

## TEKS

15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels.

(C) explain the duty of the individual in state and local elections such as being informed and voting;

(16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: (A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and

(B) identify leadership qualities of state and local leaders, past and present.  
little bit of body text

## CIVIC ENGAGEMENT & VOTING

MWH History: Ida and Mamie were known for their civic engagement in Beaumont. Mamie used her well-known status and connections to round up volunteers during WWII for the local Red Cross relief efforts. Mamie also toured the state helping to begin new chapters of the Daughters of the American Revolution (DAR). She became quite famous as she drove into towns across TX in her lavender Pierce-Arrow. Today you can see this vehicle on display in the Carriage House. Mamie and Perry also volunteered during WWII on TX's air raid notification chain. WPH served on the water & drainage committees of the chamber of commerce. Ida and Mamie supported the local arts and would frequent local productions at the theater. They shopped and purchased locally whenever possible. Although women did not gain the right to vote in TX until 1919, Ida and Mamie used their social status to affect change and progress within the community. According to Mamie's diary, on June 9, 1918, she and Ida attended a "Doctors vs. Lawyers" Baseball game for the benefit of suffrage. Once gaining the right to vote, women still had to pay a poll tax. The headline of the Beaumont Enterprise & Journal on Jan 19, 1920, reads "Bmt Women Lag in Poll Tax Payments." In order to vote, once registered, each individual had to pay a poll tax. Often, without an income, it was difficult for women to have the money for this.

# Educational Resources

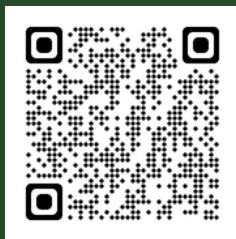
## *(CIVIC ENGAGEMENT & VOTING CONTINUED)*

**Activity 1:** Worksheet on Local Leaders. Have students look up who their local elected leaders are currently. When are the next elections? Who will be on the ballot? What are their platforms? What is the most important issue to you?

**Activity 2:** Hold a mock campaign. Cast students as the opposing candidates running for a local or state office. Appoint a team of 4-6 for each. The candidate, along with their team, will research the real candidates' platform. Write a 3 min stump speech. Create a campaign slogan. Make posters promoting their candidate and highlighting their platform. When the stump speech is being presented to the class, their team should cheer them on and clap at the key points to draw attention to them.



### Suggested Resources:



[www.votetexas.gov](http://www.votetexas.gov)

### **Campaign Strategy Worksheet**

Supplies: poster, markers, poster paint

### **Cast Ballots using Ballot print out**

Have a third party count votes in front of the students. Have students keep tally. Verify results. Celebrate victors! Discuss which were the driving issues that caused voters to vote for a particular candidate. When the actual election takes place, go over the results with the students in class the next day. See if their voting matched the adults.

### **Results Wrap-Up Worksheet**