

Casey at the Bat

Multiple Choice

Identify the choice that best completes the statement or answers the question.

Read the poem Casey at the Bat, and then answer the following question(s).

- _____ 1. Read this line from the poem.

So upon that stricken multitude grim melancholy sat,

Which word has almost the OPPOSITE meaning as *melancholy*?

- | | |
|-----------------|--------------|
| a. satisfaction | c. gloom |
| b. wonder | d. happiness |
- _____ 2. Which words from the poem have almost the SAME meaning?
- | | |
|--------------------|-----------------------|
| a. tumult, roar | c. haughty, sturdy |
| b. scornful, stern | d. writhing, hurtling |
- _____ 3. Which word from the poem is a homonym?
- | | |
|-----------|-------------|
| a. sneer | c. pitcher |
| b. sphere | d. clenched |
- _____ 4. What is the baseball player Flynn like in the poem?
- | | |
|--|-------------------------------|
| a. He is disliked by the other ball players. | c. He is confident and proud. |
| b. He is bad luck. | d. He is sad. |
- _____ 5. Read these two lines from the poem.

**He stilled the rising tumult; he bade the game go on;
But one scornful look from Casey and the audience was awed.**

What can be concluded about Casey from these lines?

- | |
|---|
| a. He is angry with the audience. |
| b. He is the most important player in the game. |
| c. He is determined to win the game. |
| d. He has power over the audience. |
- _____ 6. How are Flynn and Blake ALIKE?
- | |
|---------------------------------------|
| a. Both are disliked by the audience. |
| b. Both come to bat after Casey. |
| c. Both make it to second base. |
| d. Both strike out. |
- _____ 7. Why does the audience cry "Fraud!" when the umpire calls the second strike?
- | |
|--|
| a. because they want Casey to hit a home run |
| b. because they think Casey is trying to lose the game |
| c. because they are angry with the umpire |
| d. because they think Casey was right to ignore the ball |

- _____ 8. How is the description of Casey in stanza 8 DIFFERENT from his description in stanza 10?
- a. In stanza 8, he is described as angry and proud, while in stanza 10, he is described as hopeful and caring.
 - b. In stanza 8, he is described as violent and cruel, while in stanza 10, he is described as loving and peaceful.
 - c. In stanza 8, he is described as proud and arrogant, while in stanza 10, he is described as kind and generous.
 - d. In stanza 8, he is described as strong and powerful, while in stanza 10, he is described as weak and small.

- _____ 9. What cultural influence inspired the author to write this poem?
- a. good sportsmanship
 - b. baseball as a favorite pastime
 - c. Casey as a well-known athlete
 - d. popularity of sports

- _____ 10. When Casey is at bat, what happens the FIRST time the pitcher throws the ball?



- a. Casey does not swing, and the umpire calls a strike.
- b. Casey hits the ball and runs to first base.
- c. Casey hits a home run.
- d. Casey swings but does not hit the ball.

- _____ 11. Which player "let drive a single"?
- a. Blake
 - b. Casey
 - c. Flynn
 - d. Cooney

- _____ 12. What effect does Casey's coming to bat have on the audience?
- a. It makes them silent with awe.
 - b. It makes angry with the umpire.
 - c. It makes them afraid.
 - d. It makes them yell loudly.

- _____ 13. How does the audience react differently in the beginning of the poem?
- a. A few get up to leave, while the rest stay.
 - b. Some yell for Casey, while others yell for Flynn.
 - c. A few are excited by the game, while the rest are bored by it.
 - d. Some yell for Blake, while others dislike him.

- _____ 14. Which player made it to second base BEFORE Casey came to bat?
- a. Flynn
 - b. Blake
 - c. Cooney
 - d. Barrows

Name: _____

ID: A

_____ 15. In the poem, with whom is the audience angry?



- a. Casey
- b. the umpire
- c. Cooney
- d. Flynn

_____ 16. Which of the following is a theme from the poem?

- a. Casey strikes out.
- b. Baseball is a popular sport.
- c. You should never be too confident.
- d. Disappointment occurs in Mudville.

