





A LESSON PLAN FOR SECONDARY HISTORY TEACHERS By Lindsey Grace McLaine

different from the lower classes and slave women. Although I did not include them here, one way to make this point more vivid, would include adding a document or two that described the period written by a yeoman farm wife and/or a slave? House slaves were sometimes taught to read and write. Correspondence remains from a house slave of T.R.R. Cobb, for example. This lesson, however, focuses on the perspectives of elite Georgia women. I sought to help my students compare different perspectives of the "elite" women so that I could help "debunk" the myth that

all women of similar social class felt the same way during this time period. Finally, I wanted my students to wrestle with the

idea that even though women could not vote and directly participate in decision-making, they did have considerable say in everyday life. ELITE WOMEN DURING THE SECESSION DEBATES: Learning Goals and Guiding Historical Questions Overall Learning Goals: For the students to: learn to think historically as a way of understanding the past (and themselves as Americans) understand the historical context of Georgia at the time of the Secession Debates

• understand the causes of the Civil War and how those causes were understood and argued differently by, say, "elite" women in the South at the time that secession as a position was considered variously by different people in the South?

#### Why were so many supportive of secession? Who were those people? · Were there any other options to secession? · Were any women politically involved? If so, who? If not, why not?

learn.

 What was these women's relationship to the decision of secession? Why might these women oppose or support secession?

LIST OF MATERIALS FOR THE LESSON

were seized by a Confederate garrison for war purposes.

4. Excerpts taken from Eliza Frances Andrew's journal The War-Time Journal of a Georgia Girl, 1864-1865.

How did the decision to secede affect daily lives of Georgians?

Investigating the Past, Learning American History: A Research-Based Approach to Lesson Design

The approach and design of this lesson plan is rooted in several decades of research on how students learn history.

It has been customary for history teachers to tell students the story of the past as a means of getting them to reproduce what they hear.

- However, research consistently presents evidence that such an approach seldom succeeds. Simply put, students seem to quickly forget what they hear. In studying how students learn history more deeply, researchers have found that they are for more likely to understand the past and therefore reproduce their understandings later if they have authentic opportunities to investigate the past themselves (i.e., to do history).
- As a result, history teachers who structure lessons around questions, accounts (firsthand and secondary), and investigations into those accounts as a means of answering the questions posed are far more likely to help students attain strong understandings of the past.
- This lesson is designed to draw from the research by structuring its sequencing in an investigative way. It poses crucial questions for students to address, invites them to dig into the accounts that might help provide answers to those questions, draw evidence from them, and make claims about what the past means and what happened back then. Such claims represent students' growing understandings of

## Lesson Sequence

history. By "doing history" themselves, students come to understand it much more deeply and are prone then to remember what they

· Pass out (or have students access it online) the "Reading and Recording Guide" as a structured note-taking tool for following the PowerPoint "Georgia Elite Women During Secession" (the PPT is designed to provide some initial background context for the

The last 7 slides in the PPT provide interpretations to the questions students will be addressing regarding the three elite Georgia

 Group 1A: Mary Ann Cobb Group 2A: Eliza Frances Andrews Group 3A: Ella Gertrude Clanton Thomas Group 1B: Mary Ann Cobb

Suggested Timeframe for the Lesson: One 90-minute Class with a 30-minute follow up the following class period

Introducing the Lesson (approximately 15-20 minutes):

The Activity (approximately 60 minutes):

Divide the students into 6 groups

Students take notes on the handout while listening to the PowerPoint.

Stop at Slide #12 in order to introduce the investigative segment of the lesson.

women's perspectives on secession. Save these slides for the following class period.

During the comparison discussion, ask students to consider such questions as:

change her mind about secession?

lesson).

Note to Teachers:

have changed.

Why did

Why did

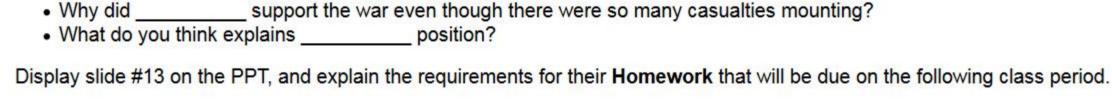
AFTER of Mary Ann Cobb.

The following class period:

through the process.

Look for examples of:

burden for students.



Concluding the Lesson (approximately 30 minutes):

Address the following questions with the whole group: Did the women believe there were other options to secession? Were any of these women politically involved? If so, who? If not, why not?

Lead into a discussion about women in the South during the time of the Civil War?

What was these women's relationship to the decision of secession?

Grading the homework will involve using the following holistic grading criteria.

Assessing the Homework

Historical Contextualizing—Student demonstrates understanding of the time period in which these women lived. For example,

Understanding/Interpretation—Student gives reasons why the specific woman may have changed her mind about secession

Citing Evidence for a Position—Student explains how/why one of these women changed her mind. Cites evidence from the

student lists out how these women came from elite backgrounds / identifies upbringing / describes their way of life.

