



HYMNS

OUR CHRISTIAN HERITAGE

20 Hymn Lessons
Upper 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 Upper Level – O for a Thousand Tongues to Sing Christ the Lord Is Risen Today

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 "O for a Thousand Tongues to Sing"

- ✓ Congregation with pipe organ (2:09), <https://www.youtube.com/watch?v=yNvq5VG5i1A>
- ✓ Singers with modern orchestration (2:07), <https://www.youtube.com/watch?v=LUjVTdeFvio>
- ✓ David Crowder with added chorus (4:59), <https://www.youtube.com/watch?v=7w3DXMkyj7Q>

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 "O for a Thousand Tongues to sing" (#250) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Name all the miracles that our Redeemer has done that are listed in the hymn.
- ✓ 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 Charles Wesley who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Read and discuss "Rules for Singing" written by Charles Wesley's brother John. Do they still apply today?
- ✓ Discuss how the students would feel if someone treated them badly because of what they believe.
- ✓ 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.
- ✓ 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.
- ✓ Create greeting cards using stanzas of Charles Wesley's hymn or hymns. Give the cards to someone who might need encouragement.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ Teach the students other hymns by Charles Wesley. "Christ the Lord Is Risen Today" (#166) is highly recommended. The music is included with this lesson.

✓ **EXTENSION ACTIVITIES:**

- 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:

Any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "O for a Thousand Tongues to Sing"

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

O for a Thousand Tongues to Sing

Charles Wesley (1707-1788)

When Susanna and Samuel Wesley welcomed their 18th and last child into the world, they named him Charles. Little Charles was *really* little because he was born much sooner than expected. For weeks, the tiny baby lay silent, appearing dead, wrapped in wool. Amazingly, he survived and grew up to be a very well-known man—today we might call him a celebrity.



His mother taught their children at home and woke them very early in the morning so that they could sing Scripture verses from the Psalms before breakfast. They used the Bible as their textbook and had a daily routine of study and prayer.

At college, Charles and his brother John started a club called “The Holy Club.” The group met regularly for worship and also visited the sick and imprisoned. This club was the beginning of what is now the Methodist Church.

After Charles graduated from Oxford University in England, he and John decided to sail to America, the New World, to minister to the colonists of Georgia and to evangelize the Indians. After a four-month voyage, they arrived and began their work. It didn’t go well for them, so they returned home to England, discouraged and depressed, within a year.

Although Charles had been raised to be a good Christian, he had never felt the peace and joy that he desired so much. He finally came to realize that “salvation is by faith alone.” He wrote, “At midnight I gave myself to Christ, assured that I was safe, whether sleeping or waking. I had the continual experience of His power to overcome all temptation, and I confessed with joy and surprise that He was able to do exceeding abundantly for me above what I can ask or think.”

Charles had been writing hymns before his conversion experience, but with the joy and peace he now felt, he began to write new hymns and began traveling throughout Great Britain. With his brother, he traveled at least 250,000 miles, mostly on horseback, preaching and leading great crowds in singing his hymns in mass outdoor services.

Because of the large crowds coming to hear them, they preached outside of church buildings, often in large fields. Charles estimated in his journal that in a four-year time period 149,400 people had come to their meetings! He reported that he twice preached to crowds of at least 10,000 and once to more than 20,000. Remember this was before electric sound systems, microphones and speakers!

Not everyone appreciated their efforts or their Christian zeal. Some pastors in towns where they held meetings encouraged riots to get Charles and John Wesley out of town. Many times they were physically abused. One writer said, “[Their followers] were outrageously treated—stoned, mauled, hounded with bulldogs, threatened, homes looted, businesses ruined. Anyone who walked through a town could pick out by their ruinous condition the houses where Methodists lived.”

Somehow Charles found a wife in the middle of his busy life. He and Sally had eight children but only three survived their infancy.

One source said that he wrote 6,500 hymns; another states that he wrote 8,989. No matter how many he wrote, it is known that he wrote poetic lines nearly every day for 50 years. That’s a lot of hymns! With every new spiritual experience or thought that came across his mind, a new hymn was born. Even on his deathbed, he dictated to his wife a final hymn of praises to his Lord.

The original name of our hymn, “O for a Thousand Tongues to Sing,” was “For the Anniversary Day of One’s Conversion.” He wrote it on the 11th anniversary of his conversion.

Charles Wesley has 19 hymns in our *Seventh-day Adventist Hymnal*. Probably the best-known of all is “Hark! The Herald Angels Sing” (#122). Other well-known hymns include “Love Divine” (#191), “Jesus, Lover of My Soul” (#489-490), “Christ the Lord is Risen Today” (#166) and “Soldiers of Christ, Arise” (#616).



Rules for Singing

By John Wesley, 1761

- I. Learn these Tunes before you learn any others; afterwards learn as many as you please.
- II. Sing them exactly as they are printed here, without altering or mending them at all; and if you have learned to sing them otherwise, unlearn it as soon as you can.
- III. Sing All. See that you join with the congregation as frequently as you can. Let not a slight degree of weakness or weariness hinder you. If it is a cross to you, take it up and you will find a blessing.
- IV. Sing Lustily and with good courage. Beware of singing as if you were half-dead or half-asleep; but lift up your voice with strength. Be no more afraid of your voice now, nor more ashamed of its being heard, than when you sang the songs of Satan.
- V. Sing modestly. Do not bawl, so as to be heard above or distinct from the rest of the congregation, that you may not destroy the harmony; but strive to unite your voices together, so as to make one clear melodious sound.
- VI. Sing in Time. Whatever time is sung, be sure to keep with it. Do not run before nor stay behind it; but attend closely to the leading voices, and move therewith as exactly as you can. And take care you sing not too slow. This drawling way naturally steals on all who are lazy; and it is high time to drive it out from among us, and sing all our tunes just as quick as we did at first.
- VII. Above all sing spiritually. Have an eye to God in every word you sing. Aim at pleasing him more than yourself, or any other creature. In order to do this attend strictly to the sense of what you sing, and see that your Heart is not carried away with the sound, but offered to God continually; so shall your singing be such as the Lord will approve of here, and reward when he cometh in the clouds of heaven.

Student Name:

Hymns, Our Christian Heritage Lesson 1 UL - Review

Score:

10

“O for a Thousand Tongues to Sing” Text by Charles Wesley

1. How many brothers and sisters did Charles Wesley have?
 - a. 5
 - b. 11
 - c. 17
2. Who was responsible for Charles Wesley's schooling before he went to college?
 - a. His father
 - b. The teacher in the local school
 - c. His mother
3. Where did Charles and his brother John go to be missionaries after they graduated from Oxford University?
 - a. America
 - b. Africa
 - c. India
4. How long did it take for them to get to the country where they would be missionaries?
 - a. 2 weeks
 - b. 4 months
 - c. 1 year
5. When Charles finally realized that “salvation is by faith alone,” he experienced what?
 - a. Depression
 - b. Anger and frustration
 - c. Peace and Joy
6. As Charles traveled the 250,000 miles throughout Great Britain, how did he travel?
 - a. He traveled mostly by buggy
 - b. He rode horseback
 - c. He walked
7. Where did Charles preach to the large crowds that came to listen and sing?
 - a. Churches
 - b. Sports arenas
 - c. Fields
8. Who encouraged the people in their towns to abuse the Wesleys and their followers?
 - a. Pastors
 - b. Policemen
 - c. Thugs
9. When did Charles Wesley *not* write a new hymn?
 - a. When he was discouraged
 - b. When a new idea came across his mind
 - c. When he was dying
10. Which of the following hymns was *not* written by Charles Wesley?
 - a. “Jesus, Lover of My Soul”
 - b. “What a Friend We Have in Jesus”
 - c. “Hark! The Herald Angels Sing”

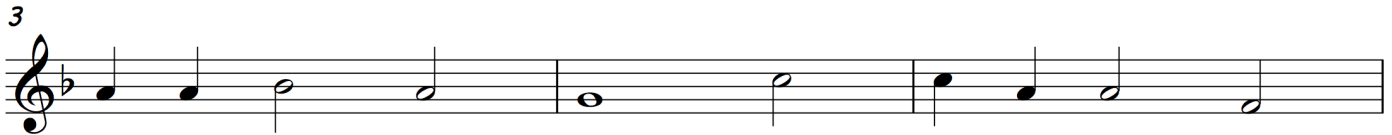
O For a Thousand Tongues to sing

Charles Wesley, 1739

Carl G. Glaser, Arr. Lowell Mason
AZMON



1.O for a thou - sand tongues to sing My
2. My gra - cious Mas - ter and my God, As -
3. Je - sus! the name that charms our fears, That
6. Hear Him, ye deaf; His praise, ye dumb, Your



great Re - deem - er's praise, The glo - ries of my
sist me to pro - claim, To spread thro' all the
bids our sor - rows cease, 'Tis mu - sic in the
loos - ened tongues em - ploy; Ye blind, be - hold your



God and King, The tri - umphs of His grace!
earth a - broad The hon - ors of Thy name.
sin - ners' ears, 'Tis life, and health, and peace.
Sav - ior come; And leap, ye lame, for joy.

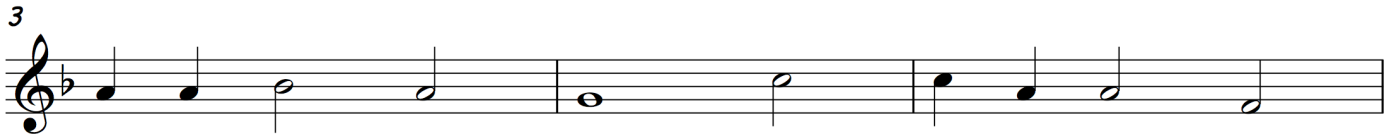
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HYMNS, OUR CHRISTIAN HERITAGE

LESSON 2 Upper Level – Come, Ye Thankful People Now Thank We All Our God

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 "Come, Ye Thankful People" and "Now Thank We All Our God"

- ✓ "Come, Ye Thankful People," Pipe organ solo (2:27), <https://www.youtube.com/watch?v=TRMo8UIsJ9E>
- ✓ "Now Thank We All Our God," Cambridge Singers (3:32), https://www.youtube.com/watch?v=Z2_JLqOjNY
- ✓ "Now Thank We All Our God," Mormon Tabernacle Choir (4:09), <https://www.youtube.com/watch?v=K7gMDXylzW8>

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 "Come, Ye Thankful People" (#557) and "Now Thank We All Our God" (#559) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words or phrases to clarify the students' understanding: *harvest; church triumphant; God's garner; it was, is now, and shall be evermore*.
- ✓ Discuss the themes of these two hymns. How are they similar? How are they different?
- ✓ Why are these hymns most frequently sung around Thanksgiving Day in the United States? (Is there a "Thanksgiving Day" in other countries? Canada? Bermuda?)
- ✓ Play recordings 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 their form, melody and rhythm. Note how many *verses* or *stanzas* they have. Do they have Refrains?
- ✓ Read or tell the story of the two men who wrote the words of these hymns, Henry Alford and Martin Rinkart, using the biographical sketch found in this lesson.
- ✓ Review the story by completing the Lesson 2 Review.
- ✓ Sing the hymns, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ Choose a venue to perform the hymns. If no opportunity is found for a performance at the school, church or other community event, consider videotaping a performance for future use.
- ✓ Using the form included in this lesson, have the students create a Thanksgiving acrostic.
- ✓ Create a Thanksgiving bulletin board display featuring the words of these and other hymns of gratitude, and listing things for which they are thankful.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES:

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

ASSESSMENT:

Any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "Come, Ye Thankful People" and "Now Thank We All Our God"

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

Come, Ye Thankful People

Henry Alford (1810-1871)

Henry Alford was born in London into a family which had five consecutive generations of clergymen in the Anglican Church.

Henry spent his early years with his widowed father. He was a precocious boy who before he was ten had written several Latin poems, a history book and a series of sermon outlines!

He attended Trinity College and then began his life as a pastor like his father. He became known as a skilled artist who also had abundant musical and mechanical talent.

An energetic man, Henry was a great friend, and beloved for his friendly and pleasant manner.

He wrote "Come, Ye Thankful People" in 1844. It was titled "After Harvest" when it was first published. It gained popularity in the United States where it is used most often around Thanksgiving. The first stanza celebrates the harvest of food. Then the focus changes to the Parable of the Wheat and Tares that Jesus told, and finally turns to the last harvest—a harvest of people, at the Second Coming of Jesus.



Now Thank We All Our God

Martin Rinkart (1586-1649)

Catherine Winkworth (1827-1878)

Martin Rinkart, the son of a coppersmith, was a Lutheran minister who came to Eilenburg, Saxony (now Germany), in 1617, just at the beginning of the Thirty Years War in Europe. Eilenburg, a walled city, became a refuge for the many people trying to find safety from the conflict. The overcrowded city was hit hard by disease and famine.

Martin Rinkart offered his home to refugees even though he often didn't have enough to feed his own family. People were so hungry they would fight in the street over a dead crow or cat.

The refugees brought a plague with them. During the severe plague of 1637, Pastor Rinkart was the only pastor left in the city. He held as many as 50 funerals in a day, more than 4,000 for that year. (It is said that the population of Germany was cut by a third during this prolonged time of war, hunger and illness.)



One of the people he buried was his wife.

Rinkart was in constant danger while he ministered to others. But it was during this terrible time that he wrote in German, “Nun danket alle Gott” (Now Thank We All Our God). It took a lot of courage and faith for him to remain in Eilenburg without complaining and to write the words of thanksgiving and praise to God.

At one point the Swedish army that controlled the town demanded 30,000 florins from the people. A florin is worth \$140 US now so in that time it would have been over \$4 million dollars! The people, of course, didn’t have it so Rinkart led a group of citizens to plead for leniency with the Swedish general. Their request was refused. Rinkart told the people, “Come my children, we can find no hearing, no mercy with men, let us take refuge with God.” Then he fell on his knees and prayed so earnestly that the Swedish general relented and lowered his demand.

Martin Rinkart lived to see the end of the Thirty Years War. He died at the age of 63 in the town where he had served so faithfully.

His hymn is sung on occasions of national thanksgiving in Germany. But it might not have been in the *Seventh-day Adventist Hymnal* or sung by anyone in the English-speaking world if it had not been for Catherine Winkworth.

Catherine Winkworth was born in 1827 on the edge of the City of London. Her father was a silk merchant.

Catherine spent a year in Dresden, Germany. She became very interested in German hymns and began translating some into English. She has been credited for having done more than anyone else to bring the beautiful German hymns to the English-speaking world.

She died suddenly from heart disease at the age of 41.

Besides “Now Thank We All Our God” (#559), Catherine translated 11 other hymns from German that are in the *Seventh-day Adventist Hymnal*.



Student Name:

Hymns, Our Christian Heritage

Lesson 2 UL - Review

Score:

10

THANKSGIVING HYMNS: “Come, Ye Thankful People” “Now Thank We All Our God”

1. In what country was Henry Alford born?
 - a. Germany
 - b. England
 - c. France
2. Talents that Henry Alford did *not* have were—
 - a. Creating beautiful artwork
 - b. Speaking and writing in Latin
 - c. Writing music
3. Part of Alford’s hymn “Come, Ye Thankful People” was based on which of Jesus’ Parables?
 - a. The Parable of the Wheat and the Tares
 - b. The Parable of the Lost Coin
 - c. The Parable of the Mustard Seed
4. In what country did Martin Rinkart spend his life in ministry?
 - a. Germany
 - b. England
 - c. France
5. Why did refugees run to Eilenburg thinking it was a safe place?
 - a. Because there were lots of policemen to guard them
 - b. Because there were excellent pastors there
 - c. Because it had walls all around it
6. Martin Rinkart wrote “Now Thank We All Our God”
 - a. At the beginning of the Thirty Years War, not knowing how long it would last.
 - b. At the end of the Thirty Years War, to celebrate peace at least
 - c. At the height of the Thirty Years War, when thousands were dying from the plague
7. The Swedish general lowered his demand for payment of \$4 million because
 - a. He saw Rinkart praying
 - b. He saw the weapons the citizens were carrying
 - c. His own soldiers threatened to turn against him
8. Why is Katherine Winkworth associated with “Now Thank We All Our God”?
 - a. Because she helped Rinkart write the hymn.
 - b. Because she performed it before thousands of people
 - c. Because she translated it from German into English
9. Katherine Winkworth died at just 41 years of age
 - a. From heart disease
 - b. From hunger
 - c. From an accident
10. What season of the year are both of these hymns frequently sung?
 - a. Christmas
 - b. Thanksgiving
 - c. Easter

YOUR THANKSGIVING ACROSTIC

(things you are thankful for)

T _____

H _____

A _____

N _____

K _____

S _____

G _____

I _____

V _____

I _____

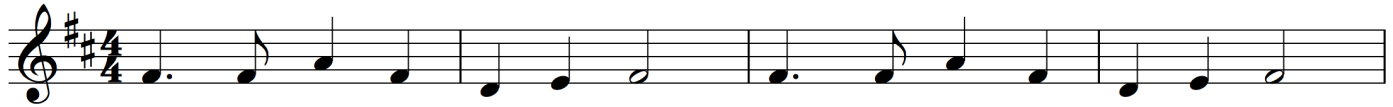
N _____

G _____

Come, Ye Thankful People

Henry Alford, 1844

George J. Elvey, 1858
ST. GEORGE'S WINDSOR



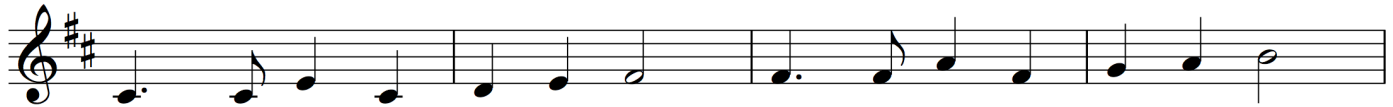
1. Come, ye thank - ful peo - ple, come, Raise the song of har - vest home!
2. We our - selves are God's own field, Fruit un - to His praise to yield;
3. For the Lord our God shall come, And shall take His har - vest home;
4. Then, thou church tri - um - phant, come, Raise the song of har - vest home;

4



All is safe - ly gath - ered in, Ere the win - ter storms be - gin;
Wheat and tares to - geth - er down, Un - to joy or sor - row grown;
From His field shall purge a - way All that doth of - fend, that day;
All are safe - ly gath - ered in, Free from sor - row, free from sin;

8



God, our Mak - er, doth pro - vide For our wants to be sup - plied;
First the blade and then the ear, Then the full corn shall ap - pear;
Give His an - gels charge at last In the fire the tares to cast,
There for - ev - er pu - ri - fied In God's gar - ner to a - bide;

12



Come to God's own tem - ple, come; Raise the song of har - vest home!
Grant, O har - vest Lord, that we Whole - some grain and pure may be.
But the fruit - ful ears to store In His gar - ner ev - er - more.
Come, ten thou - sand an - gels come, Raise the glo - rious har - vest home!

Now Thank We All Our God

Martin Rinkart, 1636
tr. Catherine Winkworth, 1858

Johann Cruger, 1647
NUN DANKET



1. Now thank we all our God With heart and hands and voices, Who
2. O may this bounteous God Through all our life be near us, With
3. All praise and thanks to God, The Father, now be given, The



wondrous things hath done, In whom His world rejoices; Who,
ever joyful hearts And blessed peace to cheer us; And
Son, and Him who reigns With them in highest heaven, The



from our mothers' arms Hath blessed us on our way With
keep us in His grace, And guide us when perplexed, And
one eternal God, Whom earth and heaven adore; For



countless gifts of love, And still is ours to-day.
free us from all ills In this world and the next.
thus it was, is now, And shall be evermore.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 3 Upper Level – A Mighty Fortress

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 "A Mighty Fortress"

- ✓ Choir arrangement with words (3:48), <https://www.youtube.com/watch?v=8XUYZoguhEQ>
- ✓ Chris Rice with guitar (3:46), https://www.youtube.com/watch?v=bONV_YZCKdg
- ✓ Paul Baloche new tune, with modern worship additions (5:32), <https://www.youtube.com/watch?v=XADyU1WrYi4>
- ✓ Kings College Choir with orchestra (dedicated to Christians in Iraq (5:08), <https://www.youtube.com/watch?v=p0NUslfW-w8>
- ✓ Choir with orchestra (5:36), <https://www.youtube.com/watch?v=HJlvJTD0ijl>
- ✓ Choir with instruments and organ original rhythm (2:13), <https://www.youtube.com/watch?v=wxR4ldU58Wg>

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 "A Mighty Fortress" (#506) 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: *fortress*, *bulwark*, *mortal ills*, *ancient foe*, *woe*, *Sabaoth*, etc.
- ✓ Have the students read Psalm 46. How does the psalm relate to this hymn?
- ✓ Who is being referred to in the last half of the first stanza? Why would it be unwise to leave out the second stanza? (It leaves Satan without "an equal"!) Who is the "right man"?
- ✓ Compare the words that are in our hymnal (#506) with the words of a different English translation that is included at the end of this lesson. Which is easier to understand? Is the overall meaning of the two translations the same or different?
- ✓ 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 Martin Luther who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Discuss the life of Luther and whether what he did still has significance today. What is the Protestant Reformation?
- ✓ 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.

