

## hymn CORNER

### “the summons”

by charlotte mcelroy

A Five Minute Hymn Study on the hymn tune KELVINGROVE, a traditional Scottish melody by John Bell and Graham Maule

### “will you come and follow me if I but call your name?”

#### WEEK ONE

Materials: display or poster board  
marker or chalk  
hymnals or hymn pages

Preparation: Invite an attorney, a judge, a police officer or another law enforcement/court official to visit your rehearsal. Ask them to bring a court summons and to briefly and simply explain its purpose.

Learn the hymn melody. Practice stanzas 1 and 5.

Write this definition on a board or poster in large letters:

SUMMONS = a call, letter, or signal that asks or commands you to do a specific action.



Tick-Tick-Tick: Five minutes begin now.

1. Show the children how to “cup” their hands and how to pat their thighs with their fingertips. Lead them to pat steadily on beat 1 of each measure as you sing stanzas 1 and 5 of *The Summons*.
2. Introduce your invited guest. Ask your guest to show a summons to the children and describe its use.
3. Distribute hymnals or hymn pages. Ask the children to follow the words with their index (pointer) finger as you read aloud stanzas 1 and 5 in correct melodic rhythm.
4. Explain that the summons described in this hymn comes to every person from God. Ask questions, guiding the children to understand the differences between a court summons and a God-issued summons. (Example: What happens if a person ignores a court summons? What happens if a person ignores a summons or call from God? Stress that God has given freewill to each person and that individuals choose whether or not to accept God’s call, or summons.

## WEEK TWO

Materials: one copy of the hymn and one copy of the student page for each child

Preparation: Study the text of all stanzas, including stanzas 2-4, in preparation for discussion about the life of Christ. Refer to the student page for supporting Scriptures.



Tick-Tick-Tick: Five minutes begin now.

1. Lead children to walk in a circle to the steady rhythm of *The Summons*. Lead children to step on beat 1 of each measure as you sing stanza 1. (If you have a large group of students, form an inner circle and an outer circle.)
2. Have children stop and “freeze.” Then echo-sing each of the five questions of stanza 1.
3. Direct the children to resume walking in a circle to the steady beat as you sing stanza 5. Then again “freeze” and echo-sing each phrase of stanza 5.
4. Ask children to remain in a circle, sitting cross-legged on the floor. Explain that the summons or call from God is to follow Jesus and to live the kind of life that He led! By asking questions, guide a brief discussion about the behavior and attitudes of Jesus. (For example: How did Jesus treat people who were mean and cruel to Him?)

## WEEK THREE

Materials: student page, pencils, hymnals or hymn pages, four copies of the *New International Version (NIV)* Bible

Preparation: Make copies of the student page (one copy per student).



Tick-Tick-Tick: Five minutes begin now.

1. Divide students into four small groups. Distribute student pages, pencils, and hymn pages. Ask students to write their name on their student page.
2. Give an NIV Bible to each group. Assign two Scriptures on the student page to each group.
3. Direct groups to complete their assignments. Then guide groups to share their answers as all children complete the student page.
4. Lead children to sing stanzas 2, 3 and 4 in unison. (Or, if needed, echo-sing the phrases of each stanza.)
5. Collect all materials. Save student pages for next week.

## WEEK FOUR

Materials: student pages from Week 3  
hymn pages, pencils, poster or display board, markers  
removable page markers or flags in 3 colors  
a melodic instrument (resonator bells, Orff xylophones, handchimes, piano)

Preparation: Write simple definitions for these words on a display board or poster:  
*cruel, hostile stare, attract, leper, unseen, admit, quell, reshape, summons, echoes*  
If needed, use a children's dictionary for reference.

Use removable page flags to color-code these chords on a melodic instrument:

*F chord* = F, A, C

*B-flat chord* = B-flat, D, F

*C7 chord* = C, E, G, B-flat

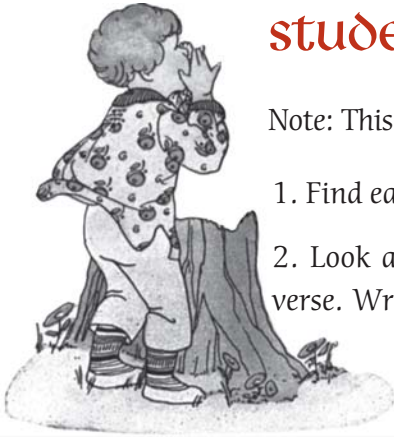


Tick-Tick-Tick: Five minutes begin now.

1. Distribute hymn pages and student pages from Week Three. Guide the children to locate each of the displayed words within the hymn text and to understand each word's meaning within the text. Use the Scriptures on the student page as Biblical reference.
2. Guide the children to play a listening game and to create a chordal accompaniment for the hymn. Explain that the purpose is for them to select the chord that "sounds best" with the melody of each measure. First, demonstrate/play each of the three chords listed above: *F chord*, *B-flat chord*, or *C7 chord*. Then, you or an accompanist should play the melody of a measure with the three different chords, allowing the children to select the chord that "sounds best" with that measure. Repeat until all chords have been selected or as long as time allows. (*Hint*: These measures are identical: measures 1-5; two beats before measure 9 through measure 13; two beats before measure 25 through measure 29. In addition, measures 14-15 are like measures 30-31.)
3. After the children have selected the "best-sounding" chords, lead them to sing several stanzas in unison with chordal accompaniment. As an extension, and if time permits, direct your older children to play the selected chords as the choir sings several stanzas.

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**"in your company i'll go  
where your love and footsteps show;  
thus i'll move and love and grow  
in you and you in me."**



## student page: the summons

Note: This page is reproducible by Choristers Guild members for use in rehearsal.

1. Find each Scripture in a Bible (NIV). Write missing words in the blanks below.
2. Look at the hymn page. Decide which stanza “belongs” with the Scripture verse. Write the stanza number in the blank at the right side of the page.

### SCRIPTURE

### STANZA

1. Isaiah 45:4.

“ . . . I call you by \_\_\_\_\_ . . . ”

\_\_\_\_\_

2. John 12:26.

(Jesus said) “Whoever serves me must \_\_\_\_\_ me.”

\_\_\_\_\_

3. 1 Thessalonians 5:15

“Make sure that nobody pays back wrong for wrong, but always try to be \_\_\_\_\_ to each other and to everyone else.”

\_\_\_\_\_

4. Luke 4:18.

“The Spirit of the Lord is on me, because He has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the \_\_\_\_\_ and recovery of sight for the \_\_\_\_\_.”

\_\_\_\_\_

5. Mark 1:40-41.

“A man with \_\_\_\_\_ came to Him and begged Him on his knees. . . Filled with compassion, Jesus reached out His hand and touched the man. . . ”

\_\_\_\_\_

6. Matthew 22:39

“ . . . Love your neighbor as \_\_\_\_\_.”

\_\_\_\_\_

7. 1 John 4:18.

“There is no \_\_\_\_\_ in love. But perfect love drives out \_\_\_\_\_.”

\_\_\_\_\_

8. Psalm 119:133.

“Direct my \_\_\_\_\_ according to your word.”

\_\_\_\_\_