Understanding/Interpretation—Student offers specific reasons why the specific woman supported secession.

reading. Linking Past to Present—Student attempts to connect women during the 1860's and women today without taking these three 19th century women out of context.

AFTER the war / or DID NOT change her mind.

(Retrieved from http://www.jstor.org/stable/41396480)

By Kenneth Coleman ARY Ann Lamar was born on her father's plantation near

hold establishment.

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them.

horses were seized by a Confederate garrison for war purposes.

Mary Ann Cobb in Confederate Athens

a good manager; running a household with eight children and a dozen servants tends to develop managerial skills. She had the respect of her husband, children, and neighbors. She was very close to her unmarried brother John Basil Lamar (1812-1862), who lived in Macon and managed the family plantations in Baldwin and Sumter counties. It

Under such a pressure I cannot hold such a pair of horses as ours.... I will not drive them again. My stay in Athens will be very short. Next year you can get me a one-horse carriage and buy a mule for me. Anything for peace and to "avoid, the appearance of evil." Eliza Frances Andrews 3. Excerpts taken from Andrew's journal The War-Time Journal of a Georgia Girl, 1864-1865. (Retrieved from http://docsouth.unc.edu/fpn/andrews/andrews.html) THE WAR-TIME JOURNAL OF A GEORGIA GIRL 1864-1865

my liberty maketh another man to offend I will not exercise that liberty or privilege.

fragrant with the breath of spring. Tall pines, whose lusty young roots had fed on the hearts of dead men, were waving softly overhead, and nature everywhere had covered up the scars of war with the mantle of smiling peace. I paused, too, to watch them, and we all stood there awed into silence, till at last an old battle-scarred hero from one of the wiregrass counties way down in Georgia, suddenly raised his hands to heaven, and said in a voice that trembled with emotion: "Thar's three hundred dead Yankees buried here under our feet. I helped to put 'em thar, but so help me God, I hope the like 'll never be done in this country again. Slavery's gone and the war's over now, thank God for both! We are all brothers once more, and I can feel for them layin' down than just the same as fur our own."

a term of pride and affectionate endearment.

them to the public.

in the grave of the dead past.

before the war.

May 29, 1865. Out of all our old house servants not one remains except Patsey and a little boy, Frank. We have one of our servants

Uncle Jim to take Daniel's place as driver and butler and a much more efficient person he proves to be. Nancy has been cooking since Tamah left. On last Wednesday I hired a woman to do the washing. Thursday I expected Nancy to iron but she was sick. In the same way she was sick the week before when there was ironing to do. I said nothing but told Patsey to get breakfast. After it was over I assisted her in wiping the breakfast dishes, a thing I never remember to have done more than once or twice in my life. I

then thoroughly cleaned up the sitting room and parlour.... In the afternoon I went in the ironing room and in to see Nancy. The clothes were all piled upon a table, the flies swarming over them. The room looking as if it had not been cleaned up in several

replied, "she was not well enough to do anything." Said I, "Nancy do you expect I can afford to pay you wages in your situation,

support your two children and then have you sick as much as you are?" She made no reply and I came in.

weeks. Nancy's room was in just the same state. I asked her "if she was not well enough to sprinkle some of the clothes." "No" she

The next morning after Patsey had milked the cow & had fire made in the kitchen, she [Nancy] volunteered to cook breakfast -Immediately after breakfast as I was writing by the window Turner directed my attention to Nancy with her two children, Hannah and

Susan. Her husband Anthony was one of the first to leave the Cumming Plantation and incited others to do the same. I expect he

ringleader. Aunt Vilet the cook a very excellent one at that left Sunday night. She was a plantation servant during her young days and another favorite of Ma's. Palmer the driver left the same morning with Susan, remained longer than anyone expected that he

Yesterday numbers of the negro women some of them quite black were promenading up the streets with black lace veil shading them from the embrowning rays of a sun under whose influence they had worked all their life.... On Thursday Rev Dr Finch of the Federal Army addressed the citizens on the subject of their late slaves and Saturday addressed the Negroes at the parade ground

June 12, 1865. I must confess to you my journal that I do most heartily dispise Yankees, Negroes and everything connected with

them. The theme has been sung in my hearing until it is a perfect abomination—I positively instinctively shut my ears when I hear the hated subject mentioned and right gladly would I be willing never to place my eyes upon another as long as I live. Everything is

Influences Susan, altho have often heard Pa say that in case of a revolt among Negroes he thought that Susan would prove a

would. He is quite a Beau Brummell as he gallants a coloured demoiselle or walks up the street with his cigar in his mouth...

- 6. "Reading and Recording Guide" for the students to use Reading and Recording Guide Name:
- Southern Reasons for Secession:

When/Where was the Georgia Convention on Secession held?

Eliza Frances Andrews Response to Secession:

Who Secedes from the Union first?

