

# Stand up, Stand up for Jesus Worksheet

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## *Verse 1*

Stand up, stand up for Jesus, ye soldiers of the cross;  
Lift high His royal banner, it must not suffer loss.  
From victory unto victory His army shall He lead,  
Till every foe is vanquished, and Christ is Lord indeed.

## *Verse 2*

Stand up, stand up for Jesus, the solemn watchword hear;  
If while ye sleep He suffers, away with shame and fear;  
Where'er ye meet with evil, within you or without,  
Charge for the God of battles, and put the foe to rout.

## *Verse 3*

Stand up, stand up for Jesus, the trumpet call obey;  
Forth to the mighty conflict, in this His glorious day.  
Ye that are brave now serve Him against unnumbered foes;  
Let courage rise with danger, and strength to strength  
oppose.

## *Verse 4*

Stand up, stand up for Jesus, stand in His strength alone;  
The arm of flesh will fail you, ye dare not trust your own.  
Put on the Gospel armor, each piece put on with prayer;  
Where duty calls or danger, be never wanting there.

## *Verse 5*

Stand up, stand up for Jesus, each soldier to his post,  
Close up the broken column, and shout through all the  
host:  
Make good the loss so heavy, in those that still remain,  
And prove to all around you that death itself is gain.

## *Verse 6*

Stand up, stand up for Jesus, the strife will not be long;  
This day the noise of battle, the next the victor's song.  
To those who vanquish evil a crown of life shall be;  
They with the King of Glory shall reign eternally.

## **Vocabulary**

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

*Verse 1:* foe, vanquished

*Verse 2:* solemn, watchword, ye, shame, Where'er, rout

*Verse 3:* conflict, oppose

*Verse 4:* duty, wanting

*Verse 5:* post, host

*Verse 6:* strife, victor, reign

**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:* soldiers of the cross, victory unto victory, foe is vanquished

*Verse 2:* solemn watchword hear, away with shame and fear, put the foe to rout

*Verse 3:* trumpet call, mighty conflict, unnumbered foes, courage rise with danger

*Verse 4:* arm of flesh, Gospel armor

*Verse 5:* soldier to his post, broken column

*Verse 6:* noise of battle, victor's song, vanquish evil, crown of life

**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?

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:* Did you notice the term “ye”? What does it mean? What must not suffer loss? Why do you think the author used the term “victory”? Do you agree/disagree? Why? What is being led? Who is in this army? Is this army limited to the present? What about the past/future? What is being “vanquished”?

*Verse 2:* What do you think is meant by “solemn watchword hear”? Do you think the author approves or disapproves of “shame and fear”? What gave you that impression? Did you notice the term “Where’er”? What does it mean? Why do you think the author used this term? Do you agree/disagree? What does the author tell us to do when we meet with evil? Where is this evil located?

*Verse 3:* Historically, generals would command their armies to do different things by the various notes of trumpets/fifes and beats of the drum. This was important due to the din of a battlefield. In light of this, discuss “the trumpet call obey.” It would seem that the author holds “today” as being “His glorious day.” Why do you think this is so? Explain and discuss “unnumbered foes.” What is to rise with danger?

*Verse 4:* According to the author, what will fail? What should not be trusted? Why? Discuss the “armor” used. According to the author, where should the reader be “never wanting”? Do you agree/disagree?

*Verse 5:* Discuss a soldier’s post and why it is important. What is to be done with “broken column[s]”? What does the author mean with respect to “the loss so heavy”?

*Verse 6:* According to the author, what will not last long? Do you agree/disagree? Discuss “This day the noise of battle, the next the victor’s song.” What is to be vanquished? What is the reward to those that vanquish?

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 six verses.

Discuss the message of this poem in light of 2 Corinthians 6:7, “By the word of truth, by the power of God, by the armour of righteousness on the right hand and on the left” and 2 Timothy 4:7, “I have fought a good fight, I have finished my course, I have kept the faith.”

## **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 of this poem or lyric is George Duffield Jr. (1818-1888). He was born 12 September 1818, in Carlisle, Pennsylvania, and died 6 July 1888, in Bloomfield, New Jersey. (He is buried in Detroit, Michigan). Mr. Duffield's father and grandfather were both Presbyterian ministers. He graduated from Yale University in 1837 and from Union Theological Seminary in 1840. Mr. Duffield served in Brooklyn (New York), Bloomfield (New Jersey), Philadelphia (Pennsylvania), Adrian (Michigan), Galesburg (Illinois), and Saginaw City (Michigan).

## **Geography**

Locate New York, New Jersey, Pennsylvania, Michigan, and Illinois on a globe, map and atlas.

*Challenge* Locate Brooklyn (New York), Bloomfield (New Jersey), Philadelphia (Pennsylvania), Adrian (Michigan), Galesburg (Illinois), and Saginaw City (Michigan) on a map or in an atlas.

Compare/contrast weather from one or two areas mentioned above with your own for one week. Make a meal from one or two of the countries (i.e., states) mentioned above 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 reported.
- 4) Be a Reporter! Either with your family camcorder or with a handheld tape recorder, "interview" various individuals that illustrate this poem (e.g., parents/grandparents, John Witherspoon, George Mason, the Pilgrims, 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 *Stand Up, Stand Up for Jesus!*

7) Scavenger Hunt. Go to the library to learn what you can about George Duffield Jr.. and share it with your family. If possible, discover the story behind this poem.