- ✓ Research the story of the tune at reputable hymn histories sites such as
http://www.hymnary.org/tune/ein_feste_burg_luther
<http://www.umcdiscipleship.org/resources/debunking-the-drinking-song-myth-a-mighty-fortress>
<http://faithreasons.net/uploads/Luther%20and%20Bar%20Song.pdf>
- ✓ Discuss why some people think that it originated as a tavern song. (Hint: it has to do with the term “bar song” which does not mean “tavern song.”)
- ✓ Look at the music of the original tune included in this lesson and listen to the performance of the hymn with its original rhythm. Why do you think we sing it so differently today? See it written in Luther’s hand in the graphic below. <http://www.lutheranchoragebook.com/tunes/ein-feste-burg/>
- ✓ 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, the words of the hymn, or some of Luther’s statements about music in a calligraphic style with hand-drawn illustrations.
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.
- ✓ EXTENSION ACTIVITIES:
 - Create a choral reading of the hymn and some of the statements that Luther makes about music.
 - 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:

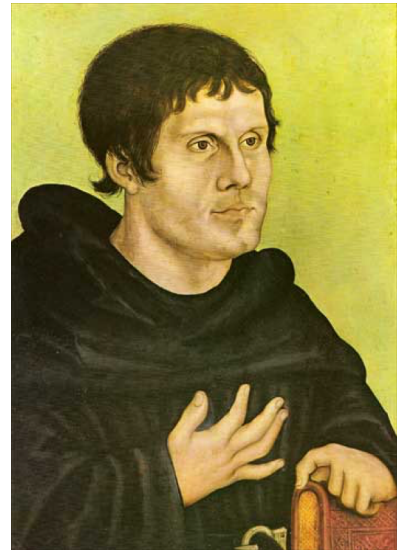
There is a Lesson 3 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

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

A Mighty Fortress

Martin Luther (1483-1546)

Hans and Margaretha Luther welcomed their first child into the world on November 10, 1483. He was born in a small town in Germany on the feast day of St. Martin, so he was named after the saint. Martin's family were strict Catholics. As the oldest of seven children, his parents planned for him to become a lawyer.



The Roman Catholic church in the time of young Martin's boyhood was focused on purgatory, hell, angels, demons, sin, judgment and the saints. There were no Bibles for the people to read in their own language. Although Martin loved to sing and had a beautiful voice, they couldn't sing in church. Martin learned that he should call on Mary (the mother of Jesus, called the Blessed Virgin) and the other saints. He did not know that Jesus was a loving, forgiving, and faithful Savior and Friend. He was terrified of Jesus Christ and all he heard about hell.

He went to school to become a lawyer. But about the time he graduated, he had a very unusual experience that changed his life. He was returning to the university on horseback after a trip home. During a thunderstorm, a lightning bolt struck near him. He was terrified of death and divine judgment and cried out, "Help me, Saint Anna, and I will become a monk!" Safely back at school, he decided that he must keep his vow. His father who had worked hard in the copper mines to pay for Martin's education was extremely upset! He felt that Martin was wasting the opportunity he had given him.

Martin left law school and joined a monastery where—still terrified of God—he devoted himself to fasting, long hours in prayer, pilgrimage and confessing his sins as often as 20 times a day. He even slept on the cold concrete floor to "punish" his body. Luther described this time of his life in these words: "I lost touch with Christ the Savior and Comforter, and made of him the jailer and hangman of my poor soul." One of his superiors was so concerned about Martin, that he counseled him to stop worrying and simply love God. But fear consumed him. "Love God? I hated him!" Martin recalled later.

After he was ordained a priest, his mentor sent him to the University of Wittenberg to study, and eventually Martin became a professor there. Although he still struggled with a guilty conscience and fear, he kept studying the Bible. When he read Psalm 22:1, the words that Jesus had cried out from the cross: "My God, my God, why have you forsaken me?" he realized that Jesus had experienced the same desolate feelings that he had. Then later he read Romans 1:17, "The just will live by faith." This simple statement changed his life! He now knew that he could trust God and did not need to be afraid, for faith was all that was necessary to save him.

The more he studied, the more some of the practices and teachings of the Catholic Church bothered him. He wrote a list of 95 points explaining where he felt that the Church was wrong. He nailed a copy of it on the door of the Catholic Church in Wittenberg. Luther's list was copied and sent throughout Germany. When people read what Luther had written about "indulgences" (the Church *selling* forgiveness for their sins), they stopped buying them and the Church lost a lot of money. A monk named John Tetzel who was selling indulgences told the people, "As soon as the coin in the coffer rings, a soul from Purgatory springs." But Martin Luther told people they didn't have to pay money for salvation, it was a *free gift of God*.



Martin Luther nailing the "95 Theses" on the church door

Pope Leo X got very angry and sent messengers to try to get Martin Luther to stop his teaching. But Martin Luther refused to do so. He felt his first obligation was to God, not to the pope or the Catholic Church. He was put on trial by the Church, but Luther still refused to give in. He asked them to show him from the Bible where he was wrong. He said, "...my conscience is captive to the Word of God. I cannot and will not recant anything, for to go against conscience is neither right nor safe." Then it is said that he spoke these famous words: "Here I stand. I can do no other. God help me. Amen."

He was declared a heretic. Everything Luther had written was banned. It was declared a crime for anyone in Germany to give him food or shelter. And permission was given for anyone to kill him without fear of punishment. Fortunately, he was kidnapped by masked horsemen (planned by his friend Frederick the Wise). They took him to the Castle of Wartburg where he went into hiding for over a year. He grew a beard, wore the clothing of a knight, and adopted the name "Knight George." In that quiet place, he translated the Bible into German so that the common people could read it. Thanks to the newly developed printing press, his pamphlets spread throughout Germany and other countries.



The Castle at Wartburg

People were punished if they were found to have a German Bible. The Bibles and the hymnals that Luther published were thrown into big bonfires. The German princes, however, spoke up about their right to religious freedom. This protest by the princes is where the name Protestant came from. Many people suffered for their faith and faced years of persecution.

Many changes were made in the worship services, and Luther declared that it was appropriate for priests to marry. In fact, at the age of 41, “The Lord has plunged me into marriage,” he wrote a friend. His wife, Katharina von Bora, was one of 12 nuns he had helped to escape from a convent. They had been smuggled out in herring barrels! “My Katie is in all things so obliging and pleasing to me...” he said. They had six children.

Luther felt strongly that the people should be able to sing praises to God in church, so he published a hymnbook in German. It had eight hymns in it. During his life, he wrote 37 hymns and published nine hymnals. His most famous hymn, “A Mighty Fortress,” is known as the Battle Hymn of the Reformation. Luther also wrote the tune “Ein’ Feste Burg,” which means “a fortified castle.” (It is a misconception that this tune—or any of his other tunes—was a tavern song.) He often accompanied the hymns with a lute. His hymns really helped the Reformation.

After suffering ill health and continual threats to his life for years, Luther died in the same town where he was born. The years of struggle against the Catholic Church certainly took a toll on his health. His bold rebellion had begun the Protestant Reformation. For many years after, the Roman Catholics fought bitter and destructive wars against the Protestants. His followers became known as Lutherans.



Martin Luther leading singing while playing the lute

STATEMENTS OF MARTIN LUTHER ON

Music

Next to the Word of God, music deserves the highest praise.
The gift of language combined with the gift of song was given to man
that he should proclaim the Word of God through Music.

Next to the Word of God,
the noble art of music is the greatest treasure in the world.

As long as we live there is never enough singing.

Music is one of the fairest and most glorious gifts of God.

The devil, the originator of sorrowful anxieties and restless troubles,
flees before the sound of music almost as much as before
the Word of God....

Music is a gift and grace of God, not an invention of men.
Thus it drives out the devil and makes people cheerful.
Then one forgets all wrath, impurity, and other devices.

I have no pleasure in any man who despises music.

It is no invention of ours: it is a gift of God.

I place it next to theology.

Satan hates music: he knows how it drives the evil spirit out of us.

My heart, which is so full to overflowing,
has often been solaced and refreshed by music when sick and weary.

Student Name:

Hymns, Our Christian Heritage

Lesson 3 UL - Review

Score:

10

“A Mighty Fortress” **Text & Tune by Martin Luther**

1. What was Martin Luther's home country?
 - a. Canada
 - b. Germany
 - c. United States
2. Why was the little baby boy given the name Martin?
 - a. He was born on the Feast of St. Martin
 - b. It was his dad's name
 - c. His mother liked the name
3. Why was Martin so afraid of God?
 - a. Because his parents were so strict
 - b. Because his church talked a lot about hell and demons
 - c. Because he was the oldest of seven children
4. Why did Martin's dad get very upset with him when he was a young man?
 - a. Because he made bad grades
 - b. Because he was a bad lawyer
 - c. Because he decided to become a monk
5. What Bible texts really helped Martin to understand Jesus and put his faith in Him?
 - a. Romans 1:17
 - b. John 3:16
 - c. Psalm 22:1
 - d. A & B above
 - e. A & C above
6. Why did Pope Leo X get so mad at Martin Luther's "95 Theses"?
 - a. He nailed them on the church door
 - b. They said the church was wrong
 - c. Pope Leo X was having a bad day
7. After Luther's trial, what happened to him?
 - a. He hid away in a castle
 - b. He was taken to prison
 - c. He was unable to do anything because he was a heretic
8. The name Protestant came from
 - a. The protest of Luther in his trial
 - b. The protest of the German princes for religious freedom
 - c. The protest of John Tetzel against Luther
9. What are two really significant things that Luther did that changed life for us today?
 - a. He translated the Bible into German and published hymnals for the people
 - b. He helped smuggle 12 nuns out of a convent and married one of them
 - c. He sang beautifully and played the lute
10. True or False. The tune "Ein' Feste Burg" was written by Martin Luther.

A Mighty Fortress

Martin Luther, 1529
Tr. by Frederic H. Hedge, 1853

Martin Luther, EIN' FESTE BURG

1. A might-y for - tress is our God, A bul-wark nev - er fail - ing; Our
2. Did we in our own strength con - fide Our striv - ing would be los - ing, Were

5
help - er He, a - mid the flood Of mor - tal ills pre - vail - ing. For
not the right man on our side, The man of God's own choos - ing. Dost

9
still our an - cient foe Doth seek to work us woe; His craft and power are
ask who that may be? Christ Je - sus, it is He, Lord Sab - a - oth His

14
great; And armed with cru - el hate, On earth is not his e - qual.
name, From age to age the same, And He must* win the bat - tle.

3. And though this world, with devils filled, should threaten to undo us,
We will not fear, for God hath willed His truth to triumph through us.
The prince of darkness grim, we tremble not for him;
His rage we can endure, for lo! his doom is sure,
One little word shall fell him.

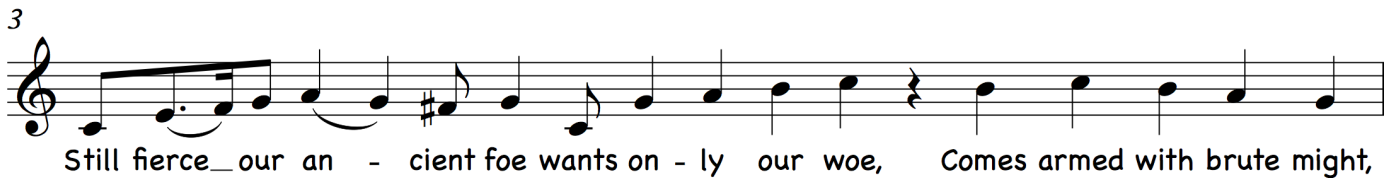
4. That word above all earthly powers, no thanks to them, abideth;
The Spirit and the gifts are ours through Him who with us sideth;
Let goods and kindred go, this mortal life also;
The body they may kill; God's truth abideth still,
His kingdom is forever.

*means *will* in this context

A Mighty Fortress

original tune/rhythm

Original Tune by Martin Luther



A Mighty Fortress

Martin Luther, 1529

Tr. by Frederic H. Hedge, 1853

Martin Luther, EIN' FESTE BURG

1. A might-y for-tress is our God, A bul-wark nev-er fail-ing; Our
2. Did we in our own strength con-fide Our striv-ing would be los-ing, Were

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help-er He, a-mid the flood Of mor-tal ills pre-vail-ing. For
not the right man on our side, The man of God's own choos-ing. Dost

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still our an-cient foe Doth seek to work us woe; His craft and power are
ask who that may be? Christ Je-sus, it is He, Lord Sab-a-oth His

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great; And armed with cru-el hate, On earth is not his e-qual.
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The Spirit and the gifts are ours through Him who with us sideth;
Let goods and kindred go, this mortal life also;
The body they may kill; God's truth abideth still,
His kingdom is forever.

*means *will* in this context

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 4 Upper Level – I Want Jesus to Walk with Me Give Me 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 "I Want Jesus to Walk with Me"

- ✓ Gary Chapman tells the story of the hymn and sings it (5:03), <https://www.youtube.com/watch?v=SGmLVltVg4>
- ✓ Mormon Tabernacle Choir and Orchestra and male vocal solo (4:16), <https://www.youtube.com/watch?v=jrVTuskdCgo>
- ✓ Ladies duet with modern worship band (2:49), raw recording <https://www.youtube.com/watch?v=DWPOfrvjY74>
- ✓ Male vocal solo (4:31), https://www.youtube.com/watch?v=fJXk3_YbYWo

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 "I Want Jesus to Walk with Me" (#624) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words or phrases to clarify the students' understanding: *pilgrim journey*, *shades of life*, etc.
- ✓ 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 the biographical sketch of the times from which this song and many other spirituals originated.
- ✓ Discuss what it must have been like to be a child captured by strangers, taken from your village in Africa, forced to endure the trip to America, sold on the auction block, and then face endless backbreaking work. What would it be like to be born in slavery and see your parents sold away from you forever? What were their experiences?
- ✓ Find other African American Spirituals in the *Seventh-day Adventist Hymnal*. Note that this was the first Adventist hymnal that included this type of song. In particular, note "Give Me Jesus" (#305).
- ✓ Review the background of African American Spirituals by completing the Lesson 4 Review.
- ✓ Sing the hymn, focusing on its expressive qualities and memorization of all three stanzas.
- ✓ If possible, teach the students other African American Spirituals, particularly "Give Me Jesus."
- ✓ 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 with the theme "Walking with Jesus."
- ✓ Use activities found in the Introduction to *Hymns, Our Christian Heritage*.

✓ **EXTENSION ACTIVITIES:**

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

ANSWER KEY: (10 points) "I Want Jesus to Walk with Me"

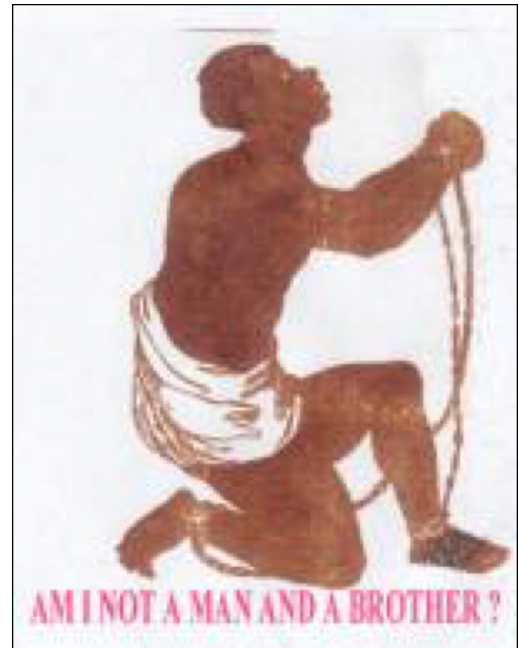
1. C
2. False
3. True
4. A
5. D
6. B
7. A
8. B
9. C
10. B

I Want Jesus to Walk with Me

African American Spiritual (ca. 1850)

The life of a slave in the United States was a grim one.

By the time slavery was finally abolished in 1865, the system had been in place for about 235 years. During that time, millions of children taken from Africa or born in America had been forced to live as slaves. The traders defined children as anyone under 4'4" in height. They were allowed to run free during the one- to three-month voyage on the ship and were not chained below deck like the adults were. This did not protect them from harsh punishment, hunger and illness, however, and many died on the way.



Once they arrived in America, the children were given no rights such as freedom, equality or education. They had no protection from cruel treatment. They were not paid for the work they did. They could not travel freely. They were property that could be bought, sold, injured or killed by their owners.

Slave parents had no control over their children's lives. All they could do was give them as much comfort as possible and try to help them survive. These children had to deal with hunger, overwork, violence, humiliation and family separation. What courage it took for them to secretly learn to read! And those who tried to escape had to plan very carefully. Even then they were often caught by the slave owners and put back to work.

The songs they created encouraged them and lifted their spirits and often conveyed hidden messages. When they sang of "home," "Sweet Canaan" or the "Promised Land," they were referring to the country north of the Ohio River. They referred to the Ohio River as the "Jordan River."

Singing was important to the slaves. In secret locations or in plantation "praise houses" they would sing and share their joys, pains and hopes for hours. One slave song that brought hope to their hearts was "I Want Jesus to Walk with Me." They would sing this song to help them get through the day or when they were in a difficult situation.

