

Part I:**Curriculum Unit Introduction****Title of Unit:** Famous Tennesseans**Vital theme of the unit:** Who were Andrew Jackson and John Sevier?Shannon Holt, Coker Creek School, holts@monroe.k12.tn.us**Grade Level:** 3rd & 4th**Number of lessons in the unit:** Four lessons**Time needed to complete unit:** six hours**Curriculum Standards—list:****Lesson One-** 4.5 spi.2 identify major Tennessee political leaders (i.e. *Andrew Jackson*, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward).**Lesson two-** 4.5 . spi.10 recognize the accomplishments of *John Sevier* contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).**Lesson three** – Era three-

5.09 - Recognize major events, people, and patterns in Tennessee.

4.1.tpi.5 create a poster about a cultural group.

4.5 spi.2 identify major Tennessee political leaders (i.e. *Andrew Jackson*, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward).4.5 spi.10 recognize the accomplishments of *John Sevier* contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).**Technology used:** Video of Volume 17 story, “The Duel”, Heartland serieswww.google.com; www.ask.com<http://www.whitehouse.gov/history/presidents/aj7.html><http://bioguide.congress.gov>http://www.johnsevier.com/bio_johnsevier.html<http://www.tennesseehistory.com/class/JSevier.htm><http://http://www.2Learn.ca/construct/graphicorg/venn/vennindex.html>**Materials:** Computer lab, Aver Media technology, teacher prepared handouts, K-W-L chart on Dry erase board, with colored markers, internet, paper and pencil. Poster boards, glue, scissors, and crayons will also be used.

Part II:

Controversy is defined in Webster's Intermediate Dictionary as an often heated discussion of something about which there is great difference of opinion: dispute. It goes on to state a controversy is a quarrel. To say that Andrew Jackson, the seventh president of the United States, and John Sevier, Tennessee's first governor, quarreled is an understatement. (American National Biography website, p. 1) Their lively public disagreements and political relationship were well documented in letters they wrote to each other (Tennessee Documentary History website, documents s1034 & s1035). In 1803, this relationship turned for the worse, when John Sevier spoke poorly of Jackson's marital situation (Gilmore 1974, p. 305).

There is a significant amount of literature written about their dynamic relationship. Historian Paul H. Bergeron stated their relationship was "generally antagonistic" (Bergeron 1992, p. 26). This relationship can be better explained if one has a better understanding of the time and geography in which John Sevier and Andrew Jackson lived. It is important to understand the reasons behind their issues with each other had to do with the manner in which, men in the South handled themselves over disputes (Wood 1992, p. 344).

Gordon S. Wood explains, in his book *The Radicalism of the American Revolution*, the mentality of southerners and men in the military. One can clearly see that John Sevier and Andrew Jackson were men that coincidentally fit this "Southern" profile. In examining the mentality of southern men, one might better understand why these two could not get along, as well as the reason why Jackson challenged Sevier to a duel, in 1803 (Wood 1992, pp. 344-45).

Wood notes “sometimes it appeared that in America’s fluid society would-be gentlemen were using challenges as a means of establishing their status or their dignity. John Sevier, former governor of Tennessee, sneered at young Andrew Jackson’s challenge to a duel in 1803. He condescended to notice Jackson’s challenge, he said, only because the people had made Jackson a judge and thereby had promoted him to the unmerited status of a gentleman” (Wood 1992, p. 345). According to Wood, Jackson was a “would-be gentleman” and used his duel with Sevier as a “means of establishing” his “status.” Sevier was a true southern man in the sense that he was an elected official at this time and, unlike Jackson, known for his genteel manner and like for all (Gilmore 1974, p. 307). In Jackson’s defense, he may have felt the honor of his wife was under public attack; therefore, he probably felt an obligation to protect her honor as well as his honor as a Southern gentleman.

Ironically, some historians felt they had some things in common. How were these two men alike? Both men were considered to be frontiersmen. Jackson was a born warrior, by his very life uncompromising, and he enjoyed a good brawl with men, either with guns or in political debates. These attributes are traits that made Jackson “essentially just, kind, and good, the best-hated man who has lived in this country” (Gilmore 1974, pp. 307-8). It has been written that they were both “brave, honest, and intensely patriotic.” They were both engaged in the political arena, married strong women, and were active in their communities. Sevier was the first governor of Tennessee, and Jackson was later to become the seventh president of the United States (Library of Congress, p. 1). They both had unique nicknames. Jackson was nicknamed “Old Hickory.” Jackson’s men gave him this nickname after a long hard march back

from Natchez, Mississippi (North Carolina State Library Website, p 2). Sevier was nicknamed “Nolichucky Jack” because of his “backwoods adventures” (Tennessee History Website, p. 2).