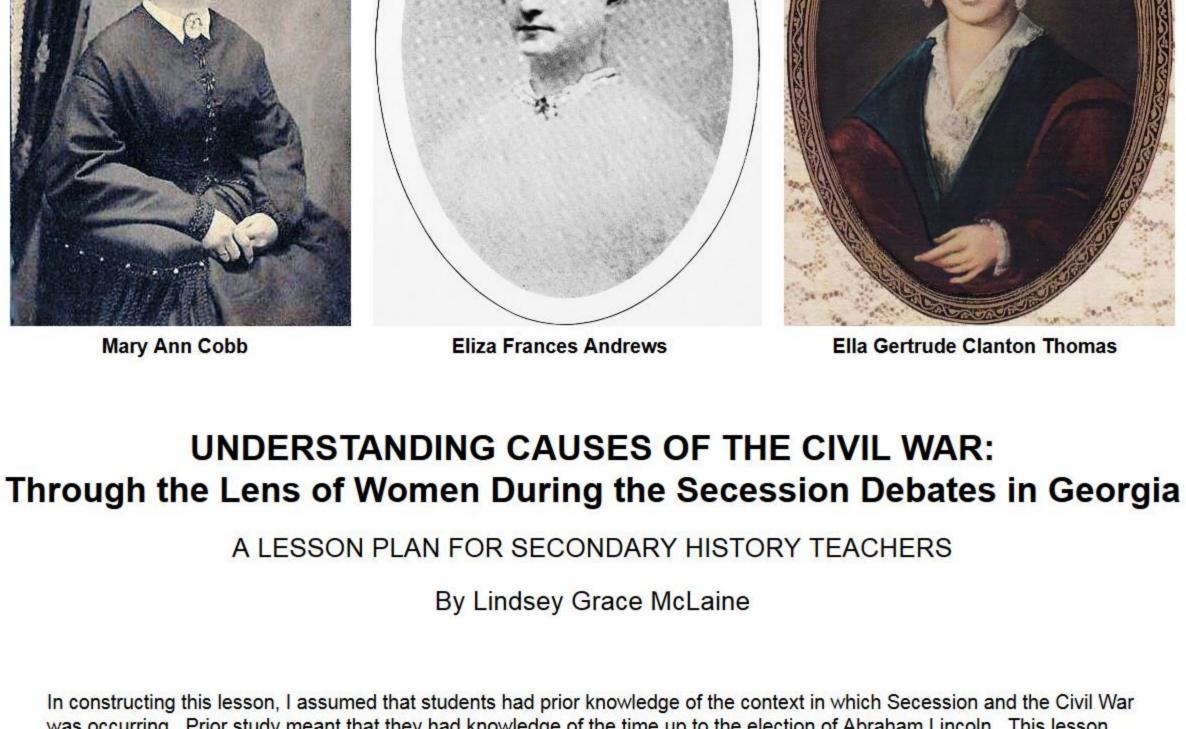
When does GA officially secede? Mary Ann Lamar Cobb's Response to Secession:

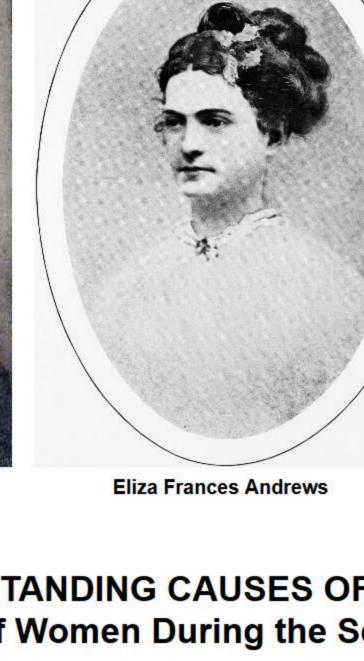


**UGA** 

College of Education

Georgia Humanities







In constructing this lesson, I assumed that students had prior knowledge of the context in which Secession and the Civil War was occurring. Prior study meant that they had knowledge of the time up to the election of Abraham Lincoln. This lesson deals with the perspectives of the several "elite" women in Georgia regarding the impending Civil War. Specifically, I was interested in helping my students look personally into the daily lives of women during this time and how

these women were very different, but in some ways very similar to women of today. I wanted my students to make connections between conflicts women and families faced during that time period as well as the conflicts women and families face today. At the same time, I wanted my students to understand the "elite" status of these women, and how they were

Questions Students will Address During in the Lesson:

1. PowerPoint Presentation: Georgia Women during the Time of Secession 2. Excerpts from the "Mary Ann Cobb in Confederate Athens" article from The Georgia Review, 22(3), 360-369 by Kenneth Coleman 3. Excerpts from a letter by Mary Ann Cobb to the editor of the Augusta Constitutionalist, 1863, referring to an operation in which horses

