's rich architectural history and the city's built environment. From St. John's Church to the Hippodrome Theater to the Carillon, Richmond is full of architectural landmarks. This project will engage educators and students during the 2025-2026 school year to learn the full history of a select list of Richmond's landmark buildings including their design, history and current preservation efforts. Students will then create their own model of the structure and write their own interpretive label. The exhibit of these models will open at the Valentine in July 2026, allowing visitors to gain a deeper appreciation for Richmond's growth and development over the last three centuries.

Project Overview: In this project, students will learn about a Richmond landmark by engaging in inquiry-based research, constructing a model of the landmark, and writing an informative museum label. The Valentine will select 25 student models and labels to be showcased in the museum's July 2026 exhibit, [Building a City: Richmond's Landmarks](#). All educators who want to participate in the project must complete THIS FORM before December 1, 2025. All projects that wish to be considered for the exhibit showcase must be submitted to the Valentine by March 1, 2026 and final projects delivered to the museum by March 30, 2026..

Essential Questions:

- What makes a place a city?
- What makes a building an "architectural landmark"?
- How is the location of a building significant both during the building's construction and in perpetuity?
- How does a building define a community? How is a building defined by a community?
- How does Richmond's architectural history reflect the city's evolution over time?

Materials:

- [Building a City: Meet Your Architectural Landmark Lesson Plan](#)
- [Building a City: Construct Your Architectural Landmark Lesson Plan](#)
- [Building a City: Write Your Museum Label Lesson Plan](#)

Optional Project Extension: Educators who wish to expand the writing component of this project, are encouraged to participate in the optional project extensions:

- 5-8th Grades: Interactive Timeline Entry
- 9-12th Grades: Featured Story Entry





Building a City: Richmond's Landmarks

Lesson 1: Meet Your Historical Landmark

Grades 5-12

Overview: Use inquiry questions and vetted sources to research and examine a Richmond architectural landmark.

Essential Questions:

- What makes a site an “architectural landmark”?
- How is the location of a building significant both during the building’s construction and in perpetuity?
- How does a building define a community? How is a building defined by a community?
- How does this landmark reflect the city’s evolution over time?

Materials:

- [Inquiry Question Cheat Sheet](#)
- [Meet Your Historical Landmark: Warm Up](#)
- [Meet Your Historical Landmark: Inquiry Activity](#)

Vocabulary: Source [Merriam-Webster](#)

- Architecture: the art or practice of designing and building structures and especially habitable ones
- City: an inhabited place of greater size, population, or importance than a town or village
- Perpetuity: the quality or state of being eternal; lasting forever
- Landmark: a conspicuous object on land that marks a locality; a structure (such as a building) of unusual historical and usually aesthetic interest
- Monument: a memorial stone or a building erected in remembrance of a person or event

Lesson Outline:

1. Share project overview with students & have students select their landmarks or assign landmarks to students from the Valentine’s list.
2. Activate prior knowledge through [Think, Pair, Share](#) warm up.
3. Review and discuss one pager format & how to use source materials.
4. Review Inquiry Activity instructions with students & allow time for students to complete the activity.

Lesson 1: Meet Your Historical Landmark Warm Up Activity





Name(s):

Introduction: In this project, you will explore a Richmond architectural landmark through inquiry-based research, constructing a model of the landmark, and writing a museum label.

Task: Complete the tables below using what you already know. Be prepared to share your work.

Table #1

Define in your own words.	Use the word in a sentence.
The diagram consists of a central oval labeled "Landmark". Four lines extend from the oval to the corners of a larger rectangle, dividing the rectangle into four quadrants. Each quadrant contains a prompt for a student to complete based on the word "Landmark".	
Write 2-3 synonyms for this word.	Draw an image of the word.

Table #2

Question	Your Answer in 2-3 sentences
How would you describe Richmond?	
What makes a place/building significant or important?	
Think about your home or school: how is that building shaped by the community around it? How does your home or school impact your community?	
Based on what you know or can infer about your home or school, how has this building changed over time?	





Lesson 1: Meet Your Historical Landmark Inquiry Activity

Name(s):

Task: Inquiry questions are well-crafted questions that lead to discovery and, hopefully, understanding. In this activity, you will use inquiry questions to guide your research of your architectural landmark.

