

'Twas On That Night Worksheet

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Verse 1

'Twas on that night, when doomed to know
The eager rage of every foe,
That night in which He was betrayed,
The Savior of the world took bread.

Verse 2

And after thanks and glory giv'n
To Him that rules in earth and heav'n,
That symbol of His flesh He broke,
And thus to all His foll'wers spoke:

Verse 3

"My broken body thus I give
For you, for all. Take, eat, and live.
And oft the sacred rite renew
That brings My saving love to view."

Verse 4

Then in His hands the cup He raised,
And God anew He thanked and praised,
While kindness in His bosom glowed,
And from His lips salvation flowed.

Verse 5

"My blood I thus pour forth," He cries,
"To cleanse the soul in sin that lies;
In this the covenant is sealed,
And heaven's eternal grace revealed.

Verse 6

"With love to man this cup is fraught;
Let all partake the sacred draught;
Through latest ages let it pour,
In memory of My dying hour."

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

Verse 1: 'Twas, doomed, foe, betrayed, Savior

Verse 2: giv'n, heav'n, symbol, foll'wers

Verse 3: oft, the sacred, rite, renew

Verse 4: bosom, salvation

Verse 5: covenant, eternal

Verse 6: fraught, partake, draught

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: eager rage of every foe

Verse 2: thanks and glory giv'n

Verse 3: eat and live, sacred rite

Verse 4: salvation flowed

Verse 5: cleanse the soul, covenant is sealed

Verse 6: partake the sacred draught

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: Why do you think the author used the phrase “eager rage” when speaking about the foe? Who was betrayed? What do you think the author meant by saying this Person took bread that night?

Verse 2: What had been given? Did you notice the author’s use of the terms “giv’n” and “heav’n”? Why do you think the author used these terms? Explain and discuss: “That symbol of His flesh He broke.”

Verse 3: Explain: “Take, eat, and live.” What is this “sacred rite” called?

Verse 4: What was raised? Who was thanked and praised? What flowed from His lips? Why is His capitalized?

Verse 5: What is poured forth? What will it cleanse? What is sealed? What is revealed?

Verse 6: Explain: “Let all partake the sacred draught.”

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 six verses.

What does the Bible have to say about loyalty, courage and remaining steadfast? Identify Biblical characters that were loyal, courageous and steadfast. Can you think of anyone else in history that demonstrated these traits in the Biblical sense? What will you tell your grandchildren about loyalty, courage and remaining steadfast? How will you encourage your grandchildren in these character traits?

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 John Morrison (1746-1798). This preacher was born 18 September 1746 in Whitehill, Cairnie, Aberdeenshire, Scotland, and he died 12 June 1798 in Canisbay, Caithness, Scotland. This tune first appeared in *Scottish Paraphrases*, 1791.

Geography

Locate Scotland a globe, map and atlas.

Challenge Locate Aberdeenshire and Caithness on a map or in an atlas.

Compare/contrast Scotland's weather with your own for one week.

Make a Scottish 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 six 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, Oliver Cromwell, David/Joshua/Caleb in the Bible, WWI and WWII veterans, 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 *'Twas On That Night*.

7) Scavenger Hunt. Go to the library to learn what you can about John Morrison (1746-1798) and share it with your family. If possible, discover the story behind this poem.