

Rescue the Perishing Worksheet
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Verse 1

Rescue the perishing, care for the dying,
Snatch them in pity from sin and the grave;
Weep o'er the erring one, lift up the fallen,
Tell them of Jesus, the mighty to save.

Refrain

Rescue the perishing, care for the dying,
Jesus is merciful, Jesus will save.

Verse 2

Though they are slighting Him, still He is waiting,
Waiting the penitent child to receive;
Plead with them earnestly, plead with them gently,
He will forgive if they only believe.

Refrain

Verse 3

Down in the human heart, crushed by the tempter,
Feelings lie buried that grace can restore;
Touched by a loving heart, wakened by kindness,
Chords that were broken will vibrate once more.

Refrain

Verse 4

Rescue the perishing, duty demands it;
Strength for thy labor the Lord will provide;
Back to the narrow way patiently win them;
Tell the poor wand'rer a Savior has died.

Vocabulary

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

Verse 1: perishing, o'er, erring

Verse 2: slighting, penitent

Verse 3: tempter, restore, chords, vibrate

Verse 4: duty, wand'rer

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 pictures of Christ, illustrate your idea of the *imagery* or *figurative language* the author uses!

Verse 1: snatch them

Verse 2: penitent child

Verse 3: human heart crushed by the tempter

Verse 4: strength for thy labor, tell the poor wand'rer

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 “rescue the perishing”? How do Christian schools “rescue the perishing”? Discuss: Does the author mean actually mean to “Weep o’er the erring one” or is the author referring to presenting the perishing in prayer as indicated by “lift up the fallen”

Verse 2: Discuss what the author means by “sighting Him”? What is He waiting for? Discuss: Should we be pleading or asking the Holy Spirit to allow the sinner believe?

Verse 3: Who is the tempter? Discuss in what ways the tempter crushes the sinner? Can the thoughts and feelings of the sinner be restored? Explain and discuss: “Chords that were broken will vibrate once more.”

Verse 4: What does duty demand? Who provides the strength for this labor? Who are we to tell? How does alternative education (i.e., homeschooling and Christian private schooling) prepare a Christian warrior for this task?

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 four verses and the refrain

Discuss this poem in light of the Cultural Mandate, the Dominion Mandate and the Great Commission

Cultural Mandate (what God said to Adam and Eve) ... And God blessed them, saying, Be fruitful, and multiply, and fill the waters in the seas, and let fowl multiply in the earth. (Genesis 1:28)

Dominion Mandate (what God said to Noah after the Flood) ... And God blessed Noah and his sons, and said unto them, Be fruitful, and multiply, and replenish the earth. (Genesis 9:1)

Great Commission (Jesus' command that reaffirmed the Cultural and Dominion Mandates) ... And Jesus came and spake unto them, saying, All power is given unto Me in heaven and in earth. Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you alway, even unto the end of the world. Amen. (Matthew 18:18-20)

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 Frances Jane (Fanny) Crosby (1820-1915). She was born 24 March 1820, in Putnam County, New York, and died 12 February 1915, in Bridgeport, Connecticut. At six weeks, Fanny was blinded by an incompetent doctor, but that did not deter her from writing over 8000 Christian songs.

She wrote under many pseudonyms (e.g., Cora Adrienne, Fannie Jane Alstyne, A. E. Andrews, James Apple, Alice Armstrong, Rose Atherton, Carrie Bell, Catherine Bethune, James Black, James L Black, James M. Black, Henrietta Blair, Florence Booth, Charles Bruce, Robert Bruce, Charles Burns, Mary Carlston, Leah Carlton, Fannie Church, Eleanor Craddock, Lyman G. Culyer, Ella Dale, Flora Dayton, D.D., D.D.R., Ryan A. Dykes, Rian A. Dykes, James Eliot, Lizzie Edmonds, Lizzie Edwards, F.A.N., F.J.C, F.J.V.A., Fannie, Fanny, Mrs. Edna Forrest, Carrie Frances, Grace J. Frances, Lillian G. Frances, S. Trevor Frances, Victoria Frances, Jenny Garnet, Jennie Glen, Frank Gould, Mrs. Kate Grinley, G.W.W., Ruth Harmon, Carrie Hawthorn, Frances Hope, Frances Hops, Annie James, Mary James, Sarah James, J.F.O., J.W.W., Myra Judson, Martha Lankton, H.N. Lincoln, W. Robert Lindsay, L.L.A., Minnie B. Lowry, Maud Marion, S. Martin, Sallie Martin, Sam Martin, Laura Miller, A. Montieth, Alice Montieth, Edna L. Park, Mrs. L.C. Prentice, Mrs. Kate Smiling, Sallie A. Smith, Sallie E. Smith, Sally Smith, Sam Smith, J.L. Sterling, Julia Sterling, Ryan Sterling, Victoria Sterling, Victoria Stewart, Ida Scott Taylor, The Children's Friend, Louise W. Tilden, Mary Tilden, Jenny V., Mrs. Van A., Fannie Van Alstyne, Fannie Jane Van Alstyne, Mrs. Van Alstyne, Mrs. Alexander Van Alstyne, Viola, Zemira Wallace, Carrie Wilson, Mrs. C.M. Wilson, ##, ###, '*', and ***).

Why do you think she wrote under so many pseudonyms?

Geography

Locate New York and Bridgeport (Connecticut) on a globe, map and atlas.

Challenge Locate Putnam County (New York) on a map or in an atlas.

Compare/contrast the weather of New York and/or Connecticut with your own for one week.

Make a meal from either New York or Connecticut for your family.

Activities

1) Make your own book! Without making an image of Christ, draw pictures representing each verse and the refrain. (Note: that will be five 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 this poem could illustrate (e.g., family members, Oliver Cromwell, George Mason, Patrick Henry, Alfred the Great, 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 *Rescue the Perishing*?

7) Scavenger Hunt. Go to the library to learn what you can about Frances Jane (Fanny) Crosby (1820-1915) and share it with your family. If possible, discover the story behind this poem.