In other respects they were truly different men. Jackson was up for a heated discussion or brawl at any time, rough and rugged. Sevier on the other hand “was a born gentleman, actually loathing the low sports and roistering gasconade to which Jackson was at this time addicted” (Gilmore 1974, pp. 307–8). Sevier was a father of twenty children, ten by his first wife Sarah Hawkins and an additional ten more children by his second wife Bonny Kate Sherrill (Tennessee History website, p. 2). Jackson did not have any biological children by his wife, Rachel Donelson, but they did adopt a boy who was Rachel’s nephew (North Carolina State Website, p. 5).

The question is which historic event or events contributed to their controversial relationship? Could these disagreements between Jackson and Sevier stem from their similarities or from their differences? Some historians would say there were well-known exchanges that led to this contempt for one another. According to historian Paul H. Bergeron, their tumultuous relationship originated over a disagreement about an appointment for Jackson in the Tennessee state militia. Then, tempers flared again between both political rivals on the streets of Knoxville, Tennessee (Bergeron 1992, p. 26). Later on these tensions culminated into a challenge in 1803, when the young thirty-six year old Jackson, challenged the aging fifty-eight year old Sevier to a duel (Wood 1992, p. 345).

For twenty years, Jackson had been practicing law in Robertson’s colony on the Cumberland River. He decided to apply for a position as the major-general of the state

militia, which was directly under Governor Sevier. This was a significant job because the major-general was in command of the state of Tennessee's military (Gilmore 1974, pp. 303-4). Sevier interviewed the rambunctious Jackson and listened to him "with decided coolness." During the interview it was written of Sevier that "the cooler he grew the hotter the applicant became." Jackson lost control of his demeanor and Sevier was not impressed. James Robert Gilmore writes that Sevier "had a peculiarly sarcastic smile by which he put down officious pretension." After Jackson's spectacle, Sevier being a frank man, informed Jackson "that he had never heard of any of his military exploits, except his carrying away of another man's wife" (Gilmore 1974, pp. 304-5). Sevier's reproachful accusations towards Jackson's marriage created an anxiety that never left Jackson. One might speculate that Sevier did not appoint Jackson as the state militia's major-general because at this time Jackson, unlike Sevier, did not have a strong military background.

Historians disagree about the time frame that he applied for the state militia position. Gilmore notes that Jackson applied for this position in the year 1803 (Gilmore 1974, p. 304). Yet Bergeron argues that this occurred seven years before in 1796. He states that in 1796 Jackson applied and lost the position of major-general of the Tennessee militia to George Conway (Bergeron 1992, p. 26). Nevertheless, history shows that Jackson did not receive the appointment.

In 1798, another position in the state became available and Sevier appointed Jackson to become judge of the Superior Court of Law and Equity of Tennessee (Gilmore 1974, pp. 304-5). In 1802, Sevier remarked to Jackson on the streets of Knoxville, "that he knew of no service that Jackson had rendered except to take a trip to Natchez with another man's wife" (Bergeron 1992, p. 26). Until Jackson's dying days, he became

exceedingly vulnerable to any comments directed towards his wife. Historians like Gilmore argue that Jackson was warranted in his defensive behavior over his marriage to Rachel Donelson. He notes that there could be no question as to why he helped her leave her first husband. It was well known that she had been married to a brutal man (Gilmore 1974, p. 305).

Jackson and Sevier's relationship was like a roller coaster. In 1802 Jackson and Sevier ran against each other for the state militia generalship, which resulted in a split vote. Governor Archibald Roane, a close friend of Jackson, cast the deciding vote. Later on, Jackson challenged Sevier to a duel in an October 9, 1803 letter because Jackson was angered by Sevier's incorrigible comments about the manner in which he met his wife Rachel:

These delays I well thought were intended as a mere subterfuge for your cowardice you will recollect, that you on the first instant in the publick [sic] streets of Knoxville appeared to part for the combat, you ransacked the vocabulary of vulgarity for insulting and blackguard Expressions—without provocation made the attack, and in an ungentlemanly manner took the sacred name of a lady in your polluted lips, and dared me publickly [sic] to challenge you—..... have spoke for a place in the paper for the following advertisement— and I have named publickly [sic] that you are the greatest coward I ever had anything to do with— The advertisement as follows, To all who shall see these presents Greeting—Know yea that I Andrew Jackson, do pronounce, publick [sic], and declare to the world, that his Excellency John Sevier Esqr [sic], Captain General and commander in chief of the and Naval forces within the State of Tennessee is a base coward and poltroon, He will basely insult, but has not courage to repair you may prevent the insertion of the above by meeting in one or two hours after the receipt of this, my friend who will hand you this is authorised [sic] so to Declare on a written note signed by you being delivered to him stating time as above and place and on no other Terms— I shall set out for home on the tenth Instant, about the middle of the day, I hope it will not be said that I ran away for fear of you or your friends. (Tennessee Documentary History website, Jackson to Sevier, October 9, 1803, document s 1034)

Sevier replied to Jackson's letter by writing, "I shall wait on you with pleasure at any time and any place not within the State of Tennessee, attended by my friend, with pistols, presuming you know nothing about the use of any other arms" (Tennessee Documentary History website, Sevier to Jackson, October 10, 1803, documents 1035). Sevier stabbed back with harsh words, making note once again to Jackson's ungentlemanly demeanor. This rambunctious demeanor had knocked Jackson out of the job for major general years before (Gilmore, 1974 pp. 304-6).

Jackson then replied that they should meet in the area of Knoxville, because "Sevier had taken the name of a lady" into "his polluted lips" and that Sevier was a "coward and poltroon." They exchanged more words and then ran into each other on the streets of Knoxville, where Jackson assaulted Sevier, but another gentleman calmed Jackson down and he 'induced him to give his hand to the Governor" (Gilmore 1974, pp. 304-7).

John Sevier was born in 1745 and died 1815, at the age of 70 (Whitehouse website, p. 1). Sevier was a man of tranquility and enjoyed serenity. At this time Jackson had fought in a few Indian disputes but nothing comparable to Sevier's war record (Gilmore 1974, pp. 307-8). Sevier was also elected six times as governor of Tennessee. Jackson was similar to Sevier in that later on in his life he was elected by popular vote, to become President of the United States. Jackson was considered a "national hero from the War of 1812, primarily because of his decisive defeat of the British at the Battle of New Orleans." Jackson was born in 1767 and died in 1845, at the age of 78 (North Carolina State history Website, pp. 1-2).

Could these disagreements between Jackson and Sevier stem from their similarities or from their differences? One can only speculate that these similarities and differences played a part in the controversial relationship between Andrew Jackson and John Sevier. Their quarreling and disagreements were indicative of a time of fragility. Frontier life in itself was very stressful. Honor and pride were deeply ingrained in southern culture during the time in which Jackson and Sevier lived and it continued to play a significant role in southern history leading up to the United States Civil War.

Southern gentlemen had a protocol that they lived by. Therefore, when Jackson lost his appointment in the state militia and Sevier questioned his marriage in public, he had to prove his status by challenging Sevier for the honor of his name. In turn, Sevier had to defend his statements and honor as well. Due to the time frame this controversial relationship was doomed from the start. Neither man could back down from their statements because that would mean they were admitting they were wrong in the first place, causing them public embarrassment. Because they both were so similar, born and raised in the South, they both reacted in the same way. They both tried to defend their honors through “southern tradition”. This “southern tradition” became their relationships nemesis.

Bibliography

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John Sevier to Andrew Jackson, October 10, 1803, document # s1035, Tennessee Documentary History, 1796-1850, University of Tennessee,
<http://dig.lib.utk.edu/dlc/tdh/index.html>.

Secondary Sources:

Bergeron, Paul H., *Paths of the Past: Tennessee, 1770-1970*. The University of Tennessee Press: Knoxville: 1992.

Gilmore, James Robert. *John Sevier as a Commonwealth Builder: A sequel to the Rearguard of the Revolution*. New York: D. Appleton, 1887. Reprint, Spartanburg, S.C: Reprint Co., 1974.

Webster's Intermediate Dictionary, Merriam-Webster Inc., Springfield, Massachusetts: 1986.

Wood, Gordon S., *The Radicalism of the American Revolution*. Vintage, New York: 1992.

Internet Websites used in paper and lesson plans:

<http://statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm>

<http://bioguide.congress.gov>

http://www.johnsevier.com/bio_johnsevier.html

<http://www.tennesseehistory.com/class/JSevier.htm>

<http://www.whitehouse.gov/history/presidents/aj7.html>

<http://www.isidore-of-seville.com/jackson/index.html>

<http://http://www.2Learn.ca/construct/graphicorg/venn/vennindex.html>

Part III:

Lesson Plan Outline #1

Unit: Famous Tennesseans

Lesson Title: John Sevier, Tennessee's First Governor

Grade Level: 4th & 5th

Essential Question related to Vital Theme: Who was John Sevier?

