


Day 2: "Casey at the Bat"


Begin lesson

Card 1 of 18

	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 18

	Teaching notes

Casey at the Bat

Card 3 of 18

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 pudder, 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.

Student Notes Sheet

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 LearnZillion

Name: _____ Date: _____

Student notes for: Casey at the Bat

Day: 2

- In the first stanza, why have the patrons/fans fallen silent?
- In the first stanza, the author writes, "Cooney died at first." What does this phrase mean? Why did the author choose this phrase?
- What does the word "fade" in stanza 12 show readers about a change in Casey's mood?
- In the fourth stanza, what does the phrase "tore the cover off the ball" mean? Why does the author describe the action in this way?

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. Space is provided on the back for recording responses to the

focus question.

- Following class, collect student notes to use as a formative assessment.

Getting Started

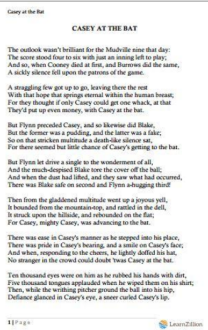
Card 5 of 18

Getting Started

Teaching notes

Introduction 1 of 3

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"Casey at the Bat"

by Ernest Lawrence Thayer

Teaching notes

Pacing: 15 minutes

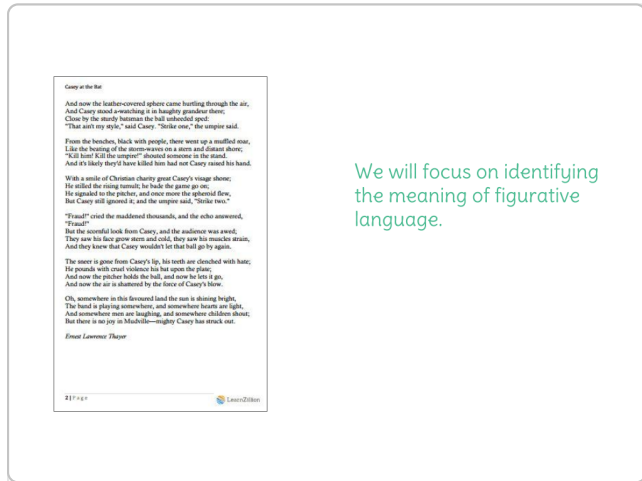
Notes:

- Distribute copies of the poem and provide time for students to reread the poem as a whole class or with a partner.
- Direct students to independently reread while thinking about the emotions expressed in the poem.
- Distribute student note sheets, and tell students,

"As we continue to 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

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Casey at the Bat

And now the leather-covered sphere came hurtling through the air,
And Casey stood, a man who doted on his bat;
Close by the bench behind the tall substituted player,
"That isn'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-wave on a stern and faraway shore,
"Strike him! Strike him and retire him!" the cry went up from the grand-stand,
"Strike him!" shouted someone on the stand.
And it's Casey they have killed here but one Casey stood 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 agonized few,
But Casey still ignored it; and the umpire said, "Strike two."

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

The crowd is gone from Casey's lip, his teeth are clenched with hate;
His mouth with cruel violence he has upon the plate;
And now the pitcher holds the ball, and now he can be seen to go,
And now the air is shivered by the force of Casey's blow.

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

Emil Lorraine Thayer

Teaching notes

Pacing: 15 minutes

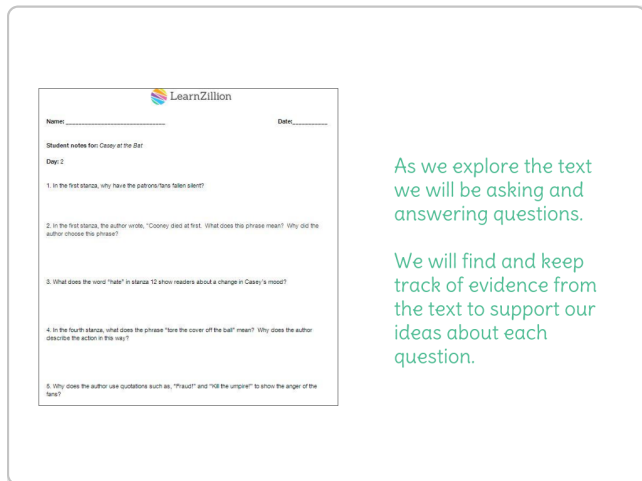
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Introduction 3 of 3

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LearnZillion

Name: _____ Date: _____

Student notes for Casey at the Bat

Day 2

1. In the first stanza, why have the pitcher/pitcher fallen silent?
2. In the first stanza, the author wrote, "Cooney died at first. What does this phrase mean? Why did the author choose this phrase?"
3. What does the word "hate" in stanza 12 show readers about a change in Casey's mood?
4. In the fourth stanza, what does the phrase "fore the cover off the ball" mean? Why does the author describe the action in this way?
5. Why does the author use questions such as, "Fraid?" and "Oh the umpire" to show the anger of the fans?

