

ELA: Grade 5, Lesson 15, Casey at the Bat

Lesson Focus: Poetry has a specific structure that an author can use to enhance his or her storytelling.

Practice Focus: Students will write a narrative essay from the perspective of a Mudville teammate after the game is over.

Objective: Students will analyze the structure of *Casey at the Bat* to reveal the changes in emotion throughout the course of the poem; targeting changes from stanza to stanza.

Academic Vocabulary: hopeful, despair, structure, rising action, climax, falling action, resolution, perspective (reinforced from previous lessons), stanza (reinforced from previous lessons), deliberate (reinforced from previous lessons), wonderment (reinforced from previous lessons)

TN Standards: 5.RL.KID.1, 5.RL.CS.4, 5.RL.CS.5, 5.W.TTP.3

Teacher Materials:

- The Teacher Packet for ELA, Grade 5, Lesson 15
- Chart paper (or regular paper) for teacher graphic organizer (*see sample in teacher packet*)
- Marker or highlighter

Student Materials:

- 2 pieces of paper, pencil, a surface to write on
- marker or highlighter (if available)
- The Student Packet for ELA, Grade 5, Lesson 15 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 5th graders out there, though everyone is welcome to tune in. This lesson is the fifth, and last, lesson in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see any of our previous lessons, you can find them at www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will take our last dive into <i>Casey at the Bat</i> to see what else we can learn! Before we get started, and to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • 2 pieces of paper, pencil, a surface to write on • marker or highlighter (if available) • The Student Packet for ELA, Grade 5, Lesson 15 which can be found on www.tn.gov/education 	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<p>I'll give you a few moments to get prepared for our time together! [Pause.] Ok, let's begin!</p>	
<p>Intro (3 min) [In preparation for filming, decide how you will show the content on the slide deck. You could choose to project the deck beside you, using screen capture software, or transfer the slide deck to chart paper or a white board].</p> <p>In our third lesson of this series, I had you quickly draw a few examples of faces that fans might make while watching a big game. Do you remember that? [Pause.] Here are mine! [Show drawings.] Funny, huh?</p> <p>Well, today, I'm not going to ask you to draw faces, instead I'm going to have you grab your paper and listen as I read a few sentences to you. You're going to be drawing something, but not so detailed as your faces. You will have three symbol options to draw on your paper as I read. [Show chart with these three symbols to students and explain what they represent.]</p> <ul style="list-style-type: none"> ● A check mark that represents something good, or positive. ● An X that represents something bad, or negative. ● A question mark if you're somewhere in between positive and negative. <p>Ready? [Pause.] I'm going to read a sentence and you are going to jot down a check mark, an X, or a question mark. Here we go!</p> <ul style="list-style-type: none"> ● The sun is shining today and I get to ride my bike. [Pause.] ● My yummy slice of pizza just hit the floor. [Pause.] ● My little brother broke my game. [Pause.] ● My backpack is green. [Pause.] ● My friend got a new pet snake. [Pause.] ● I'm finished with my homework. [Pause.] <p>Alright, I can't wait to see what symbol you wrote for each one! I'm going to share mine and you can compare them to yours.</p> <ul style="list-style-type: none"> ● <i>The sun is shining today and I get to ride my bike.</i> I give this a check mark! I love the sun and really enjoy riding my bike. ● <i>My yummy slice of pizza just hit the floor.</i> I gave this sentence an X mark. I love pizza and would croak if it hit the ground. ● <i>My little brother broke my game.</i> Yep, another X mark for me. ● <i>My backpack is green.</i> Hmmm? I like green, but blue is really my favorite color, so I'm giving this sentence a question mark. I don't really feel either way about it. 	<p>Students engage in an activity to create interest in today's text: Casey at the Bat.</p> <p>Students will use a check mark, an X, or a question mark for each sentence read aloud.</p>

