



FROM SMITHSON TO SMITHSONIAN
THE BIRTH OF AN INSTITUTION
CLASSROOM ACTIVITIES
FOR GRADES 9-12

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LESSON PLAN ONE

EVALUATING HISTORICAL SOURCES

OBJECTIVES

- ❖ Identify methods historians use to study the past
- ❖ Define primary and secondary sources
- ❖ Examine the relative strengths of a variety of primary source materials

MATERIALS

- ❖ Copies of Activity Pages 1A–1D
- ❖ Pens, pencils
- ❖ Teacher Resource Pages

SUBJECT

Social studies

PROCEDURE

1. Ask your students to imagine that a historian twenty years in the future has been commissioned to write a history of their school at the present time. What type of information might this historian use to write an account of everyday life in their school? (*To make the example clearer, you may wish to emphasize events that students are familiar with, i.e., a recent athletic season or school activity fair.*) Answers will vary, but students will probably conclude that a historian could

use a variety of sources (e.g., documents, books, interviews, newspaper articles, audio and video recordings). Ask a student volunteer to record the class responses on the chalkboard.

2. Direct your students to the class responses on the chalkboard. Ask them to evaluate how a local newspaper account about a school event published a week later differs from a student participant's diary entry about the event.

Answers will vary, but students will likely conclude that the diary entry is "closer" to the event than the local newspaper account because it reflects the perspective of a participant. Tell your students that historians use a variety of sources like these testimonies and must evaluate the relative strengths of their sources before writing a history. Emphasize that accounts written by non-participants (often many years later) are generally known as *secondary sources*, while first-hand accounts from the time period are known as *primary sources*.

3. Divide your class into groups of equal size. Give each group a copy of Activity Page 1A "Identifying Primary and Secondary Sources." Ask each group to review the definitions of primary and secondary sources and then place the class responses from the chalkboard into the appropriate columns on Activity Page 1A. When the groups have finished, lead the class in a discussion of the results.

4. Give each student group two copies of Activity Pages 1B–1D. Ask each group to provide examples of the primary source types (documents, images, and oral history). (*Students should be encouraged to provide primary source examples beyond those already listed on the chalkboard. See the Teacher Resource pages for additional examples of primary sources.*) Then ask each group to carefully consider the strengths and weaknesses of each primary source type. Why might the source be useful evidence to a historian? Why might the source require additional evidence?

5. When the groups have finished, lead the class in a discussion of the results. Students should conclude that historians need to carefully evaluate all sources before they can hope to write an objective account of the past. Conclude the activity by telling your students that in the next activity, they will apply their knowledge of primary sources in a historical "detective" game.

DEFINITIONS

Primary Source—A first-hand, original account, record, or evidence about a person, object, or event.

Secondary Source—An account, record, or evidence derived from an original or primary source. (*Newspaper accounts included in this exhibition are secondary sources.*)

Teacher Resource pages adapted from *Getting in Touch with History: A Smithsonian Course*, a joint publication of the Smithsonian Office of Education and the TI-IN Network.

ACTIVITY PAGE 1A

IDENTIFYING PRIMARY AND SECONDARY SOURCES

Primary Source	Secondary Source

ACTIVITY PAGE 1B

STRENGTHS AND WEAKNESSES OF PRIMARY SOURCES

Primary Source	Strengths	Weaknesses
DOCUMENTS		

ACTIVITY PAGE 1C

STRENGTHS AND WEAKNESSES OF PRIMARY SOURCES

Primary Source	Strengths	Weaknesses
ORAL HISTORY		

ACTIVITY PAGE 1D

STRENGTHS AND WEAKNESSES OF PRIMARY SOURCES

Primary Source	Strengths	Weaknesses
IMAGES		

TEACHER RESOURCES

STRENGTHS AND WEAKNESSES OF PRIMARY SOURCES

Primary Source	Strengths	Weaknesses
<p>DOCUMENTS</p> <p>Printed or written materials that communicate and record information.</p> <p>Examples include:</p> <p>diaries; letters; birth/death, or marriage certificates; deeds; contracts, constitutions, laws, court records; tax records; census records; wills, inventories; treaties; report cards; medical records; passenger lists; passports; visas; naturalization papers; military enlistment or discharge papers.</p>	<ul style="list-style-type: none"> • provide information on the “who, what, where, when, why, and how” of an event • provide written, printed, or graphic information • purpose of the communication or transaction is often clear • may indicate the social and economic status of the author • may offer insight into the emotional state of the author • can stimulate the personal involvement of the reader 	<ul style="list-style-type: none"> • may not be a thoroughly objective source • generally a verbal, rather than a visual record • may not consider other views or perspectives on the same event(s) • the identity of the author may be unclear (especially true in the case of government documents) • the author is usually no longer living and therefore can not be consulted for verification • may be difficult to read: handwriting may be difficult to decipher; words or phrases may be unfamiliar and their meanings may have changed over time • documents must be evaluated in conjunction with other evidence to determine whether they present information that is exceptional or conforms to previously established patterns

