

AMAZING GRACE

DISCUSSION GUIDE

AMAZING GRACE

A Message from the Producers

It is with great pride that we at Walden Media highlight William Wilberforce's legacy through our film *Amazing Grace*. The film tells the story of the long, arduous anti-slave trade campaign spearheaded by William Wilberforce that ultimately resulted in the 1807 passage of the bill in Parliament that abolished the slave trade in Great Britain.

For the contemporary world, we commemorate Wilberforce's story as an inspiration and an exhortation. It examines the supremely human virtue of conscience put into practice on others' behalf.

Through our film, we rekindle the luminous story of a "great soul" and the good he sought to do.

About the Film

Amazing Grace is based on the true story of William Wilberforce, a British statesman and reformer from the early part of the 19th century. This feature film chronicles his extraordinary contributions to the world, primarily his 20-year fight to abolish the British slave trade, which he won in 1807. Wilberforce was also instrumental in passing legislation to abolish slavery in the British colonies, a victory he won just three days before his death in 1833.

Amazing Grace stars Ioan Gruffudd as William Wilberforce, Albert Finney as John Newton, and Youssou N'Dour as Olaudah Equiano. It was directed by Michael Apted (*Coal Miner's Daughter, The World Is Not Enough*) and produced by Terrence Malick (*The Thin Red Line, The New World*), Ed Pressman, and Patricia Heaton (*Everybody Loves Raymond*). The screenwriter is Steven Knight (Academy Award® nominee for *Dirty Pretty Things*). Kevin Belmonte, worked closely with Steven Knight, to provide necessary background information, supporting research, and commentary at each stage of the script's development. Ken Wales (whose screen credits include *Christy* and whose book credits include *Sea of Glory*) was executive producer.

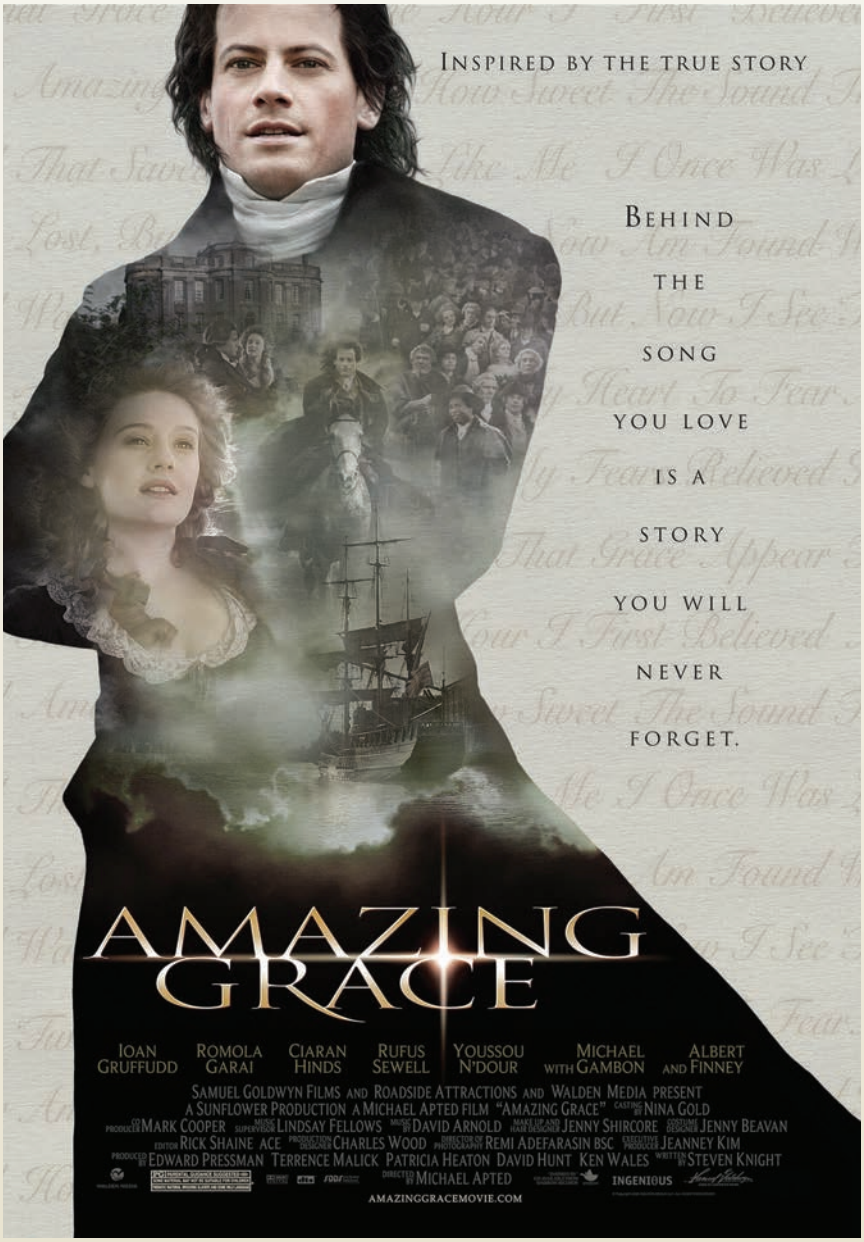


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Acknowledgements

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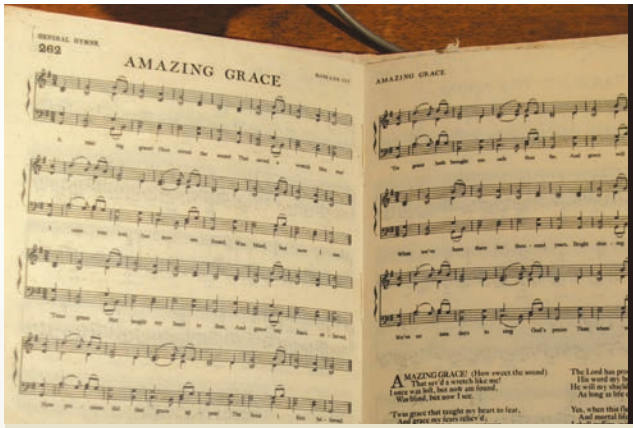
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ACTIVITY ONE

The Amazing Story of *Amazing Grace*

It's been sung by Mary J. Blige, Ray Charles, and Bono. It's been played on bagpipes and the saxophone, and it's been sung all over the world. Read about the hymn Amazing Grace, *its role in the lives of abolitionist William Wilberforce and its lyricist John Newton, why it's so beloved—then, now, and always—and why it's featured in the film* Amazing Grace.



AMAZING GRACE! (How sweet the sound)
That sav'd a wretch like me!
I once was lost, but now am found,
Was blind, but now I see.

'Twas grace that taught my heart to fear,
And grace my fears reliev'd;
How precious did that grace appear,
The hour I first believ'd!

Thro' many dangers, toils and snares,
I have already come;
'Tis grace has brought me safe thus far,
And grace will lead me home.

The Lord has promised good to me.
His word my hope secures;
He will my shield and portion be,
As long as life endures.

Yes, when this flesh and heart shall fail,
And mortal life shall cease;
I shall profess, within the vail,
A life of joy and peace.

The earth shall soon dissolve like snow,
The sun forbear to shine;
But God, who call'd me here below,
Will be for ever mine.

AMAZING *AMAZING GRACE* | Facts |

- Judy Collins' 1970 recorded version of 'Amazing Grace' was still on the British pop charts when it was heard by thirty-seven year-old Stuart Fairburn, then bandmaster of the Royal Scots Greys regiment of the British Army. Fairburn produced a score of the hymn for the regiment based on Collins' version. When Fairburn learned that the regiment was to be amalgamated with a Welsh regiment, the Third Carabiniers, to form the Royal Scots Dragoon Guards, it was suggested that the passing of the Greys should be marked by a recording. A BBC radio presenter played Fairburn's version of "Amazing Grace" from the album "Farewell to the Greys" on the radio, and the BBC was flooded with letters requesting the track and asking about the album. A single version that was then recorded. It remains the best-selling instrumental single of all time in Britain.
- Amazing Grace was regularly played on bagpipes at the funerals of police officers and firemen who perished in the attacks on the World Trade Center.
- In a speech to Harvard University students in 2001, Singer/Songwriter Bono echoed John Newton's lyrics when Bono said, "I am a singer and a songwriter and I am also a father, four times over. I am a friend to dogs. I am a sworn enemy of the saccharine, and a believer in grace over karma."



With kind permission from Scots at War Trust

Your Turn — *How Is It Possible?*

- *What do you think Newton meant by the lyrics, "Thro' many dangers, toils and snares; I have already come"?*
- *Why would Wilberforce have found these words comforting? Challenging?*
- *Why is* Amazing Grace *sung today as a social justice anthem, just as the song* We Shall Overcome *is also sung?*
- *Discuss how lyrics to a beloved hymn could come from experiences in buying and selling human beings, and from an Old Testament story about King David.*

AMAZING GRACE | Sources |

- Amazing Grace: The Story of America's Most Beloved Song *by Steve Turner. New York: Ecco Books, An Imprint of HarperCollins Publishers, 2002*;
- *The Cowper and Newton Museum's online essays,* "John Newton," "John Newton Biography, #3," "Amazing Grace," *all at: www.cowperandnewtonmuseum.org.uk*



Who Was *Amazing Grace* Lyricist John Newton?

