Set a Purpose
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.
- Explain how new types of stores and marketing changed American life.
- Analyze the ways in which Americans developed a mass culture.
- Describe the new forms of popular entertainment in the late 1800s.

Prepare to Read
Background Knowledge
Remind students that during the late 1800s, industry grew and the nation became more urban. With new types of jobs and higher salaries, Americans had more money to spend and more leisure time. Ask students to predict the types of social changes that will accompany these economic changes.

Social and Cultural Trends

Objectives
- Explain how new types of stores and marketing changed American life.
- Analyze the ways in which Americans developed a mass culture.
- Describe the new forms of popular entertainment in the late 1800s.

Terms and People
Mark Twain
Gilded Age
conspicuous consumerism
mass culture

Why It Matters
Novelist Mark Twain satirized American life in his 1873 novel, The Gilded Age. He depicted American society as gilded, or having a rotten core covered with gold paint. Most Americans were not as cynical. The dizzying array of things to do and buy convinced the growing middle class that modern America was in a true golden age. Still, Twain’s label stuck, and historians refer to the last decades of the nineteenth century as “the Gilded Age.” The new lifestyle that middle-class Americans adopted during this period—shopping, sports, and reading popular magazines and newspapers—contributed to the development of a more commonly shared American culture that would persist for the next century.

Section Focus Question: What luxuries did cities offer to the middle class?

Americans Become Consumers
Industrialization and urbanization changed the lives of American workers. More people began to work for wages rather than for themselves on farms. Some people worked in offices, drove trolleys, or became factory foremen. Even farmers made more cash as machinery improved and they sold more crops. At the same time, more products were available than ever before and at lower prices. This led to a culture of conspicuous consumerism, in which people wanted and bought the many new products on the market. All but the very poorest working-class laborers were able to do and buy more than they would have in the past.

Vocabulary Builder
Use the information below and the following resource to teach students the high-use word from this section. Teaching Resources, Vocabulary Builder, p. 10

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>cater</td>
<td>v. to supply something that is wanted or needed by a particular group</td>
</tr>
</tbody>
</table>

Some stores and businesses cater exclusively to female customers.
Advertising Attracts Customers Rowland H. Macy opened what he called a department store in New York in 1858. It became the largest single store in America. Its sales methods—widespread advertising, a variety of goods organized into “departments,” and high-quality items at fair prices—became the standard in large urban stores. By the 1870s, many big cities had department stores: Jordan Marsh in Boston, Marshall Field in Chicago, and Wanamaker’s in Philadelphia.

John Wanamaker developed innovative ways to keep customers satisfied. He was the first to offer a money back guarantee. In addition, he placed large newspaper advertisements to attract customers. Later, Wanamaker became Postmaster General. In that position, he lowered the bulk shipping rates and began free delivery to rural areas, which led to a boom in the mail-order catalog business.

While department stores pioneered new marketing and sales techniques, companies began to create trademarks with distinctive logos that consumers would recognize. For the first time, consumers began to notice and buy brand-name goods. Long-distance shipping allowed consumers in Atlanta, Cincinnati, and San Francisco to purchase the same products.

Some Achieve Higher Standards of Living After the Civil War, Americans began to measure success by what they could buy. Equating purchasing power with a higher standard of living, middle-class and some working-class consumers rushed to modernize their homes and clothing styles. In this period, the cost of living decreased because manufactured products and new technology cost less. Better sanitation and medical care contributed to better health, causing life expectancy to climb. That was good news for most people.

The end of the nineteenth century is sometimes called the Victorian Era, after the queen of England. The rich were richer than ever before, and the middle class tried to imitate their lifestyle. Factory-produced clothing and prepackaged food gave homemakers a break from some activities, but rising expectations of cleanliness and more complicated meals meant that they spent more time on those tasks. Other luxuries, like indoor plumbing, also became common. On the other hand, many women had to work outside their homes to achieve a middle-class lifestyle.

Life changed for men, as well. Public transportation allowed families to live at a distance from the dirt, noise, and bustle of industry. However, it often meant that men became commuters, leaving home early in the morning and returning late in the evening. Still, their culture taught them that hard work would pay off.

**Checkpoint** How did consumption patterns change in the late nineteenth century?

Mass Culture

One of the effects of the spread of transportation, communication, and advertising was that Americans all across the country became more and more alike in their consumption patterns. Rich and poor could wear the same clothing styles, although the quality of that clothing and prepackaged food gave homemakers a

Changing Roles for Women

Women in the late 1800s were primarily responsible for housekeeping, though a growing number worked outside the home. How might new appliances like these have changed women’s work and expectations?