<ul style="list-style-type: none"> • <i>My friend got a new pet snake.</i> Oh, wow! I'm really happy for my friend, but snakes? I think this might be an X for me. • <i>I'm finished with my homework.</i> Woohoo! A definite check mark! <p>That was fun! This activity gets us thinking about how our emotions can change very quickly, and that they change based on what's happening around us. This is also true as a writer and a reader. A writer has the power to change the way a character feels just by the words he or she writes. And, likewise, a reader is at the mercy of the words in front of them...what they read, they are likely to feel. Just like when I read those sentences to you a moment ago. The words meant something to you, they made you feel positive, negative, or somewhere in between. Isn't it neat to think that WORDS can makes us FEEL? [Pause.] I think so, too.</p> <p>So, today, we are heading right back into our poem, <i>Casey at the Bat</i> by Ernest Lawrence Taylor. In this lesson, I want us to continue thinking about the emotions of the characters, but watch out, I might have to throw in a little twist! Let's get started!</p>	
<p><u>Teacher Model/Read-Aloud</u> (15 min)</p> <p>I said I was going to make this a bit mysterious for you today! So, as we read, I want you to be asking yourself: Is there something special about the way the author uses the <i>structure</i> of this poem to emphasize emotions of the characters? [Pause.] Remember...that word, <i>structure</i>, just means the way a text is <i>organized</i> on the page. You already know that the text is a poem and is organized (or structured) in, hmmm... what were they called? [Pause.] Right, <i>stanzas</i>. But my question to you goes deeper than that. I want to know if there is something special about the way the author USES this structure to emphasize EMOTIONS of the characters.</p> <p>Hmmm...? Have I got you thinking? [Pause.] Let's start reading!</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>We've read this first stanza a gazillion times! We know, that, just like the rest of the poem, this stanza has four lines. We know that this stanza introduces the team, the Mudville nine... that the score is 4 to 6 and Mudville is losing. We know that this is the last inning, and when both Cooney and Burrows strike out, the crowd is totally bummed.</p>	<p>Students follow along, comprehending the text.</p>

- Bottom line, there really isn't anything left to know about this stanza, or is there? Hmmmm?
- I want you to look at it a different way today. In stanza one, we have basically been introduced to our two characters: the fans and the baseball team. And, in previous lessons, we've really done a good job of learning all about them - we know who they are and what they want! But, the *author* knows them best! He gets to decide *how* he wants his characters to interact with one another and just *when* that should happen throughout the story. But remember, this is a *poem* which means it's an extra hard challenge to make it work...there are stanzas...and lines that rhyme...and, well, a certain *structure* to follow!
- So, now I'm curious to know if Thayer, the author of *Casey at the Bat*, deliberately used this challenging structure to emphasize the emotions of his characters. What do you think? [Pause.] Maybe? [Pause.]
- Before we move on, let's remember WHO we are focusing on as we continue reading: the *fans* and the *team*. Got it! Let's read on!

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.

Okay, another stanza, four lines. But, I want to know which character we're focusing on in *this* stanza, fans or the team?

[Pause.] Right! The fans.

- So, we're trying to find out if the author uses this structure in a deliberate way to emphasize emotions of his characters. What emotion do you think the fans are feeling here? [Pause.] I agree, the word is right there for us...HOPE! They are feeling *hopeful* thinking that a win is just within reach if only they could get Casey up to bat.
- Alright, this is interesting. We see that in this stanza, the author wanted his readers to feel what the fans were feeling: hope. But, let's backtrack a bit, up to the first stanza. Let's reread it and see if there is a certain emotion we can squeeze out of it too. "*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.*"
- Let's think about our characters first? Although two players on the team, Cooney and Burrows, are introduced here, whose emotions do the author want us to *feel*? [Pause.]

