

Let Children Hear the Mighty Deeds Worksheet

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Verse 1

Let children hear the mighty deeds
Which God performed of old;
Which in our younger years we saw,
And which our fathers told.

Verse 2

He bids us make His glories known,
His works of power and grace;
And we'll convey His wonders down
Through every rising race.

Verse 3

Our lips shall tell them to our sons,
And they again to theirs;
That generations yet unborn
May teach them to their heirs.

Verse 4

Thus shall they learn in God alone
Their hope securely stands,
That they may ne'er forget His works,
But practice His commands.

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

Verse 1: deeds

Verse 2: bids, convey

Verse 3: generations, heirs

Verse 4: securely, ne'er

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: let children hear the mighty deeds, fathers told

Verse 2: works of power and grace

Verse 3: lips shall tell

Verse 4: hope securely stands, practice His commands

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 should children hear? Who performed these deeds? When? Explain and discuss: “Which in our younger years we saw, And which our fathers told.”

Verse 2: Explain and discuss: “He bids us make His glories known, His works of power and grace.” What would be conveyed to each generation? in science? literature? history? geography? inventions? civics?, etc.

Verse 3: What shall our lips do? What shall our offspring do? Explain and discuss: “That generations yet unborn, May teach them to their heirs.”

Verse 4: What shall God’s people learn (lines 2,3,4)?

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 have to say about cheerful obedience to God? Identify Biblical characters that were demonstrated cheerful obedience. Can you think of anyone else in history that demonstrated this character trait in the Biblical sense? What will you tell your grandchildren about cheerful obedience to God? How will you encourage your grandchildren in this character trait?

What does the Bible say about teaching/education/instruction? Identify Biblical characters that were demonstrated teaching/education/instruction. Can you think of anyone else in history that demonstrated this character trait in the Biblical sense? What will you tell your grandchildren about teaching/education/instruction? How will you encourage your grandchildren in this character trait?

Can teaching/education/instruction truly be said to be of value unless the Creator God is at the center? Interestingly, Alfred the Great of England held that God was using the Vikings/Norsemen as a judgment against God’s people as they had neglected education. For more help with the Bible and education check out the web site page <http://www.lovetolearnplace.com/Bible/Bible%26Education.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 ..."

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 London 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, Alfred the Great, Martin Luther, Daniel Boone, farmers, ministers, laborers, Abigail Adams, 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 Children Hear the Mighty Deeds*.

7) Scavenger Hunt. Go to the library to learn what you can about psalters --- when they came about, why, their purpose, etc. --- and share it with your family. If possible, discover the story behind this poem.