TEACHER RESOURCES

STRENGTHS AND WEAKNESSES OF PRIMARY SOURCES

Primary Source	Strengths	Weaknesses
<p>IMAGES</p> <p>A visual record obtained through photography or painting.</p>	<ul style="list-style-type: none"> • visual record of a particular moment in time • conveys a variety of details about people, places, objects, and events • conveys information about everyday life and behavior that is best communicated in visual terms (hair and clothing styles, interior design) • sometimes provides evidence of the photographer or painter's attitude • important to the study of people who did not leave many written records • can stimulate the personal involvement of the viewer • can be used to stimulate the memory of an oral history informant 	<ul style="list-style-type: none"> • not a complete or objective source: the image that serves as the lasting record may not equate directly with the reality of the event itself • the relationship of the photographer or painter to his or her subject is not always clear • one must consider the bias or perspective of the photographer or painter, including: <ul style="list-style-type: none"> – the choice of subject – the choice of timing – the subject matter that a person present at the event chose to record – whether the people or objects have been manipulated by the photographer or painter • the people, place, date, and photographer or painter are often not identified • the emotions and thoughts of those involved often are not evident • information from this kind of source is often suggestive rather than definitive; photographs and paintings must be studied in conjunction with other evidence, i.e., documents and oral histories, to determine if the information is unusual or part of a larger pattern

TEACHER RESOURCES

STRENGTHS AND WEAKNESSES OF PRIMARY SOURCES

Primary Source	Strengths	Weaknesses
<p>ORAL HISTORY</p> <p>The record of an individual's (informant's) reminiscences, accounts, and interpretations of the past in his or her own spoken words obtained through planned interview(s) and preserved through the use of audio or video tape, film, or written transcription.</p>	<ul style="list-style-type: none"> • personalizes history by recording an individual's remembrances (or opinions) about their life or an event in which they were involved • provides information about a topic or time period that may otherwise lack documentation in written or archival records • often conveys emotion clearly • contains spontaneity and candor not always present in a personally written account • may contain unusual dialect or speech patterns • often informant is living and may be consulted for clarification or additional information 	<ul style="list-style-type: none"> • memory of the informant is fallible • informant may intentionally or unintentionally distort the event or his or her role in the event, thereby compromising the record's validity • informant may be reluctant to discuss certain topics, resulting in an inaccurate or incomplete record • informant's testimony may not be consistent from one interview to the next • the bias, objective, or the relationship of the interviewer to those being interviewed must be considered • interviewer's questions may intentionally or unintentionally influence the informant's response • unfamiliar words or phrases from another time may not be clarified by informant • the bias of the historian or interviewer may be evident in the edited version of the interview(s) • oral history is the mutual creation of the historian and the person being interviewed: the historian creates the topic or problem to be studied, and the informant provides the information • oral histories must be evaluated in conjunction with other evidence to determine whether they present information that is exceptional or conforms to previously established patterns

TEACHER RESOURCES

READING ABOUT PRIMARY SOURCES

BOOKS AND ARTICLES

Kyvig, David E., and Myron A. Marty, *Nearby History: Exploring the Past Around You*. Nashville: American Association for State and Local History, 1982.

ORAL HISTORY

Baum, Willa K. *Oral History for the Local Historical Society*. Nashville, Tenn: American Association for State and Local History, 1977.

——— *Transcribing and Editing Oral History*. Nashville, Tenn: American Association for State and Local History, 1981.

Dunaway, David, and Willa K. Baum, eds. *Oral History: An Interdisciplinary Anthology*. Nashville, Tenn: American Association for State and Local History in cooperation with the Oral History Association, 1984.

Fletcher, W. *Recording Your Family History: A Guide to Preserving Oral History with Videotape, Audiotape, Suggested Topics and Questions, Interviews Techniques*. New York: Dodd, Mead & Company, 1986.

