



## *“Language Arts Focus”*

### **Reference to Common Core State Standards:**

- ✓ [CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ✓ [CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- ✓ [CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)
- ✓ [CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### **Reference to Tennessee Language Arts Standards:**

- ✓ Language: Demonstrate control of Standard English through grammar usage and mechanics (CLE 3002.1.1); Understand and use a variety of sentence structures (CLE 3002.1.3)
- ✓ Writing: Write in a variety of modes for different audiences and purposes (CLE 3002.3.1); Employ various prewriting strategies (CLE 3002.3.2); Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole (CLE 3002.3.3); Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic (CLE 3002.3.4)
- ✓ Research: Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys. (CLE 3002.4.2); Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites. (CLE 3002.4.3)

### **Materials:**

Paper and pencil

### **Before the Game:**

Have students do the following activities based on their predictions of game experiences.

Section 1 - Write a descriptive narrative using action and sensory details about the game. Include at least one simile or metaphor. Take notes at the game.

Section 2 - Write a four-line, four-stanza poem about the baseball game. Include a baseball border or background. Include at least one simile or metaphor. Take notes at the game.

Section 3 - Write an essay comparing and contrasting early baseball (1920s) with today’s game. Include at least one simile or metaphor. Take notes at the game.

### **At the Game:**

1. Ask students to take notes of the ballpark and the game. What do they see, hear and smell? What does the park look like, what are its outstanding features? What is happening on the field?
2. Identify different perspectives to base your writings on (e.g. the players, baseballs, outfield fence, umpire, etc...)?



## **Beyond the Game:**

1. Have students compare their predictions to what their experience is actually like using specific game observations, similes and metaphors.
2. Use game observations to write a poem about the game using similes and metaphors.
3. Have students share their work with the class.



## *“The 5 W’s and an H”*

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- ✓ [CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- ✓ [CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)
- ✓ [CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### **Reference to Tennessee Language Arts Standards:**

- ✓ Language: Demonstrate control of Standard English through grammar usage and mechanics (CLE 3002.1.1); Understand and use a variety of sentence structures (CLE 3002.1.3)
- ✓ Writing: Write in a variety of modes, with particular emphasis on persuasion, for different audiences and purposes (CLE 3002.3.1); Employ various prewriting strategies (CLE 3002.3.2); Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole (CLE 3002.3.3); Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic (CLE 3002.3.4)
- ✓ Research: Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys. (CLE 3002.4.2); Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites. (CLE 3002.4.3)
- ✓ Logic: Use logic to make inferences and draw conclusions in a variety of complex oral and written contexts (CLE 3002.5.1); Analyze text for fact and opinion, cause/effect, inferences, evidence, and conclusions (CLE 3002.5.2); Analyze written and oral communication for persuasive devices (CLE 3002.5.3)
- ✓ Media: Evaluate the aural, visual, and written images and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain. (CLE 3002.7.1); Apply and adapt the principles of written composition to create coherent media productions (CLE 3002.7.4)

### **Materials:**

Notes from “Education Day” game, copy of Redbirds sports report, paper, and pencil

### **Before the Game:**

Introduce news writing as a genre to the class. Provide students sample sports articles and talk about the differences, especially noting different leads (feature leads vs. straight news leads). Discuss the facts of the articles versus the opinions. How much of the article is fact? How much opinion? What information should students obtain to write a news article based on a sporting event?

### **At the Game:**

Take notes of what is happening during the game. What are the important plays of the game for both the Redbirds and the visiting team? How are the fans reacting?



### **Beyond the Game:**

1. Using the information gathered from “Education Day,” have students answer the following questions:
  - a. What happened?
  - b. Who did it affect?
  - c. When did it happen?
  - d. Where did it happen?
  - e. Why did it happen?
  - f. How did it happen?
2. Use the data above to create the lead paragraph for a news story.
3. Discuss other effective means of lead paragraph writing. Do some reporters choose not to list the important facts of the game first? Why would this be?
4. Assign groups to record information for separate innings.

