

Day 1: "Casey at the Bat"

Begin lesson

Card 1 of 17

Begin lesson

Teaching notes

Click the "Begin lesson" button to view this lesson.
Teaching notes for each slide will appear in this box.

Before the Lesson

Card 2 of 17

Before the
Lesson

Teaching notes

Casey at the Bat

Card 3 of 17

Casey at the Bat

CASEY AT THE BAT

The outlook wasn't brilliant for the Mudville nine that day:
The score stood four to six with just an inning left to play;
And so, when Cooney died at first, and Burns did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go, leaving there the rest
With that hope that springs eternal within the human breast:
For they thought if only Casey could get one whack, at that
They'd put up even money, with Casey at the bat.

But Flynn preceded Casey, and so likewise did Blake,
But the former was a puddling, and the latter was a fake;
So on that stricken multitude a death-like silence sat.
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single to the wonderment of all,
And the much-despised Blake tore the cover off the ball;
And when the dust had lifted, and they saw what had occurred,
There was Blake safe on second and Flynn a-bogging third!

Then from the gladdened multitude went up a joyous yell,
It bounded from the mountain-top, and rattled in the dell,
It struck upon the hillside, and rebounded on the flat;
For Casey, mighty Casey, was advancing to the bat.


There was ease in Casey's manner as he stepped into his place,
There was pride in Casey's bearing, and a smile on Casey's face.

Teaching notes

Download and print copies of the anchor text for each student.

Casey at the Bat Student Notes Sheet: Day 1

Card 4 of 17



Name: _____ Date: _____

Student notes for: Casey at the Bat

Day: 1

1. What is the problem in Casey at the Bat?

2. What does the author mean by, "Defiance glared in Casey's eye"?

3. What message was Casey sending to the crowd as he raised his hand to them in the ninth stanza?

Teaching notes

- This guided notes sheet provides students with the text-dependent questions associated with this lesson, and relevant graphic organizers. You may modify these sheets as needed.
- During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question.
- Following class, collect student notes to use as a formative assessment.

Getting Started

Card 5 of 17

Teaching notes

Getting Started

Introduction 1 of 3

Card 6 of 17

Teaching notes

CASEY AT THE BAT

The outlook wasn't brilliant for the Mudville nine that day:
The score stood four to six with just an inning left to play;
And so, when Casey died at first, and Barrett did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go, leaving there the rest
With that hope that springs eternal within the human breast;
For they thought if only Casey could get one whack, at that
They'd put up even money with Casey at the bat.

But Flynn preceded Casey, and so likewise did Blake,
But the former was a paddling, and the latter was a fake;
So on that stricken multitude a death-like silence sat;
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single to the wonderment of all,
And the much-despised Blake tore the cover off the ball;
And when the dust had lifted, and they saw what had occurred,
There was Blake safe on second and Flynn a-begging: "More!"

Then from the gladdened multitude went up a joyous yell,
It bounded from the mountain-top, and rattled on the dell,
It struck upon the hillside, and rebounded on the flat;
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place,
There was pride in Casey's bearing, and a smile on Casey's face;
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt,
Four thousand tongues applauded when he wiped them on his shirt;
Then, while the writhing pitcher ground the ball into his hip,
Defiance glowed in Casey's eye, a fiercer sight Casey's lip.

"Casey at the Bat"

by Ernest Lawrence Thayer

Pacing:15 minutes

Notes:

- Distribute copies of the poem and read aloud with students.
- Distribute student note sheets, and tell students, "As we explore the text over the next several days, we will be asking and answering questions. We will find and keep track of evidence from the text to

support our ideas about each question."

Introduction 2 of 3

Card 7 of 17

And now the batter-crowded sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there;
Close by the mazy humors of the unattended spot:
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore;
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult, he bade the game go on;
He signaled to the pitcher, and once more the spheroid flew,
But Casey still ignored it, and the umpire said, "Strike two."

