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Created *by* Teachers *for* Teachers and Students

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Primary Sources: Continents— Africa and Asia

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (3 pages)

Lesson Plan (6 pages)

Primary Source Document (2 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

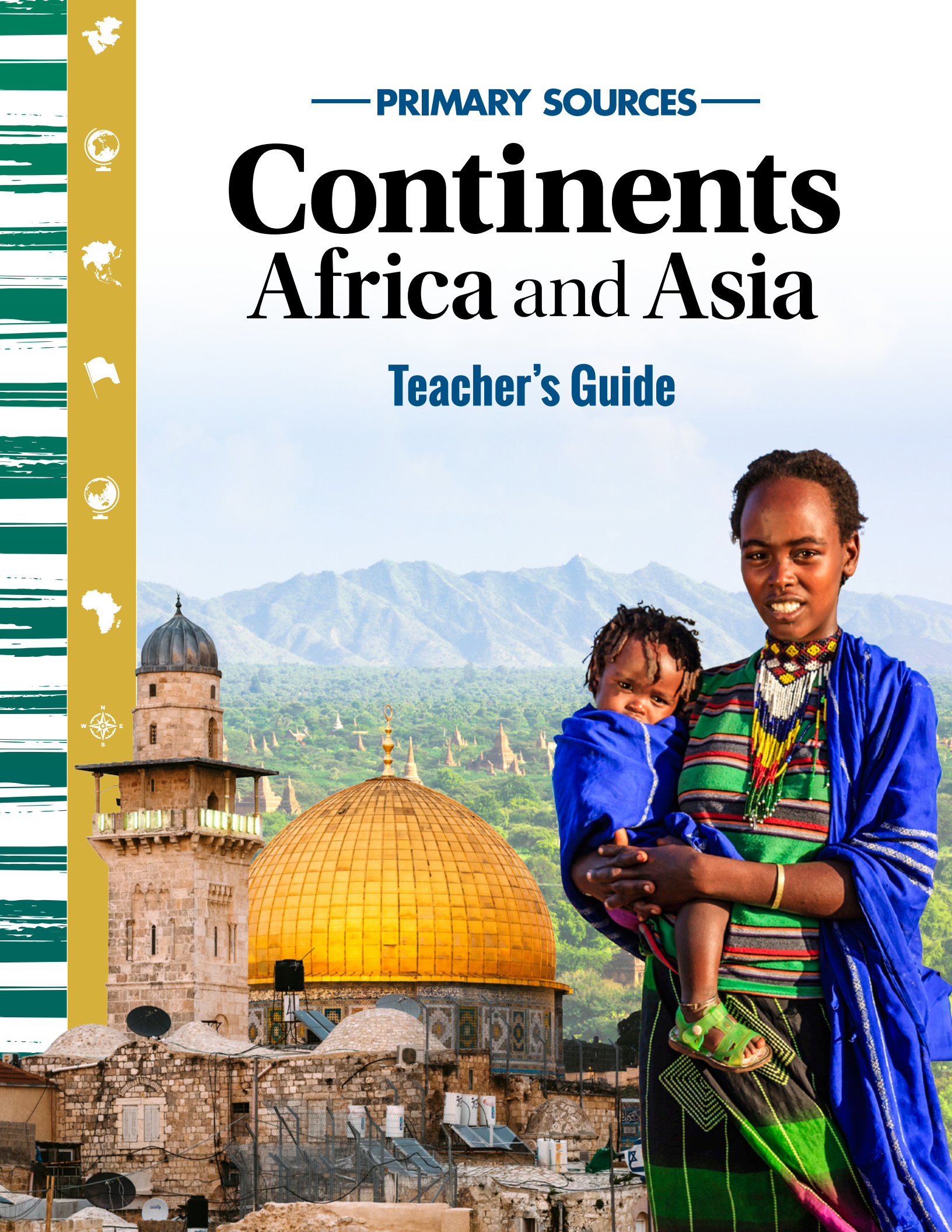
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— PRIMARY SOURCES —

Continents

Africa and Asia

Teacher's Guide



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the Primary Sources series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