5. Excerpts from the "Ella Gertrude Clanton Thomas (1834-1907)" article from the New Georgia Encyclopedia by Katherine E. Rohrer 6. Excerpt from Ella Gertrude Clanton Thomas' diary The Secret Eye 7. "Reading and Recording Guide" for the students to use

 Group 2B: Eliza Frances Andrews . Group 3B: Ella Gertrude Clanton Thomas Section A will be responsible for exploring the documents to find each woman's stance about secession PRIOR to the convention and why they believed what they did. Section B will be responsible for exploring the documents to find the woman's stance AFTER the Civil War and why their stance may At the conclusion of the research on the readings from each woman, the two Group 1s, the two Group 2's, and the two Group 3's will

meet to compare notes on BEFORE and AFTER reactions. For example, Group 1A will meet with 1B to explore the BEFORE and

After listening to each group, individual students will be responsible for writing two paragraphs about the findings from his/her

Collect student 2-paragraph essays. Once receiving them, ask the students to discuss perspectives on the women and what they learned

investigation and why he/she believes the woman changed or did not change her ideas BEFORE and AFTER Secession.

 Why might these women oppose or support secession? How might the perspectives of these women be similar to or different from the perspectives of poor white women or slave women? How could we find out for sure? Why might it be that finding out the perspectives of poor and slave women could be difficult? What does this teach us about what history is and where it comes from? As necessary and relevant, draw from the remain 6 slides on the PPT to aid this discussion.

Student Investigation Resources Note to Teachers about these readings: The readings are long and complex, complete with arcane language common to the period. Teachers may want to sift these readings,

ARY Ann Lamar was born on her father's plantation near Milledgeville and grew up there. At the age of seventeen she married Howell Cobb of Athens. In the next twenty-five years (1835-1860) twelve children were born to the Cobbs but four died in infancy. During this period Howell Cobb's political career included membership

in Congress (Speaker of the House of Representatives, 1849-1851),

Governor of Georgia, 1851-1853, and Secretary of the Treasury,

1857-1860. The Cobb family lived in Athens, made frequent and long

visits to Macon, and maintained official residences at least part-time

in Milledgeville and Washington. Thus Mary Ann was used to frequent

moves, long separations from her husband, and running a sizeable house-

By the time that war broke out in 1861, Mary Ann Cobb had become

select smaller portions, edit them somewhat for clarity, and substitute difficult words with more simple synonyms to ease the reading

Mary Ann Cobb

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law, Professor Williams Rutherford of the University in Athens, was Mary Ann's confidant on religion and other personal matters in the absence of her husband. The relation between Mary Ann and Howell Cobb was close, and she habitually told her absent husband everything she thought and did, frequently asking his advice. Most of the excerpts of Mrs. Cobb's letters quoted below are letters to her

2. The following is from a letter by Mary Ann Cobb to the editor of the Augusta Constitutionalist, 1863, referring to an operation in which

After joy cometh sorrow this time. There is a clamor in town 'because General Cobb's horses have been relieved.' ... You know that

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men, in consideration of the misry and the sacrifices I have been called to make during this [Civil] war, then I say, go. I will not have

With the present state of feeling in town I cannot consent to drive our horses thro town as heretofore. And if my keeping them is to complicate and harrass you, I will give them up to you and if I live thro the war the day may come when the people of Georgia will

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anything that will cause contention. If I cannot enjoy a pair of horses to which I am clearly entitled in the sight of God and all just

if you say so. I would prefer their being used by you and my sons, if they have to go. ... You know it is not my nature to enjoy

think that I am entitled to a fine pair of horses of our own raising for past services if not for present services, sacrifices and

hardships. ... If my countrymen and countrywomen feel that they are injured by my horses being released, they shall have the

satisfaction of knowing that General Cobb's wife is still ready to make sacrifices to save her country from Yankee rule. This is the first privilege I have enjoyed since the war began, and even this is denied me by my country people. And in the spirit of St. Paul if

was in Lamar's Macon home, called "The Bear's Den," that the Cobbs

frequently spent Christmas and made a second home. A brother-in-

BY ELIZA FRANCES ANDREWS ILLUSTRATED FROM CONTEMPORARY PHOTOGRAPHS

NEW YORK

D. APPLETON AND COMPANY

1908

Never was there an aristocracy so compact, so united, so powerful. Out of a population of some 9,000,000 whites that peopled the Southern States, according to the census of 1850, only about 300,000 were actual slaveholders. Less than 3,000 of these - men owning, say, over 100 negroes each, constituted the great planter class, who, with a small proportion of professional and business men affiliated with them in culture and sympathies, dominated Southern sentiment and for years dictated the policy of the nation.

