

Educator Guide with Pre- & Post-Visit Lesson Plans

High School Learning Level-U.S. History

Thank you for your interest in Magoffin Home State Historic Site, home of early El Paso pioneer Joseph Magoffin and his family. In this guide, you will find TEKS-aligned classroom lessons and extension activities that will prepare your students for a visit to the Magoffin Home. You may reproduce all images within this Educators' Guide for your classroom use.

For admission prices and hours of operation, please visit us online at <http://visitmagoffinhome.com>. To schedule a site visit field trip for your students, please call 915-533-5147.

For your VISIT, we recommend that you:

- **Complete the included pre-visit lesson or your own introductory lesson in advance.**
- **Divide your students into 3 small groups, each with a chaperone prepared to facilitate their group's work throughout the visit.**
- **Equip each of your students with a sharpened pencil (no pens or markers allowed in museum exhibits).**
- **Equip each of your group chaperones with a camera or phone with camera for group work documentation.**

We welcome your suggestions and feedback on the enclosed materials. You may find our complete contact information below. We look forward to seeing you and your students at Magoffin Home State Historic Site.

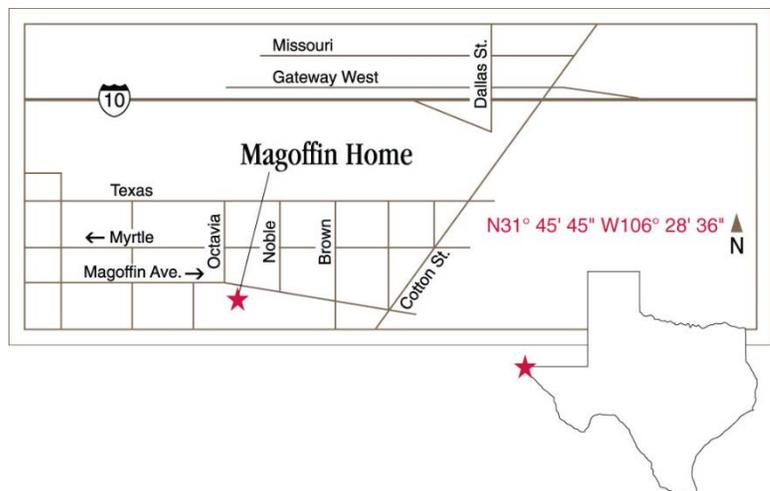
Contact Us

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Pre-Visit Lesson 1

All (Rail)Roads Lead to El Paso

Objectives

In preparation for their visit to Magoffin Home, students will learn about the impact of the railroads on early El Paso. Through the lens of the Magoffin family's involvement in and support of railroad construction, students will explore primary resources to uncover the correlation between the coming of the rails and the rapid urbanization of El Paso.

U.S. History Since 1877 TEKS

(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;

(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists.

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

Materials

- Images provided for display or printout
- *Magoffin's Early Years* timeline printouts for each student, 1 page
- Printouts of *All (Rail)Roads Lead to El Paso* Rail and Urbanization Investigation handouts for each group of students
- Printouts of sources for each group of students, provided in "Magoffin H.S. Sources" folder
- Access to the Site Introduction video, available on YouTube:
<https://youtu.be/gEaU653U03A>

Key Terms

- **urban:** typical of a city or characteristic of a city, as opposed to being rural or country.
- **urbanization:** the process of becoming a city or taking on an urban way of life.

Opening Discussion

15 minutes

Display the provided bird's eye view images of El Paso: Augustus Koch's drawing from 1886 and a current Google Earth 3D view. Give students five minutes to compare and contrast the two images of El Paso, detailing what landmarks, geographic features, streets, etc. have changed and what has remained the same.

Discuss students' thoughts. Answers will vary.

- **Differences:** A prominent difference is the modernization of the city buildings and overall expansion of the city's footprint.
- **Similarities:** Even with over 100 years of change, the Rio Grande River, the bridges spanning the river, and the two rail yards in the city are clearly visible in both images.

Emphasize that the coming of the railroad is known to be the single most impactful development in the history of El Paso. The railroads caused a boom in population, industry, and politics by bringing people and goods to and through El Paso from the eastern and western United States and from Mexico.

As a class, re-visit Augustus Koch's drawing of El Paso, and **find the Magoffin Home**. It is an L-shaped building east of the city on Magoffin Street; the home is surrounded by a large orchard of fruit trees. The Texas & Pacific Rail Station is three blocks north of the Magoffin Home. Joseph Magoffin sold acreage to the T&P Railway for their rail yard and station.