Mehaffy, George L., Thad Sitton, and O.L. Davis, Jr. *Oral History in the Classroom, How to Do It Series* (2, no. 8.). Washington, D.C.: National Council for the Social Studies, 1979.

Schopes, Linda. *Using Oral History for a Family History Project*. Technical Leaflet 123. Nashville, Tenn: American Association for State and Local History, 1978.

Tyrell, William G. *Tape Recording Local History*. Technical Leaflet 35. Rev. ed. Nashville, Tenn: American Association for State and Local History, 1973.

Zimmerman, Bill. *How to Tape Instant Oral Biographies*. New York: Bantam Books, 1992.

PHOTOGRAPHS

Fleischauer, Carl, and Beverly W. Brannan, eds. *Documenting America: 1935–1943*. Berkeley, Calif.: University of California Press in Association with the Library of Congress, 1988.

Trachtenberg, Alan. *Reading American Photographs: Images as History, Matthew Brady to Walker Evans*. New York: Hill and Wang, 1989.

LESSON PLAN TWO

WHO WAS JAMES SMITHSON?

OBJECTIVES

- ❖ Examine a variety of primary source materials from the life of James Smithson
- ❖ Evaluate primary source materials for clues to the identity of James Smithson
- ❖ Interpret primary source materials and draft a basic thesis statement

MATERIALS

- ❖ Copies of Activity Pages 2A–2E
- ❖ Pens, pencils
- ❖ Teacher Resource pages

SUBJECT

Social studies

PROCEDURE

1. Divide your class into groups of equal size. Tell your students that they will now use their knowledge of primary source materials to play a historical “detective game.” Ask your students to imagine that they are historians who have been called together to interpret a series of primary source materials. Tell them that their task is to examine the evidence and reach some general conclusions about an historical figure who

played an important role in American history. (*You may wish to motivate students further by offering extra credit or bonus points to the group that arrives at the most detailed and accurate conclusions.*)

2. Give each group copies of Activity Pages 2A–2E. Ask your students to carefully examine the images and documents on each Activity Page before answering the associated questions. What does the evidence tell us about this person? What time period might he have lived in? What were his interests? Is there any indication of his social status? What country might he have been from? Emphasize that students are to record a possible interpretation from each primary source on Activity Page 2E. (*Some students may remark that the manuscript samples were difficult to read—you may wish to use this opportunity to emphasize that historians are often confronted with handwritten documents that are difficult to read.*)

3. When the groups have finished, lead the class in a discussion of their conclusions.

Answers will vary, but students should conclude that the historical figure in question was an educated, wealthy man who was keenly interested in scientific endeavors—especially mineralogy. Some students may also conclude that the man was not American, but European.

4. Tell your students that they have discovered almost as much as the experts know about this man. Reveal that the “mystery man” was James Smithson, an English scientist who left his fortune to the people of the United States in 1829 to found an institution for the “increase and diffusion of knowledge.” Smithson’s bequest led to the foundation of the Smithsonian Institution, the world’s largest museum and research complex. Conclude the activity by telling your students that in the next activity they will learn how Smithson’s gift became America’s Smithsonian.

JAMES SMITHSON: THE MAN BEHIND THE INSTITUTION

While the institution named after James Smithson enjoys worldwide renown, we know little about the man who left \$508,318 to the people of the United States to found such an institution.

An English scientist who conducted research in chemistry, mineralogy, and geology, Smithson lived and traveled in several European countries. His schooling and interests afforded him the opportunity to mix with many noted scientists.

Smithson was born in France in 1765. Named James Lewis Macie, he was the illegitimate son of Hugh Smithson, who later became the first Duke of Northumberland, and Elizabeth Keate Hungerford Macie, a widow of royal blood. Smithson and his half brother Henry Louis Dickinson inherited a considerable estate from their mother’s family. Why Smithson chose to leave his fortune to the United States remains a mystery to this day.

ACTIVITY PAGE 2A

PIECING IT TOGETHER—SEARCHING FOR HISTORICAL CLUES



Figure 1

What can this image tell us about the subject? What time period might he have lived in? What were his interests? Is there any indication of his social status? What country might he have been from?

ACTIVITY PAGE 2B

PIECING IT TOGETHER—SEARCHING FOR HISTORICAL CLUES



Figure 2

Every man is a valuable member of society who by his observations necessities & experiments procures knowledge for men.

Figure 3

What can these images tell us about the subject? What time period might he have lived in? What were his interests? Is there any indication of his social status? What country might he have been from?