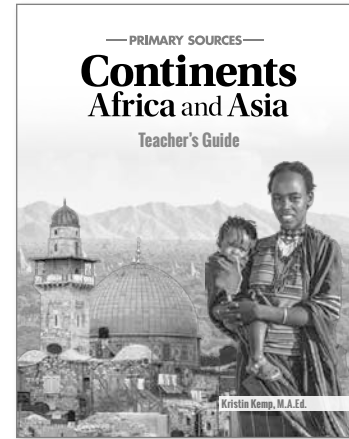
- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

How to Use This Product *(cont.)*

Teacher's Guide

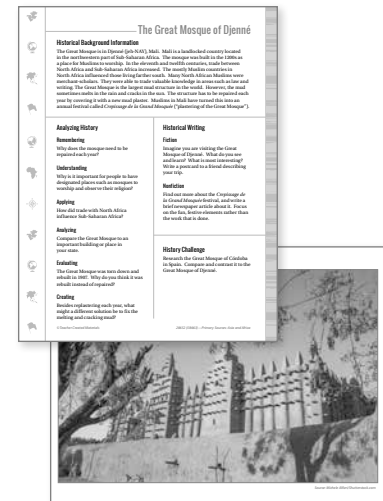
The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- extension activities
- historical background information
- reproducible student activity sheets
- document-based assessments
- culminating activities
- student glossary
- suggested literature and websites



Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the backs of the photograph cards. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes: a primary source image with historical background information; Bloom's taxonomy questions or activities; historical writing prompts (fiction and nonfiction); and a history challenge featuring an engaging and challenging activity.



Primary Source Documents

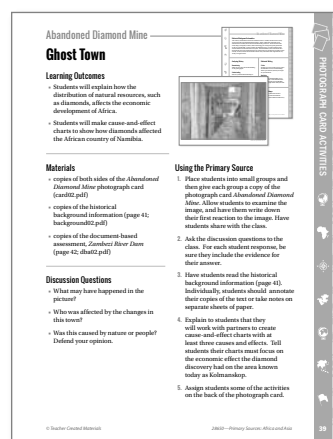
Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.



How to Use This Product (cont.)

Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* on pages 124–125 has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a document-based assessment. This one-page assessment allows students to further practice primary source analysis.

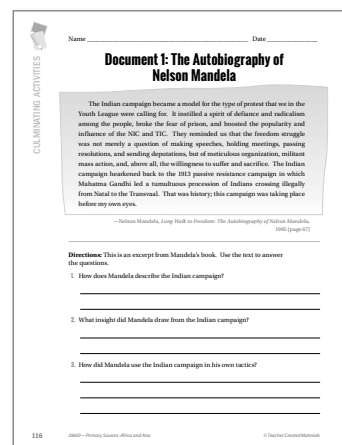


Culminating Activities

Culminating activities are provided to help students synthesize the information they have learned throughout this unit of study. First, students will complete a document-based question task (DBQ). A DBQ is a special type of essay question. Documents are provided for students to analyze and use to support their responses to the question or prompt. When writing a response to a DBQ, students use general information they have learned along with specific evidence from the documents. The purpose of a DBQ is to help students think like historians. Analyzing and using primary sources is an effective way to practice this skill.

DBQs also help students improve their writing skills. Students have to write strong theses, use evidence to support arguments, and make connections between different pieces of evidence. They will also be better able to analyze the author's purpose, point of view, and bias.

Finally, students will complete a culminating group activity. This fun activity allows students to draw upon what they have learned throughout the unit of study.

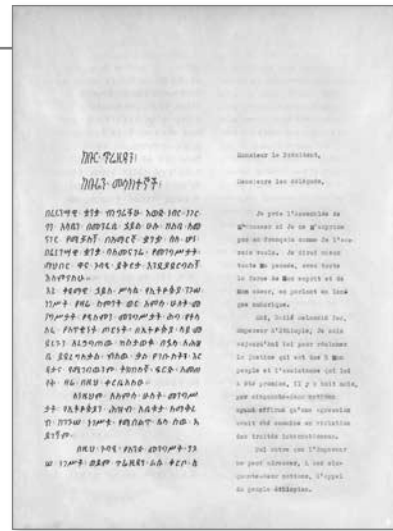


Digital Resources

The Digital Resources include: digital copies of the photographs and primary source documents; additional primary sources to support and enrich the lessons; student reproducibles; analysis activity sheets discussed on pages 10–20; and a detailed listing of the original locations of all primary sources in the collection. See page 128 for more information.



