




| Week of 11/28/11 7th Grade ELA | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|---|--|--|
| Objective | TSWBAT combine the parts of a mystery in a given story with the characters in that story.. TSWBAT effectively use and identify action verbs (tentative). | TSWBAT combine the parts of a mystery in a given story with the characters in that story.. TSWBAT effectively use and identify action verbs (tentative). | TSWBAT combine the parts of a mystery in a given story with the characters in that story.. TSWBAT effectively use and identify action verbs (tentative). | TSWBAT effectively use and identify action verbs (tentative). | TSWBAT effectively use and identify action verbs (tentative). |
| Assessment | Literature analysis graphic organizer, wanted poster. (DI: V/L, Vis., B/K) | Worksheet, poster (DI: A, Vis., V/L, B/K) | Oral assessment, worksheet, graphic organizer (plot summary) (DI: A, Vis., V/L, B/K) | Oral assessment, worksheet (DI: A, Vis., V/L) | Oral assessment, worksheet (DI: A, Vis., V/L) |
| Closing Activity | grammar, reading of Dead Man in Indian Creek, mystery analysis tool.  "My Weekend In 3 Words" | grammar, reading of Dead Man in Indian Creek, mystery analysis tool.  NAME _____ REWARD _____ | grammar, reading of Dead Man in Indian Creek, mystery analysis tool.  NAME _____ REWARD _____ | Grammar activity on the Promethean board, grammar practice. | Grammar activity on the Promethean board, grammar practice. |
| Vocabulary | Mystery vocabulary & grammar, word choice. | grammar, mystery vocabulary | grammar, mystery vocabulary | grammar | grammar |
| Strategy | Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R. | Practice NCA/AdvancED: 15 mins. D.E.A.R. | Practice NCA/AdvancED: 15 mins. D.E.A.R. | Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R. | Model, example, practice NCA/AdvancED: 15 mins. D.E.A.R. |
| GLCE/CCS | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c | Mystery: W.6.1, W.6.4, L.6.1, L.6.2a,b, L.6.3a,b Mechanics: L.6.1, L.6.2, L.6.3 Reading: RI.6.4, RI.6.5 Vocabulary: L.6.4a,b,c |
| 31a Plans Note: 31a Staff may be reassigned by the office without notice. In such cases, these plans do not apply. | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. Note: | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. | The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. |

| Week of 11/28/11 7th Grade Geo. | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------------|--|--|--|--|---|
| Objective | TSWBAT conduct an informational text investigation in preparation for a persuasive presentation. | TSWBAT conduct an informational text investigation in preparation for a persuasive presentation. | TSWBAT conduct an informational text investigation in preparation for a persuasive presentation. | TSWBAT conduct an informational text investigation in preparation for a persuasive presentation. | TSWBAT conduct an informational text investigation in preparation for a persuasive presentation. TSWBAT construct a persuasive Type 3 (T, P, 3R, No I) based on their analysis of source material. |
| Assessment | Primary source & secondary source investigation (informational text). Project will culminate in a persuasive argument project. Cecil Rhodes will be put on trial for his activities in Africa. | Primary source & secondary source investigation (informational text). Project will culminate in a persuasive argument project. Cecil Rhodes will be put on trial for his activities in Africa. | Primary source & secondary source investigation (informational text). Project will culminate in a persuasive argument project. | Primary source & secondary source investigation (informational text). Project will culminate in a persuasive argument project. | Primary source & secondary source investigation (informational text). Project will culminate in a Type 3 persuasive argument project today . |
| Closing Activity | Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project. Discussion and additional scaffolding as necessary. This is a new type of project for these students. | Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project. Discussion and additional scaffolding as necessary. This is a new type of project for these students. | Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project. Discussion and additional scaffolding as necessary. This is a new type of project for these students. | Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project. Discussion and additional scaffolding as necessary. This is a new type of project for these students. | Primary source investigation of informational text, construction of a T chart (graphic organizer) in preparation of a persuasive project. Cecil Rhodes goes on trial at an appropriate point during the week after students have had time to analyze sources. |
| Vocabulary | colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela | colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela | colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela | colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela | colonialism Cape Town to Cairo Cecil Rhodes Rhodesia mining DeBeers "Dollar Diplomacy" griot plantation migrant worker Republic of South Africa Nelson Mandela |
| Strategy | video (BBC: http://news.bbc.co.uk/2/hi/africa/643737.stm), investigation, observe, reflect, question NCA/AdvancED: 15 mins. D.E.A.R. | video, investigation, observe, reflect, question, timeline (see below) NCA/AdvancED: 15 mins. D.E.A.R. | investigation, observe, reflect, question, evaluation NCA/AdvancED: 15 mins. D.E.A.R. | investigation, observe, reflect, question, evaluation NCA/AdvancED: 15 mins. D.E.A.R. | investigation, observe, reflect, question, evaluation NCA/AdvancED: 15 mins. D.E.A.R. |