ACTIVITY PAGE 2C

PIECING IT TOGETHER—SEARCHING FOR HISTORICAL CLUES

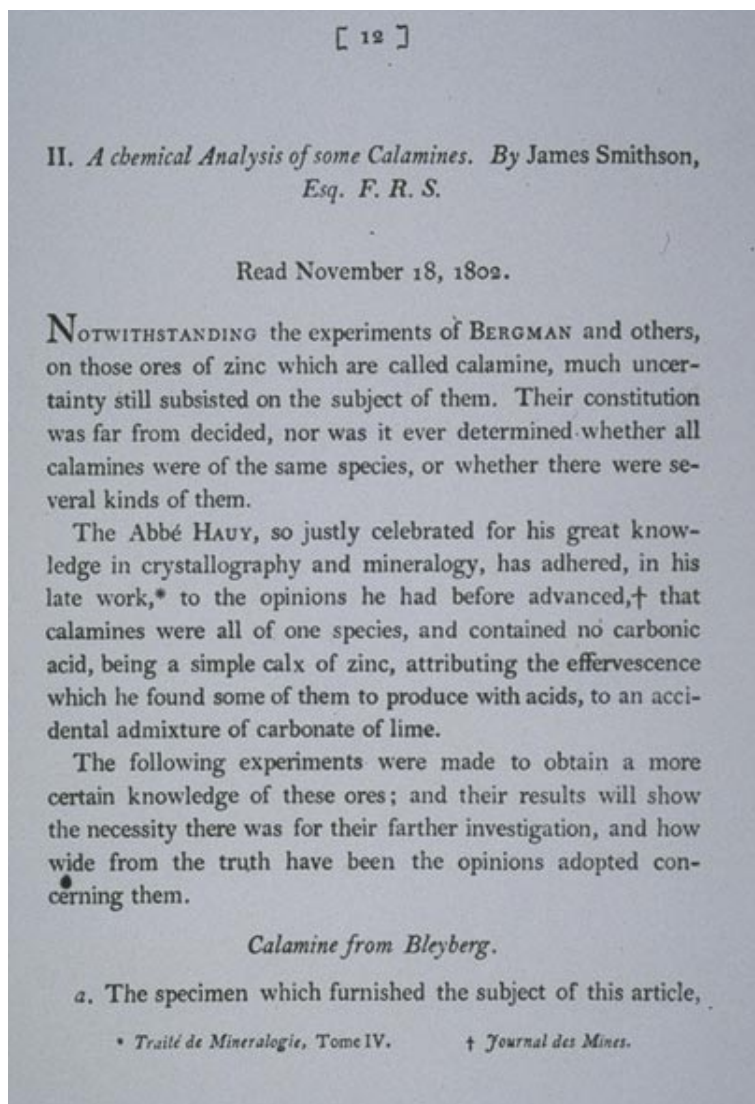
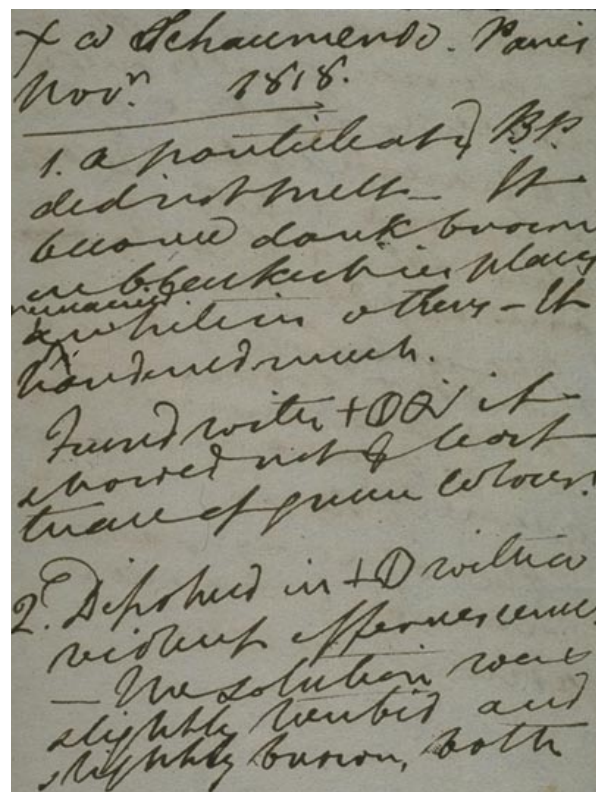


Figure 4

Figure 5



What can these images tell us about the subject? What time period might he have lived in? What were his interests? Is there any indication of his social status? What country might he have been from?