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recounted are such as might have come at that time, to any woman of good family and social position; the feelings, beliefs, and prejudices expressed reflect the general sentiment of the Southern people of that generation, and this is my apology for offering

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modern ears, the word "rebel," now so bitterly resented as casting a stigma on the Southern cause, is used throughout the diary as

momentous in the history of our country - that this contemporaneous record from the pen of a young woman in private life, is given to the public. The uncompromising attitude of the writer's father against secession removed him, of course, from all participation in

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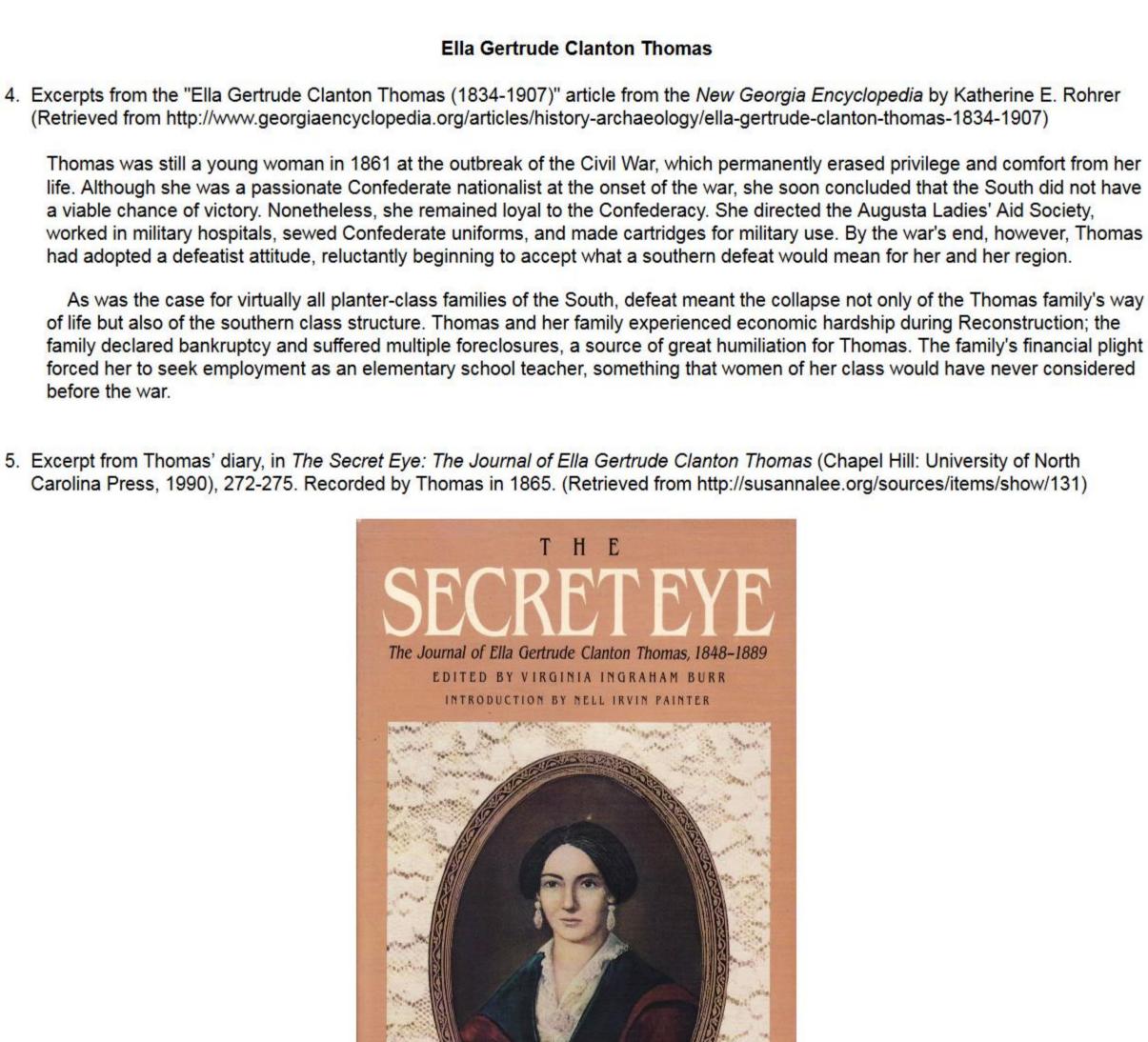
"Marse Robert." They were standing looking down into the Crater, that awful pit of death, lined now with daisies and buttercups, and

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those days and would have the coming generations draw inspiration from them. We teach the children of the South to honor and revere the civilization of their fathers, which we believe has perished not because it was evil or vicious in itself, but because, like a

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society more rich in all the resources for a thoroughly wholesome, happy, and joyous life than existed among the privileged "4,000" under the peculiar civilization of the Old South - a civilization which has served its purpose in the evolution of the race and passed away forever. So completely has it vanished that the very language in which we used to express ourselves is becoming obsolete. Many of our household words, among them a name scarcely less dear than "mother," are a dead language. Others have a strangely archaic sound to modern ears. When the diary was written, women were still regarded as "females," and it was even permissible to



Jessy, going out of the gate. I told him to enquire "where she was going." She had expected to leave with flying colours but was compelled to tell a falsehood for she replied, "I will be back directly." I knew at once that she surprised when I went into her room sometime afterwards to find that all of her things had been removed. I was again engaged in housework most of the morning.... Susan, Kate's nurse, Ma's most trusty servant, her advisor, right hand woman and best liked house servant has left her. I am under too many obligations to Susan to have harsh feelings toward her. During six confinements Susan has been with me, the best of servants, rendering the most efficient help. To Ma she has always been invaluable and in case of sickness there was no one like

on their duty. I think now they have the Negroes free they don't know what to do with them.

entirely reversed. I feel no interest in them whatever and hope I never will ...