Born into a captain's family who traded at the East India Company, John Newton (July 24, 1725 – December 21, 1807) embarked on sea voyages at the young age of 11. He soon entered the prosperous slave trade until he nearly died on a voyage that would change his life forever. He proclaimed, "Only God's amazing grace could and would take a rude, profane, slave-trading sailor and transform him into a child of God." This would influence his famed hymn *Amazing Grace*, in which he declared he was once blind but now could see. Newton wrote the hymn after converting to Christianity in 1748 and abandoning his participation in the slave trade. Newton also wrote of his experiences in his autobiography *An Authentic Narrative* published in 1764, the same year he was ordained as a priest in the Church of England. John Newton went on to write many other hymns as well.

Albert Finney (left) plays John Newton, author of the lyrics to *Amazing Grace*, in the film *Amazing Grace*.

In Writing the Lyrics, What Did John Newton Draw Upon?

In addition to actual events from John Newton's life at sea, the lyrics are also based on a passage from the Old Testament of the Bible. Newton wrote the lyrics for *Amazing Grace* as part of the New Year's morning sermon he delivered in 1773 titled "Faith's Review and Expectations" at Olney Parish Church, where he was a pastor. The hymn was originally chanted, not sung. In this famous sermon, Newton compared God's mercy and grace toward Newton's own "wretchedness" to God's blessings upon King David. To do this, Newton used King David's prayer of thanks as David humbly thinks about all that God has done for him.[1]

How Are the Lives of Abolitionist William Wilberforce and John Newton Intertwined?

William Wilberforce first met John Newton when he (Wilberforce) was a child. Newton was the pastor at the church Wilberforce attended. Wilberforce became reacquainted with Newton in his twenties when Wilberforce was on the brink of a career as a British MP (Member of Parliament). Wilberforce's outspokenness on the abolition issue may well have also led Newton to make his first public confession of guilt over his past involvement in the slave trade. In the film, Wilberforce visits John Newton twice. The first time he asks Newton for advice about whether to leave politics and join the clergy. And, in hopes of using Newton's testimony as a former slave trader, Wilberforce visits Newton for a second time, now at St. Mary Woolnoth Church in London. Here Wilberforce discovers that his former pastor is indeed blind.

Wilberforce incorporated Newton's confession into his plea for abolition. The vote to abolish the slave trade throughout the British Empire finally passed in 1807—the same year John Newton died.





Wilberforce singing *Amazing Grace*.

Why Was the Hymn Important to William Wilberforce?

In the film *Amazing Grace*, Wilberforce and his friend William Pitt discuss whether they can change England for the better. To prove that they can and soon will, Wilberforce and Pitt go into a pub visited by many important politicians. Wilberforce climbs onto a table and belts out the first verse of *Amazing Grace*. He dedicates his performance to the Duke of Clarence, son of the King of England, who is in the room. It's Wilberforce's way of letting the Duke of Clarence—and Clarence's father the King—know that the "manners" of society and its approach to slavery were about to change.

What Do You Hear? YOUR TURN *What Do You See?*

- *Listen to several different recorded versions of* Amazing Grace *while reading the hymn's lyrics.*
- *Describe your response to each version. Which version do you like best? Why?*
- *In what ways does each version change the feeling of the hymn?*
- *Bring in other recorded versions of the hymn and discuss them, for their appeal and for their effect.*
- *If the hymn were a picture or a film, what would it look like?*

[1] *This passage can be found at* I Chronicles 17: 16-17 *in the* Old Testament *of the* Bible [NIV].

ACTIVITY TWO

Who's Who and What's What?

Read about some of the people featured in Amazing Grace *and about the United Kingdom Parliament, where much of the film's action takes place.*

William Wilberforce

(1759 - 1833)



William Wilberforce was first elected to the House of Commons at the age of 21 and dedicated the rest of his life to leading the fight to abolish slavery. Though he was chronically ill and his anti-slavery bills were repeatedly rejected by Parliament, his courage and passion to abolish injustice led him to be referred to as the "conscience of Parliament." He also worked to gather evidence of the crimes of the slave trade, collected 390,000 signatures to support his cause, and relentlessly crafted anti-slavery bills. After almost 20 years of leading the British abolitionist movement, Wilberforce wept tears of victory when the slave trade throughout the British Empire was finally abolished in 1807. Because Wilberforce also believed in reforming the larger society, his good works included prison reform, fair care for prisoners of war, improving hospitals and the lot of the poor, the prevention of cruelty to animals, and societal reforms in India and around the world. But his passion to abolish slavery always came first.

Thomas Clarkson

(1760 - 1846)



Thomas Clarkson was a man of deep conviction who devoted his life to battling the Atlantic slave trade. In *Amazing Grace*, Clarkson and several others active in abolition come to visit Wilberforce for the first time at Wilberforce's house in Wimbledon, in 1782. In the film, Wilberforce hosts a dinner for his guests, but the meal is interrupted suddenly when Clarkson hoists a heavy carpet bag onto the dining room table and takes out several of the brutal devices used on slaves. To Wilberforce's horror, Clarkson demonstrates their use, then concludes his demonstration by offering a direct challenge to Wilberforce to take action against the evils of the slave trade. In 1787, Thomas Clarkson, along with Josiah Wedgwood and members of the Quaker Church, helped establish the Committee for Abolition of the African Slave Trade. Clarkson then joined William Wilberforce in fighting to abolish slavery. Clarkson collected testimony from men who had worked on slave ships, also to be used as evidence before Parliament.

Hannah More

(1745 - 1833)



Hannah More is considered one of the most important female abolitionists of her time. She encouraged Wilberforce to write about his religious conversion, and also encouraged his involvement in the abolitionist movement. In the film, Wilberforce's involvement begins with a surprise visit from More, the former slave Olaudah Equiano, Thomas Clarkson, and a few Quakers. More and her fellow guests urge Wilberforce to lead their efforts to abolish slavery. Hannah More was also very involved in the education of poor children in Great Britain and in other causes.

James Stephen

(1758 - 1832)



James Stephen was trained as a lawyer and practiced law in the West Indies. After personally witnessing slaves being burned alive before an unfair trial, Stephen was so outraged that he decided to write to Wilberforce, documenting the crimes. A partnership and friendship grew as Wilberforce asked Stephen to write of his "firsthand account of the burnings, beatings and scaldings on the sugar plantations." In the film, Stephen supplies Wilberforce with evidence of illegal activities in the West Indies. Stephen then later becomes a Member of Parliament himself.

Think About It *The first to care?*

- † *Among the first people to be heavily involved in the abolition movement—in Great Britain and in the United States—were members of religious groups like the Quakers. Why do you think this was so?*
- † *Why would this have been troubling at first to a young politician like Wilberforce—and to the world of politics itself?*

Could you do it?

- † *What skills would be important for a statesman like Wilberforce to possess in order to get a bill to become a law? How would someone learn these skills?*
- † *What character traits or virtues would be important? Why?*
- † *Do you think these traits are still important to people doing social justice work today?*

The Duke of Clarence

(1765 - 1837)



The Duke of Clarence was born William Henry, the third son of King George III. He started his naval career at the age of 13. He eventually became a captain in his early twenties in the West Indies and was later named the Duke of Clarence in 1789. He supported slavery because it was extremely profitable, and because he genuinely believed that British slaves were treated well. In the film, while playing cards with Wilberforce, the Duke of Clarence requests that his African coach driver be a substitute as a form of payment. William Henry ascended to the British throne, becoming King in 1830.

William Pitt

(1759 - 1806)



William Pitt was elected Prime Minister at the age of 24. His friendship with William Wilberforce began when they were teenagers. Pitt can be credited for encouraging Wilberforce to lead the abolitionist movement through political means. In the film, Pitt pleads with Wilberforce saying "Wilber, I want you beside me all the way. You're the best fighter in the House, and the best speaker." In 1793, however, when France declared war on England, William Pitt fell under political pressures to withdraw from the abolitionist movement to instead focus on the war, and the two men's friendship suffered. But when Thomas Clarkson and Wilberforce crafted an anti-slavery motion disguised as an anti-French bill, they reunited with Pitt and fought slavery together once more. Pitt died in 1806, just a year before the slave trade was abolished.

Henry Thornton

(1760 - 1815)



Henry Thornton was Wilberforce's cousin and friend, banker, and campaigner for the abolition of the slave trade. Thornton was the financial brains behind many social reform campaigns of the time. His father financed the first publication of the hymn *Amazing Grace*. Thorton and his wife Marianne introduced Wilberforce to Barbara Spooner. Wilberforce and Spooner were married in 1797.



