

# CASEY

# AT

# THE BAT

## STUDY GUIDE



The most famous poem ever written about baseball is “CASEY AT THE BAT”. Ernest L. Thayer was a Harvard educated newspaper reporter when he wrote the comic poem, which first appeared in the June 3rd, 1888 edition of the San Francisco Examiner. Originally titled “CASEY AT THE BAT: A Ballad Of The Republic Sung In The Year 1888”, it is one of the all time best loved poems of young readers...and older ones too.

## Who Really Invented Baseball?

Originally, a man named Abner Doubleday was given credit for inventing the game. Supposedly, Doubleday held the first game in 1839 in Cooperstown, NY where he was stationed as a Major General in the Union Army. The only problem is that Doubleday didn't actually graduate from West Point (The United States Military Academy) until 3 years later in 1842. So he could not have invented the game of baseball in 1839. Even so, Cooperstown, NY is now the home of the Baseball Hall Of Fame.

Historians now agree that baseball originated from a game called “Rounders” which was played in England. The first written set of rules for baseball was published in 1845 by a man named Alexander Cartwright, of the New York Knickerbockers Baseball club. Cartwright is considered to be the real inventor of baseball.



About A.C.T. For Youth

Since, 1999 the Atlantic Coast Theatre For Youth has been enlightening audiences across the United States with its entertaining and educational live theatre productions and workshop programs. The Atlantic Coast Theatre For Youth is a professional touring theatre company, based in Orlando, FL.

**Check out our website to discover more!**

**[www.atlantic-coast-theatre.com](http://www.atlantic-coast-theatre.com)**

## VOCABULARY WORDS

Take a look at the following words and their definitions. They will be used in the performance.

DESPISED- Disliked

PALL- Something forming a dark heavy covering

DOFF-To take something off, such as a hat

PETITION- A formal document appealing to an authority for a right or benefit

DUN- Grayish brown color

STRICKEN- Overcome by an illness, shock, or grief

GRANDEUR- Magnificence

HAUGHTY- Proud of oneself and looking down on others

SUFFRAGETTE- A woman who worked for the right for women to vote in political elections

MELANCHOLY- Thoughtful sadness

WRITHING- Twisting one's body about, as if in pain

MULTITUDE- A great number of things or people

## BASEBALL WORD-FIND

Find the 10 Baseball related words in the following puzzle.

Words can be found Up, Down, Diagonally, and Across (None are backwards).

P	I	T	C	H	E	R	E	L	I
F	Y	S	H	O	M	E	R	U	N
T	M	O	X	D	K	E	I	G	N
S	Q	G	U	I	T	O	P	S	I
L	V	C	R	T	H	H	M	B	N
I	O	T	A	N	F	T	U	S	G
D	S	B	K	W	J	I	N	O	T
E	R	C	A	T	C	H	E	R	Q
Q	E	S	L	O	M	P	V	L	X
H	O	M	E	P	L	A	T	E	D

Answers: 1.Batter, 2.Catcher, 3.Homeplate, 4.Homerun, 5.Inning, 6.Outfield, 7.Pitcher, 8.Slide, 9.Strike, 10.Umpire

## “TAKE ME OUT TO THE BALLGAME”

The lyrics for baseball’s famous anthem were written by Vaudeville Entertainer Jack Norworth on a piece of scrap paper as he rode on a New York City Subway in 1908. Albert Von Trizer composed the famous tune that we know today. Almost everyone knows the chorus of the song, but not many people are familiar with the two verses. Norworth’s original version was very popular, but he wrote a different version in 1927.

The lyrics to both are listed below.

### **Original 1908 Version**

Katie Casey was base ball mad.  
Had the fever and had it bad;  
Just to root for the home town crew,  
Ev’ry sou Nelly blew.  
On a Saturday, her young beau  
Called to see if she'd like to go,  
To see a show but Miss Kate said,  
"No, I'll tell you what you can do."

"Take me out to the ball game,  
Take me out with the crowd.  
Buy me some peanuts and cracker jack,  
I don't care if I never get back,  
Let me root, root, root for the home team,  
If they don't win it's a shame.  
For it's one, two, three strikes, you're out,  
At the old ball game."

Katie Casey saw all the games,  
Knew the players by their first names;  
Told the umpire he was wrong,  
All along good and strong.  
When the score was just two to two,  
Katie Casey knew what to do,  
Just to cheer up the boys she knew,  
She made the gang sing this song:

"Take me out to the ball game,  
Take me out with the crowd.  
Buy me some peanuts and cracker jack,  
I don't care if I never get back,  
Let me root, root, root for the home team,  
If they don't win it's a shame.  
For it's one, two, three strikes, your out,  
At the old ball game."

### **1927 Version**

Nelly Kelly loved baseball games,  
Knew the players, knew all their names,  
You could see her there ev'ry day,  
Shout "Hurray," when they'd play.  
Her boy friend by the name of Joe  
Said, "To Coney Isle, dear, let's go,"  
Then Nelly started to fret and pout,  
And to him I heard her shout.