Student Name:

Hymns, Our Christian Heritage Lesson 4 UL - Review

Score:

10

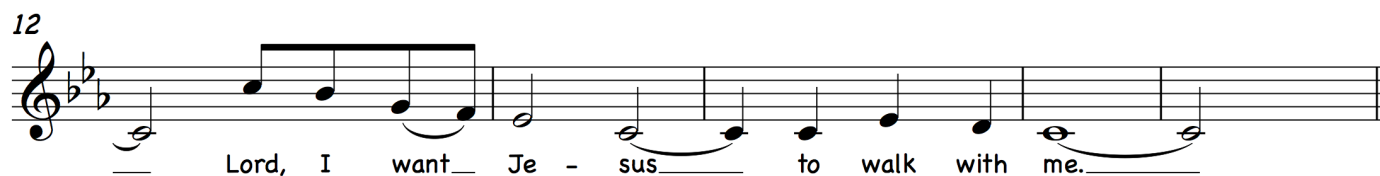
“I Want Jesus to Walk with Me” African American Spiritual

1. Where did the people come from who were made slaves?
 - a. They were brought from Africa
 - b. They were born in America
 - c. Both A & B
2. True or False. Only adults became slaves, not children.
3. True or False. With slave traders, if you were taller than 4'4" you were considered an adult.
4. How long did the trip from Africa to the United States take for the slave ships?
 - a. 1-3 months
 - b. 6 months
 - c. 1 year
5. What rights did the slave children have?
 - a. The right to an education
 - b. The right to travel freely
 - c. The right to live with their parents
 - d. None
6. Did slave children get paid for the work they did for the slave owners?
 - a. Yes
 - b. No
 - c. Sometimes
7. When slave children learned to read, they had to do it
 - a. Secretly
 - b. Quickly
 - c. They weren't allowed to learn to read.
8. Singing brought the slaves
 - a. Pain
 - b. Hope and comfort
 - c. Punishment
9. Some songs had hidden messages. What did the Jordan River represent in their songs?
 - a. The Mississippi River
 - b. The Colorado River
 - c. The Ohio River
10. Who wrote “I Want Jesus to Walk with Me”?
 - a. A former slave owner
 - b. An unknown slave
 - c. An African American who was no longer a slave

I Want Jesus to Walk with Me

African American Spiritual

African American Spiritual



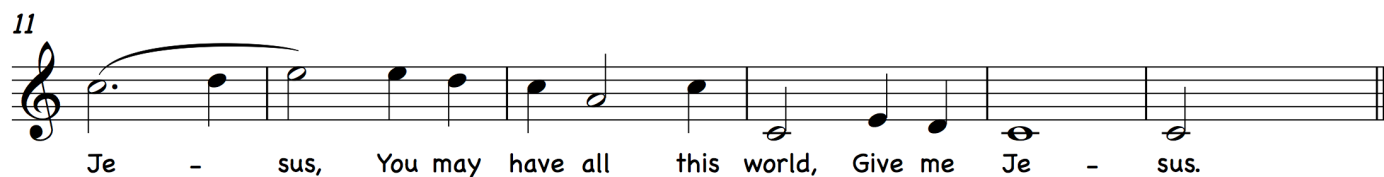
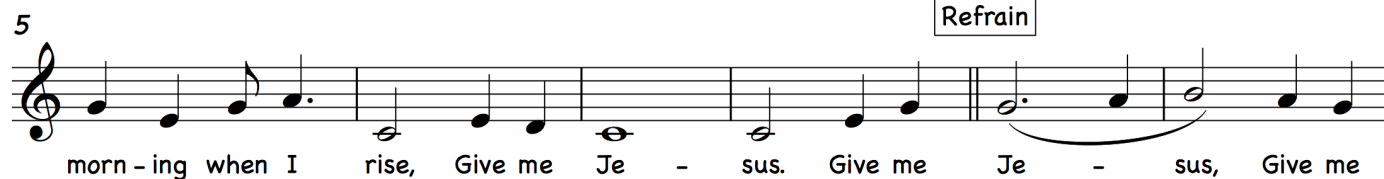
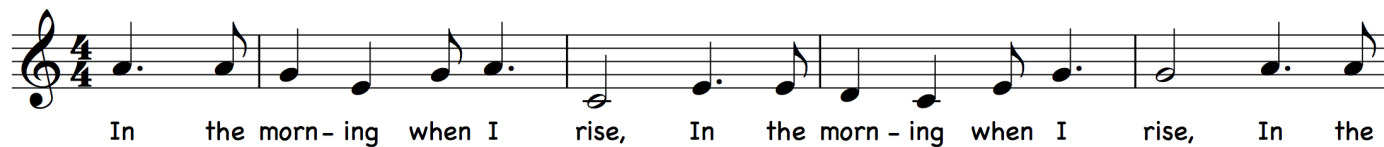
2. In my trials, Lord, walk with me.
In my trials, Lord, walk with me.
When the shades of life are falling,
Lord, I want Jesus to walk with me.

3. In my sorrows, Lord, walk with me.
In my sorrows, Lord, walk with me.
When my heart within is aching,
Lord, I want Jesus to walk with me.

Give Me Jesus

African American Spiritual

African American Spiritual



2. Dark midnight was my cry.
Dark midnight was my cry.
Dark midnight was my cry, Give me Jesus.
REFRAIN

3. Just about the break of day.
Just about the break of day.
Just about the break of day, Give me Jesus.
REFRAIN

4. Oh, when I come to die.
Oh, when I come to die.
Oh, when I come to die, Give me Jesus.
REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 5 Upper Level – Be Thou My Vision

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 "Be Thou My Vision"

- ✓ Moya Brennan (3:35), famous Irish singer, sung in Irish, https://www.youtube.com/watch?v=Jsd_MH2wB6Q
- ✓ Violin & harp (4:09), <https://www.youtube.com/watch?v=AZfD5KrH5d8>
- ✓ Jaime Jorge on violin (3:41), <https://www.youtube.com/watch?v=ySHbp5EYupY>
- ✓ A *cappella* women's group with fiddle (3:31), <https://www.youtube.com/watch?v=lcзмаRem3w4>
- ✓ Ginny Owens, blind singer (3:07), https://www.youtube.com/watch?v=faBLAC6a_Fs
- ✓ Alison Krause (3:38), <https://www.youtube.com/watch?v=ub56L5AYyEM>
- ✓ 4Him men's group (4:20) <https://www.youtube.com/watch?v=jIMhshpf0Y4>
- ✓ Eden's Bridge (6:06), https://www.youtube.com/watch?v=D_qL6FNwEsY

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 "Be Thou My Vision" (#547) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean.
- ✓ Play a recording of the hymn for the students. (See links above)
- ✓ This is one of the oldest hymns in our hymnal. What was going on in Ireland in the 8th century? The first Viking raids on Irish settlements were about 795. They raided churches, forts and dwellings mostly on the coast and near Dublin. By 852 the Vikings had established a fortress near the city of modern Dublin. In 902, the Norse dynasty was expelled from Dublin. This is one of the most complicated and least understood time periods in Dublin's history. Christianity came to Ireland by the 5th century and spread through missionaries like Patrick. Today Seventh-day Adventists have 17 churches in the Republic of Ireland and Northern Ireland.
- ✓ 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 the biographical sketch found in this lesson.
- ✓ Discuss the life of Patrick (commonly known as St. Patrick). It was to remember and honor his faith that Dallan Forgaill wrote the hymn.
- ✓ Note: This song is another example of a hymn that the English-speaking world would have never known had it not been for a dedicated translator. Mary Byrne translated "Be Thou My Vision" well over 1,000 years after it had been written. Then Eleanor Hull versified it (made it into stanzas that rhyme like a poem) so that it could be sung as an English-language hymn.
- ✓ 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.
- ✓ 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:
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (7 points) "Be Thou My Vision"

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

Be Thou My Vision

Dallan Forgaill (8th century Irish)

Translated by Mary Byrne (1880-1931)

Versified by Eleanor Hull (1860-1935)

In the 8th century, a monk named Dallan Forgaill wrote the Irish poem “Be Thou My Vision” to remember and honor the faith of Patrick (or *Patricius*), the 5th century missionary to Ireland. Forgaill was killed by pirates, but his poetry lived on.



In 1905, Mary Elizabeth Byrne translated the poem into English. Mary Byrne was born in Ireland and was a very educated woman. Then in 1912, Eleanor Hull versified the text into what we know now. (To versify means that she adapted and arranged the words and phrases.) Eleanor Hull was born in England; she was a writer, journalist and scholar of Old Irish.

The words are set to an old Irish folk tune. The tune SLANE is named for a hill in Ireland where it is said that Patrick defied the pagan king and won unlimited freedom to preach the gospel in Ireland.

Here is the first stanza as translated by Mary Byrne:

Be thou my vision O Lord of my heart
None other is aught but the King of the seven heavens.
Be thou my meditation by day and night.
May it be Thou that I behold even in my sleep.

Here is the first stanza as versified by Eleanor Hull:

Be Thou my Vision, O Lord of my heart;
Naught be all else to me, save that Thou art.
Thou my best Thought, by day or by night,
Waking or sleeping, Thy presence my light.



Moya Brennan, Singer

And finally, here is the first stanza translated into modern Irish. You may hear Moya Brennan, shown above, singing this version on YouTube.

Bí Thusa 'mo shúile a Rí mhór na ndúil
Líon thusa mo bheatha mo chéadfaí 's mo stuaim
Bí thusa i m'aighe gach oíche 's gach lá
Im chodladh no im dhúiseacht, líon mé le do ghrá.

Student Name:

Hymns, Our Christian Heritage

Lesson 5 UL - Review

Score:

7

“Be Thou My Vision”
Text by Dallan Forgaill
Translated by Mary Byrne
Versified by Eleanor Hull

1. Why did the monk Dallan Forgaill write the poem that “Be Thou My Vision” comes from?
 - a. To remember Mary Byrne, its translator
 - b. To remember Patrick, a 5th century missionary to Ireland
 - c. To remember Moya Brennan, who sings the song so beautifully
2. How did Dallan Forgaill die?
 - a. He fell off one of the cliffs in Ireland
 - b. He had a heart attack
 - c. He was killed by pirates
3. Mary Byrne translated the words from Old Irish to English. Where was she from?
 - a. Mary Byrne was from England
 - b. Mary Byrne was from France
 - c. Mary Byrne was from Ireland
4. What did Eleanor Hull do to help this hymn along?
 - a. She translated the words from Old Irish to English
 - b. She versified the hymn
 - c. She sang the song and made it popular
5. True or False. The tune is an old English melody.
6. The name of the tune SLANE comes from
 - a. A hill in Ireland
 - b. A mountain in Switzerland
 - c. A lake in Germany
7. Which version of the English words are we learning?
 - a. The Mary Byrne translation
 - b. The Eleanor Hull versification
 - c. The Moya Brennan arrangement

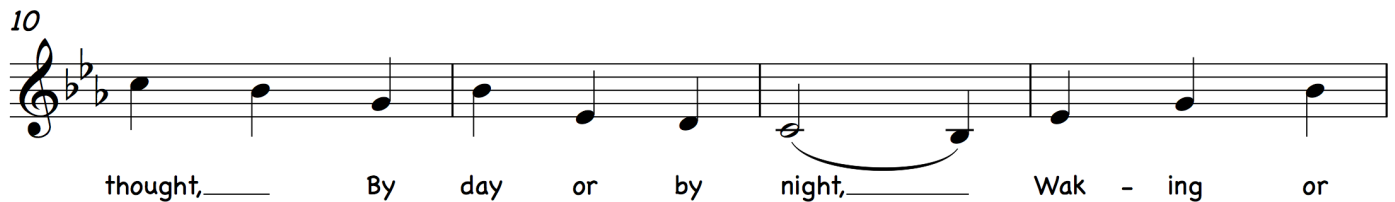
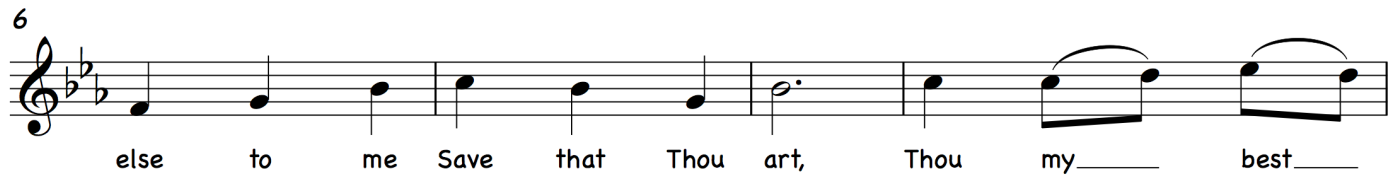
Be Thou My Vision

Dallan Forgaill, Irish 8th century

Tr. Mary Byrne, 1905

Versified by Eleanor Hull, 1912

SLANE



2. Be Thou my wisdom, Be Thou my true word;
I ever with Thee, Thou with me, Lord;
Thou my great Father, I Thy true son;
Thou in me dwelling, and I with Thee one.

3. Riches I heed not, Nor man's empty praise;
Thou my inheritance, Now and always;
Thou and Thou only, first in my heart,
High King of heaven, my treasure Thou art.

4. High King of heaven, When victory is won
May I reach heaven's joys, O bright heaven's Sun!
Heart of my own heart, whatever befall,
Still be my vision, O ruler of all.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 6 Upper Level – It Is Well with My Soul

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 "It Is Well with My Soul"

- ✓ Crown College Choir, piano accompaniment, (3:15), <https://www.youtube.com/watch?v=Xzffv3dR8bo>
- ✓ Southeast Missouri State University Choir Festival (5:20), <https://www.youtube.com/watch?v=XWXWs9cTiuk>
- ✓ Gaither group featuring Guy Penrod, David Phelps (4:13) <https://www.youtube.com/watch?v=0nJ6wQpLmuo>
- ✓ A cappella quartet (2:45) <https://www.youtube.com/watch?v=exVYHLfNzgM>
- ✓ Ladies trio a cappella (2:52) <https://www.youtube.com/watch?v=FmUGekcTuLM>
- ✓ Audrey Assad, soprano with piano, lyrics (4:10), <https://www.youtube.com/watch?v=zY5o9mP22V0>
- ✓ Kristene DiMarco (about 2 minutes, following "It Is Brave"), modern worship music <https://www.youtube.com/watch?v=zY5o9mP22V0>
- ✓ Jimmy Needham, contemporary singer, story told in middle of video by John Piper (7:09), <https://www.youtube.com/watch?v=r5kUSkm0wis>
- ✓ Chris Rice, male soloist, piano, orchestra, lyrics for chorus, inspirational slide show (4:43), <https://www.youtube.com/watch?v=9HLyhEdh92E>
- ✓ Male soloist, piano accompaniment, historical photos and short text slides tell the story (3:21), https://www.youtube.com/watch?v=T8_EfDqF7YI
- ✓ Story of the song (4:47), <https://www.youtube.com/watch?v=Bvq3pYsHidA>

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 "It Is Well with My Soul" (#530) 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 Horatio Spafford who wrote the hymn text, using the biographical sketch found in this lesson.
- ✓ Discuss how it must have been for the Mr. and Mrs. Spafford to lose six of the eight children born to them. The grief must have been extremely intense. Ask if any of the students know someone who lost a dear friend or relative? What are some of the ways that people cope with grief? What can those who love them do to help them?
- ✓ There are several parts of the Spafford story that are told differently by different people. How can this be? Their daughter Bertha gave a different version of parts of the story than others. Since she was not even born yet when

the shipwreck occurred, could she have been confused about the facts? Tell the students the story of the “Blind Men and the Elephant.” Discuss how different people can remember things differently and sometimes “remember” things that never even happened!

- ✓ 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.
- ✓ 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:
 - 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 6 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “It Is Well with My Soul”

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



It Is Well with My Soul

Horatio Gates Spafford (1828-1888)

Horatio Spafford was doing well. He was making good money in a prominent law practice in Chicago and began buying up homes and properties.

Then Horatio fell in love with a beautiful young lady, Anna Lawson (originally Larssen) and they married in 1861. By 1870, they had four daughters—Annie, Maggie, Bessie and Tanetta—and one son, Horatio, Jr. The children were tutored in their home by a French governess.

Then the first tragedy occurred. Their little 2-year-old son died.

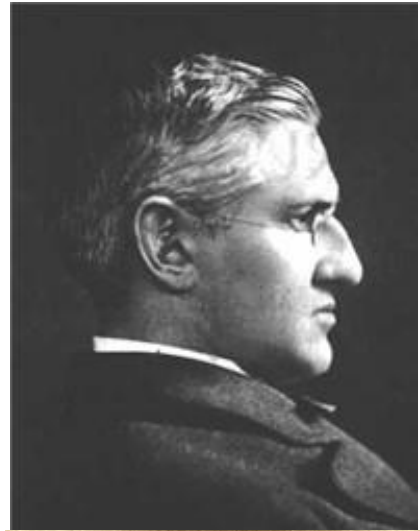
As they were recovering from that blow, the second tragedy hit. The Great Chicago Fire of 1871 flamed through whole neighborhoods. Much of the property that Mr. Gates had invested in was damaged or destroyed, so the family suffered financially.

In November 1873, Mr. Gates planned a trip to Europe for his family. They were supposed to travel together, but at the last minute he needed to stay and finish up some business, so he sent his wife and four daughters on ahead. Tanetta, the youngest girl, was not quite two years old and Annie, the oldest, was 12 years of age. Emma Loriaux, their French governess, went with them.

The third and greatest tragedy happened to the family while they were traveling aboard ship. They were just off the coast of Newfoundland when their ship, the *Ville du Havre*, collided with an English sailing ship, the *Lochearn* and sank rapidly. Some say it took only twelve minutes; others say it was closer to a half hour.

Little Tanetta was pulled from Mrs. Spafford's grasp by the cold, churning waters. Maggie, Annie and Bessie also drowned. Only Emma and Mrs. Spafford, who was found unconscious floating on a plank of wood, were rescued. Of those on the ship, 61 passengers and 29 crew members survived, 226 perished.

The survivors were put on board another ship which took ten days to land in Wales. Only then was Anna Spafford able to cable her husband the news. She wrote, "Saved alone. What shall I do?"



Mr. & Mrs. Spafford

Mr. Spafford quickly went to be with his wife. Later, he had the message from his wife framed and hung in his office.

Alone again, Mr. and Mrs. Spafford had three more children: Bertha, Grace and Horatio II. Unfortunately, more tragedy was in store. Little Horatio died of scarlet fever when he was three years old.

Considering the sad experiences the Spafford family passed through, we can look at the hymn and recognize how difficult it must have been for Mr. Spafford to write those lines,

When peace like a river attendeth my way,
When sorrows like sea billows roll;
Whatever my lot, thou hast taught me to say
It is well, it is well with my soul.

Some have said that he wrote the lines of the hymn while traveling from America to Europe to be with his wife right after he lost his four daughters. But is more likely that he wrote the words about two years afterward. Mr. Bliss wrote the music for the words only two months before he was killed in the terrible Ashtabula Train Disaster.

Mr. Spafford died of malaria in 1888 while living at the American colony he had founded in Jerusalem.



Sinking of the Ville du Havre

Form 2.

2694

ATLANTIC CABLE MESSAGE.
THE WESTERN UNION TELEGRAPH COMPANY.

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O. H. PALMER, Secretary.

WILLIAM OUSTON, President.

To: *Spafford*

Received at: *Chicago, Ill.*

Dec 1 1873

159 LaSalle St

Chicago

Saved: alone what shall I
do. Mrs Goodwin Children
Willie Caelver lost go with
Lorriarex until answer reply
Bordain 64 Rue Aboukir Paris

Spafford

29

Student Name:

Hymns, Our Christian Heritage

Lesson 6 UL - Review

Score:

10

"It Is Well with My Soul"

Text by Horatio G. Spafford

1. In what state did Horatio Spafford live?
 - a. Michigan
 - b. Indiana
 - c. Illinois
2. How did Mr. Spafford die?
 - a. He drowned in a shipwreck
 - b. He died of malaria
 - c. He died of old age
3. How many children did Anna and Horatio Spafford have?
 - a. Four daughters, three sons
 - b. Five daughters, one son
 - c. Six daughters, two sons
4. True or False. The family traveled together on the ship, *Ville du Havre*, to Europe.
5. Where was the ship when it collided with the *Lochearn*?
 - a. Near Newfoundland
 - b. Nearly to Paris
 - c. In the middle of the ocean
6. How did Mrs. Spafford let her husband know of the shipwreck and the loss of their daughters?
 - a. She sent a cable
 - b. She wrote a letter
 - c. She called on the telephone
7. True or False. The only words on the communication were the words, "Saved alone."
8. What disease killed their son Horatio II?
 - a. Malaria
 - b. Scarlet Fever
 - c. Cancer
9. True or False. Mr. Spafford wrote both the words and the music to "It Is Well with My Soul."
10. When do people say he wrote his famous hymn?
 - a. On a ship on the way to Europe to be with his wife
 - b. About two years later
 - c. Both A & B

It Is Well with My Soul

Horatio G. Spafford, 1876

Philip P. Bliss

When peace, like a riv - er, at - tend - eth my way, When sor - rows like
6 sea bil-lows roll What - ev - er my lot, Thou hast taught me to say, It is
12 well, it is well with my soul. It is well with my
17 soul, It is well, it is well with my soul.

2. My sin--O the joy of this glorious thought--

My sin, not in part, but the whole,

Is nailed to the cross, and I bear it no more:

Praise the Lord, praise the Lord, O my soul!

REFRAIN

3. And, Lord, haste the day when my faith shall be sight,

The clouds be rolled back as a scroll:

The trump shall resound and the Lord shall descend,

"Even so"- it is well with my soul.

REFRAIN.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 7 Upper Level – Long Upon the Mountains How Far From Home? and I Saw One Weary

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 "Long Upon the Mountains," "I Saw One Weary," and "How Far from Home?"