Instructions:

1. Use the inquiry questions in the first column of the table below to explore your architectural landmark's one pager (and the resources linked on it).
2. In the second column, for each question:
 - a. Copy/paste or paraphrase key information from the one-pager and the linked resources.
 - b. List this information in bullet-point format in the second column.
 - c. Create a new bullet point for each source you use, and include the link for that source. Under each source, add indented bullet points to catalog your notes.
 - d. Refer to the examples in the first row for guidance.
3. In the third column, for each question, answer the inquiry question in your own words based on the information you found.
4. In the final two rows, write two inquiry questions of your own. Need help? Use [this cheat sheet](#) to help you craft inquiry questions.

Inquiry Question	Notes from Sources	Your Answer
When was this architectural landmark built & why was it built?	• <i>Link for source</i> ◦ <i>Notes</i> • <i>Link for source</i> ◦ <i>Notes</i>	
How was this structure used when it was built? Note: Consider <i>who</i> used it along with <i>how</i> it was used.	•	
How has its use changed over time? Note: Consider <i>who</i> has used it along with <i>how</i> it has been used.	•	
Why is this structure considered an "architectural landmark"?	•	
<i>Insert your question here</i>	•	
<i>Insert your question here</i>	•	





Building a City: Richmond's Landmarks

Lesson 2: Construct Your Architectural Landmark

Grades 5-12

Overview: Use any non-perishable materials available to create a model of a Richmond architectural landmark. Models should be constructed on a stable, portable base (lego baseplate, foam board, poster board, etc.) and be no bigger than 15x15x15 in total size.

Essential Questions:

- What materials would best represent and construct this landmark?
- What structural aspects of this landmark are significant?
- How is this landmark situated within its past and present neighborhoods? Should those neighborhoods somehow be incorporated into the design.

Materials:

- Building a City One Pagers
- [Building a City: Model Sketch Activity](#)
- [Building a City: Model Rubric](#)

Potential Materials:

- Lego
- Lego baseplates
- Cereal boxes (much easier to cut & manipulate than cardboard boxes!)
- Modeling clay
- Hot glue
- Glue sticks
- Markers
- Paint
- Paint brushes
- Poster board
- Scissors/cardboard cutters
- Cardboard boxes
- Foam board
- Construction paper

Lesson Outline:

1. Decide on the materials needed for model construction in your classroom. Either collect or ask students to bring in materials needed to construct their models.





2. Distribute copies of the Model Sketch Activity to each group or student. Allow students time to complete the activity.
3. When finished, have each student/group bring their sketch to you to present the vision for their model. Give feedback & suggest changes as necessary.
4. Ensure that each student/group has a sturdy base to build on before construction begins. Review Model Rubric aloud with students before construction begins.
5. Allow several class periods for model construction.





Lesson 2: Construct Your Architectural Landmark Model Sketch Activity

Name(s):

Task: Use the image of the architectural landmark provided on the one-pager to sketch a design for your model of a Richmond architectural landmark in the space below. In the sketch, be sure to use color and labels to identify different materials that will be used to create the model. When finished, be prepared to explain and justify your sketch to the teacher.

Architectural Landmark:





Lesson 2: Construct Your Architectural Landmark

Model Rubric

Criteria	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)
Model Construction	Model is sturdy, carefully constructed, and uses appropriate materials. Excellent attention to detail and craftsmanship.	Model is mostly sturdy and well-constructed, with appropriate materials and good attention to detail.	Model is somewhat sturdy, but construction and material choices may be inconsistent or show minimal effort.	Model is unstable or incomplete, with minimal attention to materials and craftsmanship.
Representation of Landmark	Accurately represents key structural aspects and distinctive features of the chosen landmark.	Mostly represents key structural aspects and features of the landmark.	Shows limited representation of key structural aspects or features of the landmark.	Does not accurately represent the landmark or lacks key features.
Connection to Neighborhood	Thoughtfully incorporates the landmark's past and present neighborhood context into the model.	Incorporates some neighborhood elements or references, but may be incomplete or unclear.	Limited incorporation of neighborhood context.	No neighborhood context included.
Creativity & Use of Materials	Demonstrates creative use of available materials and problem-solving in construction.	Some creative choices in material use and model design.	Limited creativity or reliance on typical or pre-made materials.	Minimal creativity, little effort to explore material use.
Effort and Participation	Shows consistent effort and active participation throughout the project.	Mostly shows good effort and participation.	Limited effort or participation.	Minimal effort or engagement.
Total Score:	Notes/Feedback:			





Building a City: Richmond's Landmarks

Lesson 3: Write Your Museum Label

Grades 5-12

Overview: Write a museum label for a model of a Richmond architectural landmark.

