



HYMNS

OUR CHRISTIAN HERITAGE

20 Hymn Lessons
Lower Level

INTRODUCTION

HYMNS, OUR CHRISTIAN HERITAGE *LESSONS*

“...be filled with the Spirit, speaking to one another with psalms, hymns, and songs from the Spirit. Sing and make music from your heart to the Lord, always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ.”
Ephesians 5:18b-20 NIV

“Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts.”
Colossians 3:16 NIV

Treasured hymns that have been carefully collected and preserved through many generations are a legacy of our Christian heritage. Will these hymns be cherished and passed on to the next generation or will they gradually be lost forever? Teachers—along with parents and those in local church leadership, hold the future of these hymns in their hands. These hymns are valuable because of their historical value, but more importantly because of their spiritual impact. The students will form long-lasting memories as they present the hymns and their stories in a variety of ways in school, church and outreach activities.

Twenty hymn lessons have been created for the Lower Level and 20 for the Upper Level, 40 lessons in all. Five may be used each cycle—one hymn lesson per quarter with an extra lesson to be used at the end of the year. The lessons do not have to be used consecutively.

Many activities are suggested for each Hymn Lesson. The teacher may choose the approach that is most appropriate for the students in his or her classroom and that supports the standards and objectives listed above.

The resources for each hymn lesson include

For the teacher:

- Links to on-line resources and performances of the hymn or hymns
- Suggested activities and discussion questions
- Answer key for lesson review/assessment

For the student:

- Biographical sketch of the hymn writer
- Lesson review/assessment and flash cards
- Reproducible music for the hymn (text and simple melody)
- Video introducing ASL signs for hymn (lower level only)
- Video featuring simple performance of music and ASL signs (lower level only)

Throughout *Hymns, Our Christian Heritage*, the **Essential Question** is to be “How can music bring glory to God and strengthen our relationship with Him?” **The Big Idea** is that “music is a gift from God that can be used in positive ways to praise, express, teach, celebrate, connect, and uplift.” *Elementary Fine Arts Standards, 2016*

Many of the Fine Arts standards may be addressed in the hymn lessons through the artistic processes of **Creating, Performing, Responding**, and **Connecting** as explained in the standards specified below:

GRADES 1-4

FA.1-4.M.1 Discuss how musical works can be created to glorify God.

FA.1-4.M.8 Discuss how the diversity of musical expression can be used to glorify God and bless others.

FA.1-4.M.12 *With guidance*, describe how context (e.g., personal, social, and cultural) can inform performances and result in different music interpretations. (MU:Pr4.2.1-4c)

FA.1-4.M.13 Demonstrate and describe how expressive intent is conveyed through expressive qualities (e.g., dynamics, tempo, and timbre). (MU:Pr4.3.1-4a)

FA.1-4.M.14 *With guidance*, apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble performances. (MU:Pr5.1.1-4a)

FA.1-4.M.15 *With guidance*, rehearse, identify and apply strategies to refine interpretive performance, expressive qualities, and technical challenges of music to show improvement over time. (MU:Pr5.1.1-4b)

FA.1-4.M.16 *With guidance*, perform music (alone or with others) using expression and technical accuracy. (MU:Pr6.1.1-4a)

FA.1-4.M.17 Demonstrate performance decorum (e.g., stage presence, attire, and behavior) and audience etiquette appropriate for the context, venue, and genre. (MU:Pr6.1.1-4b)

FA.1-4.M.18 Reflect on how the influence of music can positively affect one’s relationship with God.

FA.1-4.M.19 *With guidance*, identify and demonstrate how selected music connects to and is influenced by personal interests, experiences, or purposes. (MU:Re7.1.1-4a)

FA.1-4.M.23 Select hymns, scripture songs, and other spiritual songs, discuss the lyrics and memorize the selected works.

GRADES 5-8

FA.5-8.M.1 Explain how musical works can be created to glorify God.

FA.5-8.M.9 Explain or demonstrate ways in which a performer can glorify God and bless others.

FA.5-8.M.13 Identify how cultural and historical context informs performances and results in different music interpretations. (MU:Pr4.2.5-8c)

FA.5-8.M.15 Identify and apply teacher-provided and collaboratively-developed criteria (e.g., correct interpretation of notation, technical skill of performer, originality, emotional impact and variety) to rehearse, refine, and determine when the music is ready to perform. (MU:Pr5.1.5-8a)

FA.5-8.M.16 Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. (MU:Pr5.1.5-8b)

FA.5-8.M.17 Perform the music with technical accuracy and stylistic expression to convey the creator's intent. (MU:Pr6.1.5-8a)

FA.5-8.M.18 Demonstrate performance decorum (e.g., stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context and style. (MU:Pr6.1.5-8b)

FA.5-8.M.19 Compare and contrast different Christian music genres and identify how they can affect one's relationship with God.

FA.5-8.M.25 Analyze hymns, scripture songs, and other spiritual songs and identify connections to the creator's intent.

DISCUSSION QUESTIONS RELATING TO THE STANDARDS THAT MAY BE USED FOR ANY HYMN LESSON:

1. How can this hymn glorify God?
2. How can the influence of this hymn affect my relationship with God?
3. What do the lyrics of this hymn mean? What message do they give?
4. How has this hymn been influenced by the personal interests, experiences, or purposes of the individual or individuals who wrote the words and the music?
5. How do personal interests, experiences, and purposes enable us to connect to a hymn?
6. After listening to several different presentations of the hymn performed by a variety of musicians and musical groups, explain how this diversity of musical expression can be used to glorify God and bless others.
7. Examine the hymn's melody, rhythm, and form. Compare the technical aspects of the hymn tune with the others learned this year or last year. How are they similar? How are they different? Can the style of the hymn tune or hymn tune arrangement determine whether it is a spiritual blessing to the listener?
8. How do our personal, social, and cultural circumstances affect our performance? How do these things result in different musical interpretations?
9. How does the stage presence, behavior, and attire of the performer enhance or detract from the performance of a hymn?

ACTIVITIES RELATING TO THE STANDARDS THAT MAY BE USED FOR ANY HYMN LESSON:

1. Demonstrate how such qualities as dynamics, tempo, and timbre convey expression in the performance of a hymn.
2. Develop criteria to evaluate performance expressiveness and accuracy.
3. Perform this hymn alone or with others using expression and technical accuracy.
4. Demonstrate proper stage presence and behavior during the performance of the hymn.
5. Demonstrate proper audience etiquette while peers are performing the hymn.
6. Provide feedback to your peers to help them refine and improve the performance of the hymn—i.e., the expressive qualities, the accuracy of the text, and the technical challenges of the tune.

Written lesson reviews are included with each lesson. In addition, any of the following assessments may be used: teacher observation, discussion, peer critique, authentic audience assessment, performance, rubrics, teacher-created worksheets and journals.

CYCLE CHARTS

HYMNS, OUR CHRISTIAN HERITAGE *LESSONS*

Lower Level:

Cycle 1

1. What a Friend We Have in Jesus (Joseph Scriven) – Hymn 499
2. Joy to the World, When I Survey the Wondrous Cross (Isaac Watts) – Hymns 125, 154-155
3. Amazing Grace (John Newton) – Hymn 108
4. Joyful, Joyful We Adore Thee (Henry Van Dyke) – Hymn 12
5. Shall We Gather at the River (Robert Lowry) – Hymn 432

Cycle 2

6. What Heavenly Music (collected by James White) – Hymn 452
7. Redeemed, Blessed Assurance (Fanny Crosby) – Hymns 337-338, 462
8. How Firm a Foundation (collected by John Rippon) – Hymn 509
9. All Creatures of My God and King (Francis of Assisi) – Hymn 2
10. When We All Get to Heaven (Eliza Edmunds Hewitt) – Hymn 633

Cycle 3

11. Take My Life and Let It Be (Frances Havergal) – Hymn 330
12. Jesus Is Coming Again/Lift Up the Trumpet (Jerusha Strout), We Have This Hope (Wayne Hooper) - Hymns 213, 214
13. Wonderful Words of Life (Philip P. Bliss) – Hymn 286
14. Turn Your Eyes Upon Jesus (Helen Lemmel) – Hymn 290
15. This Is My Father's World (Maltbie E. Babcock) – Hymn 92

Cycle 4

16. All Things Bright and Beautiful (Cecil Frances Alexander) – Hymn 93
17. Praise God from Whom All Blessings Flow/Doxology (Thomas Ken), Grant Us Thy Peace/Dona Nobis Pacem (Latin, source unknown) – Hymns 694-695, 47
18. Children of the Heavenly Father (Carolina Sandell Berg) – Hymn 101
19. Sweet By and By (Sanford Fillmore Bennett, Joseph Webster) – Hymn 428
20. When He Cometh (William Orcutt Cushing) – Hymn 218

Upper Level:

Cycle 1

1. O for a Thousand Tongues to Sing, Christ the Lord is Risen Today (Charles Wesley) – Hymns 250, 166
2. Now Thank We All Our God (Martin Rinkart), Come Ye Thankful People (Henry Alford) – Hymns 559, 557
3. A Mighty Fortress (Martin Luther) – Hymn 506
4. I Want Jesus to Walk with Me, Give Me Jesus (African American Spirituals) – Hymns 624, 305
5. Be Thou My Vision – Hymn 547

Cycle 2

6. It Is Well with My Soul (Horatio Spafford) – Hymn 530
7. Long Upon the Mountains, How Far from Home, I Saw One Weary (Annie Smith) – Hymns 447, 439, 441
8. On a Hill Far Away/Old Rugged Cross (George Bennard) – Hymn 159
9. He Lives (Alfred Ackley) – Hymn 251
10. How Great Thou Art (Stuart K. Hine) – Hymn 86

Cycle 3

11. My Jesus, I Love Thee (William Featherstone) – Hymn 321
12. Come, Thou Fount of Every Blessing (Robert Robinson) – Hymn 334
13. In the Bleak Midwinter (Christina Rossetti) – Hymn 126
14. O, When Shall I See Jesus? (John Leland) – Hymn 448
15. I Love to Tell the Story (Katherine Hankey) – Hymn 457

Cycle 4

16. Give Me the Bible (Priscilla Owens) – Hymn 272
17. Jesus, What a Friend of Sinners (J. Wilbur Chapman) – Hymn 187
18. Guide Me, O Thou Great Jehovah (William Williams, Peter Williams) – Hymn 538
19. Day Is Dying in the West (Mary Lathbury) – Hymn 51
20. Anywhere with Jesus (Jessie Brown, Daniel Towner), Trust & Obey (John Sammis, Daniel Towner) – Hymns 508, 590

American Sign Language Materials

Nohelani Jarnes, Professional Interpreter

Ariana Jarnes, Student Musician

HYMNS, OUR CHRISTIAN HERITAGE LESSONS 1-20, LL

The hymn video resources feature Nohelani Jarnes and her 12-year old daughter Ariana demonstrating how to sign and sing the lower level hymn lessons for the students.

Mrs. Jarnes was 11 years old when she became interested in sign language. She learned as much as she could from a book. Later she went to American River College (Sacramento, CA) and graduated with a degree in sign language. While she was attending school in that area, she began interpreting at the Sacramento Central Seventh-day Adventist Church for Pastor Doug Bachelor. She has been a professional interpreter for the past 16 years. Mrs. Jarnes has interpreted in many different situations: medical, theatrical, religious, business, technology, educational, behavioral health and legal. Her work has been in California and the Pacific Northwest.

“Interpreting and deaf ministry is a passion for me,” states Mrs. Jarnes. “It gives me satisfaction knowing that God has given me this ability to reach the deaf and use these talents for Him.”

She is currently the sign language interpreter for the Washington Conference of SDA, Deaf Ministries Coordinator for the Pacific Northwest Union of SDA, and she works with special needs ministries for the General Conference. Mrs. Jarnes encourages others to learn more about the deaf culture and know how to partner with them in ministry.

Mrs. Jarnes, known as Nohe to her friends, is married to Brian Jarnes. They have 13-year old twin sons, Brylie and Brennan, and a daughter Ariana.

Ariana is currently homeschooling and is in the seventh grade. She began playing the guitar when she was eight years old. She likes playing the guitar because she can sing and play at the same time, and can play different chords (harmony) in different styles. (Note: The melody as sung by Ariana is not always exactly the same as in the print music.) She also enjoys composing music.

The Jarnes family attends Volunteer Park SDA Church in Seattle, Washington.

To contact Nohelani Jarnes, please email terpnjarnes@gmail.com or text or voicemail at 253-625-1854.

Mrs. Jarnes recommends the www.Adventistdeaf.org and www.3adm.org websites for more information.

ASL Video Resources for

HYMNS, OUR CHRISTIAN HERITAGE LESSONS – Lower Level

1. What a Friend We Have in Jesus (Key of D)
 - a. Introduction to signs – 4:59
Words and phrases: friend, Jesus, sins, grief, carry, God, prayer, peace, forfeit, pain, bear, why, carry, everything
 - b. Performance of hymn – 1:26
2. Joy to the World (Key of G)
 - a. Introduction to signs – 4:20
Joy, announce, world, Lord, arrive, earth, accept, king, people, ready, heaven, nature, sing
 - b. Performance of hymn – 1:07
3. Amazing Grace (Key of D)
 - a. Introduction to signs – 3:49
Amazing, grace, sweet, sound, saved, wretch, before, lost, now, found, blind, now, I see
 - b. Performance of hymn – 1:12
4. Joyful, Joyful We Adore Thee (Key of D)
 - a. Introduction to signs – 5:06
Joyful, we adore, God glory, Lord, love, hearts, unfold like flowers, worship, like sun, melt, sin, sadness, doubt, drive away, giver, forever, happy, inspire
 - b. Performance of hymn – 1:17
5. Shall We Gather at the River (Key of C)
 - a. Introduction to signs – 4:21
Heaven, we, people group, river, bright angel, walk, flow continuous, throne, God, yes, beautiful, people
 - b. Performance of hymn – 1:17
6. What Heavenly Music (Key of D)
 - a. Introduction to signs – 4:28
Heaven, music, goes out, inspire, sweet, song, voice, angel, goes out, for, me, welcome, I, hear
 - b. Performance of hymn – 1:14
7. Redeemed! (Key of G)
 - a. Introduction to signs – 3:20
Redeemed, love, proclaim it, blood, lamb, infinite, mercy, child, forever, I am
 - b. Performance of hymn – 1:26
8. How Firm a Foundation (Key of G)
 - a. Introduction to signs – 4:02

Firm, foundation, saints, Lord, laid, faith, Bible, already told you, to you, refuge to Jesus have fled

b. Performance of hymn – 1:13

9. All Creatures of Our God and King (Key of C)

a. Introduction to signs – 3:40

Creatures, God, king, loud, music, together, alleluia, sunshine, moon, praise, Him

b. Performance of hymn – 1:13

10. When We All Get to Heaven (Key of G)

a. Introduction to signs – 5:01

Sing, love, Jesus, His mercy, His grace, mansions, bright, blessed, prepare, for, us, place, we all, arrive, heaven, what a day, rejoicing, when we all see, sing, shout, victory

b. Performance of hymn – 1:18

11. Take My Life and Let It Be (Key of D)

a. Introduction to signs – 2:33

Take my life, change, become Yours only, hands, doing, Your love inspires

b. Performance of hymn – 1:13

12A. Lift Up the Trumpet (Key of D)

a. Introduction to signs – 2:14

Trumpet, loud, Jesus, coming from sky, again, people, happy, sing

b. Performance of hymn – 1:20

12B. We Have This Hope (no performance)

a. Introduction to signs – 4:55

Hope, looking at Jesus, heart, burning, come, faith, Christ, alone, gives, trust Bible promise, we, believe, time, now, world, awake, shout, sing, Hallelujah, Christ, King

b. There is no performance video of “We Have This Hope”

13. Wonderful Words of Life (Key of D)

a. Introduction to signs – 3:29

Sing, again, wonderful life words, music, beautiful, hear, want, life, beauty, teach, faith, work, beautiful words, wonderful words

b. Performance of hymn – 1:37

14. Turn Your Eyes Upon Jesus (Chorus only, Key of D)

a. Introduction to signs – 2:41

Eyes, looking up, Jesus, wonderful face, world, fascination will go away, light, grace

b. Performance of hymn – 1:08

15. This is My Father’s World (Key of D)

a. Introduction to signs – 3:02

Whole world, Father, His, listening, hear, nature (trees in forest, animals), all around, world, music, thinking, satisfied, rocks, trees, skies, water, His hand, made

b. Performance of hymn – 1:30

16. All Things Bright and Beautiful (first stanza only, Key of D) -

a. Introduction to signs – 2:02

World, bright, beautiful, animals, big, small, everything, wise, wonderful, Lord God, made, all

b. Performance of hymn – 1:04

17. Praise God from Whom All Blessings Flow / Doxology (Key of G)

a. Introduction to signs – 2:41

Praise God, blessed, flow, here, animals, people, heaven, angels, Father God, Jesus, Holy Ghost (Spirit), three to one

b. Performance of hymn – 1:08

18. Children of the Heavenly Father (Key of D)

a. Introduction to signs – 2:35

Children, belong, God, heavenly Father, He gathers children together, protect them, small bird, star in sky, does He protect them? No

b. Performance of hymn – 1:03

19. Sweet By and By (Key of D)

a. Introduction to signs – 2:41

Heaven, area, bright, faith, visualize, picture, afar, Father, there, waits, He's making home there, sweet, will happen, we as a group, going to heaven, beautiful, shore

b. Performance of hymn – 1:26

20. When He Cometh (Key of C)

a. Introduction to signs – 3:15

Jesus, coming, precious jewels, collecting, He loves and they belong to Him, many stars, Him brightness adorning, shall shine, beautiful, bright precious rocks/jewels, His crown

b. Performance of hymn – 1:15



Excerpts from

How Should Children Sing?

by Philip P. Bliss, April 1873

What shall the children sing?

Unquestionably we cannot be too careful to guard against putting a cup of poisoned song to their youthful lips, and yet I cannot sympathize with those who would have only doctrinal, didactic, dogmatic songs, or rather sermons. If a child really sings, he must not only fully understand, but love the meaning of the words employed.

We must not expect the infant class or ten-year olds to appreciate and enjoy as we do that which we call the best, in sentiment or in song. Remember, "milk for babes, strong meat for men." Make the difference apparent; strive to lead them to a higher musical taste and nobler spiritual enjoyments, but do let the children sing of birds as well as of burdens; of beauty as well as of duty; of earth pleasures as well as of heavenly treasures; of temporal employments as well as of spiritual enjoyments. Let song develop feeling, while it never fails to direct and purify the affections.

* * * * *

Nowhere is hypocrisy so woefully apparent, so generally tolerated, and so powerfully taught, as in singing. What else can we expect when children see the church members turning leaves or idly gazing about the room while singing "Nearer, my God to Thee,"...

Above all things, then, sing and thereby teach others to sing feelingly, with the spirit. Show your sincerity in song worship, and the children will learn to be sincere. In a word, if you would have *them* sing sweetly, earnestly and devotionally, sing thus before them; for in nothing are children more apt at imitation than in singing.

Sing not alone with lip and voice,
But with the heart and soul rejoice;
Then they that hear will join thy praise,
And real, heartfelt songs shall raise.

NOTE: You may read Philip P Bliss's entire essay on this important subject from *The Memoir of Philip P. Bliss* (1877), pp. 221-224. It is found in several locations on the internet.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 1 Lower Level - What a Friend We Have in Jesus

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links for the hymn "What a Friend We Have in Jesus"

- ✓ The story behind the hymn, "What a Friend We Have in Jesus" (9:51)
<https://www.youtube.com/watch?v=tKjUoE2fack>
- ✓ Recording of men's quartet singing "What a Friend We Have in Jesus" (4:05),
<https://www.youtube.com/watch?v=4XRmGEbH0qs>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "What a Friend We Have in Jesus" (#499) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *grief, privilege, forfeit, trials, temptations, faithful, sorrows, weakness, laden, cumbered, refuge, despise, forsake, shield, solace*
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Ask the students what they consider qualities of a great friend. Discuss with the students how Jesus can be our Friend.
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Joseph Scriven who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Review the story by completing the Lesson 1 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.

- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 1 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "What a Friend We Have in Jesus"

1. A
2. C
3. C
4. B
5. A
6. B
7. B
8. C
9. A
10. B

What a Friend We Have in Jesus

Joseph Scriven (1819-1886)

Joseph Scriven had wealth, education, a devoted family and a pleasant life in his native Ireland. Then tragedy struck. On the night before Joseph's wedding, his fiancée drowned when her horse stumbled as she was crossing a river. When he saw her body as it was being pulled from the water he suffered a deep shock. In his sorrow, Joseph realized that he could only find the solace and support he needed in his dearest friend, Jesus.



In the hope of forgetting, Scriven dramatically changed his life, leaving Ireland for Port Hope, Canada. He determined to devote all of his extra time in being a friend and helper to others. Some thought him rather strange and eccentric, but to the many he helped, he was God's answer to their prayers. He often gave away his clothing and possessions to those in need, and he worked—without pay—for anyone who needed him. Scriven became known as the "Good Samaritan of Port Hope."

He once again became engaged to be married, but lost his second fiancée after a brief, fatal illness.

In spite of loneliness, poverty and precarious health, it was not his own troubles that led him to write "What a Friend We Have in Jesus." It was when Scriven's mother became ill in Ireland that he wrote a comforting letter to her, enclosing the words of his newly written poem with the prayer that these brief lines would remind her of a never failing heavenly Friend. That was in 1855.

Years passed. During that time a hymn appeared titled "What a Friend We Have in Jesus." The music of the hymn was credited to Charles C. Converse, but the author of the words was not identified. The mystery was not solved for many years.

No one had known that Scriven had a gift for writing poetry until shortly before his death. A neighbor who was watching beside him during his last illness found in Scriven's room some handwritten lines. He read them with intense delight. The Irishman admitted that this poem was his. Asked how he came to write it, Mr. Scriven replied that in a time of very special sorrow he had written it to bring comfort to his mother. He had not intended anyone but her to see it.

"The Lord and I did it between us," he said.