- ✓ Moya Brennan, famous Irish singer, sung in Irish (3:35), https://www.youtube.com/watch?v=Jsd_MH2wB6Q
- ✓ Jack Marti, guitar and recorder accompaniment (3:30), <https://www.youtube.com/watch?v=NvpVXGH2k9g>
- ✓ Rafael Scarfullery, classical guitar (3:43), <https://www.youtube.com/watch?v=d6vm9EfVAOg>
- ✓ Choristers at church service (2:46), <https://www.youtube.com/watch?v=VWzTpiMLRRk>
- ✓ Hilari Henriques, *a cappella* (3:02), <https://www.youtube.com/watch?v=EjyfggClh1o>
- ✓ Choristers at church service, piano accompaniment (2:07), <https://www.youtube.com/watch?v=HNDY8Z5f730>

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 "Long Upon the Mountains" (#447), "I Saw One Weary" (#441) and "How Far from Home?" (#439) 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 recordings 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 form, melody and rhythm. Note how many *verses* or *stanzas* they have. Do they have Refrains?
- ✓ Read or tell the story of Annie Smith who wrote the words of these hymns, using the biographical sketch found in this lesson.
- ✓ Discuss how Annie Smith was one of our early Seventh-day Adventist pioneers. The students can discover how old (or how young!) Annie and the other Adventist pioneers were when our church was founded. Ask them why they think the leaders (mostly) were so young?
- ✓ What is a proofreader? Why would Annie have possibly written "The Proof Reader's Lament"?
- ✓ Ask if any of the students have ever wanted to write and publish a book. Brainstorm about the content, design and audience for "their" book.
- ✓ Point out that the drawing that is featured in Annie's biography was painted by her. It has been assumed that this was a self-portrait, a picture she painted of herself. There is no way to confirm this.

- ✓ Talk about the hymn “I Saw One Weary” and who might Annie have been writing about in the first three verses (Joseph Bates? James White? John N. Andrews or Annie herself?)
- ✓ Discuss the name *Seventh-day Adventist* and when it came about. Point out that these hymns of Annie Smith were written before the group had a name. That’s why they referred to themselves as “the little flock” or “the remnant.”
- ✓ Discuss the symptoms and treatment of tuberculosis. Is it still a problem today?
- ✓ Review the story by completing the Lesson 7 Review.
- ✓ Sing the hymns, focusing on the expressive qualities and memorization of at least the first stanza of each.
- ✓ Discuss why these hymns are still found in our hymnal although they are seldom sung in church.
- ✓ Choose a venue to perform the hymns. 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:
 - Create a choral reading of the hymn “How Far from Home?” IDEA: The narrator (“I”) could be all the students. Soloists can then speak the parts of the watchman; the warrior; and the earth, sea and sun. Everyone would speak the final stanza.
 - Create a special arrangement of the hymns, 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “Long Upon the Mountains”

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

Long Upon the Mountains How Far from Home? I Saw One Weary

Annie Rebekah Smith (1828-1855)

Annie was the third of four children and the only daughter of Samuel and Rebekah Smith. She was born in a small town in New Hampshire.

When she was ten years old, she accepted Jesus as her Savior. With her family, she looked forward to the coming of Jesus on October 22, 1844. She was only 16 when she experienced the Great Disappointment with the other believers; Jesus did *not* come back to the earth in the clouds as they expected on that day. It was devastating for her, so she turned away from her beliefs. She went back to school, became a teacher and taught for the next 11 years while continuing her own studies. (We think the picture on this page is Annie's self-portrait, but this is not a certainty.)



While doing a sketch of the skyline of Boston from three miles away, she severely strained her eyes. Because of this she had to turn down a teaching offer that she had long looked forward to. Hoping the saltwater air would do her good, some friends in Charlestown invited her to spend time with them. She was 22 years old and her mother feared she was losing her way as a Christian.

Hearing that Joseph Bates, the sea captain who had become a preacher, was to hold meetings near where Annie lived, Mrs. Smith urged her daughter to attend them. To please her mother, she decided to go. The night before the meeting she dreamed that she arrived late for the service, and the only seat available was one in the last row. She sat down to listen as the minister preached about the sanctuary.

Meanwhile, Joseph Bates had a similar dream that same night. He dreamed that he saw a young woman arrive late to his meeting and take a seat in the last row of the hall. Although he was planned to speak on the prophecies of Daniel, he switched to the subjects of the sanctuary, the Sabbath and the Third Angel's Message.

The next day, Annie was determined to get to the meeting early (which would mean she *wouldn't* sit on the last row), but she got lost and, sure enough, arrived late and found only one seat available—on the last row. And the man she had seen in her dream was preaching about the sanctuary.

Both Annie and Joseph Bates found the experience remarkable as they later talked it over. She accepted the seventh-day Sabbath within a few days and sent her first poem, "Fear not,

Little Flock,” to the *Advent Review* magazine. Editor James White invited her to help him in editing the paper. Although at first she did not accept his offer due to her bad eyesight, she did eventually travel to Saratoga, New York, where James and Ellen White were then living. They prayed over her and Annie’s eyes were strengthened. Annie gave herself wholeheartedly to the work until she was called home by the sickness of her father. He died soon after.

While Annie was home, she was offered a \$1,000 salary (a huge amount in those days!) to take charge of a school in Mont Vernon, New Hampshire. She turned down the position, however, to continue working for the *Advent Review*.

Only two years later, Annie again returned home, suffering the first stages of what was then called “consumption.” (We call it tuberculosis today.) She looked so bad that a friend who knew her well did not recognize her.

She tried various treatments for a couple of months but was not improving. Joseph Bates visited her to give her encouragement. He prayed for Annie, then told her, “You needed this blessing, and now if the Lord sees that it is best for you to be laid away in the grave, He will go with you.” She was greatly strengthened spiritually, but her persistent cough showed her mother that the disease was gaining ground.

In February 1855, she dreamed that she was with a group of people who seemed to be watching her. She was next to a golden, glistening road. Someone came up to her with a little flower and told her to go over to the road and “hold up this peony.” She stood there dressed in white, holding up the peony, her favorite flower. When she awoke, she felt that there was something she still needed to do for the Lord. Annie knew what it was. In the past she had collected her poems hoping to publish them in a little book.

Now her brother Uriah sketched and engraved a peony for the front of her book of poetry, and with her mother’s help she completed the work of arranging her poems. Then Uriah left home to take the manuscript to the publisher.

Annie had told her family that when the book was completed, there would be a change in her. She didn’t know whether she would be healed or whether she would die. Uriah had only been gone for three hours when she said, “I am now ready to die.” She passed away less than ten days later as easy as anyone going into a natural sleep. Her sufferings were over. She was 27 years old.

Her songs are no longer sung as frequently as they were during the early days of our church. But to honor this sweet, talented and dedicated young woman, three of her hymns have been included in every SDA hymnal published so far. They are “How Far from Home?” (#439), “I Saw One Weary” (#441) and “Long Upon the Mountains” (#447).

HOME HERE,
AND
HOME IN HEAVEN;
WITH OTHER POEMS.

~~~~~  
BY ANNIE R. SMITH.  
~~~~~



ROCHESTER, N. Y.
PUBLISHED AT THE ADVENT REVIEW OFFICE.
1855.

Annie Smith's Poetry

A Small Sample

"The Proof Reader's Lament" (partial)

Written to her editor, James White, at the *Advent Review*

What news is this falls on my ear?
What next will to my sight appear?
My brain doth whirl, my heart doth quake--
Oh, that egregious mistake!

"Too bad! Too bad!!" I hear them cry,
"You might have seen with half an eye!
Strange! Passing strange!! How could you make
So plain, so blunderous a mistake!"

To Annie's mother (partial)

This poem alludes to the heartbreak of unfulfilled friendship.

My lot has been to learn
Of friendship false, that bright will burn
When fortune spreads her wing of light,
But fades away when cometh night....

Written one day before Annie Smith died

Oh! Shed not a tear o'er the spot where I sleep;
For the living and not for the dead ye may weep;
Why mourn for the weary who sweetly repose,
Free in the grave from life's burden of woes?

I long now to rest in the lone, quiet tomb;
For the footsteps of Jesus have lightened its gloom.
I die in the hope of soon meeting again
The friends that I love, with Him ever to reign.

Student Name:

Hymns, Our Christian Heritage

Lesson 7 UL - Review

Score:

10

Three hymns of Annie Smith

1. Where was Annie Smith born?
 - a. New Mexico
 - b. New Jersey
 - c. New Hampshire
2. How old was Annie when she gave her heart to Jesus?
 - a. 10 years old
 - b. 15 years old
 - c. 23 years old
3. After the Great Disappointment (when Annie was 16), what did she do?
 - a. Went back home to mourn
 - b. Went back to school and became a teacher
 - c. Went to work for James White
4. How did Annie hurt her eyes?
 - a. By looking into the sun
 - b. By not wearing her glasses when she should have
 - c. By straining her eyes while drawing
5. What happened the night before Annie Smith went to hear Joseph Bates speak?
 - a. He had a dream about her
 - b. She had a dream about him
 - c. They both had dreams about each other
6. In what way did Annie help James White?
 - a. She helped correct errors in the *Advent Review*
 - b. She did the family laundry
 - c. She prepared meals for the family so they could focus on the *Advent Review*
7. What disease did Annie contract?
 - a. Pneumonia
 - b. Tuberculosis
 - c. Malaria
8. What was the unfinished job represented by the peony in Annie's dream?
 - a. She was to plant a beautiful memorial flower garden
 - b. She was to continue helping James White with the *Advent Review*
 - c. She was to collect her poems into a little book
9. True or False. Annie Smith passed away as easily as someone going to sleep.
10. True or False. Only one of Annie Smith's hymns is in the latest SDA hymnal.

Long Upon the Mountains

Annie R. Smith, 1851

Jean J. Rousseau, 1752



Long up - on the moun-tains wea - ry, Have the scat-tered flock been torn;
Dark the des - ert paths, and drea - ry; Griev- ous tri - als have they borne.
Now the gath - ering call is sound - ing, Sol - emn in its warn - ing voice,
Un - ion, faith, and love, a - bound - ing, Bid the lit - tle flock re - jice.

2. Now the light of truth they're seeking, in its onward track pursue;
All the ten commandments keeping, they are holy, just, and true.
On the words of life they're feeding, precious to their taste so sweet,
All their Master's precepts heeding, bowing humbly at His feet.

3. In that light of light and beauty, in that golden city fair,
Soon its pearly gates they'll enter, and of all its glories share.
There, divine the soul's expansions; free from sin, and death, and pain;
Tears will never dim those mansions where the saints immortal reign.

4. Soon He comes! with clouds descending; all His saints, entombed arise;
The redeemed, in anthems blending, shout their victory through the skies.
O, we long for Thine appearing; come, O Savior quickly come!
Blessed hope! our spirits cheering, take Thy ransomed children home.

I Saw One Weary

Annie R. Smith, 1852

George Coles, 1835

I saw one wea-ry, sad, and torn, With ea-ger steps press on the way, Who

5
long the hal-lowed cross had borne, Still look-ing for the prom-ised day; While

9
many a line of grief and care, Up-on his brow was fur-rowed there; I

13
asked what buoyed his spir-its up, "O this!" said he, "the bless-ed hope."

2. And one I saw, with sword and shield, who boldly braved the world's cold frown,
And fought, unyielding, on the field, to win an everlasting crown.
Though worn with toil, oppressed by foes, no murmur from his heart arose;
I asked what buoyed his spirits up, "O this!" said he--"the blessed hope."

3. And there was one who left behind the cherished friends of early years,
And honor, pleasure, wealth resigned, to tread the path bedewed with tears.
Through trials deep and conflicts sore, yet still a smile of joy he wore;
I asked what buoyed his spirits up, "O this!" said he--"the blessed hope."

4. While pilgrims here we journey on in this dark vale of sin and gloom,
Through tribulation, hate, and scorn, or through the portals of the tomb,
Till our returning King shall come to take His exile captives home,
O! what can buoy the spirits up? 'Tis this alone--the blessed hope.

How Far From Home?

Annie R. Smith, 1853

TIS MIDNIGHT HOUR, arranged



How far from home? I asked, — as on I bent my steps, the watch-man spake: "The

5
long dark night is al - most gone, The morn - ing soon will break. Then

9
weep no more, but speed thy flight, With Hope's bright star thy guid - ing ray, Till

13
thou shalt reach the realms_ of light, In ev - er - last - ing day."

2. I asked the warrior on the field; this was his soul-inspiring song:

"With courage, bold, the sword I'll wield, the battle is not long.

Then weep no more, but well endure the conflict, till thy work is done;

For this we know, the prize is sure, when victory is won."

3. I asked again; earth, sea, and sun seemed, with one voice, to make reply:

"Time's wasting sands are nearly run, eternity is nigh.

Then weep no more--with warning tones, portentous signs are thickening round,

The whole creation, waiting, groans, to hear the trumpet sound."

4. Not far from home! O blessed thought! The traveler's lonely heart to cheer;

Which oft a healing balm has brought, and dried the mourner's tear.

Then weep no more, since we shall meet where weary footsteps never roam--

Our trials past, our joys complete, safe in our Father's home.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 8 Upper Level – The Old Rugged Cross (On a Hill Far Away)

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 "The Old Rugged Cross" ("On a Hill Far Away")

- ✓ Fountainview Academy, female duet with orchestra in outdoor setting (4:49), <https://www.youtube.com/watch?v=avjXaEFKd5E>
- ✓ Alan Jackson, country sound in concert with back-up singers (2:46), <https://www.youtube.com/watch?v=Fa1afzmDL1Q>
- ✓ Male soloist (4:00), country sound, lyrics in PowerPoint, <https://www.youtube.com/watch?v=rOmipqhQBOM>
- ✓ Male *a cappella* quartet, actually only one singer with overlay (3:08), <https://www.youtube.com/watch?v=m75wMi3WYv8>
- ✓ Tennessee Ernie Ford, organ accompaniment (2:53), https://www.last.fm/music/Tennessee+Ernie+Ford/_The+Old+Rugged+Cross
- ✓ Calvary Choir Festival, orchestral accompaniment (6:04), <https://www.youtube.com/watch?v=xtOQzNsxfo4>
- ✓ Liverpool Cathedral Choir, organ accompaniment, lyrics on PowerPoint (4:21), <https://www.youtube.com/watch?v=W-swKwo2npk>
- ✓ Bart Millard, country sound, audio only (4:23), <https://www.youtube.com/watch?v=8C-VRyw1xY>

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 "The Old Rugged Cross" (#159) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. What is the symbolism of the cross? Did the "cross" really save us?
- ✓ 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 George Bennard who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ This is one of the best-known Christian hymns of all time. Why? (The students could interview family or church members to get some ideas about the "why.")
- ✓ Three different towns claim to be the birthplace of this hymn. Let the class decide which town has the most valid claim? (See http://www.mlive.com/news/jackson/index.ssf/2011/04/post_106.html for information.)
- ✓ 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.
- ✓ 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:
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “The Old Rugged Cross” (“On a Hill Far Away”)

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

The Old Rugged Cross

(On a Hill Far Away)

George Bennard (1873-1958)

George Bennard surely had no idea as he struggled to fit words to the tune he called “The Old Rugged Cross” that the song would become one of the most loved hymns of the 19th and 20th centuries. He tried several times in different locations to come up with lyrics that reflected his favorite text, John 3:16. Finally, words came to him, so he went to friends in Pokagon, Michigan, and sang the song for them.

“Will it do?” Mr. Bennard asked them. Moved to tears, they answered that they liked it so much that they would pay for it to be printed!



George Bennard was a minister at the time in the Methodist Episcopal Church in Albion, Michigan. But earlier in his life he had been a part of the Salvation Army. In fact, he gave his heart to the Lord in a Salvation Army meeting when he was a child.

The son of a coal miner, George lost his father in a mining accident when he was just 16. At that time, he went to work in a coal mine to support his mother and four sisters. He eventually married and with his wife worked for the Salvation Army for nearly ten years.

He was later ordained as an evangelist in the Methodist Episcopal Church and gave revival meetings in Michigan, Canada and New York. One evening, he taught his new song to the church choir in Pokagon, Michigan, using just a guitar for accompaniment. Then the four or five choir members sang it for the first time in public, accompanied by a pianist and violinist. It soon became extremely popular throughout the United States and was sung in the mass meetings held by the preacher Billy Sunday.

Mr. Bennard sold his song to the Rodeheaver Company for \$500, giving up his rights to royalties in the future. When its copyright was renewed 28 years later, he was paid \$5,000.

He always said, “I really didn’t write it. I was merely the instrument that God used.”

Student Name:

Hymns, Our Christian Heritage

Lesson 8 UL - Review

Score:

10

“The Old Rugged Cross” (“On a Hill Far Away”) **Text & Tune by George Bennard**

1. In what church meeting did George give his heart to the Lord?
 - a. Salvation Army
 - b. Seventh-day Adventist
 - c. Baptist
2. What type of work did George’s father do?
 - a. He was a teacher
 - b. He was a coal miner
 - c. He was a farmer
3. Why did George have to work as a coal miner when he was only 16?
 - a. Because he wanted to save money for college
 - b. Because his father died
 - c. Because the mine needed more workers
4. George eventually began working for the Salvation Army. What does the Salvation Army do?
 - a. It is a small army that defends our freedom
 - b. It is a young group like Pathfinders or Boy Scouts
 - c. It is a church that works to win people to Jesus
5. What was the Bible text that Mr. Bennard wanted his hymn to express?
 - a. Genesis 1:1
 - b. Philippians 4:13
 - c. John 3:16
6. True or False. Mr. Bennard easily composed both the tune and the words to the hymn.
7. True or False. When he sang his new song for his friends, they told him that they really liked it.
8. The first public performance of “The Old Rugged Cross” was in
 - a. Detroit, Michigan
 - b. Berrien Springs, Michigan
 - c. Pokagon, Michigan
9. True or False. Mr. Bennard made a lot of money on the royalties from writing “The Old Rugged Cross.”
10. True or False. Mr. Bennard always gave credit to God for the writing of the hymn.

The Old Rugged Cross

George Bennard

George Bennard

On a hill far a-way stood an old rug-ged cross, The em-blem of

6
suf-fering and shame, And I love that old cross where the dear-est and

12 Refrain
best for a world of lost sin-ners was slain. So I'll cher-ish the old rug-ged

19
cross, Till my tro-phies at last I lay down; I will cling to the

26
old rug-ged cross, And ex-change it some day for a crown.

2. Oh, that old rugged cross, so despised by the world,
Has a wondrous attraction for me,
For the dear Lamb of God left His glory above,
To bear it to dark Calvary.
REFRAIN

3. To the old rugged cross I will ever be true,
Its shame and reproach gladly bear;
Then He'll call me some day to my home far away,
Where His glory forever I'll share.
REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 9 Upper Level – He Lives

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 "He Lives"

- ✓ Choir, *a cappella*, lyrics, PowerPoint nature photos (3:04), <https://www.youtube.com/watch?v=qF6aBDS3drA>
- ✓ Alan Jackson, country style, audio only (3:02), https://www.youtube.com/watch?v=mRi3I_plKOA
- ✓ Gospel hymn sing, piano accompaniment (3:18), https://www.youtube.com/watch?v=xpJfT4_COzY

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 "He Lives" (#251) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean.
- ✓ 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 Alfred Ackley who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ This hymn was written during the Great Depression. What was the Great Depression? How did it affect the average person in the United States? Ask the students if they know anyone who lived through the Great Depression. Record some memories about what they experienced.
- ✓ 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.
- ✓ The meter of the tune of this hymn is "7.6.7.6.7.6.7.4. Repeat." Is there any other tune in the hymnal that would fit this hymn? (Have the students look in the Metrical Index of Tunes, pp. 819-824. The answer is "no.")
- ✓ 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:**
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (8 points) “He Lives”

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

He Lives

Alfred Henry Ackley (1887-1960)

Alfred was born in Pennsylvania. He learned music as a child from his father who was a Methodist minister and an excellent musician. As Alfred grew older, he studied at prestigious schools in New York and London. His special instrument was the cello.