Essential Questions:

- Why was this structure built?
- What is the historical significance of this structure?
- What is the current significance of this structure to you or the City of Richmond?

Materials:

- Building a City One Pagers
- [Museum Label Activity: Parts 1 & 2](#)

Lesson Outline:

1. Distribute a (printed) copy of Museum Label Activity: Part 1 to each student and read the instructions aloud.
2. Have students complete Part 1 of the activity in a Think, Pair, Share format.
3. Then, distribute a (digital) copy of the Museum Label Activity: Part 2 to each student/group.
4. Ask students to complete Part 2 of the activity. Revise and give feedback as necessary.





Lesson 3: Write Your Museum Label Activity Part 1

Name:

Mentor Text (n.): a piece of professional writing used to guide students' writing in both style and substance.

Task: Use the questions in the graphic organizer below to analyze a museum label created by the Valentine Museum's curatorial staff. This label will serve as a mentor text to guide you in writing your own museum label for your architectural landmark.

Mentor Text:

Model of the #2 Canal Lock at Byrd Park
around 1970

V.88.40.19 Gift of Theodore Haxall

Between 1880 and 1884, City Engineer Wilfred Cutshaw oversaw the construction of a new pump house and feeder canal to take water from the James River to the new reservoir in Byrd Park. Cruising up the canal to the new park was also a leisure activity for Richmonders with the "veritable fairy land of shrubs, green grass, trees and lounging areas" upon arrival.

Write down 3-5 things that you notice in the content/structure/techniques of the museum label.
(An example of a "noticing" has been included for you.)

Highlight or circle each instance that the author uses a date, name, or location. How do these details help the reader better understand the structure described in the label?

What might you include in your museum label that isn't in this example?

- *The first sentence establishes what the museum label is about.*



Lesson 3: Write Your Museum Label Activity

Part 2



Building a City: Richmond's Landmarks

Project Extension: Interactive Timeline

Grades 5-8

Overview: Write an interactive timeline entry about a Richmond landmark.

Essential Questions:

- When and why was this structure/site built?
- What is the historical significance of this structure/site?
- Who used this structure/site?
- How did this site/structure impact and how was it impacted by the neighborhood in which it was built?
- How has this structure/site changed over time?

Materials:

- Building a City One Pagers
- [Building a City: Inquiry Activity](#)
- Building a City: Interactive Timeline Activity Parts 1 & 2

Lesson Outline:

1. If students have not completed the Inquiry Activity, ask them to complete the inquiry activity first.
2. Then, distribute a (printed) copy of the Interactive Timeline Activity: Part 1 to each student and read the instructions aloud.
3. Have students complete Part 1 of the activity in a Think, Pair, Share format.
4. Then, distribute a (digital) copy of the Interactive Timeline Activity: Part 2 to each student/group.
5. Ask students to complete Part 2 of the activity. Revise and give feedback as necessary.





Interactive Timeline Activity Part 1

Name:

Mentor Text (n.): a piece of professional writing used to guide students' writing in both style and substance.

Task: Use the questions in the graphic organizer below to analyze an interactive timeline entry created by the Valentine Museum's curatorial staff. This entry will serve as a mentor text to guide you in writing your own interactive timeline entry for your architectural landmark.