Student Name:

Hymns, Our Christian Heritage

Lesson 1 - Review

Score:

10

“What a Friend We Have in Jesus” Words by Joseph Scriven

1. What was Joseph Scriven’s adopted home country?
 - a. Canada
 - b. Ireland
 - c. United States
2. What tragedy hit Joseph not once, but twice?
 - a. He lost all his money
 - b. He got sick and nearly died
 - c. His fiancée died
3. How did Joseph try to get over his broken heart?
 - a. He gave away his clothing to those in need
 - b. He worked without pay for anyone who needed help
 - c. Both of the above
 - d. None of the above
4. In Port Hope he became known as
 - a. The Irish Bulldog
 - b. The Good Samaritan
 - c. The Poet
5. For whom did he write the words of “What a Friend We Have in Jesus”?
 - a. His mother
 - b. His best friend
 - c. His sister
6. Who helped him write the words of this hymn?
 - a. His neighbor
 - b. God
 - c. Nobody helped him
7. Who wrote the music for the hymn?
 - a. Lowell Mason
 - b. Charles Converse
 - c. J. S. Bach
8. How long after he wrote the hymn did people finally learn that he wrote it?
 - a. Two years
 - b. Ten years
 - c. Over 30 years
9. Which of these phrases is *not* in the first verse of the hymn?
 - a. Oh, how we are sad and lonely
 - b. Oh, what peace we often forfeit
 - c. Oh, what needless pain we bear
10. What phrase *is* found four times in the text?
 - a. Can we find a friend so faithful
 - b. Take it to the Lord in prayer
 - c. We should never be discouraged

What a Friend We Have in Jesus

Joseph M. Scriven, 1855

Charles C. Converse, 1868



1.What a friend we have in Je - sus, All our sins and griefs to bear;
2.Have we tri - als and temp - ta - tions? Is there trou - ble an - y - where?
3.Are we weak and heav - y la - den, Cum - bered with a load of care?



What a priv - i - lege to car - ry Ev - ery-thing to God in prayer!
We should nev - er be dis - cour - aged; Take it to the Lord in prayer!
Pre - cious Sav - ior still our ref - uge, Take it to the Lord in prayer!



O what peace we of - ten for - feit, O what need - less pain we bear,
Can we find a friend so faith - ful, who will all our sor - rows share?
Do thy friends de - spise for - sake thee? Take it to the Lord in prayer!



All be - cause we do not car - ry Ev - ery - thing to God in prayer.
Je - sus knows our ev - ery weak - ness; Take it to the Lord in prayer.
In His arms He'll take and shield thee, Thou wilt find a sol - ace there.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 2 Lower Level – Joy to the World

When I Survey the Wondrous Cross

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links for Isaac Watts and the hymns “Joy to the World” and “When I Survey the Wondrous Cross”

- ✓ The Story of Isaac Watts (19:41), first section is biographical (to 3:20), Joy to the World (spoken only) is at 10:26, <https://www.youtube.com/watch?v=D3h3bLkFXNM>
 - ✓ Led by Fernando Ortega (4:20) tune of #154 Hamburg. <https://www.youtube.com/watch?v=Tkx8WAycYAc>
 - ✓ Sung by Kathryn Scott (4:06) sung to *The River is Wide/Waly, Wally* tune, <https://www.youtube.com/watch?v=FhvXOIVsRv4>
 - ✓ Female soloist (2:39) tune of #154 Hamburg. <https://www.youtube.com/watch?v=g-p-UFdTjE>
 - ✓ Gaither group with soloists (4:17) tune of #154 Hamburg. <https://www.youtube.com/watch?v=6z3Cn5Yj10I>
 - ✓ Youth choir and orchestra, arr. Gilbert Martin, (3:58) https://www.youtube.com/watch?v=nDWX_ysCH0Y
-

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn “Joy to the World” (#125) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students’ understanding. Ask the students why this hymn is most often sung during the Christmas season.
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Isaac Watts who wrote the words of this hymn, using the biographical sketch found in this lesson. Show part of the YouTube link above.
- ✓ Ask the students what they know about people who worship in a different church. Build a T-chart of the “same” and “different” aspects of our church compared to another church. Discuss how it feels to be teased for being different--how you dress, how you talk, and other such things. What is religious freedom? Would the students be willing to go to prison or be put to death for their beliefs?
- ✓ Review the story by completing the Lesson 2 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.

- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ If possible, teach the students a second Isaac Watts hymn, “When I Survey the Wondrous Cross” (#154 and #155). Charles Wesley once said that he would gladly exchange all the hymns he had written in return for this “matchless one.” Which tune do the students like the best?
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create an acrostic using their names like young Isaac did.
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 2 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “Joy to the World”

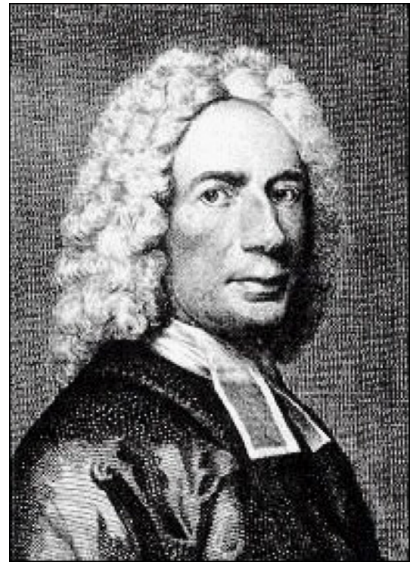
1. C
2. A
3. E
4. B
5. A
6. C
7. B
8. A
9. B
10. B

Joy to the World

Isaac Watts (1674-1748)

Isaac Watts is called the Father of English Hymnody. He was short—only five feet tall! But he had a mighty influence.

When he was a boy, people who believed like him were punished for their religion. When he was only a baby, his father was put in prison for six months for his religious beliefs. His mother often sat on the stone steps of the prison, holding little Isaac in her arms. Every day she would come and spend hours singing for the comfort of her husband.



Isaac was never strong. He was practically an invalid all his life. And yet he was as active as he could be.

At an early age, Isaac displayed unusual talent in rhyming and putting it into poetic verse.

When he was five, he was asked by his father why he had giggled in the middle of their family prayers. He said that through his fingers he had seen a mouse running up the bell rope, and had suddenly thought,

“There was a mouse, for want of stairs,
Ran up a rope to say his prayers.”

His rhyming eventually irritated his parents so much that one day his dad threatened a whipping if he didn’t stop rhyming everything. Without thinking the tearful little boy replied in rhyme,

“I will no more verses make
if you on me some pity take!”

Isaac had learned Latin at the age of 4, Greek at 9, French at 10 and Hebrew at 13. But he was denied entrance to the university because he would not sign allegiance to the Church of England.

As a young man, he became increasingly concerned with the congregational singing in the English speaking churches. Only ponderous metrical psalms were used until this time. To use any words other than the actual words of Scripture was considered to be an insult to God.

“God stopped speaking in poetic meter when David died,” he was often told by those who felt it their duty to discourage him from writing original hymns. Challenged by his father to “write something better for us to sing,” young Watts began to create versions of the psalms with inspiring and expressive style.

Isaac Watts challenged the status quo and started a revolution in congregational singing. At the age of 25 he published an important hymnal titled *The Psalms of David in the Language of the New Testament*.

The beauty of his soul and brilliant clarity of his mind seemed to be in direct contrast to his outward appearance. The only woman he ever loved took one look at him and said, “I’m sorry, Dr. Watts,” and that was as close as he ever came to marriage!

The hymn “Joy to the World” expresses the thoughts in Psalm 98. Some of his other most famous hymns are “I Sing the Mighty Power” (#88), “O God, Our Help in Ages Past” (#103) and “When I Survey the Wondrous Cross” (#154, 155). He has been credited with at least 600 hymns.

In Westminster Abbey, there is a memorial to him in the poets’ corner. It shows him seated at a table writing, while angels whisper songs in his ear.



Student Name:

Hymns, Our Christian Heritage

Lesson 2 - Review

Score:

10

“Joy to the World” Words by Isaac Watts

1. What was Isaac Watts' home country?
 - a. Canada
 - b. Ireland
 - c. England
2. Why was Isaac's father in prison?
 - a. Because of his religious beliefs
 - b. Because he stole money from the church
 - c. Because he got mad and injured someone
3. Which of the following are true?
 - a. Isaac Watts was not very tall
 - b. Isaac Watts was sickly his whole life
 - c. Isaac Watts was not handsome
 - d. None of the above
 - e. All of the above
4. What little animal did five-year-old Isaac see during prayer that he made up a verse about?
 - a. A squirrel
 - b. A mouse
 - c. A chipmunk
5. What talent did Isaac have that got him into trouble when he was young?
 - a. Rhyming
 - b. Singing
 - c. Reading
6. How many languages did Isaac know by the time he was 13?
 - a. 3
 - b. 4
 - c. 5
7. Which language did Isaac *not* learn?
 - a. English
 - b. German
 - c. Greek
8. What did Isaac's father challenge him to do?
 - a. Write better hymns for the people to sing at church
 - b. Write better sermons so the people wouldn't be so bored at church
 - c. Write stories of when he was a little boy
9. Did Isaac Watts ever get married?
 - a. Yes
 - b. No
10. Is “Joy to the World” the only hymn Isaac Watts wrote?
 - a. Yes
 - b. No

Hymns, Our Christian Heritage

Lesson 2 – Acrostic Activity

“Joy to the World” Words by Isaac Watts

Isaac Watts wrote the following acrostic when he was only seven years old.
Why don't you write your own acrostic using your first name. Extra points if it rhymes!

I I am a vile, polluted lump of earth
S So I've continued ever since my birth
A Although Jehovah, grace doth daily give me
A As sure this monster, Satan, will deceive me
C Come therefore, Lord, from Satan's claws relieve me

W Wash me in Thy blood, O Christ
A And grace divine impart
T Then search and try the corners of my heart
T That I in all things may be fit to do
S Service to Thee, and Thy praise too.

YOUR ACROSTIC

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Joy to the World

Isaac Watts, 1719

Lowell Mason, 1830



1. Joy to the world, the Lord is come! Let earth re- ceive her King; Let ev - ery__
 2. Joy to the earth, the Sav - ior reigns! Let men their songs em- ploy; While fields and__
 3. No more let sin and sor - row grow, Nor thorns in - fest the ground; He come_ to__
 4. He rules the world with truth and grace, And makes the na - tions prove The glo - ries__

9



heart__ pre - pare__ Him__ room__ And heaven and na - ture__ sing, And__
 floods,__ rocks, hills,__ and__ plains,__ Re - peat the sound - ing__ joy, Re__
 make__ His bless - ings__ flow__ Far as the curse is__ found, Far__
 of__ His righ - teous - ness,__ And won - ders of His__ love, And__

14



heaven and na - ture__ sing, And__ heaven and heaven__ and na - ture sing.
 peat the sound ing__ joy, Re - peat__ re - peat__ the sound - ing joy.
 as the curse is__ found, Far__ as,__ far as__ the curse is found.
 won - ders of His__ love, And__ won - ders, and won - ders of His love.

Spanish - Stanza One

¡Al mundo paz, nació Jesus,
 nació ya nuestro Rey!
 El Corazón ya tiene luz,
 Y paz su santa grey,
 Y paz su santa grey,
 Y paz, y paz, su santa grey.

When I Survey the Wondrous Cross

Isaac Watts, 1707

arr. Lowell Mason
HAMBURG

1. When I sur - vey the won - drous cross On which the
2. For - bid it, Lord, that I should boast, Save in the

5

Prince of glo - ry died, My rich - est gain I
death of Christ, my God; All the vain things that

10

count but loss, And pour con - tempt on all my pride.
charm me most, I sac - ri - fice them to His blood.

3. See, from His head, His hands, His feet,
Sorrow and love flow mingled down;
Did e'er such love and sorrow meet,
Or thorns compose so rich a crown?

4. Were the whole realm of nature mine,
That were a present far too small:
Love so amazing, so divine,
Demands my soul, my life, my all.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 3 Lower Level – Amazing Grace

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to the story about John Newton and the hymn "Amazing Grace"

- ✓ "Amazing Grace" (6:50), <https://www.youtube.com/watch?v=738-231XkkQ>
- ✓ Story (2:34), <https://www.youtube.com/watch?v=ai5TAyvei3A>
- ✓ Story (14:29), <https://www.youtube.com/watch?v=8m8AHHduTM0>
- ✓ Fountainview Academy (7:39), <https://www.youtube.com/watch?v=Hi8JP1anshY>
- ✓ President & Mrs. Obama watching Wintley Phipps sing, https://www.youtube.com/watch?v=y_7043fg1ag
- ✓ Celtic Women with bagpipes and orchestral accompaniment (5:02), https://www.youtube.com/watch?v=HsCp5LG_zNE
- ✓ Scottish bagpipes with views of Scotland (4:49), <https://www.youtube.com/watch?v=M8AeV8Jbx6M>
- ✓ Modern version "Amazing Grace/My Chains are Gone" performed by women's *a cappella* group in outdoors setting (4:30), <https://www.youtube.com/watch?v=X6Mtpk4jeVA>
- ✓ Performed by seven-year old twin girls, <https://www.youtube.com/watch?v=IDoksX-JHKY>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Amazing Grace" (#108) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *grace*, *wretch*, *blind*, *home*, "there" 10,000 years.
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain? Did John Newton write all the stanzas that are in the *Seventh-day Adventist Hymnal*? (No, he didn't write stanza five.)
- ✓ Read or tell the story of John Newton who wrote the words of this hymn, using the biographical sketch found in this lesson. Show the YouTube video about John Newton.
- ✓ Discuss how it may have affected John to lose his mother when he was only seven. How do you think it affected him that his sea captain father was seldom home? Do children today face those same problems? What were some of the "dangers, toils and snares" that John Newton experienced?
- ✓ Discuss with the students how it took a long time for Christians to take up the fight against slavery. Why? Do they think that anyone who captured, transported, or owned slaves can go to heaven? How would you convince someone against slavery? What does the Bible say about slavery? Is there still slavery today?

- ✓ Review the story by completing the Lesson 3 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 3 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "Amazing Grace"

1. A
2. B
3. B
4. C
5. False
6. B
7. A
8. A
9. C
10. B

Amazing Grace

John Newton (1725-1807)

Little John lived in London with his mother. His father, a sea captain was not home much. His mother loved God and wanted John to become a minister. She taught him how to pray and how to read using the Bible as his textbook. Unfortunately, she died before John was seven years old.

After going to school only two years, at the age of 11 he went to sea with his father. His life was very adventurous for the next 18 years, but he became a rough and reckless sailor. Once he was accused of deserting from the navy and was severely beaten.

Another time he lived for more than a year practically a slave under a cruel slave dealer. He was nearly starved and was treated very badly. Providentially, he was found by the captain of another ship who was under direction from Newton's father. The friendly captain agreed to return John home to England. On that trip, the ship was caught in a terrible storm and was nearly lost. As John faced possible death at the age of 23, he read a book called *The Imitation of Christ* and decided he would change the way he was living.

For another six years, however, he continued commanding a slave ship, capturing natives from West Africa to be sold as slaves in markets around the world. But gradually he became convicted that this was not what God wanted him to do. He felt called to Christian ministry, so he turned completely away from his former life and became a preacher.

In his church, he introduced simple hymns that touched the hearts of the people. When he couldn't find enough hymns, he began to write his own and eventually produced a hymnal. He also spoke out against slavery, supporting those in his country that were trying to get laws changed to stop it.

Through his whole life, John Newton never ceased to marvel at the grace of God that transformed him so completely. He is quoted as often saying near the end of his life, "My memory is nearly gone, but I remember two things: that I am a great sinner and that Christ is a great Savior!"

At the age of 82, his memory and his eyesight were nearly gone, so an assistant stood in the pulpit to help him with his sermon. One Sunday, Newton had twice read the words, "Jesus is precious."

His helper whispered, "You have already said that twice. Go on."



“I said that twice and I am going to say it again,” replied Newton.

Then everyone sat up straight as the old preacher shouted, “JESUS CHRIST IS PRECIOUS!”

NOTE: The tune for “Amazing Grace” can be played on the piano’s black keys. The tune uses only five notes, a *pentatonic scale*.

Student Name:

Hymns, Our Christian Heritage

Lesson 3 - Review

Score:

10

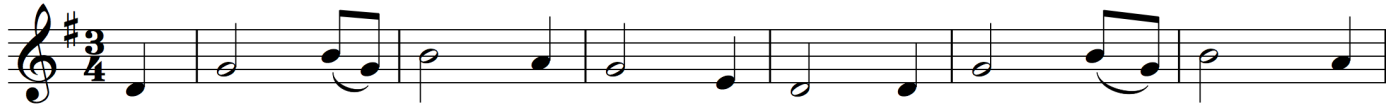
“Amazing Grace” Words by John Newton

1. Where did John Newton grow up?
 - a. London
 - b. Paris
 - c. New York
2. Who taught him to read the Bible and pray?
 - a. His father
 - b. His mother
 - c. His grandmother
3. How old was John when he went to sea with his father?
 - a. 5 years old
 - b. 11 years old
 - c. 14 years old
4. What made John decide he needed to change his life?
 - a. A beating when he was in the navy
 - b. Nearly losing his life in a terrible storm
 - c. Reading a book about Jesus
5. True or False. John Newton immediately quit the slave trade after changing his life.
6. Why did Newton stop buying and selling slaves?
 - a. He wasn't making any money on it anymore
 - b. He felt convicted that God didn't want him to do that anymore
 - c. His wife told him he must stop
7. What did Newton become after he quit the slave trade?
 - a. A minister
 - b. A teacher
 - c. A musician
8. Why did Newton begin to write hymns?
 - a. Because he couldn't find enough hymns for the people in his church
 - b. Because he didn't like the hymns others had written
 - c. Because he liked the publicity that his well-liked hymns brought him
9. When Newton was old, he was losing his
 - a. Memory
 - b. Eye sight
 - c. Both A & B
10. The most popular hymn that Newton wrote is called
 - a. “Rejoice, the Lord is King!”
 - b. “Amazing Grace”
 - c. “Redeemed, How I Love to Proclaim it”

Amazing Grace

John Newton, 1779

Virginia Harmony, 1831



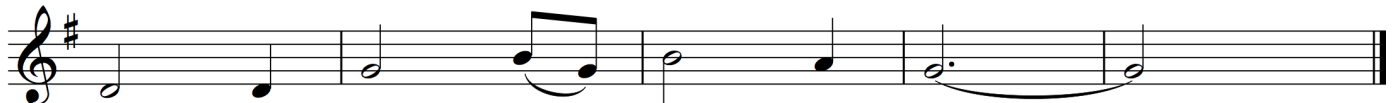
1. A - maz - ing__ grace! how sweet the sound, That saved a__ wretch like
 2. 'Twas grace that taught my heart to fear, And grace my__ fears re -
 3. The Lord has__ pro - mised good to me, His word my__ hope se -
 4. Through ma - ny__ dan - gers, toils and snares, I have al - read - y
 5. When we've been there ten thous - sand years, Bright shi - ning__ as the

7



me!__ I once__ was__ lost but now__ am__
 lieved;__ How pre - cious__ did that grace__ ap__
 cures;__ He will__ my__ shield and por - tion__
 come;__ 'Tis grace__ hath__ brought me safe__ thus__
 sun,__ We've no__ less__ days to sing__ God's__

12



found, Was blind but__ now I see.__
 pear The hour I__ first be - lieved!__
 be As long as__ life en - dures.__
 far, And grace will__ lead me home.__
 praise Than when we'd__ first be - gun.__

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 4 Lower Level – Joyful, Joyful, We Adore Thee

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "Joyful, Joyful, We Adore Thee"

- ✓ Modern version with added chorus (4:35), <https://www.youtube.com/watch?v=HJRuCWFmxMQ>
- ✓ Gospel version performed by three young women (4:56), <https://www.youtube.com/watch?v=pb4Y0fjrCFY>
- ✓ Mormon Tabernacle Choir (2:05), <https://www.youtube.com/watch?v=g3RhVvfCOII>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Joyful, Joyful We Adore Thee" (#12) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of phrases in the hymn to clarify the students' understanding: *hearts unfold like flow'rs before Thee, melt the clouds of sin and sadness, drive the dark of doubt away, Giver of immortal gladness*, and more.
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Henry van Dyke who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Discuss the qualities that made Henry van Dyke a good friend. These are not necessarily spelled out in the biographical sketch, but must be deduced from the brief information. (Clues: showed thankfulness to hosts, helped people during the war, took all the time he needed to assist friends when in trouble. Also look for clues in the quotes at the end of the lesson.)
- ✓ Review the story by completing the Lesson 4 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Challenge the students to learn to play the hymn (start on E) on the piano or on a recorder (start on B).
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.

✓ **EXTENSION ACTIVITIES FOR OLDER STUDENTS:**

- Create a choral reading of the hymn.
- Create a video featuring students reciting some of van Dyke's most famous quotes (with a musical and artistic background).
- Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
- Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.
- Read the story *The Other Wise Man* written by Henry van Dyke.
- Research Beethoven's "Ode to Joy" to learn more about its original setting. Listen to it in Beethoven's Ninth Symphony.

ASSESSMENT:

There is a Lesson 4 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "Joyful, Joyful, We Adore Thee"

1. C
2. B
3. A
4. C
5. B
6. B
7. A
8. B
9. C
10. B

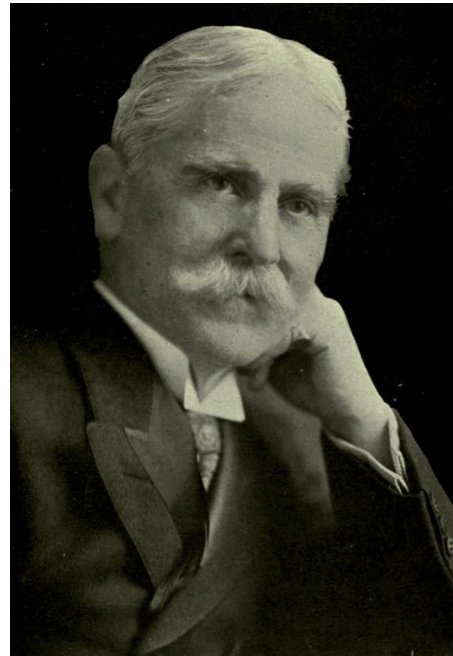
Joyful, Joyful, We Adore Thee

Henry van Dyke (1852-1933)

Henry van Dyke was born in Germantown, Pennsylvania. He was not always a model child when he was a boy. His father said of Henry and his brother, "Paul was born good, but Henry was saved by grace."

When he was 16, Henry met General Robert E. Lee who gave him a ride on his famous horse, Traveller. Later in life he said that General Lee was an important influence on his life.

Henry was an excellent student at Princeton University, although he sometimes got involved in pranks.



He married after graduation, and he and his wife, Helen, had nine children. Van Dyke became widely known as a powerful preacher. But later in life, he returned to Princeton to become a professor of English literature. He had writer friends from far and near who liked to visit his home.

President Woodrow Wilson was a close personal friend of his. President Wilson appointed van Dyke as the United States Ambassador to the Netherlands and Luxembourg in 1913, just before the start of World War I. It was a difficult time, but he did all he could to help the frightened Americans who were caught in Europe during that conflict with Germany. He returned to the US in 1916 and became a Navy Chaplain along with resuming his teaching at Princeton.