Texas and Pacific Railway Station

Citation: DeGolyer, Everett L. [Texas and Pacific Railway Station, El Paso, Texas], b&w film, ca. 1960s-1970s. DeGolyer Library, Southern Methodist University, SMU Central University Libraries flickr photostream, (Accessed September 30, 2017).

Elaborate:

Upon his father's death in 1868, Joseph Magoffin moved with his family to El Paso to claim his land inheritance. Joseph Magoffin and his family gained wealth and influence in early El Paso through the sale of holdings, which included 1,280 acres (including Magoffinsville and the future site of the Magoffin home in the El Paso area), over 600 acres southeast of El Paso, and acreage in Canutillo and Presidio Counties.

With his extensive landholdings, Magoffin was prominent among the El Paso railroad boosters or supporters. Almost every rail company had to buy land from Magoffin to build their lines through El Paso. In 1880-1881, these transactions brought the family over \$19,000—more than \$400,000 in today's money when adjusted for inflation.

Review the timeline of *Magoffin's Early Years*, which details the many cities where Joseph Magoffin lived and worked before moving to El Paso. Point out that almost every city had experienced a railroad boom before or while Magoffin lived there. He had seen the advantages that the rail industry brought to cities and investors long before El Paso's first train arrived in 1881. Railroad development brought new money, new industry, and urbanization to El Paso, transforming it from a rural frontier village into a diverse border city.

Group Activity: *All (Rail)Roads Lead to El Paso*

30 minutes

Provide students with Primary Source Investigation packets. The primary sources—article, map, and advertisements—may be provided as printouts. However, it is recommended that teachers enlarge the map and project it for the class or provide the image on touch screen tablets for closer examination by small groups.

Answer Key:

1. Southern Pacific; May 13, 1881
2. Atchison, Topeka & Santa Fe
3. Texarkana, Dallas, and Fort Worth
4. Answers will vary, but may include “wonderful example of what energy, enterprise and capital can do to conquer nature...”; “...has been an important factor in the progress of the counties through which it passes.”
5. 104,813 miles
6. Other large railroad cities, including El Paso, have rail lines approaching from almost every direction, creating a web of lines meeting in those cities. Austin and Galveston, comparatively, have limited rail access. Discussion extension: Could this limitation have affected industrial development in these towns in the following decades?
7. Both cities have international rails leading into Mexico. El Paso's and San Antonio's economies benefited from the sale of Mexican goods brought into the U.S. as well as shipment and sale of U.S. goods in Mexico. These U.S. cities were important connections for people traveling to and from Mexico.
8. 3,029

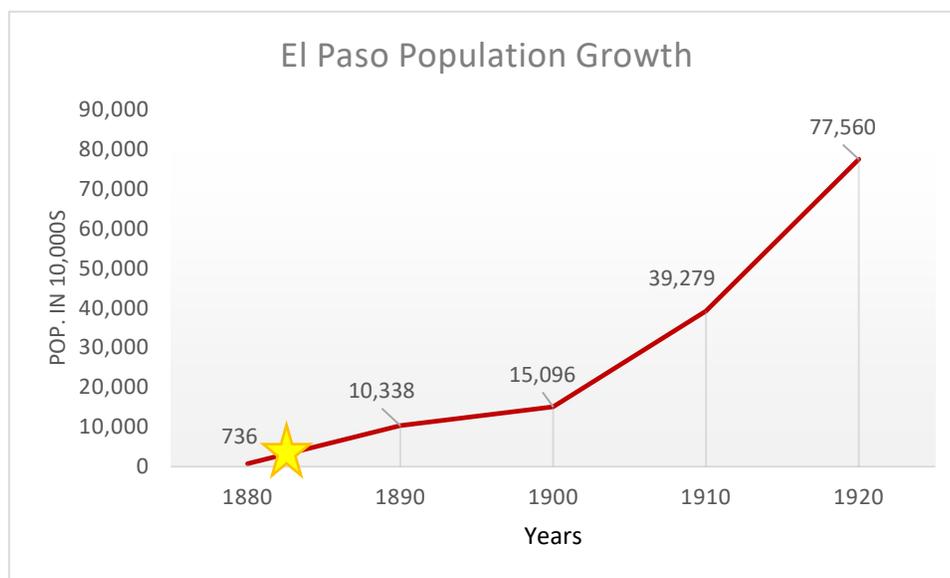
9.

| | 1883 Pop. | 1920 Pop. | Growth Rate |
|--------------------|-----------|-----------|-------------|
| Austin | 15,540 | 34,876 | 1.24 |
| Dallas | 20,152 | 158,976 | 6.89 |
| El Paso | 3,029 | 77,560 | 24.61 |
| Fort Worth | 15,050 | 106,482 | 6.08 |
| Galveston | 34,297 | 44,255 | 0.29 |
| Houston | 24,500 | 138,276 | 4.64 |
| San Antonio | 30,187 | 161,379 | 4.35 |

10. Answers will vary.

Discuss any questions and extend discussion around the unprecedented growth rate of El Paso's population during this period. Emphasize that the railroads connected El Paso with people, news, goods, etc. of the east coast, west coast, and northern United States, as well as with the interior of Mexico.