As a grown man, he felt the call to preach and became a minister in the Presbyterian Church. Throughout his life, however, he wrote words and music for more than 1,000 hymns and gospel songs with his older brother.



The following story is told in the *Companion to the Seventh-day Adventist Hymnal*: A young Jewish man had attended five or six nights of an evangelistic series. Alfred Ackley was the preacher. One night, the young man stayed afterwards to talk to Mr. Ackley.

“Why should I worship a dead Jew?” the man asked.

Ackley answered emphatically: “He lives! I tell you, He is not dead, but lives here and now. Jesus Christ is alive today. I can prove it by my own experience as well as the testimony of countless thousands.”

As Mr. Ackley reviewed the various Scripture texts that tell about the resurrection of Jesus Christ, he was struck with new meaning by Matthew 28:6: “He is not here: for he is risen.”

The words and the music came quickly and easily to his mind.

Another story is told of the writing of the song: Mr. Ackley heard a radio announcer saying, “You know folks, it really doesn’t make any difference to me if Christ be risen or not. As far as I am concerned His body could be as dust in some Palestinian tomb. The main thing is, His truth goes marching on!”

“It’s a lie!” Ackley shouted at the radio set. Mrs. Ackley asked him why he was shouting. He told her, “That good-for-nothing preacher said... it didn’t matter whether Christ be risen or not!”

His wife looked at him and said, “Listen here, Alfred Ackley, it’s time you did that which you can do best. Why don’t you write a song about it and then maybe you’ll feel better.”

So he did. And the song has traveled all over the world in the years since.

Student Name:

Hymns, Our Christian Heritage

Lesson 9 UL - Review

Score:

8

“He Lives”

Text & Tune by Alfred H. Ackley

1. Alfred Ackley began learning music from
 - a. Excellent teachers in London
 - b. Excellent teachers in New York City
 - c. His dad
2. Rather than become a professional musician, he became a
 - a. Teacher
 - b. Minister
 - c. Doctor
3. With whom did he write more than 1,000 hymns and songs?
 - a. His brother
 - b. His sister
 - c. His father
4. Why did a young Jewish man get Mr. Ackley so upset one night?
 - a. Because he heckled him during the sermon
 - b. Because he called Jesus a Gentile
 - c. Because he said Jesus was a dead Jew
5. True or False. Matthew 28:6 is the Scripture basis for “He Lives.”
6. True or False. The radio announcer didn’t think it mattered whether Christ was alive or not.
7. How did Mr. Ackley “answer” the young Jewish man and the radio announcer?
 - a. By writing the hymn “He Lives”
 - b. By writing a letter to the radio station
 - c. By preaching about Matthew 28:6 to his church
8. True or False. The song “He Lives” is only known in North America.

He Lives

Alfred H. Ackley, 1933

Alfred H. Ackley, 1933

I serve a ri-sen Sav-ior, He's in the world to-day; I know that He is
6 liv-ing, what-ev-er men may say; I see His hand of mer-cy, I hear His voice of
12 cheer, And just the time I need Him He's al-ways near. He
17 **Refrain** lives, He lives, Christ Je-sus lives to-day! He walks with me and talks with me a-
23 long life's nar-row way. He lives, He lives, sal-vation to im-
28 part! You ask me how I know He lives? He lives with-in my heart.

2. In all the world around me I see His loving care,
And though my heart grows weary I never will despair;
I know that He is leading through all the stormy blast,
The day of His appearing will come at last.
REFRAIN

3. Rejoice, rejoice, O Christian, lift up your voice and sing
Eternal hallelujahs to Jesus Christ the King!
The hope of all who seek Him, the help of all who find,
None other is so loving, so good and kind.
REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 10 Upper Level – How Great Thou Art

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 "How Great Thou Art"

- ✓ Alan Jackson, country style, accompanied by piano and guitar (3:33), https://www.youtube.com/watch?v=Jsd_MH2wB6Q
- ✓ Susan Boyle, includes Scripture readings, PowerPoint with nature photos, music begins at about 1:55 (5:22), <https://www.youtube.com/watch?v=By0iyTukDkQ>
- ✓ Mormon Tabernacle Choir, orchestral accompaniment, nature video plus concert video (5:07), <https://www.youtube.com/watch?v=j1hVY7bmqsA>
- ✓ London Philharmonic Orchestra and Choir, Hubble telescope photos during music (5:10), <https://www.youtube.com/watch?v=mt8asRPWyAw>
- ✓ Gaither group (5:30), in concert, features male quartet, <https://www.youtube.com/watch?v=mohUSkfCL0M>
- ✓ Washington Adventist University, live concert (5:45), <https://www.youtube.com/watch?v=tf9aapybQeI>
- ✓ Fountainview Academy, featuring group at Grand Canyon (6:09), <https://www.youtube.com/watch?v=KIE6FHHDz0k>
- ✓ Northwest Nazarene University choir, live concert, arrangement (1:54), <https://www.youtube.com/watch?v=MaqzNLhAyhs>

ACTIVITIES:

- ✓ Have the students find the hymn "How Great Thou Art" (#86) in the *Seventh-day Adventist Hymnal*. (See the boxed copyright note following the print music in this lesson.)
- ✓ Read the words through together. Discuss what the words mean.
- ✓ 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?
- ✓ This is another of the most beloved songs in our hymnal. If you ask for hymn favorites, someone will usually pick this song. Why do you think that is?
- ✓ Read the biographical sketch found in this lesson. It is a complicated story. This hymn is an example of a hymn that traveled and changed as the years went by. On a map, show all the places where this song has been and where it is now sung.
- ✓ Note that the copyright owners did not give permission for this hymn to be physically printed out for the students. They only approved it to be posted in this web-based lesson. Why are they protective of this song?

- ✓ Watch the short video on George Beverly Shea. (Go to <https://georgebeverlysheamemorial.org> and click on "video.") Interview older members of your church about whether they remember hearing Mr. Shea sing this song. Ask them about other songs that Mr. Shea made famous. (One would be "I'd Rather Have Jesus" #327.)
- ✓ 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.
- ✓ 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:
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "How Great Thou Art"

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

How Great Thou Art

The hymn “How Great Thou Art” has been recorded over 1,800 times. It has taken the #1 spot in “favorite” hymn polls (or #2 right after “Amazing Grace”). But not many realize that it was originally called “O Store Gud” and that it was passed on for many years gradually becoming the song we sing today.

Carl Boberg (1859-1940) – O Store Gud (O Mighty God)

It all began in Sweden. A 25-year-old lay minister, Carl Gustav Boberg, was walking home from an afternoon church meeting. He describes what happened: “It was that time of year when everything seemed to be in its richest coloring; the birds were singing in trees and everywhere. It was very warm; a thunderstorm appeared on the horizon and soon there was thunder and lightning. We had to hurry to shelter. But the storm was soon over and the clear sky appeared. When I came home, I opened my window toward the sea. There evidently had been a funeral and the bells were playing... That evening, I wrote the song, ‘O Store Gud’.” It was matched to an old Swedish folk tune and first published in 1886. It had nine verses.



Manfred von Glehn (1867-1924) – Wie gross bist Du (How Great You Are)

“O Store Gud” surfaced 21 years later when Manfred von Glehn heard Swedes singing the hymn in Estonia. He translated the Swedish hymn into German in 1907.

Ivan Prokhanoff (1869-1935) – Velikiy God (Great God)

Five years later a man known as the “Martin Luther of Russia,” Ivan S. Prokhanov translated the Swedish hymn from German into Russian. He published it in his Russian-language Protestant hymnbook in 1912.

E. Gustav Johnson (1893-1974) – O Mighty God

Next it was translated from Swedish to English by Gustav Johnson in 1925. It was known as “O Mighty God.” This translation can still be found in some church hymnals.

Stuart K. Hine (1899-1989) – How Great Thou Art



Stuart K. Hine was a missionary in Ukraine near the Polish border when he first heard the “Russian hymn” in 1931. He had no idea of its Swedish origin nor that the tune was a Swedish folk song. He had never seen it in print. He did not know that Johnson had translated it into English a few years earlier. Hine wrote down the tune from memory after hearing it sung, assuming that it was a Russian melody. Mr. Hine was inspired to rewrite some of the Russian verses and used the song in his evangelistic work in Russia, Poland, Czechoslovakia and Romania.

Mr. Hine and his wife had to flee Ukraine during the terrible Famine Genocide of 1932-1933. At the height of the famine, people were dying at the rate of 25,000 a day from starvation. Millions lost their lives. It is widely believed that Joseph Stalin created an artificial grain shortage so the Ukrainian people would shut down their independence movement.

Then, due to the beginning of World War II, Stuart Hine and his wife left Eastern Europe and returned to Great Britain. Meanwhile, he continued reworking the Russian hymn he had learned in Ukraine many years earlier. In 1948 he finished composing the final verse to the hymn and had it printed. From there British missionaries began to spread the song around the world. His song was called “How Great Thou Art.”

George Beverly Shea (1909-2013)

In 1951, “How Great Thou Art” finally arrived in the United States. The famous George Beverly Shea heard it in 1954 and began singing it for the Billy Graham crusades. The song really caught on during the Madison Square Garden crusade in 1957. (To see and hear him singing the chorus of “How Great Thou Art” with thousands of people in a sports stadium, go to <https://georgebeverlysheamemorial.org> and click on “video.” Mr. Shea lived to the age of 104!)



Since then the hymn has been translated into Spanish, Cherokee, Chinese, Japanese, Korean, Indonesian, Czech, Polish, Romanian, Slovak, Vietnamese, Hopi, Maori, Greek and Welsh (and perhaps more languages).

So while the melody and words of Boberg’s “O Store Gud,” Johnson’s “O Mighty God” and Hine’s “How Great Thou Art” are at the core the same hymn, the case has been made that Mr. Hine’s many changes and additions essentially made the song “How Great Thou Art” his creation. Although Mr. Hine died in 1989, the hymn is still under copyright protection, and royalties are paid to his heirs every time someone records the song or gets permission to make a print copy.

The managers of the song’s copyright did not allow mention of Carl Boberg, Swedish melody or “O Store Gud” in association with “How Great Thou Art” in our *Seventh-day Adventist Hymnal*. It is assumed that to do so would detract from their position that the song was uniquely created by Stuart K. Hine. (See *Companion to the Seventh-day Adventist Hymnal*, p. 137.)

The Swedish hymn writer Carl Boberg died in 1940, so he was unaware of how the song he had written as a young man turned into a worldwide phenomenon through Mr. Hine. Perhaps they will meet in heaven some day and share their experiences with each other.

Student Name:

Hymns, Our Christian Heritage

Lesson 10 UL - Review

Score:

10

“How Great Thou Art”

Text & Tune by Stuart K. Hine

1. How many times has “How Great Thou Art” been recorded by various artists?
 - a. Nearly 1,000 times
 - b. About 1,500 times
 - c. Over 1,800 times
2. The story of “How Great Thou Art” begins with
 - a. Carl Boberg who wrote the song
 - b. Manfred von Glehn who translated the song
 - c. Stuart K. Hine who adapted the song
3. The original “O Store Gud” by Boberg had
 - a. 4 verses
 - b. 9 verses
 - c. 12 verses
4. True or False. The first to translate the song into English was Stuart K. Hine.
5. True or False. Stuart K. Hine heard the song in the German language.
6. Hine and his wife had to flee Ukraine because
 - a. There was a terrible famine
 - b. World War II was starting
 - c. Mrs. Hine grew very sick
7. George Beverly Shea helped the song “How Great Thou Art” to become popular
 - a. By translating it into many different languages
 - b. By singing it in Billy Graham crusades
 - c. By living to the age of 104
8. True or False. The song has been translated into at least two Native American languages.
9. True or False. The position of the copyright managers for “How Great Thou Art” is that it is entirely the creation of Stuart K. Hine.
10. True or False. Carl Boberg was very pleased to see how his hymn went around the world as “How Great Thou Art.”

How Great Thou Art

Stuart K. Hine, 1948

Stuart K. Hine, 1948

O Lord my God! when I in awe - some won - der Con - sid - er all the worlds Thy hands have

made, I see the stars, I hear the roll - ling thun - der, Thy pow'r thro'

out the u - ni - verse dis - played Then sings my soul, my Sav - ior God to

Thee; How great Thou art, how great Thou art! Then sings my

soul, my Sav - ior God to Thee; How great Thou art, How great Thou art!

While the copyright holder has granted permission for this copy of "How Great Thou Art" to be included in these online materials, permission has not been granted for the teacher to print out this music for classroom use. Permission may be requested from Hope Publishing Company (see below) or the Seventh-day Adventist Hymnal may be used.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 11 Upper Level – My Jesus, I Love 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 "My Jesus, I Love Thee"

- ✓ Gaither group, solo and piano, then group (4:18), <https://www.youtube.com/watch?v=s55Y3uVdYWk>
- ✓ Choir with violin, church service (6:24), <https://www.youtube.com/watch?v=ckBqB5mTwZ0>
- ✓ The Collingsworth family, concert (3:17), https://www.youtube.com/watch?v=APiYcvp_kFU
- ✓ Selah, audio only (3:18), https://www.youtube.com/watch?v=GPL-ZBV_CfA
- ✓ Choir with organ, church service (4:37), <https://www.youtube.com/watch?v=41r0RLDofig>
- ✓ Darlene Zschech of Hillsong, new section added, lyrics shown (7:56), https://www.youtube.com/watch?v=kU_C3AFedoE
- ✓ Modern worship group, lyrics shown(4:25), <https://www.youtube.com/watch?v=lqFOsOPj9uk>

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 "My Jesus, I Love Thee" (#321) 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: *follies*, *resign*, *pardon*, *death dew*.
- ✓ 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 Featherstone who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ The young man who wrote the text of this hymn would be considered junior or high school age today. Do you know a teenager who writes lyrics or songs or both? Did William Featherstone write this song to make money or become famous? (Why do some sources say Featherstone and others Featherston?)
- ✓ 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.
- ✓ 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:**

- 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (6 points) "My Jesus, I Love Thee"

1. C
2. A
3. A
4. B
5. A
6. False

My Jesus, I Love Thee

William Ralph Featherstone (1846-1873)

Do you ever get the idea that hymns are just written by old men or women? Many of the pictures we have of hymn writers make it look that way.

Well, we have no picture for William Featherstone, so we don't know what he looked like. We do know that he was either 12 or 16 years old when he wrote "My Jesus, I Love Thee." He lived in Montreal, Canada, his whole life and was a member of the Wesleyan Methodist Church.

The story is told that William wrote the poem shortly after he had given his heart to the Lord. He then mailed it to his aunt who lived in Los Angeles, California, and she found a publisher for it.

William died when he was not quite 27 years old. It is said that his original handwritten copy is still treasured by his family.

After William died, Adoniram Gordon set the poem to a tune he had written.



Student Name:

Hymns, Our Christian Heritage

Lesson 11 UL - Review

Score:

6

“My Jesus, I Love Thee” **William R. Featherstone**

1. In what country was William Featherstone born?
 - a. United States
 - b. Mexico
 - c. Canada
2. For what occasion did he write the words of this hymn?
 - a. Giving his heart to the Lord
 - b. His wedding
 - c. The death of his mother
3. How old was William when he wrote this hymn?
 - a. 12 or 16
 - b. 18 or 20
 - c. Both A & B
4. Who got the hymn published for William?
 - a. His best friend
 - b. His aunt
 - c. His father
5. How old was William when he died?
 - a. 27
 - b. 35
 - c. 72
6. True or False. William and his family were members of the Wesleyan Baptist Church.

My Jesus, I Love Thee

William Ralph Featherstone

Adoniram J. Gordon, 1876

My Je - sus, I love Thee, I know Thou art mine; For Thee all the

6
fol - lies of sin I re - sign; My gra - cious Re - deem - er, my Sav - ior art

12
Thou; If ev - er I loved Thee, my Je - sus 'tis now.

2. I love Thee because Thou hast first loved me,
And purchased my pardon on Calvary's tree;
I love Thee for wearing the thorns on Thy brow;
If ever I loved Thee, my Jesus, 'tis now.

3. I'll love Thee in life, I will love Thee 'til death,
And praise Thee as long as Thou lendest me breath;
And say when the death dew lies cold on my brow,
If ever I loved Thee, my Jesus, 'tis now.

4. In mansions of glory and endless delight,
I'll ever adore Thee in heaven so bright;
I'll sing with the glittering crown on my brow,
If ever I loved Thee, my Jesus, 'tis now.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 12 Upper Level – Come, Thou Fount of Every Blessing 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 "Come, Thou Fount of Every Blessing"

- ✓ Gaither group, begins with solo accompanied by accordion and harmonica (4:21), <https://www.youtube.com/watch?v=KOWqMwqzUjM>
 - ✓ Chris Rice, lyrics with nature PowerPoint (3:42), <https://www.youtube.com/watch?v=NjfToqk5w5g>
 - ✓ Mormon Tabernacle Choir, with orchestra (6:12), <https://www.youtube.com/watch?v=gPKpkrqBwNs>
 - ✓ David Crowder Band, modern with lyrics (4:30), <https://www.youtube.com/watch?v=qDbII01LrvM>
 - ✓ Young woman, with guitar (2:58), <https://www.youtube.com/watch?v=g3w9nvXuVnk>
 - ✓ Mercy Me, modern with audio only (5:02), <https://www.youtube.com/watch?v=dLKSYUJ9ysY> audio only
-

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 "Come, Thou Fount of Every Blessing" (#334) 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: *Ebenezer*, *fetter*, *interposed*.
- ✓ 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 Robinson who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ This hymn writer was a young man who had to start work when he was a little boy. Why did that happen? What circumstances brought it about? How were things different in those days from today? (Today we have something called "safety nets" for families that go through such need. What is a "safety net"?)
- ✓ 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.
- ✓ 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:**

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

ANSWER KEY: (10 points) "Come, Thou Fount of Every Blessing"

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

Come, Thou Fount of Every Blessing

Robert Robinson (1735-1790)

Because Robert's father died when he was just a little boy, his family was very poor. At that time in England, there weren't many options except for Robert to work to help support his family. When he was 14, he was apprenticed to a barber in London.



It wasn't long before Robert was the leader of a group of trouble-making boys like himself. His family was ashamed of him. A story is told about Robert at this time in his life: he and his friends went to a religious meeting where the great preacher George Whitefield was speaking. Their plan was to heckle the preacher and make fun of him. Instead, Robert's heart was touched and he was drawn to give his life to Jesus. He continued going to religious meetings and was eventually asked to help out with a church that did not have a pastor. He had no training, but the people of the church liked him so much that they invited him to become their pastor. He kept studying, teaching himself French and Latin, and even writing four books! Robert was an early supporter of freeing the slaves.

As a man, Robert Robinson was rather average, but he showed self-confidence and his voice was very musical. When he was 23 years old he wrote the hymn "Come, Thou Fount of Every Blessing."

Unfortunately, Robert was "prone to wander" as the hymn says. There is another story that he drifted away from the Lord in his older years. During this time, he was traveling in a stage coach. There was only one other passenger in the coach, a lady whom he did not know. The lady had a hymnbook—they were very treasured in those days!—and had just read the lyrics for "Come, Thou Fount of Every Blessing." Not knowing who he was, she began telling him what a wonderful song it was. To hide his embarrassment, he tried to change the subject. But she did not catch the hint.

Finally, he said, "Madam, I am the poor man who wrote that hymn many years ago, and I would give a thousand worlds to enjoy the feelings I had then."

Quickly, the lady answered, "Sir, the 'streams of mercy' are still flowing."

Mr. Robinson was moved by this experience and recommitted himself to the Lord and the ministry.