Display Date: 1926 Headline: Agecroft Hall Moved to Richmond Text: In April of 1926, Richmond businessman T.C. Williams and his wife Elizabeth Williams, Jr., broke ground on their new home overlooking the James River. They had purchased a 400-year-old English home at auction in 1925 and had the Tudor manor disassembled and shipped to Virginia to be recreated in the Windsor Farms neighborhood. The terraces and gardens were designed by landscape architect Charles Gillette. In 1969, Agecroft Hall opened as a museum exploring both English and Virginia history.		
Write down 5-10 things that you notice in the content/structure/techniques of the interactive timeline entry. (An example of a "noticing" has been included for you.)	Highlight or circle each instance that the author uses a date, name, or location. How do these details help the reader better understand the structure described in the label?	How does the author show the ways in which the structure or site has changed over time?
<i>The date chosen for the timeline doesn't have to be the date the house was constructed-- but the date when the structure became significant to the city of Richmond.</i>		





Interactive Timeline Activity Part 2

Name(s):

Task: Use the graphic organizers below to write an interactive timeline entry (roughly 150 words or less) for your Richmond architectural landmark.

Prepare to Write

Architectural landmark:				
Why/when was the architectural landmark you studied built?	What dates, names, and/or locations do you need to include in your museum label about this landmark?	What is the historical significance of this site/structure?	How has this site/structure impacted the city of Richmond? And how has the city of Richmond impacted this site/structure?	What is the current significance of this site/structure?

Write!

Using the mentor text as a guide & the answers you prepared above, write an interactive timeline for your architectural landmark.

Display Date:

Headline:

Text:





Building a City: Richmond's Landmarks

Project Extension: Featured Story

Grades 9-12

Overview: Write a featured story about a Richmond landmark.

Essential Questions:

- What makes this site an “architectural landmark”?
- How is the location of this site significant both during the building’s construction and in perpetuity?
- How does this building/site define its community? How is this building/site defined by a community?
- How does this landmark reflect the city’s evolution over time?
- What does this building/site tell us about the people who used it?

Materials:

- Building a City One Pagers
- [Building a City: Inquiry Activity](#)
- Building a City: Featured Story Parts 1, 2, 3, & 4

Lesson Outline:

1. If students have not completed the Inquiry Activity, ask them to complete the inquiry activity first.
2. Then, distribute a (printed) copy of the Featured Story: Part 1 to each student and read the instructions aloud.
3. Have students complete Part 1 of the activity in a Think, Pair, Share format.
4. Then, distribute a (digital) copy of the Featured Story Activity: Part 2 to each student/group.
5. Ask students to complete Part 2 of the activity.
6. When finished, ask students to begin drafting their featured story (Featured Story Activity: Part 3). Revise and give feedback as necessary.





Featured Story Activity Part 1: Study the Mentor Text

Name:

Mentor Text (n.): a piece of professional writing used to guide students' writing in both style and substance.

Task: Use the questions in the graphic organizer below to analyze the Featured Story, "[Monument Avenue: Robert E. Lee Monument](#)" by curator Christina Vida. This featured story will serve as a mentor text to guide you in writing your own featured story for your architectural landmark.

Headline: Monument Avenue: Robert E. Lee Monument

Excerpt: It took nearly twenty years to erect a monument to Robert E. Lee in Richmond, and it came down in less than two.

Body Text:

Robert E. Lee died on October 12, 1870, in Lexington, Virginia. The following week, former Confederates Jubal Early and John Mosby organized a Lee Monument Association in Lexington, while the women of the Hollywood Memorial Association in Richmond established the Ladies' Lee Monument Association. The two groups battled over the memory and monument to Robert E. Lee for the next twenty years.

By 1887, the groups had settled on a location in Richmond as well as a design for the equestrian monument by sculptor Marius-Jean-Antonin Mercié. On October 27, 1887, the Lee Monument Association with support from Freemasons laid the cornerstone for the monument on a circle of land at the intersection of Franklin and Allen streets.

The first use of "Monument Avenue" to name this wide extension of Franklin Street occurred in the documents for the Allen family's real estate development. James Netherwood and C.P.E. Burgwyn oversaw the construction of the Lee Monument for nearly three years.

In the spring of 1890, children and citizens hauled the bronze components of the statue to the site with great fanfare, and Black workers then installed the equestrian statue on top of the pedestal. On May 29, 1890, Confederate General Joseph E. Johnston pulled the rope to unveil the Lee Monument to a massive crowd of supporters.

As a Black city councilman, John Mitchell, Jr., had voted 'no' to a city appropriation supporting the festivities around the Lee Monument, and as editor of the *Richmond Planet*, a Black weekly newspaper, he criticized the monument on the front page: "The South may revere the memory of its chieftains. It takes the wrong steps in so doing and proceeds to go too far in every similar celebration. Its servers to retard its progress in the county and forges heavier chains with which to be bound. All is over."

