

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.

FIND COOPERSTOWN, NY ON A MAP!



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

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

*****Try writing a Sentence using 3 of these Vocabulary words.**

BONUS: Write a paragraph using ALL OF THE WORDS.***

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
216 Clarinet Way
Davenport, FL 33896**

“WRITE YOUR OWN PLAY” ADAPTATION ACTIVITY

PLAYWRITING TIPS

- Every good play has to start somewhere.
- Sometimes the idea for a play comes completely from the playwright’s imagination.
- Sometimes the idea is created from a book or a story.
- The writer uses the original book or story as an inspiration.

AN ADAPTATION IS...

~A New Play Based On A Book Or A Story~

1-Pick a story with characters that will make your play interesting. You can also create new characters.
Remember it is your adaptation!

2- Make a ‘Road Map’– outline the plan of how you want your play to be written. Don’t be afraid to change your mind. Sometimes creativity needs to take a detour!

3- Write your dialogue (what the characters say).
Try to write dialogue that is realistic and not too formal.
It will sound closer to how people really talk.

Be a SCENIC ARTIST Activity

A SCENIC ARTIST, sometimes known as a SET DESIGNER, creates visual art for theatre performances.



Multiple Places In One Set

Often, a scenic artist has the challenge of designing the scenery for a play that happens in many different places. Sometimes the scenery can be moved, but sometimes a “UNIT SET”, or scenery that stays in place for the entire show is used. Pick a story that you like that happens in multiple locations. Design a non-moving “UNIT SET” for the stage version of the story you chose.



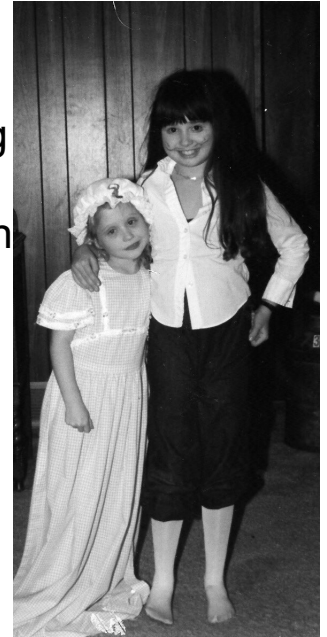
All About The Actors

Noel Holland & Don Gruel

You will be seeing professional actors!
That means they act for their jobs!
An interesting fact about the actors:
They started acting when they were YOUR age!



NOEL HOLLAND– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

DON GRUEL– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!

Get involved in a play at school or in your community!

ACT For Youth loves to receive letters from our audience!



You will write letters all of your life!
You will write letters in school, to
correspond with friends and family,
and for your job one day!
It is very important to know
how to write a good letter.

Your teachers may want you to
write your letter in a proper
letter-writing style or format.
Here is an example of one style!

YOU CAN SEND US

**~A DRAWING~
~WHAT YOU LEARNED~
~YOUR FAVORITE PART~**

**Your Opinions Count!
They Help Us When
We Write
New Shows!**

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

Don Gruel & Noel Holland

Get your letters to your teacher or the school
office so they can mail them to ACT For Youth
(or the sponsor of the show).

**Atlantic Coast Theatre
216 Clarinet Way
Davenport, FL 33896**

FL STANDARDS CONNECTIONS:

ELA.K12.EE.4.1, ELA.K12.EE.3.1

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.3.1: Make inferences to support comprehension.

ACTIVITIES:

-Watching the performance and engaging in follow-up discussion

ELA.K.V.1.2, ELA.1.V.1.2, ELA.2.V.1.2, ELA.3.V.1.3, ELA.4.V.1.3, ELA.5.V.1.3

ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.

ELA.1.V.1.2: Identify and use frequently occurring base words and their common inflections in grade-level content.

ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.4.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ACTIVITIES:

-Vocabulary

ELA.K.V.1.1, ELA.1.V.1.1, ELA.2.V.1.1, ELA.3.V.1.1, ELA.4.V.1.1, ELA.5.V.1.1

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ACTIVITIES:

-Using vocabulary words in writing

ELA.K.R.1.3, ELA.1.R.2.4, ELA.2.R.2.4, ELA.3.R.2.3, ELA.4.R.2.3, ELA.5.R.2.3

ELA.K.R.1.3: Explain the roles of author and illustrator of a story.

ELA.1.R.2.4: Identify an authors opinion(s) about the topic.

ELA.2.R.2.4: Explain an authors opinion(s) and supporting evidence.

ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.

ELA.4.R.2.3: Explain an authors perspective toward a topic in an informational text.

ELA.5.R.2.3: Analyze an authors purpose and/or perspective in an informational text.

ACTIVITIES:

-Ernest L Thayer Biography Information

ELA.K.R.3.3, ELA.1.R.3.3, ELA.2.R.3.3, ELA.3.R.3.3, ELA.4.R.3.3, ELA.5.R.3.3

ELA.K.R.3.3: Compare and contrast characters experiences in stories.

ELA.1.R.3.3: Compare and contrast two texts on the same topic.

ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.

ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.

ELA.5.R.3.3: Compare and contrast primary and secondary sources related to the same topic.

ACTIVITIES:

-TAKE ME OUT TO THE BALLGAME- Original 1908 and later 1927 Versions.

ELA.K.R.1.1, ELA.K.R.1.3, ELA.1.R.1.1, ELA.1.R.1.2, ELA.2.R.1.1, ELA.2.R.1.2, ELA.3.R.1.1, ELA.3.R.1.2, ELA.4.R.1.1, ELA.4.R.1.2, ELA.5.R.1.1, ELA.5.R.1.2

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

ELA.K.R.1.3: Explain the roles of author and illustrator of a story.