Helen Keller was also a close friend. She said that "Dr. van Dyke is the kind of a friend to have when one is up against a difficult problem. He will take trouble, days and nights of trouble, if it is for somebody else or for some cause he is interested in."

Henry van Dyke was visiting the president of a college in Western Massachusetts in 1907 when this hymn was written. He had been preaching at the school, which was located in the beautiful Berkshire mountains.

One morning when he came down to breakfast, van Dyke placed a manuscript on the table and said, "Here is a hymn for you. Your mountains were my inspiration. It *must* be sung to the music of Beethoven's 'Hymn to Joy'."

What a wise man he was! When the words he wrote were combined with the already famous tune by Beethoven, it created a great and joyous expression of praise to God. Although van Dyke published many devotional writings and lived a very distinguished life, the popularity of this hymn is what has kept his name alive.

One of the stories that Mr. van Dyke wrote, *The Other Wise Man*, is still very popular. In the story, he imagines that there was a “fourth” wise man who traveled, like the Magi mentioned in the Bible, to see the King who had been born among the Jews. Like them he also took treasures to give as gifts to the Child. His trip, however, was frequently delayed because he stopped to help others. He never found the Child. But many years later he arrived in Jerusalem just in time for the crucifixion of Jesus. He feels like he has failed Jesus. But a voice tells him, “Verily I say unto thee, inasmuch as thou hast done it unto one of the least of these my brethren, thou hast done it unto me” (Matthew 25:40).

He is also known for many thoughtful quotations:

“There is a loftier ambition than merely to stand high in the world.
It is to stoop down and lift mankind a little higher.”

“Use the talents you possess,
for the woods would be very silent if no birds sang except the best.”

“Time is
Too slow for those who Wait,
Too swift for those who Fear,
Too long for those who Grieve,
Too short for those who Rejoice,
But for those who Love,
Time is eternity.”

“A friend is what the heart needs all the time.”

“Love is the best thing in the world, and the thing that lives the longest.”

“But this I know.
Those who seek Him will do well to look among the poor and the lowly,
the sorrowful and the oppressed.”

Student Name:

Hymns, Our Christian Heritage

Lesson 4 – Review

Score:

10

“Joyful, Joyful We Adore Thee”

Words by Henry van Dyke

1. Where did Henry van Dyke grow up?
 - a. Virginia
 - b. Texas
 - c. Pennsylvania
2. When he was a teenager, Henry met General Robert E. Lee. What did Lee let him do?
 - a. Wear his sword
 - b. Ride his horse
 - c. Shake his hand
3. Which of the following did van Dyke *not* do?
 - a. Wrote music
 - b. Preached sermons
 - c. Taught English
4. What president was a good friend of his?
 - a. President Abe Lincoln
 - b. President Teddy Roosevelt
 - c. President Woodrow Wilson
5. Helen Keller said that she valued Dr. van Dyke's friendship because
 - a. He gave her money
 - b. He helped her with difficult problems
 - c. He pulled pranks on her
6. What mountains inspired van Dyke to write “Joyful, Joyful We Adore Thee”?
 - a. The Rocky Mountains
 - b. The Berkshires
 - c. The Great Smoky Mountains
7. Van Dyke said that the words he wrote must be sung to a tune by
 - a. Ludwig van Beethoven
 - b. Amadeus Mozart
 - c. Johann Sebastian Bach
8. In van Dyke's story *The Other Wise Man*, does the “fourth” wise man fail in his quest to help the Child Jesus?
 - a. Yes, because he gives his treasures to help those in need
 - b. No, because he gives his treasures to help those in need
9. According to Dr. van Dyke, what is it that a heart needs all the time?
 - a. Good food
 - b. Exercise
 - c. A friend
10. What does Dr. van Dyke think is the best thing in the world?
 - a. Nature
 - b. Love
 - c. Family

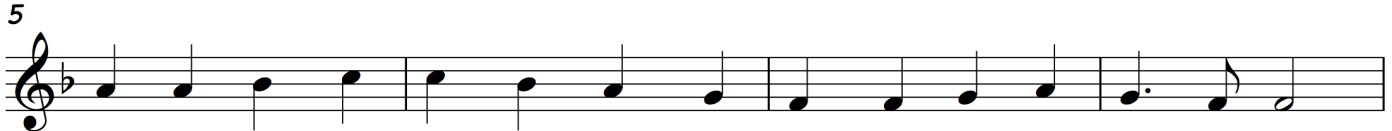
Joyful, Joyful, We Adore Thee

Henry Van Dyke, 1907

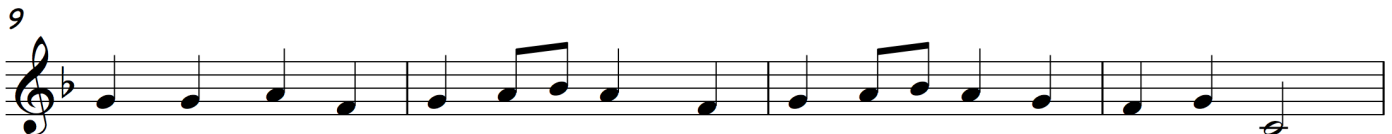
Ludwig van Beethoven, 1824



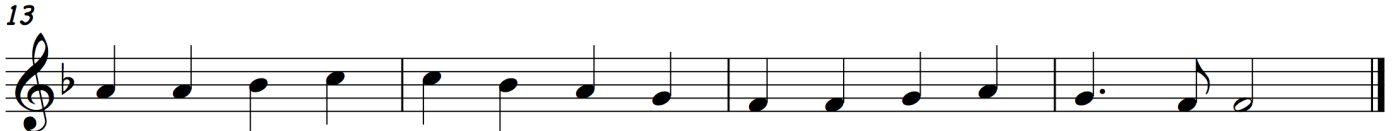
1. Joy - ful, joy - ful, we a - dore Thee, God of glo - ry, Lord of love;
2. All Thy works with joy sur - round Thee, Earth and heav'n re - flect Thy rays,
3. Thou art giv - ing and for - giv - ing, Ev - er bless - ing, ev - er blest,



Hearts un - fold like flow'rs be - fore Thee, Hail Thee as the sun a - bove.
Stars and an - gels sing a - round Thee, Cen - ter of un - bro - ken praise;
Well - spring of the joy of liv - ing, O - cean depth of hap - py rest!



Melt the clouds of sin and sad - ness, Drive the dark of doubt a - way;
Field and for - est, vale and moun - tain, Bloss 'ming mea - dow, flash - ing sea,
Thou the Fath - er, Christ our broth - er, All who live in love are Thine:



Giv - er of im - mor - tal glad - ness, Fill us with the light of day!
Chant - ing bird and flow - ing foun - tain, Call us to re - joice in Thee.
Teach us how to love each oth - er, Lift us to the joy di - vine.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 5 Lower Level – Shall We Gather at the River

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "Shall We Gather at the River"

- ✓ Gary Chapman tells the story and sings the song (5:15), <https://www.youtube.com/watch?v=BY8ugZ8NvBU>
- ✓ Choral performance (2:07), <https://www.youtube.com/watch?v=JPFkuGRG4jA>
- ✓ Gaither group performance (4:18), <https://www.youtube.com/watch?v=EI7QNTXqavo>
- ✓ Women's *a cappella* performance (5:03), <https://www.youtube.com/watch?v=wsaCG8X7I-c>
- ✓ Mormon Tabernacle Choir and Orchestra (5:01), <https://www.youtube.com/watch?v=m1OrVBy4S2E>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Shall We Gather at the River" (#432) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *river, trod, crystal tide, silver spray, ere, pilgrimage, quiver, saints*.
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Robert Lowry who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ What does it mean that he could "paint word pictures"? What do you think he meant when he said his mind was a "spinning machine"? How does it feel when your "heart is aching"?
- ✓ Discuss what an epidemic is and talk about some of the epidemics of the past. Do you think there could be an epidemic again even though there is much better medical care and medicine now?
- ✓ Review the story by completing the Lesson 5 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Although this hymn was written during a time of great sorrow, does it seem like a sad hymn? Why or why not?
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.

- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 5 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "Shall We Gather at the River"

1. B
2. C
3. A
4. B
5. C
6. C
7. C
8. A
9. B
10. A

Shall We Gather at the River

Words & Music by Robert Lowry (1826-1899)

Born in Pennsylvania, Robert showed a great love for music as a child. He enjoyed trying all the various musical instruments that he could find. When he was 17 he accepted Christ as his personal Savior and began actively working in his church. After graduating with highest honors from college, he became a pastor. Robert Lowry was a literature professor during part of that time as well. He married and had three sons.



People who heard Lowry preach, said he was a brilliant and interesting speaker. Few preachers of his day could paint word pictures and inspire a congregation the way he could. He had a high sense of humor and a very pleasant personality. He was a serious Bible student and, although he was an excellent musician, his main interest was preaching.

A reporter once asked him, "Do you write the words to fit the music, or the music to fit the words?"

He replied: "I have no method. Sometimes the music comes and the words follow... when anything good strikes me, whether words or music, and no matter where I am, at home or on the street, I jot it down. Often the margin of a newspaper or the back of an envelope serves as a notebook. My brain is sort of a spinning machine, I think, for there is music running through it all the time."

One very hot summer day in 1864, he was exhausted and resting in his office in Brooklyn, New York. A fierce epidemic was raging in the city, and as he looked out his window, he saw many mourners in the streets. His heart ached at seeing those who had laid their loved ones to rest.

"My imagination began to take wings. Visions of the future passed before me with startling vividness. Brightest of all were the throne, the heavenly river, and the gathering of the saints."

As he was meditating, this question came into his mind: "At the parting of the river of death, shall we meet again at the river of life?" The words of a new hymn began to form in his mind. First came the question, "Shall we gather?" and then the chorus, "Yes, we'll gather." He went to his organ and spontaneously composed both words and music of this hymn.

“Shall We Gather at the River” is without question the most popular of all his songs. He once attended a Children’s Day meeting and heard his song sung by over 40,000 voices.

While he has been gone now for well over 100 years, his songs live on. Some of his other well-known hymns found in the *Seventh-day Adventist Hymnal* are “All the Way My Savior Leads Me” (#516, music only), “I Need Thee Every Hour” (#483, music only) and “Marching to Zion” (#422, words to refrain and music). Two other hymns that are quite well-known but not in our hymnal are “Christ Arose” and “Nothing but the Blood.”

Student Name:

Hymns, Our Christian Heritage

Lesson 5 - Review

Score:

10

“Shall We Gather at the River” **Words & Music by Robert Lowry**

1. When Robert Lowry was a little boy, what did he like to do?
 - a. Ride his bike
 - b. Play musical instruments
 - c. Play baseball
2. How old was he when he began actively working for the church?
 - a. 11 years old
 - b. 14 years old
 - c. 17 years old
3. People who heard him preach thought he was
 - a. A brilliant and interesting speaker
 - b. A very boring speaker
 - c. A better musician than speaker
4. Although he was very good at writing hymns, he said he would rather
 - a. Visit the sick
 - b. Preach a sermon
 - c. Study the Bible
5. When an idea would strike Mr. Lowry for a song, he would write it
 - a. In his music notebook
 - b. On his computer
 - c. On an envelope or newspaper
6. Mr. Lowry's method of writing hymns was to
 - a. Write the music first
 - b. Write the words first
 - c. He had no method
7. When did Mr. Lowry get the idea for writing “Shall We Gather at the River”?
 - a. A very hot day in Brooklyn, New York
 - b. When he saw mourners on the streets below his office
 - c. Both A & B
8. In his hymn, Lowry asks a question. What is the answer?
 - a. Yes, we'll gather at the river
 - b. Shall we gather at the river
 - c. Do you want to meet at the river
9. Where is the river Lowry is talking about?
 - a. In New York
 - b. In heaven
 - c. There really isn't a river
10. Once, Mr. Lowry heard 40,000 people singing his hymn, “Shall We Gather at the River.”
What was the occasion?
 - a. Children's Day
 - b. Camp meeting
 - c. Funeral

Shall We Gather at the River

Words and Music by Robert Lowry, 1864



1. Shall we gath - er at the riv - er Where bright an - gel feet have trod,____
2. On the mar - gin of the riv - er, Wash - ing up its sil - ver spray,____
3. Ere we reach the shin - ing riv - er, Lay we ev - ery bur - den down;____
4. Soon we'll reach the shin - ing riv - er, Soon our pil - grim - age shall cease,____



With its crys - tal tide for - ev - er Flow ing by the throne of God?
We will walk and wor - ship ev - er, All the hap - py gold - den day.
Grace our spir - its will de - liv - er, And pro - vide a robe and crown.
Soon our hap - py hearts will quiv - er, With the mel - o - dy of peace.

9 Refrain



Yes, we'll gath - er at the riv - er, The beau - ti - ful, the beau - ti - ful riv - er;



Gath - er with the saints at the riv - er That flows by the throne of God.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 6 Lower Level – What Heavenly Music

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "What Heavenly Music"

- ✓ Vocal Union, SDA a cappella men's group (2:58), <https://www.youtube.com/watch?v=UT-jB8N8sDg>
 - ✓ A cappella men with PowerPoint/words, (2:42), <https://www.youtube.com/watch?v=O1SL6FRHJFU>
 - ✓ Ladies vocal duet (3:39), https://www.youtube.com/watch?v=Uu2-yfE_cNk
-

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "What Heavenly Music" (#452) in the *Seventh-day Adventist Hymnal*. Talk with them about why this section of the hymnal is called "Early Advent."
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *entrancing, borne, old Jordan, convoy, dark waters, rough waves, wild surges, ravished*
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain? Talk about who wrote the hymn (we don't know) and why James White's name is associated with it.
- ✓ Read or tell the story of the early Advent pioneers, especially James White who first put the words of this hymn in his hymnal, using the biographical sketch found in this lesson. Discuss what it was like for the Early Advent believers before there was a Seventh-day Adventist church. What was the Great Disappointment? Who were some of the leaders? What were their experiences?
- ✓ Listen to one or more stories of the Millerites and the Early Adventist pioneers:
<http://www.whiteestate.org/pathways/pioneers.asp>
- ✓ Review the story by completing the Lesson 6 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.

- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn. Choral readings about Adventist pioneers may be found in *Choral Readings, Grades 1-4* (part of the set of materials on SDA history given to each school.) The reading entitled “James White” on page 13 would be most appropriate to share with the church.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Older students may be interested in learning the play “The Legacy of the Unfinished Chamber,” from *Playing Our Past, Six Adventist Heritage Plays*. It is fairly involved and would take quite some time to prepare. (This book is also part of the set of materials on SDA history given to each school.)
 - Read “Taking Their Religion Seriously,” p. 13 from *Laughter and Tears of Our Pioneers* (part of the set of materials on SDA history given to each school). Also “Judge Not,” pp. 15-16; “The Blessed Hope,” pp. 17-19; “This One Thing I Do,” pp. 20-21; “It Wasn’t So Funny at the Time,” pp. 24-25; “The Prophet Cried,” pp. 41-42; “On Writing Letters,” pp. 46-47; “Salt and Ellen White,” p. 54.

ASSESSMENT:

There is a Lesson 6 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “What Heavenly Music”

1. B
2. D
3. C
4. A
5. B
6. C
7. C
8. A
9. B
10. False

What Heavenly Music

**Collected by James White
(1821-1881)**

James White was born in Maine, the fifth of nine children. He was a sickly child who suffered seizures. He also had such poor eyesight that he couldn't attend school until at age 19 his eyesight improved. Then he studied 18 hours a day! In only three months he had a certificate to teach and did teach for a time. Later James went to school another four months. And with only that much education he went on to become a writer, an editor and a publisher of Adventist pamphlets and magazines!



James White learned of the Millerite message from his mother and committed himself to preaching about Jesus' soon coming. He won 1,000 people in the winter of 1843 through his preaching! Other times, however, he was met by angry mobs who threw snowballs at him! Then came the Great Disappointment of October 22, 1844. The believers were expecting Jesus to come in the clouds to take them to heaven—but it didn't happen. They were devastated and went back to studying the Bible and praying for God's guidance.

James married Ellen Harmon and they had four boys. But for the first six years of their marriage they didn't have a home of their own. They lived with her parents or friends. Of their four boys, little John died when he was a baby and Henry died when he was 16.

James, called Elder White by the believers, started a paper called *The Present Truth*. It has been published continuously since 1850 but has had its name changed several times. It is known now as *The Adventist Review*. Working with his wife, Elder White was a strong leader. He started the publishing work, founded a college and a medical institution, and also served as president several times of the Seventh-day Adventist Church. But he suffered a stroke and eventually had to retire from his work because of his poor health.

In addition to all the other things James White did in leading the Advent believers, he also collected songs and hymns for them to sing. In 1849, he put together a pocket-sized songbook with a very long name—*Hymns for God's Peculiar People, That Keep the Commandments of God, and the Faith of Jesus*. The hymn "What Heavenly Music" was in this little songbook. No one knows who actually wrote it.

Student Name:

Hymns, Our Christian Heritage

Lesson 6 - Review

Score:

10

"What Heavenly Music"

Collected by James White

1. How many brothers and sisters did James have?
 - a. six
 - b. eight
 - c. ten
2. What kind of health problems did he have when he was a little boy?
 - a. Seizures
 - b. Poor eyesight
 - c. Peanut allergy
 - d. Both A & B
3. How old was he when he was finally able to go to school?
 - a. 10
 - b. 15
 - c. 19
4. James and his mother became followers of William Miller. What did Millerites believe?
 - a. That Jesus was coming back very soon
 - b. That the Bible was not true
 - c. That they should not marry and have children
5. When James White preached, many people gave their lives to Jesus. But others
 - a. Beat him up
 - b. Threw snowballs at him
 - c. Took him to court
6. After the Great Disappointment of 1844, James
 - a. Gave us his belief that Jesus was coming soon
 - b. Told others that it was all a big mistake
 - c. Prayed and studied the Bible even more
7. James married a young woman named Ellen Harmon.
 - a. Together they had three daughters
 - b. Together they bought a very nice home.
 - c. Together they began publishing a little paper.
8. What did James White *not* do in his lifetime?
 - a. Write the words and music of hymns
 - b. Start a college and a hospital
 - c. Serve as president of the Adventist church
9. Elder White worked with his wife, Ellen, who had
 - a. Lots of money
 - b. Visions from the Lord
 - c. Both A & B
10. True or False. The name of the songbook that James White published was very short:
Hymns for God's People.

What Heavenly Music

from James White's *Hymns for God's Peculiar People...*, 1849



1. What heav - en - ly mu - sic steals o - ver the sea! En -
 2. On the banks of old Jor - dan, here ga - zing I stand, And
 3. Though dark are the wa - ters and rough is the wave, If



tranc - ing the sens - es like sweet mel - o - dy! 'Tis the
 ear - nest - ly long - ing, I stretch forth my hand; Send a
 Je - sus per - mit, the wild surg - es I'll brave; For that



voice of the an - gels borne soft on the air; For
 con - voy of an - gels, dear Je - sus, I pray! Let me
 heav - en - ly mu - sic hath rav - ished me so, I must



me they are sing - ing; their wel - come I hear.
 join that sweet mu - sic; come, take me a - way.
 join in that cho - rus! I'll go! let me go!

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 7 Lower Level – Redeemed! How I Love to Proclaim It

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "Redeemed! How I Love to Proclaim It"

- ✓ Historical recording from 1906: <https://www.youtube.com/watch?v=QUBVhrBga68> (Students may laugh at this since the singing style is so different from today.)
- ✓ "The Fanny Crosby," Hope Channel (45 minutes) https://www.youtube.com/watch?v=Jfu_PQjQII8
- ✓ "Fanny Crosby Biography," Hope Channel (45 minutes) https://www.youtube.com/watch?v=Jfu_PQjQII8&t=129s
- ✓ Recording of "Redeemed," Both tunes (2:47), <https://www.youtube.com/watch?v=eCGrzF0RSFE>
- ✓ Gaither Family singers, old tune (5:11), https://www.youtube.com/watch?v=TZrxNZibe_I
- ✓ Vocal solo with guitar, contemporary version of old tune (5:28), <https://www.youtube.com/watch?v=c34RC-hM0tU>
- ✓ Wintley Phipps, old tune (3:37), https://www.youtube.com/watch?v=32u5h8MEx_w
- ✓ Recording by Tom Edwards Band, ADA tune (3:15), <https://www.youtube.com/watch?v=JDWL-1MmqLA>
- ✓ Fountainview Academy video, "Blessed Assurance" (2:55), <https://www.youtube.com/watch?v=subWw9BskzU>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Redeemed" (#337-338) in the *Seventh-day Adventist Hymnal*. NOTE: Although the tune #338 is often preferred by students, there are copyright restrictions on this tune, "ADA." Therefore, only the words and chords are included in the materials for this lesson. You may use the hymnal, or if your church has a CCLI license, you may use that to download a copy of the music. (It is song #203796.) The music of #337 is in the Public Domain so it may be copied. You may take a few minutes to show the students the copyright notice at the bottom of #338 in the hymnal and explain briefly what that means.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *redeemed*, *blood of the Lamb*, *infinite*
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain? Compare the tunes for #337 and #338. How are they the same? Different? They were written 85 years apart. Does #338 sound newer? If so, why?
- ✓ Read or tell the story of Fanny Crosby who wrote the words of this hymn, using the biographical sketch found in this lesson. Discuss with the students how it would feel to be blind. Show them what Braille looks like. (If possible, show them a book that is in Braille.) You may show the Hope Channel YouTube video listed above; however, it is quite long. You may need to break it up into smaller segments.

- ✓ Students may look at the pseudonyms (pen names) that Fanny Crosby used in her writing. These are found in the biographical sketch. Why would a person use a pseudonym or, in Fanny's case, lots of pseudonyms?
- ✓ Review the story by completing the Lesson 7 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Teach the students one or more other hymns by Fanny Crosby: "Blessed Assurance, Jesus is Mine!" (#462 music supplied), "My Song Shall Be of Jesus" (#244) or others found in the hymnal.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 7 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "Redeemed! How I Love to Proclaim It"

1. B
2. C
3. False
4. True
5. C
6. B
7. D
8. E
9. A
10. B

Redeemed! How I Love to Proclaim It

Fanny Crosby (1820-1915)

Frances Jane Crosby, called Fanny by her family, was only six weeks old when she got sick and her eyes became inflamed. Mustard poultices were applied to her eyes to stimulate healing, but this treatment is thought to have blinded her. Only a few months later her father died, leaving Fanny and her mother alone. She was mostly raised by her grandmother Eunice because her mother had to work to support them.

