

## Working in the Vineyard Worksheet

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1) Working in the vineyard,  
Working all the day,  
Never be discouraged,  
Only watch and pray;  
Do your duty nobly,  
Heart and hand unite,

### *Refrain*

Minding the watchword,  
Stand by the right,  
Minding the watchword,  
Stand by the right.

2) Working for the Master,  
Do not be afraid,  
Trials may befall you,  
Never be dismayed,  
Put your trust in Jesus,  
Keep your armor bright,

### *Refrain*

3) Marching on to glory,  
Still your way pursue,  
In your Father's kingdom,  
There's a crown for you;  
Live for Him Who loves you,  
Keep your colors bright,

### *Refrain*

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

*Verse 1:* vineyard, duty, nobly

*Refrain:* watchword

*Verse 2:* trials

*Verse 3:* pursue, colors

**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:* Working in the vineyard, Do your duty nobly, heart and hand unite

*Refrain:* Minding the watchword, Stand by the right

*Verse 2:* Working for the Master, Keep your armor bright

*Verse 3:* Marching on to glory, There's a crown, Keep your colors bright

**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 does the author mean by “working in the vineyard”? What does “vineyard” symbolize if anything? The author admonishes the reader to “never be discouraged.” Why do you think this is so? What is the reader to “watch and pray” for? What is meant by “duty”? Explain and discuss “Do your duty nobly.” Is this important? Why/Why not?

***Refrain:*** What is a watchword? Generally, the military uses watchword. Why do you think the author used this term? Explain “Minding the watchword” and discuss same in relation to “Stand by the right.” Why do you think the author used this as a refrain to be read after each verse? Why do you think the author held these concepts to be important?

***Verse 2:*** According to the author, who is the reader working for? The author tells the reader to not be “afraid” or “dismayed.” Why? What will happen in life to the reader? What is meant by “trials”? The author tells the reader to put their trust in Whom? Why? What should be kept bright? Why?

***Verse 3:*** Explain and discuss “Marching on to glory.” What does the author mean by this phrase? Why do you think the author included it in the poem? Explain and discuss “Keep your colors bright.” What are the “colors”?

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.

What does the Bible have to say about duty? Do all Christians have a duty to perform? Relate duty to “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” 2 Corinthians 10:5. What is the duty of a student? parent? child? Christian? etc.

Does the Bible agree with the author of this poem that one’s duty is to be done nobly? Why? Site your source(s).

Can you think of anyone in the Bible or in history that has performed their duty nobly?

## **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. (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 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., heads of nations either current or past, reporters, statesmen, soldiers, ministers, 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 *Working in the Vineyard*.

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