Defending Ethiopian Independence



Learning Outcomes

- Students will explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.
- Students will summarize sections of Haile Selassie's speech to the League of Nations and present the information to the class.

Materials

- copy of the facsimile *Appeal to the League of Nations* (doc02.pdf)
- copies of the historical background information (page 75; background10.pdf)
- copy of *Excerpts from Haile Selassie's Speech* (page 76; speech.pdf)
- copies of the *A Plea for Help* (page 77; activitiesheet02.pdf)
- copies of the document-based assessment, *United Nations General Assembly* (page 78; dba10.pdf)

Using the Primary Source

1. Have students read the historical background information (page 75). Have students annotate their copies or take notes on separate sheets of paper to note Selassie's fight for his country's freedom. Discuss students' findings as a class.
2. Project a copy of the facsimile *Appeal to the League of Nations*. Next, provide copies of the *Excerpts from Haile Selassie's Speech* (page 76), and ask the discussion questions.
3. Distribute copies of *A Plea for Help* (page 77). Explain to students they will focus on a specific part of Selassie's speech. Place the students into groups of three. Explain there are three sections on *Excerpts of Haile Selassie Speech* page 76. Assign one section of the speech to each person to read and summarize.
4. Organize students into three large groups based on the section they summarized. Each person should share their summary and add to the notes. Then, have students return to their group of three and share what they learned.

Discussion Questions

- What words from the speech stand out the most to you and why?
- Who was the audience this speech was written for? How do you know?
- Why would a speech like this be necessary?

Defending Ethiopian Independence *(cont.)*

Extension Idea

- Encourage students to find out more about Selassie's last years as emperor. Have them compare his demand for total authority with the fascism he fought against so passionately.

Document-Based Assessment

1. Distribute copies of *United Nations General Assembly* (page 78) to students. A digital copy of the photograph is provided in the Digital Resources (unitednations.jpg).
2. Tell students to use what they learned about Ethiopia, its Emperor Haile Selassie, and Ethiopian cultures to respond to the questions.
3. Use the answer key below to review student responses as a class. Discuss how students can use strong evidence from the primary source to most effectively respond to the questions.

Answer Key

A Plea for Help *(page 77)*

Student summaries will vary but should include textual-evidence to support the summary.

Challenge: The League of Nations was started in 1910 after the Paris Peace Conference ended World War I. It was a good idea, but it was not very efficient and was unable to deal with the imperialism and fascism of the 1930s. It declined, and a new organization called the United Nations was formed in 1945.

United Nations General Assembly *(page 78)*

1. The delegates represent all the different countries of the world.
2. They are wearing headsets, so the speech can be translated into their native languages.
3. Answers may include a positive message of peace, cooperation, and hope.





Defending Ethiopian Independence *(cont.)*

Historical Background Information

European **imperialism** was at its peak in the late nineteenth century. European countries such as Great Britain, France, and Germany had colonized most of Africa. Ethiopia was a country in Northeastern Africa and was an exception. Italy tried to colonize the country in 1895. But Ethiopia was able to ward off the attack. It remained independent.

Haile Selassie became the new king of Ethiopia. Two years later, he became emperor. He had plans for progress and reform in his country. Making the country modern was an important goal for him. So was improving education. He then issued a new constitution. It stated that all citizens were equal and united. However, Selassie gave himself power to make all decisions. He was the ultimate authority in the country.

In 1935, a new leader came to power in Italy. The leader was the **fascist** dictator Benito Mussolini. He attacked Ethiopia and planned to control the country. Mussolini wanted to prove Italy's power. Colonizing was a chance to acquire more land and resources. The attack was a success, and Italy now controlled Ethiopia. Selassie was forced into **exile** in England for his own safety.

In June 1936, Selassie gave a heartfelt speech to the League of Nations. He shared the injustice of Italy's attack. He pleaded for help. His hope was that his country and people would regain their freedom. He wanted to return as emperor. The League of Nations refused to help. Some good did come from his speech. Before the speech, he was from a country that few had known. He quickly became a respected world leader who was opposed to fascism.