The United Kingdom Parliament

The Parliament of the United Kingdom traces its origins to the period following the signing of Magna Carta in 1215. It consists of two chambers: the House of Commons and the House of Lords.

The House of Commons is the elected chamber, with 650 Members of Parliament (MPs) representing constituencies across England, Scotland, Wales, and Northern Ireland. MPs are chosen by voters to represent their local areas and participate in the law-making process. The House of Lords has around 836 members, known as Peers. Most are appointed for life by the monarch on the advice of the Prime Minister, based on recommendations from political parties and an independent appointments commission. Fewer than 100 members hold hereditary titles. The Lords also includes the 26 most senior bishops of the Church of England and senior judges who form the Appellate Committee, formerly the UK's highest court of appeal. A distinctive feature of the House of Lords is that about one-quarter of its members are independent of political parties, known as Crossbenchers. Together with party-affiliated Peers, they contribute a wide range of expertise and experience to parliamentary debates and scrutiny.

Parliament's main role is to make laws and hold the government accountable. The governing party is responsible for implementing and administering the laws passed by Parliament. Proposed laws, known as bills, must be approved by both the House of Commons and the House of Lords before receiving Royal Assent, the final stage required for a bill to become law. Although individual members may introduce bills, government-sponsored bills are far more likely to successfully pass through Parliament and become law.

With consultation from Julian Dee, Researcher to Lord Williamson of Horton, Convenor of the Independant Crossbench Peers, House of Lords.
To learn more about the United Kingdom Parliament, see its official Web site: *www.parliament.uk*

Make the Case — YOUR TURN

† *Write a scene in which William Wilberforce calls on a witness or witnesses to testify that slavery should be eliminated. Those who testify should be convincing the House of Lords that slavery is unlawful and inhumane.*

† *How will each witness make the case for abolition? What evidence will be presented? What lines of argument will be used? How will each witness appeal to the humanity of those in the House of Lords?*

ACTIVITY THREE

Timeline of Important Events

Here is a timeline of important events in the story of the abolition of slave trade in Great Britain.

1562

First British Slave expedition

1772

The existence of slaves inside of Great Britain officially becomes illegal. But Britain still dominates the slave trade overseas.

1778

Scotland declares slavery illegal.

1779

Amazing Grace, written by John Newton, is first published.

1780

William Wilberforce is elected to the House of Commons.

1781

William Pitt is elected to the House of Commons. Two years later, he becomes England's youngest Prime Minister.





1782

William Wilberforce seeks his former pastor, John Newton, for advice. Newton encourages Wilberforce to take the cause against the slavers. Later, Newton gives his own personal account of the criminal acts of slavery to Wilberforce, to be used for the cause of abolition.

William Wilberforce stirs a debate within the House of Commons against Lord Tarleton, the Duke of Clarence, and Lord Fox when he suggests that Great Britain stop pursuing "the American War."

1787

Thomas Clarkson spends the next 2 years gathering evidence by traveling over 35,000 miles to cities including Bristol, Liverpool and London, interviewing 20,000 sailors. Clarkson and other dedicated abolitionists establish The Society for the Abolition of the Slave Trade.



1788

The "Dolben Act" passes. The Act restricts the number of slaves on board ships. But horrible conditions aboard the ships persist.

1789

Olaudah Equiano publishes his memoir, *The Interesting Narrative of the Life of Olaudah Equiano or, Gustavus Vassa, the African*. The book sells 50,000 copies in 2 months.

The French Reolution begins.



1790

After gathering evidence for a year, Wilberforce presents the first Abolition Bill to the House of Commons. The petition to abolish the slave trade has more than 390,000 signatures, and Lord Charles Fox unexpectedly adds his signature to the list. But the bill still does not pass the House.

Think About It

- *Why did William Wilberforce seek John Newton's personal account? How was Newton's account helpful to William Wilberforce?*

Timeline of Important Events (continued)

ACTIVITY THREE

1791 – 1804

1791-1804 Under the leadership of Toussaint L'Overture and Jean-Jacques Dessalines, the Saint Domingue slave revolt was the only successful slave rebellion in history. The Haitian Revolution established Haiti as a free republic.

1793 – 1802

The Revolutionary Wars/ Napoleonic Wars between Britain and France deter the abolition campaign.

1797

Henry Thornton, William Wilberforce's cousin and friend, with Thornton's wife, Marianne, take care of Wilberforce while he is ill. They introduce him to Barbara Spooner, whom Wilberforce later marries.

1807

At 4 o'clock in the morning, the final count is 16 nos to the left, and 283 ayes to the right. The House of Commons finally votes to abolish the slave trade throughout the British Empire. William Wilberforce continues to fight the slave trade around the world for the rest of his life, since existing slaves still remained in custody of their owners.









1792

With 230 to 85 votes, the House of Commons votes in favor of the gradual abolition of the slave trade, but the bill is rejected by the House of Lords.

1796

William Wilberforce's opponents give free tickets to four of his "loyal supporters" for a comic opera the evening of the vote on the Abolition Bill. The four men go to the opera, skip out of the vote, and Wilberforce's bill is again defeated.

1803 – 1815

Napoleonic Wars between Britain and France last for 12 years.

1805

An anti-French bill that states "all ships flying the American flag be liable to search and seizure" is passed. This bill is actually a disguised anti-slavery bill to cut slavers' profits and weaken the slave-trading business.

1833

Abolition of the slave trade of all kinds passes in July throughout the British Empire. William Wilberforce hears the news and cries: "Thank God that I have lived to witness the day in which England is willing to give £20 million [pounds] for the abolishment of slavery." Three days later, Wilberforce dies.

Think About It

- *Why do you think slavery within Great Britain's borders was illegal, but was still permitted out of the country in areas under British control?*

Think About It

- *What was happening historically between Great Britain and the American colonies? Why would this matter to Wilberforce? To members of the House of Commons?*

ACTIVITY FOUR

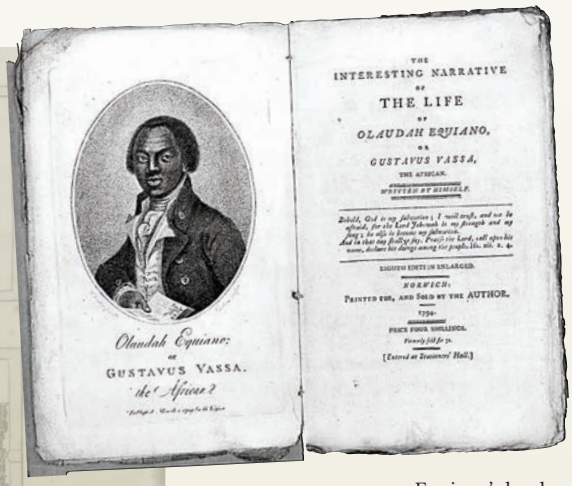
Witness to Injustice: Olaudah Equiano and the Slave Trade

Learn about Olaudah Equiano and his experiences as a slave, and see why his influence upon William Wilberforce was so profound.

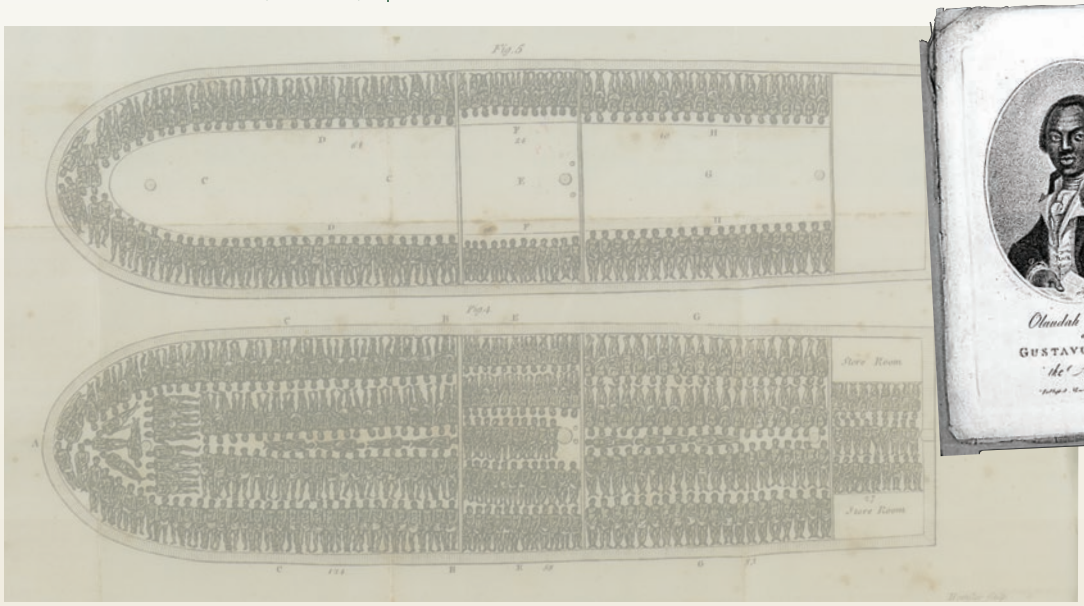


Portrait of Olaudah Equiano
(1745 - 1797)

