

God, the Omnipotent! Worksheet

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Verse 1

God, the omnipotent! King Who ordainest
Great winds Thy clarions, lightnings Thy sword;
Show forth Thy pity on high where Thou reignest,
Give to us peace in our time, O Lord.

Verse 2

God the all merciful! Earth hath forsaken
Thy ways of blessedness, slighted Thy Word;
Bid not Thy wrath in its terrors awaken;
Give to us peace in our time, O Lord.

Verse 3

God the all righteous One! Man hath defied Thee;
Yet to eternity standeth Thy Word,
Falsehood and wrong shall not tarry beside Thee;
Give to us peace in our time, O Lord.

Verse 4

God the all wise! By the fire of Thy chastening,
Earth shall to freedom and truth be restored;
Through the thick darkness Thy kingdom is hastening;
Thou wilt give peace in Thy time, O Lord.

Verse 5

So shall Thy children, with thankful devotion,
Praise Him Who saved them from peril and sword,
Singing in chorus from ocean to ocean,
Peace to the nations, and praise to the Lord.

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

Verse 1: omnipotent, ordainest, clarions, Thy, Thou, reignest

Verse 2: hath, forsaken, Bid

Verse 3: defied, Thee, tarry

Verse 4: chastening, hastening, wilt

Verse 5: devotion, peril

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: Great winds

Verse 2: Earth hath forsaken ... slighted Thy Word

Verse 3: Man hath defied

Verse 4: freedom and truth be restored, thick darkness

Verse 5: thankful devotion, peril and sword, singing in chorus from ocean to ocean

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 is omnipotent? Why does this term apply to God? Explain and discuss: “Show forth Thy pity on high where Thou reignest.” What does the author request in the last line?

Verse 2: How is God described? What did Earth forsake or turn away from? What did it slight? Explain and discuss: “Bid not Thy wrath in its terrors awaken.” Again, what does the author request in the last line?

Verse 3: How is God described? What has man done? What stands through all eternity (second line)? Explain and discuss: “Falsehood and wrong shall not tarry beside Thee.” Again, what does the author request in the last line?

Verse 4: How is God described? What shall God do? How is this chastening described (first line)? What two things shall be restored to earth? Explain and discuss: “Through the thick darkness Thy kingdom is hastening.” Again, what does the author request in the last line?

Verse 5: What shall God’s people do in lines one and two? What did He save them from? Explain and discuss: “Singing in chorus from ocean to ocean, Peace to the nations, and praise to the Lord.”

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 making decisions? Identify Biblical characters that were faced with making decisions. Give historical examples of those that needed to make decisions. What will you tell your grandchildren about making decisions? How will you encourage your grandchildren to make God honoring decisions?

Discuss this poem in light of ...

Matthew 22:37 " ... Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind."

Luke 10:27 "... Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind."

Deuteronomy 6:5 "And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might."

Mark 12:30 "And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength ..."

What does the Bible have to say about justice? Give examples of individuals in the older and newer testament that demonstrated justice. Give historical examples of justice. After reading the newspaper, listening to the news on radio, or watching the news, can you think of any examples of justice today? What will you tell your grandchildren about justice? How will you encourage your grandchildren in this character trait?

Thought discussion question: Can there be justice without obedience to God's Law-Word? Why?

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 Henry Fothergill Chorley (1808-1872). This Victorian journalist was born 15 December 1808 near Billinge, Lancashire, England, and died 16 February 1872 in London, England.

John Ellerton (1826-1893) is also credited for penning this poem. This minister and graduate of Trinity University was born 16 December 1826 in Clerkenwell, Middlesex, England and died 15 June 1893 in Torquay, Devon, England.

Geography

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

Challenge Locate Lancashire, Middlesex, and Devon (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, journalists, accountants, artists, musicians, scientists, 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 *God, the Omnipotent!*

7) Scavenger Hunt. Go to the library to learn what you can about Henry F. Chorley (1808-1872) and John Ellerton (1826-1893) and share it with your family. If possible, discover the story behind this poem.