

**Rachel Donelson Robards Jackson**  
**1767 – 1845**

**Henry Knox**  
**1750 – 1806**

**Marcia Stuart**  
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**Cleveland, TN 37312**

**Rachel Donelson Robards Jackson**  
**1767 – 1845**

Rachel Donelson was born to Colonel John Donelson and Rachel Stockley Donelson in Chatham, Virginia. The exact date was not recorded at the time, but has been attributed to be June 15. Rachel's parents were of Scottish/Irish decent, her father was born in Maryland and her mother was born in Virginia.

According to research, the Donelson home was secured and a typical prominent family for the times. Colonel Donelson was a man of many talents. He was a hunter, surveyor, foundry owner, Revolutionary War soldier, a member of the Virginia Assembly, and co-founder of Nashville, Tennessee.

During this era, females did not have opportunities for formal education. Rachel was taught basic reading and writing skills. But the most important things she was taught were things that would make her a good wife, like: housekeeping duties, sewing, spinning, weaving, embroidery, as well as preserving foods, overseeing the kitchens and generally managing the plantation life. She played musical instruments and was an accomplished horsewoman. When reading Rachel chose the Bible or poetry.

At age 12, along with 600 other people, Rachel was led by Colonel Donelson a thousand miles away from their home to a part of the country that would later become Tennessee. The Donelson family dominated the city's business, civic and political power. They were all well respected citizens. Rachel was very comfortable entertaining political groups.

Lewis Robards became Rachel's husband when she was 18. A year later Colonel Donelson was murdered. Lewis and Rachel lived with Robards' mother for three years until Rachel could no longer live with his jealousy and bad temper. Rachel was sent to her mother, with the impression that a legal divorce had been filed. It was at this time Andrew Jackson

became a part of Rachel's life. They fell madly in love and were inseparable. Rachel was the strong, supportive partner Jackson needed. Unfortunately, this relationship would haunt the Jacksons until their deaths. The first marriage took place in 1791. Upon hearing of this, Robards decided to take Rachel back to Kentucky. Jackson accused Robards of many wrong doings and defended Rachel's honor. The word spread about Rachel being an adulterer, as Robards tried to discredit Jackson as a leader. After many confrontations with Jackson, Robards agreed to divorce Rachel. This act allowed Rachel and Andrew to be married for the second time in 1794.

Although the Jackson marriage was finally legal, Andrew was handicapped in his power as a U.S. Representative, the Senate, as well as a Superior Court Judge. Rachel had been raised in a solid, loving family. The fact that she was divorced and had married Andrew before she was legally free discredited the power and decisions Andrew made in all of his positions. He was constantly defending Rachel's honor and there was a great deal of tension between his peers, such as John Sevier. In May of 1806, Jackson challenged Charles Dickenson to a duel because of the negative gossip spread by Dickenson. Jackson was wounded and Dickenson was killed.

Rachel had grown up in a world of politics and was very comfortable engaging in conversation with and welcoming political houseguests associated with Jackson. After purchasing the Hermitage property in 1804, a stronger emphasis was placed on the race for the presidency. Rachel's focus had been to manage the estate, decorate the home and control Andrew's impulses concerning comments made about her. She would use a small gesture or word to stop a reaction to an insulting remark. This would save Andrew from creating more long-term complications for his career.

During the presidential race of 1828, the labels of adulterer, bigamist, and divorcee were again associated with Rachel. This was used in many ways against her husband, to support his rivals. John Quincy Adams, as anti-Jackson man, helped publish a pamphlet called the “Truth’s Advocate”. This was a publication that ripped both Andrew’s and Rachel’s reputations.

Newspapers, such as the *St. Louis Post Dispatch*, the *National Banner*, and the *Nashville Whig*, were stating Jackson was not fit for the presidency, based on his personal and professional behavior with Rachel. All of the pressure and negative press took a toll on Mrs. Jackson. She spent much of the campaign crying and depressed, which further strained her heart condition. Public degradation by overhearing taunts in the city of Nashville had a dramatic impact. After the election, Rachel was quoted as stating: “she would rather be a doorkeeper in the house of God than live in that palace in Washington”. Despite her statements and her poor health, both mental and physical, she intended on going to the Inauguration. She had even purchased a gown. But, on December 22, 1828, at the age of 61 Rachel’s health had drastically deteriorated and she died of a fatal heart attack.