World War II brought the entire world into conflict. In 1941, with the war's focus on Europe and the Pacific, Ethiopia was able to gain back its independence. Selassie was restored as emperor. After World War II ended, Selassie led his country through health reform, increased trade, and improved schools. He even opened the country's first university. The biggest change came when he rewrote the constitution. It promised equal rights and seemed to decrease his power. In reality, it did not lessen his total control of the country.

Excerpts from Haile Selassie's Speech

Appeal to the League Of Nations by Haile Selassie from June 1936

Introduction

"I, Haile Selassie I, Emperor of Ethiopia, am here today to claim that justice which is due to my people, and the assistance promised to it eight months ago, when fifty nations asserted that aggression had been committed in violation of international treaties. There is no precedent for a Head of State himself speaking in this assembly. But there is also no precedent for a people being victim of such injustice and being at present threatened by abandonment to its aggressor. Also, there has never before been an example of any Government proceeding to the systematic extermination of a nation by barbarous means, in violation of the most solemn promises made by the nations of the earth that there should not be used against innocent human beings the terrible poison of harmful gases. It is to defend a people struggling for its age-old independence that the head of the Ethiopian Empire has come to Geneva to fulfill this supreme duty, after having himself fought at the head of his armies ...

What of Promises?

What have become of the promises made to me as long ago as October, 1935? I noted with grief, but without surprise, that three Powers considered their undertakings under the Covenant as absolutely of no value. Their connections with Italy impelled them to refuse to take any measures whatsoever in order to stop Italian aggression. On the contrary, it was a profound disappointment to me to learn the attitude of a certain Government which, whilst ever protesting its scrupulous attachment to the Covenant, has tirelessly used all its efforts to prevent its observance. As soon as any measure which was likely to be rapidly effective was proposed, various pretexts were devised in order to postpone even consideration of the measure. Did the secret agreements of January, 1935, provide for this tireless obstruction?...

League Threatened

It is collective security: it is the very existence of the League of Nations. It is the confidence that each State is to place in international treaties. It is the value of promises made to small States that their integrity and their independence shall be respected and ensured. It is the principle of the equality of States on the one hand, or otherwise the obligation laid upon small Powers to accept the bonds of vassalship. In a word, it is international morality that is at stake. Have the signatures appended to a Treaty value only in so far as the signatory Powers have a personal, direct, and immediate interest involved?...

Apart from the Kingdom of the Lord there is not on this earth any nation that is superior to any other. Should it happen that a strong Government finds it may with impunity destroy a weak people, then the hour strikes for that weak people to appeal to the League of Nations to give its judgment in all freedom. God and history will remember your judgment ...

I ask the fifty-two nations, who have given the Ethiopian people a promise to help them in their resistance to the aggressor, what are they willing to do for Ethiopia? And the great Powers who have promised the guarantee of collective security to small States on whom weighs the threat that they may one day suffer the fate of Ethiopia, I ask what measures do you intend to take?

Representatives of the World I have come to Geneva to discharge in your midst the most painful of the duties of the head of a State. What reply shall I have to take back to my people?"

Source: Mount Holyoke (www.mtholyoke.edu/acad/intrel/selassie.htm)



Name _____ Date _____

United Nations General Assembly



Directions: This image shows UN Secretary General Ban Ki-moon giving a speech at the opening of the 71st session of the United Nations General Assembly in New York. Use the image to answer the questions.

1. Who do the delegates in this room represent?

2. Many delegates are wearing headsets. For what reason might they be doing that?

3. If you were in the room, what message would you hope to hear from the UN Secretary?

ጃጥሮ፡ በወታደሮች፡ በሲቶች፡ በጠቆሞች፡ በጠባብጥ
ች፡ በፊት፡ ወገንዎች፡ በጉራዎች፡ በጠባብጥ፡ ማ
ሠጥጦ፡ ስታዎች፡ ካይ፡ ከይቋርጥ፡ ይህ፡ ሞት፡
የሚያመጣ፡ ዝናብ፡ ዘንባባቸው፡ ፎጡር፡ የሆ
ኑት፡ ሁሉ፡ በፍጹም፡ ከሚገኙት፡ ወሃወጊና፡ ከ
ጠባብጥ፡ የሚሆኑትንም፡ ሣር፡ መርዝ፡ ገቻ፡ ለማ
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ንጉሥ፡ ሥራቸውን፡ አየተመከረው፡ አንዲሁ፡ አደ
ረገ፡ ዋና፡ የጦር፡ መሣሪያ፡ ደባረገው፡ ይህን፡ ነው።

