


Day 4: "Casey at the Bat"


Begin lesson

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

Before the Lesson

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	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 woodmenment of all, And the much-deposed 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: 4</p> <ol style="list-style-type: none"> 1. What message is the author trying to express with the line, "There was ease in Casey's manner as he stepped into his place"? 2. Why are many fans still hopeful after Cooney and Burns are out to start the inning? 3. Within the second stanza, how does the author express the emotions of hope and optimism? 	<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 Casey died at first, and Hornsby did the same,
A sickly silence fell upon the pinnacles 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 get up even money, with Casey at the bat.

But Flynn preceded Casey, and so liberally did Blake,
But the former was a puddle, and the latter was a fake;
So on that evening multitude a death-like silence ran,
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-doubted Blake tore the cover off the ball;
And when the dust had settled, and they saw what had occurred,
There was Blake and on second and Flynn a bashing threat!

Then from the gladdened multitude went up a jubilee yell,
It hounded from the mountain-top, and rattled in the dell,
It struck upon the hillside, and rebounded on the fan;
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 to 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: 10 minutes

Notes:

- Begin by having students reread the text independently to reacquaint themselves with the text. As they have already had it read to them on the first day, and read with a partner on the second, 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 from it.

- Distribute copies of the student notes sheet, and inform students that today they will be focusing on how point of view and how events are described.

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And now the leather-covered sphere came hurtling through the air,
And Casey stood a-aching in his bony gridiron there;
Close by the sturdy bastion the ball whizzed and 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 in 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 score 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 favoured 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 Madville—mighty Casey has struck out.

Emory Lawrence Thayer

We will focus on the author's purpose, and how events are described.

Teaching notes

Pacing: 10 minutes

Notes:

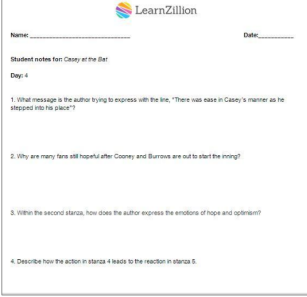
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independently. However, another guided or partnered reading today is appropriate if you feel your students would benefit from it.

- Distribute copies of the student notes sheet, and inform students that today they will be focusing on how point of view and how events are described.

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LearnZillion

Name: _____ Date: _____

Student notes for Casey at the Bat

Day 4

1. What message is the author trying to express with the line, "There was ease in Casey's manner as he stepped into the game?"
2. Why are many fans still hopeful after Cooney and Burrows are out to start the inning?
3. Within the second stanza, how does the author express the emotions of hope and optimism?
4. Describe how the action in stanza 4 leads to the reaction in stanza 5.

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: 10 minutes

Notes:

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

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Exploring the Text

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Exploring the Text

Teaching notes

Supporting Question 1

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What message is the author trying to show with the line, "There was ease in Casey's manner as he stepped

Teaching notes

Pacing: 2 - 4 minutes

Standard: RL.5.4

Purpose: This question connects earlier work exploring word choice with a focus on emotions.

Answer: The author is ensuring that readers know that Casey is relaxed as he's headed to bat, which indicates his extreme confidence. Most people who

are in situations with that much attention and pressure on them are not as relaxed as Casey.

Look for students....

- Analyzing the author's word choices.

Guiding questions and prompts:

- Ask students to describe the picture they have in their minds of what Casey looked like as he walked to the plate.

Additional Notes:

- Use this question as an opportunity to ensure students understand what is meant when we talk about the theme of a story or poem, and how authors typically have a bigger message for readers to consider beyond the plot.

Supporting Question 2

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Why are many fans still hopeful after Cooney and Burrows are out to start the inning?

Teaching notes

Pacing: 2 - 3 minutes

Standard: RL.5.2

Purpose: This question continues to build students' understanding of how the emotions of the fans fluctuate throughout the poem.

Answer: There is still a small chance of Casey getting to bat even after Cooney and Burrows are

out to start the inning, which is why the fans still have hope. Even though "a straggling few got up to go", most fans stayed. As the author continues in the second stanza, the fans who stayed had "hope that springs eternal... with Casey at the bat," which shows the fans' confidence in Casey.

Look for students....

- Developing theories about the thoughts and emotions of the fans.

Guiding questions and prompts:

- Ask students, "What is meant by the word 'optimistic'?"
- Ask students, "Is everyone in the crowd optimistic that Casey will get a chance to bat?"
- To ensure students understand the situation of the baseball game, ask students, "How many outs are in an inning? What would happen if Flynn or Blake failed to get on base?"

Additional Notes:

- Because the author wrote that a few fans got up to go, some readers may not understand that many fans are still hopeful after Cooney and Burrows are out. However, you can remind students that the author wrote a "straggling few got up to go," while the rest of the crowd stayed. We can infer that those that stayed remained hopeful.