This death drew not only regional but national attention. The mayor and councilmen of Nashville voted a resolution urging the people of the region to close businesses on December 24 – the day of her funeral. The funeral was attended by thousands of people across the territory, including political supporters, white, black, rich and poor. She was buried in her Inauguration gown and slippers. This was a symbol of democracy. The newspaper reporters who had earlier attacked her character mourned her passing. The *Washington Telegraph* stated: “lost one of it’s brightest Ornaments”. The *Nashville Statesmen and Concord Register* considered her death a good opportunity to “erase our memory from the records ... the frailties and foibles of her existence”. The *Boston Statesman* outlined its pages in black to mourn for Mrs. Jackson.

Long before her death, Rachel and Jackson, over a period of several years, adopted many children related to Rachel. These children proved to be very valuable when Jackson moved into the White House.

After taking office, Jackson sought to get rid of any federal workers who were known to attack his late wife. The memory of Rachel Jackson had its deepest political impact on what was termed “the petticoat affair”. Attacks were made close friends of the Jacksons, such as Peggy Timberlake.

### **Henry Knox 1750 – 1806**

Born into poverty in Boston, Henry Knox was a plain, ordinary man. He was very aware of his station in life and was always striving to fit in with the wealthy, elite group of leaders. Due to the death of his father, he left Boston Latin Grammar School to apprentice to a bookbinder. This job would help support his widowed mother and younger brother.

Because of his ambition and drive to reach the top, Knox pushed himself and he worked himself into a position in which he owned a bookshop in Boston. He was only 21. Owning a bookshop gave him a great deal of opportunity to read about his favorite subject, which was military strategy. This was also something he showed great talent. He soon joined the local militia, where he was noticed for his strengths.

When Washington inspected some designs by Knox, he was very impressed and assigned him the position Chief of Artillery. This position helped feed Knox’s ego, but he was pushed to do more. He still felt poor and unaccepted.

Knox became Washington’s trusted adviser and lifelong friend. He was rewarded with a commission as Brigadier General, for his supervision of the troops that crossed the Delaware

River in 1776. After the surrender of the British, Knox was made a Major General. Becoming commander of West Point in 1782 was a dream come true. Because of the close friendships among the Revolutionary officers, Henry Knox founded the Society of the Cincinnati in 1783. This organization would assist needy officers and their families, and kept the officers close socially. It was as if Knox had created his own country club. It also helped him feel more worthy of the friends he had. Regardless of all that he had accomplished, this was very important to Knox.

His military career was not the only place Knox was a social climber. To further his position in his personal life, Knox swept Lucy Flucker, a seventeen year-old daughter of the Royal Secretary of the Province of Massachusetts, off her feet. Although her wealthy parents protested and warned Lucy of impending poverty and political ruin, they were married June 1774.

Despite their different backgrounds, the marriage was solid and a very happy one, even though ten of their thirteen children did not live to adulthood.

Through all of his insecurities and social climbing, Henry Knox was a tremendous asset to not only George Washington, and the Revolutionary War, but to the newly forming country. He was a firm believer in a strong federal government and embraced the new Constitution. He retired from public life in 1794, and moved to an estate located in Thomaston, Maine in 1796, until his death.

## Bibliography

**\*"Colonial Women", 2003, by Niki Walker, Crabtree Publishing Company, 350 Fifth Avenue, Suite 3308, New York, New York.**

***\*Historic Communities – Customs and Traditions, 1994, by Bobbie Kalman and Tammy Everts, Crabtree Publishing Company, 350 Fifth Avenue, Suite 3308, New York.***

***\*Heroes of the American Revolution, 1999, by David Brownell, Bellerophon Books, P.O. Box 21307, Santa Barbara, Ca.***

***\*Heroines of the American Revolution, 2000, by Jill Canon, Bellerophon, P.O.Box21307, Santa Barbara, Ca.***

***\*The Market Place of Revolution, 2004, by T. H. Breen, Oxford University Press, Inc., 198 Madison Avenue, New York.***

***\*The Radicalism of the American Revolution, 1991, by Gordon Wood Vintage Books, a division of Random House, Inc., New York.***

