



Lesson 3 – Pre-Visit “Take Me Out to the Ballgame” The Baseball Anthem

Objective: Students will be able to:

- Respond to the story told in the song “Take Me Out to the Ballgame” by summarizing the main idea and noting details.
- Identify narrative elements (characters, setting, and point of view) and retell the plot sequence of the song.
- Re-write the lyrics of “Take Me Out to the Ballgame”.

Time Required: 1 class period

Materials Needed:

- Printed copies of "Take Me Out to the Ballgame" lyrics for each student (included)
- Printed copies of the “Songwriting Worksheet” for each student (included)
- The means to listen to “Take Me Out to the Ballgame” (YouTube, Spotify, CD, etc.). Try to find a version that includes the full verses as well as the chorus.

Vocabulary:

Characters – The narrative element that describes who is involved in a story’s events

Chorus – The line or lines that are repeated in music, often with the same musical accompaniment

Lyrics – The words of a song, arranged in sections of verses and choruses

Plot – The narrative element that describes the events that happen in a story

Vaudeville - Theatrical entertainment consisting of a number of individual performances or acts by comedians, singers, dancers, acrobats, and magicians

Verse – A section of lyrics that tells part of the song’s story and is similar to a verse in a poem



Applicable Common Core State Standards:

CCSS.ELA-Literacy.RF.3.3, RF.4.3, RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.3.4, RF.4.4, RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



Applicable Common Core State Standards (*Continued*):

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, building on others' ideas and expressing their own clearly.



Lesson

1. To begin this lesson, have students share some of their favorite forms of entertainment. Students are likely to mention TV, video games, and movies among others.
2. Discuss that from about 1880 to 1920, the most popular form of entertainment in America was **vaudeville**. At the time, performers of all kinds toured the country in troupes and put on shows in big cities and small towns. A show would typically consist of 12 or more acts which could consist of comedy routines, juggling, singing, ventriloquism, dancing and magic. Vaudevillians were very versatile performers. They often stayed on the road for months or years at a time.
3. Explain that some elements of today's baseball popular culture come from vaudeville. The song "Take Me Out to the Ballgame" was written for vaudeville, and only later became a traditional part of a baseball game. Today it is one of the most easily recognized songs in America.
4. Give each student a copy of the lyrics for "Take Me Out to the Ball Game" (included).
5. Play the song "Take Me Out to the Ball Game" for students as they follow along.
6. Point out the song's **lyrics**, **verses** and **choruses**. Define each word. Discuss that the verses of the poem tell the song's story.
7. Ask students to look at the verses of "Take Me Out to the Ballgame" and identify the **characters**, setting, and point of view of the story told in the song.
8. Now have students retell the story's **plot**, in writing, using their own words.
9. Introduce the activity.



Activity

1. Duplicate the following chart on the board. Model how to create new lyrics, maintaining the original melody. You can use the lyrics in the example, or have the class make suggestions for new ones.

Line	Original Lyrics	New Lyrics
1	Take me out to the Ball Game	Let's drive out to the Yankees (or Dodgers, etc.)
2	Take me out with the crowd	All my friends want to go
3	Buy me some peanuts and Cracker Jack	Buy me a T-shirt and banner too
4	I don't care if I never get back	I sure hope there's no gum on my shoe!
5	Let me root, root, root for the home team	Let me scream, scream, scream for the Yankees (or Dodgers, etc.)
6	If they don't win it's a shame	Oh boy they will have such fame
7	For its one, two, three strikes you're out at the old ball game	Same as original

2. Pass out a Songwriting Worksheet to each student.
3. Challenge students to create new words for the "Take Me Out to the Ball Game" melody.

Conclusion:

To complete this lesson and check for understanding, invite students to sing or present their creative new songs for the class.



Songwriting Worksheet

Name _____

Create new words for the “Take Me Out to the Ball Game” melody.

1. Take me out to the ball game

2. Take me out to the crowd

3. Buy me some pea nuts and Cracker Jack

4. I don't care if I ever get back

5. Let me root, root, root for the home team

6. If they don't win it's a shame

7. For it's 1, 2, 3, strikes you're out at the old ball game



Take Me Out to the Ballgame

Written by Jack Norworth and Albert Von Tilzer in 1908

Verse 1:

Katie Casey was baseball mad,
Had the fever and had it bad.
Just to root for the home town crew,
Ev'ry sou¹, Katie 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."

Chorus:

"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 ever 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."

Verse 2:

Katie Casey saw all the games,
Knew all 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:

Chorus:

"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 ever 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."

¹ "Sou" - Cent