



AMAZING GRACE – EXTRA

Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1.

SYNOPSIS

Amazing Grace tells the story of William Wilberforce's long struggle to end the slave trade. We first meet Wilberforce in 1797, when he has already been fighting to end slavery for fifteen years, against huge opposition. He is tired, ill and very disillusioned. Then he meets Barbara Spooner, who helps him to rediscover his strength ... and gives him new hope. They share the same principles and ideals and get married.

The story switches between 1797 and 1782, when Wilberforce begins his fight. He and his good friend William Pitt are both government Ministers. Wilberforce undergoes a religious conversion, and considers leaving the world of politics. Pitt invites him to a dinner party where he meets Olaudah Equiano, a former slave, and Thomas Clarkson, an active abolitionist. After hearing their stories and speaking to John Newton, his old preacher and previously the captain of a slave ship, Wilberforce is convinced to stay in politics and fight to end slavery.

Pitt becomes Prime Minister, and, in 1790, Wilberforce and his supporters bring a petition, signed by hundreds of thousands of people, to the House of Commons, demanding an end to the slave trade. However the bill is defeated by Lord Dundas who bribes other Ministers to vote against it.

As news of the French Revolution reaches England, and war with France looms, Pitt distances himself from Wilberforce and his cause. In 1797, James Stephen comes up with an ingenious way to stop the passage of slave ships. Wilberforce and Clarkson prepare a seemingly uncontroversial bill stating that all ships sailing under the American flag would no longer receive protection. As 80% of all slave ships flew the American flag for protection, this meant that the British slave trade would be brought to a standstill.

The bill is passed, and finally, in 1807, Ministers vote to bring an end to the slave trade throughout the British Empire.

THE BACK STORY

The film *Amazing Grace* was released in 2007, to coincide with the 200th anniversary of the year the British Parliament voted to abolish the slave trade in 1807.

The BBC commemorated this bicentenary year with a full schedule of programming on the abolition of slavery, including radio plays and interviews with celebrities whose ancestors had been slaves. There were also lots of website features. The English Heritage website, for example, gives information about the many country estates and stately homes built in the eighteenth century that were probably financed in part, by money made from the slave trade.

The title of the film refers to the famous song *Amazing Grace* which was written around 1772 by a preacher, John Newton, a former slave trader. There have been over 18,000 recordings made of it, including those by Bono, Aretha Franklin and Kylie Minogue. It is often played on bagpipes. The song is popular with many freedom and human rights groups, as well as drug and alcohol recovery groups.

MEDIA LINKS

DVD: The film of *Amazing Grace* is available on DVD. To order a class set, please contact www.rfproductions.co.uk.

CD: A recording of *Amazing Grace* is available to accompany the Richmond reader.

Internet: For more information about the film visit the official website at: www.amazinggracethemovie.co.uk

HOW TO USE YOUR RICHMOND MEDIA READER

Choosing and motivating

Is this the right story for your class? Have they seen the film *Amazing Grace*? Motivate them with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (Answers on page 4.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Select the English language option on the DVD. The programme/film is 1 hour and 51 minutes in total. You could show it in chunks

of, say, 20–30 minutes, in parallel with the class reading schedule. Alternatively, show it when the class have finished the book, as a reward.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Fact Files

Set these as self-study or use for whole class work. These provide background information about the history of the slave trade, what it was like to be a slave, and the kinds of slavery that still exist today, such as bonded work and people trafficking.

What did they think?

Get everyone to do a written or spoken review of *Amazing Grace*. Compare opinions. Will they watch the DVD? Did you like it?

RESOURCE SHEET STUDENT ACTIVITIES



AMAZING GRACE
- EXTRA

People and places

1 Answer the questions.

Who ...

- a) was once a slave? *Olaudah Equiano*
- b) was once the captain of a slave ship?
- c) was a relative of the king?
- d) married William Wilberforce?
- e) visited a colony to 'see for himself'?

Where ...

