


Day 3: "Casey at the Bat"


Begin lesson

Card 1 of 17

	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

	Teaching notes


Casey at the Bat

Card 3 of 17

<p>Casey at the Bat</p> <p style="text-align: center;">CASEY AT THE BAT</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 Burns did the same, A sickly silence fell upon the patrons of the game.</p> <p>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.</p> <p>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.</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-bogging third!</p> <p>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.</p> <p>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.</p>	<h2>Teaching notes</h2> <p>Download and print copies of the anchor text for each student.</p>
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Student Notes Sheet

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<p style="text-align: center;"> LearnZillion</p> <p>Name: _____ Date: _____</p> <p>Student notes for: Casey at the Bat</p> <p>Day: 3</p> <ol style="list-style-type: none"> How does the author show the confidence of Casey and the fans? How does the author contrast hope and despair in the second and third stanzas? How did Casey respond to the challenge of each pitch? 	<h2>Teaching notes</h2> <ul style="list-style-type: none"> This guided notes sheet provides students with a list of the text-dependent questions to be explored in the lesson along with supporting graphic organizers, as necessary. During class students may use the sheets as directed by you to record their responses, notes, or ideas. These sheets may be modified to meet the needs of each learner. Space is also provided on the back for recording responses to the focus question. Following class, collect student notes and use as a formative assessment.
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Getting Started

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Getting Started

Teaching notes

Introduction 1 of 3

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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 Sumner 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 padding, 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 hit 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-bumping 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 plain,
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;
Five thousand tongues applauded when he wiped them on his shirt;
Then, while the waiting pitcher ground the ball into his hip,
Defiance glanced in Casey's eye, a sneer curled Casey's lip.

"Casey at the Bat"

by Ernest Lawrence Thayer

Teaching notes

Pacing: 15 minutes

Notes:

- To review the text, begin by having students reread the text with a partner or independently. Since they have already had it read to them on the first day, and read with a partner on the second, most students should be able to complete this reading

independently. However, another guided or partnered reading today is appropriate if you feel your students would benefit.

- Review with students that good readers can understand how a character changes by being aware of words and actions in a text and connecting it to what they already know. This is called making an inference. Making inferences is important when thinking about characters' emotions because authors often show a character's thoughts and feelings through their actions, rather than just telling what the character is thinking.
- Distribute copies of the student notes sheet, and inform students, "Today you will be focusing on how characters change throughout a text."

Introduction 2 of 3

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And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there;
Close by the sturdy batsman the ball unheeded sped:
"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."
"Fraud!" cried the maddened thousands, and the echo answered,
"Fraud!"
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.

Ernest Lawrence Thayer

We will focus on identifying how a character changes throughout the text

Teaching notes

Pacing: 15 minutes

Notes:

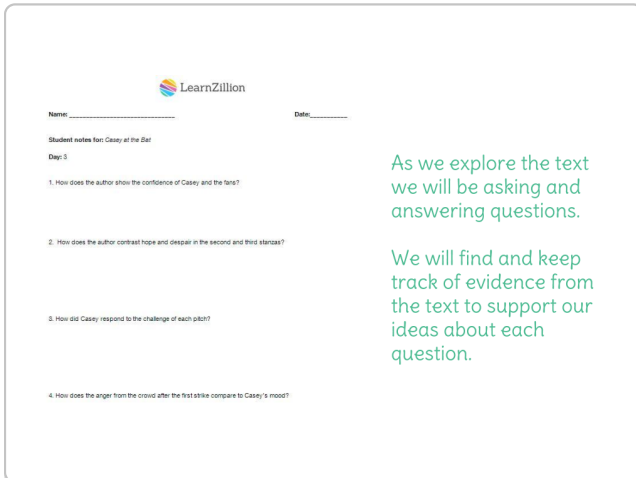
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LearnZillion

