

ELA: Grade 5, Lesson 13, Casey at the Bat

**Lesson Focus:** Authors use characters to help develop the story.

**Practice Focus:** Students will retell the events that occur in *Casey at the Bat* from the perspective of Casey or a fan.

**Objective:** Students will read *Casey at the Bat* and analyze the characters and compare the characters as they react to the events that unfold.

**Academic Vocabulary:** characters, theme, narrative, patrons (reinforced from previous lessons), wonderment (reinforced from previous lessons)

**TN Standards:** 5.RL.KID.1, 5.RL.KID.2, 5.RL.KID.3, 5.RL.CS.5, 5.W.TP.2

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 5, Lesson 13
- Chart paper (or regular paper) for teacher graphic organizer
- Marker or highlighter

**Student Materials:**

- 2 pieces of paper, pencil, surface to write on
- marker or highlighter (if available)
- The Student Packet for ELA, Grade 5, Lesson 13 which can be found on [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 5<sup>th</sup> graders out there, though everyone is welcome to tune in. This lesson is the third lesson in this week's series.</b></p> <p><b>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!</b></p> <p><b>If you didn't see any of our previous lessons, you can find them at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. 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.</b></p> <p><b>Today we will be learning about a very exciting baseball game! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• 2 pieces of paper, pencil, surface to write on</li><li>• marker or highlighter (if available)</li><li>• The Student Packet for ELA, Grade 5, Lesson 13 which can be found on <a href="http://www.tn.gov/education">www.tn.gov/education</a></li></ul> <p><b>I'll give you a few moments to get prepared for our time together! [Pause.] Ok, let's begin!</b></p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

**Intro** (3 min)

[The focus of the lesson is to compare how the characters reacted to the events that occurred in *Casey at the Bat*. 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].

**Today, we are taking another look at the poem *Casey at the Bat* by Ernest Lawrence Taylor. In this lesson, we will focus on the characters of the poem and look specifically at how the characters react as the events of the poem unfold.**

**Do you remember the characters that are in the poem?** [Pause.] There was, of course, Casey. There were the fans. There were other baseball players, such as Cooney, Burrows, Flynn and Blake. And, there was the umpire.

**Let's think about the fans for a moment. Do you have a favorite sports team?** [Pause.] **Have you ever been to a sports game and watched as a fan?** [Pause.] **What types of emotions do fans show as they watch a close game?**

**At the top of your paper, quickly draw a few examples of faces that fans might make while watching a big game. Your drawing should show the many different emotions that sports fans might feel.** [Pause and draw a few faces on your paper to show students.] **Here is mine! What do you think?** [Pause.]

**Let me show you a few pictures of sports fans and you try to think of a word that describes their emotions.**

- [Show slide L13-A.] **How would you describe the fans in this photo?** [Pause.] **Some words that I think of when I see this photo are excited or thrilled.**
- **What about this photo?** [Show slide L13-B.] **How do you think these fans feel?** [Pause.]. **To me, these fans look frustrated or angry.**

**In the poem *Casey at the Bat*, the fans, and other characters such as Casey, show different emotions as the events unfold. While we read the poem today, think about how the author describes the fans and Casey. Think about how these descriptions help us better understand the characters' emotional reaction.**

**At the end of today's lesson, you'll have to write a description from the perspective of someone who was there to see Casey strike out—either a fan or another baseball player. Pay close**

Students engage in an activity to create interest in today's text: Casey at the Bat.

Students draw a few faces on the top of their paper.

<p>attention so you can use details from the poem to help you write your description. Let's get started!</p>	
<p><b>Teacher Model/Read-Aloud</b> (15 min)</p> <p><b>Before we begin I want you to make a T-Chart on your paper. Make sure your T-Chart is large enough so you have plenty of space for notes. [Draw T-Chart on chart paper.]</b></p> <p><b>To make a T-Chart just draw a horizontal line at the top for your paper, then draw a vertical line right down the middle. At the top line, go ahead and write your header in capital letters. On the right side, let's write "CASEY", and on the left, let's write "FANS". [Pause and model writing on your T-chart: <i>Casey</i> and <i>Fans</i>.]</b></p> <p><b>Today as we read the poem together, we'll stop to jot down notes that help us better understand how Casey and the fans react to the events that occur in the poem. As we read you may notice how the descriptions for Casey and the fans change as the poem progresses. These changes will help us better understand the poem's theme. A theme is the message of the text. So as we read, ask yourself "What is the theme, or key take away, from this poem?"</b></p> <p><b>Now we're ready. Let's start reading!</b></p> <p><b>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.</b></p> <p><b>During the first lesson, we learned that the word "patrons" refers to the fans. So the line "A sickly silence fell upon the patrons" shows that the fans were silent. On our chart under fans, let's write: silent. [Pause and write <i>silent</i> on your chart.] Do you know why the fans are silent? [Pause.] That's right! Because their team is losing the game.</b></p> <p><b>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.</b></p> <p><b>Look carefully at this stanza. How are the fans described? [Pause.] Right! Some fans leave the game, but some of the fans stay because they are hopeful. I know that some of the fans are hopeful because it says "with that hope that springs eternal</b></p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students create T-Chart on their paper following the directions being given.</p>