ይህም፡ በረቂቅነት፡ የሚሠራ፡ የጭንቅጫ
ሥራ፡ ጦርነቱ፡ በሚደረግበት፡ በታ፡ በጠቆሞች፡ በ
ታዎች፡ የሚገኙትን፡ ሕዝብ፡ አጠፋቸው። አገራቸውን
ወንጭ፡ ሞግረ፡ በደ፡ አደረገው። አሳሳቢው፡ በሚ
በዘው፡ በኢትዮጵያ፡ ግዛት፡ ገፍጮ፡ ካይ፡ ጭንጭ
ገና፡ ሞትን፡ ከመዘራት፡ ነበር።

ይህም፡ አጭግ፡ የሚደሰዝን፡ ነገር፡ የሚ
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ራደ፡ ሕዝብ፡ የደረሰበትን፡ ሥቋይ፡ ከሠከ
ጠናው፡ ፋሪም፡ ከሚሰታወቅ፡ ነው። ይህም፡
የማደገጠኛ፡ ሞገንገላት፡ ገሪና፡ ገንዘብ፡ ገን
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በሌሎችም፡ የሚደርሰበትን፡ አፍጮ፡ ማሰብ፡ ይ

une fine pluie meurtrière. Par groupes de
neuf, de quinze, de dix-huit, les avions se
suivaient de manière que le brouillard émis
par chacun format une nappe continue. C'est
ainsi que, à partir de la fin de janvier 1936,
les soldats, les femmes, les enfants, le bé=
tail, les rivières, les lacs, les herbages
ont été arrosés continuellement par cette
pluie mortelle. Pour tuer systématiquement
les êtres vivants, pour empoisonner sûrement
les eaux et les herbages, le commandement
italien a fait passer et repasser ses avions.
Ce fut là sa principale méthode de guerre.

Le raffinement de la barbarie a consisté
à porter le ravage et la terreur sur les
points les plus peuplés du territoire et de
plus en plus éloignés du théâtre des hostilités
Le but visé était de jeter l'épouvante et la
mort sur une grande partie du territoire
éthiopien.

Cette tactique effroyable a réussi;
hommes et bêtes ont succombé. La pluie
meurtrière tombée des avions faisait fuir,
en hurlant de douleur, tous ceux qu'elle
touchait. Succombaient aussi, dans d'atroces
souffrances, ceux qui buvaient l'eau empoi=
sonnée ou mangeaient des aliments infectés.
Par dizaines de milliers, sont tombées les
victimes de l'ypérite italienne. C'est pour
dénoncer au monde civilisé le supplice in=
fligé au peuple éthiopien que J'ai résolu de
venir à Genève. Nul autre que Moi et Mes
vaillants compagnons d'armes ne pouvait en
apporter à la Société des Nations le témoig=
nage irrécusable. Les appels que Mes délég=
gués à Genève adressaient à la Société des
Nations restaient sans réponse: Mes délég=
gués n'en avaient pas été les témoins. C'est
pourquoi J'ai résolu de venir Moi-même porter
témoignage du crime perpétré contre Mon
peuple et donner à l'Europe l'avertissement
du destin qui l'attend si elle s'incline
devant le fait accompli.

