

ELA: Grade 5, Lesson 11, Casey at the Bat

Lesson Focus: Narrative poems tell a story.

Practice Focus: Students will write a summary of *Casey at the Bat* to demonstrate their comprehension of the poem and targeted vocabulary.

Objective: Students will read *Casey at the Bat* to learn how to read and make meaning of a narrative poem with a focus on analyzing how unfamiliar words can be understood by using context clues.

Academic Vocabulary: patrons, preceded, wonderment, gladdened, dell, bearing, doffed, writhing, defiance, hurtling, haughty grandeur, unheeded, stern, tumult, bade, scornful, sneer

TN Standards: RL.KID.1, RL.KID.2, RL.KID.3, RL.CS.4

Teacher Materials:

- The Teacher Packet for ELA, Grade 5, Lesson 11
- 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
- The Student Packet for ELA, Grade 5, Lesson 11 which can be found at 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 first 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 on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others.</p> <p>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:</p> <ul style="list-style-type: none"> • 2 pieces of paper, pencil, surface to write on • Marker or highlighter • The Student Packet for ELA, Grade 5, Lesson 11 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (2 min)</p> <p>Today, we are starting a new series based on the poem <i>Casey at the Bat</i> by Ernest Lawrence Taylor. Our poem is a narrative poem which means it tells a story, a really cool story.</p>	

<p><i>Casey at the Bat</i> was written a long time ago, in 1888, and was originally published in a newspaper called the San Francisco Examiner. From the title, can you guess what Casey at the Bat might be about? [Pause.] You are right this poem is about a baseball player named Casey.</p> <p>How many of you have played baseball or softball before? [Pause.] Great, you will definitely be familiar with Casey's story today. Don't worry if you haven't, we will make sure you learn everything you need to really dig in.</p> <p>It's important for us to know that <i>Casey at the Bat</i> includes some challenging words, so today we are going to focus on several of them as we read.</p> <p>Today, our goal is to read <i>Casey at the Bat</i> a couple of times to investigate some cool words and also make sure we understand the story that Ernest Lawrence Taylor is telling us. We will take some time to summarize the poem together before you begin your independent work that you can complete after the video ends.</p> <p>[The focus of the lesson is to comprehend the meaning of the poem and target understanding of unfamiliar words. In preparation for filming, decide how you will show the content on the slide deck. You could choose to project the deck beside you, use screen capture software, or transfer the slide deck to chart paper or a white board].</p>	<p>Students engage in an activity to create interest in today's text: Casey at the Bat.</p>
<p>Teacher Model/Read-Aloud (15 min)</p> <p>Okay, I am really interested in Casey's story about his baseball game. Are you ready to begin reading the poem? [Pause.] Great. I am going to read the poem all the way through, and I am going to pause when I come across a challenging word. We will make sure we understand that word, re-read the line of the poem, and keep learning about Casey's story. Ready? [Pause.]</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> <ul style="list-style-type: none"> • Hmm... <i>Patrons</i>. I think those are the fans attending the game. So... <p>A straggling few got up to go, leaving there the rest With that hope which springs eternal within the human breast; For they thought if only Casey could but get one whack, at that They'd put up even money, now with Casey at the Bat.</p> <p>But Flynn preceded Casey, as so likewise did Blake,</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>

But the former was a pudding, and the latter was a fake;

- So, I know preceded means before, so Flynn and Jimmy were up to bat before Casey.
- I think the author chose the words pudding and fake to let us know that these two players, Flynn and Blake, were not very good baseball players.

So, on that stricken multitude a death-like silence sat,
For there seemed but little chance of Casey's getting to the bat.

- Let's think about that word multitude. It's a lot like the word *multiple*. What does multiple mean? [Pause.] Yes! It means many. So, I'm thinking that this is the author's way of referencing the crowd in the stands as one group...the multitude. Remember it because I bet we're going to hear it again.

But Flynn let drive a single to the wonderment of all,
And the much-despaired Blake tore the cover off the ball;

- Wonderment! That's a great word. I think that is similar to, or a synonym for, amazement or surprised.

And when the dust had lifted, and they saw what had occurred,
There was Blake safe on second and Flynn a-hugging third!

Then from the gladdened multitude went up a joyous yell,
It bounded from the mountain-top, and rattled in the dell,

- Well, we've already decided that the author uses the word multitude to reference the crowd of fans. So, here we have a gladdened multitude. I'm thinking this means they were happy.
- Hmmm? Dell? The crowd's yell starts at the mountain-top, the rattles in the dell. I'm thinking a dell is something like a valley.

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.

- Bearing? This is an interesting word! I don't think it has anything to do with a bear! We see that Casey also has a smile on his face, so the word bearing probably has something to do with how he looks, or... maybe it's the way he's moving or standing? I think so! He was standing proudly.

And when, responding to the cheers, he lightly doffed his hat,

No stranger in the crowd could doubt 'twas Casey at the Bat.