Americans Become Consumers

**Instruct**

- **Introduce:** Key Term Have students locate the key term *conspicuous consumerism* (in bold) in the text. Discuss what the term meant in the late 1800s. Ask students whether *conspicuous consumerism* still exists today, and if so, what forms it takes.

- **Teach** Display Color Transparency: Mail Order Catalogs and discuss with students the new marketing and sales techniques that department stores used to increase consumerism. Ask What became the measure of success for middle-class families? (Families measured success by what they could buy.) How did advances in consumer products and transportation affect middle-class family life? (To afford the goods middle-class families wanted, women were increasingly forced to work, and men commuted from the suburbs, spending less time with their families.)

**Color Transparencies A-55**

- **Analyzing the Visuals** Point out the images, and have students discuss how each portrays women and attempts to appeal to them. Then, have students analyze the Informational graphics on the next page.

**Independent Practice**

Have students read and complete Reading a Chart: Consumerism. Teaching Resources, p. 21

**Monitor Progress**

As students fill in their tables, circulate to make sure that they understand the main ideas of the section. For a completed version of the table, see Note Taking Transparencies, B-67

**Answers**

- **Caption** Women could complete housework more quickly and easily, giving them more free time to pursue an education, take an extra job, or participate in other activities outside the home.

- **People** People had more money to buy products. More people bought goods through catalogs. Ads attracted consumers to newly created department stores and encouraged buyers to purchase brand-name goods.
Mass Culture

Instruct

- **Introduce**: Key Term  Have students find the key term *mass culture* (in bold) in the text. Note that *mass culture* grows as people use the same goods and services. Have students list some elements that may have affected *mass culture* in the late 1800s. Compare and contrast these elements with *mass culture* today.

- **Teach**  Using the Idea Wave strategy (TE, p. T22), have students discuss the importance of newspapers in spreading mass culture during the late 1800s. Ask **How were Joseph Pulitzer and William Randolph Hearst responsible for spreading American mass culture?** (*The two men published newspapers with very large circulations. These newspapers helped shape public opinion, and the ads in these newspapers influenced the buying habits of everyone who saw them.*)

  Discuss the types of literature and art that were created during the Gilded Age. Ask **Why do you think many authors, such as Mark Twain and Stephen Crane, were critical of American society during this era?** (*Possible response: They believed that the growth of consumerism and prosperity was only on the surface, and that serious problems existed at the core of American society.*)

  Display Color Transparency: *Educating Americans,* and have students consider the role of schools in creating American mass culture. Ask **How did schools help create good American citizens? Why was this important?** (*Schools taught subjects such as civics and English to instill and promote American values. With the great increase in immigration, many thought it important to assimilate newcomers by teaching English, American history, and American values.*) *Color Transparencies A-56*

Answers

**Thinking Critically**

1. Analyze Visuals  **What products do you see being sold and advertised?**

2. Draw Conclusions  **How did the rise of department stores and catalogs affect Americans’ standard of living?**

Clothing varied. Household gadgets, toys, and food preferences were often the same from house to house. This phenomenon is known as *mass culture.*

**Newspapers Circulate Far and Wide**  The newspapers of the Gilded Age both reflected and helped create mass culture. Between 1870 and 1900, the number of newspapers increased from about 600 to more than 1,600. No one knew more about newspapers than *Joseph Pulitzer,* a Hungarian immigrant who had fought in the Civil War. Active in Missouri politics in the 1870s, Pulitzer moved to New York in the 1880s, where he started a morning paper, the *World.* It was so successful that Pulitzer soon started publishing the *Evening...*
The job of a newspaper, Pulitzer believed, was to inform people and to stir up controversy. His newspapers were sensationalistic, filled with exposés of political corruption, comics, sports, and illustrations. They were designed to get the widest possible readership, rather than simply to report the news. Pulitzer soon found a competitor in William Randolph Hearst, whose Morning Journal employed the same tactics. Their sensational styles sold many papers.

At the same time, ethnic and special-interest publishers catered to the array of urban dwellers, especially immigrants. The Philadelphia Tribune, begun in the 1880s, targeted the African American market. In New York, there were six Italian-language papers by 1910. Each sold more than 10,000 copies daily.

Literature and the Arts Flourish Mark Twain was not the only author to take a critical look at society during the Gilded Age. Novels that explored harsh realities were popular. Stephen Crane exposed the slums of New York in his Maggie: A Girl of the Streets (1893). He later wrote The Red Badge of Courage, which explored the psychological aspects of war. Other novelists focused on moral issues. Horatio Alger wrote about characters who succeeded by hard work, while Henry James and Edith Wharton questioned a society based upon rigid rules of conduct. Playwrights such as John Augustin Daly mirrored Twain’s disapproval of the Gilded Age.