| Week of 11/28/11 7th Grade Geo. | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|---|---|
| GLCE/CCS | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 | RH.6-8.4. RH.6-8.5. RH.6-8.6. RH.6-8.7 |

| Week of 11/28/11 Enrichment | Monday Ms. Taylor Modeling | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|--|
| Objective | TSWBAT define new vocabulary. TSWBAT express language with fluency. | TSWBAT define new vocabulary. TSWBAT express language with fluency. | TSWBAT define new vocabulary. TSWBAT express language with fluency. | TSWBAT define new vocabulary. TSWBAT express language with fluency. | TSWBAT define new vocabulary. TSWBAT express language with fluency. |
| Assessment | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. | worksheet assessment on vocabulary, performance assessment on fluency to be assessed at a future date. |
| Closing Activity | Fluency and performing literature. Vocabulary work. | Fluency and performing literature. Vocabulary work. | Fluency and performing literature. Vocabulary work. | Fluency and performing literature. Vocabulary work. | Fluency and performing literature. Vocabulary work. |
| Vocabulary | varies, see individual dictionary work page. | varies, see individual dictionary work page. | varies, see individual dictionary work page. | varies, see individual dictionary work page | varies, see individual dictionary work page |
| Strategy | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. | Dictionary practice, oral practice, fluency NCA/AdvancED: 15 mins. D.E.A.R. |

| Week of 11/28/11 Enrichment | Monday <i>Ms. Taylor Modeling</i> | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|--|
| GLCE/CCS | <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p> | <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p> | <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p> | <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p> | <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.</p> |

PRIMARY SOURCE ANALYSIS TOOL



OBSERVE

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REFLECT

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QUESTION

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FURTHER INVESTIGATION

Name _____ Hour: _____

WANTED!

FOR _____!

CLUES: _____

NAME: _____

REWARD

WANTED!

FOR DETECTIVE !

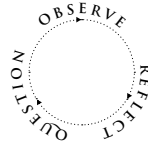
**CLUES: OBSERVATION SKILLS,
GOOD JUDGEMENT, AND SMART.
SEES THROUGH "RED HERRINGS".**



NAME: M. ARMENTROUT

**REWARD:
WILL GET TO GO CAMPING AGAIN**

TEACHER'S GUIDE ANALYZING MOTION PICTURES



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see and hear. · What do you notice first? · Do you only see live action, or are there any special effects or animation? · Describe any words you see on the screen. · What do you notice about the length of the motion picture? · Does anything about it seem strange or unusual? · What other details do you notice?

REFLECT

Encourage students to generate and test hypotheses about the source.

What was the purpose of this motion picture? · Who do you think created it? · Who are the people who appear in it? · What tools and materials were used to create it? · Do you think it was filmed on location, or was there a stage set? · Who do you think was the intended audience? · What feelings or ideas do you think its creators wanted to communicate? · If someone created this motion picture today, what would be different?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students write a brief description of the motion picture in their own words.

Intermediate

Speculate about the purpose of the motion picture and what its creators expected it to accomplish. Do you think the motion picture achieved their goals? Explain why you think so.

Advanced

Think about what you already know about this period in history. How does this motion picture support or contradict your current understanding of this period?

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

Africa

23 September 2011 Last updated at 10:34 ET

Zambia profile

A chronology of key events:

12th Century - Shona people arrive in the area, later establishing the empire of the Mwene Mutapa, which includes southern Zambia.

16th Century - Arrival of peoples from Luba and Lunda empires of Zaire to set up small kingdoms.

Late 18th Century - Portuguese explorers visit.

19th Century - Instability generated by migration as well as slave-trading by Portuguese and Arabs.

1851 - British missionary David Livingstone visits.

Copper discovered

1889 - Britain establishes control over Northern Rhodesia, administering the area using a system of indirect rule which leaves power in the hands of local rulers.

Late 1920s - Discovery of copper, which later encourages an influx of European technicians and administrators.

