

Crown Him With Many Crowns Worksheet

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Verse 1

Crown Him with many crowns, the Lamb upon His throne.
Hark! How the heavenly anthem drowns all music but its own.
Awake, my soul, and sing of Him who died for thee,
And hail Him as thy matchless King through all eternity.

Verse 2

Crown Him the virgin's Son, the God incarnate born,
Whose arm those crimson trophies won which now His brow adorn;
Fruit of the mystic rose, as of that rose the stem;
The root whence mercy ever flows, the Babe of Bethlehem.

Verse 3

Crown Him the Son of God, before the worlds began,
And ye who tread where He hath trod, crown Him the Son of Man;
Who every grief hath known that wrings the human breast,
And takes and bears them for His own, that all in Him may rest.

Verse 4

Crown Him the Lord of life, who triumphed over the grave,
And rose victorious in the strife for those He came to save.
His glories now we sing, Who died, and rose on high,
Who died eternal life to bring, and lives that death may die.

Verse 5

Crown Him the Lord of peace, Whose power a scepter sways
From pole to pole, that wars may cease, and all be prayer and praise.
His reign shall know no end, and round His piercèd feet
Fair flowers of paradise extend their fragrance ever sweet.

Verse 6

Crown Him the Lord of love, behold His hands and side,
Those wounds, yet visible above, in beauty glorified.
No angel in the sky can fully bear that sight,
But downward bends his burning eye at mysteries so bright.

Verse 7

Crown Him the Lord of Heaven, enthroned in worlds above,
Crown Him the King to Whom is given the wondrous name of Love.
Crown Him with many crowns, as thrones before Him fall;
Crown Him, ye kings, with many crowns, for He is King of all.

Verse 8

Crown Him the Lord of lords, who over all doth reign,
Who once on earth, the incarnate Word, for ransomed sinners slain,
Now lives in realms of light, where saints with angels sing
Their songs before Him day and night, their God, Redeemer, King.

Verse 9

Crown Him the Lord of years, the Potentate of time,
Creator of the rolling spheres, ineffably sublime.
All hail, Redeemer, hail! For Thou has died for me;
Thy praise and glory shall not fail throughout eternity.

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

Verse 1: Hark, anthem, hail, eternity

Verse 2: incarnate, crimson, trophies, brow, adorn, mystic, whence

Verse 3: ye, tread, hath, trod, wrings

Verse 4: strife, eternal

Verse 5: scepter, sways, cease, reign, piercèd, extend

Verse 6: visible

Verse 7: enthroned, ye

Verse 8: doth, reign, incarnate, ransomed, saints, Redeemer

Verse 9: Potentat, spheres, sublime, eternity

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: many crowns, heavenly anthem, awake my soul

Verse 2: crimson trophies, mystic rose

Verse 4: rose victorious

Verse 5: a scepter sways, Fair flowers of paradise

Verse 6: angel in the sky

Verse 7: kings with many crowns

Verse 8: ransomed sinners, realms of light

Verse 9: *rolling spheres*

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, perserverance, 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: Generally, when we think of crowns, what do we think of? Why do you think the author decided to use this term? Was it an appropriate choice? Why? This first states “crown Him with many crowns. Why? Why is Lamb capitalized and upon a throne? Why do you think the author used the terms “Hark,” “thee” and “hail”? What does the heavenly anthem do? Why do you think this is so? What does the author want his soul to do?

Verse 2: This verse now sees Him crowned “the virgin’s Son.” Why? What does the author mean by “crimson trophies” that adore His brow? Explain and discuss: “Fruit of the mystic rose, as of that rose the stem; The root whence mercy ever flows, the Babe of Bethlehem.” Why is this important?

Verse 3: What is meant by “Crown Him the Son of God, before the worlds began”? Why do you think the author used the terms “ye” and “hath”? Explain and discuss: “Who every grief hath known that wrings the human breast, And takes and bears them for His own, that all in Him may rest.”

Verse 4: According to the author, we should “Crown Him the Lord of life.” Why? What did He triumph over? Why is this important? How did He rise? Why do you think many do not use the term victorious today? Explain and discuss: “His glories now we sing, Who died, and rose on high, Who died eternal life to bring, and lives that death may die.”

Verse 5: In this verse the author crowned Him the “Lord of peace.” Why? Explain and discuss: “His reign shall know no end, and round His piercèd feet.” Why do you think the second “e” has an accent in piercèd? Do Christians act today as if He was reigning in Victory? Why?

Verse 6: The author now says “Crown Him the Lord of love.” Do you agree? What do we see at His hands and side? Explain and discuss lines three and four.

Verse 7: We now read “Crown Him the Lord of Heaven” and “Crown Him the King.” Why? Why do you think the author used the term “ye”? Explain and discuss: “Crown Him with many crowns, as thrones before Him fall; Crown Him, ye kings, with many crowns, for He is King of all.” Do Christians act as if He is the Lord

of all in science, math, history, geography, civics, family, literature, etc.? Why?

Verse 8: The author now “Crown[s] Him the Lord of lords.” Why? Who and what does He reign over? Is there anything in creation that He is not sovereign over? Why do you think the author used the word “doth”?

How were sinners ransomed? What do saints (or Christians) and angels do?

Verse 9: Finally we are told to “Crown Him the Lord of years.” Why? Explain and discuss: “All hail, Redeemer, hail! For Thou has died for me; Thy praise and glory shall not fail throughout eternity.”

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 nine verses.

How does the Bible define love? For Scripture verses help, check out this internet web page at <http://www.lovetolearnplace.com/SpecialDays/Valentines/Bible.html>

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 ..."

Relate the message of this poem to education with respect to 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.” Do the same for other areas of human activity (e.g., civics, finances, the arts, dance, sports, etc.). Are all these areas equally important to a soldier of the cross?

Discuss this poem with respect to ...

Serve the Lord with fear, and rejoice with trembling. Kiss the Son, lest He be angry, and ye perish from the way, when His wrath is kindled but a little. Blessed are all they that put their trust in Him. Psalm 2:11,12

What will you tell your grandchildren about the King? How will you encourage your grandchildren to serve Him?

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 verses 1, 4, 5, 6 and 9 which was published in *The Passion of Jesus* in 1852 for this poem or lyric is Matthew Bridges (1800-1894). He was born 14 July 1800 in The Friars, Maldon, Essex, England, and died 6 October 1894 in Sidmouth, Devon, England. Mr. Bridges lived in Quebec, Canada, but returned to England.

Godfrey Thring (1823-1903) composed verses 2 and 3 which was published in *Hymns and Sacred Lyrics* in 1874. Thring, a son of a minister, was born 15 March 1823 in Alford, Somerset, England, and died 13 September 1903 in Shamley Green, Surrey, England. Thring wrote many volumes of hymns

Geography

Locate Bethlehem, England, Canada a globe, map and atlas.

Challenge Locate Essex, Devon, Surrey, Somerset (England), and Quebec (Canada) 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 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 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, William Tyndale, Martin Luther, President Bush the younger, 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 *Crown Him With Many Crowns*.

7) Scavenger Hunt. Go to the library to learn what you can about Matthew Bridges (1800-1894) and Godfrey Thring (1823-1903) and share it with your family. If possible, discover the story behind this poem.