

ELA: Grade 5, Lesson 12, Casey at the Bat

**Lesson Focus:** Authors can use figurative language to help us understand the emotional atmosphere of a text.

**Practice Focus:** Students will write a descriptive paragraph based on what they believe fans at the Mudville baseball game looked and sounded like.

**Objective:** Students will read *Casey at the Bat* to learn how to use visualization as a way to understand figurative language; targeting descriptive words and phrases that evoke emotion.

**Academic Vocabulary:** deliberate, visualize, stanza, patrons (reinforced from previous lesson), wonderment (reinforced from previous lesson), sneer (reinforced from previous lesson), defiance (reinforced from previous lesson)

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

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 5, Lesson 12
- 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 12 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 second 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 on <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 continue diving into the exciting Mudville baseball game we read about in <i>Casey at the Bat</i>. Before we get started and 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 12 which can be found on <a href="http://www.tn.gov/education">www.tn.gov/education</a></li></ul>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>

<p><b>I'll give you a few moments to get prepared for our time together! [Pause.] Ok, let's begin!</b></p>	
<p><b>Intro</b> (5 min)</p> <p>In our last lesson, we read a really cool poem called <i>Casey at the Bat</i>. Do you remember when this poem was published? [Pause.] Right! Over 130 years ago, in 1888! Back then, baseball was a new sport in America and people loved to go watch a game! It was a way to take a break for work and home and enjoy some excitement. Teams sprung up in towns all across the country, and soon people had their favorites. They would cram the stands and root for their home team any chance they got!</p> <p>So, we learned about one fictional (or made up) team that was very much like those of their time. They were called the Mudville nine and our poem tells us all about how the star player... wait, do you remember his name? [Pause.] Good memory! Casey! So, our star player, Casey was all set up to make the winning hit and then he made a risky decision. Do you remember what it was? [Pause.] Yes! He decided that he was too good to try to hit the first pitch, or the second. He decided he would wait until the third ball was thrown. What happened when the third, and last ball to be pitched, came hurtling towards him? [Pause.] Yep! He missed it...<b>STRIKE!</b> What did this mean? [Pause.] Can you believe it? Casey struck out and the Mudville nine lost the game. What an ending!</p> <p>Let's talk about Casey just a minute. In our last lesson, we just touched on what we thought about ol' Casey. Remember, this is a fictional poem, so Casey wasn't a real man, but this poem has been around for such a long time that many people have made illustrations of him. Let's take a look at one of those illustrations now! [Show slide L12-A.] Here is Casey and he's looking like he's very sure of himself! Look how he's twirling his mustache (those were very in-style then).</p> <p>Now, I'm going to leave this illustration up for you to see. Grab your piece of paper and get ready! When I say go, I want you to think of all the words, adjectives, which you can think of that describe Casey. You have both this illustration and your memory of the poem for our last lesson.</p> <p><b>Ready? Go!</b> [Pause and make your list of words/adjectives that describe Casey – see list below.] Hmm.... Okay! I think I'm about finished. How about you? [Pause.] Great! Let's look at our list together. I wrote down:</p> <ul style="list-style-type: none"> <li>• baseball player</li> <li>• loved by his fans</li> <li>• self-confident</li> </ul>	<p>Students engage in an activity to create interest in today's text: Casey at the Bat.</p>

<ul style="list-style-type: none"> <li>• know-it-all</li> <li>• risky</li> <li>• talented</li> <li>• pride</li> </ul> <p>Did you write down some of the same words as I did? [Pause.] Cool! Did you get some that are different? [Pause.] What were they? [Pause.] Awesome! I think we're getting a good idea of who Casey, of the Mudville nine, really is!</p> <p>You know, paying close attention to the words that an author uses is really important when you're trying to figure out a text. And sometimes, an author chooses to use words that make the reader feel one way or another, on purpose. We call those deliberate word choices. In <i>Casey at the Bat</i>, the author (Ernest Lawrence Thayer) made some really deliberate word choices, especially when he wanted us to visualize, or "see", the story in our head.</p> <p>It's like watching a TV show or a movie, visualization helps us to "see" what is happening so we can better understand how characters" feel."</p> <p>These are the two words that are going to drive our investigation of <i>Casey at the Bat</i> today: SEE and FEEL. Let's write them down on our paper, like this, all in capital letters at the very top. Leave some space between them and draw a line, right down the middle of your paper, like this. [Model making a T-chart on your paper: Write <i>SEE</i> and <i>FEEL</i> as headers.]</p> <p>I don't know about you, but I can't wait to get back into our poem to investigate! Remember, think "see" and "feel"!</p>	<p>Students learn that authors use figurative language as a way to help readers visualize what they are reading. They create a T-chart with SEE and FEEL to help them analyze the poem during the read aloud.</p>
<p><b>Teacher Model/Read-Aloud</b> (14 min)</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>Remember, we have some specific terminology that we used when we talk about poems. One of those words is stanza, which means a group of lines or a section of a poem. <i>Casey at the Bat</i> is sectioned off into groups of 4 lines per stanza. 1, 2, 3, 4 then 1, 2, 3, 4, and on to the end!</p> <p>So, in this <i>first</i> stanza we are introduced to a few important characters, including the fans. Do you remember for our last lesson what the fans are called in this poem? [Pause.] Yes!</p>	<p>Students follow along for the second read of the text, targeting the use of figurative language as a way to visualize what's happening in the text.</p> <p>Students use SEE/FEEL T-chart to capture examples during read aloud.</p>

**Patrons.** We read that the patrons fell silent. What do you think this means? [Pause.] **Good job! They have fallen silent because the game is at a nerve-wracking place! The score is tight and Mudville is down by two. The author wrote that there's only an inning left to play, which indicates that the end of the game is coming soon.**

**Let me reread: "a sickly silence fell upon the patrons." When you hear this you get a good idea of how the fans are feeling. How would you describe how they are feeling right now? [Pause.] Yep, worried and maybe a bit anxious! The fans are silent because they're worried that the team they are rooting for is losing, and they're not confident that their team will come back and win.**

**Let's grab our T-chart and add to the FEEL side. Let's say that the fans are worried.** [Model adding to your t-chart under the FEEL column: Fans are worried.]

**Okay, there is another great example of figurative language in this stanza: "When Cooney died at first." What do you think this means? [Pause.] Right on! The phrase, "Cooney died at first" means that he was called out before getting to first base. The author chose to use a word like "died" to express a more dramatic way of saying the player was out, because he's also describing what it felt like for the fans - they were as upset as if the player had died.**

- **How would your mental image, or what you SEE inside your mind, be different if the text simple said "Cooney was called out" instead of "Cooney died at first"? [Pause.] Yes, it would've been less dramatic so I might not have SEEN Cooney the same way. In my head, Cooney just didn't get called out, he was bummed out! He scrambled to his feet, threw his hat on the ground, and stomped off the field. Isn't it amazing how an author can use words to help you create your own "mind movie"!**
- **Let's grab our T-chart and add to the SEE side and write that Cooney got out and is really mad about it.** [Model adding to your t-chart under the SEE column: Cooney struck out and he is mad about it.]
- **Only one stanza in, let's keep digging! Let's keep digging!**

**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.**

Students use SEE/FEEL T-chart to capture examples during read aloud.

Students use SEE/FEEL T-chart to capture examples during read aloud.

Can you see it? “A straggling few got up to go.” How many do you think that means? [Pause.] Yep, not many. Most of the fans stayed. So, I’m curious, how do you think those fans, the ones that were leaving, were feeling? [Pause.] Good! I think so too. They had lost hope and were not going to stay for the bad ending. How is this different from the way the fans that stayed were feeling? [Pause.] Yes, they were going to stick with their team, no matter what! They might have even felt badly towards those fans that were leaving! How could they?

- Let’s grab our T-chart again and to the FEEL side. How about we say that some fans are leaving because they feel like the game is already over – no need to stay, and some fans stay because they want to see what will happen. [Model adding to your t-chart under the FEEL column: Some fans leave because they feel like the game is already lost. Some stay because they want to see what will happen.]

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.

Here’s a fun one! How do you think the author wanted us to visualize these two characters, Flynn and Blake, by describing with the words *pudding* and *fake*? [Pause.] Yes, that they are kind of goofy and even pretend that they are good at baseball.

- Yep, let’s get our T-chart and add to the SEE side. Let’s say that the words *pudding* and *fake* make these players seem goofy, and also fake. [Model adding to your t-chart under the SEE column: Flynn and Blake seem goofy and fake.]

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!

In this stanza, the author wrote that Blake, “*tore the cover off the ball*” instead of he just “*hit the ball*.” Why do you think the author chose to describe his hit this way? [Pause.] Good! Tearing the cover off of a baseball would take a lot of strength and be very hard to do. Blake must have put a lot of strength into it! I can clearly picture him hitting the ball so hard, and then, BOOM, the cover flies off! How exciting! The author *deliberately* used this phrase to be more descriptive. I get a clearer picture of the action than if the author simply wrote, “He hit the ball.”

Students use SEE/FEEL T-chart to capture examples during read aloud.

Students use SEE/FEEL T-chart to capture examples during read aloud.

- **So, how do you think the fans were feeling at this moment?** [Pause.] **I think they were pretty amazed!** Remember in our last lesson that we looked closely at the word *wonderment*, in the first line of this stanza. It makes sense that they would be amazed, especially since he was a player that they thought was a “pudding”!
- **We need our T-chart! Let’s add to the SEE column. How about we say that we can see the cover come off the ball when Blake hits it.** [Model adding to your t-chart under the SEE column: The ball was hit so hard the cover came off.]
- **Now let’s add to the FEEL side. Let’s say that the fans were so surprised at what just happened, we’ll use that cool word: wonderment.** [Model adding to your t-chart under the FEEL column: Fans are amazed: wonderment.]

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.

**In this stanza, the author gives us an idea of how the crowd is reacting to what...? [Pause.] Yes, Casey coming onto the field and walking up to bat. What do the words *joyous yell* make you think of here? [Pause.] The crowd, yelling like crazy! Can you see it? What would it look like? [Pause.] Awesome!**

- **Time for our T-chart! Let's add to the FEEL column. Let's write that fans are really excited as Casey comes up to bat.** [Model adding to your t-chart under the FEEL column: Fans are excited as Casey comes up to 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, here's 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.

**Let's think about this...ten thousand eyes and five thousand tongues! Is that a lot of people? [Pause.] Absolutely! Try to imagine that crowd.**

Students use SEE/FEEL T-chart to capture examples during read aloud.

Students use SEE/FEEL T-chart to capture examples during read aloud.

I'm going to read this line again. *"Defiance glanced in Casey's eye, a sneer curled Casey's lip."* In our last lesson, we talked about the words *defiance* and *sneer*. *Defiance* means bold. And, *sneer* means a curling, mocking smile. Why do you think the author deliberately chose to use those two words to describe Casey at this moment in the game? [Pause.] Right, these words help us visualize what Casey looks like and give us a clue to how he is feeling at this moment. He is feeling good about himself and his actions show it!

- **Grab our T-chart again! We need to add to the SEE column. We want to say that the words defiance and sneer help us to see what Casey looks like at this moment.** [Model adding to your t-chart under the SEE column: Casey's defiance and sneer.]
- **I think we also need to add to the FEEL column. Let's add that we can also feel Casey's confidence at this point.** [Model adding to your t-chart under the FEEL column: Casey's confidence.]

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.

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.

We just read that one fan shouted, "Kill him! Kill the umpire!" This is a pretty harsh thing to say! Of course, we know that this fan didn't really mean to *kill* the umpire! What does this say about the emotion of the fans at this time in the game? [Pause.] Yes! The fans were upset. Casey was risking the win! Let's think about it though, just saying that they were upset wouldn't be as descriptive as quoting exactly what a fan was yelling. Remember, the more specific an author is with word choice, the less a reader has to imagine on his or her own to really understand what's happening.

- **Oh yes! We definitely need our T-chart! Let's add to the FEEL column. Let's say that the fans are really upset.** [Model adding to your t-chart under the FEEL column: Fans are really upset.]

Students use SEE/FEEL T-chart to capture examples during read aloud.

Students use SEE/FEEL T-chart to capture examples during read aloud.

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.

Let's reread: *"Fraud!" cried the maddened thousands, and the echo answered, "Fraud!"* Do you think this is another example of how the crowd feels? [Pause.] I agree. This time, they aren't upset at the umpire. Who is it this time? [Pause.] Right, but this time they are really upset at *Casey*!

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.

Whoa! The author made some very deliberate word choices here! He used phrases like "teeth are clenched with hate" and "pounds with cruel violence his bat upon the plate." What emotion do you think the author is trying to convey here? How do you think he wants to think Casey feels? [Pause.] I agree, the author wants us to know that all those mean yells coming from the crowd have him angry, very angry! Enough to clench his teeth and pound his bat on the plate. Can you see it? Can you *feel* it with Casey? I surely can!

- It's getting good and we need our T-chart! Let's add to the SEE column first. Let's write that the words the author uses here really help us to see that Casey is angry with the crowd. [Model adding to your t-chart under the SEE column: Casey is angry with the crowd.]
- But you know, this is such a good example of how the right words and phrases can make a reader see and feel, that I want to add this to the FEEL column as well. [Model adding to your t-chart under the FEEL column: Casey is angry with the crowd.]

Good job! We're almost there.

Oh, somewhere in this favoured land the sun is shining bright,

Students use SEE/FEEL T-chart to capture examples during read aloud.



<p>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><b>Guided Practice</b> (5 min) 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. You'll want your <i>SEE</i> and <i>FEEL</i> T-chart too. Grab your paper and get ready.</p> <p>Why do you think authors deliberately choose words and phrases that help a reader <i>see</i> and <i>feel</i> their story? [Pause.]</p> <p>What words and phrases did Thayer use in <i>Casey at the Bat</i> to help us visualize, or <i>see</i> the poem unfold? [Pause.]</p> <p>What words and phrases did Thayer use in <i>Casey at the Bat</i> to help us understand how the characters <i>feel</i> as the poem unfolds? [Pause.]</p> <p>How would the poem be different if Thayer didn't use such descriptive words and phrases? Would it be as interesting to read? [Pause.]</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>Students respond to guiding questions as they prep for independent practice.</p>
<p><b>Independent Work</b> (2 min) 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>Casey at the Bat is a poem with a lot of excitement, both on and off the baseball field! Write a descriptive paragraph telling what the fans at this baseball game look like and sound like. Start out at the beginning of the poem, work your way through the middle, and then wrap it up by describing the crowd of fans at the end.</p> <p>Remember that the use of figurative language helps a reader be able to "see" and "feel" what you're writing. Be sure to include some examples of figurative language to help your reader visualize as they read your descriptive paragraph.</p> <p>[Repeat prompt and directions 2 times.]</p>	<p>Students write a descriptive paragraph.</p>
<p><b>Closing</b> (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</p>	

## PBS Lesson Series

<b>look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b>	
---	--

English Language Arts Guidebook Units by the Louisiana Department of Education and LearnZillion is licensed under a Creative Commons Attribution 4.0 International License.