Here she discusses her struggles with her family's way of life near the close of the Civil War.

WOMEN FROM THE ELITE CLASS IN GEORGIA **DURING THE TIME OF SECESSION** Year Abraham Lincoln was elected Northern Concerns about Slavery?

Ella Gertrude Clanton Thomas' Response to Secession:

1. Excerpts from the "Mary Ann Cobb in Confederate Athens" article from *The Georgia Review*, 22(3), 360-369 by Kenneth Coleman (Link to full document)

Mary Ann Cobb in Confederate Athens
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ARY Ann Lamar was born on her father's plantation near Milledgeville and grew up there. At the age of seventeen she married Howell Cobb of Athens. In the next twenty-five years (1835-1860) twelve children were born to the Cobbs but four died in infancy. During this period Howell Cobb's political career included membership in Congress (Speaker of the House of Representatives, 1849-1851), Governor of Georgia, 1851-1853, and Secretary of the Treasury, 1857-1860. The Cobb family lived in Athens, made frequent and long visits to Macon, and maintained official residences at least part-time in Milledgeville and Washington. Thus Mary Ann was used to frequent moves, long separations from her husband, and running a sizeable household establishment.

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## 2. The following is from a letter by Mary Ann Cobb to the editor of the Augusta *Constitutionalist*, 1863, referring to an operation in which horses were seized by a Confederate garrison for war purposes.

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It is for the sake of the light it throws on the inner life of this unique society at the period of its dissolution – a period so momentous in the history of our country – that this contemporaneous record from the pen of a young woman in private life, is given to the public. The uncompromising attitude of the writer's father against secession removed him, of course, from all participation in the political and official life of the Confederacy, and so this volume can lay claim to none of the dignity which attaches to the utterances of one narrating events "quorum párs magna fui." But for this reason its testimony will, perhaps, be of more value to the student of social conditions than if it dealt with matters pertaining more exclusively to the domain of history. The experiences recounted are such as might have come at that time, to any woman of good family and social position; the feelings, beliefs, and prejudices expressed reflect the general sentiment of the Southern people of that generation, and this is my apology for offering them to the public.

I cannot better express this feeling than in the words of an old Confederate soldier at Petersburg, Va., where he had gone with a number of his comrades who had been attending the great reunion at Richmond, to visit the scene of their last struggles under "Marse Robert." They were standing looking down into the Crater, that awful pit of death, lined now with daisies and buttercups, and fragrant with the breath of spring. Tall pines, whose lusty young roots had fed on the hearts of dead men, were waving softly overhead, and nature everywhere had covered up the scars of war with the mantle of smiling peace. I paused, too, to watch them, and we all stood there awed into silence, till at last an old battle-scarred hero from one of the wiregrass counties way down in Georgia, suddenly raised his hands to heaven, and said in a voice that trembled with emotion: "Thar's three hundred dead Yankees buried here under our feet. I helped to put 'em thar, but so help me God, I hope the like 'll never be done in this country again. Slavery's gone and the war's over now, thank God for both! We are all brothers once more, and I can feel for them layin' down thar just the same as fur our own."

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## 4. Excerpts from the "Ella Gertrude Clanton Thomas (1834-1907)" article from the *New Georgia Encyclopedia* by Katherine E. Rohrer (Link to full document)

Thomas was still a young woman in 1861 at the outbreak of the Civil War, which permanently erased privilege and comfort from her life. Although she was a passionate Confederate nationalist at the onset of the war, she soon concluded that the South did not have a viable chance of victory. Nonetheless, she remained loyal to the Confederacy. She directed the Augusta Ladies' Aid Society, worked in military hospitals, sewed Confederate uniforms, and made cartridges for military use. By the war's end, however, Thomas had adopted a defeatist attitude, reluctantly beginning to accept what a southern defeat would mean for her and her region.

As was the case for virtually all planter-class families of the South, defeat meant the collapse not only of the Thomas family's way of life but also of the southern class structure. Thomas and her family experienced economic hardship during Reconstruction; the family declared bankruptcy and suffered multiple foreclosures, a source of great humiliation for Thomas. The family's financial plight forced her to seek employment as an elementary school teacher, something that women of her class would have never considered before the war.