Share the following graph with the class. The star represents the establishment of railroads in El Paso, 1881-1883.



Population data from the *Texas Almanac*, available online at <http://texasalmanac.com/sites/default/files/images/CityPopHist%20web.pdf>.

Media Activity: *El Paso History at its Best*

20 minutes

As a class, watch the site introduction video (<https://youtu.be/gEaU653U03A>). Provide students with **K-W-L Charts**, and ask them to take notes during the video in the “What I Know” column. Ask the following questions to assess attention to details and understanding:

Was Joseph Magoffin born in the United States or in Mexico? Mexico

From whom did Joseph inherit his land? his father

The Magoffin home was surrounded by many acres of what? fruit orchards

The home is one of the oldest surviving structures of what kind in the region? adobe

The home is one of the best examples of what architectural style in the southwest?
territorial style

How many generations of Magoffins lived in the home? four

What other facts did you learn about the Magoffins and their home?

Assessment

Evaluate participation in class discussions and group packets for completeness and understanding.

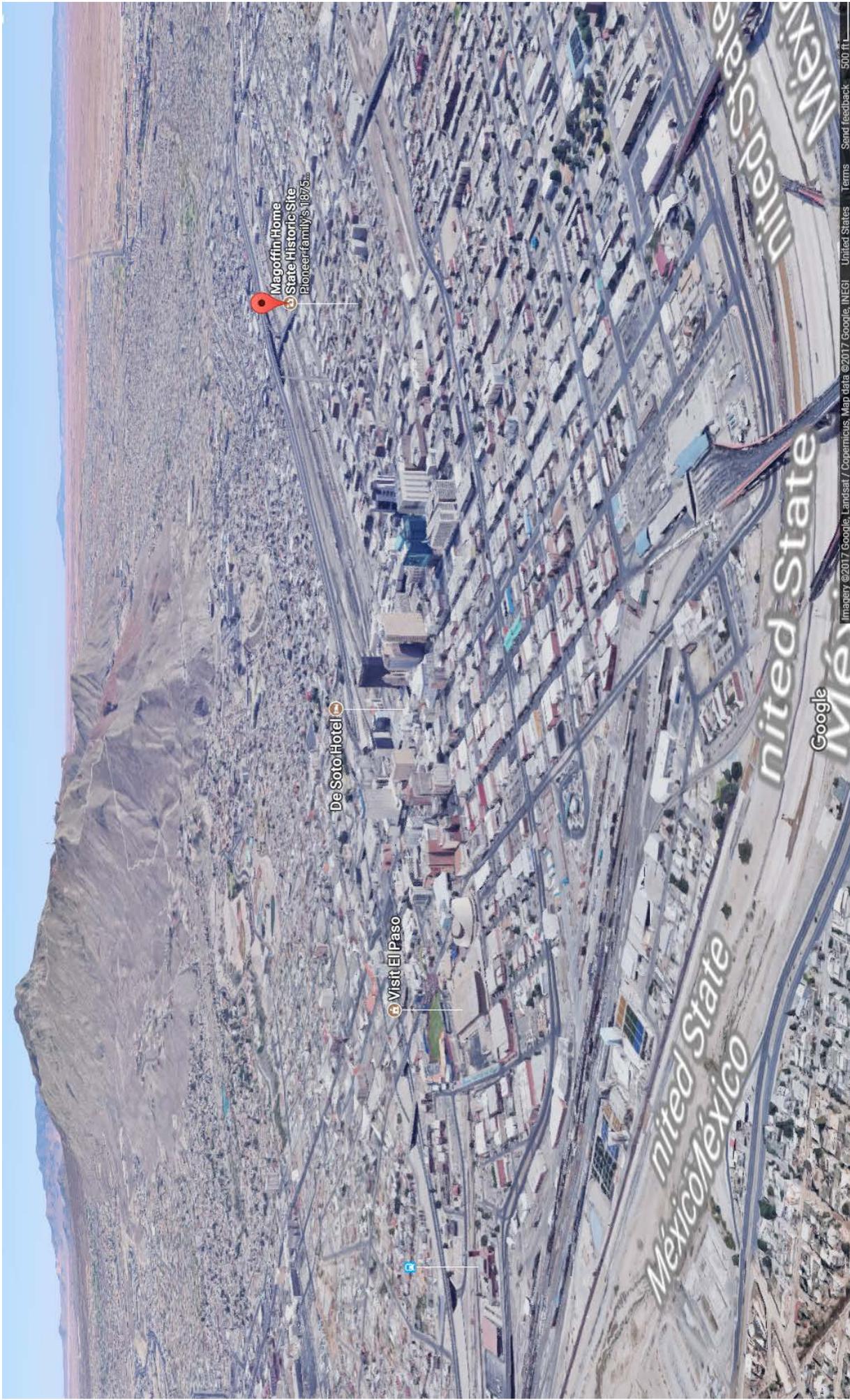
Additional Resources

Time permitting, as a class, study Augustus Koch's *Bird's Eye View of El Paso*. Locate important landmarks and note small details like railway labels, mule-drawn streetcars, and telegraph wires.



Take-home Extension

Send **K-W-L Charts** home with students, and ask them to complete the “What I Want to Know” column about the Magoffin family and their home. After completing all pre-visit preparations and the on-site field trip, have students complete the “What I Learned” column for learning assessment.



Magoffin Home
State Historic Site
Pioneer family's 1875...

De Soto Hotel

Visit El Paso

nited State
México/mexico

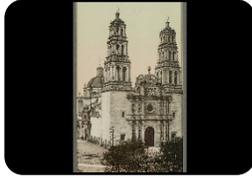
nited State

nited State
Mexico

Google

Joseph Magoffin's Early Years—A Timeline

As a young man, Joseph Magoffin studied and worked in many towns where the fever of railroading had caught long before El Paso had incorporated as a city.



1837

- Chihuahua, Mexico
- Joseph Magoffin was born. He lived with his mother in Mexico while was a young child.



1845

- Lexington, Kentucky
- Joseph and his brother, Samuel, moved to Lexington with their father and attended school there.
- **The first steam locomotive left Lexington for Frankfort, KY in 1835. Additional lines were chartered in the 1840s and 1850s.**



1855

- St. Louis, Missouri
- Joseph attended and graduated high school in St. Louis.
- **In the 1840s and 1850s, St. Louis and the state of Missouri invested heavily in railroad construction. The Pacific rail line was completed and in operation by the mid 1850s.**



1855

- Magoffinsville, Texas (near El Paso and Franklin, Texas)
- After graduating, Joseph moved to Magoffinsville to work at his father's mercantile.