The vitality of city life also inspired graphic artists. Philadelphia’s Thomas Eakins painted a larger-than-life illustration of a medical operation, complete with exposed flesh. Painter Robert Henri and his associates developed a style of painting known as the Ashcan School which dramatized the starkness and squalor of New York City slums and street life.

Education Newspapers and literature flourished, in part, because more Americans could read. Public education expanded rapidly. Slowly in the South and rapidly in the North, grade-school education became compulsory. Many locales provided public high schools, although only a small percentage of young people attended. In 1870, the nation had only a few hundred high schools; in 1910, there were more than 5,000. Kindergartens also appeared as a way to help working-class mothers. As a result, the literacy rate climbed to nearly 90 percent by 1900.

Schools taught courses in science, woodworking, and drafting, providing skills that workers needed in budding industries. The curriculum also included civics and business training. Urban leaders counted on schools to help Americanize immigrants, teaching them English and shaping them into good citizens. Teacher-training schools responded to the call. Not only did they grow in number, but they also developed more sophisticated ideas about teaching and learning. Reformer John Dewey sought to enhance student learning by introducing new teaching methods.

Institutions of higher education also began to provide specialized training for urban careers. Today’s liberal arts curriculum was largely designed during this era. A few of the Red Badge of Courage, or they can read another work of their own choosing. Students who are more interested in nonfiction might choose a book such as Jacob Riis’s How The Other Half Lives. Have students write a review of the selected book, including commentary on how it relates to the economic, social, or political events of this period.
New Forms of Popular Entertainment

Instruct

- **Introduce**  Explain that during the late 1800s, several new forms of entertainment became common. Have students skim the text below the blue heading and list the types of entertainment. Then, have students discuss which types of entertainment remain popular today.

- **Teach**  Discuss reasons why amusement parks and other outdoor events became popular in the late 1800s. Ask *Why did amusement parks appeal to urban dwellers with a limited amount of money to spend?* (*Urban dwellers could have a day of fun and entertainment that was moderately priced and close to the city.*) Why did moving pictures, vaudeville, and exhibitions appeal to the public? (*Moving pictures and vaudeville offered excitement and drama; exhibitions offered fun and a glimpse of the future.*)

- **Analyzing the Visuals**  Have students study the circus ad and photograph on this page. Ask *What aspect of the circus ad is likely to attract patrons?* (*Elephants*) Why would these have been an attraction? (*Elephants would have seemed exotic to Americans of this era, and people would have been curious to get a closer look at them.*)

Independent Practice

Baseball became a popular spectator sport during this era. Have students suppose that they are seeing a baseball game for the first time at one of the new stadiums. Have them write a letter to a friend about the experience at the ballpark and their first impressions of the game.

Monitor Progress

As students write their letters, circulate to make sure that they understand the appeal a sporting event such as a baseball game would have had during this era.

Answer

- the spread of newspapers with large circulations; popular books and art that Americans all over the country read or saw; the spread of public education in which children across the United States took many of the same courses

New Forms of Popular Entertainment

Urban areas with thousands of people became centers for new types of entertainment in the Gilded Age. Clubs, music halls, and sports venues attracted large crowds with time and money to spend. The middle class began to take vacations at this time, while the working classes looked for opportunities to escape from the busy city, even if just for a day.

City Dwellers Escape to Amusement Parks  In 1884, Lamarcus Thompson opened the world’s first roller coaster. At ten cents a ride, Thompson averaged more than $600 per day in income. The roller coaster was the first ride to open at Coney Island—the nation’s best-known amusement park—at the edge of the Atlantic Ocean in New York City. Soon, Coney Island added a hotel and a horse-racing track. Similar amusement parks, located within easy reach of a city, were built around the country.

While earlier generations had enjoyed a picnic in the park, the new urbanite—even those with limited means—willingly paid the entry fees for these new, more thrilling, entertainments. Urban residents of all ethnicities and races could be found at these amusement spots, though each group was usually relegated to a particular area of the parks. The parks represented a day-long vacation for city laborers who could not afford to take the long seaside vacations enjoyed by the wealthy.

Outdoor Events Draw Audiences  In 1883, “Buffalo Bill” Cody threw a Fourth of July celebration near his ranch in Nebraska. He offered prizes for competitions in riding, roping, and shooting. So many people attended that Cody took his show on the road, booking performances at points along railroad lines. Buffalo Bill’s Wild West Show toured America and Europe, shaping the world’s romantic notion of the American West. The show included markswoman Annie Oakley and the Sioux leader Sitting Bull, as well as displays of riding, roping, and horse-and-riders stunts.

