

The Work Must Go On Worksheet

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1) A glad message rings through the world today,
It echoes through the countries afar,
That the rising Sun, with celestial ray,
Scatters healing where'er men are.

Refrain

The good work must go on and on,
Till the world for the Lord is won,
Greater triumphs must be gained,
Greater heights in love attained,
Till the glorious day of God shall dawn.

2) There are many souls that were dark as night,
All shadowed by the blackness of sin,
That are glowing now with immortal light,
Since the glory of God shone in.

Refrain

3) There are hungry hearts that were starved for
bread,
But Jesus has supplied every need;
For on Him, the Bread of Life, they have fed
Till their spirits are glad indeed.

Refrain

4) And the deaf shall hear, and the blind eyes see;
The Word of God shall quicken and glow;
Christ the King of earth and heaven still shall be
Till His glory each heart shall know.

Refrain

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

Verse 1: celestial, where'er

Refrain: attained

Verse 2: immortal

Verse 4: quicken

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

Verse 1: message rings, Scatters healing

Verse 2: blackness of sin, glowing ... with immortal light

Verse 3: hungry hearts, Bread of Life

Verse 4: deaf shall hear, blind eyes see, quicken and glow

Mechanics are the nuts and bolts of a poem. 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.)

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 is the “glad message rings through the world today”? How may a “message” echo? Do students/teachers participate in this “glad message”? Can you relate same to math, science, literature, history, civics, etc.? How can healing “be scattered”? Did you notice the word “where’er”? What does it mean and why do you think the author chose to use this word?

Refrain: What is the “good work”? Why must it go on? How can a student and a scholar relate the “good work” to math, science, history, geography, civics, grammar, language arts, etc.? What is meant by “Greater triumphs must be gained”?

Verse 2: What is meant by “There are many souls that were dark as night”? What was shadowed? What is now glowing “with immortal light”? What made the difference? Explain and discuss, “Since the glory of God shone in.”

Verse 3: What is hungry? Do you think this is an odd expression? Who supplied every need? What is meant by “Bread of Life”? What is meant by being fed on the Bread of Life? What was glad? Why do you think this is so?

Verse 4: What is meant by “deaf shall hear, and the blind eyes see”? Does this mean that one must be literally deaf and blind? Why/why not? Quicken is an old term that means alive. Why do you think the author used this term in this verse? What will “quicken and glow”? Explain and discuss “Christ the King of earth and heaven still shall be.”

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 verses and the refrain.

How does the Bible define work? labor? Can you relate this song to 2 Corinthians 10:5 “Casting down imaginations, and every high thing that exalteth itself against the knowledge of God, and bringing into captivity every thought to the obedience of Christ”?

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 Laurene Highfield in 1911. Hardly anything is known about Mr. Highfield. Why do you think this is so?

Geography

Physically, where do you think “The Work Must Go On”? Point to various places on a globe, map, and atlas. Challenge Locate and learn about 1-2 new places on the globe that you have never heard of before.

Compare/contrast weather from those areas with your own for one week.

Make a meal for your family from the places you have identified.

Activities

1) Make your own book! Without making an image of Christ, draw pictures representing each verse. (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 connected with this poem (e.g., parents, missionaries, students/teachers, scholars, historians, mathematicians, authors, 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 *The Work Must Go On*.

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