"Take me out to the ball game,  
Take me out with the crowd.  
Buy me some peanuts and cracker jack,  
I don't care if I never get back,  
Let me root, root, root for the home team,  
If they don't win it's a shame.  
For it's one, two, three strikes, you're out,  
At the old ball game."

Nelly Kelly was sure some fan,  
She would root just like any man,  
Told the umpire he was wrong,  
All along, good and strong.  
When the score was just two to two,  
Nelly Kelly knew what to do,  
Just to cheer up the boys she knew,  
She made the gang sing this song.

"Take me out to the ball game,  
Take me out with the crowd.  
Buy me some peanuts and cracker jack,  
I don't care if I never get back,  
Let me root, root, root for the home team,  
If they don't win it's a shame.  
For it's one, two, three strikes, you're out,  
At the old ball game."

# **BEFORE THE SHOW ACTIVITIES**

- You will be seeing a live theatre production. What are the differences between a play and movies or TV? What kinds of theatre manners should be used when watching a play?
- As a class, practice singing the chorus of “Take Me Out To The Ball Game”. It may come in useful during the show.
- Review the background information provided on pages 1-3 of this study guide.

# **AFTER THE SHOW ACTIVITIES**

- In the play, Nelly says “It’s not if you win or lose, it’s how you play the game”. As a class, discuss why good sportsmanship is important in all kinds of competitions. What does it take to be a good winner...how about a good loser?
- Casey learns that eating healthy is important. Make a list of foods that you like to eat. Then go back and mark which foods are healthy and good to eat everyday, and which foods should only be eaten occasionally.
- Radio was a new invention that started being used around 100 years ago. It became very popular, and today almost everyone has a radio in their house or in their car. Brainstorm a list of items that have been invented in your lifetime. Which ones do you think will still be used 100 years from now?
- “Practice makes perfect” is a popular saying. Though Casey was a great baseball player, he strikes out partially because he doesn’t practice enough. Practice is important in many things– not just in sports. The actors who performed the play had to practice, or rehearse, their parts before acting them out for you. Write about something that you had to practice at to get better. Do you have to practice at it still?
- Performing poetry is lots of fun. Pick a favorite poem and perform it by yourself or with a partner. Don’t just read the poem, but really act it out. Think about using different movements and voices for different characters, like the actors did in the play. Bonus challenge: Write your very own poem and act it out!
- Proper preparation is very important before physical activity. Review good stretching and warm-up techniques with your Physical Education teacher. These exercises will keep your body in good condition and make you better prepared to participate in sports.
- Write us letters or draw us pictures, and tell us what you thought of the show! We love hearing from students and teachers.

Atlantic Coast Theatre  
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# Casey At The Bat

## National Standards: Kindergarten – 4<sup>th</sup> Grade

(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play, your students can meet aspects of several National Education Standards)

### NA-T.K-4.6

COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

- Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
- Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts

### NA-T.K-4.7

ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

- Students explain how the wants and needs of characters are similar to and different from their own
- Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances

### NA-T.K-4.8

UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

- Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life
- Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

### NA-M.K-4.9

UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

- Students demonstrate audience behavior appropriate for the context and style of music performed

### NSS-USH.K-4.1

LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITITES, NOW AND LONG AGO

- Understands family life now and in the past, and family life in various places long ago

### NSS-USH.K-4.4

THE HISTORY OF PEOPLES OF MANY CULTURES AROUND THE WORLD

- ERA 7: The Emergence Of Modern America (1890-1930)

### NPH.K-12.2

MOVEMENT CONCEPTS

- Applies movement concepts and principles to the learning and development of motor skills

### NPH.K-12.5

RESPONSIBLE BEHAVIOR

Demonstrates responsible personal and social behavior in physical activity sessions

### NPH-H.K-4.3

REDUCING HEALTH RISKS

- Identify responsible health behaviors
- Compare behaviors that are safe to those that are risky or harmful

### NL-ENG.K-12.2

UNDERSTANDING THE HUMAN EXPERIENCE

- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience

(THIS NEXT STANDARD APPLIES IF STUDENTS WRITE AND PERFORM THEIR OWN POETRY AS SUGGESTED IN THE STUDY GUIDE)

### NL-ENG.K-12.6

APPLYING KNOWLEDGE

- Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts

# Casey At The Bat

## National Standards: 5<sup>th</sup> Grade

(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play your students can meet aspects of several National Education Standards)

### NA-T.5-8.6

COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

- Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
- Students express and compare personal reactions to several art forms
- Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

### NA-T.5-8.7

ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

- Students describe and analyze the effect for publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

### NA-T.5-8.8

UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

- Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture

### NSS-USH.5-12.7

ERA 7: THE EMERGENCE OF MODERN AMERICA (1890-1930)

### NPH.K-12.2

MOVEMENT CONCEPTS

- Applies movement concepts and principles to the learning and development of motor skills

### NPH.K-12.5

RESPONSIBLE BEHAVIOR

Demonstrates responsible personal and social behavior in physical activity sessions