ክብር፡ ጥራዚዳን፡

ክብራን፡ መሳንተኞች፡

በረባባሽ፡ ቋንቋ፡ ብንገራችሁ፡ አወፍ፡ ነበር። ነገር፡
ግን፡ አሳቤን፡ በመንፈስ፡ ጳይጮ፡ ሁሉ፡ ገራቤ፡ ከመ
ናገር፡ የሚቻሉት፡ በአማርኛ፡ ቋንቋ፡ ስለ፡ ሆኖ፡
በረባባሽ፡ ቋንቋ፡ በከመናገራ፡ የመንግሥታት፡
ማህበር፡ ዋና፡ ጉባዔ፡ ይቅርታ፡ አንደደደርግራች፡
አካላትናሁ።

እኔ፡ ቀዳማዊ፡ ጳይኮ፡ ሥካሴ፡ የኢትዮጵያ፡ ንጉሠ፡
ነገሥት፡ የዛሬ፡ ከሞገት፡ ወር፡ አሞህ፡ ሁለት፡ መ
ንግሥታት፡ የዓክዳምን፡ መንግሥታት፡ ሕግ፡ የተካ
ለረ፡ የአጭግ፡ ጦርነት፡ በኢትዮጵያ፡ ካይ፡ መ
ደረገን፡ አረጋግጠው፡ ገስቷዎቹ፡ በኋላ፡ ከሕዝ
ቤ፡ ይደረግላቸዋል፡ ብለው፡ ቃል፡ የገቡላቸውን፡ እር
ዳታና፡ የሚገባውንም፡ ትክክለኛ፡ ፍርድ፡ ከመጠ
የቅ፡ ዛሬ፡ በዚህ፡ ቀርቤአሁ።

ከነዚህም፡ ከአሞህ፡ ሁለት፡ መንግሥ
ታት፡ የኢትዮጵያን፡ ሕዝብ፡ አቤቱታ፡ ከማቅረ
ብ፡ ገንጉሠ፡ ነገሥቱ፡ የሚበልጥ፡ ሌላ፡ ሰው፡ አ
ይገኝም።

በዚህ፡ ጉባዔ፡ የአንድ፡ መንግሥት፡ ንጉ
ሠ፡ ነገሥት፡ ወይም፡ ጥራዚዳን፡ ሌላ፡ ቀርቦ፡ ከ

Monsieur le Président,

Messieurs les délégués,

Je prie l'Assemblée de
M'excuser si Je ne M'exprime
pas en français comme Je l'au=
rais voulu. Je dirai mieux
toute Ma pensée, avec toute
la force de Mon esprit et de
Mon coeur, en parlant en lan=
gue amharique.

Moi, Haile Selassié Ier,
Empereur d'Ethiopie, Je suis
aujourd'hui ici pour réclamer
la justice qui est due à Mon
peuple et l'assistance qui lui
a été promise, il y a huit mois,
par cinquante-deux nations
ayant affirmé qu'une agression
avait été commise en violation
des traités internationaux.

Nul autre que l'Empereur
ne peut adresser, à ces cin=
quante-deux nations, l'appel
du peuple éthiopien.

ናገር፡ ሞናሪባት፡ ገና፡ ዘሬ፡ መጀመሩ፡ ነው። ደግሞ፡
የአንድ፡ አገር፡ ሕዝብ፡ ይህን፡ የመሰረ፡ አመጽ፡ ሲ
ሠራበትና፡ አሁንም፡ በአጥቂው፡ እጅ፡ አመደቀ፡
ቢደርስ፡ የታየው፡ በአርግ፡ ዘሬ፡ ብቻ፡ ነው። ደግ
ሞ፡ አንዱ፡ መንግሥት፡ የሌላውን፡ መንግሥት፡ አገር፡
በጦርነት፡ እንደደወሰዱ በትና፡ ገጽ፡ ገጽ፡ የሆኑትን
ሞ፡ የሰው፡ ወገኖች፡ ጋራ፡ በሆነው፡ በጋዝ፡ ቀ
ክሲን፡ መርዝ፡ እንደደረጃቸው፡ ተብሎ፡ በሞጽ፡
ባሉ፡ መንግሥቶች፡ ጋራ፡ በተዋዋሪው፡ ውሳኔ፡ በባ
ብርና፡ በግልጽ፡ የሰጠውን፡ ቃል፡ ባይገባ፡ ተገልጿል፡
በወገኛነት፡ መሣፈሪያ፡ የአንዱን፡ ሕዝብ፡ ዘር፡ በ
ቁርጥ፡ አማጥፋት፡ ገዚህ፡ ቀጭን፡ የተነሣ፡ ሞ
ሰኬ፡ የሆነ፡ መንግሥት፡ አልታየም። በሐዚህ፡ በ
ኢትዮጵያ፡ ገንዘብ፡ የገሥትነት፡ ወደ፡ ዝግጁ፡ የ
መግቢያ፡ ሞንገደት፡ አጠር፡ ሠራዊት፡ ዋና፡
መሪ፡ ሆኖ፡ ሌሎች፡ በተዋጋሁ፡ በኋላ፡ በገዛ፡ ሹዝ
መናት፡ ጀምሮ፡ የቆየውን፡ የጸናታን፡ አመጣጥ፡
በሰላም፡ ስራ፡ ኢትዮጵያ፡ ሕዝብ፡ አመጣጥ
አገልግሎት፡ ይህንም፡ ገጽ፡ ያለ፡ የተገባኝን፡ ሥራ፡
አመራጽም፡ ነው።