Student Name:

Hymns, Our Christian Heritage

Lesson 12 UL - Review

Score:

10

“Come, Thou Fount of Every Blessing” Text by Robert Robinson

1. What happened that made Robert Robinson’s family very poor?
 - a. His mother died
 - b. His father died
 - c. The stock market crashed
2. What does it mean that Robert was apprenticed to a barber?
 - a. He had to work for the barber for free
 - b. He had to let the barber cut his hair
 - c. He was to help the barber and learn the trade from him
3. Why did Robert and his friends go to the religious meetings of preacher George Whitefield?
 - a. To disrupt the meeting
 - b. To learn about God
 - c. To sing in the choir
4. What was the result of Robert’s attendance at that and other religious meetings?
 - a. He became notorious for the way he harassed the speakers
 - b. He gave his heart to the Lord and began preaching
 - c. He finally got tired of the meetings and just quit going
5. How old was William when he wrote “Come, Thou Fount of Every Blessing”?
 - a. In his 20s
 - b. He was an old man
 - c. It is not known when he wrote the song
6. True or False. Mr. Robinson kept studying and learning and eventually wrote four books.
7. True or False. Mr. Robinson never “wandered” like his hymn said he might.
8. When Mr. Robinson was riding in the coach and the lady started praising the song he had written, how did he feel?
 - a. Proud
 - b. Embarrassed and sad
 - c. Angry
9. True or False. The lady condemned him when she found out he had backslidden from God.
10. True or False. Mr. Robinson never came back to the Lord.

Come, Thou Fount of Every Blessing

Robert Robinson, 1758

NETTLETON from John Wyeth's *Repository*

Come, Thou Fount of ev - ery bless - ing, Tune my heart to sing Thy grace; Streams of

mer - cy, nev - er ceas - ing, Call for songs of loud - est praise. Teach me ev - er to a -

dore Thee, May I still Thy good - ness prove, While the

hope of end - less glo - ry Fills my heart with joy and love.

2. Here I raise my Ebenezer, hither by Thy help I've come,
And I hope by Thy good pleasure safely to arrive at home.
Jesus sought me when a stranger, wandering from the fold of God;
He to rescue me from danger interposed His precious blood.

3. O, to grace how great a debtor daily I'm constrained to be!
Let Thy goodness, like a fetter, bind me closer still to Thee.
Prone to wander, Lord, I feel it, prone to leave the God I love;
Here's my heart--O, take and seal it; seal it for Thy courts above.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 13 Upper Level – In the Bleak Midwinter

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 "In the Bleak Midwinter"

- ✓ Choir, Holst tune, sung in cathedral (4:33), <https://www.youtube.com/watch?v=U0aL9rKJPr4>
- ✓ James Taylor, Holst tune, photos/audio only, instrumental accompaniment (4:07), <https://www.youtube.com/watch?v=6gmtO6cebcU>
- ✓ Chanticleer, Holst tune, *a cappella*, audio only (5:16), <https://www.youtube.com/watch?v=kjRXliZ8bs0>
- ✓ Susan Boyle, Holst tune, with boys choir, orchestra in background (3:40), <https://www.youtube.com/watch?v=MM-2Qz4hcwI>
- ✓ Harp, trumpet, violin, Holst tune, instrumental only (2:53), <https://www.youtube.com/watch?v=r8WGIhJKIGo>
- ✓ Boys choir, Darke tune, print music shown (4:36), <https://www.youtube.com/watch?v=k3FwwnLvELw>

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 "In the Bleak Midwinter" (#126 words, #126 or #224 tune) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words and phrases to clarify the students' understanding: *bleak, frosty wind made moan, earth stood hard as iron, water like a stone, snow on snow, archangels, cherubim, seraphim, bliss*. The last three words are the most important of the song. How did Miss Rossetti prepare the reader for that final conclusion?
- ✓ 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 Christina Rossetti who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ This hymn was written by a young woman who became quite famous as a poet during her lifetime. How did her two brothers help her along her way?
- ✓ Review the story by completing the Lesson 13 Review.
- ✓ Sing the hymn together with the Wayne Hooper tune. (I could not find a recording of this.) Then sing it with the Gustav Holst tune. Finally, listen to it with the Harold Edwin Darke tune. Which tune do the students like best?
- ✓ Sing the hymn again, focusing on its expressive qualities and memorization of at least the first stanza.
- ✓ 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:
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "In the Bleak Midwinter"

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

In the Bleak Midwinter

Christina Rossetti (1830-1894)

“What can I give Him,
Poor as I am?
If I were a shepherd I would bring a lamb;
If I were a wise man I would do my part;
Yet what can I give Him?
Give my heart.”



These words make up the last verse of the Christmas hymn, “In the Bleak Midwinter,” by Christina Rossetti. Christina wrote many, many other poems, but this is perhaps the most famous of all. It has been set to a number of different tunes.

Christina was born in London, England. She was the fourth child of an Italian refugee father and an English/Italian mother. Christina had a very happy childhood with her loving parents and her three siblings. She was known, however, to sometimes throw a temper tantrum. Luckily, she learned to control her anger as she got older.

Her first poem, “To My Mother on Her Birthday,” was written when she was 11. She had written more than 50 poems by the time she was 16. She kept them in a little notebook.

Mr. Rossetti’s health broke down, and the rest of the family went to work to support the family. But Christina, the youngest, stayed home to help her father.

As she reached her late teens and beyond, she had three different marriage proposals, but she turned each down. In order to enable her to continue writing, her brother William supported her financially. Her brother Dante, an artist and poet, helped her with the business end of writing and publishing. He also used Christina as his model for the Virgin Mary in one of his well-known paintings.

At one point in her life, she was very near death. It was discovered that she had a rare thyroid condition, Grave’s disease. She finally recovered but was never strong again like she once had been.

As Christina got older and quite well-known, she became more reclusive. She was too shy to talk to people about her poems and was only comfortable with her close family and friends. She did speak out, however, against slavery and experimentation on animals.

Two years before her death, she was diagnosed with breast cancer and underwent a mastectomy. This was performed in her own home. The cancer soon came back, and she suffered greatly before she died just after Christmas in 1894.

Student Name:

Hymns, Our Christian Heritage

Lesson 13 UL - Review

Score:

10

"In the Bleak Midwinter"

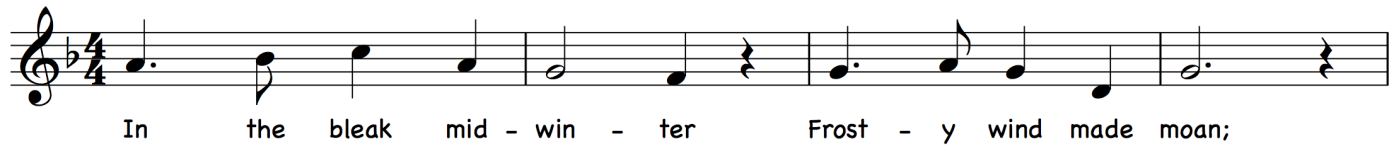
Text by Christina Rossetti

1. In what country was Christina Rossetti born?
 - a. United States
 - b. England
 - c. Italy
2. What was the gift that Christina offers to give the newborn Baby Jesus?
 - a. A lamb
 - b. Gold and frankincense
 - c. Her heart
3. Which of the following statements is true?
 - a. Christina had a very peaceful temperament
 - b. Christina had a happy childhood
 - c. Both A & B
4. What type of problem did Christina have as a child that she had to overcome?
 - a. She had a bad temper
 - b. She was a picky eater
 - c. She couldn't read well
5. Who was her first poem written for?
 - a. Her brother Dante
 - b. Her mother
 - c. Her father
6. True or False. Christina never had an opportunity to get married.
7. True or False. Her two brothers supported her in her writing career.
8. Christina's brother Dante used her as his model when he painted
 - a. Queen Esther
 - b. Eve, the first woman created
 - c. Mary, the mother of Jesus
9. True or False. Christina died from Grave's disease.
10. Where did the surgery take place for Christina's cancer?
 - a. In her home
 - b. In the hospital
 - c. In the outpatient clinic

In the Bleak Midwinter

Christina Rossetti

CRANHAM
Gustav Holst



2. Angels and archangels may have gathered there,
Cherubim and seraphim thronged the air:
But His mother only in her maiden bliss,
Worshiped the beloved with a kiss.

3. What can I give Him, poor as I am?
If I were a shepherd, I would bring a lamb;
If I were a wise man, I would do my part;
Yet what can I give Him? Give my heart.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 14 Upper Level – O, When Shall I See 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 "O, When Shall I See Jesus"

- ✓ Male solo with guitar (3:28), <https://www.youtube.com/watch?v=Rs3wAdqLDPg>
- ✓ Royal Singers, mixed choir (3:14), https://www.youtube.com/watch?v=f_2gcqg6Qys
- ✓ Male chorus (2:35), <https://www.youtube.com/watch?v=pDTHaOTLI3k>
- ✓ Teen girl with piano accompaniment (3:59), <https://www.youtube.com/watch?v=A4KbpBF4CHK>
- ✓ Piano and trumpet (4:27), <https://www.youtube.com/watch?v=SBX1KID4Frg>
- ✓ Young men's group with lyrics and PowerPoint photos (1:58), <https://www.youtube.com/watch?v=7Wm4jwPgebs>
- ✓ Moody Chorale, mixed choir (begin at 1:37), <https://www.youtube.com/watch?v=hQWbgyeUI1E>
- ✓ Duet, young women, informal (2:52), <https://www.youtube.com/watch?v=B9mib6K8nNU>
- ✓ Male ensemble, teens, informal (3:20), <https://www.youtube.com/watch?v=W74ANQ4EtYw>

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 "O, When Shall I See Jesus" (#448) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words and phrases to clarify the students' understanding: *flowing fountain*, *gospel armor*, *transport*.
- ✓ 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 John Leland who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ This hymn was written when Leland was 77 years old, about the same time that William Miller began preaching about the Second Coming of Jesus. Do you think that was a coincidence? Do you think Leland was influenced by William Miller's preaching? Or was Leland, knowing that he was nearing the end of his life, just thinking about his own future—hearing the trumpet of God, and being raised from the dead and lifted up to see Jesus?
- ✓ 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.
- ✓ Compare this hymn to one of the others you have learned this year ("In the Bleak Midwinter" or "My Jesus, I Love Thee"). Why is the tune The Morning Trumpet considered "vigorous"? (Another word that has been used to describe it is "rugged.") Is it written in a major or minor key? (It is in E natural minor in our hymnal.)

- ✓ 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:
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) "O, When Shall I See Jesus"

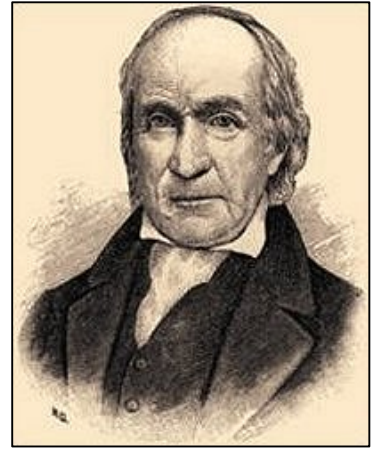
1. C
2. B
3. A
4. True
5. False
6. B
7. E
8. False

O, When Shall I See Jesus

John Leland (1754-1841)

B. F. White (1800-1879)

John Leland was already 77 years old when he wrote this hymn. He had been an American preacher since he was 20 years old. Many of those years he was an *itinerant* preacher. That means that he traveled around on foot or horseback from group to group, church to church, preaching in different places all the time. That would be an exhausting life!



For about 15 years, Leland lived and preached in Virginia. He was a vigorous champion of religious liberty and was an influence on James Madison, the fourth president of the United States. Madison is hailed as the “Father of the Constitution” and the “Father of the Bill of Rights.”

Mr. Leland was known for his sense of humor, devotion to politics and restless activity. He was said to be a man of high character by those who knew him. Although he “only” wrote about 20 hymns, he did all he could to encourage congregations to sing.

One day while he was waiting beside a Virginia stream to baptize some converts, he wrote a hymn. It was a cold, winter day.

Christians, if your hearts are warm,
Ice and snow can do no harm.
If by Jesus you are prized,
Rise, believe and be baptized.

After Leland’s death, B. F. White took Leland’s hymn and printed it in his hymnbook, *The Sacred Harp*, in 1844. He made small adjustments to the song. White was one of 14 children, and he and his wife, Thurza, also had 14 children. Five of them died during infancy.

There is a marker sign in Hamilton, Georgia, to B. F. White’s memory. Engraved on it is the phrase “trumpet sound in that morning” from this hymn.

Student Name:

Hymns, Our Christian Heritage

Lesson 14 UL - Review

Score:

8

“O, When Shall I See Jesus”

Text by John Leland

Tune by B. F. White

1. At what time of life did John Leland write this hymn?
 - a. As a young man
 - b. As a middle-aged man
 - c. As an old man
2. For many years, Mr. Leland was an *itinerant* preacher. What does that mean?
 - a. He was untrained
 - b. He was not assigned to one church but traveled to many
 - c. He was unmarried
3. Mr. Leland had a big influence on the fourth U.S. president, James Madison. In what way?
 - a. He urged Madison to create and defend strong protections for religious liberty
 - b. He succeeded in getting Madison to stand up against slavery
 - c. Both A & B
4. True or False. John Leland was known for his sense of humor.
5. True or False. Leland tried to discourage congregations from singing.
6. While waiting to perform a baptism in a cold stream, what did John Leland do?
 - a. He built a fire for the baptismal candidates so they could warm up after the baptism
 - b. He wrote a hymn about baptism
 - c. He took a nap
7. How was B. F. White associated with this hymn?
 - a. He tweaked the hymn a little
 - b. He published the hymn in his song book *The Sacred Harp*
 - c. He had 14 children
 - d. None of the above
 - e. Both A & B
8. True or False. There is a large monument in Georgia in memory of John Leland.

O, When Shall I See Jesus

John Leland

THE MORNING TRUMPET
B. F. White, from *The Sacred Harp*, 1844

O, when shall I see Je - sus and reign with Him a - bove, And shall

5 hear the trum - pet sound in that morn - ing? And from the flow - ing

10 foun - tain drink ev - er - last - ing love, And shall hear the trum - pet sound in that morn -

16 **Refrain** ing. O, shout, glo - ry! For I shall mount a - bove the

20 skies, When I hear the trum - pet sound in that morn - ing.

2. Gird on the gospel armor of faith and hope and love,
And you'll hear the trumpet sound in that morning.
And when the combat's ended He'll carry you above,
And you'll hear the trumpet sound in that morning.
REFRAIN

3. Our ears shall hear with transport the host of heaven sing,
And shall hear the trumpet sound in that morning.
Our tongues shall chant the glories of our immortal King,
And shall hear the trumpet sound in that morning.
REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 15 Upper Level – I Love to Tell the Story

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 "I Love to Tell the Story"

- ✓ Gaither group, solo and piano then group (begins at 4:33), https://www.youtube.com/watch?v=AghsSvQ_2B8
- ✓ Alan Jackson, country style, piano/guitar accompaniment (2:59), <https://www.youtube.com/watch?v=wpfsZZ9X5n8>
- ✓ Gospel quartet, *a cappella*, lyrics with PowerPoint nature pictures (3:47), <https://www.youtube.com/watch?v=gLuOz0g8rOA>
- ✓ Choir, lyrics with PowerPoint pictures of Jesus (3:33), <https://www.youtube.com/watch?v=un9GC-LCS-c>
- ✓ Amazing Facts song service, violin, piano, sax, organ accompaniment (4:06), <https://www.youtube.com/watch?v=lelJPwbuFPQ>
- ✓ Mixed group, audio only (3:10), <https://www.youtube.com/watch?v=DR6MbAPNFT4>
- ✓ Piano only, lyrics with PowerPoint nature pictures (4:25), <https://www.youtube.com/watch?v=jkfr6QAOJmw>
- ✓ Mark Lowry, audio only (1:40), <https://www.youtube.com/watch?v=NZ8FWGk7620>

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 "I Love to Tell the Story" (#457) 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: *unseen things above, golden fancies, golden dreams, message of salvation, hungering and thirsting, scenes of glory*
- ✓ 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 Katherine Hankey who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ This hymn was written by a young lady who spent a *lot* of time writing it. She also wrote music for it. How do you think she felt when people didn't like her music? When Mr. Fischer wrote music for it, he also wanted to add the Refrain. She didn't want that. How do you think it would have been without the Refrain? Do you think the Refrain helps the song to be more attractive or less so?
- ✓ Research what London was like in the lifetime of Katherine Hankey. Why do you think she was so committed to giving Bible classes? Didn't the people in the city already know of Jesus and the Bible?
- ✓ 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.
- ✓ 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:
 - 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 15 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (8 points) "I Love to Tell the Story"

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

I Love to Tell the Story

Arabella Katherine Hankey (1834-1911)

What would you do if your doctor told you that if you wanted to live you would have to stay in bed for a whole year? Oh, and this was in the days before TV, computers, radios, cell phones, etc. That would be tough, wouldn't it?!

Katherine Hankey was in that situation when she was in her 30s, and she chose to write a l-o-n-g poem on the life of Jesus. It had 55 stanzas. The first part was entitled "The Story Wanted," and the second part was "The Story Told." Her passion for the story of Jesus and how it changed her life shines through her poem. Katherine and others wrote music to go with it, but their efforts weren't appreciated. It wasn't until William G. Fischer put certain stanzas of the second part of her poem to a tune he had composed that "I Love to Tell the Story" became a well-loved hymn. "Tell Me the Old, Old Story" (#196) came from the first part of her poem.

The daughter of a London banker, Katherine was very dedicated to teaching others about Jesus. When she was just a school girl, she taught a Bible class for other children on Sundays. And by the time she was 18 years old, she started a class to teach shop assistants about the Bible. Throughout her life she continued teaching Bible classes and visiting hospitals. Katherine also supported missions in other countries with any royalties she received from the publishing of her poetry.



Student Name:

Hymns, Our Christian Heritage

Lesson 15 UL - Review

Score:

8

“I Love to Tell the Story” **Text by Katherine Hankey**

1. What was the profession of Katherine’s father?
 - a. Teacher
 - b. Preacher
 - c. Banker
2. Why did Katherine Hankey have to stay in bed for a whole year?
 - a. Because her doctor told her to
 - b. Because she had polio
 - c. Because she had cancer
3. What did she do while she rested in bed all that time?
 - a. She painted and did pencil drawings
 - b. She wrote poetry
 - c. Both A & B
4. How long was the poem that the hymn “I Love to Tell the Story” comes from?
 - a. 37 stanzas
 - b. 73 stanzas
 - c. 55 stanzas
5. What was the poem about?
 - a. The story of David and Goliath
 - b. The story of Jesus
 - c. The story of Paul and Barnabas
6. True or False. The music that Katherine wrote for her poem was well accepted.
7. What were some of the aspects of Katherine’s life work?
 - a. Visiting hospitals
 - b. Teaching Bible classes
 - c. Supporting foreign missions
 - d. Both A & B
 - e. Both A & C
 - f. A, B & C
8. How old was Katherine when she began teaching Bible classes?
 - a. She was elementary school age
 - b. She was 18
 - c. She was 35

I Love to Tell the Story

Katherine Hankey, 1866

William G. Fischer, 1869

5

10

15

20

Refrain

I love to tell the sto - ry Of un - seen things a - bove, Of
Je - sus and His glo - ry, Of Je - sus and His love; I love to tell the
sto - ry, Be - cause I know 'tis true; It sat - is - fies my long - ing As
noth - ing else can do. I love to tell the sto - ry; 'Twill be my theme in
glo - ry To tell the old, old sto - ry Of Je - sus and His love.

2. I love to tell the story; More wonderful it seems
Than all the golden fancies Of all our golden dreams;
I love to tell the story, It did so much for me,
And that is just the reason I tell it now to Thee.
REFRAIN.