_____ 17. What makes this selection a poem?

- a. the punctuation
- b. the meanings of the words at the bottom of the page
- c. the surprise ending
- d. the *aabb* rhyme scheme

_____ 18. Why does the poet sometimes quote the exact words the characters say in the poem?

- a. to help readers better understand the poem
- b. to make the poem seem like a story
- c. to present a problem between characters in the poem
- d. to show that the characters are real people

_____ 19. What is the poet's purpose in the FIRST stanza of the poem?

- a. to introduce the characters of the poem
- b. to explain the action of the poem
- c. to show what will happen later in the poem
- d. to set up the scene of the poem

_____ 20. The sound of the crowd and which of the following are ALIKE?

- a. a drum
- b. an earthquake
- c. a storm at sea
- d. barking dogs

Casey at the Bat Answer Section

MULTIPLE CHOICE

1. ANS: D

Skim the poem for the stanza that contains this line (a stanza is like a paragraph in a poem). Read this stanza, as well as the first two stanzas. Notice that the poet uses words similar to *melancholy*—such as *despair*—to describe how the audience feels. Which word from the answer choices has almost the opposite meaning?

Feedback	
A	Reread the third stanza. Use context clues to determine the word that has the opposite meaning of melancholy.
B	Use context clues to determine the meaning of melancholy. Does wonder have the opposite meaning?
C	This word is similar to the meaning of melancholy.
D	Correct!

PTS: 1 DIF: Bloom's Level: Application REF: Literature
 OBJ: Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. STA: 5: 1.2 TOP: Acquisition of Vocabulary
 KEY: antonyms | word relationships | context clues | inference | comprehension strategies | interpret | literary text ID: LA-05-00018

2. ANS: A

Read the answer choices carefully and think about the meaning of each word. If necessary, read the footnote definitions. Then read the stanzas of the poem that contain these words. Which pair of words has almost the same meaning?

Feedback	
A	Correct!
B	Reread the lines that use these words. Do these words have almost the same meaning?
C	These words have very different meanings.
D	Reread the lines that use these words. Use context clues to determine the meaning of each word.

PTS: 1 DIF: Bloom's Level: Application REF: Literature
 OBJ: Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. STA: 5: 1.2 TOP: Acquisition of Vocabulary
 KEY: synonyms | word relationships | context clues | comprehension strategies | interpret | literary text ID: LA-05-00019

3. ANS: C

A homonym is a word that has the same sound as another word but with a different meaning. Sometimes homonyms have the same spelling, and sometimes they don't. Read the answer choices carefully. Which word has more than one meaning?

Feedback	
A	Does this word have another meaning?
B	This word has only one meaning.
C	Correct!
D	This word is not a homonym.

PTS: 1 DIF: Bloom's Level: Application REF: Literature
 OBJ: Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. STA: 5: 1.2 TOP: Acquisition of Vocabulary
 KEY: homonyms | homophones | multiple meanings | literary text
 ID: LA-05-00020

4. ANS: B

Use the aids provided in the text to help you find out what Flynn is like. Summarize how others think of Flynn.

Feedback	
A	He may not be very popular, but we are not told that he is disliked. Reread stanzas three and four of the poem. What does the footnote tell you about Flynn?
B	Correct!
C	This answer is a better description for Casey. What word does the author use to describe Flynn?
D	Use the definitions of the words listed at the bottom of the poem to help you find the correct description for Flynn.

PTS: 1 DIF: Bloom's Level: Comprehension REF: Literature
 OBJ: Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.
 STA: 5: 1.8 TOP: Acquisition of Vocabulary
 KEY: informational aids | locate | footnotes | definition | literary text
 ID: LA-05-00259

5. ANS: D

Read stanzas 10 and 11 of the poem. How is Casey described? What can you conclude about him from this information?

Feedback	
A	Reread the two lines. Is Casey really angry with the audience?
B	Can you conclude that this is true from reading only these two lines?
C	Casey certainly wants to win the game, but can this be concluded from these lines?
D	Correct!

PTS: 1 DIF: Bloom's Level: Analysis REF: Literature
 OBJ: Make inferences based on implicit information in texts, and provide justifications for those inferences. STA: 5: 2.5
 TOP: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
 KEY: analyze | evaluate | recognize | identify | synthesize | literary text | multiple sources
 ID: LA-05-00028

6. ANS: A

Read stanzas 3 and 4 carefully. How are Flynn and Blake described in these stanzas? In what way are they similar?

Feedback	
A	Correct!
B	Reread stanzas 3 and 4. Both come to bat before Casey.
C	In stanza 4, Blake makes it to second base, but Flynn makes it to third.
D	Neither player strikes out in stanzas 3 and 4.

PTS: 1 DIF: Bloom's Level: Comprehension REF: Literature
 OBJ: Explain how a character's thoughts, words and actions reveal his or her motivations.
 STA: 5: 4.1 TOP: Reading Applications: Literary Text
 KEY: character | comparison | literary text ID: LA-05-00031

7. ANS: C

Skim the poem for the stanza where the audience says this. Then read the stanza before it. Why does the audience react in this way?

