

## ALL THINGS BRIGHT AND BEAUTIFUL Worksheet

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### **Refrain**

*All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful:  
The Lord God made them all.*

### Verse 1

Each little flower that opens,  
Each little bird that sings,  
God made their glowing colors,  
And made their tiny wings.

### **Refrain**

### Verse 2

The purple headed mountains,  
The river running by,  
The sunset and the morning  
That brightens up the sky.

### **Refrain**

[The following verse is omitted from most hymnals]

### Verse 3

The rich man in his castle,  
The poor man at his gate,  
He made them high or lowly,  
And ordered their estate.

### **Refrain**

### Verse 4

The cold wind in the winter,  
The pleasant summer sun,  
The ripe fruits in the garden:  
God made them every one.

### **Refrain**

### Verse 5

The tall trees in the greenwood,  
The meadows where we play,  
The rushes by the water,  
We gather every day.

### **Refrain**

### Verse 6

God gave us eyes to see them,  
And lips that we might tell  
How great is God Almighty,  
Who has made all things well.

### **Refrain**

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

*Verse 3:* estate

*Verse 5:* greenwood, rushes

**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, draw your idea of the *imagery* or *figurative language* the author uses!

*Verse 1:* little flower that opens; little bird that sings; glowing colors; tiny wings

*Verse 2:* purple headed mountains; river running, sunset

*Verse 3:* richman in his castle; poor man at his gate

*Verse 4:* cold wind in the winter; pleasant summer sun; ripe fruits in the garden

*Verse 5:* tall trees in the greenwood; meadows where we play; rushes by the water

*Verse 6:* God gave us eyes; lips that we might tell

**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

***Refrain:*** What is a refrain? Why do you think the author began this poem with a refrain? According to the author, Who made all things? Do you agree? Why?

***Verse 1:*** What opens? What sings? Why do you think the author emphasized these things?

***Verse 2:*** What non-living things does the author talk about in this verse? Why do you think the author emphasized these things?

***Verse 3:*** Who is in the castle? Who is in the gate? Who made these two beings? Why do you think the author emphasized these things?

***Verse 4:*** What is cold? What is pleasant? What is in the garden? Who made these things? Why do you think the author emphasized these things?

***Verse 5:*** What is in the greenwood? the meadow? by the water? Who made these things? Why do you think the author emphasized these things?

*Verse 6:* According to the author, what are we to do with our eyes and lips? Who made these things? Why do you think the author emphasized these things?

After reading this poem, can you think of one thing in creation that God has not created? As a student, how do you apply the lessons in math, grammar, literature, history, geography, civics, foreign languages, etc. to learn more about God and to help His people?

### ***What Does the Bible Say?***

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

Discuss the following scripture verses with respect to this poem.

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 miond.”

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 ...”

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

### ***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 Cecil Frances Humphreys Alexander (1818-1895). He was born early April in 1818, Redcross, County Wicklow, Ireland, and died 12 October 1895, in Londonderry, Northern Ireland. He is buried at the City Cemetery, Londonderry, Northern Ireland. Her husband, William Alexander, was bishop of Derry and Raphoe and later the Anglican primate for Ireland. Along with her sister, she set up a school for the deaf and wrote about 400 hymns in her lifetime.

## Geography

Locate Ireland and Londonderry on a globe, map and atlas.

*Challenge* Locate Redcross and County Wicklow on a map or in an atlas.

Compare/contrast weather with Ireland and your own for one week.

Make an Irish 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 seven 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 or 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 connected with this poem (e.g., Paul Revere, Patrick Henry, Ruth and Esther in the Bible, 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 *All Things Bright and Beautiful*.

7) Scavenger Hunt. Go to the library to learn what you can about Cecil Frances Humphreys Alexander and share it with your family. If possible, discover the story behind this poem.