OLAUDAH EQUIANO wrote an eyewitness account of his life as a slave and of his work in the anti-slavery movement in his memoir, *The Interesting Narrative of the Life of Olaudah Equiano or, Gustavus Vassa, the African*. Published in 1789, this book was extremely successful and important because it was one of few firsthand accounts of slavery. Different accounts exist of Equiano's early years. Equiano states that he was born in 1745 in Africa, while some historians claim that Equiano was actually from South Carolina, and was born into slavery. With little evidence to prove either argument, this part of Equiano's life is still debatable. Either way, Equiano was enslaved and owned by several different men, moving from work on a Virginia plantation, to an English ship, to the West Indies. Because of this, he witnessed many atrocities associated with the slave trade. But along the way, Equiano also learned to read and write, became a successful sailor and businessman, and adopted the religion of his masters, all while still being enslaved. Equiano eventually was able to save enough money to buy his freedom from one of his masters. He then embarked on many adventures. He also traveled to Italy, Portugal, the Greek Islands, Turkey, the West Indies, the Arctic, and Honduras on various jobs and expeditions. Equiano eventually returned to England and became very active in the anti-slavery movement. He spent the later years of his life traveling England and bearing witness on issues of slavery and the slave trade. Equiano worked tirelessly toward this cause until his death on April 31, 1797. Ten years after Equiano's death, slave trade was abolished in Great Britain.



Equiano's book.



This print shows how some 600 enslaved Africans were packed into the ship *Brookes* in the 1780s.

James Stephens Writes to Wilberforce from a Caribbean Plantation

"The infernal fires are fuelled by the mash of sugar cane. The juice of the cane is boiled down in cauldrons over open fires, tended by women and children. The cauldrons have a tendency to explode. Many children, no more than seven or eight years old, are scalded to death by the molten lava. Others die of exhaustion or roll into the fires in their sleep. The fires burn all night long. The result in the morning is a few pounds of pure refined sugar...white in color."

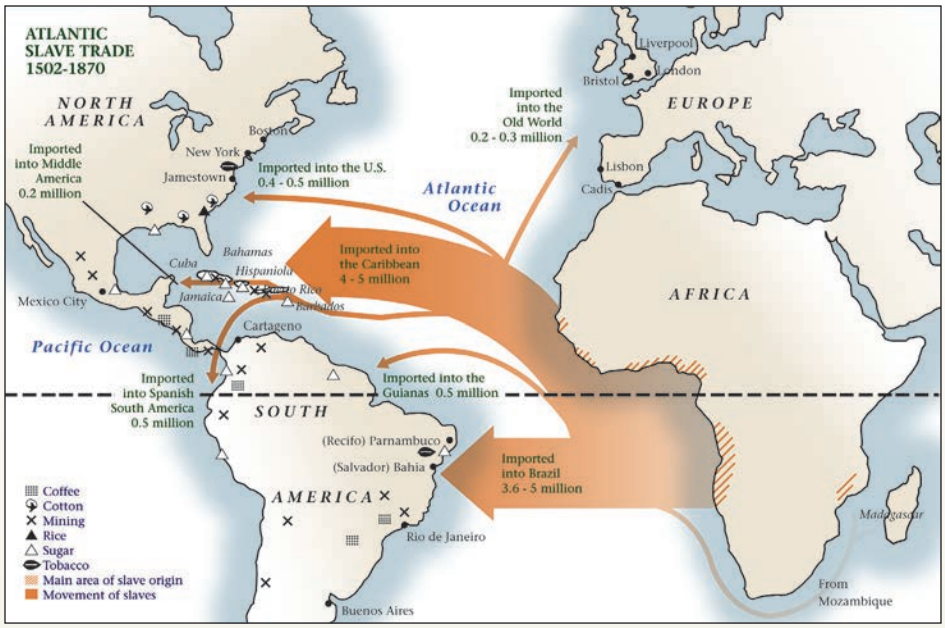


James Stephens' grim account of life on a sugar plantation is starkly contrasted by this sentimental cover for the sheet music to a 1908 song titled *Down Among the Sugar-Cane*.

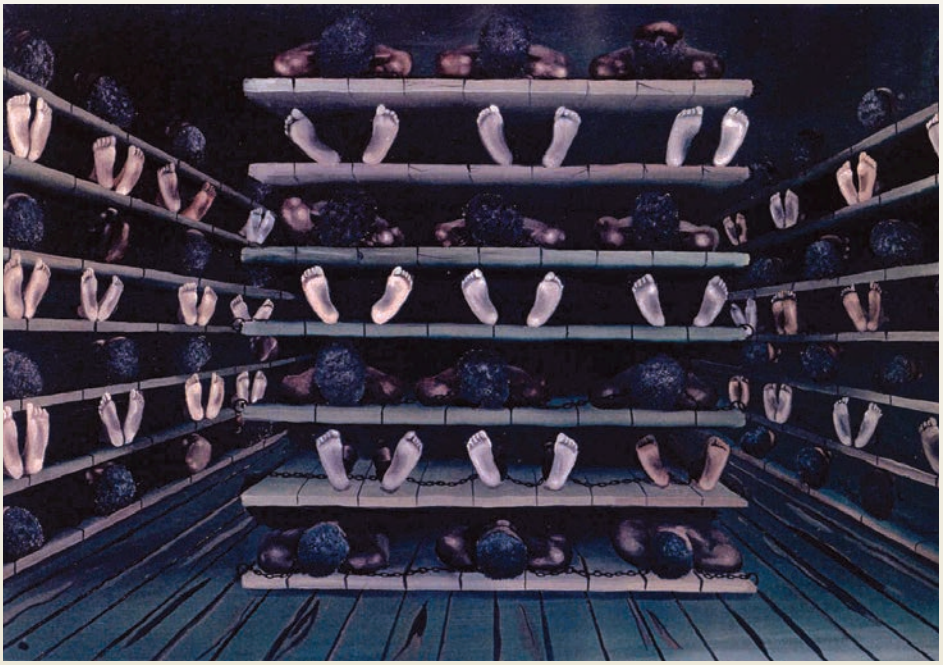
Your Turn

† *Look up the word witness in the dictionary. In what ways does the definition of the word witness apply to Equiano?*

Witness to Injustice: Olaudah Equiano and the Slave Trade (continued)



This map shows the number of human beings sold in the Atlantic Slave Trade, 1502-1870.



Illustration, copyright © 1998 by Rod Brown, from *Slave Ship to Freedom Road* written by Julius Lester and illustrated by Rod Brown. Used by permission of Dial Books for Young Readers, A Division of Penguin Young Readers Group, A Member of Penguin Group (USA) Inc., 345 Hudson Street, New York, NY 10014. All rights reserved.

The Horrors of the Middle Passage

Imagine you have been kidnapped from your home in Africa, and separated from family and friends. You are forced to travel on foot with your captors. You do not understand what they are saying, and you have no idea where you are being taken. Their skin looks strange and pale. You are taken to a ship. Your captors trade you for guns and other manufactured goods offered by slave traders. Then the slave traders take you aboard the ship and place you below deck. They force you to lie in a tiny space and put you in chains and manacles. It is suffocating, hot, and crowded. The stink of perspiration, human waste, and death overwhelms your senses, as do the shrieks, cries, and groans of fellow enslaved Africans. On this seemingly endless trip to the Americas, you watch in horror as slave traders throw people overboard, some of whom are dead, some of whom are still alive.

This was the journey known as the Middle Passage, the route of slave-trading ships from the west coast of Africa, where Africans were kidnapped, across the Atlantic to the Americas and the Caribbean. In this new land they were sold as slaves or, in some cases, traded for goods such as molasses, which was used in the making of rum. The Middle Passage was the longest, hardest, most dangerous, and most horrible part of the journey of the slave ships, a miserable voyage lasting two to four months.

Incredibly profitable for both slave traders and their investing partners, the Middle Passage was a journey into injustice, cruelty, and unimaginable human suffering.



Restraints used on enslaved Africans.

Portrait of Equiano and images of restraints courtesy of National Maritime Museum, Greenwich, England. See: www.nm.ac.uk.