Lesson Time: 1 hour

Curriculum Standards—list: 4.5 . spi.10 recognize the accomplishments of John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).:

Technology used www.google.com; www.ask.com
<http://statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm>
<http://www.whitehouse.gov/history/presidents/aj7.html>
<http://bioguide.congress.gov>
http://www.johnsevier.com/bio_johnsevier.html
<http://www.tennesseehistory.com/class/JSevier.htm>
<http://www.isidore-of-seville.com/jackson/index.html>

Materials: Computer lab, teacher handout of questions about John Sevier, K-W-L chart on Dry erase board, with colored markers, internet, paper and pencil.

Activity Description: In the classroom, students will participate in a K-W-L on John Sevier. Then each student will be directed to the above websites to research the questions on the teacher made handout. After the students have spent time researching facts about John Sevier, we will come back to the classroom and brainstorm facts that they discovered about John Sevier, together as a group. We will then fill a word web on the board with the new information on Sevier. The students will write this new information down, from the board on John Sevier. We will discuss the new facts discovered, as a large group.

Assessment: Students will be observed for retention through teacher observation and by the answers they wrote on their handout and their notes.

Lesson Plan Outline # 2**Unit:** Famous Tennesseans**Lesson Title:** Andrew Jackson, America's Seventh President**Grade Level:** 3rd & 4th grades**Essential Question related to Vital Theme:** Who was Andrew Jackson?**Lesson Time:** 1 hour**Curriculum Standards—list:** 4.5 spi.2 identify major Tennessee political leaders (i.e. Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, and Nancy Ward).**Technology used** www.google.com; www.ask.com
<http://statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm>
<http://www.whitehouse.gov/history/presidents/aj7.html>
<http://bioguide.congress.gov>
http://www.johnsevier.com/bio_johnsevier.html
<http://www.tennesseehistory.com/class/JSevier.htm>
<http://www.isidore-of-seville.com/jackson/index.html>**Materials:** Computer lab, teacher handout of questions on Andrew Jackson, Venn Diagram, K-W-L chart on Dry erase board, with colored markers, internet, paper and pencil.**Activity Description:** Students will participate in a K-W-L on Andrew Jackson. Then each student will be directed to the above websites to research the questions on their handout. After the students have spent time researching facts about Andrew Jackson, we will come back to the classroom and brainstorm facts that they discovered about Andrew Jackson, together as a group. We will then do a word web on the board with the new information on Jackson. The students will copy the word web onto a piece of paper, with information about Andrew Jackson. Now the students will be given a handout with a Venn Diagram of John Sevier and Andrew Jackson. They will be asked to fill out the diagram with as much information that they can about both Tennesseans.**Assessment:** Students will be observed for retention through teacher observation and by the answers they wrote on their handout. The teacher will take up the diagrams and check for retention and knowledge of the student.

Lesson Plan Outline # 3**Unit:** Famous Tennesseans**Lesson Title:** The Duel**Grade Level:** 3rd & 4th grades**Essential Question related to Vital Theme:** Why did Jackson challenge John Sevier to a duel?**Lesson Time:** 1 hour**Curriculum Standards—list:**

4.5 spi.2 identify major Tennessee political leaders (i.e. Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, and Nancy Ward).

4.5 . spi.10 recognize the accomplishments of John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).:

Technology used The Heartland Series, Volume 3 Story 17**Materials:** Video, dry erase board, dry erase markers.

Activity: Students will watch the video on the duel between John Sevier and Andrew Jackson. After the video we will brain storm ideas from the information that we have researched all week and the video to try to describe John Sevier and Andrew Jackson. Volume The story of a duel John Sevier and Andrew Jackson planned at Southwest Point in Roane County. Duels were illegal on State-owned land so they went to Southwest Point, a one-square-mile piece of land not owned by the State. They were ready to start their duel when Jackson's horse ran off with his gun. This episode addresses how history might have been changed if they had dueled.

Assessment: Teacher observation and student participation in the class discussion.

Lesson Plan Outline # 4

Unit: Famous Tennesseans

Lesson Title: How are Andrew Jackson and John Sevier similar? How are they different?

Grade Level: 3rd & 4th grades

Essential Question related to Vital Theme: How are they alike how are they different?