"Fraid!" cried the maddened thousands, and the echo answered,
"Fraid!"
But the scornful look from Casey, and the audience was awed;
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched with hate;
He pounds with cruel violence his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright,
The hand is playing somewhere, and somewhere hearts are light,
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville—mighty Casey has struck out.

Ezra Lawrence Taylor

We will focus on identifying and using context clues to understand unfamiliar vocabulary

Teaching notes

Pacing:15 minutes

Notes:

- Distribute copies of the poem and read aloud with students.
- Distribute student note sheets, and tell students, "As we explore the text over the next several days, we will be asking and answering questions. We will find and keep track of evidence from the text to support our ideas about each question."

Introduction 3 of 3

Card 8 of 17

LearnZillion

Name: _____ Date: _____

Student notes for Casey at the Bat

Day 1

1. What is the problem in Casey at the Bat?

2. What does the author mean by, "Defiance glinted in Casey's eye?"

3. What message was Casey sending to the crowd as he raised his hand to them in the ninth stanza?

4. Reread stanza 8 and stanza 12. What do these passages tell you about how Casey changed from the beginning of the poem to the end? How do you know?

As we explore the text we will be asking and answering questions.

We will find and keep track of evidence from the text to support our ideas about each question.

Teaching notes

Pacing:15 minutes

Notes:

- Distribute copies of the poem and read aloud with students.
- Distribute student note sheets, and tell students, "As we explore the text over the next several days, we will be asking and answering questions. We will find and keep track of evidence from the text to support our ideas about each question."

Exploring the Text

Card 9 of 17

<div>Exploring the Text</div>	<div>Teaching notes</div>
-----------------------------------	---------------------------

Supporting Question 1

Card 10 of 17

What is the problem in "Casey at the Bat"?

Teaching notes

Pacing: 2 - 4 minutes

Standard: RL.5.2

Purpose: This question acts as a check to make sure that students understand the conflict of the poem, before they are asked to think more deeply about the structure and emotion within the poem.

Answer: The big problem in "Casey at the Bat" is

that the Mudville baseball team is losing, and they are running out of chances to come back. The fans are worried that the team's star player, Casey, won't get a chance to bat (and save the day!).

Look for students....

- Using evidence from the text to identify the main problem and summarize the plot.
- Struggling with unfamiliar vocabulary.

Guiding questions and prompts:

- Ask, "Who are the Mudville nine?"
- Ask, "What are the fans worried about? Why?"

Additional Notes:

- Because of challenging language and the lyrical nature of the poem, students will benefit from the teacher reading aloud for the first reading.
- Be aware of the antiquated vocabulary; encourage students to focus on the main idea they can make sense of, and not to get hung up on some unfamiliar words.

Supporting Question 2

Card 11 of 17

What does the author mean by, "Defiance glanced in Casey's eye"?

Teaching notes

Pacing: 2 - 4 minutes

Standard: RL.5.4

Purpose: This question ensures students understand Casey's confident and proud demeanor. This is also an opportunity to explore the meaning of "defiance", which may be unfamiliar to students.

Answer: The author has conveyed a message that

everyone was very confident in Casey, including Casey himself. Therefore, I can infer that when "defiance glanced in Casey's eye", the author is describing Casey as challenging the pitcher, and is implying that he will get a hit.

Look for students....

- Using evidence from the text when crafting their responses
- Showing an understanding of the over-confidence the fans had in Casey, and Casey had in himself

Guiding questions and prompts:

- Ask students, "Show me what you think Casey looked like as he stared at the pitcher."
- Ask students, "What do you think Casey is thinking as he's standing at the plate? Why?"

Additional Notes:

- It may help students to have a discussion about the setting to ensure they have a good mental image of what is going on in the poem.
- Dramatizing the action with students may provide them with another way to develop their comprehension of the text.

Supporting Question 3

Card 12 of 17

What message was Casey sending to the crowd as he raised his hand to them in the ninth stanza?

Teaching notes

Pacing: 2 - 4 minutes

Standard: RL.5.1

Purpose: Inferring characters' thinking through their actions is important for comprehension of the poem. Specifically, how characters react and respond to each other.