A Measure of Oppression — Your Turn

† *Mark out the following measurements typically allotted to Africans on slave ships as William Wilberforce did: males—6ft. x 1ft. 4in. & females—5ft. 10in. x 1ft. 4in.*

† *Lie in the area you marked. Describe what it would feel like if you had to remain in that space for two months, while travelling across the ocean.*

ACTIVITY FIVE

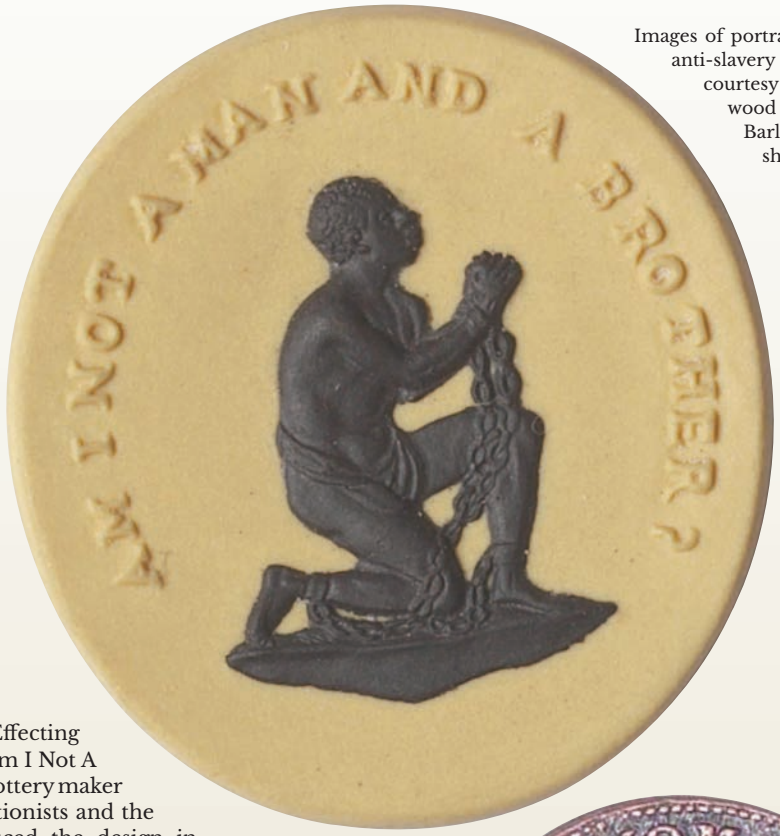
Taking Action

Read about how abolitionist Josiah Wedgwood first used an emblem to bring injustice to the world's attention.



This portrait medallion shows the founder of the Wedgwood Company, Josiah Wedgwood I (1730-1795). His bust is shown in white bas-relief on a pale blue background, surrounded by a moulded Rosso (red) Jasper frame with black ornaments.

JOSIAH WEDGWOOD was born in 1730. He was very concerned with reforming British society, and in 1787 Wedgwood helped Thomas Clarkson form the Society for Effecting the Abolition of the Slave Trade. Josiah Wedgwood died on January 3, 1795—twelve years before the slave trade was abolished in Great Britain. But while alive, Josiah Wedgwood put his craft and his conscience to work, showing the world that something you wore could show where you stood. He created the medallion shown below.



Images of portrait (far left) and anti-slavery medallion (left) courtesy of The Wedgwood Museum Trust, Barlaston, Staffordshire (England).

"Am I Not A Man And A Brother?"

Designed as a seal to be used by the Society for Effecting the Abolition of the Slave Trade in 1787, the "Am I Not A Man And A Brother?" medallion produced by pottery maker Josiah Wedgwood became a symbol for abolitionists and the anti-slavery movement. Wedgwood reproduced the design in a cameo with the black figure against a white background. He donated hundreds of these to the Society for distribution. Thomas Clarkson wrote that "ladies wore them in bracelets, and others had them fitted up in an ornamental manner as pins for their hair. At length the taste for wearing them became general, and thus fashion, which usually confines itself to worthless things, was seen for once in the honourable office of promoting the cause of justice, humanity and freedom."



Benjamin Franklin brought the Wedgwood medallion to the United States from England. Leaders of the Abolitionist Movement in the United States issued a copper token showing a kneeling female figure bound in chains with the legend, "Am I Not a Woman and a Sister?" The reverse side of the token reads, "United States of America—Liberty, 1838."

Your Turn

† *In the 18th century, abolitionists used emblems to bring attention to the inhumanity of slavery and the humanity of those bound in chains. How effective do you think these emblems were, and why?*

† *Research an important issue or problem in today's world. Then, design an emblem for it. How effectively does your emblem convey its message? How successfully does it visually summarize an important social justice issue?*

| Two Kinds of Historical Source Material |

» **PRIMARY SOURCES**—firsthand information from persons who witnessed or participated in an event. Examples of primary sources include: diaries, memoirs, letters, official documents and records, original manuscripts, period newspapers, legal cases, transcripts, interviews, oral histories, speeches, and first-person narratives.

» **SECONDARY SOURCES**—descriptions by persons usually not present at the event and relying on primary source documents for information. Secondary sources usually analyze and interpret.



Published in March, 2007.



From Sources to Screen

For *Amazing Grace*, both the historical source materials selected and how they were used to tell the story were important considerations. Screenwriter Steven Knight and Wilberforce historian Kevin Belmonte (author of *William Wilberforce: Hero for Humanity*) worked together to ensure a faithful and dramatic story. Here are some of the key sources used for the film, with brief descriptions of their contents. Decide whether they are primary sources, secondary sources, or both:

- John S. Harford, *Recollections of William Wilberforce* (London: Longman, Green, Longman, Roberts, and Green, 1864.) Written by a close friend of Wilberforce's and based upon correspondence, dictations, and extensive notes taken by Harford during Wilberforce's lifetime. A memoir rich in Wilberforce's own words.

- *Hansard's Parliamentary Debates* is the daily printed record of the actual debates of Parliament. Political reformer William Cobbett introduced Britain's first record of parliamentary debates in 1810 but later sold his interest in the debates to the Hansard family, printers to the British House of Commons. Although the Hansard family only produced the record of debates from 1812 to 1888, the report retains the Hansard name, by which it is known today. Some of Wilberforce's most important speeches on abolition were transcribed from Hansard's, excerpts of which were then used in the film. For more information about Hansard's, go to: *www.parliament.uk/hansard/*

- Sir James Stephen, *Essays in Ecclesiastical Biography* (London: Longman, Brown, Green, and Longmans, 1849.) James Stephen wrote a famous essay on Wilberforce, first published in the *Edinburgh Review* in the 1840s. He was Wilberforce's son-in-law, and knew Wilberforce intimately. Stephen was also novelist Virginia Woolf's grandfather.

- Samuel Wilberforce, *The Life of William Wilberforce*, one-volume abridgement (London: John Murray, 1868). Contains many quotations from William Wilberforce's letters and diaries. Samuel was Wilberforce's third son.



Storyboards, concept art, and recreated historical documents, all used for the film *Amazing Grace.*

Your Turn

† *Create and give a presentation about a modern day social justice hero or heroine. What primary and secondary sources will you need? Why these? How will they help you? (dialogue, character,* etc.)

ACTIVITY SEVEN

Hull Celebrates Its Most Famous Son

For Hull Museum Education, please see: www.hullcc.gov.uk



William Wilberforce

Slavery and the social injustices associated with it are as real today as they were 200 years ago, when William Wilberforce led the movement that ended the British slave trade in 1807. The Emancipation Movement still has unfinished business. The University of Hull has established a research institute, the Wilberforce Institute for the study of Slavery and Emancipation (WISE) to address this critical issue for the 21st century, building on its world-class reputation for research into the history of slavery and emancipation. Scholars and students at WISE will pursue research and learning to shed new light on historical and contemporary slavery under the three themes: the past in the present; movement and identity; and boundaries of freedom and coercion.

William Wilberforce was born in Hull, England on August, 24th 1759 in what is now Wilberforce House museum, situated on High Street. He attended Hull Grammar School (now Hands on History Museum). Wilberforce was elected as a Member of Parliament for Hull in 1780; four years later he became MP for Yorkshire.

His central role in leading the campaign for the abolition of the slave trade in Parliament led to a great victory, when in 1807 the Act to Abolish the Slave Trade was finally passed. Today, the people of Hull are justifiably proud of Wilberforce's role in the abolition campaign.

As part of a citywide commemoration of Wilberforce's role, new galleries at Wilberforce House opened in March 2007. As the birthplace of Wilberforce this was the first museum in Britain to present the history of slavery and abolition when it first opened in 1906.

These new galleries focus on Wilberforce, the Transatlantic Slave Trade and Contemporary Slavery, as well as a new focus on African and Caribbean perspectives. The new galleries explore the concepts of identity and diversity, and raise debates about important contemporary issues related to modern day slavery.

In 2007, the city of Hull commemorated the significant role Wilberforce played in the abolition of the slave trade and celebrated the spirit of bravery, determination and the acceptance of others that help make it happen.



Wilberforce House, birthplace of William Wilberforce

Bristol and Liverpool and the Slave Trade

For more information on exhibitions in these cities see www.liverpoolmuseums.org.uk

ACTIVITY EIGHT



Broad Quay, Bristol, c.1780 Courtesy of the British Empire & Commonwealth Museum.

