

# SOUND THE BATTLE CRY Worksheet

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## *Verse 1*

Sound the battle cry! See, the foe is nigh;  
Raise the standard high for the Lord;  
Gird your armor on, stand firm every one;  
Rest your cause upon His holy Word.

## ***Refrain***

Rouse, then, soldiers, rally round the banner,  
Ready, steady, pass the word along;  
Onward, forward, shout aloud Hosanna!  
Christ is Captain of the mighty throng.

## *Verse 2*

Strong to meet the foe, marching on we go,  
While our cause we know, must prevail;  
Shield and banner bright, gleaming in the light,  
Battling for the right we ne'er can fail.

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

*Verse 1:* foe, nigh, Gird

*Refrain:* Refrain, Rouse, rally, Hosanna, throng

*Verse 2:* prevail, gleaming

*Verse 3:* Thy, grace

**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:* Sound the battle cry, the foe is nigh, Raise the standard high

*Refrain:* rally round the banner

*Verse 2:* Battling for the right

**Mechanics** Verbally discuss

Who is the speaker?

What does the poem reveal about the speaker's character?

Is the speaker addressing someone in particular or is it to anyone?

Does the poem have a setting?

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?

## ***Refrain***

## *Verse 3*

O! Thou God of all, hear us when we call,  
Help us one and all by Thy grace;  
When the battle's done, and the vict'ry's won,  
May we wear the crown before Thy face.

## ***Refrain***

What point of view or perspective is the speaker?  
How did you respond to the poem when you read it the first time?

### **Comprehension Questions** Verbally discuss

#### *Verse 1*

What does it mean to “Sound the battle cry!”?

Discuss “the foe is nigh.”

What is meant by “Raise the standard high for the Lord”? How does this apply to science? math? history? literature? grammar? phonics? family life? civics? being a consumer? art? music? geography? etc.

Explain: “Gird your armor on, stand firm every one.” Why would this be important?

What is “His holy Word”? Why can we rest on it?

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

#### *Refrain*

Why is the author asking the soldiers to “rouse”? Why would this be important?

“Rally round the banner” means more than a pep rally, but rather demonstrates loyalty, fidelity, and allegiance. Why would this be important for soldiers?

Who are the soldiers in this poem?

Unfortunately, many today are tempted to sing “Backward Christian Soldiers.” Yet this author joyfully and cheerful commands “Onward, forward.” Why?

Why is Christ referred to as “Captain of the mighty throng”?

#### *Verse 2:*

Where does the strength of the soldier come from?

Why must the cause prevail?

It would seem that the author perceives the outcome as certain. Why?

What is the “Shield and banner bright” of the soldier?

Did you notice the use of the term *ne'er*? What does it mean? Why do you think it was used?

Explain and discuss: “Battling for the right we ne'er can fail.”

#### *Verse 3:*

Look up the term “sovereign” in the dictionary. Briefly define it in 1-2 of your own words. Relate your definition to the phrase “Thou God of all.”

Did you note the term *vict'ry's*? What does it mean?

Explain and discuss: “May we wear the crown before Thy face.”

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

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

What Bible characters does this song remind you of? What Bible events does this song remind you of?

Can you think of other historical events this song may apply to?

## **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 author's name for this poem or lyric is William Fiske Sherwin (1826-1888). He was born 14 March 1826 in Buckland, Massachusetts and died 14 April 1888 in Boston, Massachusetts. Mr. Sherwin studied music under Lowell Mason and taught at the New England Conservatory of Music.

Did you think of this Scripture verse as you were studying Mr. Sherwin's poem?

Wherefore take unto you the whole armour of God, that ye may be able to withstand in the evil day, and having done all, to stand. (Ephesians 6:13)

## **Geography**

Locate Boston and Massachusetts on a globe, map and atlas.

*Challenge* Can you find Buckland, Massachusetts?

Compare/contrast the weather with these areas and your own for one week.

Can you think of any foods or recipes that are famous for Massachusetts?

## **Activities**

- 1) Read about Gideon and his famous battles. Can you think of other warrior servants in the Bible or during other times in history? How are they alike? How are they different?
- 2) Make your own book! Without making an image of Christ, draw pictures representing each verse in this poem and the refrain. (Note: that will be four 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 the poem for your book.
- 3) 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.
- 4) Radio Drama! With a handheld tape recorder, create your own radio show dramatizing the historical event this poem reported.
- 5) Be a Reporter ! With the list that you made in Activity #1, interview those individuals (e.g., Patrick Henry, Gideon, David, 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.

6) 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.

7) Poster. Make a collage of famous heros (e.g., Alfred the Great, Charlemagne, Oliver Cromwell, Sir Francis Walsingham, Sir Francis Drake, etc.).

8) Movies. Watch the film *Cromwell* (with Richard Harris). Oliver Cromwell, with only 4% of the population, accomplished a great deal in his life.

9) Scavenger Hunt. Go to the library and learn what you can about William Fiske Sherwin and share it with your family. If possible, discover the story behind this poem.