Lesson 1 – Pre-Visit
Creating a Market for Baseball

Objective: Students will be able to:
• Identify different types of markets.
• State the key factors in making a potential consumer become an actual consumer.
• Explain how the Industrial Revolution created a market for professional baseball.

Time Required: 1 class period

Materials Needed:
- Printed copies of “Before the Big Leagues” (included) for each student
- Construction paper
- Cardboard boxes
- Modeling clay
- Popsicle Sticks
- Markers, crayons, colored pencils
- Glue
- Scissors
- Other art supplies as desired

Vocabulary:
Consumer – A person who buys or uses a good or a service
Division of labor – An arrangement in which workers perform only one step or a few steps in a larger production process (as when working on an assembly line)
International market – A market situation wherein buyers and sellers live in different parts of the world
Local market – A market situation wherein buyers and sellers live in the same city or the same part of the country
National market – A market situation wherein buyers and sellers live in different parts of the country
Specialization - To limit one's profession to a particular specialty or subject area
Applicable Common Core State Standards:

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.SL.6.1., SL.7.1., SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-Literacy.W.6.3, W.7.3, W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.4, W.7.4, W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1. Begin by reviewing that markets develop when buyers and sellers come into contact with one another. Every market has a “demand side” (buyers) and a “supply side” (sellers), and the interaction between buyers and sellers helps to determine prices.

2. Discuss that sometimes markets are defined by geography:
   - **Local/regional markets**—Buyers and sellers live in the same city or the same part of the country.
   - **National markets**—Buyers and sellers live in different parts of the country.
   - **International markets**—Buyers and sellers live in different parts of the world.

   And sometimes markets are defined by what is bought and sold:
   - **Product markets** for goods and services.
   - **Labor markets** for talents and skills.
   - **Financial markets** for money.

3. Professional sports are big businesses. Teams sell a product (entertainment), and fans buy into that product when they purchase a ticket, tune in to a broadcast on TV, or wear the team’s jersey.

4. Ask students what kind of markets professional sports fit into.
   Potential answers include: regional markets, national markets, international markets, product markets, and labor markets.

5. Discuss that professional sports fit into many different markets. In professional baseball:
   - Each team has its own regional market wherever it plays home games. This market includes fans who will actually buy tickets to go to games rather than watching on TV. Success in this market is vital to a team’s survival.
   - As the “national pastime,” professional baseball caters to a national market, especially during the World Series or the All-Star Game.
   - Major League Baseball broadcasts appear on televisions in all 50 United States, as well as in other countries. It has an international market.
• Major League Baseball works with various manufacturers to create goods featuring team logos and player images for sale in the product market.

• As part of the labor market, teams seek out the most talented players.

6. Explain that in a team’s regional market, the more people there are, the bigger the pool of potential fans/consumers. The key word is “potential,” because potential consumers won’t become actual consumers unless they have:
  • Extra money to spend on entertainment
  • Enough leisure time to watch a game
  • The desire to spend some of their time and money on sporting events rather than something else
  • A way to get to the game (a network of roads and public transportation) or a way for the game to get to them (newspapers, radio, television, and the Internet).

7. The business of professional baseball started in regional markets. Potential consumers became actual consumers. How did it happen?

8. Provide each student with a copy of “Before the Big Leagues.” Have them read the short article and answer the questions at the end.
Before the Big Leagues

The market for professional baseball came about in the mid 1800s when the United States entered a time of major economic growth known as the **Industrial Revolution**.

Until then, many families lived on farms, grew their own food, built their own homes, and made their own clothes. In cities and towns, skilled craftsmen worked in small shops to produce goods such as clothing, shoes, pottery, and furniture. Buyers and sellers almost always carried out their business in **local markets** because travel was slow, expensive, and risky.

The Industrial Revolution changed this way of life. New machinery allowed people to produce goods very quickly in mills and factories. People also used machines to speed up farm labor. Tilling land and harvesting crops took less time with machines than with horse-drawn equipment. Better transportation—railroads, steamships, canals, bridges—helped to decrease shipping times and freight costs.

As a result of the new, labor-saving machinery of the Industrial Revolution, factories and farms were able to produce more goods at very low prices. Because it cost them less to make their goods, manufacturers and farmers sold their products to buyers at a reduced cost. The average person could purchase what he or she needed and still have some money left over to spend on entertainment.