Bristol

Throughout much of the eighteenth century, Bristol was England's second city, and one of England's wealthiest. Bristol's was a major port for sponsoring the transatlantic slave trade. Between 1698 and 1807, Bristol's merchants and banks financed ships transporting an estimated 500,000 Africans under horrific circumstances, making over 2,000 voyages from West Africa to the Caribbean Islands and the Americas.

Sixteen of Bristol's Lord Mayors were sugar merchants, and the plantation commodities fed the city's booming economy through family brands such as Wills tobacco and Fry's chocolate. Whether church leaders or politicians, the majority of Bristol's merchants supported slavery throughout the eighteenth century.

But the campaign to abolish slavery likewise found much support in Bristol among so-called "non-conformist churches," with Methodists like John and Charles Wesley, Quakers, liberal thinkers such as playwright Hannah More, and the poet Robert Southey. Many sailors who had been press-ganged on to slave ships were against slavery, and Thomas Clarkson's interviews with such seamen in the "Seven Stars" public house in Bristol helped inform William Wilberforce's passionate debates in Parliament.

Bristol has many famous landmarks; Clifton Suspension Bridge, designed by Isambard Kingdom Brunel, Temple Meads railway station and the ship *SS Great Britain* docked in Bristol. The city has also inspired many people. Robert Louis Stephenson, author of *Treasure Island*, and Daniel Defoe, author of *Robinson Crusoe*, drew inspiration from accounts of Bristol's sailors during their stay in the city. Today, Bristol is a flourishing city and home to many companies, including the creators of *Wallace & Gromit* and *Shaun the Sheep*, Aardman Animation.

Liverpool

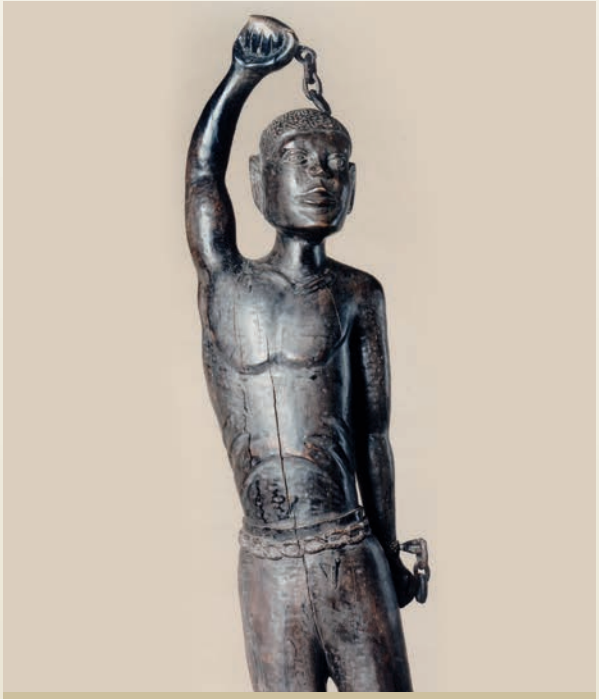
The Transatlantic Slave Trade occurred during the fifteenth through nineteenth centuries, with Liverpool playing a major role in the trade. The prosperity and the growth of the town were closely connected with its involvement with slavery.
Between 1600 -1700, Liverpool was responsible for only 3 voyages, compared with London at 423. The first known slave ship to sail from Liverpool was the *Liverpool Merchant*. The ship left the port on the 3rd October 1699 carrying 220 enslaved Africans to Barbados. However, there was a significant increase in the number of voyages from Liverpool, rising to 4051 during the period 1701-1800. During the 18th century Liverpool dominated the slave trade with the port growing in wealth and ensuring its future growth, with many of Liverpool's historic buildings marked by their involvement in the slave trade.

At least three quarters of all European slaving ships that left from Liverpool were responsible for transporting half of the three million enslaved Africans hauled across the Atlantic by British Slavers, in unspeakably inhumane conditions. Almost two million enslaved Africans perished from disease, dysentery, and malnutrition during the trek across the Atlantic, sometimes known as the Middle Passage. It is estimated that twenty million native Africans were taken into the slave trade in all.

It has been suggested that the importance for Liverpool's dominance in the Transatlantic Slave Trade was due to the geographical position of the port and a transport infrastructure that was capable of transporting goods and human beings traded in Africa, from industrial areas such as Lancashire, Yorkshire, Staffordshire, Cheshire, and Birmingham. Liverpool merchants were able to develop good contacts with traders on the African coast, which ensured greater levels of "profitability."

When the campaign to abolish the trade began in the 1780's, opposition in Liverpool was strong, with many prominent dignitaries speaking in favour of the trade at Parliamentary inquiries. William Roscoe was a key local Liverpool abolitionist.

Although the Bill was passed in 1807 to abolish the slave trade, illegal trading continued for a further 60 years.

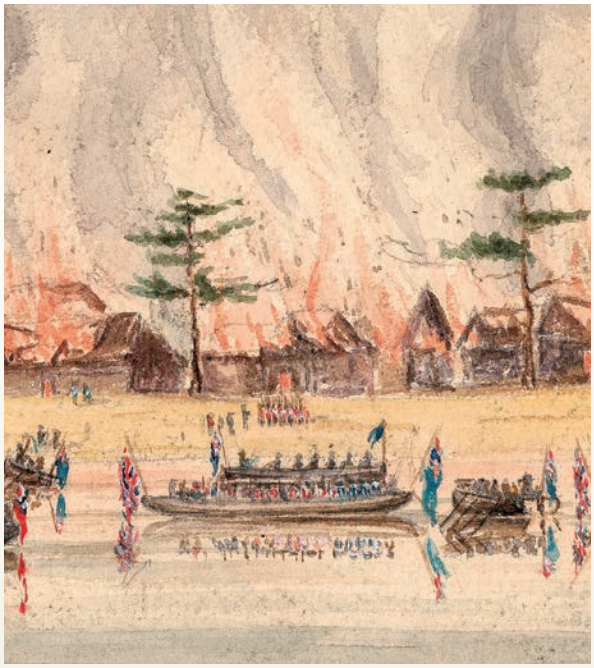


"Breaking Free" Late nineteenth century wooden statue showing a slave breaking his chains. Courtesy of National Museums Liverpool.

ACTIVITY NINE

The British Royal Navy and the Slave Trade

A "MOST DISAGREEABLE, ARDUOUS, AND UNHEALTHY SERVICE"



Taking the fight to the slavers: boats from *HMS Penelope* burning the slave barracoons

To learn more about the Royal Navy and the Transatlantic Slave Trade as well as further information on the modern day Royal Navy, visit www.royalnavy.mod.uk

The abolition of the British slave trade in 1807 represented a gigantic achievement for Wilberforce and the Abolitionists. But a law once enacted, has still to be enforced. With the law in 1807, British ports were quickly closed to the slave ships, and the Royal Navy harried them from the seas. Within a few years the British ships, which a generation earlier had carried around 40,000 slaves every year across the Atlantic, were gone from the trade. But the demand for slaves on the sugar plantations of Brazil and the Caribbean was strong and other nations were ready to supply it.

The war against slavery had not yet been won.

British diplomats failed to win universal international agreement to end the slave trade, but began to construct a consensus, making treaties with one country after another. To capture the ships of another nation is an act of war; but, with a treaty allowing a right of search, the Royal Navy could capture slave-ships and take them to specially established courts in Freetown and other ports, where the ships could be condemned and the slaves liberated.

Service on the west coast of Africa was hard and inglorious, hunting for slave-ships in fever-infested rivers, with long months of tedium blockading slave depots. Brief moments of danger and excitement in pursuit of slavers were followed by the difficult struggle to alleviate the conditions for the slaves, on ships so cramped that dysentery, ophthalmia and smallpox were overwhelming. Time and again naval officers would see the slaves suffering still more during the long legal process in the terrible filth and overcrowding on board the slave ships, and the slavers get off on technicalities. If the naval officer had not read the small print of the numerous treaties carefully enough, he might find himself sued by the slave-owner and the subject of complaints from foreign governments.

By the 1840s some of the Abolitionists who had fought so hard to free the slaves were saying that the Royal Navy should be called off, that the attempt to end the slave trade by force could not succeed, the cost in the lives of naval seamen and slaves alike was too great.

The Royal Navy should have been glad to be relieved of what a naval surgeon called "the most disagreeable, arduous, and unhealthy service that falls to the lot of British officers and seamen", but few others saw the horrors of the slave trade at closer quarters, and naval officers were passionate in their belief that the fight must continue.

The last country to join Britain's web of slave trade treaties was the United States of America, long unwilling to allow any search of American ships. Under Abraham Lincoln that changed. On 21st February 1862 an American was hanged for slave trading, and on 7th April the new treaty gave the Royal Navy powers to act against suspected slave ships. Within a few years the transatlantic slave trade was at an end.



