

For the Beauty of the Earth Worksheet

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Verse 1

For the beauty of the earth
For the glory of the skies,
For the love which from our birth
Over and around us lies.

Refrain

Lord of all, to Thee we raise,
This our hymn of grateful praise.

Verse 2

For the beauty of each hour,
Of the day and of the night,
Hill and vale, and tree and flower,
Sun and moon, and stars of light.

Refrain

Verse 3

For the joy of ear and eye,
For the heart and mind's delight,
For the mystic harmony
Linking sense to sound and sight.

Refrain

Verse 4

For the joy of human love,
Brother, sister, parent, child,
Friends on earth and friends above,
For all gentle thoughts and mild.

Refrain

Verse 5

For Thy Church, that evermore
Lifteth holy hands above,
Offering upon every shore
Her pure sacrifice of love.

Refrain

Verse 6

For the martyrs' crown of light,
For Thy prophets' eagle eye,
For Thy bold confessors' might,
For the lips of infancy.

Refrain

Verse 7

For Thy virgins' robes of snow,
For Thy maiden mother mild,
For Thyself, with hearts aglow,
Jesu, Victim undefiled.

Refrain

Verse 8

For each perfect gift of Thine,
To our race so freely given,
Graces human and divine,
Flowers of earth and buds of Heaven.

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

Verse 1: beauty, glory

Refrain: Thee, hymn

Verse 2: vale

Verse 3: delight, mystic, harmony, Linking

Verse 4: gentle

Verse 5: Thy, church, Lifteth, holy, pure, sacrifice

Verse 6: martyrs, prophets, confessors, infancy

Verse 7: Thy, virgin, maiden, Thyself, aglow, Jesu, Victim, undefiled

Verse 8: perfect, Thine, divine

Word Pictures Word pictures is another way of saying *imagery*. *Imagery* or *figurative language* helps us form a picture of what the author is trying to present. Discuss what these word pictures mean and, without making an image of God, draw your idea of the *imagery* or *figurative language* the author uses!

Verse 1: beauty of the earth, glory of the skies

Refrain: hymn of grateful praise

Verse 2: beauty of each hour, day ... night, Hill and vale, and tree and flower, Sun and moon, and stars of light

Verse 3: joy of ear and eye, heart and mind's delight, mystic harmony

Verse 4: Brother, sister, parent, child, Friends on earth and friends above

Verse 5: Thy Church

Verse 6: martyrs' crown of light, prophets' eagle eye, bold confessors' might, lips of infancy

Verse 7: robes of snow, hearts aglow

Verse 8: Flowers of earth and buds of Heaven

Mechanics are the nuts and bolts of a poem. Verbally discuss.

Who is the speaker? (Does the speaker have a specific personality or has the author remained in the background so the message of the poem will be more clear?)

What does the poem reveal about the speaker's character? (Sometimes, poems reveal nothing about the speaker's personal thoughts, feelings, or attitudes. Yet, the poem may demonstrate those character traits that are important to the author like courage, loyalty, perseverance, etc.)

Is the speaker addressing someone in particular or is it to anyone? (Sometimes poems are not directed to anyone in particular, but to anyone that may read it.)

Does the poem have a setting? (Does the author tell where the poem occurs? Is the poem about a specific event?)

Is the poem about a particular event? (Is the event past or present? If it is about a past event, does the remembrance of the event have a particular meaning to the speaker?)

Is the theme of the poem stated directly or indirectly? (Some poems are straightforward and are meant to be taken literally. In songs, the theme may be presented in the refrain or in the last few lines. Sometimes the theme is a little bit more difficult to discern as it is made with figurative language or symbols.)

What point of view or perspective is the speaker? (What meaning do you think the poem has for the author?)

How did you respond to the poem when you read it the first time? (Did your thoughts and feelings change after you took time to study it?)

Comprehension Questions Verbally discuss

Verse 1: How does the author describe the earth? the skies? Explain and discuss: "For the love which from our birth, Over and around us lies."

Refrain: Did you notice the use of the term “Thee”? Why do you think the author used this term? What is being raised? Why? Now, a stretch: why should we be grateful?

Verse 2: Frequently, we rush during the day and forget to acknowledge “the beauty of each hour.” Does God “owe” us this hour? Why should we be grateful for each day and night? Why do you think the author has the reader remember, “Hill and vale, and tree and flower, Sun and moon, and stars of light”? What is so important about these things?

Verse 3: What emotion does the eye and ear experience? Why do you think the author combined the heart and mind? From a Christian worldview, should these things ever be separated? Did not God create all facts? Should a believer rejoice in these facts? Why do you think many are tempted into separating mind and heart? How can we protect ourselves from this temptation? Explain and discuss: “For the mystic harmony, Linking sense to sound and sight.”