ACTIVITY PAGE 2D

PIECING IT TOGETHER—SEARCHING FOR HISTORICAL CLUES

LIST OF JAMES SMITHSON'S PERSONAL PROPERTY, COMPILED IN 1838.

Large trunk.
Box containing sundry specimens of minerals, marked E.
Brass instrument.
Box of minerals, marked F.
Box of chemical glasses, marked G.
Packet of minerals, marked H.
Glass vinegar cruet.
Stone mortar.
Pair of silver-plated candlesticks and branches.
Pair of silver-plated candlesticks, no branches.
Hone in a mahogany case.
Plated wire flower basket.
Plated coffeepot.
Plated small one.
Pair of wine coolers.
Pair small candlesticks.
Two pairs of saltcellars.
Breadbasket.
Two pair of vegetable dishes and covers.
Large round waiter.
Large oval waiter; two small waiters.
Two plate warmers.
Reading shade.

Sundry articles in packet and in trunk.

- (a) Gun.
- (a) Mahogany cabinet.
- (a) Two portraits, in oval frames.

China tea service.

- (a) Twelve cups and saucers.
- (a) Six coffee cups.
- (a) Teapot.
- (a) Slop basin.
- (a) Sugar basin and lid.
- (a) Two plates.
- (a) Milk jug.
- (a) tea canister.
- (a) Two dishes.
- (a) Landscape in a gilt frame.
- (a) Derby spa vase.
- (a) China tub.
- (a) Piece of fluor.
- (a) Pair of glass candlesticks.
Marble bust.

Books.

Sundry pamphlets on philosophical subjects, in packet marked A.
The like, marked B.
Struggles Through Life.
Bibliotheca Parisiana.
La Platina d'Or Blanc.
Contorides des Indiens.
Sundry pamphlets on philosophical subjects, marked C.
Weld's Travels in North America, 2 volumes.
Bray's Derbyshire.
Twenty-three numbers of *Nicholson's Journal of Natural Philosophy*, in a case (D).
Memoire d'un Voyageur qui le répose.
Hamilton in Antrim.
Londres et de ses Environs.
Stew on Solids.
Essais de Jean Key.
Mon Bonnet de Nuit.
Domestic Cookery.
Catalogue de Fossils des Roches.
The Monthly Review, 78 numbers.
The Monthly Review, 26 volumes.
Philosophical Transactions for the year 1826.
Anthologies et Fragments Philosophiques, 4 volumes.

Two large boxes filled with specimens of minerals and manuscript treatises, apparently in the testator's handwriting, on various philosophical subjects, particularly chemistry and mineralogy. Eight cases and one trunk filled with the like.

Those articles to which this mark (a) is prefixed were not in the trunk No. 13 when it was first opened in the consulate of the United States in our presence.

All the linen in trunk No. 13 was transferred from case 7, and sundry articles of plated ware and philosophical instruments, etc., were transferred from case 12. Sundry books, which were tied together, were also put in this case.

ACTIVITY PAGE 2E

PIECING IT TOGETHER—SEARCHING FOR HISTORICAL CLUES

Directions: *Examine each of the primary source “clues” on Activity Pages 2A–2D. What does each primary source suggest about the “mystery man?” Write your evaluations in the column labeled “Interpretations.” Write your overall conclusions about the mystery man in the area labeled “Conclusions.”*

PRIMARY SOURCES	INTERPRETATIONS
FIGURE 1	
FIGURE 2	
FIGURE 3	
FIGURE 4	
FIGURE 5	
TRANSCRIPTION 1	
CONCLUSIONS	

LESSON PLAN THREE

MAKING THE CONNECTION—FROM SMITHSON TO SMITHSONIAN

OBJECTIVES

- ❖ Evaluate a series of primary source documents
- ❖ Identify the variety of opinions regarding the use of Smithson's bequest
- ❖ Define the legislative compromise embodied in the Smithsonian Institution Act

MATERIALS

- ❖ Copies of Activity Pages 3A–3D
- ❖ Pens, pencils

SUBJECT

Social studies

PROCEDURE

1. Tell your students that they'll now be applying their knowledge of primary source materials to the circumstances surrounding James Smithson's gift to the people of the United States. Stress that at the conclusion of this activity, students will understand the conditions under which Smithson granted his bequest and the many opinions Americans held on how to best utilize Smithson's gift.
2. Divide your class into groups of equal size. Give each group

copies of Activity Pages 3A–3D. Ask your students to carefully examine the images and documents on each Activity Page before answering the associated questions.