#### 5. Excerpt from Ella Gertrude Clanton Thomas' diary *The Secret Eye* (Link to full document)

Here she discusses her struggles with her family's way of life near the close of the Civil War.

May 29, 1865. Out of all our old house servants not one remains except Patsey and a little boy, Frank. We have one of our servants Uncle Jim to take Daniel's place as driver and butler and a much more efficient person he proves to be. Nancy has been cooking since Tamah left. On last Wednesday I hired a woman to do the washing. Thursday I expected Nancy to iron but she was sick. In the same way she was sick the week before when there was ironing to do. I said nothing but told Patsey to get breakfast. After it was over I assisted her in wiping the breakfast dishes, a thing I never remember to have done more than once or twice in my life. I then thoroughly cleaned up the sitting room and parlour.... In the afternoon I went in the ironing room and in to see Nancy. The clothes were all piled upon a table, the flies swarming over them. The room looking as if it had not been cleaned up in several weeks. Nancy's room was in just the same state. I asked her "if she was not well enough to sprinkle some of the clothes." "No" she replied, "she was not well enough to do anything." Said I, "Nancy do you expect I can afford to pay you wages in your situation, support your two children and then have you sick as much as you are?" She made no reply and I came in.

The next morning after Patsey had milked the cow & had fire made in the kitchen, she [Nancy] volunteered to cook breakfast—Immediately after breakfast as I was writing by the window Turner directed my attention to Nancy with her two children, Hannah and Jessy, going out of the gate. I told him to enquire "where she was going." She had expected to leave with flying colours but was compelled to tell a falsehood for she replied, "I will be back directly." I knew at once that she surprised when I went into her room sometime afterwards to find that all of her things had been removed. I was again engaged in housework most of the morning....

Susan, Kate's nurse, Ma's most trusty servant, her advisor, right hand woman and best liked house servant has left her. I am under too many obligations to Susan to have harsh feelings toward her. During six confinements Susan has been with me, the best of servants, rendering the most efficient help. To Ma she has always been invaluable and in case of sickness there was no one like Susan. Her husband Anthony was one of the first to leave the Cumming Plantation and incited others to do the same. I expect he Influences Susan, altho have often heard Pa say that in case of a revolt among Negroes he thought that Susan would prove a ringleader. Aunt Vilet the cook a very excellent one at that left Sunday night. She was a plantation servant during her young days and another favorite of Ma's. Palmer the driver left the same morning with Susan, remained longer than anyone expected that he would. He is quite a Beau Brummell as he gallants a coloured demoiselle or walks up the street with his cigar in his mouth... Yesterday numbers of the negro women some of them quite black were promenading up the streets with black lace veil shading them from the embrowning rays of a sun under whose influence they had worked all their life.... On Thursday Rev Dr Finch of the Federal Army addressed the citizens on the subject of their late slaves and Saturday addressed the Negroes at the parade ground on their duty. I think now they have the Negroes free they don't know what to do with them. ...

June 12, 1865. I must confess to you my journal that I do most heartily dispise Yankees, Negroes and everything connected with them. The theme has been sung in my hearing until it is a perfect abomination—I positively instinctively shut my ears when I hear the hated subject mentioned and right gladly would I be willing never to place my eyes upon another as long as I live. Everything is entirely reversed. I feel no interest in them whatever and hope I never will ...

lame:
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# Women from the Elite Class in Georgia During the Time of Secession

Year Abraham Lincoln was elected
Northern Concerns about Slavery?
Southern Reasons for Secession:
Who Secedes from the Union first?
When/Where was the Georgia Convention on Secession held?
When does GA officially secede?
Mary Ann Lamar Cobb's Response to Secession:
Eliza Frances Andrews Response to Secession:
Ella Gertrude Clanton Thomas' Response to Secession:

# Georgia Women during the Time of Secession

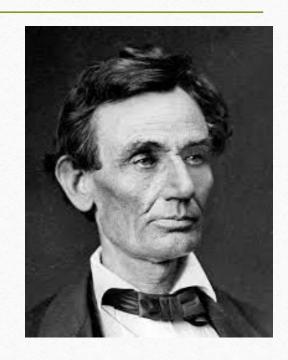
Grace McLaine and Sarah Upton

ESOC 4000

Dr. VanSledright

#### Election of 1860

- Abraham Lincoln elected as the 16<sup>th</sup> President of the United States on November 6, 1860
- Southerners concerned about States' Rights and the issue of slavery
- Southern states begin to hold conventions on the issue of secession



#### Secession Debate



- South Carolina secedes 1<sup>st</sup> on December 20<sup>th</sup>, 1860
- Georgia holds their convention in January 1861 in Milledgeville
- Georgia secedes on January 19<sup>th</sup>

## "Typical" Gender Roles in 19<sup>th</sup> Century Georgia

#### Men

- Head of Household
- "Bread-Winner"
  - Makes the money for the family
- Political decision maker
- Disciplinarian