***\*The Shoemaker and the Tea Party, 1999, by Alfred F. Young, Beacon Press, Boston.***

***\*A Time Line of the American Revolution, 2003, by Lynn George, The Rosen Publishing Group, Inc. 29 East 21<sup>st</sup> Street, New York.***

## **Primary Sources**

**\*Map of the Tennessee Government for Surveys of 1799**

**\*Map of early roads to the Tennessee Country, before 1796**

**\*Map of The Cherokee Country, before 1794**

**\*Picture of “The Bloody Massacre”**

**\*Map of “Revolutionary War Battlefields 1775-1781**

**\*Picture of “The Boston Tea Party” December 16, 1773**

**\*Picture of Rachel Jackson, from The Hermitage, and picture of Henry Knox, from his museum in Maine, “Montpelier”.**

**\*Pages from: “The Papers of Andrew Jackson (1770-1803) by Sam B. Smith and H.C. Owsley:**

**Marriage License (Rachel & Andrew Jackson)**

**Letters from Andrew Jackson to Rachel**

**Letters from George Michael Deaderick to Andrew Jackson**

**Letter to Robert Hays from Andrew Jackson**

**Letters from John Sevier**

**Ledger of Donelson’s assets**

**Marriage Correspondence concerning Rachel Donelson to Lewis**

**Robards and Jackson**

**Divorce decree of Rachel Donelson Robards and Lewis Robards**

**Letter from Jackson concerning Rachel’s illness**

**Replicas of the Original Currency**

**Replica of the Declaration of Independence**



## Day One

<b>Unit:</b>	<b>“A Flash From The Past”</b>
<b>Lesson Title:</b>	<b>What’s Brewing In Boston?</b>
<b>Grade Level:</b>	<b>Third</b>
<b>Essential Question Related to Vital Theme:</b>	<b>How well does the U.S. today live up to the idea stated in the Declaration of independence?</b>
<b>Lesson Time:</b>	<b>30 – 45 Minutes</b>
<b>Curriculum Standards:</b>	<b>Writing: 3.1spi1: Identify and/or select rhyming words.</b> <b>History: 3.5-2: Use a timeline to determine the order of a historical sequence of events.</b> <b>Language: 3.2-4: Rearrange events in sequential order.</b>
<b>Technology:</b>	<b>Students will choose a person from the booklet and research this person on the Internet. A “five” paragraph paper will be written by each student.</b>
<b>Materials:</b>	<b>“Kids Discover” Magazine American Revolution 149 Fifth Avenue New York, N.Y.</b>  <b>Computers connected to the Internet.</b>
<b>Primary Source:</b>	<b>Reproduced photo of the Boston Tea Party (12-16-1773) National Archives-Historical Documents Co.</b>

## **Day 1 Activities**

**\*The students will be divided into groups of four. Each group will have a copy of “Kids Discover: American Revolution” and a copy of picture of “The Boston Tea Party” (12-16-1773). One student from each group will read the article aloud. As the reading takes place, all students in the group will be listening for and listing rhyming words. When the reading is complete, the group will list the historical events in order. Students will create a timeline on art paper to show the events that took place. The group will later have a classroom discussion concerning the picture of the Boston Tea Party.**

**\*During center time each student will research one person, in the magazine, and write a five-paragraph report to be turned in within five days.**

## Day Two

<b>Unit:</b>	<b>“A Flash From The Past”</b>
<b>Lesson Title:</b>	<b>1776 – What a year!</b>
<b>Grade Level:</b>	<b>Third</b>
<b>Essential Question Related to Vital Theme:</b>	<b>How did the fighting change between the colonists and the British in 1770?</b>
<b>Lesson Time:</b>	<b>30 – 45 Minutes</b>
<b>Curriculum Standards:</b>	<b>Writing: 3.2-5: Identify The topic sentence in the Introduction paragraph “What a Year!”</b>  <b>History: 3.6-2: Use the Bloody Massacre primary source to distinguish between conflict and cooperation.</b>  <b>History: 3.2-5: Differentiate Between money and barter economies.</b>
<b>Materials:</b>	<b>“Kids Discover” Magazine 1776 149 Fifth Avenue New York, N.Y.</b>
<b>Primary Source:</b>	<b>Reproduced photo of the The Bloody Massacre National Archives-Historical Historical Documents Co.</b>