A week later, he noted: "The Negro was in the Northern processions on Decoration Day and in the Southern ones, if only to carry buckets of ice-water. He put up the Lee Monument, and should the time come, will be there to take it down."

During the 1900s and well into the 2000s, the Lee Monument served as the backdrop for Confederate celebrations and white supremacist gatherings. Owned by the Commonwealth of Virginia since 1890, the City of Richmond's Monument Avenue Commission did not address the Lee Monument because it was not owned by the City and not within their scope of control.

The creation & installation of the Lee Monument.





An amendment to state law during the 2020 General Assembly session provided municipal governments with flexibility to remove war memorials and Confederate monuments, but debate continued over state-owned property like the Lee Monument.

On May 25, 2020, a Minneapolis police officer murdered George Floyd, sparking nationwide protests for social justice and police reform. In Richmond, symbols of the Confederacy became gathering places for activists, and protestors pulled down some in June 2020.

Over the summer of 2020, the amount of artwork and graffiti on the Lee Monument pedestal increased. Lee Circle in particular became a daytime convening space for community groups, mutual aid, and recreation while the nighttime brought on clashes between protestors and a heavily weaponized police force.

Community members renamed the space "Marcus-David Peters Circle" to remember an unarmed Richmond resident killed by police in 2018 while he was suffering a mental health incident. Activists added other memorials to victims of police violence, a community garden and basketball hoops.

In October 2020, the New York Times named the Lee Monument as the most influential piece of post-World War II protest art in the country.

Simultaneously in June 2020, Governor Ralph Northam's administration was trying to remove the equestrian statue of Robert E. Lee from the Lee Monument. Officials had contacted Black contractor Devon Henry of Team Henry Enterprises to handle the removal, but they put plans on hold when multiple plaintiffs filed lawsuits against Northam and the administration.

After multiple rulings and appeals, the Supreme Court of Virginia ruled that the Commonwealth could proceed with the removal. On September 8, 2021, Team Henry Enterprises removed the bronze equestrian statue and relocated it to state property in Goochland County.

In November 2021, Republican candidate Glenn Youngkin won the campaign for Governor of Virginia. Between the election and Youngkin's taking office in January 2022, the Northam administration hired Team Henry to remove the pedestal from Lee Circle, and then transferred the statue, pedestal pieces and the land itself to the City of Richmond.

Soon thereafter in 2022, the City of Richmond transferred all its Confederate monuments to the Black History Museum & Cultural Center of Virginia. In 2022, the City of Richmond approved a "temporary" plan of plantings for the circle. Black-owned YME Landscape installed the plants and fencing, and barriers were removed in the summer of 2023.

The future use and public art installations on Lee Circle are now in the hands of the City of Richmond and its residents.



Re-read the essay and reverse outline it by grouping sections of the text & writing the main idea for that section in the margin. An example for the first section has been completed for you.	Write down at least 10 things that you notice in the content, structure, and/or techniques of the featured story. (An example of a “noticing” has been included for you.)	How does the author show the ways in which the structure/site has changed over time?	How does the author show the changing relationship between the structure/site and Richmond city?
	• <i>The essay is written in chronological order</i>	•	•



Featured Story Activity Part 2: Prepare to Write

Name(s):

Task: Use the resources on your landmark's one pager and the graphic organizer below to prepare to write a featured story on your architectural landmark.

Prepare to Write

Architectural landmark:		
Inquiry Question	Notes from sources:	Your Answer to the Inquiry Question:
Why/when was the architectural landmark you studied built?	• <i>Link to source</i> ◦ <i>Notes from source</i> • <i>Link to source</i> ◦ <i>Notes from source</i>	
What is the historical significance of this site/structure?	•	
What significant dates, names, and/or locations do you need to include in your featured story about this landmark?	•	
How has this site/structure impacted the city of Richmond? And how has the city of Richmond impacted this site/structure?	•	
Have any national events impacted this structure/site? Have any national events impacted the community who uses this site?	•	
What is the current significance of this site/structure?	•	
The published mentor text includes five primary source photos of the Lee Monument. Using the Valentine's archives, identify <i>at least</i> two images that would show the evolution of your site/structure over time. Link these images here.	• Image #1: • Image #2:	





Featured Story Activity
Part 3: Draft

Using the mentor text as a guide along with your Inquiry Activity, and the answers you prepared above in Part 2, draft a featured story about your architectural landmark.

