

Join All the Glorious Names Worksheet
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Verse 1

Join all the glorious names
Of wisdom, love, and power,
That ever mortals knew,
That angels ever bore:
All are too mean to speak His worth,
To poor to set my Savior forth.

Verse 2

But O what gentle terms,
What condescending ways,
Doth our Redeemer use
To teach His heav'nly grace!
Mine eyes with joy and wonder see
What forms of love He bears for me.

Verse 3

Arrayed in mortal flesh,
He like an angel stands,
And holds the promises
And pardons in His hands;
Commissioned from His Father's throne
To make His grace to mortals known.

Verse 4

Great Prophet of my God,
My tongue would bless Thy Name,
By Thee the joyful news
Of our salvation came,
The joyful news of sin forgiv'n
Of hell subdued, and peace with heav'n.

Verse 5

Be Thou my Counsellor,
My Pattern, and my Guide,
And through this desert land
Still keep me near Thy side:
Nor let my feet e'er run astray
Nor rove nor seek the crooked way.

Verse 6

I love my Shepherd's voice,
His watchful eyes shall keep
My wand'ring soul among
The thousands of His sheep:
He feeds His flock, He calls their names,
His bosom bears the tender lambs.

Verse 7

To this dear Surety's hand
Will I commit my cause;
He answers and fulfils
His Father's broken laws:
Behold my soul at freedom set!
My Surety paid the dreadful debt.

Verse 8

Jesus, my great High Priest,
Offered His blood, and died;
My guilty conscience seeks
No sacrifice beside:
His powerful blood did once atone,
And now it pleads before the throne.

Verse 9

My Advocate appears
For my defense on high;
The Father bows His ears,
And lays His thunder by:
Not all that hell or sin can say
Shall turn His heart, His love away.

Verse 10

My dear almighty Lord,
My Conqueror and my King,
Thy scepter and Thy sword,
Thy reigning grace I sing:
Thine is the power; behold I sit
In willing bonds beneath Thy feet.

Verse 11

Now let my soul arise,
And tread the tempter down;
My Captain leads me forth
To conquest and a crown:
A feeble saint shall win the day,
Though death and hell obstruct the way.

Verse 12

Should all the hosts of death,
And powers of hell unknown,
Put their most dreadful forms
Of rage and mischief on,
I shall be safe, for Christ displays
Superior power, and guardian grace.

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

Verse 1: mortals, mean

Verse 2: terms, condescending, doth, heav'nly

Verse 3: Arrayed, pardons, Commissioned

Verse 4: Thy, Thee, salvation, forgiv'n, subdued

Verse 5: Thou, Counsellor, e'er, astray, rove

Verse 6: bosom

Verse 7: Surety's, dreadful debt

Verse 8: guilty, conscience, atone

Verse 9: Advocate, defense

Verse 10: scepter, Thine, bonds

Verse 11: tread, tempter, feeble, obstruct

Verse 12: mischief

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: glorious names, wisdom love power

Verse 2: To teach, mine eyes

Verse 3: an angel stands

Verse 4: My tongue, joyful news

Verse 5: run astray, crooked way

Verse 6: wand'ring soul

Verse 7: broken laws, dreadful debt

Verse 8: before the throne

Verse 9: defense on high

Verse 10: scepter ... and sword

Verse 11: tread the tempter down

Verse 12: guardian grace

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: To what is the author referring when speaking of “glorious names”? Explain and discuss: “All are too mean to speak His worth, To poor to set my Savior forth.”

Verse 2: To what is the author referring when stating “gentle terms” and “condescending ways”? Have you thought of this in these terms before? Why do you think the terms “O” and “Doth” were used? Explain and discuss: “Mine eyes with joy and wonder see, What forms of love He bears for me.”

Verse 3: Who is in mortal flesh? Who stands like an angel? Why would this be important? Who holds promises and pardons? Who has been commissioned? Who has made grace known and to whom?

Verse 4: Who is the “Great Prophet” and why is this title capitalized? What will the author’s tongue do? Why do you think the author used the terms “Thee,” “forgiv’n” and “heav’n”? Why would “Thee” be capitalized? What is the “joyful news” to which the author alludes to?

Verse 5: Who is to be a “Counsellor,” “Pattern” and “Guide” and why are these titles capitalized? Why do you think these particular titles were used and are they significant? Explain and discuss: “Still keep me near Thy side: Nor let my feet e’er run astray, Nor rove nor seek the crooked way.” Why do you think the terms “Thou” and “e’er” were used?

Verse 6: Who is the “Shepherd” and why would this title be capitalized? What does the Shepherd’s eyes do? Why would this be important? Explain and discuss: “His watchful eyes shall keep, My wand’ring soul among The thousands of His sheep: He feeds His flock, He calls their names, His bosom bears the tender lambs.” Why do you think the author used the term “wand’ring”?

Verse 7: What is meant by “Surety’s hand” and why is surety capitalized? To Whom or what does the author commit himself? Do you agree/disagree? Why? Who answers and fulfills broken laws? What is set at freedom? To what dreadful debt is the author referring?

Verse 8: Who is the High Priest? Why is this title capitalized? What did the High Priest do? To what sacrifice is the author referring? Explain and discuss: “His powerful blood did once atone, And now it pleads before the throne.” Why would this be important?

Verse 9: Who is the Advocate and why is this title capitalized? What does the Advocate do for the author? Who bows His ears? Why would this be important? Explain and discuss: "Not all that hell or sin can say, Shall turn His heart, His love away." What is the significance of the last two lines?

Verse 10: Who is the author's Conqueror and King? Why are these titles capitalized? To what is the author referring to with the terms "scepter" and "sword"? What is the author singing about (line 4)? Explain and discuss: "Thine is the power; behold I sit, In willing bonds beneath Thy feet." Why do you think the terms "Thine," and "Thy" are used?

Verse 11: What does the author's soul do? What is important about "tread[ing] the tempter down"? Who is the Captain and why is it capitalized? What does the Captain do? Explain and discuss: "A feeble saint shall win the day, Though death and hell obstruct the way."

Verse 12: Explain and discuss: "Should all the hosts of death, And powers of hell unknown, Put their most dreadful forms, Of rage and mischief on." Who is safe? Why?

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 twelve verses.

Caleb (Num 13:30), Joshua (Josh 1:1-11), Jonathan (1 Sam 14:1,6-14), and Daniel (Dan 6:1-28) all seem to take courage seriously. Courage is doing what is right even though one is afraid. Give other individuals in the Bible that demonstrated courage. Give historical examples of courage. After reading the newspaper, listening to the news on radio, or watching the news, can you think of any examples of courage presently? What will you tell your grandchildren about courage? How will you encourage your grandchildren in this character trait?

Discuss this in light of 1 Corinthians 16:13, "Watch ye, stand fast in the faith, quit you like men, be strong."

What does the Bible say about love? Identify Biblical characters that demonstrated love. Can you think of anyone else in history that demonstrated this character trait in the Biblical sense? What will you tell your grandchildren about love? How will you encourage your grandchildren in this character trait? For more scriptural helps in learning what the Bible says about 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

Continue discussing this poem in relationship to alternative education (i.e., homeschooling and private schooling) and relate same to the following concepts.

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

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 twelve 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, soldiers/sailors, George Washington, Oliver Cromwell, Alfred the Great, Charlemagne, Moses, 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 *Join All the Glorious Names*.

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.