1862

- Marshall, Texas
- While serving in the Confederate Army, Joseph supplied troops in east Texas, Louisiana, and Arkansas from his post in Marshall.
- **During the Civil War, the Southern Pacific Railroad Co. moved part of its existing line to form a route between Marshall and Shreveport, LA.**



1863

- Houston, Texas
- Joseph met his future wife, Octavia McGreal, in Houston between 1862 and 1864 while serving in the army.
- **The first locomotive arrived in the Houston area in 1853. By 1861, five of the nine railroad companies in Texas were centered in Houston.**



1868

- El Paso, Texas
- Joseph moved his family to El Paso after his father's death to take over the family landholdings.
- **In 1873, as Justice of the Peace, Magoffin swore in the first councilmen for the newly incorporated City of El Paso. He was mayor when the first locomotive arrived in 1881.**

Names: _____

All (Rail)Roads Lead to El Paso
Rail and Urbanization Investigation

INSTRUCTIONS: Use the sources and map to answer the following questions.

Read the RAILROADS 1885 Article.

1. Which railroad reached El Paso first and on what date did its first train enter town?

2. Which line should “lovers of mountain scenery” take? _____

3. The Texas & Pacific Railroad connected El Paso with what other large Texas cities?

4. Provide an example of persuasive bias in favor of railroad development from this article.

Examine the 1883 Map.

5. Using the table “Railroad Construction in the United States” in the top left corner, how many miles of railroad were in operation in 1881? _____

6. How are the rail lines of Austin and Galveston different from those of the other large railroading cities? _____

7. What do El Paso and San Antonio have in common regarding railways? How might this affect their economies and societies? _____

8. What was the population of El Paso, a new railroad town, in 1883? _____

Use the Texas Almanac City Population History.

9. Complete the table below using the 1883 “List of Railroading Towns” map and the 1920 figures detailed in the Texas Almanac City Population History. Calculate the growth rate for each town’s population using the following formula:

$$\text{Growth Rate} = \frac{\text{Present} - \text{Past}}{\text{Past}}$$

EXAMPLE:

$$\text{Austin's Growth Rate} = \frac{34,876 - 15,540}{15,540} = 1.24$$

| | 1883 Pop. | 1920 Pop. | Growth Rate |
|-------------|-----------|-----------|-------------|
| Austin | 15,540 | 34,876 | 1.24 |
| Dallas | | | |
| El Paso | | | |
| Fort Worth | | | |
| Galveston | | | |
| Houston | | | |
| San Antonio | | | |

10. What more can you learn from these sources?

In a letter to her daughter Josephine in December of 1890, Joseph’s wife Octavia wrote,

“Your Papa left this morning for Denver...Judge Davis went with him, they are to meet some Rail Road officials [and] try [and] get the White Oaks R.R. built.”