Former slave ship the BLACK JOKE was put to good use by the Navy, hunting slavers

Pictures courtesy of the Royal Naval Museum

William Wilberforce's Legacy of Compassion
The RSPCA

ACTIVITY TEN



One of the many ways William Wilberforce helped bring about what he called the "reformation of manners" [society] was by helping to set up what is today known as the Royal Society for the Prevention of Cruelty to Animals (RSPCA). The RSPCA was the first national animal protection society, and has grown into the biggest animal welfare organization in the world. Jackie Ballard, the RSPCA's former director general, noted that, "The RSPCA owes a great debt to William Wilberforce and the other founding members who campaigned so hard to improve the way animals were treated. Today, the RSPCA is continuing the work they started on a much bigger scale by helping to prevent cruelty and promote kindness to animals."

Wiberforce's Involvement

As well as campaigning against the slave trade, Wilberforce had long been a supporter of animal welfare. During Wilberforce's time, cruelty to animals was common, and many people mocked his beliefs. But Wilberforce never gave up, and his tireless work on behalf of the ways in which human beings were treated also extended to animals.

Wilberforce spoke passionately in favor of a bill to ban the baiting of bulls—a cruel spectator sport in which dogs were set upon a bull tied to a post or a tree. He also helped push through a ban on cruelty towards cattle in 1822.



On June 16, 1824, Wilberforce was one of the founders of the Society for the Prevention of Cruelty to Animals, perhaps one of the most important moments in the history of animal welfare. The Society was set up to help enforce a new law to prevent cruelty to cattle, sheep and horses. But it had a much broader mission—"to alter the moral feelings of the country." Wilberforce was involved with the growing work of the Society until his death in 1833.

The Growth of the Society

As the Society grew, it began to campaign against many other types of cruelty to animals. It appointed uniformed inspectors to investigate animal cruelty allegations and bring prosecutions through the courts. In 1840, Queen Victoria was so impressed by its work that she allowed it to use the word "Royal" in its title. Since then, laws and attitudes towards animals have changed drastically, and the RSPCA has helped to drive that change.



The RSPCA Today

Today, the RSPCA remains at the forefront of the fight to end the suffering of animals in England and Wales. The RSPCA, which is funded by charitable donations from the public, employs hundreds of inspectors who investigate allegations of animal cruelty, aas well as nimal collection officers who rescue animals in need of help. The RSPCA also runs 45 animal centers, four animal hospitals, and four wildlife centres.

The RSPCA believes that educating the public about the treatment of animals is vital to its mission. The Society also believes that prosecutions should only be brought as a last resort. The Society's work includes campaigning for changes in the law.

For more information, log on the RSPCA's website: www.rspca.org.uk

Your Turn

† *What personal qualities or virtues do you think a person would need to possess in order to work on behalf of the humane treatment of animals? In order to work with persons who are inhumane to animals?*

ACTIVITY ELEVEN

Education Past and Present



Sculptor Sally Arnup at work on the statue of William Wilberforce as a 15-year old school boy.

Pocklington School

'The Greatest Yorkshireman' was born in Hull on the 24th August 1759 the son of a wealthy merchant. He was a pupil at Pocklington School for five years, 1771-1776. His active mind, agreeable nature and talent for singing made him popular. Pocklington School was founded by John Dolman during the reign of King Henry VIII. Set in rural Yorkshire it is a co-educational boarding and day school of first class educational excellence, and of strong Christian values. Of its former pupils, none is more distinguished than William Wilberforce. A former classmate recalled that he "greatly excelled all the other boys in his compositions". Proceeding to St. John's College Cambridge, Wilberforce went on to serve as Member for Parliament from 1780 until 1825 where he was the trusted friend of Prime Minister William Pitt.

2007 marked the bicentenary of the abolition of the slave trade. That year, the school honored Wilberforce's myriad achievements by erecting of full-size bronze sculpture of Wilberforce the schoolboy.

www.pocklingtonschool.com



Engraving of Pocklington School in the 19th Century

Wilberforce Community College Evaton, South Africa

Wilberforce Community College (WCC) was established in 1908 by the African Methodist Episcopal Church. During the early years of the institution's life it was noted for being one of a handful of institutions in South Africa that offered training beyond secondary school for black South Africans. Thus, many leaders on the African continent, in particular those from South Africa, attended Wilberforce.

Throughout its history, the College has been known for its commitment to developing leaders; offering relevant and useful training; and initiating and fostering community development activities. Today, the situation is no different. After a nearly forty-year closure, when the institution, like other mission schools, was forced to shut its doors, Wilberforce re-opened in 2002 as Wilberforce Community College with a two-prong mission—to provide high quality educational training relevant to the needs of South Africa and to work in concert with various partners, i.e. government, business, other NGOs, to address pressing issues facing the community of Evaton, the township in which the school is located.



Wilberforce Community College

Your Turn

† *Why is it particularly significant that Wilberforce's legacy has led to the establishment of a college in South Africa?*



William Wilberforce by Sir Thomas Lawrence, oil on canvas, 1828
© National Portrait Gallery, London

The National Portrait Gallery and the Abolition of the Slave Trade

The National Portrait Gallery holds a vast collection of portraits of men and women who have made a significant contribution to British history. These include images of key figures in the abolition of slavery, including William Wilberforce, Thomas Clarkson and Hannah More. To mark the 2007 Bicentenary of the Act to abolish the slave trade in Britain, the Gallery commissioned a new trail that highlights portraits of prominent individuals from the 1500s to the present day who have been linked to slavery and its abolition. These portraits range from individuals who invested in the Trade, or who owned slaves and supported slavery, to images of slaves themselves and of abolitionists and people who are prominent in the fight to stop slavery today.

National Portrait Gallery



Hannah More by Henry William Pickersgill, oil on canvas, 1822
© National Portrait Gallery



Heroes of the Slave Trade by unknown artist, wood engraving. Mid-Nineteenth Century.
(Sir Thomas Fowell Buxton, Thomas Clarkson, Zachary Macaulay, Granville Sharp, William Wilberforce)
© National Portrait Gallery



William Pitt, studio of John Hoppner, oil on canvas, 1804 - 1805
© National Portrait Gallery

Your Turn

† *Paint, draw or make a collage to capture your thoughts about slavery.*

† Draw a portrait of someone today who inspires you. Where would you like it exhibited?

Especially for Teachers

ACTIVITY 1 The Amazing Story of *Amazing Grace*

Duration ∫ Two 45-minute sessions
Materials ∫ Classroom set of photocopies of Activity 1

OBJECTIVES

To read a summary biography about John Newton;
To read about Newton's motivation for writing the lyrics to the hymn *Amazing Grace*;
To examine ways in which Wilberforce and Newton's lives were intertwined;
To analyze some of the hymn's lyrics for their meaning and relevance to John Newton's life;
To reflect on why *Amazing Grace* is so beloved and so commonly used as a social justice anthem.

TASKS

1. Play a recording of the hymn *Amazing Grace* for students, one that features the lyrics. The lyrics are found on page 2 of this guide.
2. Encourage students to discuss events at which they have either sung this hymn or heard it played.
3. Reflect with students on why the hymn was played or sung at the events they mention from their own experiences.
4. Encourage students to bring in other recorded versions of the song.
5. Distribute copies of Activity 1 (two pages) to students.
6. Invite students to read the selection silently.
7. Discuss with students the reasons why Newton wrote the hymn.
8. Discuss the items in the section labeled Your Turn and the *Amazing Facts About Amazing Grace*.
9. Reflect with students on why Wilberforce felt that Newton would give him good advice and why Newton's testimony was important in abolishing the slave trade.
10. Reflect with students on Newton's honesty in examining his own past via *Amazing Grace*, and on why the hymn endures today.

ADAPTATIONS

Students for whom English is a second language may wish to provide the lyrics to *Amazing Grace* in their first languages for the rest of the class. Other students may benefit from hearing the hymn sung or played in several versions.

ASSESSMENT

Assess students on their ability to explain the meaning of John Newton's lyrics and their origins.

EXTENSION

Λ Challenge the class to find and bring in as many recorded versions of *Amazing Grace* as they can find. For a Select Discography of *Amazing Grace*, see *Amazing Grace: The Story of America's Most Beloved Song* by Steve Turner, New York: Ecco Books, an Imprint of HarperCollins, 2002.

Especially for Teachers

ACTIVITY 2 Who's Who and What's What?

Duration ∫ Two 45-minute sessions
Materials ∫ Classroom set of photocopies of Activity 2; writing materials

OBJECTIVES

To read summary biographies of major characters found in the film *Amazing Grace*;
To read a summary of how the United Kingdom Parliament functions;
To write dramatic scenes based on factual historical information;
To present written scripts;
To explore through acting the character traits required to convincingly argue a cause in a public forum;
To reflect on the motivation and character of several historical figures.