እነዚህ፡ የተገተኙ፡ ሹዝ፡ ሞንገደት፡ ሌላ
ቸው፡ በደረሰባቸውና፡ ሞስክ፡ ከሆኑት፡ በላይ
በቅቅ፡ ነገር፡ በሕዝቡም፡ አይ፡ በተደረገው፡ ሥ
ቃይ፡ የጸናታን፡ መንግሥት፡ እግረአገር፡ እን
ደጠብቃቸው፡ አካምናሁ።

በዝግጁ፡ የተሰበሰቡትና፡ አገዛ፡ መላ
ዓገ፡ ሰዎች፡ ሴቶችና፡ ሕፃናቶች፡ ሕይወት፡ አካ
ሬ፡ አሆኑት፡ አመንግሥታት፡ እንደሌሎቹ፡ እ
ነዚህ፡ ፍጥረቶች፡ የደረሰባቸውን፡ የሞት፡ አ
ደጋ፡ በኢትዮጵያ፡ አይ፡ የደረሰባትንም፡ አጭፍ፡ በ
ዝርዝር፡ አስረዳሁ።

የአጣጣይ፡ መንግሥት፡ ጦርነት፡ ደደ
ረገው፡ በኢትዮጵያ፡ ወታደሮች፡ አይ፡ ብቻ፡ አይደ
ሉም። ይህንም፡ ገጠርናቱ፡ ሥፍራ፡ በሌላት፡

Il est peut-être sans exemple
qu'un chef d'Etat ait pris lui-même
la parole dans cette Assemblée.
Mais il est certainement sans exem-
ple qu'un peuple ait été victime
d'une iniquité pareille et soit
actuellement menacé d'être aban-
donné à son agresseur. Il n'y a
pas, non plus, d'exemple d'un
gouvernement procédant à l'exter-
mination systématique d'un peuple
par des moyens barbares, en vio-
lation des promesses les plus so-
lennelles faites à toutes les na-
tions de la terre de ne point re-
courir à une guerre de conquête,
de ne point user, contre des êtres
humains innocents, du terrible poi-
son des gaz toxiques. C'est pour
défendre un peuple qui lutte pour
son indépendance millénaire que le
chef de l'Empire d'Ethiopie est venu
à Genève pour remplir ce devoir
suprême, après avoir combattu lui-
même, à la tête de ses armées.

Je prie Dieu Tout-Puissant
d'épargner aux nations le terrible
supplice qui vient d'être infligé
à mon peuple et dont les chefs qui
m'accompagnent ici ont été les té-
moins horrifiés.

J'ai le devoir de dire aux
gouvernements assemblés à Genève
et qui sont responsables de la vie

በስከላው፡ ሕዝብ፡ አይ፡ በጽንጋሌ፡ አመጣጥና፡
ዘሬቸውንም፡ አማጥፋት፡ አደጋ፡ እየጣከ፡ ወጋቸ
ው። ጦርነቱ፡ እንደተጀመረ፡ በገዢዎቹ፡ ፋሞት፡
መሠረዘ፡ የአጣጣይ፡ አውሮፕላኖች፡ በጦር፡ ሠ
ራዊት፡ አይ፡ ጋዝ፡ አጠቃቀም፡ ያከበት፡ በሞገስ፡
ጣሎቻቸው፡ ይህም፡ በሞገስ፡ እጅግ፡ አልጎግ፡ ገ
ውሞ፡ ነበር። ሞንገደትም፡ ወታደሮች፡ በሞገስ፡
በወደቀ፡ ጊዜ፡ ጋዝን፡ ነፋስ፡ እስኪወሰዱ ድረስ፡
መብት፡ ተቀብረው፡ ነበሩ።