JOSEPH MAGOFFIN

Re-elected yesterday to the office of mayor of El Paso.

Name: _____

The Magoffins
A Pioneering Family of El Paso

Know

**Want to
Know**

Learned

Post-Visit Assessment

After visiting the Magoffin Home State Historic Site, evaluate student materials for completion and correctness.

The *Post-Visit Lesson: Magoffin – Land, Capitalism, and Philanthropy* builds on students' understanding of concepts learned from the Pre-Visit Lesson and their site visit.



Portrait of Joseph Magoffin, ca1870s

Additional Resources & Extensions

The Portal to Texas History

<https://texashistory.unt.edu>

The Handbook of Texas Online

<https://tshaonline.org/handbook>

Library of Congress

<https://loc.gov>

Post-Visit Lesson Plan

Magoffin – Land, Capitalism, and Philanthropy

Objectives

Students will extend their understanding by delving into Joseph Magoffin's many accomplishments as a self-proclaimed capitalist and civic leader. They will investigate primary resources including newspaper articles and a political cartoon.

High School U.S. History TEKS

(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;

(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists.

(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) describe qualities of effective leadership.

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(G) identify and support with historical evidence a point of view on a social studies issue or event; and

(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

Materials

- Provided images and timeline for display or printout
- *Magoffin Lampooned* political cartoon exercise printouts for individual students (2 pages)

Key Terms

- **capitalist:** one who invests his or her wealth in trade and industry for profit; practicing and supporting capitalism.

- **entrepreneur:** a person who organizes and operates a business or businesses, taking on financial risk to do so.

Reflection and Opening Discussion

30 minutes

Ask students to reflect on their visit to the Magoffin State Historic Site and complete the “Learned” column of their K-W-L charts during the first five minutes of class.

Discuss some of the students’ most memorable experiences from the site visit. Were questions from their “Want to Know” column answered? What did they learn?

Display the Magoffin Home image alongside the El Paso adobe home image provided. Ask the students to spend five minutes comparing the two structures. Encourage the use of any architectural vocabulary learned during their tour.

The Magoffin Home





Detroit Publishing Co., Copyright Claimant, and Publisher Detroit Publishing Co. Mexican adobe house, Mt. Franklin in distance, El Paso, Texas. El Paso Texas, ca. 1907. Photograph. Retrieved from the Library of Congress, <https://www.loc.gov/item/det1994012254/PP/>. (Accessed September 30, 2017.)

Discuss students' ideas.

- Differences: the Magoffin Home has more ornamental features like window shutters and pediments along the tops of the windows and doors.
- Similarities: territorial style architecture, adobe construction, flat roof, exposed wooden, roof beams or *vigas*, etc.

From the outside, these two homes look very similar. Yet, the Magoffins were able to afford elevated styling for their home, and there, they entertained the best of El Paso's society.

Ask students: What was the primary source of wealth for the Magoffin family?

Land was the source of the Magoffin wealth and influence.

Explain:

After the railroad boom era and the platting of the Magoffin Addition in the 1880s, Joseph and Octavia Magoffin largely lived off their income from the sale and leasing of properties in that area. In addition to their homestead, the Magoffins owned or leased

numerous properties throughout El Paso and Ciudad Juárez. They also held a large number of personal mortgages for new homeowners in the community.

In the early 1880s, Joseph Magoffin began selling lots for the Magoffin Addition. The addition included more than eighty-three square blocks as well as the Texas and Pacific Railroad rail yards and warehouses located four blocks from the Magoffin Home.

Display this Magoffin Addition article and read it as a class:

ate conveyance. The Magoffin Addition lies south of the old San Antonio road, and will be immediately opposite the new El Paso in Mexico. Street railroads will soon be built running to and from this addition to all parts of the city, and to Paso del Norte, Mexico. The two city railroads now projected, the El Paso Street Railway Company and the City Railway Company, will run their street cars across the Rio Grande river as soon as the bridge is completed. The yards, out buildings, workshops and depots of the Texas and Pacific Railroad Company are located on a portion of this valuable addition, thus making this a desirable location for large business houses, while the other portions of the addition offer superior inducements as locations for private residences. The entire city of El Paso is growing rapidly. American merchants are now building and will continue to build large stores and warehouses for extensive business with the different States of Mexico; the Mexican Central railroad to the City of Mexico is being rapidly built, and is opening a wonderfully rich country, the product of which will of necessity flow into El Paso. The Texas and Pacific Railroad will open up the grand and wonderful country of our own "Lone Star State," through which it passes. All this must of necessity increase the price of real estate in El Paso, and those who wish to secure good locations should not defer too long.