3. I love to tell the story; 'Tis pleasant to repeat
What seems each time I tell it, More wonderfully sweet;
I love to tell the story, For some have never heard
The message of salvation From God's own holy word.
REFRAIN

4. I love to tell the story; For those who know it best
Seem hungering and thirsting To hear it like the rest;
And when in scenes of glory I sing the new, new song,
'Twill be the old, old story That I have loved so long.
REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 16 Upper Level – Give Me the Bible

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 "Give Me the Bible"

- ✓ Church group, *a cappella*, simple four-part arrangement from hymnal (1:53), <https://www.youtube.com/watch?v=Mr6lVHzq0q0>
- ✓ Piano only, simple, lyrics included (2:50), <https://www.youtube.com/watch?v=x0-m5Q5CDrk>
- ✓ Fountainview Academy, three teen girls singing, piano accompaniment, outdoor scene (2:43), <https://www.youtube.com/watch?v=7sxEy9zQ7A0>
- ✓ Fountainview Academy, mixed teen choir, outdoor scene (3:12), <https://www.youtube.com/watch?v=MXtkd5RZ9ck>

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 "Give Me the Bible" (#272) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words and phrases to clarify the students' understanding: *star of gladness gleaming, holy message shining, narrow way, precept, promise, law and love combining, faith's lamp, realms below, lamp of safety, path of peace*.
- ✓ 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 Priscilla Jane Owens who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ We don't know very much about the lady who wrote this hymn. So why would we take the time to learn this hymn if it doesn't have a "story"? What value do hymns—or any religious songs—have to our everyday life? What are some of the ways that a simple hymn can affect us? (A research project into "music" in the Ellen White writings may be done at this time.)
- ✓ Research what was going on in the United States during the lifetime of Priscilla Owen. What major events did she live through? Although she lived in Baltimore, Maryland, her whole life, do you think these events affected her?
- ✓ Do you know anyone who has lived in the same city or town and worked at the same job for nearly 50 years? If there is opportunity, ask that person if they would have liked to have traveled or lived in another place. Why didn't they? What are the advantages of living in the same place your whole life? What are the disadvantages?
- ✓ 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.

- ✓ 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:
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

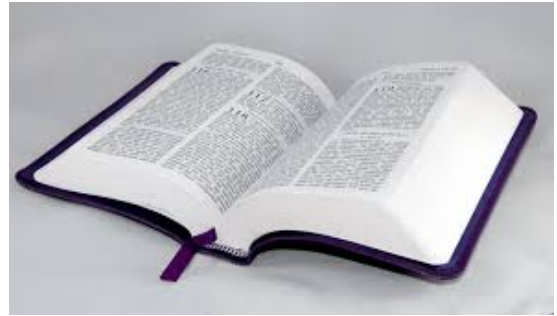
ANSWER KEY: (6 points) "Give Me the Bible"

1. B
2. C
3. A
4. B
5. A
6. False

Give Me the Bible

Priscilla Jane Owens (1829-1907)

We have no picture of Priscilla Jane Owens, a woman of Scotch and Welsh descent, who grew up during the pre-Civil War Era. She lived in Baltimore, Maryland, her whole life and was a member of the Union Square Methodist Church.



Priscilla taught in public school and Sunday School for nearly 50 years. Knowing those two important details about her life can give us a peek into what she may have been like.

1. She must have enjoyed teaching and been very dedicated to her students to teach for that many years!
2. Her long teaching career not only involved teaching her students the three R's: Readin', 'Ritin', and 'Rithmetic, but also about Jesus and the Bible.

What other things might we “learn” about her from those few facts we are given? Do you think she was a patient person? Do you think she had a good sense of humor?

Throughout her life, Priscilla Owens wrote stories and poems for the children she worked with and for various religious publications. Besides “Give Me the Bible” (#272) she is also known for her hymns “Jesus Saves” (#340) and “Will Your Anchor Hold?” (#534) Why not try singing all three of her hymns right now!

Student Name:

Hymns, Our Christian Heritage

Lesson 16 UL - Review

Score:

6

“Give Me the Bible” **Priscilla Owens**

1. What was going on in the United States when Priscilla Owens was a young woman?
 - a. The Revolutionary War
 - b. The War Between the States
 - c. The Korean War
2. In what city did Priscilla spend her whole life?
 - a. Philadelphia
 - b. Washington, D. C.
 - c. Baltimore
3. What church did she belong to?
 - a. Methodist
 - b. Seventh-day Adventist
 - c. Baptist
4. What was the focus of her life for nearly 50 years?
 - a. Nursing
 - b. Teaching
 - c. Writing
5. Who did Priscilla Owens write for?
 - a. The children she taught
 - b. Foreign missionaries
 - c. Local newspapers
6. True or False. Priscilla Owens is known for only one hymn, “Give Me the Bible.”

Give Me the Bible

Priscilla Jane Owens

E. S. Lorenz



Give me the Bi - ble, star of glad-ness gleam-ing, To cheer the wan-derer lone and tem-pest tossed,



No storm can hide that peace-ful ra-diance beam-ing, Since Je-sus came to seek and save the lost.



Give me the Bi - ble, ho-ly mes-sage shin-ing, Thy light shall guide me in the nar-row way.



Pre-cept and prom-ise, law and love com-bin-ing, 'Till night shall van-ish in e-ter-nal day.

2. Give me the Bible when my heart is broken,
When sin and grief have filled my soul with fear;
Give me the precious words by Jesus spoken,
Hold up faith's lamp to show my Savior near.
REFRAIN

3. Give me the Bible, all my steps enlighten,
Teach me the danger of these realms below;
That lamp of safety, o'er the gloom shall brighten.
That light alone the path of peace can show.
REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 17 Upper Level – Jesus, What a Friend for Sinners

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 "Jesus, What a Friend for Sinners" (none have both text and tune as they are used in our hymnal)

- ✓ Matthew Smith, tune is HYFRYDOL (3:39), <https://www.youtube.com/watch?v=t24uLvayvsM>
- ✓ Mixed choir, tune is HYFRYDOL (4:06), <https://www.youtube.com/watch?v=QdtAtC99rH0>
- ✓ Gaither Quartet, *a cappella*, tune is HYFRYDOL (4:16), <https://www.youtube.com/watch?v=1bzJNfRJC-E>
- ✓ Orchestral arrangement, tune is HYFRYDOL (4:22), <https://www.youtube.com/watch?v=4BCmkoFx2O8>
- ✓ Mountain dulcimer, HOLY MANNA (1:56), <https://www.youtube.com/watch?v=4BNi-Nyaqol>
- ✓ Bluegrass band, HOLY MANNA with text "Brethren, We Have Met to Worship" (3:00), <https://www.youtube.com/watch?v=unGEf6RUPPI>
- ✓ Mormon Tabernacle Men's Chorus, HOLY MANNA with text "Brethren, We Have Met to Worship" (3:51), <https://www.youtube.com/watch?v=IFmtO4-oogQ>
- ✓ The Collingsworth Family, HOLY MANNA tune with text "Brethren, We Have Met to Worship" (3:48), <https://www.youtube.com/watch?v=xt3rZxuUgZc>

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 "Jesus, What a Friend for Sinners" (#187) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words and phrases to clarify the students' understanding: *assail*, *billows*, etc.
- ✓ 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 J. Wilbur Chapman who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ This hymn was written by a man who traveled all over the world to tell people about Jesus. What was international travel like in the early 1900s? How long do you think it would take to travel between some of the cities he preached in—in one trip, Vancouver, British Columbia, to Australia, Philippines, China, Korea and Japan?
- ✓ Imagine going to a large hall holding ten thousand, twenty thousand, or thirty thousand people. Imagine speaking to those people—without microphones. Imagine that the people in that huge crowd heard you from every corner of the hall. How could that happen?
- ✓ During Chapman's final years as an evangelist, the world was torn apart by World War I. How do you think that affected his meetings in other countries? Although the war ended on November 11, 1918, not long before his

death, the deadliest influenza pandemic in modern history occurred in 1918-1919. It infected an estimated 500 million people worldwide and killed between 20-50 million people. What else can you learn about the times in which he lived that might have influenced people spiritually?

- ✓ 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.
- ✓ 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:
 - 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 17 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (9 points) "Jesus, What a Friend for Sinners"

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

Jesus, What a Friend for Sinners

John Wilbur Chapman (1859-1918)

Born in Indiana, Wilbur Chapman grew up attending a Quaker school during the week and the Methodist Church for Sunday School. His mother died when he was 13. At age 17, he joined the Richmond Presbyterian Church. He earned a college degree, went to the seminary and was ordained to the gospel ministry at the age of 22. (He later was awarded the Doctor of Divinity degree.)



His happiness at having a daughter, Bertha, with his beloved wife, Irene, was shattered when Irene died less than a month after childbirth. That summer he was experiencing deep discouragement when he heard a preacher say, "If you are not willing to give up everything for Christ, are you willing to be made willing?" Chapman said, "That remark changed my whole ministry; it seemed like a new star in the sky of my life."

Chapman married his second wife, Agnes, a couple of years later and they had four children, one who died in infancy. When Agnes died in 1907, they had been married nearly twenty years and most of those years Chapman had served as a pastor.

After being inspired by the great evangelist Dwight L. Moody, Mr. Chapman left the pastoral ministry and became an evangelist, conducting large campaigns around the world. He teamed up with world-famous gospel singer Charles Alexander for the next ten years.

In 1904, they went to Pittsburg, Pennsylvania. They divided the city up into nine districts and with 17 evangelists they held meetings simultaneously around the city. Seven thousand conversions were reported.

The next big campaign was in Philadelphia in 1908. They divided the city up into 42 sections covered by 21 evangelist-musician teams. After three weeks of "King's Business" meetings in each half of the city, they reported 8,000 conversions. There were 35,000 in attendance nightly.

In early 1909, the mass campaign was in Boston. They divided the city into 27 districts and 166 churches were participating. In each district, there were two services held each day. In addition, there was a special talk each day for children, a Sunday afternoon meeting for men only, meetings for mothers, young folks and old folks, and parents. Chapman had special meetings for drunks, university students, actors, prostitutes, office workers and shop girls. Nearly a thousand services were held in Boston during the three-week campaign. Total attendance was estimated at 720,000 with 7,000 conversions recorded.

In March 1909, Chapman and Alexander began a worldwide campaign that didn't end until November 1909. That trip began in Vancouver, British Columbia. Over the next ten months, they held evangelistic meetings in

- Australia, eight cities
- Philippines, Manila
- China, seven cities
- Korea, Seoul
- Japan, four cities

They regularly had crowds of 10,000 people to whom they sang and spoke without benefit of microphones and amplifiers. In many places, Wilbur Chapman gave three to five sermons a day. It was estimated at that time that Chapman had given 50,000 sermons to at least 60 million people. Up to that time, no one had evangelized in as many nations as Chapman and Alexander.

In 1910, Chapman married Mabel Cornelia Moulton. He also wrote the hymn "Our Great Savior," which we know as "Jesus, What a Friend for Sinners." It was paired with the tune HYFRYDOL.

The Chapman-Alexander team continued their involvement in large meeting revivals, but their approach slowly lost support. They continued to give meetings, however, traveling to Australia, Scotland, Ireland, India, New Zealand and the United States. Their final campaign was in early 1918.

Chapman was not yet 60 years old, yet the strenuous lifestyle had taken its toll on him. Over his last 15 years, he suffered many breakdowns in his health, but near the end of 1918, he had to undergo an emergency gall stone surgery. He did not recover from the surgery and died on Christmas Day 1918 at the age of 59.

The hymn for which we know Wilbur Chapman is set in the *Seventh-day Adventist Hymnal* to HOLY MANNA, a very popular tune that was first printed in Tennessee.

Student Name:

Hymns, Our Christian Heritage

Lesson 17 UL - Review

Score:

9

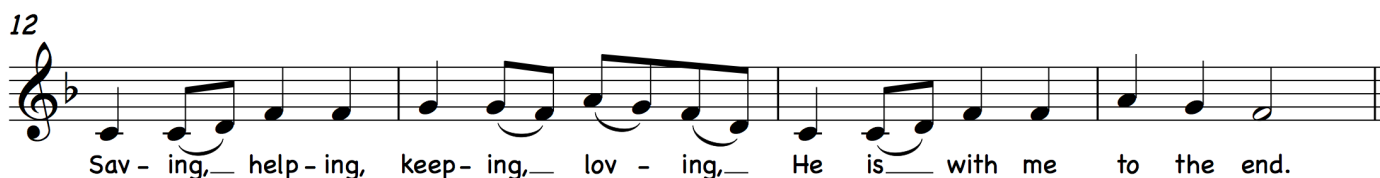
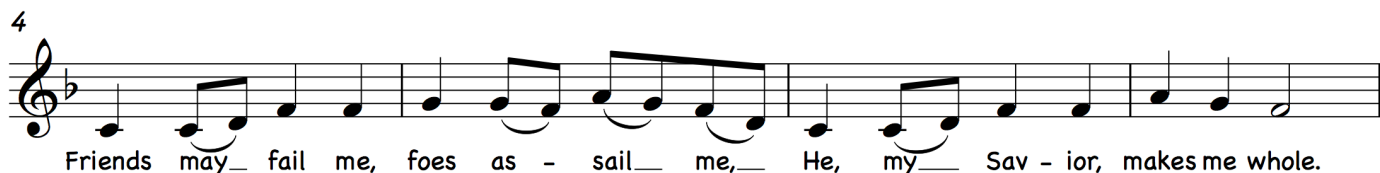
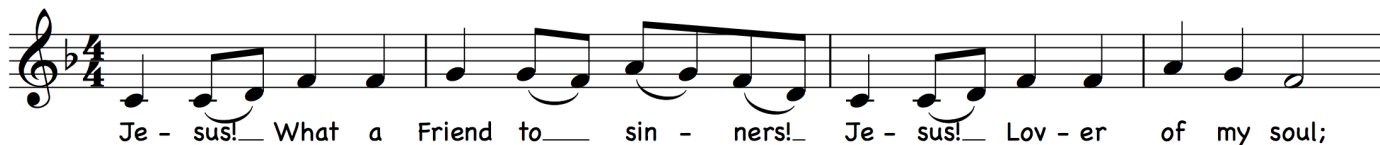
“Jesus, What a Friend for Sinners” Text by J. Wilbur Chapman

1. J. Wilbur Chapman attended a school operated by whom?
 - a. Baptists
 - b. Catholics
 - c. Quakers
2. Although Wilbur attended a Methodist church as a lad, he eventually joined what church?
 - a. Presbyterian
 - b. Lutheran
 - c. Adventist
3. What happened in Wilbur's life that caused him great sadness and discouragement?
 - a. He began going blind
 - b. He lost his job as a pastor
 - c. His wife died after childbirth
4. After serving as a pastor for nearly 20 years, what change did Wilbur Chapman make in his career?
 - a. He became an evangelist, traveling around giving revival meetings
 - b. He and his second wife had four children
 - c. He began singing at his meetings
5. With his musician friend and ministry partner, Charles Alexander, Chapman
 - a. Had a huge campaign in Philadelphia
 - b. Had a huge campaign in Boston
 - c. Had a huge campaign in Baltimore
 - d. Both A & B
 - e. A, B, & C
6. True or False. Chapman and Alexander were only able to speak and sing for crowds of 10,000 people because of the excellent sound systems.
7. True or False. By 1910, it is estimated that Chapman had preached 50,000 sermons to 20 million people.
8. True or False. “Jesus, What a Friend for Sinners” was originally known as “Our Great Savior.”
9. At the age of 59, Chapman died after
 - a. Having a heart attack
 - b. Having surgery for gall stones
 - c. Having a nervous breakdown

Jesus, What a Friend for Sinners

J. Wilbur Chapman, 1910

HOLY MANNA



2. Jesus! what a Strength for weakness! Let me hide myself in Him;
Tempted, tried, and sometimes failing, He, my Strength, my vict'ry wins.
REFRAIN.

3. Jesus! what a Help in sorrow! While the billows o'er me roll;
Even when my heart is breaking, He my Comfort, helps my soul.
REFRAIN.

4. Jesus! I do now receive Him, More than all in Him I find,
He hath granted me forgiveness, I am His, and He is mine.
REFRAIN.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 18 Upper Level – Guide Me, O Thou Great Jehovah

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 "Guide Me, O Thou Great Jehovah" (or "Redeemer")

- ✓ Concert hall, choir and then entire audience (2:57), <https://www.youtube.com/watch?v=JgGXfdKK95o>
- ✓ Royal Wedding of Prince William and Kate Middleton, organ with royalty and audience singing (3:01), <https://www.youtube.com/watch?v=SwvpTI88jwI>
- ✓ Diamond Jubilee Celebration for Queen Elizabeth, orchestra, organ, and entire audience (3:19), <https://www.youtube.com/watch?v=226d7rMiZ2M>
- ✓ Male chorus, organ accompaniment, with lyrics and nature PowerPoint (2:19), <https://www.youtube.com/watch?v=y3NmfmVGblw>
- ✓ "Only Men Aloud!" young men singing modern arrangement in *Last Choir Standing* competition (2:11), <https://www.youtube.com/watch?v=g4xYIGH-pl8>
- ✓ Princess Diana's funeral, organ accompaniment, entire audience singing (begin at 3:49), <https://www.youtube.com/watch?v=Z2qvoWmX6E>
- ✓ Mixed group, modern arrangement, guitar, saxophone, etc. accompaniment, lyrics (3:49), <https://www.youtube.com/watch?v=XFqX9J7HNdM>
- ✓ Sweet Honey in The Rock, spiritual style, *a cappella* (4:24), <https://www.youtube.com/watch?v=RR2h4dl7x4s>
- ✓ Part of song sung by fans at rugby match (:56), <https://www.youtube.com/watch?v=0g3a8npAVBM>
- ✓ Parody sung by fans at sporting event (:15), https://www.youtube.com/watch?v=7Cc7U_D9-m0

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 "Guide Me, O Thou Great Jehovah" (#538) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. What biblical event do they remind us of? Review the meaning of specific words and phrases to clarify the students' understanding: *Jehovah, pilgrim, barren, Bread of Heaven, crystal fountain, healing stream, fire and cloudy pillar, tread, verge of Jordan, death of death, hell's destruction, Canaan's side*.
- ✓ 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 Williams and Peter Williams who wrote the words of this hymn, using the biographical sketch found in this lesson. Can you tell the story of which Williams did what?
- ✓ Find Wales on a globe.

- ✓ Imagine being an itinerant preacher, to ride your horse over 100,000 miles to preach the gospel to people in your own country. What would some of the challenges be in this lifestyle? What would be some of the advantages? (Weather, lodging, meals, loneliness, exhaustion, etc.)
- ✓ Why do you think this hymn was used in the funeral of Princess Diana? Why was it used in the wedding of Prince William and Kate Middleton?
- ✓ What do you think about singing this beloved hymn in a secular competition such as *Last Choir Standing*?
- ✓ Have you ever heard a parody of a well-known song? How do you feel about this hymn's parody, "You're Not Singing Anymore"? How do you think it got started?
- ✓ 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.
- ✓ 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:
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

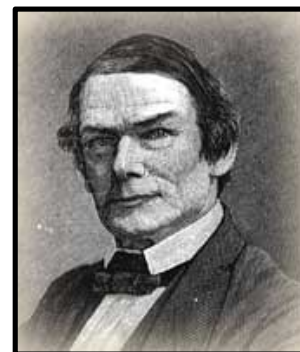
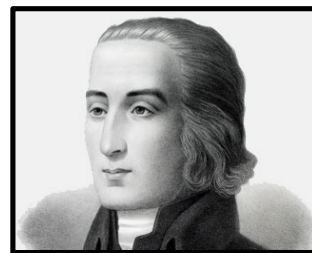
ANSWER KEY: (10 points) "Guide Me, O Thou Great Jehovah

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

Guide Me, O Thou Great Jehovah

William Williams (1717-1791)

Translated by Peter Williams (1723-1796)



William as a young man
and later in life.

William Williams of Pantycelyn was one of three sons of a wealthy Welsh farmer. He also had three sisters. Of the six children, William and his sister Mary were the only ones to survive to adulthood. William intended to study medicine and become a doctor. But after he heard the famous preacher George Whitefield in an open-air meeting, he changed his mind and decided to become a preacher. Williams wanted to preach for the Anglican Church, but when he requested ordination, he was turned down because of his connection with the new Methodist movement.

He chose to continue his work for the Methodist movement and became an itinerant preacher for the whole country of Wales, traveling 2,000-3,000 miles a year—about 100,000 miles in his lifetime.

Williams was concerned that there were not many good Welsh hymns. He tackled this challenge enthusiastically and successfully, writing more than 800 Welsh hymns and 100 English hymns. Williams is known as the “Welsh Watts” (after Isaac Watts), the “sweet singer of Wales” and “The Father of Welsh Hymnody.”