Teaching notes

Pacing: 15 minutes

Notes:

- Distribute copies of the poem and provide time for students to reread the poem as a whole class or with a partner.
- Direct students to independently reread while thinking about the emotions expressed in the poem.
- Distribute student note sheets, and tell students,

"As we continue to 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

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**Exploring the
Text**

Teaching notes

Supporting Question 1

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In the first stanza, why have the patrons, or fans, fallen silent?

Teaching notes

Pacing: 1 - 2 minutes

Standard: RL.5.4

Purpose: This question prompts students to think about the emotional atmosphere at the ballpark, which is understood through the actions of the characters

Answer: The fans are silent because they are sad

that the team they are rooting for is losing, and they are not confident that the team will come back and eventually win. The author wrote that there's only an inning left to play, which indicates that the end of the game is coming soon.

Look for students....

- Citing examples from the text that illustrate the emotional atmosphere
- Connecting the actions of the players to the reactions of the crowd

Guiding questions and prompts:

- Ask students, "Describe (or show) what fans at a game look/sound like when their team is *winning*."
- Ask students, "Describe (or show) what fans at a game look/sound like when their team is *losing*."
- Ask, "What action is the crowd reacting to?"

Additional Notes:

- Students without prior experience/knowledge of baseball may feel like they can't respond to questions about the atmosphere at a ballgame. However, you can encourage students to generalize their experiences playing or watching any type of game or sport to get them to relate to the text.

Supporting Question 2

Card 11 of 18

In the first stanza, the author wrote, "Cooney died at first". What does this phrase mean? Why

Teaching notes

Pacing: 2 - 4 minutes

Standard: RL.5.4

Purpose: This question guides students to think about figurative language, which will push their thinking beyond a literal interpretation.

Answer: The phrase, "Cooney died at first" means that he was called out before getting to first base.

The author chose to use a word like "died" to express a more dramatic way of saying the player was out, because he's also describing what it felt like for the fans - they were as upset as if the player had died.

Look for students....

- Determining the meaning of phrases in the text
- Comparing the dramatic effect of language (i.e., sad vs. depressed, pretty vs. beautiful)

Guiding questions and prompts:

- Ask, "How would your mental image of the fans' reaction to Cooney "dying at first" be different if the author simply wrote, 'Cooney was called out'?"

Additional Notes:

- English language learners (ELLs) may be confused by differences in literal vs. figurative language usage. Providing additional examples of simple figurative language phrases may be helpful in scaffolding instruction (ex: "He was so hungry, he ate a horse" and "I have a million things to do before I can go play!")

Supporting Question 3

Card 12 of 18

What does the word "hate" in stanza 12 show readers about a change in Casey's mood?

Teaching notes

Pacing: 3 -5 minutes

Standard: RL.5.4

Purpose: Students will discover that contrasting language appears throughout the poem. This question is an extension of the 5th supporting question from day 1, but now students will be looking at specific word choice.

Answer: Casey's mood changes from calm and confident early in the poem to tense and frustrated by the end. The use of the word "hate" in the twelfth stanza is used to describe how Casey is clenching his teeth. However, earlier in the poem, all of the words used to describe Casey's actions were softer, such as, "ease", "pride", and "lightly". This contrast in word choice from the beginning to the end of the poem shows that Casey's mood did change.

Look for students....

- Contrasting the author's use of the word "hate" with words from earlier stanzas such as "ease", "lightly", "smile"

Guiding questions and prompts:

- Ask, "What are some words used to describe Casey and his actions in the first half of the poem?"
- Have a student dramatize Casey walking with ease and confidence, and another dramatizing Casey "clenching his teeth with hate." Then ask students to describe how the two contrast.

Additional Notes:

- Examples of figurative and contrasting language will guide students to understand how the character changed throughout the story.

Supporting Question 4

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In the fourth stanza, what does the phrase "tore the cover off the ball" mean? Why does the author describe

Teaching notes

Pacing: 2- 4 minutes

Standard: RL.5.4

Purpose: Students will be looking at the meaning of figurative language and thinking with the author. Students should understand that the author could have simply said he got a hit, but to say, "Blake tore the cover off the ball" is much more descriptive. This phrase likely came up as an example during the

lesson on day 2, but this question asks students to take a further step by exploring the purpose behind the author's word choice.