- Okay here is a really hard word: doffed. I'm going to have to look around at the other lines to figure this out.
- Hmm... We just learned that *There was pride in Casey's bearing*, or the way that he was standing. So, I know he is walking with pride towards home plate. The author wrote that Casey "lightly doffed his hat" in response to the crowd cheering.
- When I read that, hmm... I realize that this must be his reaction because it says that *doffed his hat* because the crowd was cheering.
- Have you ever been in front of a crowd cheering? [Pause.] Yes, then you are reacting to their excitement. This made me realize he is probably taking his hat off and waving at the fans. I am pretty sure my theory is right because of the next line that says that no stranger could doubt that it was Casey.

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.

- I know that pitchers really throw their body into pitches so, maybe the pitcher is taking his whole body and throwing it into this pitch. I'm thinking that makes sense that the pitcher is *writhing*.
- What do you think the word defiance means here, that defiance glanced in Casey's eye? Focus on the word *defiance*. [Pause.] Hmm... I know he wants to beat the pitcher. So maybe this means he is being bold and showing strength and determination in his eyes.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.

- When I read this sentence, "*And now the leather-covered sphere came hurtling through the air,*" I can see that ball coming straight at me! What do you think hurtling means? [Pause.] Right! It means something is coming really fast!
- So, we already heard that Casey stood with pride and it looks like haughty grandeur means something close to that. We're getting a really good idea of who Casey thinks he is. Haughty means superior, or better than. And, grandeur means impressive. Yep, Casey sure stands in a way that let's everyone know how good he is!

Close by the sturdy batsman the ball unheeded sped:

"That ain't my style," said Casey. "Strike one," the umpire said.

- I know that unheeded means to ignore. So, I'm thinking that this means that the ball went right past the batter...strike!

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.

- Stern has a couple different meanings, but in this poem, it means serious.

With a smile of Christian charity great Casey's visage shone;

He stilled the rising tumult; he bade the game go on;

- *Tumult*. I wonder...is that referring to the stands? I bet they are going crazy based on what they are shouting from the stands. He wanted them to be quiet!
- And bade? Hmm... I bet *bade* means that he commanded, he wanted the game to go on!

He signaled to the pitcher, and once more the spheroid flew (that's the ball);

But Casey still ignored it; and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"

But one 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.

- Well since strike two was called, I know *scornful* cannot be good. Maybe he is frustrated now? Especially when we look at this word with the others in this line: cold and strain. I'm thinking it's definitely not good!

The sneer is gone from Casey's lip, his teeth are clinched with hate;

He pounds with cruel violence his bat upon the plate;

- Let's think about that word *sneer*. Well, Casey was pretty sure of himself before. But he has to be worried now. So, a *sneer* must be a grin that shows he is sure he is going to win, and now that smile must be gone. He has got to be a little nervous! Can you make a sneer? [Pause.] Like this, right? [Pause and make a sneer.]

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 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.

- So, did Casey actually save the day? [Pause.]
- I'm thinking that we need to read the poem again. We know all of the words now and we have to dig deeper to understand whether Casey saves the day.

[The next section of the poem focuses on making sure students understand the conflict of the poem. The big problem is that the Mudville baseball team is losing, and they are running out of chances to come back and win. The fans are worried that the team's star player, Casey, won't get a chance to bat and save the day.]

Now, let's read the poem again making sure we really understand what happened. There is a lot going on here

**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.**

- Who are the Mudville nine? [Pause.] That's right. There are nine baseball players on the field. And Mudville is the name of their town, so...the Mudville nine! Can you see them? Here is a picture of a baseball team, right around the time this poem was written in 1888. [Show slide L11-A.]
- What are the fans worried about? [Pause.] Yes! I agree. I think they are worried about just who was going to win this game. The score is four to six and there is just one more inning to go. Two players, Cooney and Burrows have what? [Pause.] Yep, they struck out. Yikes! I can imagine that everyone in the crowd is on the edge of their seats.

**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.**

- What does this tell us about what the fans assume of Casey? [Pause.] I think so too, that the fans know that Casey could win the game for them since he was such a good player.

**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,**

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.

For there seemed but little chance of Casey's getting to the bat.

- Why are the fans so focused on Casey? [Pause.] Good job. Casey is the star player and the fans need him to come to bat so he can make sure they win this game!

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!

- Are the fans surprised at this point? [Pause.] Yes! Words like *wonderment* and *dust had lifted* help us to understand how they are feeling. Flynn and Blake have done a great job and have set Casey up for the win!
- Do you think the fans expected that out of Flynn or Blake? [Pause.] No? I don't think so either. Remember when we thought about the word *wonderment* earlier in our lesson. We said it was similar to *amazed* and *surprised*. I think fans were definitely surprised!

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.

- So, this is the section where Casey waved his hat? Do you remember what that was called? [Pause.] Right! Doffed...Casey doffed his hat.
- How would you describe Casey as he stepped onto the field? Grab a piece of paper and jot down what you think. [Pause.] Did you say that Casey was very self-confident and walked out onto the field with a bit of an attitude? [Pause.] I did! Like he knew he was the best player and everyone loved him.
- What in the text tells us that he is confident? [Pause.] Yes, words like *pride*, *smile* and *doffed* are clues.

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.

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.

- Wow! Did you expect Casey to swing at the first pitch? [Pause.] I thought for sure he would. I can't believe he just let the pitch go by as a strike. That's a risky choice!
- What does that say about Casey, that he let the first pitch go right past him without even trying to hit it? [Pause.] Yep, I agree. Casey must think he doesn't have to worry at all. But aren't they losing?
- Show me what you think Casey looked like as he stared at the pitcher? [Pause.] Oooooo! That's pretty intimidating!
- Grab your paper again. What do you think Casey is thinking as he's standing at the plate? Jot your thoughts [Pause.] I think he's so confident that he's just sure he has this. He's also thinking that he knows how to please the crowd, give them some excitement, and make them a little nervous before the winning hit. Confident!
- Hmmmm? This is getting so exciting...Let's read on.

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.

- What was the emotion of the crowd before Casey raised his hand to them? [Pause.] Right, when he raised his hand he was sending a message to the fans that they don't need to worry, he will come through for them. It's like he's saying, "Calm down, I've got this!"
- How did the crowd respond after Casey raised his hand? [Pause.] Yes, it worked! They calmed down.

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."

- Wow! Do you think that was smart? Do you think Casey should have let pitch two be a strike? [Pause.] No, I don't think so either. Strike one was risky...this seems crazy! What is he doing?
- I wonder how the fans are going to react to his decision. Hmmmm? Let's read more and see.

<p>"Fraud!" cried the maddened thousands, and the echo answered, "Fraud!"</p> <p>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 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> <ul style="list-style-type: none"> • A lot of the words seem to show Casey is mad. <i>Stern, cold, cruel, and shattered</i>. What has made Casey mad? [Pause.] Absolutely! The crowd, that was thrilled to see him before he started batting, is now yelling that he is a fraud. • What is this telling you about the way the fans are feeling? [Pause.] Right! They are frustrated with him for being so risky. The game is down to the wire! What is going to happen? <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> <ul style="list-style-type: none"> • Oh, WOW...what just happened? [Pause.] Can you believe it? Casey actually stuck out! • So, everyone thought that Casey would save the day for Mudville? He was set up to make the winning hit. What was the result of his over-confidence? [Pause.] Right on! The Mudville baseball team lost the game. What an ending! 	
<p>Guided Practice (6 min)</p> <p>[We recommend that you broadcast all notes from this section either in a slide or chart paper. Students will need these notes for their independent practice].</p> <p>Let's take a few minutes, put our brains together, and get you ready for your independent practice. I'm going to ask you a few important questions. Grab your paper and get ready. [Pause.]</p> <p>What is the problem in Casey at the Bat? [Pause.] That answer is close. Here is a more precise answer. The Mudville baseball team is losing and they are worried Casey won't get to bat and save the game.</p>	<p>Students respond to guiding questions as they prep for independent practice.</p>

<p>We learned several hard words today, but “bearing” and “doffed” were particularly challenging. Do you remember what these words mean? [Pause.] Let me read those lines again.</p> <p><i>There was pride in Casey’s bearing and a smile on Casey’s face.</i></p> <ul style="list-style-type: none"> • When we read the poem the first time we said it was describing something about Casey’s movement, because at the start of this stanza, Casey is finally coming to bat. But now we know bearing means how he carried himself. He is smiling because he is sure of himself. <p><i>And when, responding to the cheers, he lightly doffed his hat,</i></p> <ul style="list-style-type: none"> • The author wrote that Casey “lightly doffed his hat” in response to the crowd cheering. When we read that, we realized that he is taking his hat off and waving at the fans. <p>So, let’s review what happened in our narrative poem, <i>Casey at the Bat</i>. Feel free to jot these highlights down as we go! [Pause.]</p> <ol style="list-style-type: none"> 1. The crowd was nervous because the Mudville baseball team was losing with a score of 4 to 6. [Pause.] 2. Two players, Cooney and Burrows struck out in the last inning. [Pause.] 3. Two players, Flynn and Blake, batted in front of Casey. If either caused an out, the game would be over. [Pause.] 4. Both players get on base and set Casey up for the winning hit. [Pause.] 5. Casey comes to bat, very confident as he waves at the crowd. [Pause.] 6. He strikes out twice...on purpose! [Pause.] 7. Casey seems angry as the crowd yells about his risky choices to strike out. [Pause.] 8. When he swings at the last pitch, he strikes out and Mudville loses the game! [Pause.] <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 (2 min)</p> <p>After our lesson is over today, I want you to take some time to complete a really cool activity. You can read along with me if you’d like. [Show slide L11-B.]</p> <p>This was a poem with very surprising ending! Take some time to write a good summary of what happened in <i>Casey at the Bat</i>. Don’t forget to include all of the excitement from the fans in the crowd <i>and</i> the risky business that happened on the baseball field. Challenge yourself to use a few of the new vocabulary words you learned today!</p>	<p>Students write a summary of the poem.</p>

PBS Lesson Series

Make sure to keep up with your summary and make sure you have it for lesson two! [Repeat prompt and directions 2x]	
<u>Closing</u> (1 min) I enjoyed working on this narrative poem, “Casey at the Bat” with you today! 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!	

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