<p>Right on! The <i>fans</i> emotions. So, how are they <i>feeling</i> in this first stanza? [Pause.] I agree, they are feeling so bummed out, and a little like the <i>opposite</i> of how they are feeling in the second stanza, instead of hopeful, they are feeling hopeLESS! I'm going to teach you another word you can use for hopeless and you might have even heard it before. Despair. Despair means a feeling of hopelessness and I think it's a perfect word to use for the way the fans were feeling at this moment.</p> <ul style="list-style-type: none"> • So, are you thinking what I'm thinking? Just maybe, the author deliberately uses the structure of this poem to emphasize the emotions of the characters, particularly the emotions of the fans? Although we're going to have to keep reading to make sure, I'm thinking we are on to something. <p>But Flynn preceded Casey, and so likewise did Blake, But the former was a pudding, 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>Another clue! How are the fans feeling here? [Pause.] Yes! They are feeling hopeless, a great sense of despair. They don't believe there is any chance that mighty Casey will get to hit. I think we're getting closer to a discovery! Let's read a little bit more to make sure.</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>Yes! What did we just find out in this stanza...what are the fans feeling now? [Pause.] Yep, they are feeling hopeful again...the word <i>wonderment</i> says it all!</p> <ul style="list-style-type: none"> • Alright, so I think it's time for us to take a step back and see what we've discovered. Just whose emotions has the author primarily focused on? [Pause.] Good, the fans. And, we see that it toggles, or goes between, two main emotions. What are they? [Pause.] Right, the fans toggle between feeling <i>hopeful</i> and feeling <i>despair</i>. • Have you noticed a pattern? [Pause.] I have too! It's like each stanza either emphasizes the fans' feelings of hope or despair. <p>So, I believe it's time for us to get ourselves organized in order to move through the rest of our investigation. Let's think...hmmm? Now that we know that we're really looking at the emotions of the</p>	<p>Students create a chart to organize their learning: number stanzas and code emotion for</p>
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<p>fans and how the author has us toggle with them between feelings of hope or despair, how about we start charting it out. I see that there are 52 lines that get grouped into stanzas. I'm going to count to see how many stanzas there are. [Model counting stanzas.] Okay, we have 13 separate stanzas in Casey at the Bat. I'm going to number my paper from 1 to 13 and I'd like for you to do the same thing on your paper. [Pause and number your paper.]</p> <p>We're going to start charting each stanza from the perspective of the fans, either HOPE or DESPAIR. We want to see how the author really <i>uses</i> this structure of stanzas to show how the fans' emotions go back and forth and back and forth!</p> <p>Let's go back quickly and jot down the fans' emotions in stanzas one through four. Ready? Let's do it! [Model adding each of the following to your numbered paper as you go.]</p> <ul style="list-style-type: none"> • Stanza one? [Pause.] Yes, despair. The first two players up to bat struck out and they are losing. • Stanza two? [Pause.] Right, hope. Maybe, just maybe, if Casey would come up to bat they might stand a chance at winning. • Stanza three? [Pause.] Aw, back to despair. Two others players are up to bat and the crowd doesn't have much confidence in them. • Stanza four? [Pause.] Yep, hope again! These two players have surprised everyone. They actually made it to second and third base. <p>Good charting, now let's keep reading and charting!</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>What do you think here? [Pause.] Yes. Hope again. Let's chart it. [Model adding HOPE to your paper.] What words give us a clue that the fans are happy and hopeful? [Pause.] Right. The words <i>gladdened</i> and <i>joyous</i>.</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; And when, responding to the cheers, he lightly doffed his hat, No stranger in the crowd could doubt 'twas Casey at the Bat.</p> <p>In this stanza, we see that Casey is really affecting the mood of the crowd. He is smiling and tipping his hat to them. How do you think</p>	<p>each. (See teacher packet, last slide, for an example.)</p> <p>Students number their paper 1 to 13.</p> <p>Students chart stanzas 1 through 4 using the words hope and despair to represent the fans emotions.</p> <p>Students chart.</p> <p>Students chart.</p>
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they feel now? [Pause.] Yes! Thrilled that Casey is on the field and very *hopeful* that he will save the day! Let's chart it. [Model adding HOPE to your paper.]

- Okay, okay, okay! I think there is something interesting happening here. Look at your past three stanzas...stanzas 4, 5, and 6. What have we charted for these stanzas? [Pause.] Yes! We charted HOPE for every one of these stanzas. I thought we were toggling between hope and despair. What do you think is happening? [Pause.] I agree, we are starting to see that the fans are feeling more hopeful as we move along. Casey is now on the field, so how do you think the fans will be feeling in the stanzas to come? [Pause.] Hmmm? Let's find out if you're right!

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 glanced in Casey's eye, a sneer curled Casey's lip.

Woohoo, they are loving Casey right now! They are clapping and cheering for him as he gets into his pitching stance. I'm definitely thinking that they are hopeful here! Let's chart this stanza. [Model adding HOPE to your paper.]

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.

