

Thine is the Glory Worksheet
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Verse 1

Thine is the glory, risen, conqu'ring Son;
[or, Thine be the glory...]
Endless is the victory, Thou o'er death hast won;
Angels in bright raiment rolled the stone away,
Kept the folded grave clothes where Thy body lay.

Refrain

Thine is the glory, risen conqu'ring Son,
Endless is the vict'ry, Thou o'er death hast won.

Refrain

Verse 3

No more we doubt Thee, glorious Prince of life;
Life is naught without Thee; aid us in our strife;
Make us more than conqu'rors, through Thy
deathless love:
Bring us safe through Jordan to Thy home above.

Refrain

Verse 2

Lo! Jesus meets us, risen from the tomb;
Lovingly He greets us, scatters fear and gloom;
Let the church with gladness, hymns of triumph sing;
For her Lord now liveth, death hath lost its sting.

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

Verse 1: Thine, conqu'ring, Thou, o'er, hast, raiment, Thy

Refrain: Thine, vict'ry

Verse 2: Lo, tomb, hymns, triumph

Verse 3: doubt, naught, Thee, strife

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: sinners such as I

Refrain: At the cross

Verse 2: wrath divine

Verse 3: crimes I had done, grace unknown

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: Did you notice the author's use of the terms "Thine," "conqu'ring," "Thou," "o'er" "hast" and "Thy"? Why do you think the author used these terms? Who is the Conqueror? Who has the victory? How does the author describe the angels? What did they do?

Refrain: Explain and discuss: "Thine is the glory, risen conqu'ring Son, Endless is the vict'ry, Thou o'er death hast won." Why would this be important?

Verse 2: Did you notice the author's use of the term "Lo"? Why do you think the author used this term? Who meets us? Where? Why is this important? What is scattered? What are to be sung? What lost its sting?

Verse 3: Who is the Prince of Life? Explain and discuss: "Life is naught without Thee." Do you agree or disagree? Why? What is meant by "Make us more than conqu'rors"?

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 three verses and the refrain.

Discuss this poem in light of ...

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

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

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

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

Discuss this poem in relationship to alternative education (i.e., homeschooling and private schooling). Specifically, 2 Corinthians 10:5 ...

Casting down imaginations, and every high thing that exalteth itself against the knowledge of God, and brining into captivity every thought to the obedience of Christ ... 2 Corinthians 10:5

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 Edmond Louis Budry (1854-1932). This pastor was born 30 August 1854 in Vevey, Switzerland, and died 12 1932, Vevey, Switzerland. This song first appeared in *Chants Evangeliques* (Lausanne, Switzerland) in 1885.

Geography

Locate Switzerland on a globe, map and atlas.

Challenge Locate Lusanne (Switzerland) on a map or in an atlas.

Compare/contrast England's weather with your own for one week.
Make an English meal for your family.

Activities

1) Make your own book! Without making an image of Christ, draw pictures representing each verse. (Note: that will be 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, soldiers past and present, Capt. John Smith, Richard the Lionhearted, Charlemagne, Richard III of England, King Arthur, 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 *Thine is the Glory*.

7) Scavenger Hunt. Go to the library to learn what you can about Edmond Louis Budry (1854-1932) and share it with your family. If possible, discover the story behind this poem.