Does the evidence tell us why Smithson granted more than half a million dollars to the United States? Under what conditions would the bequest be awarded to the United States? What opinions did prominent Americans hold on how to best utilize Smithson's gift? In the legislation passed by Congress, which views were represented and which were not?

3. When the groups have finished, lead the class in a discussion of their conclusions. Answers will vary, but students should conclude that the available evidence offers no clear insight into why Smithson left his bequest to the people of the United States. Students should also conclude that the United States was to receive the gift only if Smithson's nephew (Henry James Hungerford) died without leaving any heirs. (*You might ask students to speculate as to why*

Smithson left such an unusual provision in his will. Stress that historians have also speculated on Smithson's motives, with almost as little evidence to evaluate.)

Your students should also conclude that there were many different views on how Smithson's bequest could be used by the United States. Students should generally conclude that some Americans favored the use of Smithson's gift to fund scientific research (Alexander Dallas Bache), a national astronomical observatory (John Quincy Adams), a national university (Asher Robbins), and a national library (Rufus Choate).

Direct your students to the excerpt from the Smithsonian Institution Act of 1846 on Activity Page 3D. According to Congress, what was the Smithsonian Institution to be? Students should conclude that the Smithsonian was to be a library; museum (especially for minerals, geological collections and natural history); lecture hall; art gallery; and chemical laboratory.

4. Conclude the activity by telling your students that the formation of the Smithsonian by Congress is an example of legislative compromise (a settlement of differences through mutual concession). Many opinions on what the Smithsonian might be were incorporated into the final legislation. Ask your students to identify which opinions (Bache, Choate) were fully represented, which were partially represented (Robbins), and which were not represented (Adams). Be sure to stress that compromise has been at the very heart of the legislative process in the United States throughout history and remains so to this day. (*To extend the understanding of compromise, you may wish to provide an example of some contemporary legislation.*)

ACTIVITY PAGE 3A

MAKING THE CONNECTION—FROM SMITHSON TO SMITHSONIAN

THE WILL OF JAMES SMITHSON

I James Smithson Son to Hugh, first Duke of Northumberland, &, Elizabeth, Heiress of the Hungerfords of Studley, &, Niece to Charles the proud Duke of Somerset, now residing in Bentinck Street, Cavendish Square, do this twenty-third day of October, one thousand eight hundred and twenty-six, make this my last Will and Testament:

I bequeath the whole of my property of every nature &, kind soever to my bankers, Messrs. Drummonds of Charing Cross, in trust, to be disposed of in the following manner, and I desire of my said Executors to put my property under the management of the Court of Chancery.

To John Fitall, formerly my Servant, but now employed in the London Docks, and residing at No. 27, Jubilee Place, North Mile End, old town, in consideration of his attachment &, fidelity to me, &, the long &, great care he has taken of my effects, &, my having done but very little for him, I give and bequeath the Annuity or annual sum of One hundred pounds sterling for his life, to be paid to him quarterly, free of legacy duty &, all other deductions, the first payment to be made to him at the expiration of three months after my death...

To Henry James Hungerford, my Nephew, heretofore called Henry James Dickinson, son of my late brother, Lieutenant-Colonel Henry Louis Dickinson, now residing with Mr. Auboin, at Bourg la Reine, near Paris, I give and bequeath for his life the whole of the income arising from my property of every nature &, kind whatever, after the payment of the above Annuity, &, after the death of John Fitall, that Annuity likewise, the payments to be made to him at the time the interest or dividends become due on the Stocks or other property from which the income arises.

Should the said Henry James Hungerford have a child or children, legitimate or illegitimate, I leave to such child or children, his or their heirs, executors &, assigns, after the death of his, or her, or their Father, the whole of my property of every kind absolutely &, forever, to be divided between them, if there is more than one, in the manner their father shall judge proper, or, in case of his omitting to decide this, as the Lord Chancellor shall judge proper.

Should my said Nephew, Henry James Hungerford, marry, I empower him to make a jointure.

In the case of the death of my said Nephew without leaving a child or children, or the death of the child or children he may have had under the age of twenty-one years or intestate, I then bequeath the whole of my property subject to the Annuity of One Hundred pounds to John Fitall, &, for the security &, payment of which I mean Stock to remain in this Country, to the United States of America, to found at Washington, under the name of the Smithsonian Institution, an Establishment for the increase &, diffusion of knowledge among men...