She loved poetry from a young age and wrote this little verse when she was just eight years old:

Oh, what a happy soul I am, although I
cannot see!
I am resolved that in this world contented I will be.

How many blessings I enjoy that other people don't,
To weep and sigh because I'm blind, I cannot, and I won't!



She also enjoyed memorizing the Bible. She tried to memorize five chapters a week and could recite from memory many Psalms, the whole book of Proverbs, the Pentateuch, and the Gospels.

At the age of 15 she was accepted as a student in the newly established New York Institute for the Blind. She was there for 12 years as a student and then for 11 years as a teacher. That is where she met the man who became her husband, Alexander Van Alstyne. Fanny and her husband had a baby that died soon after its birth. Her husband was an excellent organist, and Fanny could play the piano, harp, guitar and other instruments.

While she was in school, she began meeting important people who were impressed by her ability to write poetry and speak in public. She became friends with Grover Cleveland at the Institute for the Blind, and even after he became president, they remained friends. She knew all the presidents during her lifetime and many other famous people. She was a true celebrity of her time, one of the best-known women in America.

She had an amazing gift for writing the words for Christian hymns. She wrote more than 9,000—so many that sometimes she used a “pen name” so that hymnals wouldn’t be so filled with her name! (She used nearly 100 pseudonyms.*) Many of her hymns became very popular. “Redeemed” was her favorite hymn of all the ones she wrote. We still sing it and many of her other hymns 100 years later!

Fanny Crosby thought it was the most natural thing to express her love and thankfulness for Jesus. She became, she said, “The happiest creature in all the land.”

One day a well-meaning preacher told her, “I think it is a great pity that the Master did not give you sight when he showered so many other gifts upon you.”

Fanny quickly replied, "Do you know that if at birth I had been able to make one petition, it would have been that I was born blind? Because when I get to heaven, the first face that shall ever gladden my sight will be that of my Savior."

She was described like this by a man who as a boy had heard Fanny speak:

"She was dressed in black. In her hand she carried the accustomed little black book which she always used when speaking. Her eyes were sealed with dark glasses. Then she lifted a frail little hand and in a voice as sweet as the songs of a bird, as calm with spiritual assurance as if angels had inspired her, she quoted several stanzas of 'Redeemed, How I Love to Proclaim It.' That was the extent of her presentation. Yet the effect of this brief, simple recitation made a profound impact on my life."

Although Fanny did not make much money writing hymns, she freely gave what she had to those around her in need. She strongly believed in the Bible and the power of prayer.

Although she was little more than a skeleton in her last years, she always had a lovely smile. She lived to 95 years of age.

*Fanny Crosby's pseudonyms:

Adrienne, Cora	Forrest, Mrs. Edna	Prentice, Mrs. L.C.
Alstyne, Fannie Jane	Frances, Carrie	Smiling, Mrs. Kate
Andrews, A. E.	Frances, Grace J.	Smith, Sallie A.
Apple, James	Frances, Lillian G.	Smith, Sallie E.
Armstrong, Alice	Frances, S. Trevor	Smith, Sally
Atherton, Rose	Frances, Victoria	Smith, Sam
Bell, Carrie	Garnet, Jenny	Sterling, J. L.
Bethune, Catherine	Glen, Jenie	Sterling, Julia
Black, James	Gould, Frank	Sterling, Rian J.
Black, James L.	Grinley, Mrs. Kate	Sterling, Ryan
Black, James M.	G. W. W.	Sterling, Victoria
Blair, H. E.	Harmon, Ruth	Stewart, Victoria
Blair, Henrietta E.	Hawthorn, Carrie	Taylor, Ida Scott
Booth, Florence	Hope, Frances	The Children's Friend
Bruce, Charles	Hops, Frances	Tilden, Louise W.
Bruce, Robert	James, Annie	Tilden, Mary
Burns, Charles	James, Mary	V., Jenny
Carlston, Mary	James, Sarah	Van A., Mrs.
Carlton, Leah	J. F. O.	Van Alstyne, Fannie
Church, Fannie	J. W. W.	Van Alstyne, Fannie Jane
Craddock, Eleanor	Judson, Myra	Van Alstyne, Mrs.
Culyer, Lyman G.	Lankton, Martha J.	Van Alstyne, Mrs. Alexander
Dale, Ella	Lincoln, H. N.	Viola
Dayton, Flora	Lindsay, W. Robert	Wallace, Zemira
D. D.	L. L. A.	Wilson, Carrie
D. D. R.	Lowry, Minnie B.	Wilson, Mrs. C. M.
Eliot, James	Marion, Maude	## [yes, she sometimes used
Edmonds, Lizzie	Martin, S	these marks instead of a
Edwards, Lizzie	Martin, Sallie	name!]
F. A. N.	Martin, Sam	###
F. J. C.	Miller, Laura	
F. J. V. A.	Montieth, A	'*'
Fannie	Montieth, Alice	***
Fanny	Park, Edna L.	

Student Name:

Hymns, Our Christian Heritage

Lesson 7 - Review

Score:

10

“Redeemed! How I Love to Proclaim It”

Words by Fanny Crosby

1. What disability did Fanny Crosby have?
 - a. She could not hear
 - b. She could not see
 - c. She could not walk
2. Why was Fanny raised mostly by her grandmother?
 - a. Her father died
 - b. Her mother had to work all the time
 - c. Both A & B
3. True or False. Fanny was discouraged and hated her disability.
4. True or False. Fanny went to school and became a teacher.
5. Fanny Crosby
 - a. Never married
 - b. Married but never had children
 - c. Married and had one child
6. A president who was close friends with Fanny Crosby was
 - a. President Obama
 - b. President Cleveland
 - c. President Washington
7. Many times, Fanny Crosby did not put her own name on her poems and hymns. Which of the following are pen names of Fanny Crosby?
 - a. James Apple, Carrie Bell and Flora Dayton
 - b. Mary James, Sam Martin and Julia Sterling
 - c. Louise Tilden, Zemira Wallace and ###
 - d. All of the above
8. A man once described how Fanny Crosby looked when he saw her speak:
 - a. She wore black
 - b. She carried a little black book
 - c. She wore dark sunglasses
 - d. A & C above
 - e. A, B & C
9. Fanny said that if she could have asked for one thing when she was born, it would have been
 - a. To be blind
 - b. To have her child live, not die
 - c. To be rich
 - d. To have her sight
10. What did Fanny say she wants to see first when she goes to heaven?
 - a. A rainbow
 - b. The face of Jesus
 - c. Her mother

REDEEMED, HOW I LOVE TO PROCLAIM IT

Words by Fanny Crosby
To be sung to the tune *ADA*, by Aubrey Lee Butler

ACCOMPANIST EDITION

(See copyright information below the song.)

VERSE ONE

Eb Gm Cm
Redeemed, how I love to proclaim it!
Fm7 Eb Ab
Redeemed by the blood of the Lamb
Cm Gm Cm Ab Fm7 Eb
Redeemed through His infinite mercy, His child and forever, I am.

REFRAIN

Ab Eb Cm F Bb
Redeemed, redeemed, Redeemed by the blood of the Lamb;
Cm Gm Cm Ab Fm7 Eb
Redeemed through His infinite mercy, His child and forever, I am.

VERSE TWO

I think of my blessed Redeemer,
I think of Him all the day long;
I sing, for I cannot be silent;
His love is the theme of my song.

REFRAIN

VERSE THREE

I know I shall see in His beauty
The King in whose law I delight,
Who lovingly guardeth my footsteps,
And giveth me songs in the night.

REFRAIN

Due to copyright restrictions, the print music for *ADA* is not included. If your school or church has a CCLI license, you may print out the music (Song #203796). Or you may simply have the students use the *Seventh-day Adventist Hymnal*. *ADA* is the tune for Hymn No. 338.

REDEEMED, HOW I LOVE TO PROCLAIM IT

Words by Fanny Crosby

To be sung to the tune *ADA*, by Aubrey Lee Butler

SINGER EDITION

VERSE ONE

Redeemed, how I love to proclaim it! Redeemed by the blood of the Lamb

Redeemed through His infinite mercy, His child and forever, I am.

REFRAIN

Redeemed, redeemed, Redeemed by the blood of the Lamb;

Redeemed, how I love to proclaim it! His child and forever I am.

VERSE TWO

I think of my blessed Redeemer, I think of Him all the day long;

I sing, for I cannot be silent; His love is the theme of my song.

REFRAIN

VERSE THREE.

I know I shall see in His beauty, the King in whose law I delight,

Who lovingly guardeth my footsteps, and giveth me songs in the night.

REFRAIN

Blessed Assurance, Jesus Is Mine!

Fanny J. Crosby, 1873

Mrs. Joseph F. Knapp, 1873

1. Blessed as - sur - ance, Je - sus is mine! — O, what a fore - taste of glo - ry di -

4
vine! — Heir of sal - va - tion, pur - chase of God, — Born of His Spir - it, washed in His

8 Refrain
blood. — This is my sto - ry, this is my song, — Prais - ing my Sav - ior all the day

12
long; — This is my sto - ry, this is my song, — Prais - ing my Sav - ior all the day long. —

The musical score is written on a single staff in treble clef with a key signature of one flat (B-flat) and a 3/8 time signature. The melody is simple and hymn-like, with lyrics written below the notes. The score is divided into four systems, each starting with a measure number (1, 4, 8, 12). The first system ends with a long dash, indicating a continuation. The second system ends with a long dash. The third system is marked 'Refrain' in a box and ends with a long dash. The fourth system ends with a double bar line.

2. Perfect submission, perfect delight, visions of rapture now burst on my sight.
Angels descending bring from above echoes of mercy, whispers of love.

REFRAIN

3. Perfect submission, all is at rest, I in my Savior am happy and blest,
Watching and waiting, looking above, filled with His goodness, lost in His love.

REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 8 Lower Level – How Firm a Foundation

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Performances of "How Firm a Foundation"

- ✓ Story of the hymn, <https://www.mormontabernaclechoir.org/articles/how-firm-a-foundation.html>
- ✓ Story of the hymn, <http://www.challies.com/articles/hymn-stories-how-firm-a-foundation-free-download>
- ✓ Piano with Rock of Ages (4:33), <https://www.youtube.com/watch?v=9YMtxD7N9ks>
- ✓ Fernando Ortega solo (3:26), <https://www.youtube.com/watch?v=gyJQL0a26j4>
- ✓ Michael Card solo with guitar (3:40), https://www.youtube.com/watch?v=Ngxj_4MTK-Y
- ✓ Chelsea Moon with the Franz Brothers (3:20), <https://www.youtube.com/watch?v=R8O5RyGRmx8>
- ✓ Women's a cappella group with fiddle (3:31), <https://www.youtube.com/watch?v=lcзмаRem3w4>
- ✓ Mormon Tab (different tune), <https://www.youtube.com/watch?v=ezGzcuAfyBE>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "How Firm a Foundation" (#509) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean.
- ✓ Look up in the Bible the promise text that each stanza represents. 2 Peter 1:4, Isaiah 41:10, Isaiah 43:2, 2 Corinthians 12:9, and Hebrews 13:5.
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain? Try singing it to the "alternate tune" that is listed in the hymnal—ADESTE FIDELES, #132. Is it hard to sing with the tune since it is so familiar to us as "O, Come All Ye Faithful"? Look in the hymnal on page 824. Find 11.11.11.11. Look up other tunes that might fit with this song. Try them out. Do you like any of these better than the tune in the hymnal?
- ✓ This is a mystery hymn. John Rippon published it in his hymn book in 1787 with only a "K" in place of the name of the hymn writer. In a later book it is credited to "Kn" and even later to "Keen. There was a man who served as a song leader in Rippon's Baptist Church named R. Keene who composed a music for the song (not the one we sing now). In fact, this Robert Keene was an assistant to Rippon. Was he "K"? Could he have written the words for this hymn? No one knows for sure. Why would someone write words for a hymn but then not allow his or her name to be put on it? Credit can only be given to John Rippon who published it in his hymnal.
- ✓ The tune that we use for this hymn is an early American hymn melody. In *The Sacred Harp*, 1844, it is credited to "Z. Chambers". Another mystery! Credit can only be given to Joseph Funk who found the tune and used it in his hymnal. Look at a copy of what the music looked like in *The Sacred Harp*. (Found after the biographical sketch.)

Why are the notes shaped the way they are? Read at the bottom of the hymn what is said about who wrote the music and words.

- ✓ Discuss how two men in two places far apart (London, U.K., and Virginia, U.S.A.) found the words and the music that eventually were combined to create a hymn that is the favorite of many. Do you think God was involved in that happening?
- ✓ Discuss how this song was a favorite of presidents (who?) and soldiers from both the North and the South. Why do you think all these *men* (presidents and soldiers) liked this song so much? Is there something about it that might appeal to *men*?
- ✓ Review the story by completing the Lesson 8 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 8 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "How Firm a Foundation"

1. B
2. A
3. C
4. A
5. B
6. C
7. A
8. True
9. True
10. A

How Firm a Foundation

Collected by *John Rippon* (1751-1836)

Tune: FOUNDATION

When this hymn was first printed it was simply called “Scripture Promises.” Each stanza emphasizes a different promise in God’s Word. Today we might call it a “Scripture Song.”

First stanza – 2 Peter 1:4

Second stanza – Isaiah 41:10

Third stanza – Isaiah 43:2

Fourth stanza – 2 Corinthians 12:9

Fifth stanza – Hebrews 13:5



John Rippon, later one of the most popular preachers in London of his time, collected hymns when he was in college. He decided to find the very best hymns possible and put them in a book. He asked his friends to help him too. His idea was that if he could get people singing words from the Bible, they would be bold and courageous for God.

“How Firm a Foundation” became a favorite in England, and soon people in America started singing it too. General Robert E. Lee loved this hymn and it was sung at his funeral. President Andrew Jackson had it sung to him at his deathbed, and it was also a favorite hymn of President Theodore Roosevelt.

It was sung frequently in both the North and the South before the Civil War. During the Spanish-American War, the American units—Northerners and Southerners—joined together to sing the hymn on Christmas Eve 1898.

Unfortunately, we do not know who wrote the hymn text or the hymn tune.

The text was published by John Rippon in his hymn book in 1787 with only a “K” in the place of the name of the hymn writer. In a later edition, the “K” became “Kn.” And even later, it was “Keen.” There was a Robert Keene who was a song leader in Rippon’s church. Could it have been him?

Joseph Funk found the tune FOUNDATION and used it in his hymnal. Some think that Z. Chambers wrote the tune.

BELLEVUE. Hs.

"He hath said I will never leave thee, nor forsake thee."—HEB. 13:5.

In the "Sacred Harp" this tune is credited to Z. CHAMBERS.
It was originally written by ANNE STEELE.

GEORGE KEITH, 1787. Key of B \flat Major.

1. How firm a foundation, ye saints of the Lord,
Is laid for your faith in his excellent word,
What more can He say than to you He hath said,
You who unto Jesus for refuge have fled.

2. "Fear not, I am with thee; O be not dismayed!
I, I am thy God, and will still give thee aid;
I'll strengthen thee, help thee, and cause thee to stand,
Upheld by my righteous, omnipotent hand.

3. "When through the deep waters I call thee to go,
The rivers of sorrow shall not overflow;
For I will be with thee, thy troubles to bless,
And sanctify to thee thy deepest distress.

4. "The soul that on Jesus hath leaned for repose
I will not, I will not desert to his foes,
The soul, though all hell should endeavor to shake,
I'll never, no never, no never forsake."

Miss Anne Steele was the daughter of a Baptist minister. She was born in England, in 1706, at Broughton Hampshire, spending her life there. She died in 1778. In 1760 and 1780 volumes of her works in verse and prose were published, and many hymns, psalms, poems, and tunes are credited to her. Mr. Chambers made a few alterations in the above tune. The original title to this hymn was "Precious Promises."

George Keith was a Baptist minister, publisher and bookseller. He wrote a number of hymns. Some high authorities claim that Robert Keene, a member of Dr. John Rippon's church (Baptist) of London composed the above hymn. "How Firm a Foundation" was the favorite of President Andrew Jackson's wife, and on his deathbed he requested that it be sung. It was also a favorite of General Robert E. Lee, the greatest of modern generals, and it was sung at his funeral.

Copyright, 1909, by J. S. James.

Student Name:

Hymns, Our Christian Heritage

Lesson 8 - Review

Score:

10

“How Firm a Foundation” **Collected by *John Rippon***

1. Today we might call “How Firm a Foundation”
 - a. A praise song
 - b. A scripture song
 - c. A camp song
2. Each stanza emphasizes a different promise in the Bible. What Bible books are the promises from?
 - a. Hebrews, 2 Corinthians and 2 Peter
 - b. Genesis, Psalms and Revelation
 - c. Isaiah, Jeremiah and Ezekiel
3. Who put the words of this hymn in his songbook?
 - a. Joseph Funk
 - b. Robert E. Lee
 - c. John Rippon
4. Although “How Firm a Foundation” began in England, it soon traveled to
 - a. America
 - b. Africa
 - c. Asia
5. What great Civil War general loved this hymn and had it sung at his funeral?
 - a. Ulysses S. Grant
 - b. Robert E. Lee
 - c. Andrew Jackson
6. Which of these presidents was known for liking this hymn?
 - a. George Washington
 - b. Abraham Lincoln
 - c. Theodore Roosevelt
7. Although they had been enemies in the Civil War, the Northern and Southern soldiers joined together to sing “How Firm a Foundation” in what war?
 - a. Spanish-American War
 - b. Korean War
 - c. World War II
8. True or False. We do not know for sure who wrote either the text or the tune.
9. True or False. Robert Rippon included the words of the hymn in his new hymnal.
10. The writer of the tune was notated as
 - a. Z. Chambers
 - b. Keen
 - c. K

How Firm a Foundation

from John Rippon's *A Selection of Hymns*
from the Best Authors, 1787

SLANE, from Joseph Funk's *A Compilation*
of Genuine Church Music, 1832

1. How firm a found - a - tion, ye saints of the Lord, Is laid for your faith in His

7
ex - cel - lent Word! What more can He say than to you He hath

12
said, To you who for ref - uge to Je - sus hath fled?

2. "Fear not, I am with thee, O be not dismayed;
For I am thy God, and will still give thee aid;
I'll strengthen thee, help thee, and cause thee to stand,
Upheld by My righteous, omnipotent hand."

3. "When through the deep waters I call thee to go,
The rivers of sorrow shall not o-ver-flow;
For I will be with thee, thy troubles to bless,
And sanctify to thee thy deepest distress."

4. "When through fiery trials thy pathway shall lie,
My grace, all sufficient, shall be thy supply;
The flame shall not hurt thee; I only design
Thy dross to consume, and thy gold to refine."

5. "The soul that on Jesus hath leaned for repose,
I will not, I will not desert to His foes;
That soul, though all hell should endeavor to shake,
I'll never, no never, no never forsake!"

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 9 Lower Level – All Creatures of Our God and King

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "All Creatures of Our God and King"

- ✓ Mormon Tabernacle Choir and Orchestra (4:02), <https://www.youtube.com/watch?v=iQNdh44zZqo>
- ✓ Maranatha Music (3:56), <https://www.youtube.com/watch?v=0d3gO6qDLNA>
- ✓ California Baptist University Choir (5:15), https://www.youtube.com/watch?v=3sg_PN6zqP4
- ✓ Elevation Music – modern effects (4:18), <https://www.youtube.com/watch?v=kmRSyVrimL0&list=RDkmRSyVrimL0>
- ✓ Hillsong Worship with Darlene Zschech and Agnus Dei (6:20), <https://www.youtube.com/watch?v=csKqgP09598>
- ✓ David Crowder Band (3:56), <https://www.youtube.com/watch?v=wSFK7UiH5Us>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "All Creatures of Our God and King" (#2) in the *Seventh-day Adventist Hymnal*. Ask the students why they think this hymn is right in the beginning of the hymnal, #2.
- ✓ Read the words through together. NOTE: The text supplied with this lesson is not the text from the hymnal due to copyright restrictions. The words included in this lesson are in the Public Domain and very similar. It would be interesting for the students to have a hymnal as well as the music from this lesson and do a comparison between the two texts. What is different? How did the copyright holder change the text to "improve" it?
- ✓ Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *alleluia*, *three in One*. How many things in nature are described in this hymn as praising God?
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Francis of Assisi who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ This is one of the oldest hymns in our hymnal. What was life like in Italy during the Middle Ages? Here are some links for teachers who may wish to review the Middle Ages:
 - <http://www.history.com/topics/middle-ages>
 - http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/everyday_life_middle_ages/revision/1/
 - <http://www.historyextra.com/feature/medieval/10-things-you-probably-didnt-know-about-middle-ages>
- ✓ Review the story by completing the Lesson 9 Review.

- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 9 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (14 points) "All Creatures of Our God and King"

1. C
2. B
3. B
4. C
5. A
6. E
7. False
8. True
9. C
10. Love, Faith, Joy, Pardon, Light (5 points)

All Creatures of Our God and King

Words by Francis of Assisi (1182-1226)

Giovanni di Pietro di Bernardone was the name given our hymn writer when he was born. But his wealthy father, returning home from a trip, discovered that his newborn son was named after John the Baptist, and he was furious! He called his son Francesco instead.

Francesco enjoyed a very rich, easy life growing up. Everyone loved him because he was happy and charming—a born leader. Because people liked him so much, they ignored it if he didn't do well in school. And if he was ill, he was well taken care of. As he grew up, no one tried to teach or control him. He was left to do just as he wished. He was the leader of a group of young men who held wild parties and did many things that he later regretted.

Francesco became a soldier, but because he was wealthy, he was taken captive and held as a prisoner in the hopes that his wealthy father would ransom him. He was chained in a dungeon for a year. But the experience didn't change his heart. When he was released, he went right back to evil ways.

At the age of 25 he converted to Jesus and drastically changed his life. In fact, he renounced his father's wealth and way of life and gave up all of his personal possessions including his clothes! His father thought he had gone mad!

When he left home, Francesco wanted to live and serve people like Jesus did. He took the name of Francis and became a monk spending his days praying, studying and performing manual labor. He also traveled around the countryside with a few followers, helping the sick and the poor, and preaching God's love for every living creature. He loved nature and saw all created things as objects of love that pointed to their Creator.

In the cities of the time, he preached the gospel while living in utter poverty among ordinary people. He was barefoot and dressed in rags. He and his followers would work or beg for food along the way. They would not accept money for their work.

In his later years, his followers chose to move in a different direction. This betrayal caused him great sorrow, yet he chose to continue his life as it had been.



