

Africans back to the Spaniards who had bought them. The trial lasted all winter.

In court, Cinque made a wonderful speech in his own language, telling the story of how he and his men had fought to be free. After that speech, the court ordered the Africans to be set free.

Cinque and his men were sent to school to be educated and were found to be very intelligent and quick to learn.

Meanwhile, the two Spaniards and the Spanish government appealed to the United States Supreme Court to have the Africans returned to them as slaves. The friends of Cinque and his men asked John Quincy Adams, the former President of the United States and a great lawyer, to speak for the Africans. On March 9, 1841, after Adams had spoken, Chief Justice Taney of the Supreme Court ruled that Cinque and the others were to be freed.

After that, Cinque continued his schooling, and in 1842 he and his men returned to Africa.

This noble fighter for Freedom died in 1879 in the land of his people, a man whose life had taken him to two continents, through many dangers to final victory.

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FOR THE TEACHER

1. Suggested Motivating Questions:

- (a) Who is your hero?
- (b) Why did you choose him or her as a hero?
- (c) How do different people become heroes?

2. Suggested use of poem as a motivating device:

- (a) Developing image of the hero:

Have children read poem silently to themselves trying to develop an image in their minds of what Cinque looked like. What indications are there that he may be a heroic figure? Call on some children to describe him in their own words.

Others may describe the scene in their own words but as Bryant sees it. Some may want to draw a picture of this scene. After the children have developed their image of this heroic figure show them the enclosed photograph.

- (b) Choral reading:

Use technique of choral reading to recite poem. Half of class may alternate reading two lines with other half of class. This also may be done with boys alternating with girls. Pay careful attention to expression of descriptive phrases.

3. Social Studies Skills Related to this Unit:

- (a) Locating bodies of land on a map:

Have the students locate the continent of Africa on a world map. Have them locate the independent nation of Sierra Leone and the two neighboring nations. Locate and identify the island of Cuba, Long Island, New York and the state of Connecticut.