ACTIVITY PAGE 3B

MAKING THE CONNECTION—FROM SMITHSON TO SMITHSONIAN



“I am most anxious that this fund should furnish means of scientific research in this country & that the institution should thus supply a want which all of us feel to exist unsupplied by our Colleges & Universities.”

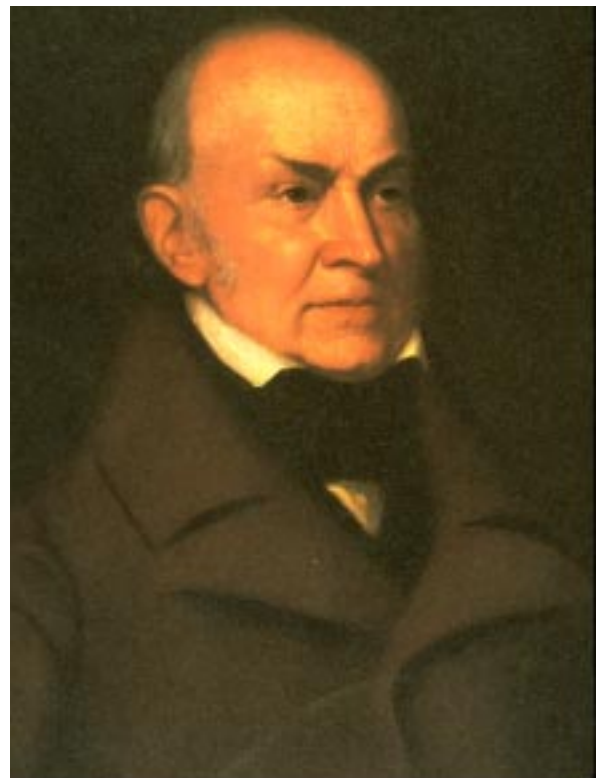
SMITHSONIAN REGENT, ALEXANDER DALLAS BACHE,

SEPTEMBER 15, 1846

“There is no richer field of science opened to the exploration of man in search of knowledge than astronomical observation.”

REPRESENTATIVE JOHN QUINCY ADAMS (MASSACHUSETTS)

MARCH 5, 1840



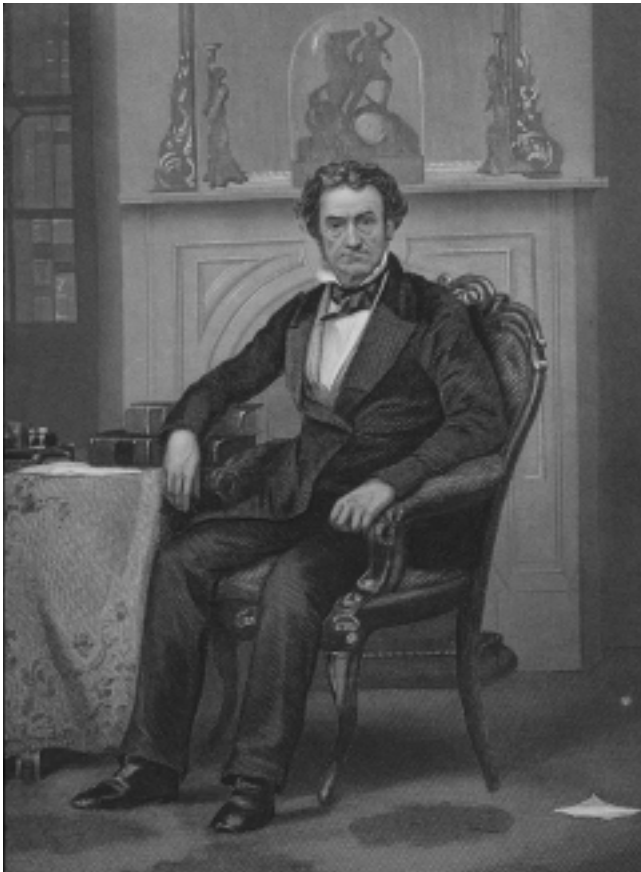
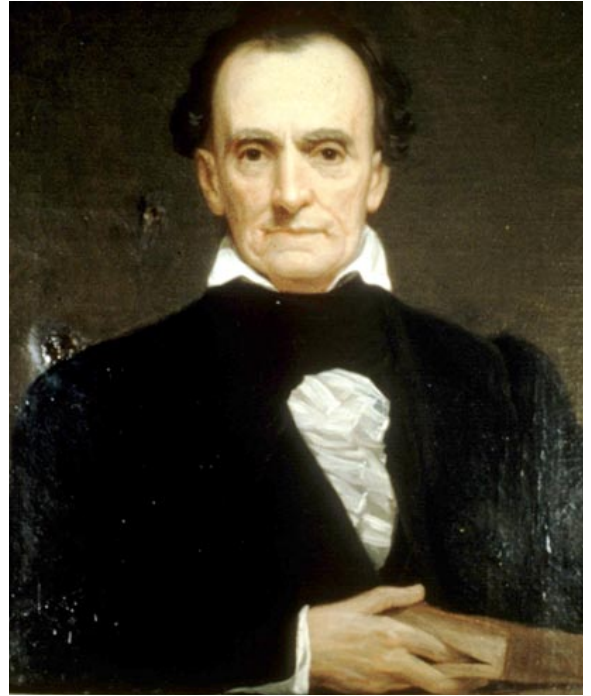
ACTIVITY PAGE 3C