The words of the hymn “All Creatures of Our God and King” are part of a longer poem that Francis wrote on a hot summer day in 1225. Francis was blind, ill, in pain and near death although he was only 45 years old! (People didn’t live very long in the Middle Ages.) Amazingly, you won’t find any self-pity or mournfulness in his hymn! It is in nearly every hymnal, set to an old German tune.

Francis is known today as Francis of Assisi because he was from Assisi, Italy.

There is also a prayer known as the *Prayer of St. Francis*, but it may not have been written by him. It is a beautiful prayer that has been set to music many times.

Lord, make me an instrument of your peace,
Where there is hatred, let me sow love;
Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
Where there is sadness, joy;
Divine Master,
Grant that I may not so much seek to be consoled as to console;
To be understood as to understand;
To be loved as to love.
For it is in giving that we receive;
It is in pardoning that we are pardoned;
And it is in dying that we are born to eternal life.

Student Name:

Hymns—Our Christian Heritage

Lesson 9 - Review

Score:

14

“All Creatures of Our God and King”

Words by Francis of Assisi

- Francis of Assisi went by several names in his life. Which name did his mother give him?
 - Francesco
 - Francis
 - Giovanni di Pietro di Bernardone
- What kind of a life did Francis have when he was a boy and teenager?
 - His life was hard because his parents were poor
 - His life was easy because his parents were rich
 - He was bullied and had no friends
- Before his conversion, Francis was the leader of a group of young men. What did they do?
 - They helped the sick and poor
 - They partied all the time
 - They worked hard to be good role models to younger children
- Francis was taken captive when he was a soldier. Why?
 - Because he was such a good fighter
 - Because his fellow soldiers betrayed him
 - Because his wealthy father would perhaps pay a ransom
- When Francis was 25, his father thought he had gone mad. Why?
 - Because he gave up all his possessions
 - Because he married someone his father didn't like
 - Because he started talking to himself
- What did Francis do after he became a monk?
 - Preached in all the churches around
 - Helped the sick and the poor
 - Preached God's love for all created things
 - Both A and C
 - Both B and C
- True or False. Francis and his followers would only work for enough money to buy food.
- True or False. Francis wrote “All Creatures of Our God and King” when he was blind, ill, in pain and near death.
- It is said that Francis was old when he died. How old was he?
 - 65 years old
 - 55 years old
 - 45 years old
- In the “*Prayer of St. Francis*” what are the opposites that we should strive for as instruments of God's peace?
 - In place of Hatred - _____
 - In place of Doubt - _____
 - In place of Sadness - _____
 - In place of Injury - _____
 - In place of Darkness - _____

All Creatures of Our God and King


Francis of Assisi, 1225

Geistliche Kirchengesange, Arr. R. Vaughn Williams




1. All crea - tures of our God and King, Lift
 2. Thou rush - ing wind that art so strong Ye
 3. Thou flow - ing wa - ter, pure and clear, Make
 4. Let all things their Cre - a - tor bless And

3



up your voice with us and sing: Al - le - lu - ia! Al - le -
 clouds that sail in heav'n a - long O _____ praise Him! Al - le -
 mus - ic for thy Lord to hear. Al - le - lu - ia! Al - le -
 wor - ship Him in hum - ble - ness, O _____ praise Him! Al - le -


6



lu - ia! Thou burn - ing sun with gold - en beam Thou
 lu - ia! Thou ris - ing morn, in praise re - joice, Ye
 lu - ia! Thou fire so mas - ter - ful and bright, Thou
 lu - ia! Praise, praise the Fath - er, praise the Son, and

9

Refrain



sil - ver moon with soft - er gleam: O _____ praise Him! O _____ praise Him! Al - le -
 lights of even - ing, find a voice:
 giv - est man both warmth and light:
 praise the Spi - rit three in One!

13



lu - ia, al - le - lu - ia, al - le - lu - ia!

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 10 Lower Level – When We All Get to Heaven

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "When We All Get to Heaven"

- ✓ Recording (country style, with guitar), (2:51), <https://www.youtube.com/watch?v=qVh687Kcnbo>
- ✓ Gaither Family group (2:52), <https://www.youtube.com/watch?v=6ClwsynwVrl>
- ✓ Piano Solo (1:57), <https://www.youtube.com/watch?v=JJ3-iMYGhsA>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "When We All Get to Heaven" (#633) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *pilgrim pathway, clouds will overspread the sky, traveling days are over, prize*
- ✓ Discuss heaven and how things will be different there from what we now know.
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Eliza Hewitt who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Discuss what a *spinal injury* is. What sort of limitations might a person with a spinal injury have?
- ✓ Discuss with the students what it might be like to have to stay in bed for months and years, unable to get up. Ask them if they know anyone who is in constant pain. Write cards of encouragement or make plans to visit the person. (Perhaps they can share this hymn with the person.)
- ✓ Review the story by completing the Lesson 10 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations of, in the case of this hymn, *heaven*.

- ✓ Teach the students one or more other hymns by Eliza Hewitt: “More About Jesus” (#245), “There’s Sunshine in My Soul” (#470) or “In a Little While We’re Going Home” (#626). The words are direct and the tunes are simple.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 10 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “When We All Get to Heaven”

1. C
2. A
3. B
4. E
5. False
6. C
7. A
8. False
9. C
10. C

When We All Get to Heaven

Eliza Edmunds Hewitt (1851-1920)

Eliza was born in Philadelphia, Pennsylvania, and did very well in school. She graduated as the valedictorian of the girls' school she attended. Then she became a public school teacher in her city.

Her career screeched to a halt with misery caused by a painful spinal problem, possibly from being hit by a student with a piece of slate. She was forced to bed.

Eliza could have become discouraged and bitter, but she didn't. She used her time wisely to study, sing and write.

Can you imagine what Eliza wrote about? Heaven! She must have been looking forward to the time when she wasn't in so much pain.



She wrote:

Sing the wondrous love of Jesus; sing His mercy and His grace.
In the mansions bright and blessed, He'll prepare for us a place.
When we all get to heaven, what a day of rejoicing that will be!
When we all see Jesus, we'll sing and shout the victory!

Eliza also wrote about "Sunshine in My Soul," "Will There Be Any Stars in My Crown?" "In a Little While We're Going Home" and "More About Jesus." A professor of music, John Sweney, was given some of her poems, and he wrote music for them.

Her health gradually improved and she was finally able to go back to teaching part-time. So she taught Sunday School classes for children. One of Eliza's Sunday Schools had 200 children! Now that's a big class!

She was never very strong and struggled with back problems the rest of her life. But she was always devoted to the children. In fact, Eliza dedicated this song, "When We All Get to Heaven," to her students.

One of her close friends was an older lady and fellow hymn writer, Fanny Crosby. They met often to encourage each other and talk about their new songs.

Student Name:

Hymns, Our Christian Heritage

Lesson 10 - Review

Score:

10

"When We All Get to Heaven"

Words by Eliza Edmunds Hewitt

1. In what state of the United States did Eliza Hewitt live?
 - c. Ohio
 - d. Michigan
 - e. Pennsylvania
2. After doing very well as a student in school, what career did Miss Hewitt choose?
 - a. Teacher
 - b. Nurse
 - c. Mother
3. Why did Miss Hewitt have to stay in bed for a long, long time?
 - a. She broke her leg
 - b. She hurt her back
 - c. She had the flu
4. What did she do during the long time that she had to stay in bed?
 - a. She studied
 - b. She slept a lot
 - c. She sang and wrote songs
 - d. Both A & B
 - e. Both A & C
5. True or False. Eliza Hewitt wrote songs telling how sad and discouraged she was.
6. What hymn writer was one of Miss Hewitt's close friends?
 - a. Martin Luther
 - b. Joseph Scriven
 - c. Fanny Crosby
7. Which of these hymns did Eliza Hewitt *not* write?
 - a. A Mighty Fortress
 - b. Sunshine in My Soul
 - c. More About Jesus
 - d. Will There Be Any Stars in My Crown?
8. True or False. Because of her spinal injury, Miss Hewitt was never able to go back to teaching.
9. What was the size of her largest Sunday School class?
 - a. 25
 - b. 50
 - c. 200
10. Eliza Hewitt said that "When we all get to heaven" we will sing and shout the victory because
 - a. We are healed of our injuries
 - b. We will have a mansion
 - c. We will see Jesus

When We All Get to Heaven

Eliza Edmunds Hewitt

Emily D. Wilson

1. Sing the won-drous love of Je - sus, Sing His mer - cy and His grace;

4 Refrain

In the man - sions bright and bless - ed He'll pre - pare for us a place. When we

8

all get to heav - en, What a day of re-joic - ing that will be! When we

12

all see Je - sus, We'll sing and shout the vic - to - ry!

The musical score is written on a single staff in G major (one sharp) and 4/4 time. It consists of four lines of music. The first line is the main melody, starting on a treble clef. The second line is a refrain, marked with a box labeled 'Refrain'. The third and fourth lines continue the melody. The lyrics are written below the notes, with hyphens indicating syllables that span across notes. The score ends with a double bar line.

2. While we walk the pilgrim pathway clouds will overspread the sky;
But when traveling days are over not a shadow, not a sigh.

REFRAIN

3. Let us then be true and faithful, trusting, serving every day;
Just one glimpse of Him in glory will the toils of life repay.

REFRAIN

4. Onward to the prize before us! Soon His beauty we'll behold;
Soon the pearly gates will open. We shall tread the streets of gold.

REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 11 Lower Level – Take My Life and Let It Be

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "Take My Life and Let It Be"

- ✓ Vineyard group, nature photos Powerpoint (3:37), <https://www.youtube.com/watch?v=0FBvoRwNyB0>
- ✓ Kari Jobe, solo with group (4:22), <https://www.youtube.com/watch?v=6QubPnYFavY>
- ✓ Chris Tomlin, new tune <https://www.youtube.com/watch?v=V0Byp7aK2DA> (5:04)
- ✓ History of hymn singing, begins talking about Frances Ridley Havergal at 2:56 (she dies at 36:00, he gives prayer at 38:01) (total 1:19:56) <https://www.youtube.com/watch?v=3KrijbvhyCPk>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Take My Life and Let It Be" (#330) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *consecrated, impulse, mite, will, royal throne, Lord I pour,*
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Frances Ridley Havergal who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Discuss what *typhoid fever* is. Do people die of it today?
- ✓ Do you ever struggle in your heart with worries about Jesus and God? How do you give your heart to Jesus? How do you become a Christian? How do you know you are forgiven? The students might write in journals their feelings about these questions.
- ✓ Ask the students to imagine that they have a friend like Fanny who is struggling inside. How could they help him or her?
- ✓ Review the story by completing the Lesson 11 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.

- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Teach the students one or more other hymns by Eliza Hewitt “Lord, Speak to Me” (#541), “Like a River Glorious” (#74) or “I Gave My Life for Thee” (#281).
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 11 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “Take My Life and Let It Be”

1. C
2. B
3. D
4. A
5. False
6. D
7. False
8. B
9. B
10. C

Take My Life and Let It Be

Frances Ridley Havergal (1836-1879)

Frances (called Fanny) was the sixth child of a minister in England. As the youngest, she was the special pet of the family. She often sat on her father's knee while he read the Bible.

By two years of age, she could speak perfectly well. She loved all animals but particularly liked spending time with her dog Flora (Flo), a beautiful white and tan spaniel.

By the age of three, she could sometimes be found under a table reading easy books.

Fanny began reading and memorizing the Bible when she was four years old. She memorized the Psalms, Isaiah and most of the New Testament, and later the Minor Prophets.

She loved to learn. Although she was too young to take German lessons, she would sneak into the room and listen and learn while her older siblings had their lessons. When the teacher discovered it, he begged to be able to teach her as well. She eventually learned French, German, Latin, Greek and Hebrew.

She was described as a very merry little girl, sitting up in trees and climbing walls. But by reading her diary, we learn that in her heart she was struggling with a big burden. She felt she ought to love God, but she didn't. At the age of six, she began to pray morning and night—she wanted a new heart that loved Jesus. But it didn't happen. She wrote "All this while I don't think anyone could have given the remotest guess of what was passing in my mind. I *knew* I was a 'naughty child'." She told of how good men would come and preach beautiful sermons in her father's church, but when they went home they talked of all sorts of other things, not about Jesus. "They did not know how a hungry little soul went empty away."

When she was seven, she wrote her first poems. She also had a lovely voice and was a fine pianist.

Fanny was only 11 when her mother died. She was so sad that at first she couldn't believe that her mother was gone. She finally had to accept it, but she hid her grief from her family. She spent a lot of time then with her much older sister, Miriam, who remembers her as a clever, amusing child who sometimes got into trouble. She loved to read and was known to leave books in the hayloft, the manger and other spots in the garden. But inside her heart, she still carried her burden of wanting to be a Christian, and trying and trying, but never feeling any different. As she grew older, she began to pray for *faith*, to believe that Jesus had forgiven her. She began spending an hour a day in careful and prayerful reading of the New Testament.

Finally, she found help for her sorrowful spirit. It was at her school where she made a friend, Mary.



Mary told her in French (which they had to speak all the time) that Jesus had said “Suffer the little children to come...” This touched Fanny’s heart. She had many talks with Mary and drank in every word Mary shared with her about Jesus. She now realized that He alone could satisfy her longing heart. Another friend, Diana, shared with her how “Jesus loves you even though you don’t know it.”

Then she found a special friend in Miss Cooke (who later became her stepmom). Fanny shared with Miss Cooke how she longed to know she was forgiven. Miss Cooke helped Fanny to realize that she could just accept Jesus now and trust Him and that would be enough. Fanny felt her heart beat fast as hope grew. She ran away to her room to think about it. That day she gave her heart to Jesus and was happy at last. She now knew that she could trust Jesus for all eternity!

When she was 14 she had a severe attack of erysipelas on her face and head. She had a horrible skin rash caused by an acute infection. Today it is treated with antibiotics, but in Fanny’s time, that was not an option. She couldn’t go to school and had to just lie still. She nearly went blind. It was a very hard time for her and it took a long time for her to recover.

But she began writing again. She wrote poems, mysteries, charades and stories. If she was paid for them, she would donate the prize money to the Church Missionary Society.

Miss Havergal once said: “Writing is praying with me. You know how a child would look up at every sentence and say, ‘And what shall I say next?’ That is just what I do; I ask Him that at every line He would give me not merely thoughts and power, but also every word, even the very *rhymes*.”

Her hymn “Take My Life and Let It Be” is also known as the Consecration Hymn. It is probably the best-known of all her writings. It came about after she visited a home for nearly a week where there were ten other people. She sensed that some of the people were not Christians and others were converted, but not *rejoicing* Christians. She prayed “Lord, give me all in this house!” And He did! “Before I left,” she said, “everyone had gotten a blessing.” She was too happy to sleep her last night there, and spent the night praising God and renewing her own commitment. The poem formed itself and sang in her heart, finishing with the words, “Ever, ONLY, ALL for Thee!”

From that time on she only sang and wrote about Jesus and lived out the words in her Consecration Hymn. She used her brains, hands, feet—all of her, for her Saviour. “Take my silver and my gold; not a mite would I withhold,” she wrote. And it wasn’t long until she gave all her jewelry to the Church Missionary House to sell. Over her workshop, she had a sign that said “For Jesus sake only.”

Every day she studied the Bible at 7 am and 8 pm. Its margins are full of her notes. She also prayed three times a day and had specific things she would pray for at each prayer time. Fanny was always encouraging others to accept Jesus and trust Him as she did when she was a teenager.

An enthusiastic mountain climber, she took a trip to Switzerland when she was 38 years old. When she returned from that trip she caught typhoid fever and hovered between life and death. Fanny never regained her health. Her godmother had said many years before, “I believe Fanny will die singing.” And she did—at only 42 years old.

Other hymns written by her in the *Seventh-day Adventist Hymnal* are “Lord, Speak to Me” (#541), “Like a River Glorious” (#74) and “I Gave My Life for Thee” (#281).

Student Name:

Hymns, Our Christian Heritage

Lesson 11 - Review

Score:

10

"Take My Life and Let It Be"

Words by Frances Ridley Havergal

1. In what country did Frances Ridley Havergal live?
 - d. United States
 - e. Greece
 - f. England
2. Fanny loved her dog Flora. What kind of dog was he?
 - a. German Shepherd
 - b. Cocker Spaniel
 - c. French Poodle
3. What languages did Fanny learn?
 - a. English and German
 - b. French and Greek
 - c. Latin and Hebrew
 - d. All of the above
4. What did Fanny long for when she was a girl?
 - a. To love Jesus and feel forgiven and loved by Him
 - b. To memorize the whole Bible
 - c. To find a husband and have children
5. True or False. When Fanny was 11 years old her dog died.
6. Who helped Fanny to understand and accept Jesus?
 - a. Miss Cooke
 - b. Mary
 - c. Diane
 - d. Each of the above had a part in helping Fanny
7. True or False. Frances Ridley Havergal worked very hard to write good poems.
8. Fanny prayed, "Lord, give me all in this house." What was she talking about?
 - a. She wanted the beautiful furniture and books in the house
 - b. She wanted everyone in the house to give their hearts to Jesus
 - c. She wanted all the jewelry in the house
9. How many times a day did Fanny read her Bible and pray?
 - a. 3 & 2
 - b. 2 & 3
 - c. 5 & never
10. Fanny died when she was only 42. What brought on her death?
 - a. She developed a case of erysipelas
 - b. She had a mountain climbing accident
 - c. She contracted typhoid fever
 - d. All of the above

Take My Life and Let It Be

Frances Ridley Havergal, 1874

H. A. Cesar Malan, 1827

1. Take my life, and let it be Con - se - cra - ted,

3 Lord, to Thee; Take my hands and let them move At the im - pulse

7 of Thy love, At the im - pulse of Thy love.

2. Take my feet, and let them be swift and beautiful for Thee;
Take my voice, and let me sing always, only, for my King.
Always, only, for My King.

3. Take my lips, and let them be filled with messages from Thee;
Take my silver and my gold, not a mite would I withhold,
Not a mite would I withhold.

4. Take my will and make it Thine; It shall be no longer mine;
Take my heart, it is Thine own! It shall be Thy royal throne,
It shall be Thy royal throne.

5. Take my love; my Lord I pour at Thy feet its treasure store;
Take myself, and I will be, ever, only, all for Thee,
Ever, only, all for Thee.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 12 Lower Level – Jesus Is Coming Again (Lift Up the Trumpet) We Have This Hope

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymns “Jesus Is Coming Again” and “We Have This Hope”

- ✓ Fountainview Academy, male teen Quartet, Choir “Lift Up the Trumpet” (4:22), https://www.youtube.com/watch?v=OqkidGj_hzw
- ✓ GC 2015, Orchestra, Choir, Medley of “We Have This Hope” and “Lift Up the Trumpet” (5:26), <https://www.youtube.com/watch?v=tcnNgRGaiJ4>
- ✓ Male *a capella* multitrack arrangement, “We Have This Hope” (2:15), <https://www.youtube.com/watch?v=Od4KXnsmTUQ>
- ✓ *With Praise* (SDA mixed quartet), “We Have This Hope” (1:44), <https://www.youtube.com/watch?v=qBOu-OK-tSw>
- ✓ Ralph Henderson, male solo with piano (2:30), <https://www.youtube.com/watch?v=n1O7hWXMJb0>
- ✓ Choir arrangement, 3ABN Camp meeting Choir (2:50), <https://www.youtube.com/watch?v=pas-KhmgXo>
- ✓ Oregon Men's Chorus, “We Have This Hope” (3:35), <https://www.youtube.com/watch?v=tgG9plezoTc>
- ✓ Choir Festival at La Sierra University (very amateur camerawork), “We Have This Hope” (3:50), <https://www.youtube.com/watch?v=OMQcZIHpHHg>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymns, display the hymns for the class electronically or have the students find the hymns “Jesus Is Coming Again” and “We Have This Hope” (#213 and #214) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: “Jesus Is Coming Again” – *pilgrims, the Lamb, heavings of earth, tempests and whirlwinds, nations are angry, knowledge increases, men run to and fro*; “We Have This Hope” – *imparts, burns within our hearts, bride, universe*
- ✓ Discuss the Second Coming of Jesus. What will it be like? How do we know?
- ✓ Play a recording of the hymns for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymns together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does “We Have This Hope” have a Refrain? Does your hymnal have a second stanza? If so, when was it added? Many churches purchased their hymnals before 1995 and do not have the second stanza that was written that year.
- ✓ Read or tell the story of Wayne Hooper who wrote the words of “We Have This Hope,” using the biographical sketch found in this lesson.

- ✓ What is a “General Conference session”? How often does it happen and who goes to it? Do the students know anyone who has gone to a General Conference session?
- ✓ Discuss Mr. Hooper’s advice to his daughter about singing when she had a hard time sleeping. When else might it help to sing?
- ✓ Review the story by completing the Lesson 12 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ For the teacher: Visit the *Voice of Prophecy* website to find out what songs are freely available to download for those who wish to use them “for religious purposes at a house of worship.” Included are 300 scripture songs by Hooper.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.
 - Older students may research “metastatic cancer.” Mr. Hooper died of this type of cancer.

ASSESSMENT:

There is a Lesson 12 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “Jesus Is Coming Again” and “We Have This Hope”

1. C
2. A
3. C
4. False
5. B
6. A
7. A
8. B
9. B
10. C

Jesus Is Coming Again (Lift Up the Trumpet)

Jerusha (Jessie) E. Strout (1846-1914)

Mr. Strout wrote the words of this hymn in 1872. Nothing more is known about this Christian pastor than that he was a poet and a minister. (We also don't know anything about George E. Lee, the man who wrote the music.) But the song itself is a very important one to the Seventh-day Adventist Church because it clearly reminds us that "Jesus is coming again!"

"Jesus is Coming Again (Lift Up the Trumpet)" was the opening theme song sung by the King's Heralds quartet at the beginning of each *Voice of Prophecy* broadcast, a religious radio program begun in 1929 by H.M.S. Richards.

We Have This Hope

Wayne Hooper (1920-2007)

Wayne was born in Little Rock, Arkansas, where his father was a camp meeting song leader and singing school teacher. It was natural that the family of seven children sang four-part harmony at family worships with Mrs. Hooper at the piano.

Wayne went to school in Texas and Oklahoma, graduating from Gem State Academy in Idaho in 1938. While in high school he played baritone horn in the band and sang baritone in a male quartet.



After three years of college, he married and moved with his wife, Harriet, to Portland, Oregon, where he taught music and shorthand at the academy there. They had four children together.

Wayne Hooper was also a soloist on the *Quiet Hour* radio broadcast and song leader for the H.M.S. Richards crusades. He spent a year as a singing evangelist with his uncle, then was invited to sing in the King's Heralds quartet on the *Voice of Prophecy* radio broadcast.

