

HEAR THIS, ALL YE PEOPLE, HEAR Worksheet

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Verse 1

Hear this, all ye people, hear,
Earth's inhabitants, give ear;
All of high and low degree,
Rich and poor, give heed to me.

Verse 2

Truth with all my heart I seek,
And my mouth shall wisdom speak;
Hearken while in lyric strain
I make hidden wisdom plain.

Verse 3

Why should I to fear give way
When I see the evil day,
When with wickedness my foes
Shall surround me and oppose?

Verse 4

They that trust in treasured gold,
Though they boast of wealth untold,
None can bid his brother live,
None to God a ransom give.

Verse 5

If from death one would be free
And corruption never see,
Costly is life's ransom price,
Far beyond all sacrifice.

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

Verse 1: inhabitants, degree, heed

Verse 2: seek, hearken, lyric, strain

Verse 3: foes, surround, oppose

Verse 4: boast, bid, ransom

Verse 5: corruption, sacrifice

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, draw your idea of the *imagery* or *figurative language* the author uses!

Verse 1: Earth's inhabitants, give ear, high and low degree

Verse 2: lyric strain

Verse 3: give way

Verse 4: trust in treasured gold

Verse 5: Far beyond all sacrifice

Mechanics Verbally discuss

Who is the speaker?

What does the poem reveal about the speaker's character?

Is the speaker addressing someone in particular or is it to anyone?

Does the poem have a setting?

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?
What point of view or perspective is the speaker?
How did you respond to the poem when you read it the first time?

Comprehension Questions Verbally discuss

Verse 1

What is this verse asking people to do?
Who should be doing this?

Verse 2

What is the author of this poem seeking?
What will the mouth be speaking?
What is requested in the third line?
What is to be made plain?

Verse 3

What emotion is mentioned in the first line of this verse?
What are the foes doing? Would this strike fear in you?

Verse 4

Explain: "They that trust in treasured gold."
Discuss: "Though they boast of wealth untold."
Is it true that providing for one's self and one's family is very important? Is it the most important thing in life?
Can human wealth untold pay God's ransom? Why?

Verse 5

How can one be free from death?
Explain and discuss: "Costly is life's ransom price."
Why would this be "Far beyond all sacrifice"?

What Does the Bible Say?

Find Scripture proofs for each assertions or statements made for each of the five verses in the above poem.

What does the Bible say about fear? courage? Give examples of historical persons in the Bible that demonstrate courage and/or fear.

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 author of this piece is unknown. What does this tell you about the author? (Do you think it could it have something to do with humility? What does the Bible say about humility?)

This poem is a paraphrase of Psalm 49. Define the term *paraphrase*. Read Psalm 49. Compare and contrast this poem with Psalm 49. Do you remember who wrote the Book of Psalms? Why would he be concerned about fear? Do you think this lyric does honor or dishonor to Psalm 49? Why?

Activities

- 1) Poster. Make a “Wanted: Dead or Alive” poster cutting out pictures from various magazines to reflect the sentiments of this poem.
- 2) 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 the poem in your book.
- 3) Create your own play! Consider having the main characters of the play be the Pilgrims, the settlers out west, soldiers (American/Scottish/Dutch War of Independence, the crusaders, WWI/WWII/Afganistan soldiers, etc.), or perhaps have your characters based in the future. Make sure your script is short and easy to understand so that your players are able to act out what you are trying to achieve. Record your creation on videotape.
- 4) Radio Drama! Create a script for a radio drama that represents the message of this poem. After rehearsing your ideas, record it on a handheld tape recorder.
- 5) Do you know someone that is having difficulties? Make a card for them that you would like to receive that uses the ideas in this poem.
- 6) 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 a meal that represents the message of this poem.
- 7) Develop a list of individuals in history or in fiction that demonstrate courage. What made these individuals unique?
- 8) Be a Reporter! Eith with your family camcorder or with a handheld tape recorder, “interview” various individuals that you think could be connected with this poem (e.g., soldiers, pilgrims, settlers, kings, farmers, preachers, children, 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 mans just reporting the facts and not giving your opinion of the situation.