Name: _____ Date: _____

Student notes for Casey at the Bat

Day: 3

1. How does the author show the confidence of Casey and the fans?

2. How does the author contrast hope and despair in the second and third stanzas?

3. How did Casey respond to the challenge of each pitch?

4. How does the anger from the crowd after the first strike compare to Casey's mood?

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:

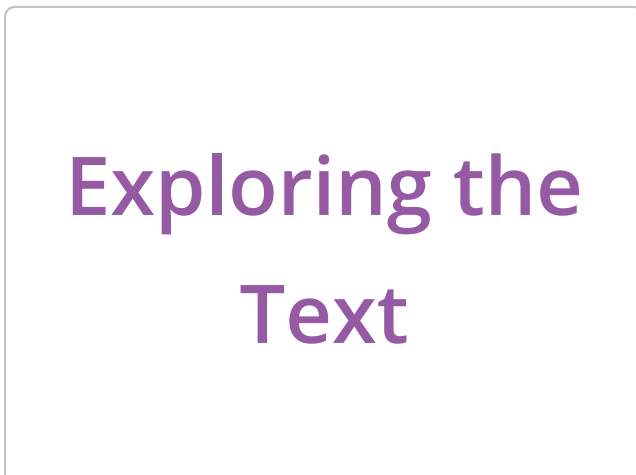
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Exploring the Text

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Exploring the Text

Teaching notes

Supporting Question 1

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How does the author show the confidence of Casey and the fans?

Teaching notes

Pacing: 2 - 4 minutes

Standard: RL.5.2

Purpose: Casey's arrogance and overconfidence impacts the poem's conclusion, so this question prompts students to think about how feelings and emotions play an important role in their understanding of a poem.

Answer: At the end of the second stanza, the author begins to make clear how much confidence the fans have in Casey. He describes their hope as "if only Casey could get one whack at that." Then in the sixth and seventh stanzas, the author describes how Casey walked confidently up to bat. "There was pride in Casey's bearing" tells me that Casey believed in himself.

Look for students....

- Using text evidence while referencing the author's word choice

Guiding questions and prompts:

- If students need guidance identifying text evidence, make a T-chart with "fans" and "Casey" as the two headings. Together with students, list words from the poem that describe Casey's and the fans' thoughts and feelings. Guide students to look at their actions and speech.

Additional Notes:

- Use this as an opportunity to discuss with students how good writers don't just tell what is happening, they show it. Readers can follow the action by paying attention to the descriptive words the author uses.

Supporting Question 2

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How does the author contrast hope and despair in the second and third stanzas?

Teaching notes

Pacing: 2- 4 minutes

Standard: RL.5.2

Purpose: This question continues with the focus on the contrasting emotions between each stanza of the poem, while guiding students to explore the structure of the poem.

Answer: The author's word choice and the division of the two stanzas contributes to the contrast of hope and despair. He even uses the word 'hope' in the second stanza, and then ends it by describing how the fans would bet money on Casey getting a hit. Then, he begins the third stanza with the transition "but" that shows something has changed. The third stanza ends by saying "there seemed but little chance of Casey's getting to the bat", which is the opposite of what he wrote at the end of stanza two.

Look for students....

- Contrasting the author's use of the word "hope" with the phrase "seemed but little chance."

Guiding questions and prompts:

- Ask students, "What is the question asking when it says to 'contrast'?"
- Ask students, "What is a synonym for 'despair'? What does it tell you about the author's message to readers that he used this word as opposed to a word like 'sad' or 'upset'?"

Additional Notes:

- To support students who may be struggling with identifying contrast, you can prompt them with other simple examples of opposites. For example, loud:quiet, happy:sad. Then, call out an adjective and have students respond with a contrasting word. Further examples include: tall:short, sunny:cloudy, summer:winter, hard:soft, slow:fast. When students are ready, you can direct them to identify adjectives in the second and third stanzas and look for any contrasting language.