1953 - Creation of the Federation of Rhodesia and Nyasaland, comprising Northern Rhodesia, Southern Rhodesia (now Zimbabwe) and Nyasaland (now Malawi).

1960 - UNIP (United National Independence Party) formed by Kenneth Kaunda to campaign for independence and dissolution of federation dominated by white-ruled Southern Rhodesia.

All lesson plans are tentative and subject to change without notice.

1963 - Federation dissolved.

1964 - Independence, with Kaunda as president.

Late 1960s-1970s - Key enterprises nationalised. Private land nationalised in an unsuccessful agricultural improvement programme.

1972 - Zambia becomes a one-party state, with UNIP as the only legal party.

Help for rebels

1975 - Tan-Zam railway opened, providing a link between the Copperbelt to the Tanzanian port of Dar es Salaam, reducing Zambian dependence on Rhodesia and South Africa for its exports.

1976 - Zambia declares support for the independence struggle in Rhodesia. Zambian help proves crucial to the transition of Rhodesia to an independent Zimbabwe.

1990 - Food riots.

1991 - Multi-party constitution adopted. Movement for Multi-party Democracy (MMD) wins elections and its leader, Frederick Chiluba, becomes president.

1996 - Change to constitution effectively barring Kaunda from future elections. Chiluba re-elected.

1997 - Attempted coup.

1999 - A high court sentences 59 soldiers to death after they are found guilty of treason for the failed coup attempt in 1997.

2000 May - Fighting between Angolan forces and UNITA rebels spills over into Zambian territory.

2000 July - Environment Minister Ben Mwila expelled from the MMD and dropped from the cabinet after announcing his intention to run for president in 2001.

2000 December - UN officials estimate that up to 60,000 refugees fleeing fighting in the Democratic Republic of Congo move to Zambia in less than a week.

Chiluba trouble

2001 May - Setback for governing Movement for Multi-party Democracy as senior members hive off to create Forum for Democracy and Development. They're opposed to Chiluba's bid for a third term in office.

2001 July - Paul Tembo, former campaign manager for Chiluba who joined the opposition, is murdered shortly before he is due to testify against three ministers in a high-level corruption case.

2001 July - Zambia appeals for aid to feed some 2 million people after poor harvests caused by floods and drought.

2001 July - Final summit of the Organisation of African Unity (OAU), launch of the African Union.

2002 January - Levy Mwanawasa is sworn in as president amid opposition protests over alleged fraud in December's presidential elections.

2002 July - Parliament votes to remove ex-president Frederick Chiluba's immunity from prosecution.

2002 October - Government says it will not accept genetically modified (GM) maize to help alleviate the severe food shortages facing three million people.

2003 February onwards - Former president Frederick Chiluba is arrested and charged with corruption. Subsequent long-running trials are dogged by adjournments and procedural problems.

2003 December - Supreme Court confirms death sentences on 44 soldiers for their role in 1997's failed coup; sentences are later commuted by President Mwanawasa.

2004 September - Many charges of corruption against former president Frederick Chiluba are dropped, but within hours he is re-arrested on six new charges.

2005 February - Supreme Court rejects opposition challenge to President Mwanawasa's 2001 election victory, but says ballot had flaws.

Debt relief

2005 April - World Bank approves \$3.8 billion debt relief package which will write off more than 50% of Zambia's debt.

Around 50 workers killed in explosion at Chinese-owned explosives factory.

2005 November - President Mwanawasa declares a national disaster and appeals for food aid. He says more than a million Zambians face food shortages owing to drought.

2006 April - President Mwanawasa suffers a minor stroke. He resumes "light duties" after some weeks and later declares himself fit to run for re-election towards the end of the year.

2006 September - President Mwanawasa wins a second term.

2006 October - President announces discovery of oil in the west.

2007 January - Government launches economic recovery plan which envisages encouraging foreign investment.

2007 February - Chinese President Hu Jintao inaugurates a huge mining investment zone at the end of a two-day visit. His itinerary is cut short due to planned protests against the alleged exploitation of local workers by Chinese firms.

2007 May - The High Court in Britain rules that former president Frederick Chiluba and four of his aides conspired to rob Zambia of about \$46 million.

2008 January - Zambia declares floods which have killed more than 40 people "a national disaster".

2008 August - President Levy Mwanawasa dies, 59, in a Paris hospital, where he was being treated for the effects of a stroke in June.

2008 November - Vice-President Rupiah Banda sworn in as president after a narrow election win over the main opposition candidate, Michael Sata, who alleged fraud.