Okay, we know this is the place in the story where Casey makes a decision that changes everything. He lets the first pitch go by without even trying to hit it. So, if I'm a fan, I bet my hope may have just dwindled. I thought Casey was going to win this game for us and look what he's just done! No, it's not hope for sure. But, I'm not so sure despair, or hopelessness, is the right word either. Hmmm? I'm thinking the fans are really surprised that Casey would be so risky at this point in the game. Maybe the word is shocked. What do you think? Would the fans be feeling shocked at Casey's actions right now? [Pause.] Yep! I think so too. Let's chart it, not with hope or despair...but with *shock*. [Model adding SHOCK to your paper.]

- So, if we look at our chart, we see that the author has made sure the one main emotion is emphasized in each stanza. It's like, as a reader, we can expect that each stanza will bring us a certain emotion...it's like we know to look for it! That was pretty crafty of Mr. Ernest Lawrence Thayer!

Students chart.

Students chart.

<ul style="list-style-type: none"> • Before we move on, do you think we'll stay with the word <i>shocked</i> as we read on? Let's find out. <p>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.</p> <p>Woah! Do you think the word shock works here? Or is there another word that describes the fans' emotions better? [Pause.] I agree, the fans are beyond shocked at this point. Casey has let two pitches go flying by him. If I were a fan, I'd be thinking, "What is he doing?" So, if shocked no longer works, what might be a stronger word we could use? How would you describe the fans in this stanza? [Pause.] Angry? I think that works very well. The fans are definitely angry. Let's chart it, beside the number for stanza nine. [Model adding ANGER to your paper.]</p> <ul style="list-style-type: none"> • Quick question, once you get angry, does it take you a while to get back to normal? To settle down? I wonder how long the fans will stay angry. Hmmm? <p>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."</p> <p>Oh, I'm with you, the fans are still angry at Casey! He's let another ball go past without even attempting a hit! Let's chart it. Beside number 10 let's write anger. [Model adding ANGER to your paper.]</p> <p>"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.</p> <p>The first part of this stanza we see that the fans are still angry with Casey. And although we haven't been focusing on Casey, the yelling from the crowd changes the way he feels. He now realizes that he has to get serious, that the crowd doesn't want his arrogance right now...they want a win! But, we notice that the fans emotions change a bit too. Think about how they might feel at this moment? What do you think? [Pause.] They see that Casey is ready to hit this last ball, his body, his face, everything says he is determined to make the hit. What might be a good word for us to use here, what emotion do you think the fans are feeling? [Pause.] I like that. The word unsure is perfect here! They are very unsure of what Casey</p>	<p>Students chart.</p> <p>Students chart.</p>
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<p>will do next. Let's chart, <i>unsure</i>, right here beside the number 11. [Model adding UNSURE to your paper.]</p> <p>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.</p> <p>Very interesting! I think we might be back to a word we used earlier. Look over your chart and see which word might fit best. [Pause.] I picked that one too! I think <i>hope</i> is "back in the game" Let's chart it, <i>hope</i>, beside the number 12. [Model adding HOPE to your paper.]</p> <p>Onto the last stanza, and although we already know how this poem ends, let's go into it thinking about emotion.</p> <p>Oh, somewhere in this favoured land the sun is shining bright, The band 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.</p> <p>Okay, this stanza is a bit tricky! It starts out emphasizing one emotion and then ends with the unfortunate ending! So far, the author has made the emotion in each stanza pretty clear. But here, the first three lines are ...what? [Pause.] Right, very happy and positive. These three lines also focus on somewhere other than the baseball game happening in Mudville. What emotion do we get out of the only line in the last stanza that focuses on the fans? [Pause.] Yes, they are back to being bummed out, just like they were at the beginning of the poem. Can you find a word we used early on that works for this stanza? [Pause.] Good choice: <i>despair</i> works for sure. So, looks like we need to chart it too. Last stanza, unlucky number 13, write <i>despair</i>. [Model adding DESPAIR to your paper.]</p>	<p>Students chart.</p> <p>Students chart.</p> <p>Students chart.</p>
<p>Guided Practice (5 min) [Show chart with notes.] Wow! That was a terrific last read of Casey at the Bat! Now, I want us to take a few minutes and review our stanza chart. A quick recap of the storyline will help us think deeper in a minute. Let's do a quick overview.</p> <ul style="list-style-type: none"> • We enter the game when all seems lost. Mudville is losing and the star player is back in hitting order. They may lose before he even makes it to the plate. • Amazingly, Casey makes it up to bat...and he's very confident that he has this win all figured out. • He makes a risky choice to let the first two pitches go past, only to infuriate the crowd. 	