Our featured hymn was originally written in Welsh and entitled “Strength to Pass Through the Wilderness.” It is also sung as “Guide Me, O Thou Great Redeemer.” It reminds us of the forty years the Israelites spent in the wilderness.

Another itinerant preacher, his friend Peter Williams (no relation) translated the Welsh hymn into English. William Williams made his own translation as well. In our *Seventh-day Adventist Hymnal*, the hymn text is made up of Peter’s stanza one and William’s stanzas two and three.

“Guide Me, O Thou Great Jehovah” is an unofficial national anthem of Wales and is sung in church as well as in sporting matches. It was sung by the Welsh soldiers in the trenches in World War I in the hearing of the German soldiers who then took it up and sang along.

This hymn was sung at Queen Elizabeth’s Diamond Jubilee Celebration, Princess Diana’s funeral and the wedding of Prince William to Katherine Middleton. It is sung to the tune of CWM RHONDDA by John Hughes.

Student Name:

Hymns, Our Christian Heritage Lesson 18 UL - Review

Score:

10

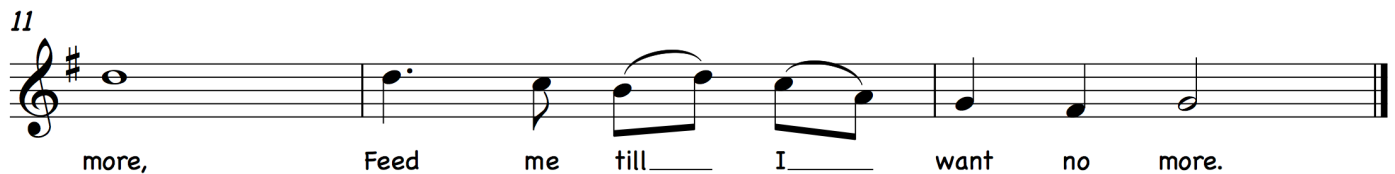
“Guide Me, O Thou Great Jehovah” Text by William Williams, Peter Williams

1. Of the six children of the wealthy Welsh farmer, how many survived to adulthood?
 - a. Only William
 - b. Only William and his sister Mary
 - c. All the children survived to adulthood
2. What type of career did William Williams of Pantycelyn have in mind for himself?
 - a. Preacher
 - b. Teacher
 - c. Doctor
3. Why was William Williams not ordained into the Anglican Church?
 - a. Because he had been associating with those in the Methodist movement
 - b. Because he didn't want to be
 - c. Because he felt it more important to write hymns for the church
4. As an itinerant preacher in Wales, Williams traveled how many miles?
 - a. 2,000-3,000 each year
 - b. About 100,000 miles in his lifetime
 - c. Both A & B
5. True or False. Williams was glad that there were so many excellent Welsh hymns.
6. True or False. Williams is known as the “Father of English Hymnody.”
7. True or False. Williams' brother Peter first translated the hymn into English.
8. True or False. The hymn is usually sung to the tune CWM RHONDDA.
9. True or False. The hymn is sung in churches all over Wales, but never at sporting events.
10. “Guide Me, O Thou Great Jehovah” was *not* sung
 - a. At Queen Elizabeth's Diamond Jubilee Celebration
 - b. For the wedding of Princess Dianna to Prince Charles
 - c. In the trenches of World War I by Welsh soldiers

Guide Me, O Thou Great Jehovah

William Williams, 1745
Tr. Peter Williams

John Hughes
CWM RHONDDA



2. Open now the crystal fountain, Whence the healing stream doth flow;
Let the fire and cloudy pillar Lead me all my journey through;
Strong deliverer, strong deliverer, Be Thou still my strength and shield,
Be Thou still my strength and shield.

3. When I tread the verge of Jordan, Bid my anxious fears subside;
Death of death and hell's destruction, Land me safe on Canaan's side;
Songs of praises, songs of praises I will ever give to Thee,
I will ever give to Thee.

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 19 Upper Level – Day is Dying in the West

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 "Day Is Dying in the West"

- ✓ Ladies trio, *a cappella*, beside the ocean, SDA (2:34), <https://www.youtube.com/watch?v=Ro76IDZ8qtQ>
- ✓ Oakwood College Aeolians, *a cappella* (6:25), <https://www.youtube.com/watch?v=0rGBVT7GkfU>
- ✓ Children's choir with organ accompaniment (2:40), <https://www.youtube.com/watch?v=s8iWst8K4Rw>
- ✓ Organ only with lyrics shown (3:09), <https://www.youtube.com/watch?v=T3ok5lfgNcl>

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 "Day Is Dying in the West" (#51) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words and phrases to clarify the students' understanding: *day is dying in the west*, *evening lamps*, *dome of the universe*, *embrace*, *eternal morning*, etc.
- ✓ 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?
- ✓ The music included in this hymn lesson is written in 3/4 time in the key of F. The music in the *Seventh-day Adventist Hymnal* is written in 6/4 time in the key of G. What does that mean? (If you change the time signature from 3/4 to 6/4 and take out every other bar line, the result would be music in 6/4 time. But it would sound the same. Changing from the key of G to the key of F makes the whole song one whole step lower—and for a lot of people, easier to sing, especially the last line where the melody goes quite high.)
- ✓ Read or tell the story of Mary Lathbury who wrote the words of this hymn, using the biographical sketch found in this lesson.
- ✓ Mary Lathbury's book may be downloaded or read on line in its entirety: *Child's Life of Christ, Stories from the Bible* (Mary A. Lathbury, published 1898).
- ✓ Ask people in your church if they know this hymn. Find out what their memories are of this hymn.
- ✓ Discuss the reason this hymn was written and the manner of its first performance. Do you think that how and where and by whom a piece is performed can make it memorable—or not? Why? What is a *laureate*? Can there be laureates in different areas?
- ✓ Research what the Chautauqua movement was all about. Were they like our camp meetings today?
- ✓ 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.
- ✓ 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:
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (8 points) "Day Is Dying in the West"

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

Day is Dying in the West

Mary Artemesia Lathbury (1841-1913)

Mary was born in New York to devout Christian parents. Her father was a preacher, and later her two brothers also became preachers in the Methodist Church. Mary discovered that she had talent for drawing and writing poetry. As a little girl, she loved to write poems and illustrate the pages on which they were written. Mary said she heard a voice one day that she believed was God. He said to her, "Remember, my child, that you have a gift of weaving fancies into verse and a gift with the pencil of producing visions that come to your heart. Consecrate these to Me as thoroughly as you do your inmost spirit." And that is what she did.



As the years passed, the multi-talented Miss Lathbury taught art in various schools and then became associate editor of The Methodist Episcopal Sunday School papers. She contributed much to these magazines and books for children. This job led her to become involved in the beginnings of the Chautauqua movement located at a former Methodist campground on the shore of Lake Chautauqua in New York.

Begun in 1874, Chautauqua was a ten-week adult education program held each summer. There were lectures, concerts and other high-class entertainment. She attended the sessions for years, regularly responding to requests to write hymns for the Chautauqua programs. She became known as the "Laureate of Chautauqua."

One time her boss, John Vincent, asked her to write a study hymn for the Chautauqua group. "Day Is Dying in the West" was the result. It was first sung August 5, 1877, at the outdoor evening worship. First, it was played as a cornet duet; then it was sung as a solo by Mr. Sherwin, who had written the music. Finally, it was sung by the choir, directed by Sherwin. The choir members were all in boats a short distance from the shore.

Try to imagine the scene as the sun set with the beautiful sounds of Isaiah 6:3 drifting across the water: "Holy, Holy, Holy is the Lord of hosts, the whole earth is full of His glory."

This story is told by Cathy O'Bryant in her book *Going In and Out My Window* (XLibris Corp, 2011): "...family worship always began by us singing, 'Day Is Dying in the West.' We kids thought the song was so boring that we giggled through the song. We never knew or felt the impact of that family worship hour until we were grown. Nor did we realize its effect on our neighborhood friends." Then a friend told her that when they were visiting the beautiful island of Jamaica with Cathy's sister, she broke into singing this hymn as the sun set on Friday evening. To everyone's surprise the rest began singing with her, and found they knew all the words! Cathy's friend said that she searched Baptist and Methodist hymnals and found the song only in the *Seventh-day Adventist Hymnal*.

Student Name:

Hymns, Our Christian Heritage

Lesson 19 UL - Review

Score:

8

“Day Is Dying in the West”

Text by Mary A. Lathbury

1. What was the profession of Mary’s father?
 - a. Teacher
 - b. Preacher
 - c. Banker
2. What talents did Mary discover she had?
 - a. Writing poetry and drawing
 - b. Knitting and sewing
 - c. Writing music
3. True or False. Mary was never able to teach art in spite of her desire to do so.
4. True or False. Chautauqua was a ten-week summer adult education program.
5. The first Chautauquas were held beside
 - a. Lake Michigan
 - b. The Great Salt Lake
 - c. Lake Chautauqua
6. When Miss Lathbury’s boss asked her to write a hymn for the close of the day, she wrote
 - a. “Now the Day is Over”
 - b. “Day is Dying in the West”
 - c. “All Through the Night”
7. While they were singing, the choir members were
 - a. Marching around the camp
 - b. Standing in the choir loft of the church
 - c. Sitting in boats in the lake
8. True or False. Part of the hymn text comes from Isaiah 6:3.

Day Is Dying in the West

Mary A. Lathbury, 1877

William F. Sherwin, 1877

The musical score is written for a single voice in 3/4 time, using a treble clef and a key signature of one flat (B-flat). The melody is simple and hymn-like, with lyrics written below the notes. The score is divided into five systems, each starting with a measure number (1, 8, 16, 25, 32). A 'Refrain' box is placed above the 16th measure. The lyrics are: 'Day is dy - ing in the west; Heaven is touch - ing earth with rest; Wait and wor - ship while the night Sets her eve - ning lamps a - light Through all the sky. Ho - ly, ho - ly, ho - ly, Lord God of hosts! Heaven and earth are full of Thee; Heaven and earth are prais - ing Thee, O Lord most high!'.

Day is dy - ing in the west; Heaven is touch - ing earth with rest;

8 Wait and wor - ship while the night Sets her eve - ning lamps a - light Through

16 all the sky. Refrain Ho - ly, ho - ly, ho - ly, Lord

25 God of hosts! Heaven and earth are full of Thee;

32 Heaven and earth are prais - ing Thee, O Lord most high!

2. Lord of life, beneath the dome of the universe, Thy home,
Gather us who seek Thy face to the fold of Thy embrace, for Thou art nigh.

REFRAIN

3. While the deepening shadows fall, heart of love, enfolding all,
Thro' the glory and the grace of the stars that veil Thy face, our hearts ascend.

REFRAIN

4. When forever from our sight pass the stars, the day, the night,
Lord of angels, on our eyes let eternal morning rise, and shadows end.

REFRAIN

HYMNS, OUR CHRISTIAN HERITAGE

LESSON 20 Upper Level – Anywhere with Jesus Trust and Obey

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 "Anywhere with Jesus" and "Trust and Obey"

- ✓ Piano only, lyrics shown (1:42), <https://www.youtube.com/watch?v=7D84c88bzM8>
- ✓ Ladies quartet, modern tune and accompaniment, beside the ocean (3:06), <https://www.youtube.com/watch?v=wMJSnNuTJM0>
- ✓ Amy Grant, adapted melody, country style, guitar accompaniment, interesting PowerPoint (3:04), <https://www.youtube.com/watch?v=NH2eBHwgb5k>
- ✓ Amy Grant, same arrangement, informal live video (3:29), <https://www.youtube.com/watch?v=-2-ECrM-YX0>
- ✓ Don Moen, lyrics with nature PowerPoint (4:30), https://www.youtube.com/watch?v=JjWV_Kuxd2s
- ✓ Fountainview Academy, duet with orchestra (3:55), <https://www.youtube.com/watch?v=WB6tMarODRQ>
- ✓ Choir, *a cappella*, lyrics with nature PowerPoint (4:01), <https://www.youtube.com/watch?v=mmGb3zRv6xE>
- ✓ Big Daddy Weave, modern arrangement, lyrics (3:45), <https://www.youtube.com/watch?v=k-LdHCuo5-Y>
- ✓ Sierra Hull, young female soloist with guitar accompaniment (2:31), <https://www.youtube.com/watch?v=h8FvPHaZOkM>
- ✓ Story about the hymn, male solo with guitar, live personal testimony (5:10), https://www.youtube.com/watch?v=DsljMO_mtwg

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 "Anywhere with Jesus" (#508) and "Trust and Obey" (#590) in the *Seventh-day Adventist Hymnal*.
- ✓ Read the words through together. Discuss what the words mean. Review the meaning of specific words and phrases to clarify the students' understanding: *dreary ways*, *gloomy shadows*, *nevermore to roam*, *home sweet home*.
- ✓ Is the hymn "Trust and Obey" saying that we are saved by our obedience to God? Is that a true understanding of how salvation works? If not, then how?
- ✓ 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 Daniel Towner who wrote the music for these hymns, using the biographical sketch found in this lesson.
- ✓ When, in modern history, did Christian churches begin sending out missionaries to other countries? When was the first Seventh-day Adventist missionary sent out?

- ✓ “Anywhere with Jesus” focuses on the idea that we can be safe with Jesus anywhere in the world. Do you think that is literally true? Are there some places in the world where working for Jesus can be more difficult? Where might that be? Can working for Jesus be difficult even in your home country? Why?
- ✓ Review the story by completing the Lesson 20 Review.
- ✓ 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:
 - 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 UL Review included. Also, any of the following assessments may be used: teacher observation, discussion, performance, teacher-created worksheets.

ANSWER KEY: (10 points) “Anywhere with Jesus” and “Trust and Obey”

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

Anywhere with Jesus

Text by Jessie H. Brown Pounds (1861-1921)

Tune by Daniel Towner (1850-1919)

Trust and Obey

Text by John H. Sammis (1846-1919)

Tune by Daniel Towner (1850-1919)



Daniel Towner

Usually the composer takes a hymn poem that has already been written and writes the music to fit it. But in the case of these two songs, it was different. It was the composer, Daniel Towner, who had the ideas and he shared those ideas for the songs with two different hymn writers.

Daniel Towner, a very fine singer, was working with the great preacher Dwight L. Moody on some evangelistic meetings in New York. One night the preacher gave a powerful sermon expressing that with God leading in our lives, we can go anywhere with him—even into a fiery furnace like the three Hebrews, or into a den of lions like Daniel. He thought to himself, *There should be song with that theme.* So, Mr. Towner sat down and composed the music for just such a song. Then he sent the music to Jessie Brown, a hymn writer in Cleveland, Ohio. He told her that he would like the words to say “Anywhere with Jesus.” Miss Brown did just that and our hymn is the result.

Jessie Brown, who was sickly as a child, was schooled at home. When she was 15, she began submitting articles to newspapers and religious publications. One of her editors told her that some of her poetry would work well as hymn texts. So, she turned her efforts in that direction, eventually writing at least 400 gospel songs.



Jessie Brown Pounds

When she was 35 Jessie married Pastor John E. Pounds; they never had any children of their own. Seldom, however, were they without an adopted boy or girl. They poured out their love and helped their adopted children to prepare for successful lives of service. It was said of Jessie after she died, that “...life was never dull to her.” She was known for her great laugh and for always helping other people. Pastor and Mrs. Pounds lived in Indianapolis, Indiana, then Cleveland, Ohio.

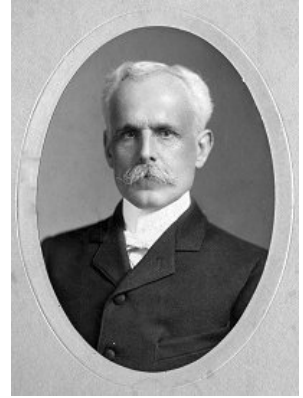
“Beautiful Isle of Somewhere” is another of her hymns that became very well-known. In fact, it was sung at President William McKinley’s funeral.

Now back to Daniel Towner.

Daniel Towner had another inspiration for a gospel hymn at Dwight L. Moody's meetings in Brockton, Massachusetts. He listened as a nervous young man who didn't know much about the Bible stood up and said, "I'm not quite sure, but I am going to trust, and I am going to obey." Once again, Daniel Towner thought to himself, *There should be a hymn with that theme.*

As before, he sent the idea to a hymn writer, John Sammis—a businessman turned minister, who wrote the lyrics for "Trust and Obey." When the hymn poem was sent back to him, Towner wrote a tune. But he didn't think it was very good, so he crumpled the paper up and threw it away. The next day, his wife noticed the paper in the trash. She took it out and decided that she really liked her husband's tune. Mrs. Towner told Daniel that she felt the tune he had written was just what was necessary to hear the message.

Towner's tunes for these well-known hymns are very simple. They are easy to learn and remember.



John Sammis

Student Name:

Hymns, Our Christian Heritage

Lesson 20 UL - Review

“Anywhere with Jesus”

“Trust and Obey”

Tunes by Daniel Towner

Texts by Jessie Brown Pounds and John Sammis

Score:

10

1. Who had the inspiration for our two hymns?
 - a. The hymn writer
 - b. The composer
 - c. Both at the same time
2. What was Daniel Towner's role in the Dwight L. Moody evangelistic meetings?
 - a. He was in charge of security
 - b. He was the song leader and singer
 - c. He was the treasurer
3. What Bible story specifically influenced the thoughts Towner had for “Anywhere with Jesus”?
 - a. Jesus on the cross
 - b. Joseph in the Egyptian prison
 - c. Daniel in the lions' den
4. Which hymn poem did Jessie Brown Pounds write?
 - a. “Anywhere with Jesus”
 - b. “Trust and Obey”
 - c. Both A & B
5. True or False. Jessie Brown was a very healthy child who loved school.
6. True or False. Jessie Brown Pounds and her husband never had any children.
7. True or False. Another hymn of Mrs. Pounds was sung at the funeral of U. S. President William McKinley.
8. Where did Daniel Towner get the inspiration for “Trust and Obey”?
 - a. From a young man's testimony
 - b. From the preacher Dwight L. Moody
 - c. From Jessie Brown Pounds
9. True or False. Mr. Towner liked the first tune he wrote for “Trust and Obey.”
10. True or False. The first tune Mr. Towner wrote for “Trust and Obey” is the one we sing today.

Anywhere with Jesus

Jessie Brown Pounds, 1887

Daniel Towner, 1887



1. An - y - where with Je - sus I can safe - ly go, _____
2. An - y - where with Je - sus I am not a - lone; _____
3. An - y - where with Je - sus I can go to sleep, _____

4



An - y - where He leads me in this world be - low; _____
Oth - er friends may fail me, He is still my own; _____
When the gloom - y shad - ows round a - bout me creep, _____

8



An - y - where with - out Him, dear - est joys would fade; _____
Though His hand may lead me o - ver drear - y ways, _____
Know - ing I shall wak - en nev - er more to roam; _____

12



An - y - where with Je - sus I am not a - fraid. _____
An - y - where with Je - sus is a house of praise. _____
An - y - where with Je - sus will be home sweet home. _____

16

Refrain



An - y - where! an - y - where! Fear I can - not know; _____

20



An - y - where with Je - sus I can safe - ly go. _____

Trust and Obey

John Sammis, 1887

Daniel Towner

When we walk with the Lord in the light of His word, What a glo-ry He

6

sheds on our way! While we do His good will, He a-bides with us still, and with

12

all who will trust and o - bey. Trust and o - bey, for there's

17

no oth - er way To be hap - py in Je - sus, but to trust and o - bey.

2. Not a shadow can rise, not a cloud in the skies, but His smile quickly drives it away;
Not a doubt nor a fear, not a sign nor a tear, can abide while we trust and obey.

REFRAIN

3. Not a burden we bear, not a sorrow we share, but our toil He doth richly repay;
Not a grief nor a loss, not a frown nor a cross, but is blest if we trust and obey.

REFRAIN

4. But we never can prove the delights of His love, until all on the altar we lay,
For the favor He shows, and the joy He bestows, are for them who will trust and obey.

REFRAIN

5. Then in fellowship sweet we will sit at His feet, or we'll walk by His side in the way;
What He says we will do, where He sends we will go, never fear, only trust and obey.

REFRAIN



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