2009 August - Ex-President Chiluba is cleared of corruption after a six-year trial. The head of the anti-corruption task force is sacked after initiating an appeal against Chiluba's acquittal.

2010 February - Zambia and China sign mining cooperation agreement and deal to set up joint economic zone.

Tanzanian Supreme Court dismisses application by ex-President Chiluba aimed at preventing government from applying British High Court judgment convicting him of defrauding Tanzania of \$46m dollars.

2010 August - Zambia, China agree to build a second hydroelectric power plant on the Kafue River.

2010 October - Chinese mine managers charged with attempted murder following a multiple shooting at a mine where workers were demonstrating against conditions.

2010 November - UN updates its Human Development Index, which suggests Zambia is now worse off than in 1970, partly due to AIDS.

2011 January - Deadly clashes between police and demonstrators agitating for secession of western Zambia, known as Barotseland.

2011 June - Former president Frederick Chiluba dies.

2011 September - Michael Sata becomes president.

[More Africa stories](#)

- [Protests at climate change summit](#)

Thousands of demonstrators march in Durban demanding faster action on climate change, as the annual UN summit on the issue reaches its half-way point.

- [Sudan 'takes rebel border camp'](#)

- [NGO leaves diamond vetting scheme](#)

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Sample:

Bones of Cecil Rhodes are an insult to our ancestors: Zimbabwe official demands remains are exhumed and sent back to Britain

By [STEWART MACLEAN](#)

Last updated at 11:31 AM on 16th December 2010

A Zimbabwean politician has demanded the body of Cecil Rhodes is exhumed and sent back to Britain as it is an insult to the country's citizens.

Rhodesia, founded by and named for Rhodes, became the Republic of Zimbabwe in 1980.

Bulawayo governor Cain Mathema said it was offensive that the Oxford-educated former mining magnate was still buried on Zimbabwean soil three decades after the country was granted independence from Britain.

Rhodes was laid to rest in 1902 in territory then belonging to the young country of Rhodesia which he had founded just seven years earlier in his own name.

But Mr Mathema, a member of president Robert Mugabe's ruling Zanu-PF party, said Zimbabweans should feel insulted by the presence of the tycoon's grave in their soil.

In comments reported by the country's Sunday News, he said: 'I wonder why 30 years after independence Rhodes' grave is still found on the country's traditional shrine of worship.

'It's an insult to our ancestors and maybe that is the reason why our ancestors at Njelele, where we pray for rain, are no longer giving us enough rain.

'My call is not directed against Britain or whites, but against symbols that persecuted our people and took away our freedom and wealth.

'For I believe that physical freedom goes hand-in-hand with psychological freedom. We need to celebrate our own heroes and heroines.

'We do not get inspiration from the likes of Rhodes, so why should we visit their graves and their statues?'



Place of worship: Rhodes is buried on World's View (Malindidzimu Hill) in Matopo National Park, Zimbabwe and his grave attracts thousands of tourists a year

Timeline:

In **1888**, Cecil Rhodes and the British South Africa Company obtained a concession for mineral rights from local chiefs and the area that became Southern and Northern Rhodesia was proclaimed a British sphere of influence.

The settlement of Salisbury (now Harare, the capital) was established in 1890.

In **1895** the territory was formally named Rhodesia. For the next 60 years tensions grew between blacks and whites and black political parties were suppressed.

In **1964** Ian Smith became prime minister and pushed for independence, but Britain said there was to be no independence before majority rule.

General elections in April **1979** provided 75 seats for blacks and 25 seats for whites in Parliament and all races could vote.

Robert Mugabe became Prime Minister in a March **1980** election and the country was renamed Zimbabwe, dropping the Rhodesia.

In **1998** the government began seizing white-owned farms, causing mass emigration.

Rhodes, who was born in Bishop's Stortford in Hertfordshire, became one of Britain's most successful colonialists after being sent to southern Africa in the late nineteenth century when he suffered bad health as a teenager.

Within four decades he had established political control of Britain's Cape Colony, expanded the territory north to found Rhodesia and taken ownership of the world's richest diamond mining company De Beers. His expansionist plans were fired by a dream of securing a British corridor of power stretching from Cape Town to Cairo.

But his short life was blighted by bad health and he was buried amid great fanfare after his death of heart failure aged just 49.

Following his demise Rhodes' remains were transported by train from Cape Town to Bulawayo and laid to rest in the Matopo Hills south of the city, his favourite spot in the vast empire he had helped secure for Britain in southern Africa.

