



Interpreting Modern Martyrs: Joel's perspective teacher notes

Thank you for downloading this resource. We hope that it will be a useful teaching tool in your classroom.

As we continue to grow our free catalogue of teaching resources, we'd really appreciate a few minutes of your time to let us know what you liked and what could be improved. Please complete this [five-question survey](#).

Follow-up tasks

Ask pupils to reflect independently: Read over the transcript of Joel's poem. Circle all the positive emotion words with one coloured pen and circle all the negative emotion words with a different colour. Which is more dominant? What does that make you think about Manche Masemola's life and legacy as a martyr?

Ask pupils to discuss in pairs or in a small group: Joel's poem ends with the line, "For now, even in death, the rose continues to grow." This is just one example of nature imagery in his poem. What other examples can you find and what does it make you wonder?

Ask pupils to write an answer to this essay question: How much of Manche Masemola's murder and martyrdom was due to expectations of her role in society?

Ask pupils to find out more about the martyrs mentioned:

<https://www.westminster-abbey.org/about-the-abbey/history/modern-martyrs>

Ask pupils to produce their own creative response about all or one of the martyrs:

You may find it useful to share these guidelines, which were given to the pupils who created the films.

Purpose:

Your creative responses will help your peers across the UK and the world to explore the idea of Christian martyrdom and the 10 modern martyr statues at Westminster Abbey.

Content:

There are lots of options of what you could create, but it must be able to be recorded and shared. It could be: a poem; an artwork; a dance; a song; a short documentary; or something else you are thinking of and want to discuss.

Audience:

Your creative response will be used by 14- to 18-year-olds (and their teachers) in classrooms around the UK and the world.

Tone:

Your creative response should be: imaginative; clear; curious; welcoming; and accessible.

Transcript

Blossoming rose in the sun of Transvaal.
Forsaken by her creators.

Intrigued by the mission,
She went to hear the rendition,
Of the Gospel and the Good News.
Destined for her parents to refuse.

Wished away to the healer.
Only because they needed her,
To get married and to tend the land.
From when the seedling began, her life was planned.

They hid her clothes and beat her senseless.
Vulnerable and alone, she was defenceless.
All she wished was to be baptised in her own blood.
And it was her blood that spilled, and her body in the mud.

They led the lamb to a lonely hillside.
They beat her with a rock until she died.
Decades later, her mother was cleansed.
And Manche Masemola obtained glory out of death.

She stands among the martyrs exposed at the entrance.
Remembered for her devotion and unrepentance.
But when the Abbey is gone, where will she go?
For now, even in death, the rose continues to grow.