

Our Best Worksheet

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Verse 1

Hear ye the Master's call, "Give Me thy best!"
For, be it great or small, that is His test.
Do then the best you can, not for reward,
Not for the praise of men, but for the Lord.

Refrain

Every work for Jesus will be blest,
But He asks from everyone his best.
Our talents may be few, these may be small,
But unto Him is due our best, our all.

Verse 2

Wait not for men to laud, heed not their slight;
Winning the smile of God brings its delight!
Aiding the good and true ne'er goes unblest,
All that we think or do, be it the best.

Refrain

Verse 3

Night soon comes on apace, day hastens by;
Workman and work must face testing on high.
Oh, may we in that day find rest, sweet rest,
Which God has promised those who do their best.

Refrain

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

Verse 1: ye, thy

Refrain: blest, talents, due

Verse 2: laud, heed, slight, ne'er

Verse 3: apace, hastens

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, draw your idea of the *imagery* or *figurative language* the author uses!

Verse 1: thy best, great or small, test

Refrain: talents may be few ... small

Verse 2: wait not for men, aiding the good

Verse 3: night soon comes, day hastens by

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: Whose call are we to hear? What are we to give? Why? What is His test? Who does He require this of (line 2)? Should one do his best for reward? Why? Should one's best be done for praise? Why? Who should one's best be done for? Why? Why do you think the term "Thy" was used? Why was Master capitalized?

Refrain: According to the author, who should the work be done for? Why? How will this work be received (line 1)? Explain and discuss: "Our talents may be few, these may be small, But unto Him is due our best, our all." (*Teaser Question: Who gives these talents?*)

Verse 2: What does the author tell us to not wait for? Why? Do you agree with the author? What brings delight? Explain and discuss: "Aiding the good and true ne'er goes unblest, All that we think or do, be it the best."

Verse 3: What soon comes (line 1)? What goes by fast (line 1)? Explain: "Workman and work must face testing on high." What has God promised to those that do their best?

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 this poem in light of ...

Matthew 22:37 "... Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind."

Luke 10:27 "... Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind."

Deuteronomy 6:5 "And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might."

Mark 12:30 "And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength ..."

Continue discussing this poem with respect to alternative education (i.e., homeschooling and private schooling). How may a young scholar give their best with respect to math? history? grammar? literature? civics? culture? foreign languages?, etc.

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?

The name of the author for this poem or lyric is S. C. Kirk in 1912

Geography

Locate any country of your choice on a globe, map and atlas.

Challenge Locate a city from this country on a map or in an atlas.

Compare/contrast the weather from this country with your own for one week.

Make a meal from this country 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 this poem could illustrate (e.g., family members, inventors, explorers, heads of state, civil servants, diplomats, laborers, farmers, bankers, 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 *Our Best*.

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