

Who Is On the Lord's Side? Worksheet

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Verse 1

Who is on the Lord's side? Who will serve the King?
Who will be His helpers, other lives to bring?
Who will leave the world's side? Who will face the foe?
Who is on the Lord's side? Who for Him will go?
By Thy call of mercy, by Thy grace divine,
We are on the Lord's side—Savior, we are Thine!

Verse 2

Not for weight of glory, nor for crown and palm,
Enter we the army, raise the warrior psalm;
But for love that claimeth lives for whom He died:
He whom Jesus nameth must be on His side.
By Thy love constraining, by Thy grace divine,
We are on the Lord's side—Savior, we are Thine!

Verse 3

Jesus, Thou hast bought us, not with gold or gem,
But with Thine own life blood, for Thy diadem;
With Thy blessing filling each who comes to Thee,
Thou hast made us willing, Thou hast made us free.
By Thy grand redemption, by Thy grace divine,
We are on the Lord's side—Savior, we are Thine!

Verse 4

Fierce may be the conflict, strong may be the foe,
But the King's own army none can overthrow;
'Round His standard ranging, victory is secure,
For His truth unchanging makes the triumph sure.
Joyfully enlisting, by Thy grace divine,
We are on the Lord's side—Savior, we are Thine!

Vocabulary

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

Verse 1: foe, Thy, mercy, grace, divine, Thine

Verse 2: psalm, constraining

Verse 3: Thou, diadem, hast, redemption

Verse 4: standard, secure, enlisting

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, illustrate your idea of the *imagery* or *figurative language* the author uses!

Verse 1: Who is on the Lord's side?, Who will serve the King?

Verse 2: enter we the army

Verse 3: gold or gem, diadem, free

Verse 4: strong may be the foe, none can overthrow, 'Round His standard ranging, victory is secure

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

Verse 1: What two questions does the author ask in the first line? Why? What must be faced? Did you notice the author's use of the term "Thy"? Why do you think the author used this term?

Verse 2: Should this action be done for self-adoration (e.g., glory, crown and palm)? Why? Who is to enter? What is to be raised? Did you notice the author's use of the term "Thine"? Why do you think the author used this term?

Verse 3: Who has bought us? What did He purchase us with? Did you notice the author's use of the terms "Thou" and "hast"? Why do you think the author used this term?

Verse 4: What may be fierce? How does the author describe the foe? What cannot be overthrown? Why? What is happening around the standard? What is unchanging? What is sure? Why?

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 four verses.

Discuss the message of this poem with respect to the alternative education movement (i.e., homeschooling and private schooling). How does this help to

What does the Bible have to say about duty? Give Biblical examples of those demonstrating duty. Give historical examples, past and present, of those role modelling loyalty to duty. What is the opposite of duty? Give Biblical examples and historical examples of same.

What does the Bible have to say about courage and perseverance? Give Biblical examples of those demonstrating courage and perseverance. Give historical examples, past and present, of those role modelling courage and perseverance. What is the opposite of courage and perseverance? Give Biblical examples and historical examples of same.

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?

This poem or lyric was written by Frances R. Havergal (1836-18), the daughter of hymnist William Havergal. Frances was born 14 December 1836 in Astley, Worcestershire, England, and died 3 June 1879 in Caswall Bay, near Swansea, Wales.

Geography

Locate England and Wales on a globe, map and atlas.

Challenge Locate Worcestershire (England), Caswall Bay (England, and Swansea (Wales) and on a map or in an atlas.

Compare/contrast the weather of England and/or Wales with your own for one week.

Make a meal from either England and/or Wales for your family.

Activities

1) Make your own book! Without making an image of Christ, draw pictures representing each verse. (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 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 that reflect the message of this poem (e.g., Founding Fathers, Charlemagne, Christopher Columbus, 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 *Who is on the Lord's Side*.
(Hint: Check out an *Uncle Sam wants you* poster).

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