

I Love to Tell the Story Worksheet

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Verse 1

I love to tell the story of unseen things above,
Of Jesus and His glory, of Jesus and His love.
I love to tell the story, because I know 'tis true;
It satisfies my longings as nothing else can do.

Refrain

I love to tell the story, 'twill be my theme in glory,
To tell the old, old story of Jesus and His love.

Verse 2

I love to tell the story; more wonderful it seems
Than all the golden fancies of all our golden dreams.
I love to tell the story, it did so much for me;
And that is just the reason I tell it now to thee.

Refrain

Verse 3

I love to tell the story; 'tis pleasant to repeat
What seems, each time I tell it, more wonderfully
sweet.
I love to tell the story, for some have never heard
The message of salvation from God's own holy Word.

Refrain

Verse 4

I love to tell the story, for those who know it best
Seem hungering and thirsting to hear it like the rest.
And when, in scenes of glory, I sing the new, new
song,
'Twill be the old, old story that I have loved so long.

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

Verse 1: story, satisfies, longings

Refrain: 'twill, theme, glory

Verse 2: wonderful, fancies, thee

Verse 3: 'tis, pleasant, repeat, salvation

Verse 4: hungering, thirsting, scenes

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, without making an image of God, draw your idea of the imagery or figurative language the author uses!

Verse 1: I love to tell the story

Refrain: 'twill be my theme in glory

Verse 2: golden fancies; golden dreams

Verse 3: 'tis pleasant to repeat

Verse 4: hungering and thirsting

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 enjoy doing? What is the story about? What does it satisfy?

Refrain: Did you notice the author's use of the term "twill"? What does it mean and why do you think the author used this term? What is the author's theme?

Verse 2: What is more wonderful than "golden fancies" and "golden dreams"? Did you notice the author's use of the term "thee"? What does it mean and why do you think the author used this term?

Verse 3: Did you notice the author's use of the term "'tis"? What does it mean and why do you think the author used this term? What is pleasant to repeat? Have all heard this story? What more information does the author tell you about the story?

Verse 4: How do the hungering and thirsting respond to the story? Explain and discuss: "scenes of glory."

Did this historical event or message become more real to you after reading this poem? Why?

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.

How does the Bible define love? For more assistance, check out the web page <http://www.lovetolearnplace.com/SpecialDays/Valentines/Bible.html>

For more activities, check out the web page
<http://www.lovetolearnplace.com/SpecialDays/Valentines/Activities.html>

Discuss this poem “telling the old, old story” in light of the ...

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?

The name of the author for this poem or lyric is Arabella Katherine Hankey (1834-1911). She was born in 1834 in Clapham, Surrey, England, and died 9 May 9, 1911, London, England.

Geography

Locate England on a globe, map and atlas.

Challenge Locate Clapham, Surrey, and London on a map or in an atlas.

Compare/contrast the weather from 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., Peter, Paul, heads of nations either current or past, the serpent, John Knox, St. Patrick, repentant sinner, child, adult, 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 *I Love to Tell the Story*.

7) Scavenger Hunt. Go to the library to learn what you can about Arabella Katherine Hankey (1834-1911) and share it with your family. If possible, discover the story behind this poem.