

Come, Let Us Join Our Cheerful Songs Worksheet

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Verse 1

Come, let us join our cheerful songs
With angels round the throne.
Ten thousand thousand are their tongues,
But all their joys are one.

Verse 2

“Worthy the Lamb that died,” they cry,
“To be exalted thus!”
“Worthy the Lamb,” our hearts reply,
“For He was slain for us!”

Verse 3

Jesus is worthy to receive
Honor and power divine;
And blessings more than we can give,
Be, Lord, forever Thine.

Verse 4

Let all that dwell above the sky,
And air and earth and seas,
Conspire to lift Thy glories high,
And speak Thine endless praise!

Verse 5

The whole creation join in one,
To bless the sacred Name
Of Him Who sits upon the throne,
And to adore the Lamb.

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

Verse 1: cheerful

Verse 2: exalted, slain

Verse 3: divine, Thine

Verse 4: dwell, Conspire, Thy

Verse 5: sacred, adore

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, without drawing a picture of Christ, draw your idea of the *imagery* or *figurative language* the author uses!

Verse 1: cheerful songs, angels round the throne

Verse 2: “Worthy the Lamb,” our hearts reply

Verse 3: Honor and power divine

Verse 4: dwell above the sky

Verse 5: The whole creation join in one

Mechanics 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.)

How did you respond to the poem when you read it the first time?

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 tell us to do in the first and second line? How many “joys” are there? Where does this occur?

Verse 2: What do the angels state? According to the author, how do we reply? Why is Lamb capitalized and Who does it stand for? Why a Lamb? What happened to the Lamb? Why?

Verse 3: Who is worthy to receive honor and power? How is this honor and power described (second line)? Why do you think the author used the term “Thine”?

Verse 4: Why do you think the author used the term “Thy”? What should be lifted? Why? Who should be lifting this?

Verse 5: What joins in one? For what purpose to they join? Explain and discuss: “to adore the Lamb.”

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 five verses.

What does the Bible have to say about joy? What does the Bible have to say about being cheerful? Give older and newer testament examples of those that experienced joy and were cheerful. Site historical examples of joy and cheerful individuals. Give current examples of joy and cheerfulness. How is joy related to being cheerful? What will you tell your grandchildren about being joyful and cheerful? How will you encourage your grandchildren in these character traits? Would you rather be around someone that has joy and is cheerful or around someone that chronically says “I can’t” or complains, etc.?

What does the Bible say about complainers, murmurers and those that say “I can’t”? What will you tell your grandchildren about being complainers, murmurers and those that say “I can’t”? How will you encourage your grandchildren not to have these non-God honoring character traits?

How would the event in this poem impact alternative education (i.e., homeschooling and private schooling)? Why? Consider 2 Corinthians 10:5 ...

Casting down imaginations, and every high thing that exalteth itself against the knowledge of God, and brining into captivity every thought to the obedience of Christ ... 2 Corinthians 10:5

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 Southampton, England, and Lond on a globe, map and atlas.

Challenge Locate Stoke Newington (England) 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 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 this poem could illustrate (e.g., family members, Captain John Smith, G. A. Henty, C.D. Baker, 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 *Am I a Soldier of the Cross?*

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.