<p>within the human breast". That's just the author's fancy way of saying the fans had hope. Why are they hopeful? [Pause.] Yes! They're hopeful because Casey is almost up to bat and he's a good player.</p> <ul style="list-style-type: none"><li>● On your paper below FANS write some fans leave, and some fans stay because they are hopeful for a win. [Pause and write <i>some fans leave</i> and <i>some fans stay because they are hopeful for a win</i>.]</li><li>● Let's also write something for Casey. What do we know about Casey based on this stanza? [Pause.] Well, I know that the fans are hopeful for a win because Casey is about to be at bat. With this information, I can infer that that Casey is a good baseball player. On your chart under CASEY, write: Good baseball player. [Pause and write <i>Good baseball player</i>.]</li></ul> <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>There's another good description of the fans in this stanza. Do you see it? [Pause.] The line "on that stricken multitude a death-like silence sat". This line shows that the fans are still silent because there is little hope that their team will win the game. They don't have hope because Flynn and Blake aren't considered good batters, so they might strike out and lose the game.</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>During the first lesson, you learned that wonderment means amazed. So on your paper write under FANS: amazed. [Pause and write <i>amazed</i> on your chart.] After reading this stanza, how do you think the fans will feel about the game now? [Pause.] Good job! I think the fans are going to be very excited because Flynn and Blake did better than they expected.</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>In this stanza, how would you describe the fans? [Pause.] Yes, they are loud and excited. The line "from the gladdened</p>	<p>Students complete T-Chart.</p> <p>Student completes T-Chart.</p>
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<p>multitude went up a joyous yell” shows just how loud and excited the fans were. On your chart under FANS, write: loud and excited. [Pause and write <i>loud and excited</i>.]</p> <p>This stanza reveals a shift, or a change, in how the author describes the fans. The previous stanzas described the fans as “silent” but now they are happy and yelling. Why do you think that is? [Pause.] That’s right! The fans are excited because Casey can win them the game! As we read think about how this might relate to the theme of the poem.</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 finally get a good description of Casey. We already know that Casey is a good baseball player but how does the author describe him here? [Pause.] That’s right! Casey is calm and confident as he walks up to the plate. On your paper below CASEY, write: Calm and Confident. [Pause and write <i>calm and confident</i>.]</p> <p>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.</p> <p>When the author says “defiance glanced in Casey’s eye, a sneer curled Casey’s lip”, the author’s word choice helps reiterate just how confident Casey is. Casey is so confident, he stares down the pitcher and smiles in a way that is meant to intimidate the pitcher. On your paper below CASEY, write: intimidating [Pause and write <i>intimidating</i>.]</p> <p>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.</p> <p>Can anyone explain to me what is happening in this stanza? [Pause.] Correct. Casey lets the first strike go without even swinging. Do you think that was a good idea? [Pause.] We talked about how Casey is confident, but maybe he’s too</p>	<p>Student completes T-Chart.</p> <p>Student completes T-Chart.</p> <p>Student completes T-Chart.</p>
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<p><b>confident. On your paper below CASEY, write: Over-confident and cocky.</b> [Pause and write <i>over-confident and cocky</i>.]</p> <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! How would you describe the fans in this stanza? [Pause.] Angry? I'll say! We know the fans are angry because they are yelling "Kill him!" Who are the fans angry at? [Pause.] That's right they're angry at the umpire. On your paper below FANS, write: angry at the umpire. [Pause and write <i>angry at the umpire</i>.] This is another major change for the fans. They went from silent to excited to angry. Let's keep reading!</p> <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>Even though the fans got angry. Casey stays calm. What happens in this stanza that is shocking? [Pause.] Yes! Casey let's another strike go by without even swinging. He only has one strike left. If he doesn't hit it they'll lose the game for sure. How do you think Casey and the fans will react now? Let's take a look.</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 fans are obviously still angry. I know this because they are yelling words like "Fraud!" and the author describes them as "maddened thousands." But how does Casey react? [Pause.] When I see words and phrases like "the scornful look from Casey" and "his face grow stern and cold" and "they saw his muscles strain", those lines show a change in Casey's demeanor. At first, he is calm, but now he is tense. Casey still seems determined though and that gives the fans one final ounce of hope. I know this because it says "they knew that Casey wouldn't let that ball go again".</p>	<p>Student completes T-Chart.</p> <p>Student completes T-Chart.</p>
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<ul style="list-style-type: none"> <li>● <b>On your paper below CASEY, write: tense and determined.</b> [Pause and write <i>tense and determined</i>.]</li> <li>● <b>On your paper below FANS, write: hopeful.</b> [Pause and write <i>hopeful</i>.]</li> </ul> <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>This stanza really shows how Casey has changed from the beginning of the poem. Casey is no longer calm. Phrases such as “the sneer is gone”, “his teeth are clenched with hate”, and “pounds with cruel violence” show how Casey has changed. And what happens next? [Pause.] That’s right Casey misses the ball, which means the team lost the game. Think about how Casey’s character changed. How would you describe him in this stanza? [Pause.] <b>On your paper under Casey let’s write: frustrated.</b> [Pause and write <i>frustrated</i>.] In the moment, Casey is frustrated by the turn of events.</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>How would you describe the fans based on the final stanza? [Pause.] <b>Okay. On your paper under FANS, let’s write: sad</b> [Pause and write <i>sad</i>.]</p>	<p>Student completes T-Chart.</p> <p>Student completes T-Chart.</p>
<p><b>Guided Practice</b> (5 min) [Show t-chart.] <b>Let’s take a few minutes and review our chart.</b> <b>On the side that says CASEY, it says: good baseball player; calm and confident; intimidating; overconfident and cocky; tense and determined; and frustrated.</b></p> <p><b>On the side that says FANS, it says: silent; some fans leave, but some fans stay because they are hopeful for a win; amazed; loud and excited; angry at the umpire; hopeful; and sad.</b></p> <p><b>This chart shows just how much our characters changed throughout the poem. Some major changes I see is that CASEY--the main character--went from calm to frustrated.</b></p>	