Verse 4: What form of human relationships of “love” does the author talk about? Why do you think the author holds family relationships and friends as important?

Verse 5: Did you notice the author’s use of the term “Thy”? Why do you think the author used this term? According to the author, Who owns the church? What forms of sacrifice does the church offer? Can service be a form of sacrifice? How does a homeschooled and/or private schooled youth serve? How do parents serve?

Verse 6: What do martyrs earn? Why do you think the author used the phrase “prophets’ eagle eye”? Discuss the importance of “bold confessors’ might.” What is meant by “lips of infancy”? How is it possible for infants to serve God?

Verse 7: Who is being sung about in this verse? How is she described? Why would the author consider this person to be important? Explain and discuss: “Jesu, Victim undefiled.”

Verse 8: Did you notice the use of the term “Thine”? Why do you think the author used this term? Many today talk about numerous races, yet science only acknowledges one race, *homo sapiens*. Why do you think the author uses the singular word *race*? Explain and discuss: “To our race so freely given, Graces human and divine, Flowers of earth and buds of Heaven.”

Did this historical event (i.e., creation and your birth) or message (God is the Creator) become more real to you after reading this poem? Why? Frequently, we take things “for granted.” How does this poem counter this problem?

After reading this poem, what character traits did you think of? What does the Bible have to say about these character traits?

What Does the Bible Say?

Find Scripture proofs for each of the assertions or statements made for each of the eight verses and the refrain.

Discuss this poem in light of ...

Psalm 19:1, “The heavens declare the glory of God; and the firmament sheweth His handywork.”

Psalm 33:5,6, “He loveth righteousness and judgment: the earth is full of the goodness of the LORD. By the word of the LORD were the heavens made; and all the host of them by the breath of His mouth.”

Psalm 104:24, “O LORD, how manifold are Thy works! in wisdom hast Thou made them all: the earth is full of Thy riches.”

Isaiah 40:26, 28, “Lift up your eyes on high, and behold Who hath created these things, that bringeth out their host by number: He calleth them all by names by the greatness of His might, for that He is strong in power; not one faileth ... Hast thou not known? hast thou not heard, that the everlasting God, the LORD, the Creator of the ends of the earth, fainteth not, neither is weary? there is no searching of His understanding.”

The Author/Poet

Based on what you have studied about this poem so far, would you guess that the author was a Christian or a humanist? How did you arrive at your decision?

The name of the author for this poem or lyric is Folliot Sandford Pierpoint (1835-1917). He was born 7 October 1835 in Spa Villa, Bath, England, and died 10 March 1917 in Newport, Monmouthshire, England. He attended Queen’s College at Cambridge University and later taught at Somersetshire College,

Geography

Locate England on a globe, map and atlas.

Challenge Locate Spa Villa, Bath, Newport, and Monmouthshire on a map or in an atlas.

Compare/contrast the weather from England with your own for one week.

Make an English meal for your family.

Activities

1) Make your own book! Without making an image of Christ, draw pictures representing each verse. (Note: that will be nine different illustrations). With construction paper and other items readily available at home, make a title page with the name of the song and the author’s name which will be your book’s cover. You may want to illustrate your cover and include this poem in your book.

2) Make your own play! Re-enact with your siblings or friends the event and message discussed in this poem. Keep it lively, simple, and short. You may want to end your play with singing a rousing chorus of this poem or reading Scripture verses. Videotape your creation.

3) Radio Drama! With a handheld tape recorder, create your own radio show dramatizing the historical event or message of this poem.

4) Be a Reporter! Either with your family camcorder or with a handheld tape recorder, “interview” various individuals connected with this poem (e.g., skunks, kangaroos, angels, stars, moon, sun, Adam and Eve, Noah and his family, flowers, green things, etc.). In order to have the fast paced style of a reporter, watch and/or listen to the news with your parents’ permission. Keep the interviews lively, quick, and to the point.

Remain objective! Being objective means just reporting the facts and not giving your opinion of the situation.

5) What is one of the things you most enjoy? Is it literature? math? science? sports? cooking? Take that area of interest and relate that to this poem. If you enjoy dance, for example, develop a dance routine that physically expresses the sentiments of this poem. If you enjoy shop, create something out of wood that helps to clarify this poem. Do you enjoy creating stories? Write a story based on any time period you desire that expresses the sentiments of this poem. Do you enjoy creating things in the kitchen? Make an ancient meal from this time or develop your own meal that symbolizes the many different points this poem makes.

6) Poster. Create a poster illustrating the the author’s view of the impact of *For the Beauty of the Earth*.

7) Scavenger Hunt. Go to the library to learn what you can about Folliot Sandford Pierpoint (1835-1917) and share it with your family. If possible, discover the story behind this poem.