Supporting Question 3

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Within the second stanza, how does the author express the emotions of hope and optimism?

Teaching notes

Pacing: 3 - 5 minutes

Standard: RL.5.2

Purpose: This question continues to build students' understanding of the effect the order of stanzas has on changing emotions throughout the poem.

Answer: The second stanza expresses feelings of hope and optimism with descriptions of the

thoughts and feelings of the fans. Although a few fans "got up to go," most stayed, feeling "that hope that springs eternal." The author continues, "They thought if only Casey could get one whack, at that/They'd put up even money, with Casey at the bat." These details also express the fans' optimism regarding Casey's baseball skills, because they're willing to bet on him succeeding under pressure.

Look for students....

- Thinking along with the author while beginning to consider his intent or purpose for expressing emotions in this way.

Guiding questions and prompts:

- Ask students, "Can you translate the line, 'With the hope that springs eternal within the human breast' into modern language? What is the author saying?"

Additional Notes:

- Students may need help understanding the phrase "They'd put up even money," meaning the fans would be willing to bet on the Mudville team coming back to win if Casey had a chance to bat - thus showing their great confidence in him.

Supporting Question 4

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Describe how the action in stanza 4 leads to the reaction in stanza 5.

Teaching notes

Pacing: 3 - 5 minutes

Standard: RL.5.5

Purpose: This question is designed to get students thinking about the impact of the poem's structure by connecting events across stanzas.

Answer: The fourth stanza is where the author describes Flynn and Blake getting hits. There is a

stanza break between the description of the action and how the crowd reacts to the two players succeeding. So, in the fifth stanza, because the fans know that Casey now has a chance to win the game, the author describes the crowd cheering so loudly that it echoes all over the land. This celebration is in response to the action in stanza 4.

Look for students....

- Explaining how stanzas fit together; in particular, highlighting the purpose for stanza breaks.

Guiding questions and prompts:

- Students can act out the stanzas to help them summarize the action.
- Ask students to summarize the events of the fourth stanza in their own words.
- Then, ask students to summarize what is happening in the fifth stanza.

Additional Notes:

- Discuss with students the idea of writers 'showing vs. telling'. Ernest Lawrence Thayer tells what the action is (ex: "There was Blake safe on second..."), but he also shows thoughts and feelings of characters as he describes reactions to events. (ex: "Then from the gladdened multitude went up a joyous yell.")

Focus Question

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Focus Question

Teaching notes

Focus Question

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How was the description of events in the last stanza influenced by the author's word choices?

Teaching notes

Pacing: 15 minutes

Standard: RL.5.6

Purpose: Students will look closely at one stanza to understand the way the author is able to create shifts in emotion through the use of descriptive language. The objective prompts readers to identify descriptive language and analyze its impact on the reader's emotions. The culminating writing task asks

them to use similar thinking, but apply it to the structure of the poem as a whole. Each of the supporting questions looks at specific stanzas or lines as well, before having students shift to considering the overall structure.

Answer: The author chose specific words and phrases in the beginning of the last stanza to create a feeling of happiness. He must have wanted to surprise me, since he set up such happy emotions before ending with the disappointment of Casey striking out. When the author wrote in the first line, "the sun is shining bright," he made me feel that something good was happening. In the next line he wrote, "hearts are light," which made me think people are happy - so Casey must have won the game. Then in the third line the author wrote, "Men are laughing," which made me feel certain that Mudville won. So, when I read the last line, I was surprised that Casey struck out, because the author

built up such a feeling of happiness that I was not expecting Casey to fail.

Look for students....

- Analyzing patterns of word choices.

Guiding questions and prompts:

- Direct students to think about point of view, and how the poem would be different if told from another perspective.
- Ask students to think of an alternate way for the poem to end, and how that would impact or change the surprise ending.

Additional Notes:

- You can support students who are struggling to understand how the first three lines are optimistic by helping them isolate the key phrases that show hope and optimism. Highlight, "sun is shining bright... band is playing... hearts are light... men are laughing... children shout..." and ask students to draw a smiling face or frowning face next to each one to illustrate how they identify each phrase. Looking at the phrases alone may help students focus on specific words the author uses to identify patterns, without being distracted by the rest of the words in the poem.

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 and ask yourself, "What words and phrases is the author using to describe the events?"</p> <p>How is the author telling me about what happened?</p> <p>Oh, somewhere in this... shining bright The band is playing son... re hearts are light, And somewhere men are... where children shout; But there is no joy in Mudv... ey has struck out.</p> <p></p> <p>Visit https://haywood.lzill.co/r/44340</p>	<h2>Teaching notes</h2> <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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