TASKS

1. Distribute copies of Activity 2 (two pages) to students.
2. Invite students to read these pages.
3. Summarize with students the workings of the United Kingdom's Parliament.
4. Ask students why they think Thomas Clarkson felt it necessary to demonstrate for Wilberforce how the devices used on slaves worked. What was his intention or goal in doing this?
5. Challenge students to reflect on what Wilberforce might have been thinking after his guests left.
6. Reflect with students on skills and traits Wilberforce would need in the abolition movement. Why?
7. Challenge students to reflect on whether these same traits are required of someone involved in social justice issues today.
8. Challenge students to work in small groups to write and dramatize scenes showing abolitionists making their case before Parliament.

ADAPTATIONS

^ Some students may find it beneficial to follow along silently as you read aloud from transparencies or photocopies of Activity 2.

^ Other students may find it useful to familiarize themselves with the historical figures in the film by cutting out the pictures of actors, separating the summary paragraphs from the pictures. They can then play a matching game with two scrambled piles of pictures and biography paragraphs.

EXTENSIONS

^ Challenge interested students to research and compare the United Kingdom Parliament with the United States Senate and House of Representatives.

^ Students may compare British abolitionists described here with American abolitionists such as Frederick Douglass, William Lloyd Garrison, Lucy Stone, Sojourner Truth, and others.

^ Encourage students to research social justice issues in the world today.

Especially for Teachers

ACTIVITY 3 Timeline of Important Events

Duration ∫ Two 45-minute sessions
Materials ∫ Classroom set of photocopies of Activity 3; drawing and writing materials

OBJECTIVES

To read and discuss the benefits of a timeline of historical events as a summary tool;
To examine the reasons for the length of time it took for abolition to take hold in Great Britain;
To analyze ways in which historical events are related to one another (cause/effect);
To reflect upon the virtue of patience as a desirable trait in social justice work;
To illustrate several important events from the Wilberforce timeline;
To research and create a timeline of social justice milestones in one's own lifetime.

TASKS

1. Distribute copies of Activity 3 (two pages) to students.
2. Review with students the features and utility of a timeline as a summary tool in examining historical events.
3. Read with students the Wilberforce timeline pages, stopping to discuss the questions marked Think About It.
4. Challenge students to look at cause/effect in the chronology of historical events by posing the question, "How does one event lead to another on this timeline?"
5. Reflect with students on the role of patience as a feature of responsibility, and as an antidote to overcoming discouragement.
6. Invite students to work individually or in small groups to illustrate key events from the Wilberforce timeline. Encourage students to discuss and reflect upon the reasons for the events they chose and their visual representation.

ADAPTATIONS

^ Students for whom English is a second language may find it useful to begin highlighting the names of historical figures they read about in Activity 2, reviewing their accomplishments as presented in the timeline.

^ Other students may benefit from a review of the workings of Parliament, or from reading the pages about John Newton and the hymn *Amazing Grace*, and/or Olaudah Equiano before reading the timeline pages.

^ Some students may wish to illustrate the Wilberforce timeline through collages rather than drawing.

ASSESSMENT

Assess students on their ability to highlight important events and dates from the timeline, their reasons for choosing certain dates and events, and their ability to graphically and/or artistically represent timeline events.

EXTENSIONS

Challenge interested students to research and make a timeline of milestone social justice events in their own lifetimes. Other students may wish to go online to see the comprehensive timeline of abolition events at: *www.amazinggracemovie.com*.

Especially for Teachers

ACTIVITY 4 Witness to Injustice: Olaudah Equiano and the Slave Trade

Duration ∫ Two 45-minute sessions
Materials ∫ Classroom set of photocopies of Activity 4; writing materials, large sheets of paper, metre rules

OBJECTIVES

To read a brief biography of Olaudah Equiano and an account of the slave trade;
To examine the character traits and virtues Equiano possessed in order to survive, and later, flourish;
To make inferences about Equiano's effect on Wilberforce's person and work;
To measure out the dimensions of the space allocated to one slave;
To examine the literal and figurative applications of the word *witness* to Equiano;
To reflect on why one group of human beings would inflict such suffering on another group of human beings;
To research similar instances of injustice in the world today.

TASKS

1. Ask students to close their eyes as you read the section of Activity Four called "The Horrors of the Middle Passage." Invite students to reflect on what images came to mind afterward.
2. Distribute copies of Activity 4 (two pages) to students.
3. Discuss and provide time for students to work with the questions and activities marked Your Turn.
4. Invite someone to read aloud the excerpt from James Stephen's letter to Wilberforce. Discuss the effect of such words on Wilberforce.
5. Reflect with students on why Equiano had such a profound effect on Wilberforce.

ADAPTATIONS

Some students may benefit from first listening to an excerpt from Olaudah Equiano's narrative read aloud as they follow along with the text on a transparency, or at their desks with handouts of the excerpt. See: *The Interesting Narrative of the Life of Olaudah Equiano or, Gustavus Vassa, the African*, Edited and with Notes by Shelly Eversley, and an Introduction by Robert Reid-Pharr, New York: The Modern Library Paperback edition, 2004. Excerpts of this book can be found online at www.brycchancarey.com/equiano/.

ASSESSMENT

Assess students on their ability to articulate the characteristics or qualities that helped Equiano stay alive and even thrive from his experiences as a slave, and on their ability to describe Equiano's impact on Wilberforce.

EXTENSION

^ To hear and read accounts by African Americans who were former slaves, see *Remembering Slavery: African Americans Talk About Their Personal Experiences of Slavery and Emancipation* edited by Ira Berlin, Marc Favreau, and Steven F. Miller. New York: The New Press, published in conjunction with the Library of Congress and as a companion to Smithsonian Productions's radio documentary: 1998.

Especially for Teachers

ACTIVITY 5 Taking Action

Duration ∫ Two 45-minute sessions
Materials ∫ Classroom set of photocopies of Activity 5; drawing and writing materials

OBJECTIVES

To read a nonfiction account of Josiah Wedgwood and the medallion he designed that was used in the campaign to abolish the slave trade;
To define what an emblem is and discuss the role of an emblem in a social justice movement like abolition;
To research an issue of social justice in today's world;
To design and evaluate an effective emblem for that issue.

TASKS

1. Give copies of Activity 5 (one page) to students.
2. Brainstorm with students emblems they see in the world around them.
3. Read with students the nonfiction piece about Josiah Wedgwood and the pottery symbol developed for the abolition movement, and the copper token issued in the United States.
4. Discuss with students the effectiveness of these two emblems.
5. Challenge students to research a social justice issue and to design an emblem for it.
6. Reflect with students on the effectiveness of the emblem they designed and on the role of emblems in raising people's awareness.

ADAPTATIONS

Students for whom English is a second language may benefit from examining the emblems of partner organizations shown first (by going on each individual organization's website), and then doing a visual inventory of everything they see in the two anti-slavery emblems on page 10.

ASSESSMENT

Challenge students to make a list of criteria whereby their emblems will be judged to be effective.

EXTENSION

Λ Encourage interested students to make a gallery of emblems used in the social justice movements around the world today.

Especially for Teachers

ACTIVITY 6 From Sources to Screen

Duration ∫ Two 45-minute sessions
Materials ∫ Classroom set of photocopies of Activity 6; writing materials; Internet access, access to primary and/or secondary research materials

OBJECTIVES

To define primary and secondary historical source materials;
To examine some source materials used for the film *Amazing Grace* and decide whether they are primary sources, secondary sources, or both;
To research a modern day champion of social justice, using primary and secondary source materials.

TASKS

1. Give copies of Activity 6 (one page) to students.
2. Read with students the brief nonfiction discussion of source materials.
3. Invite students to define the source materials listed as primary, secondary, or both.
4. Challenge students to research a social justice hero or heroine and to create a presentation based on their research.
5. Ask students to analyze what kinds of source materials they will need for their research, and why.

ADDITIONAL RESOURCES

John Piper and Jonathan Aitken. *Amazing Grace in the Life of William Wilberforce*. Crossway Books, *2007.*
John Pollock. *Wilberforce: God's Statesman*. Kingsway, 2007 Edition.
William Hague. *William Wilberforce: The Life of the Great Anti-slavery Campaigner.* Harper Collins, 2007.
Eric Metaxas. *Amazing Grace*. Monarch Books, 2007
Steve Turner. *Amazing Grace: The Story of America's Most Beloved Song*. Ecco, 2003.
Kevin Belmonte. *Hero for Humanity: A biography of William Wilberforce.* Zondervan, 2007.
Clifford Hill. *The Wilberforce Connection.* Monarch Books, 2005.
Stephen Tomkins. *William Wilberforce*. Lion Books, January 2007.
Kevin Belmonte. *Travel with William Wilberforce: The Friend of Humanity.* Day One, 2006.
William Wilberforce. *Real Christianity.* Revised and Updated by Bob Beltz. Bethany House Publishers, 2006.

ADAPTATIONS

Students for whom English is a second language may benefit from first examining actual primary and secondary source materials, and then discussing what defines these materials as such.

ASSESSMENT

Challenge students to discuss the source materials they used, and how they aided student presentations.

EXTENSIONS

Encourage interested students to make a gallery of their social justice heroes or heroines.