Answer: When the author wrote, "Blake tore the cover off the ball," he was describing what Blake did when he was batting. Tearing the cover off of a baseball would take a lot of strength and be very hard to do. He must have put a lot of strength into what he did to the ball, so I can picture him hitting the ball really hard! The author used this phrase to be more descriptive. I get a clearer picture of the action than if the author simply wrote, "He hit the ball."

Look for students....

- Analyzing the author's word choice

Guiding questions and prompts:

- Ask students to, "Describe the scene leading up to Blake 'tearing the cover off the ball.' What was Blake doing just before this happened?" (He was taking his turn at bat).

Additional Notes:

- Some students may not be familiar that hyperbole is often used to describe the accomplishments of sports players. You can provide students with additional examples to scaffold their understanding (ex: He flew after the ball. She was lightning fast! The ball came off of his bat like a missile).

Supporting Question 5

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Why does the author use the quotations, "Kill him! Kill the umpire!" and "Fraud!" to show the

Teaching notes

Pacing: 3 - 5 minutes

Standard: RL.5.6

Purpose: This question keeps students thinking about the choices an author makes to paint a clear picture in the minds of the readers. Using a direct quote is much more descriptive than simply writing, "The fans were upset."

Answer: The author is helping readers to get a clear picture of the setting at the baseball game. He could have just written, "The fans were upset," but that wouldn't be as descriptive as quoting exactly what some fans were yelling. The more specific an author is with word choice, the less the reader has to imagine on their own to understand what is happening.

Look for students....

- Connecting the author's word choice with his purpose

Guiding questions and prompts:

- Ask students, "If I were to describe a scene from a movie to you, or let you watch the scene yourself, which one would give you a clearer understanding? Why?"

Additional Notes:

- Students need to understand that they are not merely being asked to say what the quotation means, but to analyze *why* the author uses a quotation.

Focus Question

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Focus Question

Teaching notes

Focus Question

Card 16 of 18

How does the author's use of figurative language in the first four stanzas help readers understand

Teaching notes

Pacing: 15 minutes

Standard: RL.5.4

Purpose: This question helps students focus on how the author's deliberate word choice affects the emotions of the poem. It sets a foundation for exploring the challenging language of the text, while also helping students understand that the author is doing more than just describing the scene at the

end of a baseball game. The supporting questions are intended to ensure students' comprehension of the language by reinforcing the use of context clues to determine the meaning of unfamiliar vocabulary.

Answer: Ernest Lawrence Thayer uses figurative language in the first four stanzas to help readers understand the emotional state of the fans. He describes the crowd as sitting in "a death-like silence," which made me picture the fans feeling great sadness and disappointment. When a group of people, like fans at a game who are usually excited, are sitting in silence as though someone has died, it shows great unhappiness. This is a much stronger way to show emotions than if he just wrote, "The fans were sad." Another example of this is when he describes the crowd falling into a "sickly-silence". This tells readers that the fans are so upset, they feel as if they are ill. These examples show that the author wants readers to understand that the fans are very upset.

Look for students....

- Citing examples of figurative language from the text, and connecting them to the author's purpose

Guiding questions and prompts:

- Remind students to visualize actions, emotions and setting.
- Ask students to highlight examples of figurative language in the first four stanzas.

Additional Notes:

- To help students struggling to visualize figurative language, ask students to close their eyes and picture the following scene: *You wake up late and realize you're late for school. You race around the house to get ready. As you're shoveling your books into your backpack, you notice your sister sitting on the couch in her pajamas, watching cartoons, and staring at you like you have two heads.*

Ask: "What inferences can you make about what your sister is thinking?" (She's confused as to why you're rushing around, because it's not a school day.)

After the Lesson


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Teaching notes

After the
Lesson

Comprehension Skill Video

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<p>Core Lesson Reread the text, underlining examples of figurative language such as metaphors.</p> <p>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 Burrows did the same, A sickly silence fell upon the patrons of the game.</p> <p>A straggling few got up to go, leaving there With that hope that springs eternal from For they thought if only Casey could get They'd put up even money, with Casey.</p> <p>But Flynn preceded Casey, and so like But the former was a pudding, and the So on that stricken multitude a death-like For there seemed but little chance of Casey.</p> <p>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-hugging third!</p> <p></p> <p>Visit https://haywood.lzill.co/r/42768</p>	<p>Teaching notes</p> <p>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.</p>
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