- f) are the West Indies?
- g) are the laws of Great Britain decided?
- h) did ships arrive in London in the past?

2 Circle the correct word in *italics*.

- a) Pitt and Wilberforce were both very *young* / old politicians.
- b) Politicians used to play *cards* / tennis at Brook's Club.
- c) Thomas Clarkson showed people *slaves* / chains.
- d) Lord Tarleton was *for* / against the slave trade.
- e) Sir William Dolben's journey on a slave ship made him *accept* / hate slavery.

3 Talk to a partner. The story in *Amazing Grace* happened around 200 years ago. What things in the pictures on pages 4 and 5 tell you that this is not a 'modern' story?

History and preface

1 Make sentences.

- a) George III became King of Great Britain in i) 1789.
- b) The American War of Independence started in ii) 1760.
- c) It ended in iii) 1793.
- d) The French Revolution started in iv) 1783.
- e) The French king and queen lost their heads in v) 1775.

2 Are these sentences true (T) or false (F)? Correct the false ones.

- a) There wasn't much political change at the end of the eighteenth century.
F... There was great change.....
- b) The American War of Independence happened because America wanted to stop being a French colony.
.....

- c) The French Revolution happened because poor people wanted a better life.
.....
- d) Other European countries wanted a revolution too.
.....
- e) France was a peaceful country after the Revolution.
.....

3 Complete the gaps.

captain heart preacher slavery song storm trade

The title of the book refers to a a) *song* called *Amazing Grace*, written by John Newton. It describes the moment that Newton, the b) of a slave ship, had a change of c) One night in a d) , he suddenly realised that the slave e) was completely wrong. He became a f) and began to fight against g)

4 Talk to a partner. Do you know what was happening in your country at the end of the eighteenth century? What were some of the most important things in your country's history?

Chapters 1-3

1 Who said this? To whom? Where?

- a) 'I think your fight against the slave trade is wonderful.'
Barbara to Wilberforce, outside the Pump Rooms.....
- b) 'This war is not right.'
.....
- c) 'I own him. I can use him instead of money.'
.....
- d) 'We know it's easier to believe something if you can see it.'
.....
- e) 'You can believe and act.'
.....
- f) 'Power is like a knife.'
.....

2 Put these events in the right order.

- a) The Duke of Clarence had no money left to play with.
- b) He went back inside and sang *Amazing Grace*.
- c) Lord Tarleton brought in Clarence's black carriage-driver.
- d) Wilberforce spoke against the slave trade in the House of Commons. /
- e) He said he would use his slave instead.
- f) That evening he played cards with Pitt, Lord Tarleton and the Duke of Clarence.
- g) Wilberforce threw down his cards angrily and left the room.
- h) After talking to Pitt, Wilberforce had an idea.

RESOURCE SHEET STUDENT ACTIVITIES

3 Talk to a partner. Imagine you are a guest at the dinner party at Wilberforce's house. What questions could you ask Thomas Clarkson? Imagine his replies. What advice would you give Wilberforce?

Chapters 4–7

1 Answer the questions.

- a) Who worked in the sugar refineries? Why was the work so dangerous?
- b) What things did Barbara and Wilberforce agree on?
- c) Why did Wilberforce get into a wooden box?
- d) How did Lord Tarleton defeat Wilberforce's bill in 1789?
- e) Two more Ministers joined Wilberforce's group in 1789. Who were they?

2 Are these sentences true (T) or false (F)? Correct the false ones.

- a) Wilberforce's list had three hundred and ninety names on it.
F. It had 390 thousand names.
- b) Lord Tarleton wanted to check the names on the list before voting.
.....
- c) Four Scottish Ministers always voted the same way as Lord Dundas.
.....
- d) Pitt couldn't continue to help Wilberforce because of the French problem.
.....
- e) After their Revolution, France planned to fight Britain.
.....

3 Talk to a partner. Working in a sugar refinery was terrible work. What are the worst jobs that you can imagine doing these days?