ገዚህ፡ በኋላ፡ የአጣጣይ፡ አውሮፕላ
ኖች፡ ኢፐሪት፡ የተሰጠውን፡ ጋዝ፡ መጣ፡ ጀመሩ።
በኢትዮጵያ፡ የጦር፡ ሠራዊት፡ አይ፡ ኢፐሪት፡ ያ
ከበት፡ በርሚክ፡ ወደቀባቸው። የኢፐሪትም፡
ጋዝ፡ በዚህ፡ አደራገጥ፡ ብዙ፡ ጉዳት፡ አማጣጣች
የላይኛቸው፡ ሆኑ። ሞንገደትም፡ የኢፐሪት፡ ወሃ፡
የሚደገፍቸው፡ ወታደሮች፡ ጥቂቶች፡ በአንበ
ትና፡ በርሚክ፡ በመሪነት፡ አይ፡ ሲወደቁ፡ ወታ
ደሮችም፡ ሕዝቡም፡ መርዝ፡ ያከበት፡ መሆ
ኑን፡ በከወቁት፡ ነው።

የአጣጣይ፡ የጦር፡ ጠቅካይ፡ ሹዝ፡ መ
ቀሪን፡ የኢትዮጵያ፡ ወታደሮች፡ በገበገብ፡ ጊዜ፡ የአ
ጣጣይ፡ የጦር፡ ሠራዊት፡ መረታቱን፡ በከተረ
ደውና፡ በከ፡ ሠጋ፡ ሌላ፡ አይነት፡ የኢፐሪት፡ አ
ጣጣይ፡ አደረገ። ይህንም፡ አደራገጥ፡ አሁን፡ ከ
ዓለም፡ ገጠ፡ ማስታወቅ፡ የተገባኝ፡ ነው።

በአገራችን፡ አይ፡ የኢፐሪት፡ ወሃ፡ የ
መረጫ፡ መገናኛ፡ ተዘጋጅቶ፡ ስራ፡ በሆነው፡ አ
ገር፡ አይ፡ ሞትን፡ የሚደመጣ፡ ለቀቅ፡ ዝናብ፡
እንደደወርዳበት፡ ተደረገ። የአጣጣይንም፡ አ
ውሮፕላኖች፡ በአንድ፡ ጊዜ፡ ዘጠኝ፡ ሺህ፡ አ
ሞስት፡ አሥራ፡ ስምንት፡ እየሆኑና፡ እየተመከ
ሰሱ፡ ሳይቋርጥ፡ የኢፐሪት፡ ዝናብ፡ እንደወርደ
አደረጉ። በጥር፡ መሠረዘ፡ ገዢዎቹ፡ ፋሞት፡

de millions d'hommes, de femmes et
d'enfants, le péril mortel qui les
menace, en leur décrivant le sort
qui fut subi par l'Ethiopie.

Ce n'est pas seulement aux guer-
riers que le Gouvernement italien a
fait la guerre. Il s'est surtout at-
taqué aux populations éloignées des
hostilités, en vue de les terroriser
et de les exterminer.

Au début, pendant la fin de l'an-
née 1935, l'aviation italienne lança
sur mes armées des bombes à gaz lac-
rymogène. Leurs effets furent de
faible efficacité. Les soldats ap-
prirent à se disperser en attendant
que le vent eût dissipé rapidement
les gaz toxiques.

L'aviation italienne eut alors
recours à l'ypérite; des barils de
liquide étaient lancés sur les groupes
armés. Ce moyen ne fut pas, non plus,
efficace. Le liquide n'atteignait que
quelques soldats. Les barils, sur le
sol, avertissaient eux-mêmes les trou-
pes et les populations du danger.

C'est au moment de l'opération
d'encercllement de Makallé que le com-
mandement italien, craignant une dé-
route, appliqua le procédé que j'ai
maintenant le devoir de dénoncer au
monde.

Des diffuseurs furent installés
à bord des avions afin de vaporiser,
sur de vastes étendues de territoire,