Objective: Students will be able to:

- Review various poetic devices.
- Analyze several baseball poems, including “Casey at the Bat”, looking specifically for examples of poetic devices.
- Utilize creative and critical thinking skills to compose a sports poem.
- Respond to a peer's poem as part of the writing and revision process.

Time Required: 2 class periods

Advance Preparation:
- Select and print at least three different poems (one must be “Casey at the Bat”).

Materials Needed:
- A copy of the Reader Response worksheet for each student (included)

Vocabulary:

- **Alliteration** – Repetition of a sound at the beginning of a group of words
- **Hyperbole** – An exaggeration
- **Imagery** – Pictures, or images, in one’s mind that appeal to the senses
- **Metaphor** – A comparison not using “like” or “as”
- **Onomatopoeia** – Words that sound like their meaning
- **Personification** – Giving human qualities to non-human things
- **Simile** – A comparison using “like” or “as”
- **Stanza** – An arrangement of a certain number of lines, sometimes having a fixed length, meter, or rhyme scheme, forming a division of a poem.
Applicable Common Core State Standards:

CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literacy.RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCSS.ELA-Literacy.W.6.3, W.7.3, W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.4, W.7.4, W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Applicable Common Core State Standards (Continued):

CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.7.5, W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
1. Introduce this lesson by explaining that poetry is an important part of popular culture. Ask students if they can name any well-known poets or poems.

2. Review various poetic devices with students, including imagery, onomatopoeia, personification, hyperbole, tone, alliteration, metaphors, and similes. Students should be familiar with these devices so they will be able to find examples of them in various baseball-themed poems.

3. Explain that the connection between baseball and poetry goes back to the 19th Century. Walt Whitman published one of the first poems about baseball in 1855. Today, with the possible exception of "Casey at the Bat," not many people know about poems that have been written honoring baseball.

4. Distribute copies of “Casey at the Bat” by Ernest Thayer. Discuss that this is a narrative poem – or a poem that tells a story.

5. Read the poem aloud.

6. Lead a short discussion about the poem. Who are the Mudville nine? Why isn't the outlook brilliant for them? To what hope are the Mudville fans clinging?

7. Discuss tone and how phrases like "sickly silence" and "hope which springs eternal" are building tension in the poem, adding to the suspenseful mood that Thayer is building.

8. Finally, review the poem and point out examples of the literary devices covered earlier in this lesson.
   - Simile – “a muffled roar, like the beating of the storm waves”
   - Metaphor – “the former was a lulu, the latter was a cake”
   - Alliteration – “sickly silence” “deep despair”
   - Hyperbole – “Cooney died at first” “tore the cover off the ball”
   - Onomatopoeia – “whack” “roar” “rattled” “rumbled”
9. Distribute copies of the other baseball poems you selected earlier.

10. Have different students read each poem aloud while the rest of the class follows along.

11. Lead a discussion about the poems. Have students identify various poetic devices used by the poets. Ask students to point out examples of effective words and phrases. What affect do these words and phrases add to the poems?

12. On chart paper or the board, write the following prompt: "Imagine that you are at a sporting event such as a baseball game, a soccer game, a track meet, etc. What is the experience like?"

13. Start by listing any emotions or words that students associate with the prompt. For example, have students think of words to describe the sounds of the crowd, actions of the officials, etc.

14. Ask students to point out particularly effective words and phrases from the list. Circle or underline the suggested words and phrases. Review the lists and cross out any tired words, replacing them with words and phrases that are more vivid.

15. Encourage student involvement as you write a poem on the board based on the prompt. Utilize some of the poetic devices discussed in the lesson.

16. Introduce the activity.
Day 1

1. Explain to students that they will be creating their own sports poems. Students are free to choose the inspiration for their poems, but if they need prompting you may offer the following suggestions:
   - A favorite athlete of the past or present
   - A memorable sports event the student attended
   - The connection between sports and family

2. Direct students to use the list of words created earlier if they need inspiration.

3. Encourage students to make use of onomatopoeia, personification, hyperbole, alliteration, metaphors, and similes. Students may refer back to the poems you read in class if they would like examples.

4. Let students use the remainder of the class period to continue the draft of their poem. As students write, monitor their progress and provide guidance if needed.

Day 2

5. During the second class period, place students with a partner and distribute the Reader Response worksheets. Students should now exchange drafts of their poems and review their partner's work.

6. Students will use the remainder of the second class period to finish their Reader Response sheets, and begin revising their own work based on their partner's feedback.

Conclusion:

To conclude this lesson, have students complete their final drafts and illustrate their poems. You may also choose to have students read their finished work aloud in class.
Reader Response

Directions:
• Exchange your poem with a partner.
• Read your partner’s poem twice and answer the questions below.
• Give this sheet and the poem back to your partner.

1. Underline all of the examples of descriptive language in your partner’s poem.

2. In a sentence or two, tell your partner about one of the especially effective (well-placed and meaningful) words he or she used.

3. Put a star next to any word or phrase that creates a great image.

4. Give your partner one compliment about his or her poem.

5. What are three ideas you have to change your partner's poem?
   a. 
   b. 
   c. 