

## Heaven and Earth, Sea and Air Worksheet

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### *Verse 1*

Heaven and earth, and sea and air,  
All their Maker's praise declare;  
Wake, my soul, awake and sing:  
Now thy grateful praises bring.

### *Verse 2*

See the glorious orb of day  
Breaking through the clouds his way;  
Moon and stars with silvery light  
Praise Him through the silent night.

### *Verse 3*

See how He hath everywhere  
Made this earth so rich and fair;  
Hill and vale and fruitful land,  
All things living, show His hand.

### *Verse 4*

Lord, great wonders workest Thou!  
To Thy sway all creatures bow;  
Write Thou deeply in my heart  
What I am, and what Thou art.

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

*Verse 1:* declare, thy

*Verse 2:* orb

*Verse 3:* hath, vale

*Verse 4:* Thou, Thy, art

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

*Verse 1:* Heaven and earth, and sea and air, awake and sing

*Verse 2:* glorious orb of day, Moon and stars with silvery light

*Verse 3:* earth so rich and fair, Hill and vale and fruitful land

*Verse 4:* all creatures bow

**Mechanics** Verbally discuss

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

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

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

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

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

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

How did you respond to the poem when you read it the first time?

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

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

### **Comprehension Questions** Verbally discuss

*Verse 1:* What declare praise for their Maker (line 1)? What does the author ask of his soul (lines 3 and 4)?

*Verse 2:* What is meant by the “glorious orb of day”? What does the sun do (line 2)? What do the moon and stars do?

*Verse 3:* How is the earth described? Explain and discuss: “Hill and vale and fruitful land, All things living, show His hand.”

*Verse 4:* What does the author exclaim in the first line? Do you agree/disagree with the author? Why? What do all creatures do? What does the author ask in lines 3 and 4? Why would this be important?

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 four verses.

Discuss this poem in light of ...

Matthew 22:37 " ... Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind."

Luke 10:27 "... Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind."

Deuteronomy 6:5 "And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might."

Mark 12:30 "And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength ..."

What does the Bible have to say about honor? Identify Biblical characters that demonstrated honor. Can you think of anyone else in history that demonstrated this trait in the Biblical sense? What will you tell your grandchildren about the importance of honor? How will you encourage your grandchildren in this character trait?

How will you teach and encourage your grandchildren with the message of this poem?

### **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 Joachim Neander (1650-1680). This grandson of a musician and son of a teacher was born in 1650 and died 31 May 1680 both in Bremen, Germany. He studied theology at university and was the principal of a Reformed grammar school in Germany

### **Geography**

Locate Germany on a globe, map and atlas.

*Challenge* Locate Bremen on a map or in an atlas.

Compare/contrast Germany's weather with your own for one week.

Make a German 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 four different illustrations). With construction paper and other items readily available at home, make a title page with the name of the song and the author's name which will be your book's cover. You may want to illustrate your cover and include this poem in your book.

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

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

4) Be a Reporter! Either with your family camcorder or with a handheld tape recorder, "interview" various individuals this poem could illustrate (e.g., family members, scientists, weathermen, gardeners, farmers, laborers, scholars, 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 *Heaven and Earth, Sea and Air*:

7) Scavenger Hunt. Go to the library to learn what you can about Joachim Neander (1650-1680) and share it with your family. If possible, discover the story behind this poem.