

Let All The Earth Their Voices Raise Worksheet

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Verse 1

Let all the earth their voices raise
To sing the choicest psalm of praise,
To sing and bless Jehovah's Name:
His glory let the heathens know,
His wonders to the nations show,
And all His saving works proclaim.

Verse 2

The heathens know Thy glory, Lord,
The wondering nations read Thy Word,
In Britain is Jehovah known:
Our worship shall no more be paid
To gods which mortal hands have made;
Our Maker is our God alone.

Verse 3

He framed the globe, He built the sky,
He made the shining worlds on high,
And reigns complete in glory there:
His beams are majesty and light;
His beauties, how divinely bright!
His temple, how divinely fair!

Verse 4

Come the great day, the glorious hour,
When earth shall feel His saving power,
And barbarous nations fear His Name;
Then shall the race of man confess
The beauty of His holiness,
And in His courts His grace proclaim.

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

Verse 1: choicest, psalm praise, heathens, proclaim

Verse 2: glory, worship, mortal

Verse 3: globe, reigns, majesty, divinely

Verse 4: barbarous, confess, holiness

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: earth their voices raise, choicest psalm

Verse 2: heathens know, wondering nations, mortal hands

Verse 3: globe, temple

Verse 4: glorious hour, barbarous nations, courts

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 shall be raised? For what purpose? What should the heathens know? What should be shown to the nations? What should be proclaimed?

Verse 2: What do the heathens know? What is meant by “Thy Word”? Who reads the Word (line 2)? What is known in Britain? Explain and discuss: “Our worship shall no more be paid, To gods which mortal hands have made; Our Maker is our God alone.” Why do you think the term “Thy” was used?

Verse 3: Who framed the globe? Who made the sky? Who made shining worlds? What are majesty and light? What is divinely bright? How is the temple described?

Verse 4: What is meant by the “great day” and “glorious hour”? Who shall fear His Name? Who will confess (line 4)? What will be confessed (line 5 & 6)?

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.

What does the Bible say about loyalty? Identify Biblical characters that demonstrated loyalty. Can you think of anyone else in history that demonstrated this character trait in the Biblical sense? What will you tell your grandchildren about loyalty? How will you encourage your grandchildren in this character trait? For more scriptural helps in learning what the Bible says about loyalty, which is closely related to love, go to the internet page <http://www.lovetolearnplace.com/SpecialDays/Valentines/Bible.html>

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 ..."

Discuss this poem in relationship to alternative education (i.e., homeschooling and private schooling). Specifically, 2 Corinthians 10:5 ...

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

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 always, even unto the end of the world. Amen. (Matthew 18:18-20)

Finally, discuss this poem with respect to ...

Serve the Lord with fear, and rejoice with trembling. Kiss the Son, lest He be angry, and ye perish from the way, when His wrath is kindled but a little. Blessed are all they that put their trust in Him. Psalm 2:11,12

Psalm 53:1 ... The fool hath said in his heart, There is no God. Corrupt are they, and have done abominable iniquity: there is none that doeth good.

Psalm 2:1-5 ... Why do the heathen rage, and the people imagine a vain thing? The kings of the earth set themselves, and the rulers take counsel together, against the Lord, and against His anointed, saying, Let us break their bands asunder, and cast away their cords from us. He that sitteth in the heavens shall laugh: they Lord shall have them in derision. Then shall He speak unto them in His wrath, and vex them in His sore displeasure.

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 Britain 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 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 this poem could illustrate (e.g., family members, ministers, Oliver Cromwell, Alfred the Great, Charlemagne, Moses, pilgrims/settlers, laborers, farmers, mechanics, 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 *Let All The Earth Their Voices Raise*.

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.