

Jesus Shall Reign Worksheet

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Verse 1

Jesus shall reign where'er the sun
Does his successive journeys run;
His kingdom stretch from shore to shore,
Till moons shall wax and wane no more.

Verse 2

Behold the islands with their kings,
And Europe her best tribute brings;
From north to south the princes meet,
To pay their homage at His feet.

Verse 3

There Persia, glorious to behold,
There India shines in eastern gold;
And barb'rous nations at His word
Submit, and bow, and own their Lord.

Verse 4

To Him shall endless prayer be made,
And praises throng to crown His head;
His Name like sweet perfume shall rise
With every morning sacrifice.

Verse 5

People and realms of every tongue
Dwell on His love with sweetest song;
And infant voices shall proclaim
Their early blessings on His Name.

Verse 6

Blessings abound wherever He reigns;
The prisoner leaps to lose his chains;
The weary find eternal rest,
And all the sons of want are blessed.

Verse 7

Where He displays His healing power,
Death and the curse are known no more:
In Him the tribes of Adam boast
More blessings than their father lost.

Verse 8

Let every creature rise and bring
Peculiar honors to our King;
Angels descend with songs again,
And earth repeat the loud amen!

Verse 9

Great God, whose universal sway
The known and unknown worlds obey,
Now give the kingdom to Thy Son,
Extend His power, exalt His throne.

Verse 10

The scepter well becomes His hands;
All heav'n submits to His commands;
His justice shall avenge the poor,
And pride and rage prevail no more.

Verse 11

With power He vindicates the just,
And treads th'oppressor in the dust:
His worship and His fear shall last
Till hours, and years, and time be past.

Verse 12

As rain on meadows newly mown,
So shall He send his influence down:
His grace on fainting souls distills,
Like heav'nly dew on thirsty hills.

Verse 13

The heathen lands, that lie beneath
The shades of overspreading death,
Revive at His first dawning light;
And deserts blossom at the sight.

Verse 14

The saints shall flourish in His days,
Dressed in the robes of joy and praise;
Peace, like a river, from His throne
Shall flow to nations yet unknown.

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

Verse 1: reign, where'er, successive, kingdom, wax, wane

Verse 2: Europe, tribute, homage

Verse 3: behold, barb'rous, submit

Verse 4: throng, sacrifice

Verse 5: realm, tongue, dwell, proclaim

Verse 6: abound, weary

Verse 7: displays, tribes, boast

Verse 8: Peculiar, descend, amen

Verse 9: universal, sway, extend, exalt

Verse 10: scepter, heav'n, justice, avenge, pride, prevail

Verse 11: vindicates, treads, th', oppressor, worship

Verse 12: mown, influence, distills, heav'nly

Verse 13: heathen, overspreading, Revive

Verse 14: saints, flourish

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: His kingdom stretch from shore to shore; moons shall wax and wane

Verse 2: islands with their kings; Europe her best tribute brings;

Verse 3: Persia glorious to behold; India shines in eastern gold; Submit and bow

Verse 4: endless prayer; praises throng

Verse 5: People and realms of every tongue; infant voices shall proclaim

Verse 6: prisoner leaps to lose his chains

Verse 7: healing power; Death and the curse are known no more; tribes of Adam

Verse 8: Let every creature rise; Angels descend with songs; earth repeat the loud amen!

Verse 9: Extend His power, exalt His throne

Verse 10: scepter; All heav'n submits to His commands; justice shall avenge the poor

Verse 11: vindicates the just; treads th'oppressor in the dust

Verse 12: meadows newly mown; fainting souls; heav'nly dew on thirsty hills

Verse 13: heathen lands; shades of overspreading death, deserts blossom

Verse 14: saints shall flourish; Dressed in the robes of joy and praise;

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, perserverance, 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: According to the author, Who reigns? How far does His kingdom stretch? For how long will His kingdom reign?

Verse 2: What do the island kings, Europe and princes from the north and south do?

Verse 3: What two nations in this verse submit and bow to this King? How do “barb’rous nations” respond to His word?

Verse 4: Who shall receive “endless prayer”? Who shall receive “praises”? What is like “sweet perfume”?

Verse 5: The term “tonue” means foreign languages. What shall peoples and realms of every tongue do? What shall infant voices proclaim?

Verse 6: What abounds where this Ruler reigns? What does the prisoner do? How do the weary respond? What happens to the poor or the “sons of want”?

Verse 7: What are known “no more”? What should the tribes of Adam boast?

Verse 8: What should every creature do? How are honors described? What do the angels do? How does the earth respond?

Verse 9: Who do the “known and unknown worlds obey”? Who now has the kingdom? Explain and discuss: “Extend His power, exalt His throne.” How can a homeschooled and/or private schooled youth “extend His power, exalt His throne” with respect to literature? history? math? science? civics? foreign languages? grammar? sports? etc.

Verse 10: What “becomes” His hands? What does “heav’n” submit to? Explain and discuss: “His justice shall avenge the poor, And pride and rage prevail no more.”

Verse 11: Who does He vindicate? Who is tread in the dust? Explain and discuss: “His worship and His fear shall last, Till hours, and years, and time be past.”

Verse 12: How shall His influence be sent? Where does grace fall? How is the falling described?

Verse 13: How are heathen or humanistic lands described? How do the heathens or the humanists respond to His light? How do deserts react?

Verse 14: How shall the saints respond? How shall they dress? Explain and discuss: “Peace, like a river, from His throne, Shall flow to nations yet unknown.”

Did this historical and current event along with the poem's message become more real to you after reading this? 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 fourteen verses.

Discuss this poem 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 Isaac Watts (1674-1748). He was born 17 July 1674, in Southampton, England, and died 25 November 1748, in Stoke Newington, England. He is buried at Bunhill Fields Cemetery, London, England. Watt's had an interesting father who was imprisoned two times for his religious views. Mr. Watts studied Greek and Latin but declined an offer for a standard university education preferring to attend the Nonconformist Academy at Stoke Newington in 1690. When Mr. Watts was 20-22 he stayed at home and wrote the majority of the hymns for *Hymns and Spiritual Songs* that were published in 1707-1709. For six years he was the tutor Mr. John Hartopp's son. Mr. Watts was ordained in 1702.

"Give 'em Watts, boys, give 'em Watts!"

Interestingly, Isaac Watts is intimately connected with the American War of Independence. In an attack upon Springfield when the patriots' wadding gave out, Rev. James Caldwell (of Huguenot descent) ran into a Presbyterian church returning with his arms and pockets crammed full with *Watts' Psalms and Hymns* saying, "Now, boys, give them Watts!" The British offered large rewards for the capture of Rev. Caldwell, but to no avail. Therefore, the British burned his church, shot his wife while she was in the midst of their nine children, dragged her body into the street, and burned his home and out buildings.

Geography

Locate Europe, Southampton, England, London and India on a globe, map and atlas.

Challenge Locate Stoke Newington (England) and Persia (Iraq) on a map or in an atlas.

Compare/contrast England's weather 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 fourteen 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 historical and current events along with 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 historical and current events along with the message discussed in 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., humanists or heathens, heads of nations either current or past, Christendom's civil servants past and present, angels, apostles, Alfred the Great, Christian soldiers, 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 *Jesus Shall Reign*.

7) Scavenger Hunt. Go to the library to learn what you can about Isaac Watts (1674-1748) and share it with your family. If possible, discover the story behind this poem.