Later, Hooper completed a college degree, was ordained to the gospel ministry, traveled with the King's Heralds quartet for 18 years, arranged and composed music for 33 years, and held many other positions including music director for the *Voice of Prophecy*. He was co-editor of the 1985 *Seventh-day Adventist Hymnal*. He also was awarded an honorary doctor of music degree from two SDA universities.

In his retirement, Wayne Hooper compiled a list of all his music and was surprised to discover he had arranged and composed 1500 songs. According to his daughter, Jan Hooper Lind, he was often heard quoting Psalm 98:1: "Sing to the Lord a new song! For He has done marvelous things" (NKJV). Her dad used to encourage her to sing a sacred song in her head when she had a hard

time sleeping. He assured her that this would bring comfort and calmness to her spirit.

“We Have This Hope,” written by Hooper more than fifty years ago, has become a treasured SDA hymn. He was asked to serve on the music committee for the 1962 General Conference meetings in San Francisco. As he was thinking about a theme song for the meetings, the first four notes of Johannes Brahms’ *Symphony No. 1 in C minor* (fourth movement) came into his head. They fit the words “We Have This Hope” that was the motto for the meetings. He had been praying about the song and felt that he was given the musical idea by the Lord.

At the *Voice of Prophecy* website, hundreds of the songs that he wrote or arranged may be freely downloaded for use at a house of worship. Included are his 300 “Sing a Bible Verse” compositions, written to help children to memorize scripture.

Check them out at <https://www.voiceofprophecy.com/wayne-hoopers-music>.

Student Name:

Hymns, Our Christian Heritage

Lesson 12 - Review

Score:

10

“Jesus Is Coming Again” – Words by Jesse E. Strout **“We Have This Hope” – Words & Music by Wayne Hooper**

1. What do we know about the man who wrote the words of “Lift Up the Trumpet”?
 - a. Where he was born
 - b. Where he died
 - c. His name
2. What do we know about George E. Lee who wrote the music for “Jesus Is Coming Again”?
 - a. Nothing
 - b. The names of his mother and father
 - c. The town where he was born and died
3. Why is “Jesus Is Coming Again” so well-known in the Seventh-day Adventist Church?
 - a. It was written by the famous Martin Luther
 - b. It was sung by James & Ellen White
 - c. It was used as the theme song on a radio program
4. True or False. Wayne Hooper was born in Arizona.
5. What did the Hooper family do for family worship?
 - a. They acted out Bible charades
 - b. They sang in four-part harmony
 - c. They didn't have family worship
6. What musical experiences did Wayne have while he was in high school?
 - a. He played the baritone horn and sang in a quartet
 - b. He sang in a men's quartet and played the flute
 - c. He played the cello in the school orchestra
7. What Seventh-day Adventist radio or TV program did Wayne Hooper perform on?
 - a. *Voice of Prophecy*
 - b. *It Is Written*
 - c. *Amazing Facts*
8. What important book did he help to create?
 - a. The Bible in English
 - b. *The Seventh-day Adventist Hymnal*
 - c. *Desire of Ages*
9. For what occasion was “We Have This Hope” written?
 - a. 1958 General Conference Session in Holland
 - b. 1962 General Conference Session in San Francisco
 - c. 2015 General Conference Session in San Antonio
10. Where did Mr. Hooper get his musical idea for the song?
 - a. From Brahms' *Symphony No. 1 in C minor, Op. 68* (4th movement)
 - b. From Beethoven's *Symphony No. 5 in C minor, Op. 67*
 - c. From God

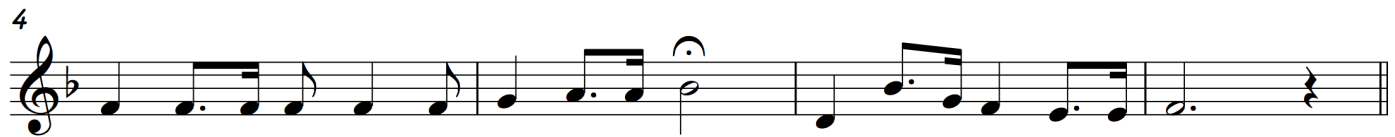
Jesus Is Coming Again (Lift Up the Trumpet)

Jesse E. Strout, 1872

George E. Lee, 1872



Lift up the trum-pet and loud let it ring: Je - sus is com - ing a - gain!



Cheer up, ye pil - grims, be joy - ful and sing; Je - sus is com - ing a - gain!

Refrain



Com - ing a - gain, com - ing a - gain, Je - sus is com - ing a - gain!

2. Echo it, hilltops; proclaim it, ye plains: Jesus is coming again!
Coming in glory, the Lamb that was slain; Jesus is coming again!
REFRAIN

3. Heavings of earth, tell the vast, wondering throng: Jesus is coming again!
Tempests and whirlwinds, the anthem prolong; Jesus is coming again!
REFRAIN

4. Nations are angry--by this we do know Jesus is coming again!
Knowledge increases; men run to and fro; Jesus is coming again!
REFRAIN

We Have This Hope

Wayne Hooper, 1962

Wayne Hooper, 1962

1 We have this hope that burns with-in our hearts, Hope in the com-ing of the

6 Lord._____ We have this faith that Christ a-lone im-parts, Faith in the

13 prom-ise of His Word. We be-lieve the time is here, When the na-tions far and near

19 Shall a-wake, and shout, and sing: Hal-le-lu-jah! Christ is King! We have this

24 hope that burns with-in our hearts, Hope in the com-ing of the Lord.

2. We are united in Jesus Christ our Lord.
We are united in His love.
Love for the waiting people of the world,
People who need our Savior's love.
Soon the heav'ns will open wide,
Christ will come to claim His bride,
All the universe will sing
Hallelujah! Christ is King!
We have this hope, this faith, and God's great love,
We are united in Christ.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 13 Lower Level – Wonderful Words of Life

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "Wonderful Words of Life"

- ✓ Fountainview Academy orchestra and choir (3:38), <https://www.youtube.com/watch?v=JCzZslfbBEM>
- ✓ A *capella* choir with lyrics and nature PowerPoint (1:52), <https://www.youtube.com/watch?v=UopkSmx7hUo>
- ✓ Cadet Sisters (SDA group, five girls singing a capella) (2:58), <https://www.youtube.com/watch?v=1MVahPnxPeE>
- ✓ Male duet in church service (2:21), https://www.youtube.com/watch?v=h8J1dq_NMhc
- ✓ Recording, bluegrass style, nature PowerPoint (2:48), <https://www.youtube.com/watch?v=rWYHrApbvLM>
- ✓ Family singing in Swahili, guitar accompaniment (3:00), <https://www.youtube.com/watch?v=ani95TCBOas>
- ✓ Old recording, piano and vocal solo by Martha Reed Garvin (3:44), <https://www.youtube.com/watch?v=H2NQlvR3VKU>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Wonderful Words of life" (#286) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding. Also, what are the "wonderful words of life"?
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Philip P. Bliss who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ What do you think of how Philip earned money to buy a violin? Have you ever saved up so you could buy something very special? Did it feel different than when someone else bought you something. Can you imagine that there is anyone in the world today who has never heard a piano?
- ✓ Discuss why old-time trains were more dangerous than the trains today. Also, what caused the bridge to give way?
- ✓ Review the story by completing the Lesson 13 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.

- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Teach the students another of Bliss's hymns. "I Will Sing of My Redeemer" is the one found in his trunk after the Ashtabula Railroad Disaster. Bliss also wrote the music for Horatio Spafford's "It Is Well with My Soul."
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 13 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "Wonderful Words of Life"

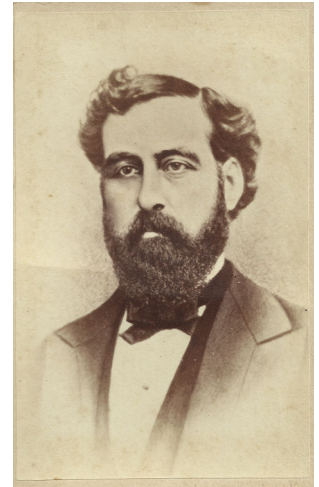
1. A
2. B
3. C
4. D
5. False
6. C
7. False
8. B
9. C
10. False

Wonderful Words of Life

Philip P. Bliss (1838-1876)

Philip lived in a log cabin with his family at a time when there were no cars, no bathrooms inside the house, no radios, TVs, cell phones, computers or video games. Of course, Philip didn't miss them—no one did! Because they couldn't have even imagined the things that are so common today.

Philip liked riding horses and walking—except to the privy in the winter! (Ask your teacher what a “privy” is.)



Philip *really* liked music. He enjoyed hearing the birds warbling, bullfrogs croaking, crickets chirping and lots of other neat sounds in nature. He loved to sing and he wanted more music than his own voice. He wanted an instrument to make music on. But his family was quite poor. Although he often didn't have shoes to wear, he didn't mind. He happily went everywhere barefoot. Since there was no money to buy an instrument, his father whittled a flute for him and he learned how to play it. When he was ten years old, he heard a piano for the first time when he was out selling vegetables door to door. He snuck into the house to watch the lady play, but when she saw him she was startled and told him to leave—right now!

When he was just 11 years old, he left home to work on farms and lumber camps to help earn money to buy food for his family. He then figured out a way to earn money to buy a violin. He picked berries in the swamp near his home and sold them in town.

Philip's father taught the family to pray daily. Philip had very little schooling and was mostly taught by his mother from the Bible. He accepted Jesus when he was 12.

When he was 18, he became a teacher. It wasn't long before he met a man who recognized Philip's musical talent and gave him voice lessons. He also met William Bradbury, a well-known musician of the time, who talked him into being a music teacher. By now he had married his sweetheart, Lucy, and he and his wife traveled together in a horse and buggy and taught music around Pennsylvania. He became known as an expert music teacher!

His payment for his first musical composition was a flute!

When he was 26 years old he and Lucy moved to Chicago. He became well-known as a singer and wrote a number of gospel songs. Philip had plenty of money now not only to buy shoes but also a piano! He was drafted into the Union Army to fight in the Civil War but didn't have to serve because the war was just about over.

The famous preacher Dwight L. Moody convinced him to become a missionary singer. Philip became a full-time evangelist. It is said that his name Philip originally ended with two Ps. He didn't have a middle name, so as a grown-up he took the second P off his first name and moved it over to look like he had a middle name: Philip P. Bliss. Others say that his middle name was always Paul.

Mr. Bliss wrote a whole collection of songs for children. But not only children liked them. Grown-ups liked to sing them too. One of those songs for children is in our hymnal, “Wonderful Words of Life.” And the grown-ups still like to sing it!

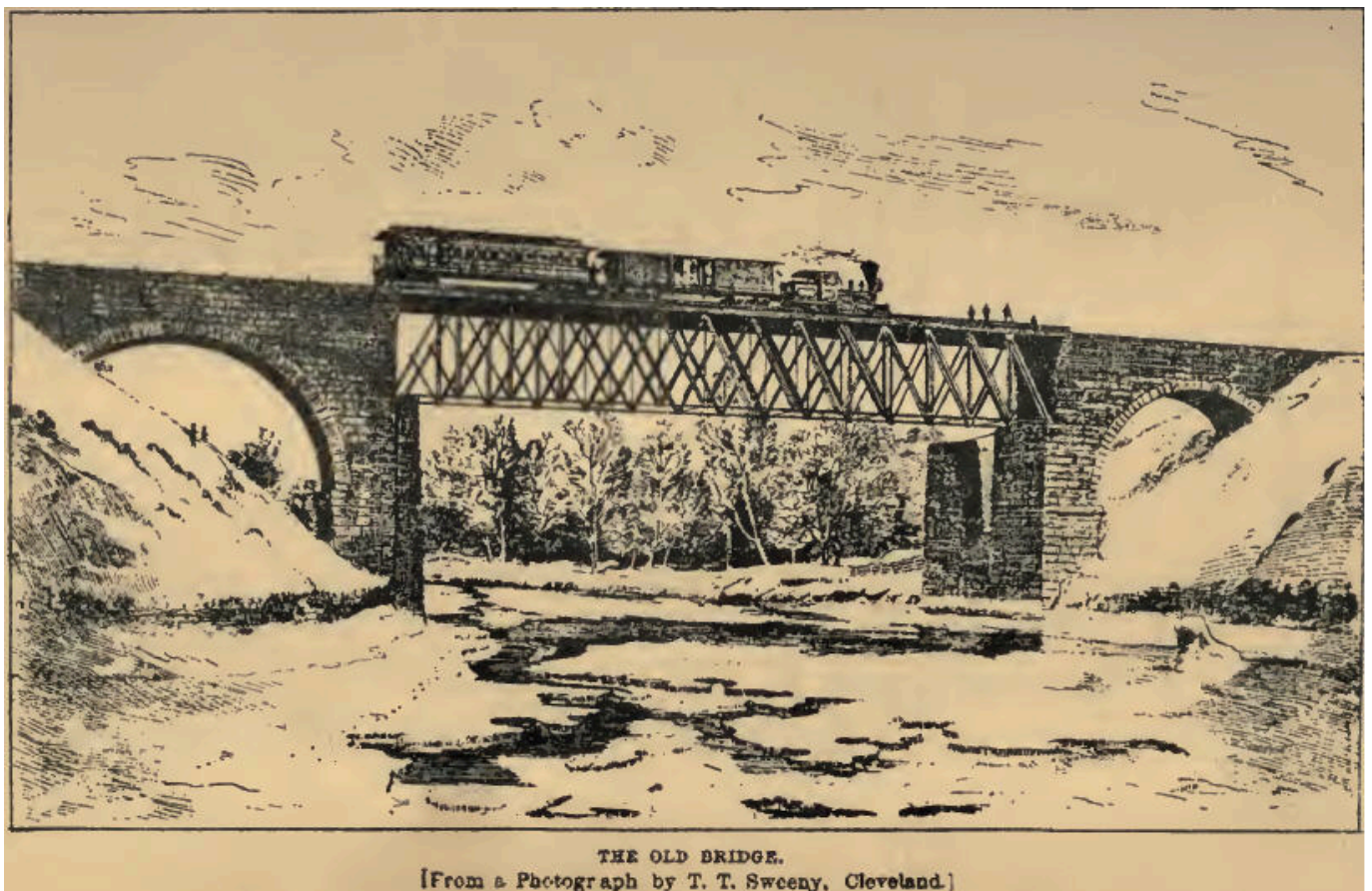
Philip Bliss and his wife died in an awful tragedy when he was only 36 years old.

It was December 29 and the train on which Bliss and his wife were traveling was nearing Ashtabula, Ohio. The train was crossing a trestle bridge at about 7:30 in the evening, when the bridge collapsed. The rail cars plunged into the ravine below—into the icy waters of the river. Bliss escaped from the wreck, but when the train cars caught fire from their heating stoves, he went back to try to get his wife out. Their bodies were never found. Ninety-two of the 159 passengers died in the *Ashtabula River Railroad Disaster*.

Their two sons, George (age four) and Philip Paul (age one), were safe at home with relatives when it happened.

Bliss’s trunk was found later; it had somehow survived the crash and the fire. In it was a manuscript with the words for a new hymn. It is in our hymnal: “I Will Sing of My Redeemer.”

The country mourned Philip Bliss and his wife. He was well-known and his death was a big loss. A monument was erected to him in Rome, Pennsylvania.



THE OLD BRIDGE.
[From a Photograph by T. T. Sweeney, Cleveland.]

A train crossing the bridge before the accident



The accident



The monument

Student Name:

Hymns—Our Christian Heritage

Lesson 13 - Review

Score:

10

“Wonderful Words of Life”

Words & Music by Philip P. Bliss

1. What kind of a house did Philip live in when he was a boy?
 - a. Log cabin
 - b. Sod shanty
 - c. House boat
2. Where did Philip get his first flute?
 - a. From his brother
 - b. From his father
 - c. From the store
3. How old was Philip when he first heard and saw a piano?
 - a. 5 years old
 - b. 8 years old
 - c. 10 years old
4. When Philip was 11, he left home to help earn money for his family. What kind of work did he do?
 - a. Farm work
 - b. Lumber work
 - c. Cashier work
 - d. Both A & B
 - e. Both A & C
5. True or False. Philip raised the money to buy a violin by selling vegetables.
6. When Mr. Bliss taught music, how did he get from one town to the next?
 - a. Horseback
 - b. Model T car
 - c. Horse and buggy
7. True or False. Philip Bliss fought in the Civil War.
8. Why did Philip P. Bliss live to be only 36 years old?
 - a. Because he died from injuries he received from a horseback riding accident
 - b. Because he died when trying to save his wife from a railroad accident
 - c. Because he died from typhoid fever
9. What was the hymn found in Mr. Bliss's trunk that was rescued from the train wreck?
 - a. “Wonderful Words of Life”
 - b. “It Is Well with My Soul”
 - c. “I Will Sing of My Redeemer”
10. True or False. The newspapers did not report that Philip Bliss had died because it was not important enough to the country.

Wonderful Words of Life

P. P. Bliss, 1874

P. P. Bliss, 1874



Sing them o-ver a - gain to me, Won-der-ful words of life; Let me more of their beau-ty see,



Won-der-ful words of life. Words of life and beau - ty, Teach me faith and du - ty;



Beau - ti - ful words, won - der - ful words, Won - der - ful words of life,



Beau - ti - ful words, won - der - ful words, Won - der - ful words of life.

2. Christ, the blessed One, gives to all wonderful words of life;
Sinner, list to that loving call, wonderful words of life.
All so freely given, wooing us to heaven;
REFRAIN

3. Sweetly echo the gospel call, wonderful words of life;
Offer pardon and peace to all, wonderful words of life.
Jesus, only Savior, sanctify forever.
REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 14 Lower Level – Turn Your Eyes Upon Jesus

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "Turn Your Eyes Upon Jesus"

- ✓ Michael W. Smith, violin solo on verse, nature PowerPoint with words (3:12), <https://www.youtube.com/watch?v=jMYZICnV2Ys> (
- ✓ Selah, mixed trio, *a cappella* (1:26), https://www.youtube.com/watch?v=6p_t2sGfsQ8
- ✓ Young male singers, video, (6:08), <https://www.youtube.com/watch?v=6KmE5p2n85s>
- ✓ Alan Jackson, baritone solo (3:52), https://www.youtube.com/watch?v=nO4ulyz_d90
- ✓ Amy Grant solo, medley with other hymns, mellow, mostly piano accompaniment (3:30), https://www.youtube.com/watch?v=9Vz_EFQ889w
- ✓ Amy Grant with group, piano & guitar accompaniment, country sound (3:10), <https://www.youtube.com/watch?v=DNFv2OzkoB0>
- ✓ Hillsong worship music (4:01), <https://www.youtube.com/watch?v=czxd5oa-gi0>
- ✓ Nichole Nordeman, new version ("Look Up"), begins at 1:04 (3:55), <https://www.youtube.com/watch?v=bBfHUrLGzNY>
- ✓ Paul Baloche, new version ("We Turn"), begins at :49 (4:43), https://www.youtube.com/watch?v=gYwFR8EI_Eo
- ✓ Newsboys, new version ("Where Do You Belong?") begins at 1:21 (5:33), <https://www.youtube.com/watch?v=MCz8EG0SqqA>
- ✓ Newsboys, skip backstage clips, original music video begins at 1:22 with "Where Do You Belong?" "Turn Your Eyes" begins at 2:25 (5:53), <https://www.youtube.com/watch?v=aNkDnWWr-7s>
- ✓ Newsboys (same version as above except different PowerPoint), "Turn Your Eyes" begins at 1:25 (5:34), <https://www.youtube.com/watch?v=XQzAYQE-U4Q>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Turn Your Eyes Upon Jesus" (#290) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding. Discuss what it means to "keep your eyes on Jesus." Is there a Bible verse that talks about keeping our eyes fixed on Jesus?
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?

- ✓ Read or tell the story of Helen Lemmel who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Discuss how it might feel if a loved one left you because you developed a disability or had a serious injury.
- ✓ Review the story by completing the Lesson 14 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 14 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "Turn Your Eyes Upon Jesus"

1. C
2. B
3. B
4. E
5. False
6. A
7. B
8. True
9. C
10. A

Turn Your Eyes Upon Jesus

Helen H. Lemmel (1864-1961)

Born in England, Helen moved with her family to America when she was 12 years of age. Her singing ability was extraordinary and when she was a young woman, she traveled widely giving concerts in churches.

She was also well-known for her ability to write poetry. She composed more than 500 hymns and poems. And she wrote a very successful children's book, "Story of the Bible."

Helen married a well-to-do man and taught voice lessons in two different Christian colleges. Then she was hit by two personal tragedies: she began to go blind and as a result her husband left her.



Woman Praying

But it was during this time that Helen experienced something very special in her life that would soon bless people around the globe. It happened like this:

A missionary friend gave her a pamphlet that had this statement in it: "So then, turn your eyes upon Him, look full into His face and you will find that the things of earth will acquire a strange new dimness."

Helen remembers, "I stood still—and singing in my soul and spirit was the chorus [of 'Turn Your Eyes Upon Jesus'], with not one conscious moment of putting word to word to make rhyme, or note to note to make melody..." She felt God had simply given her the chorus of the song and within the week, He had also given her inspiration to write the verses.

It didn't take long for her new hymn to be published. And it quickly became popular. It was translated into many languages and for nearly 100 years has been sung by Christians all over the world.

Helen lived to be nearly 98 years old. She lived more than half of her life in Seattle, Washington. People who knew her during those years say she was full of joy and enthusiasm. She had a small keyboard by her bed that she would play as she sang. Since she could no longer write down the songs she composed, she would call friends on the phone and ask them to write down her lyrics.

If someone asked her how she was doing, she would respond, "I'm doing well in the things that count."

