

## Bringing in the Sheaves Worksheet

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### *Verse 1*

Sowing in the morning, sowing seeds of kindness,  
Sowing in the noontide and the dewy eve;  
Waiting for the harvest, and the time of reaping,  
We shall come rejoicing, bringing in the sheaves.

### ***Refrain***

Bringing in the sheaves, bringing in the sheaves,  
We shall come rejoicing, bringing in the sheaves,  
Bringing in the sheaves, bringing in the sheaves,  
We shall come rejoicing, bringing in the sheaves,

### *Verse 2*

Sowing in the sunshine, sowing in the shadows,  
Fearing neither clouds nor winter's chilling breeze;  
By and by the harvest, and the labor ended,  
We shall come rejoicing, bringing in the sheaves.

### **Vocabulary**

In one or two words define the following terms from the poem.

*Verse 1:* sowing, dewy, reaping, sheaves

*Refrain:* Refrain, rejoicing

*Verse 2:* labor

*Verse 3:* sustained, grieves

**Word Pictures** Word pictures is another way of saying *imagery*. *Imagery* or *figurative language* helps us form a picture of what the author is trying to present. Discuss what these word pictures mean and, perhaps, without drawing a picture of Christ, illustrate your idea of the *imagery* or *figurative language* the author uses!

*Verse 1:* Sowing in the morning, seeds of kindness, sowing in the noontide, dewy eve, time of reaping

*Refrain:* bringing in the sheaves, we shall come rejoicing

*Verse 2:* burdens oppress, path ... clear

*Verse 3:* bid us welcome

**Mechanics** Verbally discuss

***Who is the speaker?*** (Does the speaker have a specific personality or has the author remained in the background so the message of the poem will be more clear?)

***What does the poem reveal about the speaker's character?*** (Sometimes, poems reveal nothing about the speaker's personal thoughts, feelings, or attitudes. Yet, the poem may demonstrate those character traits that are important to the author like courage, loyalty, perseverance, etc.)

***Is the speaker addressing someone in particular or is it to anyone?*** (Sometimes poems are not directed to anyone in particular, but to anyone that may read it.)

***Does the poem have a setting?*** (Does the author tell where the poem occurs? Is the poem about a specific event?)

***Is the poem about a particular event?*** (Is the event past or present? If it is about a past event, does the remembrance of the event have a particular meaning to the speaker?)

***Is the theme of the poem stated directly or indirectly?*** (Some poems are straightforward and are meant to be taken literally. In songs, the theme may be presented in the refrain or in the last few lines. Sometimes the theme is a little bit more difficult to discern as it is made with figurative language or symbols.)

How did you respond to the poem when you read it the first time?

***What point of view or perspective is the speaker?*** (What meaning do you think the poem has for the author?)

***How did you respond to the poem when you read it the first time?*** (Did your thoughts and feelings change after you took time to study it?)

**Comprehension Questions** Verbally discuss

***Verse 1:*** What does the author mean by sowing? Why? What does sowing remind you of? What does the author mean by the harvest and the time of reaping?

***Refrain:*** What are sheaves? What do the sheaves represent? Why should we rejoice?

***Verse 2:*** Why should we sow in the sunshine and in the shadows? What should not be feared? What will happen after the harvest and the labor is ended?

***Verse 3:*** Who is the sowing done for? Who will bid us welcome? When?

After reading this poem, what character traits did you think of? What does the Bible have to say about these character traits?

**What Does the Bible Say?**

Find Scripture proofs for each of the assertions or statements made for each of the three verses and the refrain.

Discuss the message of this poem with respect to the alternative education movement (i.e., homeschooling and private schooling). How does this helping to “bring in the sheaves”?

What does the Bible have to say about duty? Give Biblical examples of those demonstrating duty. Give historical examples, past and present, of those role modelling loyalty to duty.

What is the opposite of duty? Give Biblical examples and historical examples of same.

## **The Author/Poet**

Based on what you have studied about this poem so far, would you guess that the author was a Christian or a humanist? How did you arrive at your decision?

This poem or lyric was written by Knowles Shaw (1834-1878). Shaw was born 13 October 1834 in Butler County, Ohio, and died 7 June 1878, in a train wreck in McKinney, Texas. He is buried in Rushville, Indiana.

## **Geography**

Locate Ohio, Texas, and Indiana on a globe, map and atlas.

*Challenge* Locate Butler County (OH), McKinney (TX) and Rushville (IN) on a map or in an atlas.

Compare/contrast the weather of Ohio, Texas, and Indiana with your own for one week.

Make a meal from either Ohio, Texas, and Indiana for your family.

## **Activities**

1) Make your own book! Without making an image of Christ, draw pictures representing each verse. (Note: that will be four different illustrations). With construction paper and other items readily available at home, make a title page with the name of the song and the author's name which will be your book's cover. You may want to illustrate your cover and include this poem in your book.

2) Make your own play! Re-enact with your siblings or friends the message discussed in this poem. Keep it lively, simple, and short. You may want to end your play with singing a rousing chorus of this poem or reading Scripture verses. Videotape your creation.

3) Radio Drama! With a handheld tape recorder, create your own radio show dramatizing the message of this poem.

4) Be a Reporter! Either with your family camcorder or with a handheld tape recorder, "interview" various individuals that reflect the message of this poem (e.g., Founding Fathers, Charlemagne, Christopher Columbus, etc.). In order to have the fast paced style of a reporter, watch and/or listen to the news with your parents' permission. Keep the interviews lively, quick, and to the point.

Remain objective! Being objective means just reporting the facts and not giving your opinion of the situation.

5) What is one of the things you most enjoy? Is it literature? math? science? sports? cooking? Take that area of interest and relate that to this poem. If you enjoy dance, for example, develop a dance routine that physically expresses the sentiments of this poem. If you enjoy shop, create something out of wood that helps to clarify this poem. Do you enjoy creating stories? Write a story based on any time period you desire that expresses the sentiments of this poem. Do you enjoy creating things in the kitchen? Make an ancient meal from this time or develop your own meal that symbolizes the many different points this poem makes.

6) Poster. Create a poster illustrating the the author's view of the impact of *Bringing in the Sheaves*.

7) Scavenger Hunt. Go to the library to learn what you can about Knowles Shaw and share it with your family. If possible, discover the story behind this poem.