Feedback	
A	Can you conclude that the audience wants a home run based on stanzas 10 and 11?
B	Reread stanzas 10 and 11. Did the audience think this?
C	Correct!
D	Reread stanzas 10 and 11. Did the audience care why Casey ignored the ball?

PTS: 1 DIF: Bloom's Level: Application REF: Literature
 OBJ: Explain how a character's thoughts, words and actions reveal his or her motivations.
 STA: 5: 4.1 TOP: Reading Applications: Literary Text
 KEY: cause-and-effect relationship | poetry | literary text ID: LA-05-00033

8. ANS: C

Read the two stanza carefully. How is Casey described in stanza 8? How is he described in stanza 10? What are the differences between these two descriptions?

Feedback	
A	Is this how Casey is described in both stanzas?
B	Is Casey described as violent and cruel in stanza 10?
C	Correct!
D	Reread the two stanzas. What words best describe Casey?

PTS: 1 DIF: Bloom's Level: Comprehension REF: Literature
 OBJ: Explain how a character's thoughts, words and actions reveal his or her motivations.
 STA: 5: 4.1 TOP: Reading Applications: Literary Text
 KEY: character | comparison | contrast | literary text ID: LA-05-00030

9. ANS: B

Reread the poem looking for examples of culture. What example of culture expressed in the poem was likely a part of the author's life?

Feedback	
A	What is a more obvious topic of this poem?
B	Correct!
C	Reread the first stanza of the poem. What was probably popular at the time the poem was written?
D	What sport does the author use as the topic of his poem?

PTS: 1 DIF: Bloom's Level: Application REF: Literature
 OBJ: Explain the influence of setting on the selection. STA: 5: 4.2
 TOP: Reading Applications: Literary Text
 KEY: historical | cultural | context | identify | influence | literary text
 ID: LA-05-00228

10. ANS: A

Read stanza 8 of the poem. What does Casey do when the pitcher throws the ball?

Feedback	
A	Correct!
B	Reread stanza 8. Does Casey hit the ball?
C	Reread stanza 8. Does Casey hit a home run?
D	Reread stanza 8. Does Casey swing at the ball?

PTS: 1 DIF: Bloom's Level: Comprehension REF: Literature
 OBJ: Identify the main incidents of a plot sequence and explain how they influence future action.
 STA: 5: 4.3 TOP: Reading Applications: Literary Text
 KEY: details | facts | methods of development | chronological order | literary text
 ID: LA-05-00022

11. ANS: C

Read stanza 4 of the poem to determine the correct answer.

Feedback	
A	Stanza 4 says Blake tore the cover off the ball.
B	Does stanza 4 say that Casey did this?
C	Correct!
D	Is Cooney mentioned in stanza 4?

PTS: 1 DIF: Bloom's Level: Knowledge REF: Literature
 OBJ: Identify the main incidents of a plot sequence and explain how they influence future action.
 STA: 5: 4.3 TOP: Reading Applications: Literary Text
 KEY: details | facts | literary text ID: LA-05-00023

12. ANS: D

Read stanza 5 carefully. What does the audience do when Casey comes to bat?

Feedback	
A	Reread stanza 5. What did the 5,000 people do?
B	Reread stanzas 5 and 9. The audience did not become angry at first.
C	Reread stanza 5. Does the poet state or imply this?
D	Correct!

PTS: 1 DIF: Bloom's Level: Comprehension REF: Literature
 OBJ: Identify the main incidents of a plot sequence and explain how they influence future action.
 STA: 5: 4.3 TOP: Reading Applications: Literary Text
 KEY: cause-and-effect relationship | poetry | literary text ID: LA-05-00032

13. ANS: A

Read the first line of stanza 2 of the poem to determine the correct answer.

Feedback	
A	Correct!
B	Reread stanza 2. Does the audience yell for Flynn?
C	Reread stanza 2. Has the audience given up hope?
D	Stanza 3 suggests that everyone dislikes Blake.

PTS: 1 DIF: Bloom's Level: Comprehension REF: Literature
 OBJ: Identify the main incidents of a plot sequence and explain how they influence future action.
 STA: 5: 4.3 TOP: Reading Applications: Literary Text
 KEY: compare | comparison | contrast | character | literary text
 ID: LA-05-00027

14. ANS: B

Read stanzas 1–4 of the poem to determine the correct answer.