Chapters 8–11

1 Only one of these sentences is true. Which one?

- a) After talking to Barbara all night, Wilberforce decided to accept defeat.
- b) Barbara and Wilberforce got married in London.
- c) John Newton could remember the names of all the slaves on his ship.
- d) James Stephen's idea was to stop protection for French ships flying the American flag.
- e) Tarleton realised something was wrong when he saw Thomas Clarkson in the people's area.

2 Complete the gaps.

16	29	283	<i>1807</i>	1833
----	----	-----	-------------	------

- a) In*1807*..... Wilberforce presented a bill to end the slave trade.
- b) Ministers voted for the bill.
- c) Ministers voted against it.
- d) In a bill was passed to end slavery of all kinds.
- e) Wilberforce died a few days later, on July

3 Talk to a partner. Lord Fox described Wilberforce as 'a man of peace'. Make a list of other men and women of peace that you know (either alive or dead).

Example: Nelson Mandela

FINAL TASKS

1 Imagine you are a reporter for a London newspaper in 1807. Interview William Wilberforce and Barbara as they leave the House of Commons after his success. Then write a short article for your newspaper.

2 The end of the eighteenth century was not an easy time to live. Would you have liked to live then? Think of your *least* favourite time in history: a time that you're glad you weren't alive. Write a short description of what life was like then. What was so horrible about it?

VOCABULARY BUILDER

1 Circle all the words that have something to do with the slave trade.

bill	butler	captain	chain	colony	empire	plantation
	rabbit	refinery	<u>traitor</u>			

2 Find 'New Words' at the back of the book for these definitions.

- 1. A person who works against their country.*traitor*.....
- 2. The opposite of war.
- 3. The head male employee in a house.
- 4. Unable to see.
- 5. A large vehicle pulled by horses in the past.
- 6. A complete change of government or politics.
- 7. The love or kindness that God gives.
- 8. Introduce and explain an idea or suggestion.

3 Circle the mistakes in these sentences. Write the correct word.

- 1. England lost the match 4–1. What a (dentist)!*defeat*.....
- 2. The Japanese flower is white with a large red circle on it.
- 3. The group was fantastic. When they finished playing, the apple went on for ten minutes.
- 4. She doesn't want to live with her mum. She wants to be intelligent.
- 5. There isn't a road of toilet paper in the bathroom.
- 6. Wilberforce's boat was finally passed in 1807.
- 7. She's the director of a big company. She has a lot of potato.
- 8. There's lots of snow on the mountain roads. You'll need chips on your wheels.

THE HISTORY OF THE SLAVE TRADE (pages 56–7)

Quiz

Students prepare five questions on the information in the spread and then either

- a) quiz each other in pairs or groups, or
- b) give their questions to the teacher, who uses them for a class team game.

Research

Ask students to research – using the Internet or the library – the slave trade in their original country. They should then write a newspaper article finding answers to questions such as: *What role did their country play? Where did the slaves come from? Where were they taken? What kinds of work did they do? What were their conditions like? Who fought against the trade? When did it end?*

THE LIFE OF A SLAVE (pages 58–9)

Write the outline of a play

Students write the *outline* of a short play about the life of a slave. Who is the slave? (*Where does s/he come from? How old is s/he? etc.*) How does the play begin? How does it end? (*Does it start at the end and then flash back to the beginning?*) What are the key scenes?

Write and role-play a scene

Students choose a scene from their play outline. They script it in detail, then rehearse it and act it out using whatever props they want to (or can find!). Students have an ‘Oscar’ ceremony to award prizes for best director, actors and so on.

SLAVERY TODAY (pages 60–1)

Research

Ask students to research – using the Internet or the library – the kinds of slavery that are happening in their own country today. They should transform these facts into a newspaper article and decide what kind of photo they would use to illustrate it.

Interview

Students work in pairs. A prepares a list of questions to ask a young man or woman who has managed to escape from forced work. B – the ‘escapee’ – prepares a story about their trafficking and captivity. A interviews B. The interview could be written up in the form of a newspaper article.

