

Glory, Laud, and Honor Worksheet

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Refrain

All glory, laud and honor,
To Thee, Redeemer, King,
To Whom the lips of children
Made sweet hosannas ring.

Verse 1

Thou art the King of Israel,
Thou David's royal Son,
Who in the Lord's Name comest,
The King and Blessèd One.

Refrain

Verse 2

The company of angels
Are praising Thee on High,
And mortal men and all things
Created make reply.

Refrain

Verse 3

The people of the Hebrews
With palms before Thee went;
Our prayer and praise and anthems
Before Thee we present.

Refrain

Verse 4

To Thee, before Thy passion,
They sang their hymns of praise;
To Thee, now high exalted,
Our melody we raise.

Refrain

Verse 5

Thou didst accept their praises;
Accept the prayers we bring,
Who in all good delightest,
Thou good and gracious King.

Refrain

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

Refrain: laud, Thee, Redeemer, hosannas

Verse 1: Thou, art, Blessèd

Verse 2: praising, Thee, mortal

Verse 3: Hebrews, palms, anthems

Verse 4: passion, hymns, exalted, melody

Verse 5: didst, accept, delightest

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!

Refrain: lips of children, sweet hosannas ring

Verse 1: King of Israel

Verse 2: company of angels

Verse 3: palms ... anthems

Verse 4: hymns of praise

Verse 5: good delightest

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

Refrain: What is given to the King? Why? Why is King capitalized? What did the children do? Why?

Verse 1: Who is the "King of Israel," "David's royal Son," and "Blessèd One"? Why is there an accent mark on the second "e" in "Blessèd"?

Verse 2: What do the angels do? What do mortal men do? Why?

Verse 3: Did you notice the term "Thee"? Why do you think the author used this term? Why did palms go before? Explain and discuss: "Our prayer and praise and anthems, Before Thee we present." Why would this be done? For what purpose?

Verse 4: What is meant by the phrase "before Thy passion"? Who sang hymns of praise? Why? Who were these songs sung to? For what purpose?

Verse 5: Who accepted praises and hymns? Who is exalted? Why? Who delights in good? Why? Who is gracious

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 five verses plus the refrain.

In Latin, the title to the tune is *Gloria, laus, et honor*. What does the Bible have to say about glory, laud, and honor? Identify Biblical characters that were honorable. Can you think of anyone else in history that demonstrated being honorable in the Biblical sense? What will you tell your grandchildren about honor and being honorable? How will you encourage your grandchildren in these character traits?

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 Theodulph of Orleans (760-821). He was born in 760 in Italy to a noble family and died 821 in Angiers, France. Theodulph opted to serve the Lord in the church first as an abbot in a monastery in Firenze (Florence). Charlemagne made him Bishop of Orleans but this position ended when Charlemagne died. Being suspected of being loyal to Italy, he was thrown in prison in Angiers in 818 where he wrote this tune.

Geography

Locate Italy, France and Florence on a globe, map and atlas.

Challenge Locate Angiers (France), Firenze (Florence) and Algiers on a map or in an atlas.

Compare/contrast the weather of Italy and/or France with your own for one week.

Make an Italian or French 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 six 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, George Mason, 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 Glory, Laud and Honor*.

7) Scavenger Hunt. Go to the library to learn what you can about Theodulph of Orleans (760-821) and share it with your family. If possible, discover the story behind this poem.