El Paso Times. (El Paso, TX), Vol. 1, No. 1, Ed. 1 Sunday, January 1, 1882 Page 4, University of North Texas Libraries, The Portal to Texas History, texashistory.unt.edu, (Accessed September 30, 2017.)

Discuss the benefits pointed out in the article of purchasing in the Magoffin Addition in 1885.

What techniques does the writer use to persuade readers to buy?

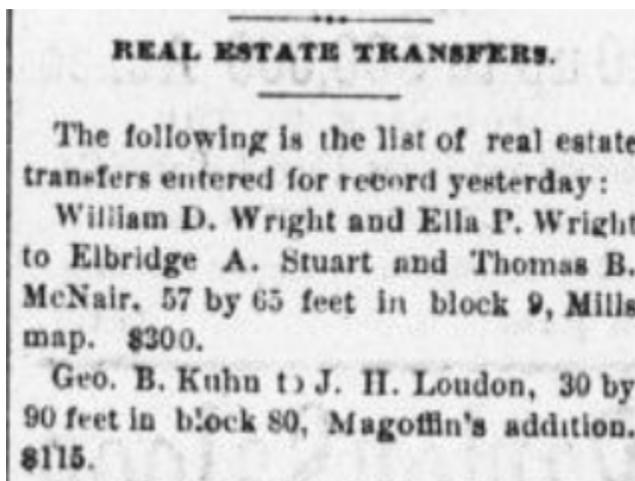
descriptive/attractive language, creating a sense of urgency: rapid growth will cause real estate price increases, convenience of upcoming streetcar travel, promise of international business, etc.

Elaborate:

By late 1897, the Magoffins had decided to break up the old homestead and create the Magoffin Homestead Addition. This marked a new period of real estate sales for the Magoffins. In the 1880s, Magoffin Addition lots had sold for a few hundred dollars. By 1897, the new Homestead Addition lots were selling for as much as \$2,000 each.

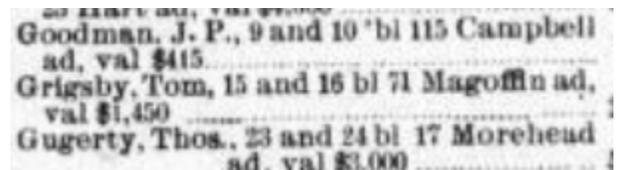
Display the following newspaper excerpts and compare the values of the Magoffin lots in the 1880s to those in the 1890s.

1885



El Paso Daily Times. (El Paso, TX), Vol. 5, No. 137, Ed. 1 Saturday, September 26, 1885 Page 4, University of North Texas Libraries, The Portal to Texas History, texashistory.unt.edu, (Accessed September 30, 2017.)

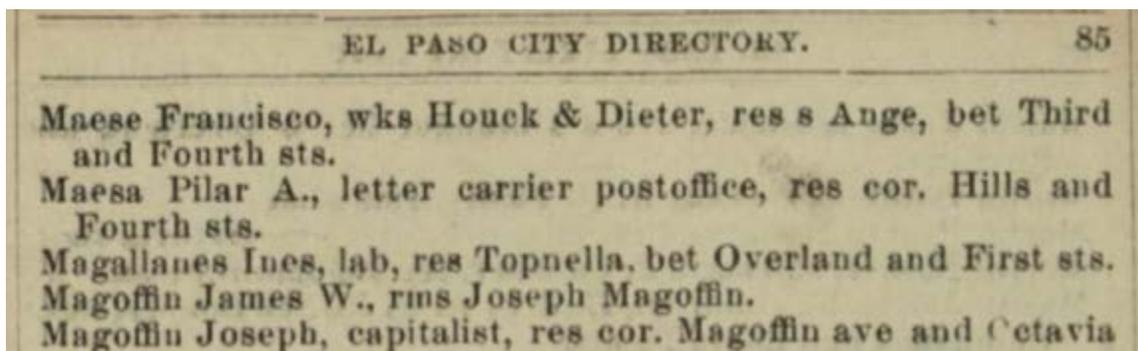
1899



El Paso International Daily Times. (El Paso, TX) Vol. 19, No. 188, Ed. 1 Wednesday, August 9, 1899 Page 5, University of North Texas Libraries, The Portal to Texas History, texashistory.unt.edu, (Accessed September 30, 2017.)