Student Name:

Hymns, Our Christian Heritage

Lesson 14 - Review

Score:

10

"Turn Your Eyes Upon Jesus"

Words & Music by Helen Lemmel

1. In what country was Helen Lemmel born?
 - a. Canada
 - b. United State of America
 - c. England
2. What special skill did she have that gave her opportunities to travel around the country?
 - a. Public speaking
 - b. Singing
 - c. Travel guide
3. Helen Lemmel wrote over 500 hymns and poems, but only one book. What was it?
 - a. Jesus Loves Me
 - b. Story of the Bible
 - c. Winnie the Pooh
4. In the middle of her life, Mrs. Lemmel was hit by two big losses. What were they?
 - a. She got cancer
 - b. She began to go blind
 - c. Her husband left her
 - d. All of the above
 - e. Both B & C
5. True or False. Mrs. Lemmel wrote songs telling how sad and discouraged she was.
6. Where did she get the pamphlet that inspired her to write "Turn Your Eyes Upon Jesus"?
 - a. A missionary friend gave it to her
 - b. She received it in the mail
 - c. She found it in the street
7. How long did it take Mrs. Lemmel to write the chorus of the hymn?
 - a. About a week
 - b. It came to her in a moment
 - c. She thought about it for two years before she wrote it
8. True or False. "Turn Your Eyes Upon Jesus" is sung around the world in many different languages.
9. When she was no longer able to write down her songs due to her blindness, how did Mrs. Lemmel get the job done?
 - a. She used a little tape recorder
 - b. She dictated into her iPhone
 - c. She called her friends
10. What did Mrs. Lemmel keep by her bed in her last years?
 - a. A little plastic keyboard
 - b. A picture of Jesus
 - c. A bottle of water

Turn Your Eyes Upon Jesus

Helen H. Lemmel

Helen H. Lemmel



O soul, are you wea-ry and trou - bled? No light in the dark-ness you see?__



__ There's light for a look at the Sav - ior, And life more a - bun-dant and free!__



__ Turn your eyes up - on Je - sus, Look full in His won - der - ful



face;__ And the things of earth will grow strange - ly



dim in the light of His glo - ry and grace.__

2. Through death into life everlasting He passed and we follow Him there;
Over us sin no more hath dominion, For more than conqu'rors we are!

REFRAIN

3. His word shall not fail you He promised; Believe Him and all will be well:
Then go to a world that is dying, His perfect salvation to tell!

REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 15 Lower Level – This Is My Father’s World

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God’s people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn “This Is My Father’s World”

- ✓ Fountainview Academy, video(3:23), <https://www.youtube.com/watch?v=WRN8v95byww>
 - ✓ Female solo with children, Praise Baby collection, nature PowerPoint with words (3:02), <https://www.youtube.com/watch?v=bEE5MvoT3oI>
 - ✓ Fernando Ortega, vocal solo, piano accompaniment, nature PowerPoint (4:00), <https://www.youtube.com/watch?v=bylpfEVxhs4>
 - ✓ Amy Grant, country gospel style, nature PowerPoint with words (3:00), <https://www.youtube.com/watch?v=s3-C4jp7BNw>
 - ✓ Contemporary worship team style (5:00), <https://www.youtube.com/watch?v=Z9dWMTxw290>
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ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn “This Is My Father’s World” (#92) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students’ understanding.
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Maltbie D. Babcock who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Discuss why Babcock may have liked to hike and run out in nature. What benefits are there to outdoor exercise?
- ✓ Discuss what *brucellosis* is and why people don’t get it much anymore.
- ✓ Review the story by completing the Lesson 15 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.

- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Read “Back of the Loaf,” “Be Strong,” “Wait on the Lord,” or another of Babcock’s writings and give an idea of what these writings mean.

Back of the loaf is the snowy flour
 And back of the flour is the mill;
 And back of the mill is the wheat and the shower
 And the sun and the Father's will.

- Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
- Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 15 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “This Is My Father’s World”

1. C
2. C
3. B
4. True
5. False
6. B
7. A
8. True
9. C
10. B

This Is My Father's World

Maltbie D. Babcock (1858-1901)

He was an excellent student and could have done many other things. But he chose to be a minister.

Maltbie Babcock was very talented musically. He could sing and play several musical instruments. He directed the school orchestra and the glee club,* played the organ and even composed music for it.

He was also an excellent athlete. Tall, broad-shouldered and muscular, he was a champion swimmer and an expert pitcher. Babcock was chosen to be the president of his baseball team.

And that's not all. He was a good artist, handy with tools, and with his dramatic ability, he could do impersonations.

But he chose to be a minister. And he gained fame as an outstanding Presbyterian preacher of his time. He traveled all over America speaking at colleges. He was known for presenting important spiritual truths in an interesting and dramatic way.

Born in New York, he was married and had two children, but they died in infancy. And he too died young. He was not yet 42 when he took a trip to the Holy Land. While there, he contracted brucellosis from unpasteurized milk or undercooked meat. Babcock died in Italy before he could return to the United States.

Yes, Mr. Babcock was an amazing and talented person, but he is most remembered today for the poem he wrote, "This Is My Father's World." What inspired him to write this poem?

Mr. Babcock enjoyed the outdoors and loved to hike. "I'm going out to see my Father's world," he liked to say when he started out for a walk.

Some years after Babcock's death, his close friend, Franklin L. Sheppard, wrote music for the hymn. Not wanting to call attention to himself, he simply identified himself as SFL on the music—his initials rearranged.

Babcock never heard his famous hymn sung.

*Glee club – A musical group or choir, historically just men or just women, that specializes in singing short musical pieces.



Student Name:

Hymns, Our Christian Heritage

Lesson 15 - Review

Score:

10

“This Is My Father’s World”

Words by Maltbie D. Babcock

- Where was Maltbie Babcock born and where did he die?
 - New York – France
 - New Jersey – Holy Land
 - New York – Italy
- Maltbie Babcock was very talented musically. Which of these did he *not* do?
 - Play organ
 - Conduct the orchestra
 - Compose operas
- Maltbie Babcock was also an excellent athlete. Which of these did he *not* do?
 - Play baseball
 - Run track and field
 - Swim
- True or False. Babcock could make his voice sound as though he were someone else.
- True or False. Although he was well-known as a Presbyterian minister, he was a boring preacher.
- How was Babcock inspired to write the poem “This Is My Father’s World”?
 - He read the story of the Creation in the Bible
 - He hiked out in nature for exercise
 - His wife told him a story about nature
- Babcock died at the age of 42. How did he die?
 - He contracted brucellosis
 - He was injured in a car accident
 - He died of a broken heart after his children died at an early age.
- True or False. Maltbie Babcock never heard his hymn sung.
- Who wrote the music for “This Is My Father’s World”?
 - Mr. Babcock himself wrote it
 - His wife wrote the music
 - His close friend wrote the music
- Although his friend only identified himself as SFL on the music, what was his real name?
 - Foster S. Lambert
 - Franklin L. Shepphard
 - Samuel F. Lewis

This Is My Father's World

Maltbie D. Babcock, 1901

Franklin L. Sheppard, 1915

The musical score is written on a single staff in G major (one sharp) and 4/4 time. It consists of four lines of music, each with a measure number (1, 5, 9, 13) at the beginning. The lyrics are written below the notes. The melody is simple and hymn-like, with a final double bar line at the end of the fourth line.

1 This is my Fa - ther's world, And to my lis - tening ears, All

5 na - ture sings, and round me rings The mu - sic of the spheres. This

9 is my Fa - ther's world; I rest me in the thought Of

13 rocks and trees of skies and seas; His hand the won - ders wrought.

2. This is my Father's world, the birds their carols raise;
The morning light, the lily white, declare their Maker's praise.
This is my Father's world; He shines in all that's fair;
In the rustling grass I hear Him pass, He speaks to me everywhere.

3. This is my Father's world, O let me ne'er forget
That though the wrong seems oft so strong, God is the Ruler yet.
This is my Father's world; Why should my heart be sad?
The Lord is King; let the heavens ring! God reigns; let the earth be glad.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 16 Lower Level – All Things Bright and Beautiful

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "All Things Bright and Beautiful"

- ✓ Vocal solo, nature video with words(3:34), <https://www.youtube.com/watch?v=iUnQMvwaXlc>
- ✓ Contemporary worship team, nature PowerPoint with words (4:11), <https://www.youtube.com/watch?v=IdxDFgnGz-Y>
- ✓ Child singing, alternate tune, PowerPoint of children's book with words (2:40), https://www.youtube.com/watch?v=FT_oDqOEGpc
- ✓ Choir, John Rutter version, nature PowerPoint with words (2:50), <https://www.youtube.com/watch?v=WlhV80QPUul>
- ✓ Hayley Westenra, solo, John Rutter version, begins singing at 1:20, <https://www.youtube.com/watch?v=EoyvKgVywT4>
- ✓ Children's choir, John Rutter version, conducted by John Rutter (2:51), <https://www.youtube.com/watch?v=bjbktnTuV30>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "All Things Bright and Beautiful" (#93) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *purple-headed mountain*.
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain? Discuss how it can be sung to several different melodies. The music that is in our hymnal is not the same tune that some other hymnals have.
- ✓ Read or tell the story of Cecil Frances Alexander who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Discuss with the students how Cecil was very timid and shy about her talents when she was a girl. How did her father and her family encourage her? Is there anyone among the students in your class that may be shy about their gifts? How could your class encourage that person?

- ✓ Discuss with the students how Mrs. Alexander and her sister started a school for the deaf over 150 years ago. It should be noted that this was a very big deal in those days! A little research will show that for many centuries that deaf people were considered “non-persons” and not given their rights, not allowed to marry or have property.
- ✓ Review the story by completing the Lesson 16 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 16 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “All Things Bright and Beautiful”

1. B
2. C
3. B
4. A
5. C
6. C
7. B
8. C
9. True
10. False

All Things Bright and Beautiful

Cecil Frances (Humphreys) Alexander (1818-1895)

Cecil (seh'-suhl) Frances* was born about 200 years ago in Ireland, the third daughter of Major John Humphreys.

She began writing poetry when she was a little girl. But she was near-sighted, timid and shy and didn't want her father to see her poems. One day he saw a bulge under the rug in a back room of his home. He looked to see what it was and found papers on which 9-year-old Cecil had written poems. He showed the girl's poetry to a famous poet who said she was a born writer and should be encouraged. So Major Humphreys called the family together and proudly read aloud little Cecil's poems. He then put out a box with a slot in the top. Whenever Cecil would finish a poem, she was to put it in the box. Then each Saturday evening, the family would take out what Cecil had written and read it aloud. The family would make helpful and encouraging comments. It was just what she needed, and within a few years she was known throughout the British Empire.



Cecil Frances married a minister, William Alexander, who had the responsibility of many Irish churches. She loved the people in their parish. She regularly visited and cared for the poor families. She developed a district nurse service to help the people. And she and her sister started a school for the deaf. In Londonderry, she also set up a Girls' Friendly Society, a sort of club to help girls and young women who wanted to better themselves. Girls as young as eight years old met and enjoyed recreation and simple refreshments. They would sew, read and sing together.

Mrs. Alexander wrote about 400 hymns in her lifetime and a number of books. She donated all her profits from her books to support disabled children. Her book *Hymns for Little Children* had the song "All Things Bright and Beautiful" in it. She wrote it to teach children about God, the Creator of everything in heaven and earth. It is a very beautiful description of all the things God has made—the flowers with glowing colors, little birds with tiny wings, purple-headed mountains, ripe fruit in the garden, and many other things. She also wrote "Once in Royal David's City" (#149) to teach children about the story of Jesus' birth and "There is a Green Hill Far Away" (#164) to teach children about the crucifixion of Jesus.

Her husband wrote, "From one poor home to another she went. Christ was ever with her, and in her, and all felt her influence." She was very humble and didn't care for praise or flattery. But long after her death, she was honored with a blue history plaque in her hometown.

*Like Frances Crosby and Frances Havergal, she was called Fanny.



Student Name:

Hymns, Our Christian Heritage

Lesson 16 - Review

Score:

10

“All Things Bright and Beautiful”

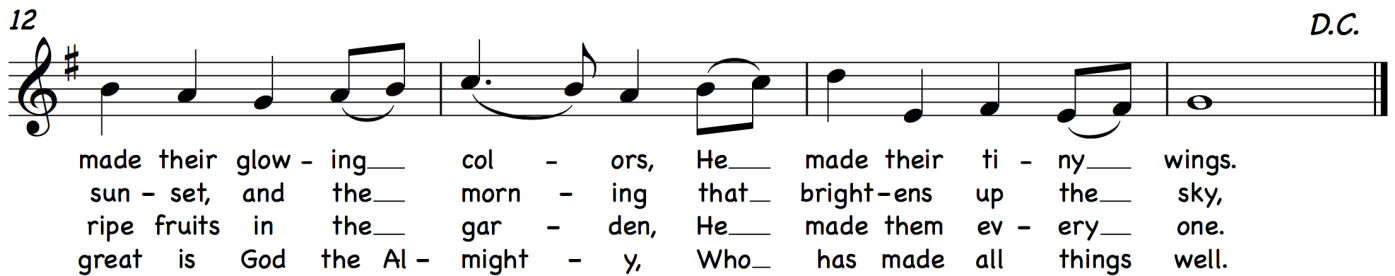
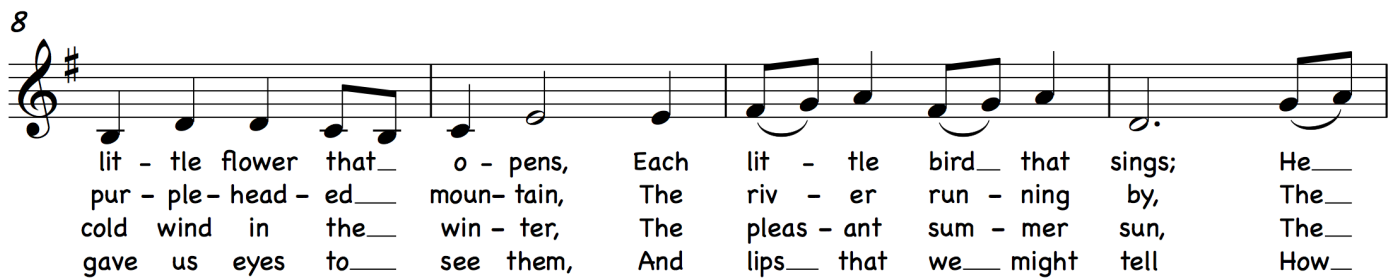
Words by Cecil Frances Alexander

1. In what country did Cecil Frances Alexander live?
 - a. United States of America
 - b. Ireland
 - c. Sweden
2. Where did 9-year-old Cecil hide her poetry?
 - a. Under the bed
 - b. Under her pillow
 - c. Under a rug
3. What happened every Saturday evening in the Humphreys' home?
 - a. They ate popcorn and watched a movie
 - b. They read Cecil's latest poems
 - c. They had a pillow fight
4. Why did Cecil Frances Alexander write “All Things Bright and Beautiful”?
 - a. She wanted children to understand about God, the Creator
 - b. She was a great nature lover
 - c. She needed to earn some money
5. Another hymn that Cecil Frances Alexander wrote for children was
 - a. “For the Beauty of the Earth”
 - b. “Joyful, Joyful We Adore Thee”
 - c. “Once in Royal David's City”
6. What was the occupation of the man Cecil married?
 - a. He was a farmer
 - b. He was a businessman
 - c. He was a minister
7. How did Mrs. Alexander show her love for the people of her husband's parish?
 - a. She sent them flowers and cards
 - b. She visited them and cared for their sick
 - c. She sang her songs to them
8. What did Mrs. Alexander *not* do when helping the people of the parish?
 - a. Started a Girls' Friendly Society
 - b. Started a school for the deaf
 - c. Charged them for nursing services
9. True or False. Her husband admired the work she did with the people and felt that Christ was always with her.
10. True or False. Mrs. Alexander enjoyed the compliments and praise of the people she helped.

All Things Bright and Beautiful

Cecil Frances Alexander, 1848

English traditional melody
Adapt. by Martin Shaw, 1915



* Stanza 1 to be sung as refrain after stanzas 2-5.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 17 Lower Level – Praise God from Whom All Blessings Flow (Doxology) Grant Us Your Peace (Dona Nobis Pacem)

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of "Praise God from Whom All Blessings Flow" (Doxology) and "Grant Us Your Peace" (Dona Nobis Pacem)

- ✓ Men, *a cappella* (1:14), <https://www.youtube.com/watch?v=FbjpG0SeXYU>
- ✓ Young people singing, instrumental accompaniment, with nature PowerPoint, ends at 1:25 and repeats (3:02), <https://www.youtube.com/watch?v=T1rW2qLaeu0>
- ✓ Female solo with guitar, PowerPoint of nature (3:12), <https://www.youtube.com/watch?v=RBz7vuJ2b1A>
- ✓ David Crowder Band, contemporary arrangement, PowerPoint (4:38), https://www.youtube.com/watch?v=6SHI_BmTqfk&spfreload=5
- ✓ Contemporary worship team, PowerPoint with words, new tunes and words added (4:12), <https://www.youtube.com/watch?v=gF0MgnOjeiw>
- ✓ "Dona Nobis Pacem," orchestra, choir (4:36), https://www.youtube.com/watch?v=OSdGW_HBrLE
- ✓ Female vocal, "Dona Nobis Pacem" multitrack video (2:51), <https://www.youtube.com/watch?v=9fhJ6XrZ4jg>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Praise God from Whom All Blessings Flow" (#694-695) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean, particularly the meaning of *Doxology*. (Among Christian traditions, a *doxology* is typically an expression of praise to the trinity—the Father, the Son and the Holy Spirit.) Are there *doxologies* in the Bible?
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain? What are the differences between #694 and #695?
- ✓ Read or tell the story of Thomas Ken who wrote the words of this hymn, using the biographical sketch found in this lesson.

- ✓ Discuss with the students what it might be like to be an orphan. Ask if there are orphans today. Why? How do they survive? The students could write thank you notes to their parents or guardians.
- ✓ Review the story by completing the Lesson 17 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Teach the students to sing “Grant Us Your Peace (Dona Nobis Pacem)” (#471) as a canon. Show the students that the *Doxology*, if sung to the tune of the *SDA Hymnal* #53, can also be sung as a canon. The tune is known as Tallis’ Canon.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the Doxology.
 - Research why the name of the tune for “Praise God from Whom All Blessings Flow” is OLD HUNDREDTH.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 17 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “Praise God from Whom All Blessings Flow” (Doxology) and “Grant Us Your Peace” (Dona Nobis Pacem)

1. B
2. A
3. B
4. True
5. D
6. C
7. A
8. B
9. C
10. B

Praise God from Whom All Blessings Flow (Doxology)

Thomas Ken (1637-1710)

Thomas Ken became an orphan when he was only nine years old. His older sister and her husband raised him.

When he was 14, he became a student at Winchester College. After he graduated, he held various teaching and preaching positions. He was even the chaplain to Princess Mary until he refused to stay silent about the bad behavior of some people in the Court.

He later became the chaplain to King Charles II of England. Ken courageously refused to overlook the immoral behavior of the King himself. This time the king recognized his integrity with an excellent church leadership position.

But the next king, James II, put Thomas Ken in prison for a time when he refused to compromise his principles.

As a teacher, Ken spent a lot of time trying to encourage his students through his preaching and music. He published a *Manual of Prayers* to be used by the students. In the prayer book, he instructed his readers to “be sure to sing the Morning and Evening Hymns” in their rooms.

It wasn't until twenty years later that the words to the Morning, Evening and Midnight hymns were printed. The *Doxology* was at the close of each of his three hymns. One of these three hymns is #53 in the *SDA Hymnal*: “All Praise to Thee.” There were originally 12 stanzas to the hymn. We use only stanzas 1, 2, 4, and 12. Stanza 12 is known as the *Doxology* and has been sung by Christians around the world for 300 years.

Thomas Ken was bold and pious, but gentle and kind.

(Charles II is shown at right.)



Grant Us Your Peace (Dona Nobis Pacem)

Unknown Origin



Student Name:

Hymns, Our Christian Heritage

Lesson 17 - Review

Score:

10

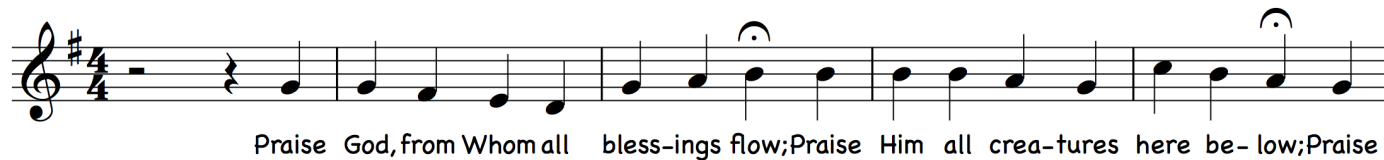
“Praise God from Whom All Blessings Flow” (Doxology) – Words by Thomas Ken “Grant Us Your Peace” (Dona Nobis Pacem) – Unknown Origin

1. Since Thomas Ken’s parents died, who raised him?
 - a. His grandmother
 - b. His sister
 - c. His uncle
2. Thomas Ken served as chaplain for what English royalty?
 - a. King Charles II
 - b. Queen Mary
 - c. King James I
3. Why did he get in trouble with Princess Mary and King James II?
 - a. He was very lazy
 - b. He wouldn’t overlook their bad behavior
 - c. He was caught stealing from the palace
4. True or False. Mr. Ken was thrown in prison.
5. How did Mr. Ken try to encourage his students?
 - a. By preaching to them
 - b. By leading them in music
 - c. By preparing good food for them
 - d. Both A & B
 - e. Both B & C
6. In the Manual of Prayers that Mr. Ken published for his students, what did he ask them to do?
 - a. Sing the Morning and Evening hymns in the auditorium
 - b. Sing the Morning and Evening hymns in the garden
 - c. Sing the Morning and Evening hymns in their room
7. Where is the *doxology* found in his hymns?
 - a. At the very end of each hymn
 - b. At the beginning of each hymn
 - c. It is not found in his hymns
8. Which of the following are being praised in the “Doxology”?
 - a. King James I
 - b. The Holy Spirit
 - c. The heavenly angels
9. What is the original language of “Dona Nobis Pacem”?
 - a. Spanish
 - b. English
 - c. Latin
10. What is the meaning of the words in “Dona Nobis Pacem”?
 - a. Praise God
 - b. Grant us Your peace
 - c. We don’t know

Praise God, from Whom All Blessings Flow (Doxology)

Thomas Ken, 1695

OLD HUNDREDTH
Louis Bourgeois, 1551



Grant Us Your Peace (Dona Nobis Pacem)

Latin Source Unknown

English, Othilie Stafford; French, Marcel Pichot;

Spanish, Espi Wasmer

Attr. to Palestrina (1525-1594)

1 Part 1

Do - na no - bis pa - cem, pa - cem; Do - na no - bis pa -

Detailed description: This block contains the first line of musical notation for 'Grant Us Your Peace'. It is in 3/4 time, key of D minor (one flat). The melody starts on a half note 'Do', followed by quarter notes 'na', 'no', 'bis', and a half note 'pa'. The next measure contains 'cem, pa - cem;' with a half note 'Do', quarter notes 'na', and a half note 'no'. The final measure has 'bis pa -' with a half note 'bis' and a half note 'pa'.

8 Part 2

cem. Do - na no - bis pa - cem; Do - na no - bis pa - em.

