

CHAPTER

2

THE NATIONALIST MOVEMENT IN INDO-CHINA

Syllabus

- *Factors Leading to Growth of Nationalism in Indo-China*
- (a) *French colonialism in Indo-China.*
- (b) *Phases of struggle against the French.*
- (c) *The ideas of Phan Chu Trinh, Phan Boi Chau, HO Chi Minh*
- (d) *The Second World War and the liberation struggle.*
- (e) *America and the Vietnam war.*



TOPIC-1

French Colonialism in Indo-China

Quick Review

- Beginning of Colonialism in Vietnam
- Colonialism is a process of building and maintaining of colonies in one territory by people from another territory and exploiting it economically.
- Indo-China comprises the modern countries of Vietnam, Laos and Cambodia.
- Trade had flourished in old Vietnam and it was linked with the Maritime Silk route.
- Silk route refers to an interconnected network of trade routes that connects eastern southern and western Asia with the Mediterranean world, including North Africa and Europe.
- The French arrived in Vietnam in 1858 and consolidated their hold over the northern region by mid-1880. French Indo-China was formed in 1887 after defeating China, they assumed control of Tonkin and Annam.
- Writer and policy-maker, Paul Bernard believed that the prime motive behind acquiring colonies was to flourish business and make profits.
- Vietnamese economy was predominantly based on rice and rubber plantations owned by the French and elites in Vietnam. Indentured labour or labour based on contract was used in these plantations from the mid-nineteenth century.
- The French colonisation and their growing dominance in the country created tremendous unrest in Vietnam and resulted in nationalist resistance.

TOPIC - 1

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Know the Terms

- **Rationalism:** The practice or principle of basing opinions and actions on reason and knowledge rather than on religious belief or emotional response.
- **Individualism:** It is a moral, political or social outlook that stresses human independence and the importance of individual self-reliance and liberty.

- **Partial Modernisation:** It is a policy of introducing modernisation in some respects and preventing it in the other respects. If the modernisation proved dangerous for the rulers' economic exploitation, then they blocked or prevented this.
- **Equality Before Law:** It means all men are equal before law. There is no discrimination between rich and poor and the same law is applicable to all irrespective of their caste, religion and economic status.
- **Liberalism:** Liberalism is a political philosophy or worldview founded on ideas of liberty and equality. The society has to solve all the problems to make the life for everyone happy and prosperous.
- **Napalm:** An organic compound used in fire bombs. A highly flammable sticky jelly used in incendiary bombs and flame-throwers, consisting of petrol thickened with special soaps. The mixture burns slowly when it comes into contact with human body, it sticks and continues to burn.
- **Humanism:** It means faith in human beings. It also tells us that we must have confidence on ourselves. Man has capacity to change society and make the nature better according to his requirements.
- **Indo-China:** The term was adopted as the name of the colony of French Indochina (today's Vietnam, