

ELA: Grade 5, Lesson 14, Casey at the Bat

**Lesson Focus:** An author’s point of view can impact a reader’s feelings and attitude as they read a text.

**Practice Focus:** Students will rewrite the last two stanzas of the poem, *Casey at the Bat*, to reflect an alternative ending.

**Objective:** Students will read *Casey at the Bat* and analyze the author’s point of view by looking at the author’s word choice.

**Academic Vocabulary:** point of view, perspective, rhyme scheme, theme

**TN Standards:** 5.RL.1, 5.RL.5.2, 5.RL.5.4, 5.RL.5.6, 5.W.TP.2

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 5, Lesson 14
- 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 14 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 fourth 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 14 which can be found on <a href="http://www.tn.gov/education">www.tn.gov/education</a></li> <li>●</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 determining the impact of the author's point of view 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 author's point of view.**

**Point of view is the perspective, or attitude, the author has toward a topic. I bet you already know a lot about point of view and perspective. In the last lesson, you were tasked with retelling the events of the poem from the perspective of Casey, who is a baseball player, or from the perspective of a fan who is watching the game. Do you think that Casey's point of view might be different from a fans point of view? [Pause.] Yes, of course they're different!**

**Let's think about this a bit deeper though. At the end of a sports game there is almost always a team that won and a team that lost. Even though both teams were at the same game, I bet they had a different perspective on how the game went. Think about a time when you either won or lost a game. How did your point of view change based on whether you won or lost? [Pause.]**

**Let me show you a few pictures of athletes and you try to think of words that might describe their point of view at the end of a game. On your paper, make a list of as many words or phrases as you can to describe the point of view of the players in these photos.**

- [Show slide L14-A.] **How would you describe the point of view of the athletes in this photo? [Pause.] Yes, this team lost the game. You can tell by how sad they look. Some words that describe these players are "disappointed", "frustrated", and "unhappy".**
- **What about this photo? [Show slide L14-B] How would you describe the point of view of the athletes here? [Pause.] That's right! These athletes must have won. You can tell by how happy and excited they are. The banner in that back that says "winners" helps too. Some words that describe these players are "joyful", "smiling", and "excited".**

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

Students create a list of words or phrases that describe the point of view of the players in the photos.

<p>In the poem <i>Casey at the Bat</i>, the author has a specific point of view that influences how we read the poem. Today while we read, we'll look at how the author's word choice gives us clues to better understand the author's point of view and how that perspective might have changed if the events of the poem were different.</p> <p>At the end of today's lesson, you'll have to rewrite the last two stanzas to reflect an alternative ending. In your writing, you'll show how the author might've written the poem if Casey had <i>hit</i> a homerun at the end. Pay close attention to how the poem is written so you can write an ending that rhymes and has good descriptive language. Let's get started!</p>	
<p><b>Teacher Model/Read-Aloud</b> (15 min)          Today as we read, we'll stop to jot down some notes on our paper. So to begin, let's write a header at the top of our notes. Go ahead and write in capital letters: <b>POINT OF VIEW NOTES</b>. [Pause and model, write: POINT OF VIEW NOTES.]</p> <p>Below the header, be ready to use bullet points to write down some notes. At the end of our reading, we'll put our thoughts together to help prepare you for your independent practice. Remember our focus today is the author's point of view. We'll use what we learn today to rewrite the last two stanzas to reflect an alternative ending.</p> <p>Let's get started!</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>A straggling few got up to go, leaving there the rest          With that hope that springs eternal within the human breast;          For they thought if only Casey could get one whack, at that          They'd put up even money, with Casey at the Bat.</p> <p>You might remember that there are different types of point of view, such as 1st-person, 2nd-person, and 3rd-person. Can you tell what point of view the author uses in this poem? [Pause.] If you said "3rd-person", then you're right. Great job! But how can we tell that this poem is written in 3rd-person? [Pause.] I know that this poem is written in 3rd-person, because the narrator is not in the story. The narrator is describing other characters such as the fans and the baseball players. There are no words, such as</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 label paper "POINT OF VIEW NOTES" to use throughout lesson.</p>

**“I”, “me”, “we”, or “my.”** Instead, the narrator uses words such as the character’s names or words like **“they”** to describe the people in the poem.

- **On your notes, make your first bullet point and write: third-person.** [Pause and model writing on your notes: •*third-person.*] **This will help you to write in third-person when you rewrite the last two stanzas for independent practice. We want to make sure you talk about the other characters, not yourself. Let’s move on.**

**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.**

Looking at this stanza, we get an idea about how the author views the players Flynn and Blake. How does the author feel about these players? [Pause.] If you said that the author doesn’t think Flynn and Blake are good baseball players, then you are right! We know this because the narrator calls them a **“pudding”** and a **“fake”**. Those aren’t good descriptions for players that are about to bat.

- **Let’s write this in our notes. On your notes, make your second bullet point and write: doesn’t think Flynn and Blake are good baseball players.** [Pause and model writing on your notes: •*doesn’t think Flynn and Blake are good baseball players.*] **Okay. Let’s move on.**

**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!**

**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 these stanzas, the unexpected happens. Flynn and Blake actually do well and Casey is about to bat. Because of the author’s point of view on these players in earlier stanzas, you may have thought that they would’ve done poorly. Do you think the author did this on purpose? [Pause.] **Maybe. We’ll see if we can get a more definitive answer as we continue reading.**

- **But first, what do you think the author’s point of view is on Casey?** [Pause.] **Yes! I think the author likes Casey too. I know this because the author describes Casey as**

Students add notes to their notes page using bullets.

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**“mighty”.** [Point to text or highlight text.] **For your third bullet point, let’s write: thinks Casey is a good baseball player.** [Pause and model writing on your notes: •*thinks Casey is a good baseball player.*] **Let’s keep reading!**

**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.**

**In this stanza, the author is simply describing what is happening. Notice the line “There was ease in Casey’s manner as he stepped into his place”.** [Point to text or highlight text.] **What message is the author trying to show in this line?** [Pause.] **Word choice matters, so when the author uses the word “ease” to describe Casey’s manner we know that Casey is calm. Most people would probably feel a lot of pressure in that moment, but Casey doesn’t. As we read, pay attention to how the author uses certain words to make a point.**

**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.**

**Up until this point what characters has the author focused his attention on?** [Pause.] **That’s right! The author focuses almost all of his attention on the fans and the Mudville players, especially Casey. I think this is an important detail, so let’s write it in our notes. For your fourth bullet point, write focuses on the Mudville players and on the fans.** [Pause and model writing on your notes: •*focuses on the Mudville players and fans.*]

**Now, why do you think the author hasn’t focused on the other team?** [Pause.] **Maybe the author wants us to focus on the Mudville team and the Mudville fans because that’s where the theme of the poem is. Remember theme means the message, or lesson, that the author is trying to reveal. As we read, think about what lesson the author is trying to express in the poem *Casey at the Bat*.**

**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.**

Students add notes to their notes page using bullets.

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.

Some interesting things occur in these two stanzas. Can you name them? [Pause.] Let's see if you're right. 1) Casey let the first strike go without swinging. That doesn't seem like a good idea, and 2) The fans get very angry at the umpire, so much so that they yell "Kill him!" The poem even goes on to say "it's likely they'd have killed him had not Casey raised his hand".

[Point to text or highlight text.]

- **Now this seems like an overreaction. Do you think the fans would've really killed the umpire?** [Pause.] **No, of course not. Here is an example of the author using an exaggeration to explain just how enthusiastic the fans were. That fact that the author exaggerates is another note we can add to our point of view notes. For your fifth bullet point, write: exaggerates.** [Pause and model writing on your notes: •*exaggerates*. Spell the word out loud as you write to help students as they write their notes.] **E-X-A-G-G-E-R-A-T-E-S. Okay let's keep reading.**

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.

What effect does Casey have on the fans? [Pause.] Casey seems very much like a leader or a hero. He is able to calm the fans down even when they are angry. But do you think it was a good idea for Casey not to swing at the first two pitches. [Pause.] I agree. Casey may be confident and a good leader, but he shouldn't think so highly of himself.

Students add notes to their notes page using bullets.

Let's pay close attention to the last two stanzas. Those are the ones that you will rewrite in order to make an alternative ending. In this next stanza, focus on the rhyme scheme.

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.

Rhyme scheme is the pattern that a rhyme makes. You may have noticed that the first and second lines rhymed using the words "hate" and "plate", the third and fourth lines rhymed using the words "go" and "blow". The pattern that the author uses is AABB, meaning in a stanza with 4 lines the first two lines will rhyme with the same sound and the last two lines will rhyme with another sound.

- This might be helpful on your notes. For your sixth bullet point write, AABB. [Pause and model writing on your notes: • AABB.] Make sure to capitalize AABB as you write.

On to the last stanza!

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.

Now, did you notice the difference between the first 3 lines of the last stanza and the last line? Let's think about this a bit more. I'm going to reread the first 3 lines from the stanza and I want you to visualize the scene. Ready? Close your eyes and visualize.

"Oh, somewhere in this favoured land the sun is shining bright,  
The band is playing somewhere, and somewhere the hearts are light,  
And somewhere men are laughing, and somewhere children shout."

What did you visualize? On the back of your notes, draw a picture of the scene. I'll draw with you. [Pause and model flipping the paper over and drawing the scene. Draw a sun shining, draw a band or instruments or musical notes, draw men laughing and children shouting.] What words would you use to describe this scene? [Pause.] Happy? I think so too.

Students add notes to their notes page using bullets.

Students turn their notes page over and draw what they visualized.

<p><b>Now let's think about the last line. "But there is no joy in Mudville--mighty Casey has struck out" [Point to text or highlight text.] Do you think this is a <i>happy</i> line? [Pause.] No, of course not. We know this because the author uses the phrase "there is no joy" and also says that Casey struck out. We know that since Casey struck out the Mudville team lost, which makes the fans sad.</b></p> <p><b>Why do you think the author chose to write the last stanza this way? [Pause.] It seems like the author wanted to create a surprise ending. The author does this by using specific word choice. He first describes a happy scene to make us think that the Mudville fans are happy and that Casey helped win the game, but then in the last line we find out that the Mudville fans are not happy and that Casey struck out.</b></p> <p><b>This surprise ending might help us as we think about the theme. Let's think about this as we go over our notes.</b></p>	
<p><b>Guided Practice</b> (5 min)          [Show chart with notes.] <b>Okay. On our point of view notes it says: third-person, doesn't think Flynn and Blake are good players, thinks Casey is a good baseball player, focuses on the Mudville players and fans, exaggerates, and AABB.</b></p> <p><b>Let's add one more to our list. For your seventh bullet point, write: surprise ending</b> [Pause and model writing on your notes: •<i>surprise ending.</i>]</p> <p><b>Now what I'd like us to do is take a moment to put our ideas together and think about the author's point of view. I want you to try to answer two questions:</b></p> <ol style="list-style-type: none"> <li><b>1. How would you describe the author's point of view?</b> [Pause.]</li> <li><b>2. How did the author's point of view influence how a reader might understand this poem?</b> [Pause.]</li> </ol> <p>[Read questions 2 times.]</p> <p><b>Just below your notes, do a quick write in paragraph form to answer these two questions. Use your notes to help guide you. I'll write mine, while you write yours. Ready? Go.</b> [Pause and model writing: <i>The author tells the poem from a third-person point of view, focusing on the Mudville players and the Mudville fans. The author sometimes uses exaggerated descriptions to explain the emotions of the fans and the events that occur. At the end, the</i></p>	<p>Students add notes to their notes page using bullets.</p> <p>Students respond to guiding questions as they prep for independent practice.</p>



*author uses specific word choice to create a surprise ending that is shocking to readers who expected Casey to hit the ball.]*

Okay, I bet you are on the right track. Let me show you my answer. I just quickly wrote:

- The author tells the poem from a third-person point of view, focusing on the Mudville players and the Mudville fans. The author sometimes uses exaggerated descriptions to explain the emotions of the fans and the events that occur. At the end, the author uses specific word choice to create a surprise ending that is shocking to readers who expected Casey to hit the ball.

Did you write something similar? [Pause.] With all this in mind, what do you think the theme of the poem is? [Pause.] I bet you said something like, “don’t be overconfident or cocky”. I think you’re right.

- Do you think the author’s point of view helped reveal this theme? [Pause.]
- Do you think the author’s view of Casey and the fans helped express this theme? [Pause.]
- How about the surprise ending? Why do you think the author wanted us to be surprised? [Pause.]

These are all great questions to get us thinking about the impact point of view can have on a story or poem. But do you think the author’s point of view would be different had Casey hit a homerun? That’s what I want you to write about! Think you’re up for it?

**Independent Work** (2 min)

[Show slide L14-C.] **You’ve done an outstanding job today and now I have a challenge for you. I’m going to tell you your task for this lesson. Be sure to write down the directions I give you. I will read the directions twice.**

I want you to write an *alternative* ending for the poem. That means, you will rewrite the last two stanzas (4 lines each, 8 lines in total) to show what it would’ve been like if Casey had hit a homerun.

I want your poem to reflect the author’s point of view and voice, so use your notes to write this new ending. Focus on Casey and the fans. Use good descriptive language (you can even exaggerate to get your point across). Use the AABB rhyme scheme. And if you’re good, see if you can use your word choice to make a surprise ending!

Students rewrite the last two stanzas of the poem to make the poem reflect an alternative ending.

**PBS Lesson Series**

<p><b>You've done a great job this week writing descriptive paragraphs and narratives. Now it's time to try writing a poem. Let me repeat:</b></p> <p><b>Your independent practice for today is to rewrite the last two stanzas to show what it would be like if Casey had hit a homerun.</b></p> <p><b>Each stanza should have 4 lines using the AABB rhyme scheme, so in total today you will be writing 8 lines.</b></p> <p><b>Make sure to keep up with your work and have it ready for the next lesson!</b></p>	
<p><b><u>Closing</u> (1 min)</b> <b>I enjoyed working on this narrative poem, "Casey at the Bat" with you today! I can't wait to hear all about how you wrote your alternative ending! 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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