Detailed description: This block contains the second line of musical notation. It begins with a half note 'cem.' followed by a double bar line. The melody continues with a half note 'Do', quarter notes 'na', 'no', 'bis', and a half note 'pa'. The next measure has 'cem; Do - na' with a half note 'Do', quarter notes 'na', and a half note 'no'. The final measure has 'bis pa - em.' with a half note 'bis', quarter notes 'pa', and a half note 'em.'.

17 Part 3

Do - na no - bis pa - cem; Do - na no - bis pa - cem.

Detailed description: This block contains the third line of musical notation. It starts with a half note 'Do', quarter notes 'na', 'no', 'bis', and a half note 'pa'. The next measure has 'cem; Do - na' with a half note 'Do', quarter notes 'na', and a half note 'no'. The final measure has 'bis pa - cem.' with a half note 'bis', quarter notes 'pa', and a half note 'cem.'.

ENGLISH: Father, grant us, grant us Your peace; Oh, loving Father, grant us Your peace.

Grant us, grant us peace; Grant us, grant us, grant us Your peace,

Grant us, grant us peace; Loving Father, grant us Your peace.

FRENCH: Accordenous ta paix, ta paix; Accordenous ta paix.

Accordenous ta paix; Accordenous ta paix.

Accordenou ta paix, Accordanous ta paix.

SPANISH: Padre, danos tu paz, tu paz; Padre, danos, danos tu paz.

Padre, danos tu paz; Padre, danos, danos tu paz.

Padre, danos tu paz; Padre, danos, danos tu paz.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 18 Lower Level – Children of the Heavenly Father

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "Children of the Heavenly Father"

- ✓ A cappella choir (3:20), <https://www.youtube.com/watch?v=-NqzFGLYyo>
- ✓ A cappella choir video(2:40), <https://www.youtube.com/watch?v=Uyv019Q6884>
- ✓ Mormon Tabernacle Choir, orchestral accompaniment (5:32), <https://www.youtube.com/watch?v=wAq-PZ6KbF0>
- ✓ Mormon Tabernacle Choir, orchestral accompaniment, same as above with different video/photos (4:42),
, <https://www.youtube.com/watch?v=jqAncieXDol>
- ✓ Plumb (female vocal), instrumental and vocal, modern sound, words shown (5:29),
<https://www.youtube.com/watch?v=OV3MelnO90c>
- ✓ Male vocal, sung in Swedish (2:18) https://www.youtube.com/watch?v=Jwu7SC_dpaY

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Children of the Heavenly Father" (#101) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *bosom*, *nestling*. Does the Bible support the fact that our Protector never sleeps? Does God the Father *really* know about all our troubles?
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of Lina Sandell Berg who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Discuss with the students Bible examples of healing. Discuss why some people are not healed although they have strong faith?
- ✓ Review the story by completing the Lesson 18 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.

- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Teach the students another of Mrs. Berg's hymns, "Day by Day" (#532).
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 18 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "Children of the Heavenly Father"

1. B
2. C
3. A
4. B
5. C
6. C
7. B
8. A
9. True
10. C

Children of the Heavenly Father

Carolina Wilhelmina Sandell Berg (1832-1903)

Carolina Wilhelmina Sandell was a big name for a little girl, so she was given the nickname “Lina.” Lina was born in Sweden where her father was a minister in the Lutheran church.

As a young girl, she couldn’t get out of bed for a long, long time. She was partially paralyzed but doctors didn’t know why. The doctors did not think she would ever get better. The story is told of how she began reading her Bible and praying one Sunday morning while her parents were at church. She read the Bible story about Jesus raising Jairus’s daughter from the dead and thought, *God could do that for me!* So she prayed that God would heal her and was suddenly made well! She got up and dressed and was walking around the house when her parents came home. They were astonished! (One version of the story says that after her healing she walked to her parents’ church. Either way, it’s an amazing story!)



She published her first book of poems when she was only 16. These expressed her feelings about God.

When she was a young woman, Lina’s father drowned when they were on a boat trip together. That was a terrible experience for her. Only two years later, her mother died. So she went to live with family in another city. There she met the king’s sister, Princess Eugenia, and other prominent people.

Soon she found happiness with Oscar Berg, whom she married. He was a wealthy businessman. They had a baby boy but he died during childbirth.

Lina Sandell wrote over 600 hymns. Oscar Ahnfelt is the reason many of them are so well-known. He wrote music for many of her poems and sang them, accompanying them on his ten-string guitar, for people all through Scandinavia. Lina said, “Ahnfelt has *sung* my songs into the hearts of the people.” Jenny Lind, a famous opera singer of the time, also sang Lina’s songs in her concerts and paid to have them published.

Lina was so famous and her music so influential that she was called the “Fanny Crosby of Sweden.”

She was 70 years old when she died in 1903. Fifty years later, more than 10,000 people in her hometown honored her by attending the dedication of a bronze statue erected as a memorial to her. Lina Sandell Berg’s home is now a museum.

Student Name:

Hymns, Our Christian Heritage

Lesson 18 - Review

Score:

10

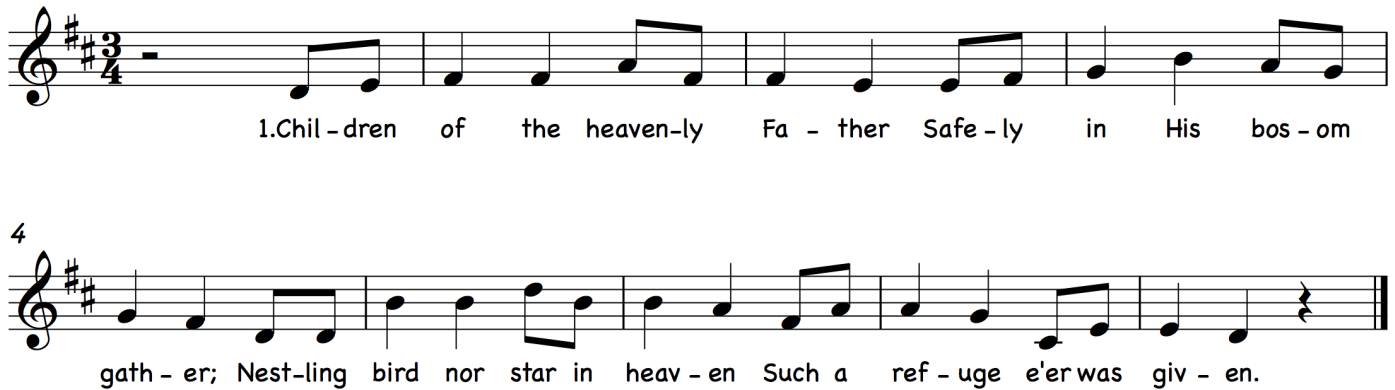
“Children of the Heavenly Father” Word by Carolina Sandell Berg

1. Carolina Sandell Berg was called Lina because
 - a. People had a hard time saying her name
 - b. Her name was very long
 - c. She didn't like her full name
2. The country where Lina lived was
 - a. France
 - b. Italy
 - c. Sweden
3. Lina recovered from her paralysis because
 - a. She prayed and asked God for a miracle
 - b. The doctors found a new treatment that worked for her
 - c. She was really never sick
4. Lina published a book of poems when she was only
 - a. 14
 - b. 16
 - c. 18
5. How did Lina's father die?
 - a. He had a disease
 - b. He fell from a ladder
 - c. He fell from a boat and drowned
6. After her mother died, she met someone else very special. Who was it?
 - a. Princess Eugenia
 - b. Oscar Berg
 - c. Both of the above
7. Who helped to get Lina's songs into the hearts of people?
 - a. Her father who was a minister
 - b. Oscar Ahnfelt
 - c. Jenny Lind
8. Who helped publish Lina's songs so people could buy them and read them?
 - a. Jenny Lind
 - b. Oscar Ahnfelt
 - c. Her father
9. True or False. Lina Sandell Berg was so famous that she was called the “Fanny Crosby of Sweden.”
10. What has happened to Lina Berg's old home?
 - a. It was torn down
 - b. It was made into a store
 - c. It was made into a museum

Children of the Heavenly Father

Carolina Sandell Berg, 1858

TRYGGARE KAN INGEN VARA
Swedish Folk Melody



1. Chil - dren of the heav - en - ly Fa - ther Safe - ly in His bos - om

gath - er; Nest - ling bird nor star in heav - en Such a ref - uge e'er was giv - en.

2. God His own doth tend and nourish, In His holy love they flourish;
From all evil things He spares them, In His mighty arms He bears them.

3. Neither life nor death shall ever from the Lord His children sever;
Unto them His grace He showeth, And their sorrows all He knoweth.

4. Praise the Lord in joyful numbers, Your Protector never slumbers;
At the will of your Defender every foeman must surrender.

5. Though He giveth or He taketh, God His children ne'er forsaketh;
His the loving purpose solely to preserve them pure and holy.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 19 Lower Level – Sweet By and By

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "Sweet By and By"

- ✓ A capella choir, nature PowerPoint with words (3:18), <https://www.youtube.com/watch?v=tvagoD8T0u4>
- ✓ Dolly Parton (3:54), <https://www.youtube.com/watch?v=ALp39fFc-Bs>
- ✓ Johnny Cash recording (2:25), <https://www.youtube.com/watch?v=GGNIQ88O5Kg>
- ✓ Bird Youmans, multitrack (1 man x3) (3:47), <https://www.youtube.com/watch?v=3T2bZ1SHBlo>
- ✓ Blue Grass Gospel, PowerPoint with words (4:52), <https://www.youtube.com/watch?v=zibq2SCcDiM>
- ✓ Male quartet, Statler Brothers with piano (2:26), <https://www.youtube.com/watch?v=CCKIVkd-Oj0>
- ✓ Gaither Family group (2:06), <https://www.youtube.com/watch?v=vHLAP7ZZF0s>
- ✓ Southern gospel (strong drum beat) (2:56), <https://www.youtube.com/watch?v=JhNxXBTljfk>
- ✓ Instrumental (2:24), <https://www.youtube.com/watch?v=VFTb4psMbjM>
- ✓ Loretta Lynn, country (1:50), <https://www.youtube.com/watch?v=cRWu3C2Im04>
- ✓ Men's group, Manoba (Philippines) (3:09), <https://www.youtube.com/watch?v=ZfebOroWI74> See for more information on Manobo: https://en.wikipedia.org/wiki/Manobo_languages

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "Sweet By and By" (#428) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words to clarify the students' understanding: *land that is fairer than day, beautiful shore*
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Many times the words of a hymn are written by one person; then, in another time and another place the music is born. Eventually someone decides to put the two together and you have the complete hymn. In the case of this song, "Sweet By and By," the text and tune were written nearly at the same time. Can you find another hymn in the hymnal where it appears that the text and tune were written about the same time by two different people?
- ✓ Read or tell the story of Sanford Bennett and Joseph Webster who wrote the words and music of this hymn, using the biographical sketch found in this lesson.
- ✓ Discuss what it means to be *melancholy* or to suffer from *depression*.

- ✓ Review the story by completing the Lesson 19 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 19 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "Sweet By and By"

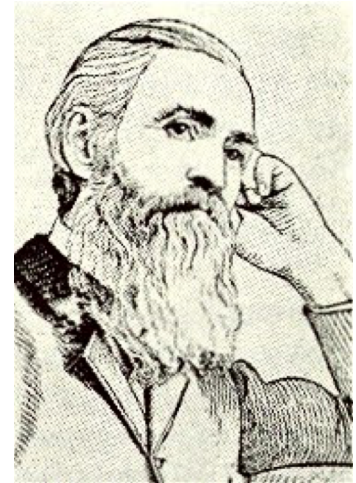
1. B
2. C
3. C
4. A
5. False
6. True
7. B
8. B
9. A
10. C

Sweet By and By

Words by Sanford Fillmore Bennett (1836-1898)

Music by Joseph Philbrick Webster (1819-1875)

Mr. Bennett was born in New York but his family moved to Illinois when he was only two years old. He worked on the farm and went to school in the winter. When he was 22, he went to the University of Michigan, becoming a teacher when he graduated. But he didn't stay a teacher long. He became the Associate Editor of a newspaper in Elkhorn, Wisconsin. (Mr. Bennett is pictured to the right.)



In the United States the Civil War soon dominated everything, and Mr. Bennett joined the Wisconsin Volunteers. When the war was over he returned to Wisconsin, but this time he opened a store and began studying medicine. He finished his medical training and set up a medical practice.

His poetry had started appearing in newspapers when he was only a teenager and still in school. But now that Mr. Bennett was Dr. Bennett, he began writing poems again in his spare time. And that is how he met Joseph Webster. (See the picture at the bottom of this page.)

Mr. Webster was a very fine musician who played the violin, flute and piano and composed over a thousand songs and ballads. He was a very sensitive man who often went into such depression that he would completely ignore his friends. He and Dr. Bennett became partners in writing songs—Bennett wrote the words, and Webster wrote the music—but the doctor was so busy that he didn't have time to write enough poems to keep Webster busy.

One day Webster visited Bennett's office. He walked in, turned his back on Dr. Bennett, and refused to speak to him. The doctor realized that Webster was in one of his depressed moods again.



"What is the matter?" he asked Mr. Webster.

"Oh, nothing," Webster replied in a dejected manner. "I will be all right by and by."

Webster's answer gave Dr. Bennett an idea. *The sweet by and by. Wouldn't that make a good hymn?* He sat down at his desk and wrote as fast as he could. Then he handed the words to Webster whose eyes brightened. Webster quickly wrote down the notes of a tune to fit the words and played it on his violin.

A few minutes later two other friends came in. In less than a half hour from when Bennett got his inspiration for the words, the four of them were singing the new hymn together. It was immediately liked by those who heard it and quickly became a favorite hymn for many.

Student Name:

Hymns, Our Christian Heritage

Lesson 19 - Review

Score:

10

“Sweet By and By” **Words by Sanford Bennett** **Music by Joseph Webster**

1. What hobby brought Mr. Webster and Dr. Bennett together?
 - a. Teaching
 - b. Writing music
 - c. Farming
2. Mr. Bennett joined the Wisconsin Volunteers to fight what war?
 - a. Revolutionary War
 - b. War of 1812
 - c. Civil War
3. Which of these types of work did Mr. Bennett *not* do?
 - a. He was a teacher
 - b. He was a newspaper editor
 - c. He was a musician
4. After Mr. Bennett came home from the war, what was his goal?
 - a. To become a doctor
 - b. To write hymns
 - c. To become a teacher
5. True or False. Mr. Webster was a very cheerful and happy man.
6. True or False. Mr. Webster wrote over 1,000 songs in his lifetime.
7. How would Mr. Webster treat his friends when he was in one of his depressed moods?
 - a. He would scream and shout at them
 - b. He wouldn't look at them or speak to them
 - c. He would begin singing songs to them
8. Who thought of the idea of “Sweet By and By” becoming a hymn?
 - a. Both Dr. Bennett and Mr. Webster
 - b. Dr. Bennett
 - c. Mr. Webster
9. How long did it take to write the words and music for “Sweet By and By”?
 - a. Thirty minutes
 - b. Fifteen minutes
 - c. Two hours
10. After Mr. Webster played the new tune on his violin, who performed it next?
 - a. An orchestra and choir
 - b. A bluegrass band
 - c. Two friends who happened to stop by

Sweet By and By

S. F. Bennett, 1867

J. P. Webster, 1867



1. There's a land that is fair - er than day,
2. We shall sing on that beau - ti - ful shore
3. To our boun - ti - ful Fa - ther a - bove,

And by faith we can see it a -
The me - lo - di - ous songs of the
We will of - fer a trib - ute of



far;
blest,
praise,

For the Fa - ther waits o - ver the way,
And our spir - its shall sor - row no more,
For the glo - ri - ous gift of His love,

To pre - pare us a dwell - ing place
Not a sigh for the bless - ing of
And the bless ings that hal - low our



there.
rest.
days.

In the sweet

by and by,

We shall meet on that beau - ti - ful



shore;

In the sweet

by and by,

We shall meet on that beau - ti - ful shore.

OUR CHRISTIAN HERITAGE

LESSON 20 Lower Level – When He Cometh

PACING: 1 day

ESSENTIAL QUESTION, BIG IDEA, and STANDARDS: See Introduction to *Hymns, Our Christian Heritage*.

CONCEPT: Christian hymns are a cherished and valuable legacy, expressing the emotions and experiences of God's people through many centuries.

OBJECTIVES: Learn the text and tune of an important hymn of faith. Interpret the spiritual meaning of the hymn. Understand and communicate important facts about the life of the author of the words and/or the composer of the music.

VOCABULARY: hymn, hymn writer, hymnal, text, tune, composer, verse, stanza

RESOURCES: Links to performances of the hymn "When He Cometh"

- ✓ Gaither Family group (2:40), <https://www.youtube.com/watch?v=4tCMwECQhM>
- ✓ Little girl solo, 3ABN (KidsTime) (1:54), <https://www.youtube.com/watch?v=eWUyvpohrt4>
- ✓ Boys' duet, 3 ABN (KidsTime), in another language part of the time (1:51), <https://www.youtube.com/watch?v=jWrpu4NHfdA>
- ✓ Alison Krauss, country, PowerPoint of old family photos (2:56), <https://www.youtube.com/watch?v=MjbnepoWbs>

ACTIVITIES:

- ✓ Either give each student a printed copy of the hymn, display the hymn for the class electronically or have the students find the hymn "When He Cometh" (#218) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean.
- ✓ Discuss what a *jewel* is. Refer to Malachi 3:17 and discuss how people can be "jewels."
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ Use discussion questions found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Sing the hymn together. Discuss its form, melody and rhythm. Note how many *verses* or *stanzas* it has. Does it have a Refrain?
- ✓ Read or tell the story of William O. Cushing who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Review the story by completing the Lesson 20 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Learn the sign language for the first stanza of the hymn.
- ✓ Choose a venue to perform the hymn. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Create posters for a bulletin board display featuring aspects of the hymn story or the words of the hymn in a calligraphic style with hand-drawn illustrations.
- ✓ Teach another of Cushing's hymns that are in the *Seventh-day Adventist Hymnal*. They are: "There'll Be No Dark Valley" (208), "Hiding in Thee" (525) and "Under His Wings" (529). Sing "There'll Be No Dark Valley" with the students. (It is very repetitious and easy to learn.)

- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES FOR OLDER STUDENTS:
 - Create a choral reading of the hymn.
 - Create a special arrangement of the hymn, utilizing vocal or instrumental solos or ensembles, etc.
 - Create a skit telling the story of the hymn writer or the circumstances under which the hymn was written. This may be presented to the younger students in a worship or at Sabbath School or church.

ASSESSMENT:

There is a Lesson 20 Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "When He Cometh"

1. B
2. C
3. A
4. C
5. A
6. True
7. C
8. False
9. B
10. B

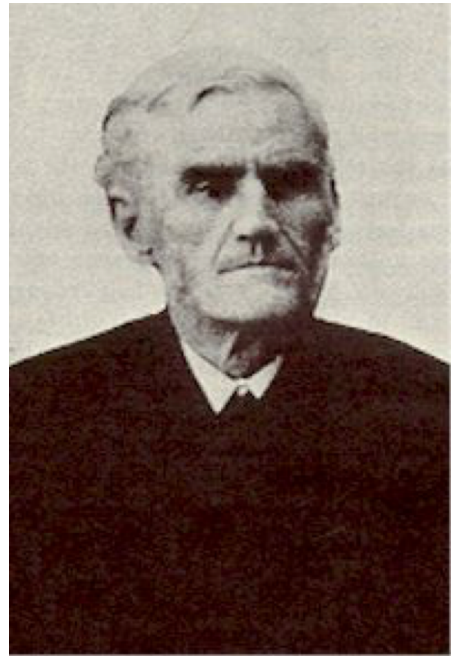
When He Cometh

William Orcutt Cushing (1823-1903)

Although Mr. Cushing has four hymns in our hymnal—hymns that are quite loved by many—we don't know much about him.

We do know that he was born and lived in Hingham, Massachusetts, on the South Shore of Boston.

He wrote the “jewel song” when he was a young man in his 20s. It refers to Malachi 3:17 in the Bible: “And they shall be mine, saith the Lord of hosts, in that day when I make up my jewels.”



Mr. Cushing wrote the song for the Sunday School where he taught. A very well-known composer at the time, George Root, wrote the music for it.

The story is told of a minister who was returning from Europe on a British steam ship. He visited steerage, the lower deck of the ship where the very poor immigrants traveled among the cargo. He suggested to the people there that they have a song service and started it with Mr. Cushing's “jewel song.”

The immigrants from many different nations quickly learned the hymn and sang it frequently during the rest of the voyage. Some even sang it as they continued their journey by train, filling the cars with their singing. As you can imagine, the song spread throughout the land with the help of those travelers.

Cushing also wrote “There'll Be No Dark Valley” (#208), “Hiding in Thee” (#525), and “Under His Wings” (#529).

Student Name:

Hymns, Our Christian Heritage

Lesson 20 - Review

Score:

10

"When He Cometh"

Words by William O. Cushing

1. How many hymns does William O Cushing have in the *SDA Hymnal*?
 - a. 1
 - b. 4
 - c. 8
2. Where did Mr. Cushing live?
 - a. Texas
 - b. Michigan
 - c. Massachusetts
3. For what purpose did Mr. Cushing write "When He Cometh"?
 - a. For his Sunday School class
 - b. As a lullaby for his children
 - c. As an advertisement to help sell jewelry
4. What text in the Bible does the "jewels" idea come from?
 - a. John 3:16
 - b. Genesis 1:1
 - c. Malachi 3:17
5. Who was George Root?
 - a. He wrote the music for the song
 - b. He published the song
 - c. He taught the song to the people on the ship
6. True or False. The people in steerage loved the "jewel song."
7. What type of people were in steerage?
 - a. The wealthiest travelers
 - b. The ship's crew
 - c. The poor immigrants
8. True or False. The people who learned the "jewel song" on the ship forgot it when they reached land.
9. Mr. Cushing compares the jewels to
 - a. The sun
 - b. The stars
 - c. The moon
10. Who are the jewels?
 - a. All of us
 - b. Little children
 - c. Good people

When He Cometh

William O. Cushing, 1866

George F. Root



When He com - eth, when He com - eth to make up His
jew - els, All the jew - els, prec - ious jew - els, His loved and His
own; Like the stars of the morn - ing, His bright crown a -
dorn - ing, They shall shine in their beau - ty, Bright gems for His crown.

2. He will gather, He will gather the gems for His kingdom;
All the pure ones, all the bright ones, His loved and His own.
REFRAIN

3. Little children, little children, who love their Redeemer,
Are the jewels, precious jewels, His loved and His own.
REFRAIN



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