

Workman of God Worksheet

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1) Workman of God! O lose not heart,
But learn what God is like;
And in the darkest battlefield
Thou shalt know where to strike.

2) Thrice blest is he to whom is giv'n
The instinct that can tell
That God is on the field, when He
Is most invisible.

3) Blest too is he who can divine
Where real right doth lie,
And dares to take the side that seems
Wrong to man's blindfold eye.

4) Then learn to scorn the praise of men,
And learn to lose with God;
For Jesus won the world through shame,
And beckons thee His road.

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

Verse 1: workman

Verse 2: thrice, instinct, invisible

Verse 3: divine, doth

Verse 4: scorn, beckons, thee

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: Workman of God, darkest battlefield, know where to strike

Verse 2: Thrice blest

Verse 3: man's blindfold eye

Verse 4: scorn the praise of men, beckons thee His road

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: Why do you think the author used the term “workman”? To what does “workman” refer in this poem? According to the author, what is the reader to learn? Why do you think this is so? Explain and discuss “And in the darkest battlefield, Thou shalt know where to strike.”

Verse 2: According to the author, what is “Thrice blest”? What “instinct” is the author referring to? Explain and discuss the 3rd and 4th lines of this verse. Why do you think they were important to the author to include in this poem?

Verse 3: According to the author, who else is “blest”? Why? Did you notice the author’s use of the term “doth”? What does it mean and why do you think the author used it? Explain and discuss “ares to take the side that seems, Wrong to man’s blindfold eye.” What exactly is meant by “man’s blindfold eye”?

Verse 4: What does the author tell the reader to scorn? Why do you think the author recommended this? Explain and discuss “And learn to lose with God; For Jesus won the world through shame.” What does the author mean by saying that God lost and won? Explain and discuss the last line.

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.

What does the Bible have to say about workmen? work? duty? labor? Give examples of faithful workmen in the Bible and in history.

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 Frederick William Faber (1814-1863). He was born 28 June 1814, Calverley vicarage, West Yorkshire, England, and died 26 September 1863, Brompton, Kensington, Middlesex, England. (He is buried at Brompton Oratory Church, London, England.) Mr. Faber’s father was an Anglican clergyman. Faber attended Balliol College, Oxford, and was ordained as an Anglican minister becoming the Rector of Elton in 1843. Within three years, Mr. Faber would switch to Roman Catholicism and found the Brotherhood of St. Philip Neri, in King William Street, Strand, England.

Geography

Locate London and England on a globe, map and atlas.

Challenge Locate West Yorkshire (England), Brompton (England), Kensington (England), and Middlesex, (England) on a map or in an atlas.

Compare/contrast the weather of England with your own for one week.

Make an English meal 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 connected with this poem (e.g., construction worker, factory worker, father/mother, minister, diplomat/ambassador, student, 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 *Workman of God*.

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