Many people who lived in rural farming areas moved to cities with the hope of earning steady wages by working in mills, factories, and offices. People from other countries were attracted to American cities as well. They left their home countries where there were limited opportunities for work with the goal of making a better living in America.

As you can see from the chart below, people either moving or immigrating to America’s cities made a huge difference in urban populations.

<table>
<thead>
<tr>
<th>Population of the 5 Largest American Cities</th>
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<tbody>
<tr>
<td>1800</td>
</tr>
<tr>
<td>New York</td>
</tr>
<tr>
<td>Philadelphia</td>
</tr>
<tr>
<td>Baltimore</td>
</tr>
<tr>
<td>Boston</td>
</tr>
<tr>
<td>Charleston, SC</td>
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</tbody>
</table>
Living and Working in Cities

People living and working in agricultural communities paced their work by the seasons. During planting and harvesting, the busiest times of the farm year, farmers woke up before dawn and often worked long after sunset. In industrial communities, people paced their work by the clock. Office and factory employees had set working hours of the day, and often had free time during evenings and on weekends. During their free time, they looked for entertainment. Since workers had extra time and extra money to spend on leisure activities, many new entertainment opportunities were created.

Professional baseball was one of the many entertainment businesses to spring up during the Industrial Revolution. The first professional teams got started in cities with thousands of industrial workers. These cities not only had plenty of potential fans with time and money to spend, they also had public transportation. Electric trolley car lines carried people to work during the week, and carried them to baseball parks during the weekend.

By the turn of the twentieth century, a potential market for professional sports existed in many cities. But, professional sports require actual consumers. People have to want to spend some of their time and money on sporting events rather than doing something else.

The Industrial Revolution changed the way people worked and played.

The structure of baseball reflected many of the changes that were transforming American life. In many ways, baseball operated like a factory. Factory work required a division of labor and specialization. Each worker was trained to do a specific job over and over again. All together, each worker doing his or her job created a finished product.

In baseball, division of labor and specialization existed on the playing field—pitcher, catcher, infielder, outfielder. Each player was responsible for the duties of his position on the field. Each player performing his job well resulted in a great game. Baseball had a connection to the way fans lived and worked.
Baseball was an outlet for the tensions and anxieties caused by urban life.

Nineteenth century Americans worried that urban, industrial life caused them to spend too much time indoors, unable to talk or socialize with one another. Baseball appealed to stressed city dwellers because it offered them a way to relax. Fans that spent their days in a noisy factory could spend a weekend afternoon sitting around an enclosed lawn watching a game.

Baseball helped to create an American identity.

Immigrants from all over the world moved to American cities during the nineteenth century. They often lived in crowded apartment buildings, struggled to find jobs, and tried hard to make sense of their new language and new surroundings. They all wanted to earn a better life for themselves and their families.

Cheering for the home team brought people together, gave them a sense of community, and helped them to see themselves as citizens of a new city and a new country. Cultural differences and class lines blurred at the ballpark.

Going to a ballgame was fun!

Baseball thrived because fans enjoyed fun, excitement, and relaxation. After all, who doesn’t love cheering for the home team, eating hot dogs, peanuts, and Cracker Jacks, and standing together during the seventh-inning stretch?

Answer the Following Questions:
1) Why did industrial workers have more leisure time than agricultural workers?
2) How did the new machines of the Industrial Revolution contribute to extra income for workers?
3) What are some reasons that people in industrial communities would want to spend some of their time and money on a baseball game?
4) How were fans able to get to baseball games in big cities?
1. Discuss the differences between a rural farming society and an industrial society. How do these differences dictate the lifestyles of people?

2. Divide the class into two groups: Group 1 will create a model of a rural farming village and Group 2 will create a model of an industrial urban center.

3. Each group should:
   - Start by sketching its plan for the model. Plan the front, back, sides, and top.
   - Make a base for the model out of a shoe box or other box about the size of a shoebox. Make sure the base is sturdy.
   - Find small figures to go along with the model or make them out of clay, printouts, pipe cleaners, or other materials.
   - Create the rest of the scene using just about anything – markers, clay, construction paper, popsicle sticks, etc.

4. Use the models to illustrate and discuss the differences between the two different types of society.

Conclusion:

Once students have completed the activity, review how the Industrial Revolution created a market for professional baseball. To check for understanding, give students the following assignment: Take on the role of a farm worker moving to a big city during the Industrial Revolution. Write a narrative in the form of a diary entry explaining some of the challenges you face as you adjust to city life.