Lesson Time: three hours in two one hour and a half class periods

Curriculum Standards—list:

Lesson three – Era three-

- 5.09 - Recognize major events, people, and patterns in Tennessee.
- 4.1.tpi.5 create a poster about a cultural group.
- 4.5 spi.2 identify major Tennessee political leaders (i.e. Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward).
- 4.5 . spi.10 recognize the accomplishments of John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).

Technology used www.google.com; www.ask.com; <http://bioguide.congress.gov>
<http://statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm>
<http://www.whitehouse.gov/history/presidents/aj7.html>
http://www.johnsevier.com/bio_johnsevier.html
<http://www.tennesseehistory.com/class/JSevier.htm>
<http://www.isidore-of-seville.com/jackson/index.html>
<http://http://www.2Learn.ca/construct/graphicorg/venn/vennindex.html>

Materials: Venn Diagram, Averkey media, teacher prepared handouts, teacher made word search, K-W-L chart on Dry erase board, with colored markers, internet, paper and pencil. Poster boards, glue, scissors, and crayons. Averkey media, television and computer.

Activity Description: on day one of lesson three, the students will have participated in a K-W-L on Andrew Jackson, and John Sevier. They should have become slightly familiar with John Sevier and Andrew Jackson. As a class we will do a Venn diagram on both Tennesseans on the board. This information will be left on the board. The students will also have information filled out on two handouts, on John Sevier and Andrew Jackson, as well as a special handout, Venn Diagram. The students will be given a word search puzzle with words from the previous lessons. The teacher will put two primary sources, one at a time on the television from the computer using the Averkey media. The first will be a picture of Andrew Jackson,

with facts about him from the www.whitehouse.gov site. Discussion will be made from the teacher about the facts of the duel that Andrew Jackson challenged John Sevier. Then John Sevier's picture will be put up on the screen, with facts from his www.johnsevier.com site. Students will discuss both Tennesseans, and any new information and add that information to the Venn Diagram on the board.

On day two of lesson three, the students will be asked to create posters about John Sevier and Andrew Jackson. The students will be allowed to go to any of the above websites to research information to use on their poster boards. The only criteria for the posters will be that they need to show the similarities and differences of John Sevier and Andrew Jackson. Students will be able to get information from their handouts about Andrew Jackson and John Sevier, as well as information from their K-W-L charts, teacher handouts, and Venn diagrams that were distributed to all students. We will display all posters in the hall for other classes to view.

Assessment: Students will be observed for retention through teacher observation and by the information they put on their posters.

Name: _____

Date: _____

Lesson #1 Questionnaire on John Sevier

1. Go to any of the following websites:
<http://bioguide.congress.gov>; http://www.johnsevier.com/bio_johnsevier.html
<http://www.tennesseehistory.com/class/JSevier.htm>
2. Was John Sevier a politician? _____
3. What position in government did he hold? President, Governor, Senator
4. How long was he in office ? _____
5. Was he married? _____
6. What was his wife's name? _____

7. Did he have children? _____ How many? _____
8. Did he have a nickname? _____
9. What was his nickname? _____
10. In your opinion was he liked?
 Explain. _____

11. Was he considered a "pioneer"? _____
 Why? _____
12. What city and state was he born? _____
13. What month, day and year was he born?
14. In what year and month and day, did he die? _____
15. What was the first name of the state of Tennessee? _____
16. What region was he from in Tennessee? Circle one West Middle East

Name: _____

Date: _____

Lesson #2 Questionnaire on Andrew Jackson

1. Go to any of the following websites:
<http://statelibrary.dcr.state.nc.us/nc/bio/public/jackson.htm>
<http://www.whitehouse.gov/history/presidents/aj7.html>
<http://bioguide.congress.gov>
2. Was Andrew Jackson a politician? _____
3. What position in government did he hold? President, Governor, Senator
4. How long was he in office ? _____
5. Was he married? _____
6. What was his wife's name? _____

7. Did he have children? _____ How many? _____
8. Did he have a nickname? _____
9. What was his nickname? _____
10. In your opinion was he liked?
 Explain. _____

11. Was he considered a "pioneer"? _____
 Why? _____
12. What city and state was he born? _____
13. What month, day and year was he born? _____
14. In what year and month and day, did he die? _____
15. What President was Andrew Jackson? Circle one: 20th 7th 4th
16. What region was he from in Tennessee? Circle one West Middle East

John Sevier -VS-Andrew Jackson

List John Sevier characteristics in the first circle. List Andrew Jackson's in the second circle. Where the circles overlap write the similarities, of both men. For example, they both were from Tennessee, in politics etc.