Headline:

Body Text:





Featured Story Activity Part 4: Revise

Instructions:

1. Revise the draft you've created of your featured story to follow the [Style Guide](#).
2. Insert the primary source images you've chosen into the body text along with captions for them.
3. Then, choose one line from the essay to include as the "excerpt" of your story.
4. Finally, create a Works Cited for the sources you've used in the essay.

Headline:

Excerpt:

Body Text & Images:

Works Cited:





Featured Story Style Guide

General Guidelines

- Word Count Guideline: 250-500 (but if you need more to tell a more complete story the number is flexible)
- Address the first questions a reader asks: so what, who cares, why is this important to me?
- Follow the three Cs: clear, concise, compelling
- Create an outline to inform placement of your sub-headlines and body copy
- Use active voice when possible
- Use bold and italics sparingly. Bold should be used for headings and then sparingly for any other emphasis. Italics for titles or quotations.
- Use all caps sparingly. Research shows that all caps are harder to read than mixed case.

Featured Story Components

1. Headline (title)

- o The title of the page should be concise. (50 characters with spaces)
- o Use additional characters to tease “who cares?” when the opportunity is there
- o Make sure the Title is left-aligned.
- o Look for prominent names or nuggets of information that will catch the reader’s eye and provide context for the story’s relevance, stakes and interest for the reader
 - For example, [Richmond Story: The 1811 Richmond Theater Fire](#), could be restructured to either briefly touch on the significant impact it had on Richmond, the loss of life or to tease a specific fact. Examples:
 - Heroism and Tragedy: The 1811 Richmond Theater Fire
 - The 1811 Richmond Theater Fire: America’s Deadliest Urban Disaster of the Era
 - America’s Deadliest Urban Disaster of 1811: The Richmond Theater Fire

2. Date

- o Two kinds of dates can appear in a featured story.
 - The date it was first published.
 - The date it was updated.

3. Byline/Author

- o Each story should have a byline with the person’s name who wrote it. In the event of no individual author, the entry should say: Valentine Museum Staff. Be sure to fill out the author field.

4. Excerpt copy

- o 150 or fewer characters with spaces,. Aim for clear, concise and compelling. This text will appear above the date and byline on the webpage.



- **Example:** Richmond's Confederate monuments supported the Lost Cause myth and dominated the city's monumental landscape from the late 1800s through 2020.

5. Body copy

- o 250-500 not including caption/citation information
- o In terms of word count, pursue what the story needs
- o Keep paragraphs to 2-3 sentences.
- o Use sub-headlines to break up copy. In a sub-headline, sum up the key ideas included in that section of copy
 - If there's too much to include in one sub-headline, you may want to break the copy into two sections instead
- o Additional elements for the page could include:
 - Bullet points to simplify a list. Use bullet points to share important information that otherwise might get lost in a long list or sentence
 - Compelling pull quote- a brief, attention-catching quotation, typically in a distinctive typeface, taken from the main text of an article and used as a subheading or graphic feature.
 - At least one image/caption or image carousel with captions
 - Embedded video.

6. Images and image captions

- o Add imagery purposefully, with a clear idea about what you want to convey., using imagery from the Valentine's collection as possible.
- o Citation information must be included and used in the Caption metadata descriptor for the image in WordPress.
 - Example: Westhampton Women (title), 1964 (year), Edith Shelton (creator), V.72.55.12 (accession number), The Valentine
 - Descriptors are separated by commas and no ending punctuation mark.
 - Add more details about the type of citation information that may be included, and in what order
- o Formatting- Image specs: 300 dpi, 2400 pixels wide minimum, jpeg, should not be more than 1.25 MB file size
 - Thumbnail size: 1900px x 1900px
 - Masthead size: 2400px x 780px

7. Citation Information

- o Be sure include citation information.

8. Sources using Chicago style. Chicago Style Guide:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html