Feedback	
A	Stanza 4 says that Flynn made it to third base.
B	Correct!
C	Stanza 1 says that Cooney did not make it to first base.
D	What does the first stanza say about Barrows?

PTS: 1 DIF: Bloom's Level: Comprehension REF: Literature
 OBJ: Identify the main incidents of a plot sequence and explain how they influence future action.
 STA: 5: 4.3 TOP: Reading Applications: Literary Text
 KEY: details | facts | methods of development | chronological order | literary text
 ID: LA-05-00021

15. ANS: B

Read the second half of the poem, and pay attention to what the audience says. With whom is the audience angry?

Feedback	
A	Reread the second half of the poem. Is the audience angry with Casey?
B	Correct!
C	Reread the second half of the poem. Is the audience angry with Cooney?
D	Reread the second half of the poem. Is the audience angry with Flynn?

PTS: 1 DIF: Bloom's Level: Comprehension REF: Literature
 OBJ: Identify the main incidents of a plot sequence and explain how they influence future action.
 STA: 5: 4.3 TOP: Reading Applications: Literary Text
 KEY: analyze | conflict | identify | literary text ID: LA-05-00029

16. ANS: C

Cross off answer choices that do not tell a theme from the poem but instead tell a topic or an event. Decide which answer choice left best summarizes a lesson that can be learned from the poem.

Feedback	
A	He does, but that is an event. What is a lesson we can learn from Casey striking out?
B	Baseball is popular in Mudville, but what do you learn from Casey's actions? Why does he let the first two balls go by?
C	Correct!
D	This answer is not a theme. What do the words at the bottom reveal to you about Casey's attitude? How does the poem end?

PTS: 1 DIF: Bloom's Level: Application REF: Literature
 OBJ: Summarize stated and implied themes. STA: 5: 4.5
 TOP: Reading Applications: Literary Text
 KEY: theme | identify | lesson | explain | distinguish | literary text
 ID: LA-05-00281

17. ANS: D

Think about common characteristics of poems. What is a characteristic of “Casey at the Bat” and many other poems?

Feedback	
A	You need a more specific answer. What is a common element of poems that can also be found in this poem?
B	Many stories also have the meanings of words at the bottom of the page. What do you notice about the endings of the lines?
C	Many stories also have surprise endings. How is this written differently than a short story?
D	Correct!

PTS: 1

DIF: Bloom’s Level: Analysis

REF: Literature

OBJ: Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.

STA: 5: 4.6

TOP: Reading Applications: Literary Text

KEY: poem | genre | text type | fiction | rhyme | line | elements | characteristics | literary text

ID: LA-05-00245

18. ANS: B

Read the entire poem carefully. Look for lines that contain the characters’ exact words. Why do you think the poet chose to include these quotes?

Feedback	
A	Reread the poem. Do the quotes merely add meaning to the poem, or does the poet use the quotes to achieve something else?
B	Correct!
C	Reread the poem. Does the poet use the quotes to present problems between characters?
D	Reread the poem. Is the poet really trying to do this?

PTS: 1

DIF: Bloom’s Level: Analysis

REF: Literature

OBJ: Interpret how an author’s choice of words appeals to the senses and suggests mood.

STA: 5: 4.7

TOP: Reading Applications: Literary Text

KEY: purpose | analyze | literary text ID: LA-05-00025

19. ANS: D

Read the first stanza carefully. What information is given in this stanza? What does this information tell you about the poet’s purpose?

Feedback	
A	Reread the first stanza. Are all the characters mentioned?
B	Reread the first stanza. What action is explained?
C	Reread the first stanza. Why did the poet describe the game?
D	Correct!

PTS: 1

DIF: Bloom’s Level: Analysis

REF: Literature

OBJ: Interpret how an author’s choice of words appeals to the senses and suggests mood.

STA: 5: 4.7

TOP: Reading Applications: Literary Text

KEY: purpose | analyze | literary text ID: LA-05-00024

20. ANS: C

Read stanza 9 of the poem. What does the poet say the sound of the crowd is like?

Feedback	
A	Reread stanza 9. Does the poet compare the sound of the crowd to a drum?
B	Reread stanza 9. Does the poet mention an earthquake?
C	Correct!
D	Reread stanza 9. Are dogs mentioned?

PTS: 1

DIF: Bloom's Level: Knowledge

REF: Literature

OBJ: Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

STA: 5: 4.8

TOP: Reading Applications: Literary Text

KEY: compare | comparison | literary text | main idea

ID: LA-05-00026