## **Day 2 Activities**

**\*The teacher will read the articles from the “Kids Discover” Magazine 1776. As a group, the students will locate and identify the topic sentence in the introduction paragraph entitled “What a Year!”. Students will also have a classroom discussion on the money and barter economies, comparing 1776 to 2006.**

**\*The students will be given a copy of The Bloody Massacre picture (primary source). These students will be divided into groups of four. Students will be given approximately twenty minutes to discuss the photo, with regards to conflict and cooperation.**

**\*Activities sheets will be assigned for homework.**

## Day Three

<b>Unit:</b>	<b>“A Flash From The Past”</b>
<b>Lesson Title:</b>	<b>Washington</b>
<b>Grade Level:</b>	<b>Third</b>
<b>Essential Question Related to Vital Theme:</b>	<b>What kind of military leader was George Washington?</b>
<b>Lesson Time:</b>	<b>30 – 45 Minutes</b>
<b>Curriculum Standards:</b>	<b>Writing: 3.2spi1: Complete a Simple graphic organizer (webbing) to group ideas.</b>  <b>Culture: 3.1-2: determine Differences and similarities in The ways different cultural groups address basic human Needs (water, food, education, clothing).</b>
<b>Materials:</b>	<b>“Kids Discover” Magazine Washington 149 Fifth Avenue New York, N.Y.</b>
<b>Primary Source:</b>	<b>Reproduced photo of the The Washington Family (George &amp; Martha with grandchildren) By Edward Savage Carousel Research, Inc.</b>

Day 3  
Activities

**\*After the teacher has read the articles to the entire class, a class discussion will take place covering the leadership of Washington, the differences and similarities of how people lived during that time. (Examples: clothing, food, and education).**

\*Each student will create a graphic organizer with the main ideas in this article.

\*Homework activity sheets will be assigned.

## Day Four

<b>Unit:</b>	<b>“A Flash From The Past”</b>
<b>Lesson Title:</b>	<b>Jefferson – Man of Many Faces</b>
<b>Grade Level:</b>	<b>Third</b>
<b>Essential Question Related to Vital Theme:</b>	<b>What was Thomas Jefferson’s most important contribution to his country?</b>
<b>Lesson Time:</b>	<b>30 – 45 Minutes</b>
<b>Curriculum Standards:</b>	<b>Writing: 3.1spi12: Identify stated cause and effect relationships in text.</b>  <b>History: 3.4-2: determine the Representative acts of a good citizen.</b>
<b>Materials:</b>	<b>“Kids Discover” Magazine Jefferson 149 Fifth Avenue New York, N.Y.</b>  <b>Primary Source: Reproduced copy of the Declaration of Independence</b>

## **Day 4 Activities**

**\*Students will be divided into groups of four. A student will read the articles to the group. A recorder will record the “cause & effect” sections the group identifies.**

**\*The class will observe, read and discuss a reproduction of the Declaration of Independence (primary source). The class will discuss the rules and laws of 2006. Each student will list the acts of a good citizen.**

**\*Homework activities will be assigned.**



## Day Five

<b>Unit:</b>	<b>“A Flash From The Past”</b>
<b>Lesson Title:</b>	<b>Loyal Patriots</b>
<b>Grade Level:</b>	<b>Third</b>
<b>Essential Question Related to Vital Theme:</b>	<b>Why was it so hard for women to serve in the war?</b>
<b>Lesson Time:</b>	<b>30 – 45 Minutes</b>
<b>Curriculum Standards:</b>	<b>Writing: 3.4-8: Female will pretend to be a woman of The Revolution. Male students will be given a name and conduct a five minute interview.</b>  <b>Writing: 3.3-6: Students will identify and highlight all types of sentences. (declarative, interrogative, exclamatory.</b>
<b>Materials:</b>	<b>“Kids Discover” Magazine Revolutionary Women 149 Fifth Avenue New York, N.Y.</b>

## **Day 5 Activities**

**\*Female students will be given a female name from the Revolutionary War. They will be allowed to dress the part. Each male student will be given a Revolutionary female. He will interview this female. The time limit will be approximately five minutes. The interviews will be published in a class newspaper.**

**\*All students will be give a copy of the articles. Each one will used different colored pens, highlighters, etc. to identify declarative, interrogative, and exclamatory sentences.**