Explain that the Magoffin family's real estate wealth gained the family power and influence in early El Paso society. Joseph Magoffin held public service offices for three decades.

In 1889, Magoffin described himself as a "capitalist" in the City Directory.



Discuss Joseph Magoffin’s many power positions in early El Paso, including his “capitalist” title. As a successful entrepreneur, Magoffin invested early in the railroads and benefited from the subsequent booming population in El Paso by selling his landholdings as city lots.

Magoffin’s Years in Public Service

| | |
|-----------|---------------------------|
| 1869-1874 | Justice of the Peace |
| 1874-1876 | County Commissioner |
| 1875 | Alderman |
| 1876-1878 | County Judge |
| 1880-1881 | Alderman/Mayor Pro Tem |
| 1881-1883 | Mayor, 1st Term |
| 1883-1885 | Mayor, 2nd Term |
| 1885-1889 | U.S. Collector of Customs |
| 1897-1899 | Mayor, 3rd Term |
| 1899-1901 | Mayor, 4th Term |

Political Cartoon Activity: *Magoffin Lampooned*

30 minutes

Public figures are rarely able to satisfy the expectations of every person they serve. Provide students with the political cartoon handouts.

Explain that the *El Paso Herald* ran cartoons like this one in the weeks leading into the 1899 mayoral election. It has been suggested that the newspaper editor had a grudge against Magoffin and favored the republican candidate, O'Keefe, for mayor. In the end, Magoffin won the 1899 election by a 72% majority.

- Describe what you see. What people and objects are shown? What words or labels do you see?
- What issue is this political cartoon about?
- What is the cartoonist's opinion on this issue? How do you know?
- Who do you think is the audience?
- Do you find this cartoon persuasive? Why or why not?
- If you saw this article in 1899, would you vote for Magoffin? Why or why not?

Ask students to share their interpretations. Take notes on the board to capture students' ideas.

Ask:

- The subject of this cartoon is based on a truth: Magoffin was invested in the mule-drawn streetcar company. Is there bias evident in the timing and tone of the cartoon? Cite evidence.
- Does this information and this cartoon affect how you might think about Joseph Magoffin's legacy as a progressive capitalist and civic leader? Why or why not?

Joseph Magoffin dedicated over 30 years to city, county, and federal work in El Paso. His achievements included

- re-energizing interest in city government and organizing council work into a system of committee review in his first mayoral term,
- publicly and privately promoting railroad development,
- equipping the fire department, setting up a hospital bond election, organizing drainage and street improvements, and placing priority on a strong public school system in his second mayoral term, and
- working with federal officials to straighten the Rio Grande and construct levees to protect the citizens of El Paso from dangerous flooding in his last mayoral terms.

Assessment

Evaluate students' final K-W-L charts, participation in discussions, and *Magoffin Lampooned* handouts for completeness and understanding.

Multi-Disciplinary Extension: *Hometown Philanthropy*

English I and II TEKS

(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.

U.S. History TEKS

(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

- (A) describe qualities of effective leadership; and
- (B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.

Introduction

The Magoffins were aware of their civic responsibilities as landowners. They donated Block 53 of the Magoffin Addition as a city park (the modern Alamo Park) and sold three lots in Block 5 of the Magoffin Homestead Addition at a discounted price to the school district, resulting in San Jacinto School.

The *El Paso Daily Times* noted, “before the town had any organized charity associations, Mrs. Magoffin did the charity.” Octavia was a founding member of the Ladies Benevolent Society of the Church of the Immaculate Conception in 1895, and then served six consecutive terms as its president. Upon her death, the *El Paso Herald* stated that she was “a most charitable woman, quiet, capable, and self sacrificing.... [H]er work for humanity knew no barriers of race or creed.”



Octavia Magoffin, ca. 1870s
Courtesy: Magoffin Home SHS

Activity

Have students read famed industrialist-philanthropist Andrew Carnegie’s *Gospel of Wealth* (available online at <https://www.carnegie.org/about/our-history/gospelofwealth/>). What was Carnegie’s main premise regarding the responsibility of the wealthy? What kind of philanthropy did Carnegie practice? Would the Magoffins’ charitable work align with Carnegie’s principles? Why or why not? Give examples.



