

All Hail the Power of Jesus Name Worksheet

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Verse 1

All hail the power of Jesus' Name! Let angels prostrate fall;
Bring forth the royal diadem, and crown Him Lord of all.
Bring forth the royal diadem, and crown Him Lord of all

Verse 2

Let highborn seraphs tune the lyre, and as they tune it, fall
Before His face Who tunes their choir, and crown Him Lord of all.
Before His face Who tunes their choir, and crown Him Lord of all.

Verse 3

Crown Him, ye morning stars of light, Who fixed this floating ball;
Now hail the strength of Israel's might, and crown Him Lord of all.
Now hail the strength of Israel's might, and crown Him Lord of all.

Verse 4

Crown Him, ye martyrs of your God, who from His altar call;
Extol the Stem of Jesse's Rod, and crown Him Lord of all.
Extol the Stem of Jesse's Rod, and crown Him Lord of all.

Verse 5

Ye seed of Israel's chosen race, ye ransomed from the fall,
Hail Him Who saves you by His grace, and crown Him Lord of all.
Hail Him Who saves you by His grace, and crown Him Lord of all.

Verse 6

Hail Him, ye heirs of David's line, Whom David Lord did call,
The God incarnate, Man divine, and crown Him Lord of all,
The God incarnate, Man divine, and crown Him Lord of all.

Verse 7

Sinners, whose love can ne'er forget the wormwood and the gall,
Go spread your trophies at His feet, and crown Him Lord of all.
Go spread your trophies at His feet, and crown Him Lord of all.

Verse 8

Let every tribe and every tongue before Him prostrate fall
And shout in universal song the crownèd Lord of all.
And shout in universal song the crownèd Lord of all.

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

Verse 1: hail, prostrate, diadem

Verse 2: seraphs, lyre

Verse 3: ye

Verse 4: martyrs, extol

Verse 5: ransomed

Verse 6: heirs, incarnate, divine

Verse 7: ne'er, wormwood, gall, trophies

Verse 8: universal

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: angels prostrate fall, Bring forth the royal diadem

Verse 2: seraphs tune the lyre

Verse 3: morning stars of light

Verse 4: ye martyrs

Verse 5: ye ransomed from the fall

Verse 6: ye heirs of David's line

Verse 7: ne'er forget the wormwood and the gall

Verse 8: every tribe and every tongue

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: Why do you think the author used the term “hail”? What do the angels do? What is to be brought forth? Explain and discuss: “crown Him Lord of all.”

Verse 2: What is a “seraphs” and what are they to tune? Who do the seraphs fall before? Why?

Verse 3: Why do you think the author used the term “ye”? Explain and discuss: “Now hail the strength of Israel’s might.”

Verse 4: What are “martyrs” and what are they to do? Explain and discuss: “Extol the Stem of Jesse’s Rod.” Why is this important?

Verse 5: Who was ransomed? What fall is the author referring to in the first line? Explain and discuss: “Hail Him Who saves you by His grace.” Why would this be important?

Verse 6: Who is to hail Him? Explain and discuss: “The God incarnate, Man divine.” What does this mean? Is it important? Why?

Verse 7: Why do you think the author used the term “ne’er”? What does the author mean about sinners not forgetting the “wormwood” and the “gall”? Explain and discuss: “Go spread your trophies at His feet.” Can trophies for a homeschooler or private schooler be the courses they are studying for Him? (e.g., math, history, science, civics, geography, literature, etc.)

Verse 8: What is meant by “every tribe and every tongue”? Why would it be important for Christians to learn foreign languages? How could this be a trophy to lay before His feet? Why do you think the author opted to place an accent on the letter “e” in “crownèd”?

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.

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?

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 bringing into captivity every thought to the obedience of Christ ... 2 Corinthians 10:5

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 ..."

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 Edward Perronet (1726-1792). This son of an Anglican minister and descendant of Huguenots was born 1726 in Sundridge, Kent, England, and died 2 January 1792 in Canterbury, Kent, England Perronet worked John and Charles Wesley, but constantly turned down the invitation to preach. John Wesley really wanted Perronet to preach and announced during a service that they would now hear from Perronet. After obtaining everyone's attention by announcing they would now hear the greatest sermon ever preached, Perronet read the sermon on the mount

Geography

Locate England on a globe, map and atlas.

Challenge Locate Kent and Canterbury (England) 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 eight 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, Oliver Cromwell, Alfred the Great, King Arthur, Charlemagne, 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 Hail the Power of Jesus Name*.

7) Scavenger Hunt. Go to the library to learn what you can about Edward Perronet (1726-1792 and share it with your family. If possible, discover the story behind this poem.