The life-long bachelor had lived alone in Cape Town and was always dogged by rumours about his sexuality. And last week Mr Mathema said the possibility the tycoon had been gay was a further insult to the sensibilities of those in Zimbabwe, where Zanu-PF officials have remained outspoken critics of homosexuality.

The governor said Rhodes' grave should now be removed from Zimbabwean soil as part of an effort to strip the former colony of symbols of its former rulers.

He added that similar action should be taken against a statue of the great Scottish explorer David Livingstone which stands at Victoria Falls.

The landmark was erected by Rhodesia's rulers in 1954 in memory to the nineteenth century missionary who helped drive forward the conquest of Africa's inner lands.



The Colossus of Africa: Rhodes, one of Britain's most successful and reviled colonialists, was satirised in a cartoon in Punch. In 2001 the statue was targeted by Zimbabwean war veterans protesting against the former colonial powers. Despite the attack the landmark remains in position in the tourist town built beside the famous Zambezi river waterfalls.

However last week Mr Mathema said the country could not earn 'true freedom' until all symbols of colonial oppression had been removed. Mr Mathema said: 'All over the country, you find schools named after colonialists, statues erected to celebrate colonialism. I am struck and baffled by the attitude of our people to continually embrace a bygone system that worked tirelessly to thwart their energy and aspirations. 'The total liberation of Zimbabwe is not complete as long as the country continues to live on the legacy of our former masters. As long as the names remain, as long as the scar of Rhodes' grave remains, it is not the psychological colonisation question alone that remains open, but the question of true freedom.

'I will tell that personally I hate all colonial names, as I said before I am not a racist but I hate all people who oppress and intimidate others.' Mr Mathema declined to comment on what he believed should happen to Rhodes' body if it was to be exhumed. The tycoon's grave currently lies amid the Matopo National Park, where it is visited by thousands of tourists every year.



Respected: The Rhodes Memorial in the Groote Schuur estate, Cape Town, 32 years after the Englishman died
Read more: <http://www.dailymail.co.uk/news/article-1338791/Zimbabwe-official-demands-bones-British-pioneer-Cecil-Rhodes-exhumed.html#ixzz1eyvmruVt>

“Rhodes was indeed a faulty hero: what hero is not? But he had great aims, some of which he attained, and he had the priceless faculty of inspiring others with the same aspirations. Perhaps the purest devotion to those aims he ever inspired was found in one of his own Rhodesians. Young Hubert Hervey in his lifetime echoed Rhodes’ words, when he said, “Only believe in our idea and it will carry you through every difficulty. If you live you will do great things; if you die - well! how can you die better? And your idea will not die.” For those aims later he was ready to lay down his life. As he lay dying of his wounds in the Matabele rebellion, he asked for Rhodes and begged him to see that his sister was cared for after his death. Rhodes was touched. He spoke thus of him afterwards: “He never thought of himself, he was without self . . . He was without fear - he did not know fear - and without self . . . That feeling about the Empire was the ideal of his life. There is a great deal of talk about the Imperial idea, but unhappily self is so often beneath it. That is where it is; people say all this, but self is so often at the bottom of it. With him it was *absolutely pure*; . . . There may be cynical people who will say about the Imperial part, ‘Oh yes, we know it is generally a cover for self.’ But when they see that half an hour before death he still had not thought about himself, that all his thoughts were for others, they will feel there was no self in him. Half an hour before death! I had gone to him wondering what he wished - other men might have had other thoughts - but his were still, even then, only for others.” Rhodes, we may believe, was so deeply stirred, not merely by his love for the young man, but yet more because he felt the nobility of that short life consecrated his own aims in the face of his fellow-men.

Such was Rhodes’ influence on one among many: of this influence generally no one could speak better than that disciple of his whom he inspired with a life-long devotion to the same ideals. Earl Grey, at the Chartered Company’s general meeting held in the year succeeding Rhodes’ death, said of him: “He was in truth the most strenuous lover of his country, the most single-minded and the greatest-hearted man I ever met. During his life he gave all his energies and all his wealth to the service of the Empire, and in his will he has bequeathed to the entire Anglo-Saxon world the priceless legacy of an inspiring ideal . . . I have come across, and sometimes in the most unexpected quarters, men whose characters have been entirely changed by the example of Cecil Rhodes, and whose ambition is now to administer as a public trust considerable proportions of those fortunes, which but for him they would probably have spent upon themselves.”

Cecil Rhodes By Basil Williams