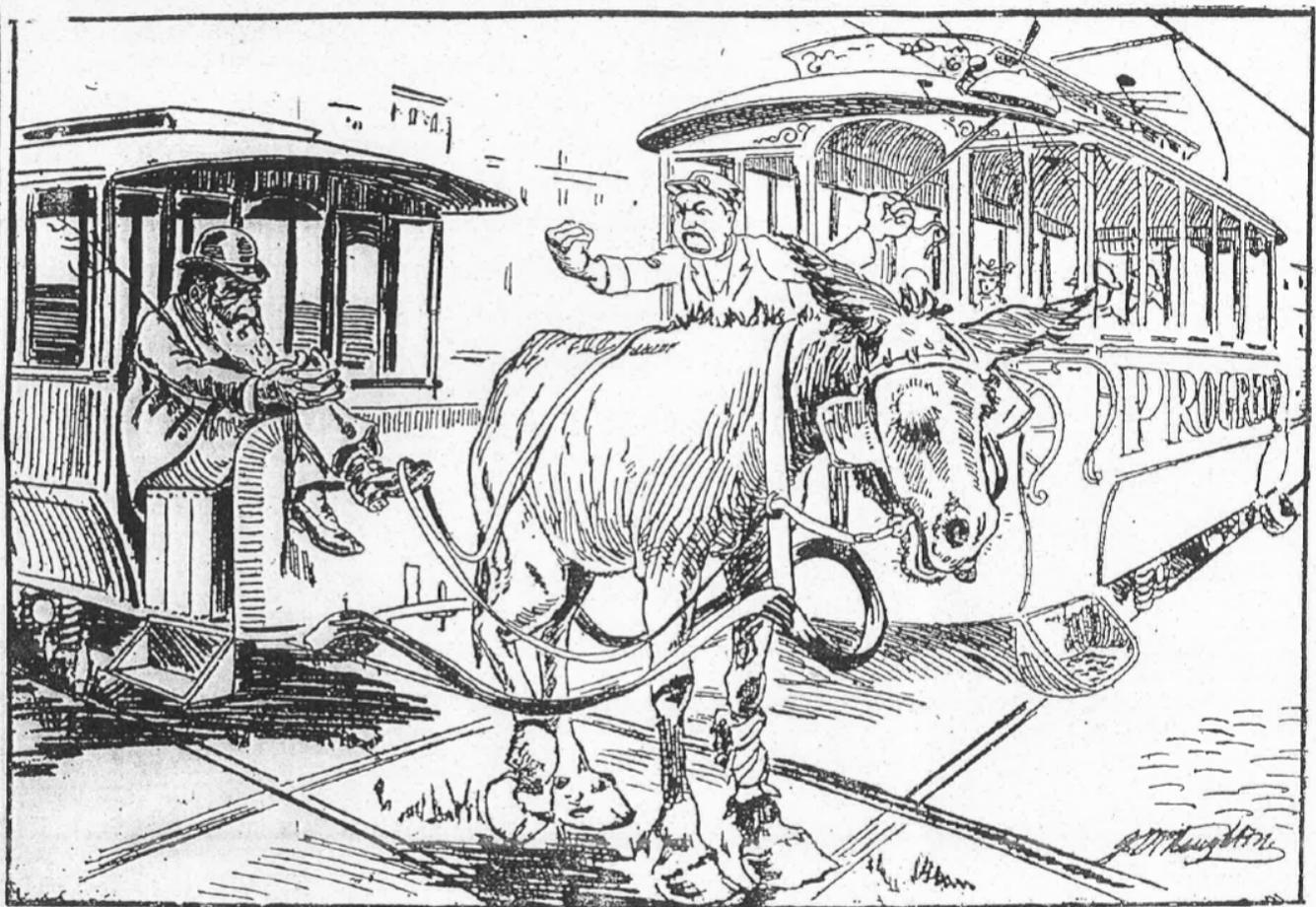
The El Paso Public Library, founded in 1894, is the oldest public library in Texas. In 1902, the Carnegie Foundation provided the El Paso Library Association a grant totaling \$37,500 to build a new building to house the growing book collection.

Public Library. El Paso, Texas. El Paso Texas, 1909. [Brooklyn, N.Y.: The Albertype Co., ?] Photograph. Retrieved from the Library of Congress, <https://www.loc.gov/item/2014647617/>. (Accessed September 29, 2017.)

Name: _____

Magoffin Lampooned Political Cartoon Exercise

INSTRUCTIONS: Examine the political cartoon. Use the guiding questions to interpret the meaning of the cartoon.



OUR MAYOR ALWAYS IN THE VAN OF PROGRESS.

Says Mayor Magoffin, heavy owner of mule-car stock, to the citizens of El Paso, as he signs the five year electric light contract:

"O, don't bother me. I've got five years now to get to the end of my route. And anyhow, I don't like these new fangled improvements. What is all this noise about?"

1. Describe what you see. What people and objects are shown? What words or labels do you see? _____

2. What issue is this political cartoon about?

3. What is the cartoonist's opinion on this issue? How do you know?

4. Who is the intended audience? _____

5. Do you find this cartoon persuasive? Why or why not?

6. If you saw this cartoon in 1899, how would it affect your vote for Magoffin?