Supporting Question 3

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How did Casey respond to the challenge of each pitch? (3 part answer)

Teaching notes

Pacing: 3 - 5 minutes

Standard: RL.5.5

Purpose: This question has students thinking about a sequence of actions/reactions in relation to the shifting emotions of a character.

Answer:

- After first pitch: Casey was still smiling and confident... "With a smile of Christian charity..."
- After second pitch: Now he's tense and angry... "muscles strain, teeth clenched..."
- After third pitch: To the shock of everyone, Casey struck out.

Look for students....

- Noting the shift in Casey's demeanor between the first and second pitches

Guiding questions and prompts:

- Ensure students understand the context of an at-bat in baseball by asking, "How many strikes does a batter get before he's out?" (three)
- As a follow up question, you may consider asking students to use evidence from the text to build a theory about how Casey responded after striking out, since the author ends the poem without telling us what Casey's response was.

Additional Notes:

- This is a good opportunity to bring students back to the awareness that characters change throughout a text, much like people grow and change through their lives.

Supporting Question 4

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How does the anger from the crowd after the first strike compare to Casey's mood?

Teaching notes

Pacing: 2 - 4 minutes

Standard: RL.5.3

Purpose: This question ensures that students understand Casey's mood prior to the second strike, which they will be responding to with the focus question of the day. It also helps students to consider the reactions of different characters to the same event.

Answer: Casey was still relaxed and smiling after strike one was called, but the fans were in an uproar as they yelled out at the umpire to show their anger. Someone was even so upset that they screamed out, "Kill the umpire!" which is a much more extreme reaction than Casey's.

Look for students....

- Contrasting emotions of the characters (Casey vs. the fans).

Guiding questions and prompts:

- Ask students to think of a time in their own lives when they have reacted to something much differently than a friend or family member. This will allow them to activate their thinking about contrasting reactions.

Additional Notes:

- Students may benefit from the use of a graphic organizer to list out descriptive words the author used to describe the fans and Casey, so that the contrast becomes more apparent.

Focus Question

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**Focus
Question**

Teaching notes

Focus Question

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How do you know that Casey's mood changed after strike two was called?

Teaching notes

Pacing: 10 minutes

Standard: RL.5.2

Purpose: Prior to today, students have looked at how specific word choice helps readers understand the events in a poem, but today they will be thinking more deeply about the theme of the poem and emotions of the characters.

Answer: When strike two was called, Casey no longer seemed relaxed. Earlier, in stanza six, it said, "There was ease in Casey's manner." Also in stanza six, Casey was smiling. But after strike two, he was no longer smiling. Casey's "teeth are clenched in hate," which makes me recognize that he's not feeling as relaxed as he was when he started his at-bat. Additionally, the author wrote, "his face grew stern and cold...his muscles strain..." which also shows that Casey is visibly upset, and not moving with the ease he was at the start of the poem.

Look for students....

- Identifying the contrasting word choices of the author.

Guiding questions and prompts:

- Prior to answering the focus question, prompt students to consider Casey's mood *before* strike two was called.

Additional Notes:

- The supporting questions guide students towards an appropriate response to the focus question. Struggling readers can be guided to look back to their responses on the guiding questions to help them cite evidence of contrast in the poem.

After the Lesson

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After the Lesson

Teaching notes

Comprehension Skill Video

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Core Lesson

Reread the text and jot down words that describe the character's emotions at the beginning of the text.

There was **ease** in Casey's manner as he stepped into his place,
 There was **pride** in Casey's bearing as he looked on Casey's face;
 And when, responding to the cry, he raised his hat,
 No stranger in the crowd could doubt the bat.
 Ten thousand eyes were on him as he tossed with dirt,
 Five thousand tongues applauded as he caught the ball;
 Then, while the writhing pitcher ground the ball on his shirt,
 Defiance glanced in Casey's eye as he tossed Casey's lip.

 LearnZillion

Visit <https://haywood.lzill.co/r/44339>

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.