### NPH.5-8.3

REDUCING HEALTH RISKS

- Explain the importance of assuming responsibility for personal health behaviors

### NL-ENG.K-12.2

UNDERSTANDING THE HUMAN EXPERIENCE

- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience

(THIS NEXT STANDARD APPLIES IF STUDENTS WRITE AND PERFORM THEIR OWN POETRY AS SUGGESTED IN THE STUDY GUIDE)

### NL-ENG.K-12.6

APPLYING KNOWLEDGE

- Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts

**ATLANTIC COAST THEATRE FOR YOUTH– CASEY AT THE BAT**  
**Florida Sunshine State Standards: Pre-K-2<sup>nd</sup> Grades**

(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play, your students can meet aspects of several standards)

**TH.A.1.1**

***The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions***

Creates imagined characters, relationships, and environments using basic acting skills

Creates individually and in groups, animate and inanimate objects through the movement of the human body

**TH.C.1.1**

***The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present***

Expresses remembered ideas, feelings, and concepts of daily activities through dramatic play

Understands how we learn about ourselves, our relationships, and our environment through forms of theatre

Understands characters, situations, and dramatic media from the stories and dramas of various cultures

**TH.D.1.1**

***The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media***

Portrays imaginary sensory experiences through dramatic play

Gives reasons for personal preferences for formal and informal performances

Understands appropriate audience responses to dramatic presentations

Understands how theater communicates events of everyday life

Understands the similarities and differences between play acting, pretending, and real life

**TH.E.1.1**

***The student understands applications of the role of theatre, film, television, and electronic media in everyday life***

Understands the similarities and differences among how emotions are expressed in theatre, dramatic media, music, dance, and visual art

Cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes

**MU.D.1.1**

***The students listens to, analyzes, and describes music***

Understands how music can communicate ideas suggesting events, feelings, moods, or images

**MU.E.2.1**

***The student understands the relationship between music and the world beyond the school setting***

Knows appropriate audience behavior in a given music setting

**LA.C.1.1**

***The student uses listening strategies effectively***

Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules

Recognizes personal preferences in listening to literature and other material

Retells specific details of information heard, including sequence of events

**LA.E.1.1**

***The student understands the common features of a variety of literary forms***

**PE.A.3.1**

***The student analyzes the benefits of regular participation in physical activity***

Identifies changes in the body during physical activity

**PE.B.1.1**

***The student achieves and maintains a health enhancing level of fitness***

Knows various warm-up and cool down exercises

**PE.B.2.1**

***The student demonstrates responsible personal and social behavior in physical activity***

Follows instructions by an instructor or group leader

Identifies appropriate behaviors for participating with others in physical activity settings

**HE.A.1.1**

***The student comprehends concepts related to health promotion and disease prevention***

Understands positive health behaviors that enhance wellness

**HE.B.1.1**

***The student knows health-enhancing behaviors and how to reduce health risks***

Knows and practices good health habits

Identifies safe and unsafe behaviors

## **ATLANTIC COAST THEATRE FOR YOUTH– CASEY AT THE BAT**

### ***Florida Sunshine State Standards: 3rd-5th Grades***

(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play, your students can meet aspects of several standards)

#### **TH.A.1.2**

***The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions***

Creates imagined characters, relationships, and environments using basic acting skills

#### **TH.C.1.2**

***The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present***

Understands how theatre is an interpretation of actual events in history and everyday life

Understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods

#### **TH.D.1.2**

***The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media***

Knows how theatre uses visual elements (e.g. set design and costuming), sound (e.g. sound effects and vocal inflection), and movement (e.g. staging and character portrayal) to communicate

Understands the similarities and differences between real life and the theatre's representation of life (e.g. the meaning of the concept, "willing suspension of disbelief")

Articulates emotional responses to the whole, as well as parts of, dramatic performances

#### **TH.E.1.2**

***The student understands applications of the role of theatre, film, television, and electronic media in everyday life***

Understands theatre as a social function and theatre etiquette as the responsibility of the audience

Collaborates in the construction of formal and informal productions

#### **MU.E.2.2**

***The student understands the relationship between music and the world beyond the school setting***

Knows and applies appropriate audience behavior in various musical settings

#### **LA.C.1.2**

***The student uses listening strategies effectively***

Listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches

Identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations

#### **LA.E.1.2**

***The student understands the common features of a variety of literary forms***

Identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of non-fiction

Understands the development of plot and how conflicts are resolved in a story

#### **PE.A.3.2**

***The student analyzes the benefits of regular participation in physical activity***

Describes healthful benefits that result from regular participation in vigorous physical activity

#### **PE.B.1.2**

***The student achieves and maintains a health-enhancing level of physical fitness***

Knows how proper stretching increases flexibility and understands why flexibility is important

#### **HE.A.1.2**

***The student comprehends concepts related to health promotion and disease prevention***

Knows how personal health behaviors influence individual well-being

#### **HE.B.1.2**

***The student knows health-enhancing behaviors and how to reduce health risks***

Knows the importance of assuming responsibility for personal health habits