ELA.1.R.1.1: Identify and describe the main story elements in a story.

ELA.1.R.1.2: Identify and explain the moral of a story.

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

ELA.2.R.1.2: Identify and explain a theme of a literary text.

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.

ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

ELA.4.R.1.2: Explain a stated or implied theme and how it develops, using details, in a literary text.

ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

ELA.5.R.1.2: Explain the development of stated or implied theme(s) throughout a literary text.

ACTIVITIES:

-Post-Show Discussion

ELA.K.C.1.3, ELA.1.C.1.3, ELA.2.C.1.3, ELA.3.C.1.3, ELA.4.C.1.3, ELA.5.C.1.3

ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

ELA.1.C.1.3: Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.

ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

ELA.4.C.1.3: Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.

ELA.5.C.1.3: Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

ACTIVITIES:

-Write a letter to the actors

ELA.K.C.1.2, ELA.1.C.1.2, ELA.2.C.1.2, ELA.3.C.1.2, ELA.4.C.1.2, ELA.5.C.1.2

ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

ELA.4.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

ELA.5.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

ACTIVITIES:

-Write Your Own Play

-Before The Show Activities, Telling A Story Through Song

-After The Show Activities, Write A Story

SS.K.G.1.2 / SS.1.G.1.2 / SS.2.G.1.1 / SS.3.G.1.1 / SS.4.G.1.4 / SS.5.G.1.2

- SS.K.G.1.2:** Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.1.G.1.2:** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
- SS.2.G.1.1** Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.3.G.1.1:** Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- SS.4.G.1.4:** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
- SS.5.G.1.2:** Use latitude and longitude to locate places.

ACTIVITIES:

-Who Really Invented Baseball- FIND COOPERSTOWN, NY ON A MAP

TH.K.C.2.1. / TH.K.C.3.1 / TH.1.C.2.2 / TH.1.C.3.1 / TH.2.C.1.1 / TH.2.C.1.2 / TH.2.C.3.1 / TH.3.C.1.2 / TH.3.C.3.1 / TH.4.C.3.1 / TH.4.C.3.3 / TH.5.C.2.3 / TH.5.C.3.1 / TH.68.C.1.3 TH.68.C.2.4)

- TH.K.C.2.1.** Respond to a performance and share personal preferences about parts of the performance
- TH.K.C.3.1** Recognize that individuals may like different things about a selected story or play
- TH.1.C.2.2** Identify elements of an effective performance
- TH.1.C.3.1** Share opinions about selected plays
- TH.2.C.1.1** Describe a character in a story and tell why the character is important to the story
- TH.2.C.1.2** Respond to a play by drawing and/or writing about a favorite aspect of it
- TH.2.C.3.1** Identify important characteristics to discuss when sharing opinions about theatre
- TH.3.C.1.2** Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production
- TH.3.C.3.1** Discuss the techniques that help create an effective theatre work
- TH.4.C.3.1** Identify the characteristics of an effective acting performance
- TH.4.C.3.3** Define the elements of a selected scene that create an effective presentation of an event or person
- TH.5.C.2.3** Defend an artistic choice for a theatrical work
- TH.5.C.3.1** Discuss alternate performance possibilities of the same character in the same play
- TH.68.C.1.3** Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards
- TH.68.C.2.4** Defend personal responses to a theatre production

ACTIVITIES:

-After The Show Activities, Post-Show Discussion of Sportsmanship

TH.K.S.1.1 / TH.1.O.3.1 / TH.1.S.1.1 / TH.2.C.2.2 / TH.2.S.1.1 / TH.3.O.3.1 / TH.3.S.1.1 / TH.4.S.1.1 / TH.5.H.3.2 / TH.5.S.1.1

- TH.K.S.1.1** Demonstrate appropriate audience behavior at a live performance.
- TH.1.O.3.1** Compare a play to an animated movie that tells the same story.
- TH.1.S.1.1** Exhibit appropriate audience etiquette and response.
- TH.2.C.2.2** Describe how an actor in a play, musical, or film creates a character.
- TH.2.S.1.1** Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
- TH.3.O.3.1** Compare the characteristics of theatre to television and movies.
- TH.3.S.1.1** Demonstrate effective audience etiquette and constructive criticism for a live performance.
- TH.4.S.1.1** Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.5.H.3.2** Compare theatre to other modes of communication.
- TH.5.S.1.1** Describe the difference in responsibilities between being an audience member at live or recorded performances.

ACTIVITIES:

- Before The Show Activity, Theatre Manners

TH.K.S.2.1, TH.1.S.3.1, TH.2.S.3.1, TH.3.S.3.1, , TH.4.S.3.1, TH.5.S.3.1

- TH.K.S.2.1** Pretend to be a character from a given story.
- TH.1.S.3.1** Use simple acting techniques to portray a person, place, action, or thing.
- TH.2.S.3.1** Create imagined characters, relationships, and environments using basic acting skills.
- TH.3.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.
- TH.4.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story.
- TH.5.S.3.1** Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

ACTIVITIES:

- After The Show Activities, Performing Poetry

VA.K.S.1.2, VA.1.S.1.3, VA.2.S.3.1, VA.3.S.3.1, VA.4.S.3.1, VA.5.S.3.1

-**VA.K.S.1.2** Produce artwork influenced by personal decisions and ideas.

-**VA.1.S.1.3** Create works of art to tell a personal story.

-**VA.2.S.3.1** Manipulate art materials and refine techniques to create two- and/or three-dimensional personal works.

-**VA.3.S.3.1** Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

-**VA.4.S.3.1** Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

-**VA.5.S.3.1** Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.

ACTIVITIES:

-After The Show Activities, Be A Set Designer

-Be A Scenic Artist Activity Sheet