#### Women

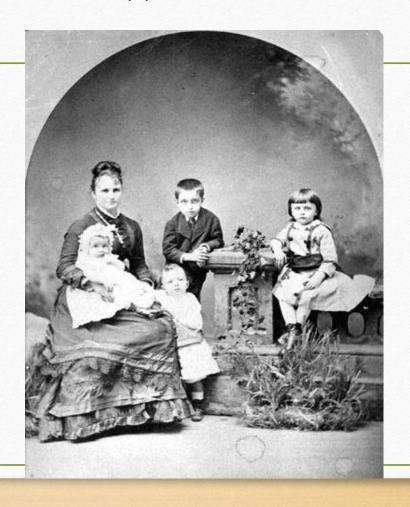
- Stay-at-home mom
- Supportive spouse
- Child Bearer
- Making sure house is well-kept

## 19th Century Women in Georgia

- Elite women born into life of luxury
- Educated just as well as their male counterparts
- Would marry to continue family lineage
- Often interested in politics because of their fathers or husbands
- Would often resemble political beliefs of their male family members
- Question of whether these women had an impact on politics during this time period

#### BEFORE THE WAR





#### DURING THE WAR





#### Mary Ann Lamar Cobb



- Married to Howell Cobb
  - Former Governor of Georgia
  - Secretary of the Treasury under President Buchanan
  - Had 12 children between the years of 1835 and 1860 however 4 died at infancy. She was extremely devoted to her faith and her family, always encouraging them in her letters.

#### Eliza Frances Andrews



- Born August 10, 1840 in Washington, GA.
- Very well educated attended LaGrange
   Female College
- Her father, Garnett Andrews, supported the Union
- Eliza supported the secession
- The night Georgia's decision to secede reached her hometown of Washington, Eliza and her sisters sewed together a Bonnie Blue Confederate flag that would eventually be flown outside the courthouse.

### Ella Gertrude Clanton Thomas



- Daughter of wealthy Augusta plantation owner, Turner Clanton
- Attended Wesleyan Female College
- Married James Thomas
- Birthed 10 children, 7 survived
- Involved in several civic and social organizations
  - Hayne Circle Literary Society
  - Woman's Christian Temperance Union
  - United Daughters of the Confederacy
  - Etc...

#### **ACTIVITY**

- Groups of 6
- Read hand outs
- Decide whether the woman supported Secession (whether BEFORE or AFTER the Convention)
- Meet with your Corresponding Group (1A & 1B / 2A &2B / 3A and 3B)
  - Discuss the comparisons of BEFORE and AFTER the war

#### Homework

- Write 2 Paragraphs about your findings including:
- 1. Their stance BEFORE the war
- 2. Their stance AFTER the war
- 3. Why they changed / did not change
- 4. How did their beliefs / social standing affect their decisions?
- 5. How might their decisions be different than Middle or Lower Class women?

## Wrap-Up

Mary Ann Lamar Cobb

• Eliza Frances Andrews

• Ella Gertrude Clanton Thomas







### Mary Ann Lamar Cobb

- Mary Ann was against the abolitionists and wrote ill of them occasionally
- Her excitement about Georgia's decision to secede is evident in a letter she wrote to her son in which she wrote about the secession and included an abundance of exclamation marks
- She cared for the refugees and wrote about her desire to help more.
- The loss of the war took its toll on her husband. He felt responsible for the people of Georgia.

#### Eliza Frances Andrews

- Throughout the war she remained loyal to the Confederate side despite her father's opinions
- She never changed her mind about the secession but did regret the manner in which she treated her father.
  - "Never been able to repent of having sided with my own people. I have repented in sack cloth and ashes for the perverse and rebellious spirit so often manifested against him"

#### Ella Gertrude Clanton Thomas

- Early 1860's stout supporter of secession and the Confederacy
- Began to grow weary of the war
  - Realizes that people are not aware of the severity of the war
  - Pregnancy makes her very frail and weak
- Once her father dies, and families finances struggle she is no longer the stout supporter of the Confederacy that she once was
  - Husband turning towards alcohol
  - Financial struggles
- Forced to sell most of her property after war because of growing debt

## Comparing the Women

- Mary Ann Cobb reflects the type of woman who supports her husband in anything and everything they do.
- Eliza Frances Andrews reflects the type of woman who stands her ground on her beliefs despite family influences
- Ella Gertrude Clanton Thomas reflects the type of woman who realizes the devastating effects the war has on a family a changing woman

#### Importance of these Women

- Through the eyes of these women, readers are better equipped to understand the daily lives of Antebellum Southerners and how the Civil War completely altered their lifestyles
- These women had an impact on local politics, whether directly or indirectly
  - Mary Ann as Directress of the Ladies Aid Society
  - Eliza making a Confederate Flag
  - Ella involved with the Ladies Missionary Society of St. John's Methodist Church