Answer: When Casey raised his hand, he was sending a message to the fans that they don't need to worry, he will come through for them. I can make this inference because the author seems to be telling me that the crowd calmed down after Casey raised his hand. The author wrote, "He stilled the rising tumult." I thought to myself, "What is rising?" Using the context clue that the crowd was angry and ready to kill the umpire before Casey raised his hand and smiled, I was able to determine that "tumult" means commotion or anger, and if Casey made the tumult still, then that is another way of saying he helped the crowd calm down.

Look for students....

- Citing evidence from the text when inferring meaning

Guiding questions and prompts:

- What was the emotion of the crowd before Casey raised his hand to them?
- How did the crowd respond after Casey raised his hand?

Additional Notes:

- Students who are struggling with making inferences may benefit from prompting with other examples where inferring happens in life. For example, ask students, "If you saw your sister leaving for school with an umbrella in her hand, what can you infer about the weather today?" (It's likely going to rain today.) Or, "What inference can you make if you see your friend smiling after they got their math test back?" (They got a good grade on the test.)

Supporting Question 4

Card 13 of 17

Reread stanza 6 and stanza 12. What do these passages tell you about how Casey changed from the

Teaching notes

Pacing: 5 minutes

Standard: RL.5.3

Purpose: Rereading at a stanza in the middle of the poem and again at the end will allow students to clearly see changes in the atmosphere and emotion of the poem as related to the character's thinking.

Answer: In stanza six, Casey seems calm and

confident. The author describes him with words like "ease" and having a smile on his face. But in the twelfth stanza, Casey is frustrated and angry as shown by words like "hate" and "violence". These are two very different descriptions of Casey, which show that he has changed from early in the poem to the end.

Look for students....

- Contrasting the author's use of light, optimistic words to describe Casey early in the poem with the harsh, negative words late in the poem
- Making judgments about the emotions of the characters and the atmosphere of the setting

Guiding questions and prompts:

- Make a list of adjectives that describe Casey *early* in the poem.
- Make a list of adjectives that describe Casey *late* in the poem.

Additional Notes:

- Use this as an opportunity to discuss with students that good readers use visualization as a strategy for comprehending a text - being aware of adjectives the author uses to describe the action and setting help to make visualizations more clear and detailed.

Focus Question

Card 14 of 17

<div data-bbox="220 411 573 617">Focus Question</div>	<div data-bbox="781 312 1005 350">Teaching notes</div>

Focus Question

Card 15 of 17

What is the meaning of the words “bearing” and “doffed” in the sixth stanza? What clues does the author

Teaching notes

Pacing: 15 minutes

Standard: RL.5.4

Purpose: This question pushes students to think along with the author, and builds their awareness that every word choice is intentional. This knowledge will build towards students analyzing the overall structure of the poem by the end of the week. The supporting questions are designed to

lead students to other examples where specific word choice plays an important role in the reader's understanding of the poem.

Answer: When the author wrote, “There was pride in Casey’s bearing”, I know he is describing something about Casey’s movement, because at the start of the sixth stanza, Casey is finally coming up to bat. So I know that he is walking towards home plate. The author wrote that Casey “lightly doffed his hat” in response to the crowd cheering. When I read that he did this in response to the crowd cheering, I thought about what baseball players do to acknowledge the crowd, which makes me picture him taking his hat off and waving it at his fans.

Look for students....

- Using specific context clues to defend their answers
- Identifying key words that provide evidence of the meanings of the challenging vocabulary

Guiding questions and prompts:

- Tell students, "Think about what is happening in the text, and ask, 'What clues in the text can help me figure out the unknown words?'"

Additional Notes:

- Encourage students to consider the action and setting when determining unknown words.
- Remind students to ask themselves, "Does my theory about the meaning of this word make sense based on what I know is happening in the text?"

After the Lesson

Card 16 of 17

After the Lesson

Teaching notes

Comprehension Skill Video

Card 17 of 17



Visit <https://haywood.lzill.co/r/40205>

Teaching notes

Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.