- Then, after he gets serious, swings at the last pitch and strikes out! Ugh!

Remember, in our last lesson we learned about something called *perspective*. And, today, we have been focusing of the *perspective* of the fans. What's so interesting, is that the author, Ernest Lawrence Thayer, was pretty clever in the way that he used the *structure* of this poem to show, the fans' perspective, how their emotions changed throughout the story...stanza by stanza. Let's step back and look at it as a whole. [Hold up your chart and point as you talk through it.]

1. We started with despair
2. Moved to hope
3. Then back to despair
4. And, again to hope
5. But, then we see hope again...
6. And again...
7. And again!

Let's stop right there. Why do you think the author emphasizes HOPE in each stanza, 4 through 7? [Pause.] Yes – I think so too. He's building up to something. We call this the *rising action*, when the action gets really good and you can feel that something is going to happen. So, let's see if we find that "something" represented on our chart. [Hold up your chart and point as you talk through it.]

8. Ah, here it is: shock! There's our "something." Let's see if it continues.
9. We move from shock to anger, an even stronger emotion.
10. And, then stay with anger. We would consider stanzas 8, 9, and 10 the *climax*, or when the rising action reaches its peak. But, we know: what goes up must come down!
11. Anger gave way to unsure, as Casey got serious for pitch number three
12. And hope emerged just one more time as Casey took a swing.
13. But, to no avail! Despair was back in town. Casey struck out and Mudville lost the game.

So, today we reread the poem from the perspective of the fans and tried to investigate how emotions changed from stanza to stanza. We were looking for a pattern! We started out low with only one place to go: UP! We went up, up, up and then, BOOM, everything changed! Then slowly, we came back down again, to the same place we started...despair. This coming back down is something called falling action, makes sense that's it's the opposite of rising action.

Students engage in a review of their chart to reveal the contrast in emotions as well as a subtle connection to plot: rising action, climax, falling action, and resolution.

<p>Then, the last part is called the resolution, of the end. In Casey at the Bat, it happens in the really cool last stanza.</p> <p>Great job pulling it all together! I think you're ready to move on to your independent work connected to today's lesson.</p>	
<p>Independent Work (3 min)</p> <p>Today, we explored how the author used the structure of the poem to emphasize how the Mudville fans' emotions changed throughout the course of the poem. We saw that they changed quite a lot in just a small amount of time. But, what about Casey and the other players on his team? Their emotions changed too!</p> <p>[Show slide L15-A.] Imagine you are one of the players on the Mudville baseball team and you watched as mighty Casey struck out. Mudville lost! Now, look beyond the big loss, after the game was over and all the fans had left the stands. You and your teammates, including Casey, have packed up your gear and are heading out of the ballpark. Emotions are running high and you all decide to stop and talk it out before you go home. You can see that Casey feels bad about his choice to risk the game, but some of your teammates are still angry. You know that you have one chance to make everything right again before your next big ballgame.</p> <p>[Show slide L15-B.] You are a teammate on the Mudville baseball team. Write about what happens next. What does the conversation sound like? Who talks? Who stays quiet? Who leaves? Who stays? Who is stubborn? Who forgives? Most importantly, what do you say that might help to make it easier to move forward? How are you going to help solve this problem?</p> <p>Remember, you will want to include words and phrases that help your reader <i>feel</i> the emotion in this conversation. You will need to add dialogue to help your reader know who is talking. You will also want to use descriptive words to help your reader <i>see</i> the conversation as it unfolds. Don't forget to do a good job of sharing the way you think this problem can be solved.</p> <p>I know you are going to help your team move beyond this situation. You are a really good problem-solver! [Repeat prompt and directions.]</p>	<p>Students write a narrative from the perspective of a Mudville teammate.</p>
<p>Closing (1 min)</p> <p>I have thoroughly enjoyed experiencing "Casey at the Bat" with you today and hope that you have too! Thank you for inviting me into your home. I look forward to seeing you in again in Tennessee's At Home Learning Series! Bye!</p>	

PBS Lesson Series

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