


Day 5: "Casey at the Bat"


Begin lesson

Card 1 of 12

	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 12

<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: 5</p> <p>Culminating question: Using evidence from the text, explain how the division of stanzas helps readers get a sense of the changing emotions throughout the poem.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<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.
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- Following class, collect student notes and use as a formative assessment.

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 Burrows 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 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 hanging 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;
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 writhing pitcher ground the ball into his hip,
Defiance glinted in Casey's eyes, a sneer curled Casey's lip.

"Casey at the Bat"

by Ernest Lawrence Thayer

Teaching notes

Pacing: 5 minutes

Notes:

- Distribute student note sheet, and read the culminating question with the class to ensure students understand the task.

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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 arched o'er his head;
 "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 sphere 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 Mudville—mighty Casey has struck out.
 Ernest Lawrence Thayer

We will focus on how a series of stanzas fits together to provide the structure of a poem.

Teaching notes

Pacing: 5 minutes

Notes:

- Distribute student note sheet, and read the culminating question with the class to ensure students understand the task.

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Name: _____ Date: _____

Student notes for: Casey at the Bat

Day: 5

Culminating question: Using evidence from the text, explain how the division of stanzas helps readers get a sense of the changing emotions throughout the poem.

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: 5 minutes

Notes:

- Distribute student note sheet, and read the culminating question with the class to ensure students understand the task.

Focus Question

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Focus Question

Teaching notes

Focus Question

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Using evidence from the text, explain how the division of stanzas helps readers get a sense of the changing

Teaching notes

Pacing: 30 - 40 minutes

Standard: RL.5.5

Purpose: Students have been developing their knowledge of "Casey at the Bat" to understand that the author has made deliberate choices in structure and word choice to express a specific message. Readers should grasp that the structure of the poem has a pattern of emotion that links the

stanzas, and that the division of stanzas is highlighted by the contrasting emotions within each.

Answer: The author's use of stanzas highlights the changing emotions throughout the poem "Casey at the Bat". Throughout the poem, each stanza has a feeling of either hope or despair, which is conveyed by the author's word choice. For example, the first stanza uses a lot of negative language to describe that the Mudville team is losing. He uses phrases such as, "outlook wasn't brilliant... Cooney died at first... A sickly silence fell..." However, the next stanza becomes more positive with the use of words like "hope" to describe the fans at the game. This up and down change in the emotions of the stanzas continues throughout the poem. Each stanza, except for the last one, has a clearly positive or negative feeling. The last stanza starts out with a lot of positive phrases like, "somewhere the sun is shining", and "children are laughing", but then ends with the negative event of Casey striking out. This ending is surprising, because most readers expect a happy ending in

literature, and because the author builds up the beginning of the last stanza with positive phrases.

Look for students....

- Explaining how a series of stanzas fits together to provide the overall structure of the poem
- Exploring contrasting emotions between stanzas

Guiding questions and prompts:

- Students struggling to start their response can be prompted to write a plus or minus (+/-) next to each stanza of the poem to note if it has more positive or negative emotions.
- Then, students can be directed to look for any patterns that explain how the division of stanzas helps readers get a sense of the changing emotions throughout the poem.

Additional Notes:

- Students who struggle with written expression may be given the option of presenting their response to this question in a variety of different ways. For example:
 - Verbal response
 - Create a comic strip to illustrate each stanza (highlighting emotions)
 - Cut stanzas apart, then sort them into categories: positive, negative, both
- Selecting specific stanzas for students (such as stanzas 1, 6, 9 & 12) to choose examples from the text that show emotions may be helpful to those students who need to narrow their focus

After the Lesson

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Teaching notes

After the
Lesson

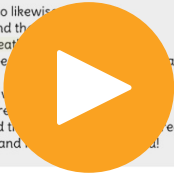
Comprehension Skill Video

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Core Lesson

Reread the text to identify the mood of each stanza by asking yourself, "Are the characters' thoughts and feelings positive or negative?"

But Flynn preceded Casey, and so likewise
But the former was a pudding, and the latter
So on that stricken multitude a death
For there seemed but little chance
But Flynn let drive a single to the
And the much-despised Blake tore
And when the dust had lifted, and the
There was Blake safe on second and



Visit <https://haywood.lzill.co/r/42767>

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.