FILM/CD FOLLOW-UP

If you plan to show the film in class, watch it yourself first. Identify good places to stop and pause. Tell students that it’s OK not to understand every word. With practice, they will understand more and more.

Scriptwriters

Choose a short sequence and show it to the class twice, without the sound. Students must imagine what the characters are saying (more or less) and write a possible script in groups. They use this script to ‘dub’ the sequence when you play it a third time. Finally, play the sequence with sound so they can compare their ideas with the original.

Observing

Choose a short scene before class and prepare questions on it. Tell students to watch and observe details about what is happening in the scene, what people are wearing etc. After students have watched the scene, ask them questions about it. (*What was on the table? What did Barbara have in her hand? etc.*) Play the scene again for students to check their answers.

Imagining

Choose a scene which is interesting visually and play it without the picture. (If this is not easy to do on your DVD player, cover the screen.) Alternatively, play a section from the CD. Ask students to imagine what is seen on the screen at this point and to describe it. Then play the sequence again with the visual, so they can check their ideas.

ANSWER KEY

Self-Study Activities (pages 56–61)

- 1 a) iii b) i c) iv d) ii
- 2 a) chain b) grace c) trade d) defeat e) empire/colonies f) bill
- 3 a) T b) F. Powerful means the opposite of *weak*. c) T d) F. Blind means *unable* to see. e) T f) F. An independent country *doesn't* belong to another country. g) F. Revolution is *sudden/fast* political change.
- 4 a) Because he suddenly realised how terrible the slave trade was. b) Because they didn't want to be pushed into each other's arms. c) He thought it was wrong and that Britain should allow America to be independent. Fox, Tarleton and Clarence disagreed: they wanted America to stay a British colony. d) To help their fight against the slave trade. They showed him the chains.
- 6 a) pure b) opened c) spoke about
- 8 a) He wanted Wilberforce to understand how barbaric conditions were for the slaves: they wore very painful chains and slept in boxes for three weeks or more. b) He showed them a real slave ship, the *Madagascar*. c) They found out lots of information about the slave trade and told people about it. d) He said the slave trade should be stopped slowly, over several years. e) His ill health and the French Revolution (which made people frightened of change).
- 11 a) peace b) applaud c) flags d) applause
- 12 a) Barbara b) William Pitt c) James Stephen d) Lord Tarleton e) Wilberforce f) the Duke of Clarence g) Lord Fox

Resource Sheet Activities

People and places

- 1 b) John Newton c) The Duke of Clarence d) Barbara Spooner e) James Stephen f) near Central America g) the House of Commons h) the East India Docks
- 2 b) cards c) chains d) for e) hate

History and preface

- 1 b) v c) iv d) i e) iii
- 2 b) F. It was a British colony, not a French colony. c) T d) F. They were frightened of revolution. e) F. France wanted war.
- 3 b) captain c) heart d) storm e) trade f) preacher g) slavery

Chapters 1–3

- 1 b) Wilberforce to the House of Commons (about the American War, page 13). c) The Duke of Clarence to Lord Tarleton at Brook's Club (about his carriage-driver, page 14). d) Equiano to Wilberforce at his house (about the chains in Clarkson's bag, page 19). e) Hannah Moore to Wilberforce (about choosing between God and politics, page 20). f) John Newton to Wilberforce in the church, page 22.
- 2 The correct order is: d, f, a, e, c, g, h, b.

Chapters 4–7

- 2 b) T c) F. Thirty-four. d) T e) T

Chapters 8–11

- 1 e) is the only true sentence.
- 2 b) 283 c) 16 d) 1833 e) 29

Vocabulary Builder

- 1 bill captain chain colony empire plantation refinery
- 2 2. peace 3. butler 4. blind 5. carriage 6. revolution 7. grace 8. present
- 3 2. flag 3. applause 4. independent 5. roll 6. bill 7. power 8. chains