Religious-inspired entertainment also grew in popularity. The Chautauqua Circuit, a kind of summer camp that opened in 1874, sponsored lectures and entertainment along New York’s Chautauqua Lake. It began as a summer school for Methodist Sunday school teachers. Soon, Chautauqua leaders were transporting their tents to small towns all across America to deliver comic storytelling, bands and singers, and lectures on politics or morals. A family might stay at a camp for as long as two weeks. Many people saw their first “moving pictures,” or movies, in a Chautauqua tent, Theodore Roosevelt called Chautauqua “the most American thing in America.”

![Image](image.png)

Going to the Circus

Circuses such as the Ringling Brothers and the Barnum & Bailey began in the late nineteenth century, traveling around the country to perform before large audiences.

**History Background**

Amusement Parks  The creation of a place where people danced, played games, went on rides, and generally had fun was not new during the late 1800s. The amusement park has its roots in the pleasure gardens of medieval Europe. Still, the amusement park did not reach its heyday until it was reborn in nineteenth-century America. Some of the first amusement parks in the United States appeared in the decades after the Civil War, and they often appeared at the ends of electric trolley lines. The trolley companies were interested in the parks as destinations for riders on weekends, when commuters were not using mass transit to reach their jobs. Entrepreneurs noted the tremendous popularity of the Ferris wheel when it first appeared at the World’s Columbian Exposition in 1893 in Chicago, and soon amusement parks modeled on that one appeared in many parts of the United States. Paul Boyton opened two of the first modern amusement parks in the United States, on Chicago’s South Side and New York City’s Coney Island. These parks featured water rides and a looping roller coaster. As middle-class people continued to seek ways to spend their leisure time, amusement parks increased in popularity.
New Entertainment in the Cities Cities, with their dense populations, offered many glitzy shows and various types of entertainment. At first, vaudeville shows were a medley of musical drama, songs, and off-color comedy. In 1881, an entrepreneur named Tony Pastor opened a theater in New York, aiming to provide families with a "straight, clean variety show." By 1900, a few companies owned chains of vaudeville theaters, stretching all across the country.

Performance theater was not the only option. Movie theaters, called nickelodeons, soon introduced motion pictures, charging a nickel for admission. Films such as The Great Train Robbery became wildly popular. In music halls, ragtime bands created a style of music that would later evolve into jazz.

Some cities—including Philadelphia, Chicago, Atlanta, Buffalo, and Omaha—hosted exhibitions of new technology and entertainment. These extravaganzas stretched Americans’ imaginations to see a future filled with machines and gadgets. Millions of visitors saw everything from steam engines to typewriters and telephones. In many ways, the new amusements mirrored urban life, filled with variety, drama, bright colors, and a very fast pace.

Spectator Sports Attract Fans Baseball—America’s national sport—had been around for a number of years before the National League organized it into a business in 1876. Baseball soon became a public show. Major cities built stadiums that seated thousands, like Boston’s Fenway Park. Billboards advertised everything from other sports to toothpaste and patent medicines. There were even baseball songs. The most famous—“Take Me Out to the Ball Game”—was written in 1908. Until 1887, teams sometimes included African American players. After the Chicago White Stockings refused to play against a team that had a black player, separate African American teams emerged by 1900.

Like baseball, horse racing, bicycle racing, boxing, and football became popular spectator sports. University football clubs formed on campuses around the country, but they faced a public outcry at the violence of the game. Rule changes made it into the sport we know today. Meanwhile, James Naismith invented basketball at the Springfield, Massachusetts, YMCA in 1891. Heroes emerged in major sports, particularly in boxing, as immigrants and ethnic Americans rooted for the boxers who shared their background.

Checkpoints

What new forms of entertainment began in the late nineteenth century?

Section 3 Assessment

1. Responses should demonstrate an understanding of the relationship among the people and terms listed.
2. Cities offered the middle class a wider range of goods from department stores, factory-made clothing, prepackaged food, indoor plumbing, and access to new forms of entertainment, such as amusement parks and motion pictures.
3. Itineraries should demonstrate an understanding of the kinds of new activities urban areas offered to visitors in 1900.
4. a higher standard of living, more money to spend, more goods available at lower prices, advertising
5. Sample response: With more money and leisure time, middle-class families went on vacations, visited amusement parks and outdoor shows, watched stage shows and motion pictures, and attended baseball games and other sporting events.
6. Unlike the urban poor, who often lived in crowded tenements and had little money to spend, middle-class people increasingly lived outside city centers in nearby suburbs. They had more money to spend and could afford luxury goods, services, and entertainment that the poor could not buy. Many middle-class people imitated the lifestyle of the rich and became greater consumers of factory-made goods.

For additional assessment, have students access Progress Monitoring Online at www.pearsonschool.com/ushist.