### **Other Variations:**

1. Pretend you are a TV sports newscaster. Prepare a presentation reporting on the game. Videotape the presentation.
2. Write the entire news story for the lead paragraph you wrote earlier.
3. Compare your news story to an actual story written or broadcasted about the same game you attended. Note the differences between the two.
4. Review the concepts of subjectivity and bias in writing and write a separate news article about the game from the point of view of the other team.



## “Changing the Outcome”

### Reference to Common Core State Standards:

- ✓ [CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ✓ [CCSS.ELA-Literacy.W.9-10.1a](#) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- ✓ [CCSS.ELA-Literacy.W.9-10.1b](#) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- ✓ [CCSS.ELA-Literacy.W.9-10.1c](#) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- ✓ [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- ✓ [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

### Reference to Tennessee Language Arts Standards:

- ✓ Language: Demonstrate control of Standard English through grammar usage and mechanics (CLE 3002.1.1); Understand and use a variety of sentence structures (CLE 3002.1.3)
- ✓ Writing: Write in a variety of modes, with particular emphasis on persuasion, for different audiences and purposes (CLE 3002.3.1); Employ various prewriting strategies (CLE 3002.3.2);
- ✓ Logic: Use logic to make inferences and draw conclusions in a variety of complex oral and written contexts (CLE 3003.5.1); Analyze text for fact and opinion, cause/effect, inferences, evidence, and conclusions (CLE 3002.5.2); Analyze written and oral communication for persuasive devices (CLE 3002.5.3)
- ✓ Literature: Understand the characteristics of various literary genres (CLE 3002.8.2); Recognize the conventions of various literary genres and understand how they articulate the writer’s vision (CLE 3002.8.3); Analyze works of American literature for what is suggested about the historical period in which they were written (CLE 3002.8.4); Know and use appropriate literary terms to derive meaning and comprehension from various literary genres (CLE 3002.8.5)

### Materials:

*Casey at the Bat*, pen, and paper

### Before the Game:

1. Provide each student with a copy of *Casey at the Bat*. Have students read the poem by Ernest Lawrence Thayer
2. Ask them to describe the ballpark, the crowd, the players, and the overall feel of the game as it is portrayed in the poem
3. When students have completed their descriptions, have them discuss as a class elements of the poem that they felt were effective
4. Upon completion of the discussion, have students develop interview questions that they would like to ask Casey after the game (these questions will be collected and used at a later date).

### At the Game:

Have students make general observations while at the game. To focus their attention, have them look at the crowd, the stadium, the players, crowd reaction, player reaction, surrounding area, the concourse, final result of the game (How did it end?), key plays of the game (situation, players involved, and what happened). Have students make observations focusing



on the different senses. Mention to students that they do not have to write a dissertation at the game, they are just making quick comments about things that catch their eye at the game.

### **Beyond the Game:**

1. Have students reread the poem *Casey at the Bat*. Based on the observations they made at the ballpark, have them rewrite Thayer's poem utilizing their own observations. The idea is to make their poem compatible with the game they just observed. They may want to choose a Redbirds player to write about.
2. Hand back the students' interview questions that they originally developed and see if those questions are relevant to the Casey (one of the Redbirds players) in their poem. If not, have them rewrite the question.



*“Casey at the Bat”*

Ernest Lawrence Thayer]

Published: The Examiner (06-03-1888)

The outlook wasn't brilliant for the Mudville nine that day;  
The score stood four to two, with but one inning more to play;  
And so, when Cooney died at first, and Burrows did the same,  
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest  
Clung to the hope which springs eternal in the human breast;  
They thought, if only Casey could but get a whack, at that,  
They'd put up even money now, with Casey at the bat.

But Flynn preceded Casey, as did also Jimmy Blake,  
And the former was a pudding, and the latter was a fake;  
So upon that stricken multitude grim melancholy sat,  
For there seemed but little chance of Casey's getting to that bat.

But Flynn let drive a single, to the wonderment of all  
and Blake, the much despised, tore the cover off the ball;  
And when the dust had lifted, and they saw what had occurred,  
There was Jimmy 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 recoiled upon 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.

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 gleamed 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.

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.

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 a scornful look from Casey, and the audience was awed.  
They saw his face grow stern and cold, they saw his muscled strain,  
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lips, his teeth are clenched in 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.

Oh! Somewhere in this favored land 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!