MAKING THE CONNECTION—FROM SMITHSON TO SMITHSONIAN

“We have only to tread the path that led the Athenian to his glory, and to open that path to the youth of our country.”

SENATOR ASHER ROBBINS (RHODE ISLAND)

JANUARY 10, 1839



“Why should a German or an Englishman sit down to a repast of five hundred thousand books, and an American scholar, who loves the truth as well as he, be put on something less than half allowance?”

SENATOR RUFUS CHOATE (MASSACHUSETTS)

JANUARY 8, 1845

ACTIVITY PAGE 3D

MAKING THE CONNECTION—FROM SMITHSON TO SMITHSONIAN

EXCERPT FROM THE LEGISLATION ESTABLISHING THE SMITHSONIAN INSTITUTION

(As adopted by Congress and signed into law by President James K. Polk, August 10, 1846)

SEC. 5. *And be it further enacted,* That, so soon as the board of regents shall have selected the said site, they shall cause to be erected a suitable building, of plain and durable materials and structure, without unnecessary ornament, and of sufficient size, and with suitable rooms or halls, for the reception and arrangement, upon a liberal scale, of objects of natural history, including a geological and mineralogical cabinet; also a chemical laboratory, a library, a gallery of art, and the necessary lecture rooms...

SEC. 6. *And be it further enacted,* That, in proportion as suitable arrangements can be made for their reception, all objects of art and of foreign and curious research, and all objects of natural history, plants, and geological and mineralogical specimens, belonging, or hereafter to belong, to the United States, which may be in the city of Washington, in whosoever custody the same may be, shall be delivered to such persons as may be authorized by the board of regents to receive them, and shall be arranged in such order, and so classed, as best [to] facilitate the examination and study of them, in the building so as aforesaid to be erected for the institution; and the regents of said institution shall afterwards, as new specimens in natural history, geology, or mineralogy, may be obtained for the museum of the institution by exchanges of duplicate specimens belonging to the institution (which they are hereby authorized to make) or by donation, which they may receive, or otherwise, cause such new specimens to be also appropriately classed and arranged...

SEC. 7. *And be it further enacted,* That the secretary of the board of regents shall take charge of the building and property of said institution, and shall, under their direction, make a fair and accurate record of all their proceedings, to be preserved in said institution; and the said secretary shall also discharge the duties of Librarian and of keeper of the museum...



SEC. 10. *And be it further enacted,* That the author or proprietor of any book, map, chart, musical composition, print, cut, or engraving, for which a copy-right shall be secured under the existing acts of Congress, or those which shall hereafter be enacted respecting copy-rights, shall, within three months from the publication of said book, map, chart, musical composition, print, cut, or engraving, deliver, or cause to be delivered, one copy of the same to the Librarian of the Smithsonian institution, and one copy to the Librarian of Congress Library, for the use of the said Libraries.



ACTIVITY PAGE 3E

MAKING THE CONNECTION—FROM SMITHSON TO SMITHSONIAN

Directions: *Examine each of the primary sources on Activity Pages 3A–3D and then answer the questions below.*

What were the terms of James Smithson's will? (Who got what?)

What was the special provision in James Smithson's will regarding the United States?

What were some of the opposing views as to how the United States might make use of James Smithson's gift? (*Be sure to refer to the individuals profiled on Activity Pages 3B and C*)

According to the Act that established the Smithsonian Institution, what was the Smithsonian to be? What functions did Congress wish for the Institution to assume?

Which views as to how the United States might make use of James Smithson's gift were represented in the final legislation? Which views were not represented? Which views were partly represented?