<p>I want you to think about something for a moment. Based on how Casey changed throughout the poem, what do you think the lesson of this poem is? [Pause.]</p> <p>Hold on to that thought because we'll think more deeply about it later on.</p> <p>For now, let's think about how the author used characters to develop the story in the poem. You may have noticed that the characters changed a lot. These changes helped make the poem interesting.</p> <p>In a minute, you'll be writing a narrative, which is another word for a story, and I want to help you get started. Before we begin, think about these questions:</p> <ul style="list-style-type: none"> <li>• How does the author show the change in confidence of Casey and the fans from the beginning of the poem to the end? [Pause.]</li> <li>• How did Casey respond to the challenge of each pitch? Did his confidence go up or go down? How did the fans contribute to this? [Pause.]</li> <li>• How does he respond to the anger from the crowd after the first strike? Does it change his mood? [Pause.]</li> </ul> <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>Students respond to guiding questions as they prep for independent practice.</p>
<p><b>Independent Work</b> (2 min) [Show slide L13-C.] Be sure to write down the directions for the independent practice. I will read them twice so you can write the directions down carefully. After our lesson is over, I want you to take some time to think about how the author used the characters in <i>Casey at the Bat</i> to develop the story in the poem. Consider:</p> <ul style="list-style-type: none"> <li>• How do you think it felt to be a fan who was watching from the stands?</li> <li>• How do you think it felt to be Casey?</li> </ul> <p>In our last lesson, your independent practice was to write a descriptive paragraph telling what the crowd of fans looked like and sounded like during this game. Essentially, we were looking from the outside, in.</p> <p>Today, I want you to jump <i>inside</i> the poem and become either a fan watching this crazy game or Casey risking it all just to show off. Write a narrative from the perspective of a fan or from the perspective of Casey. Put yourself in their shoes and describe the</p>	<p>Students write a narrative of the events that unfold in the poem from the perspective of a fan or another baseball player.</p>



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<p>emotions they felt as the events of the poem unfolded. What would you be thinking, feeling....what did you see? Just like in the poem, use good descriptive words and use character words, actions, and thoughts to express the emotions that they experienced.</p> <p>[Repeat prompt and directions 2x.]</p> <p><b>Make sure to keep up with your story and make sure you have it for lesson four!</b></p>	
<p><b>Closing</b> (1 min)</p> <p><b>I enjoyed working on this narrative poem, “Casey at the Bat” with you today! I can’t wait to hear all about your story from the perspective of a fan or Casey! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!</b></p>	

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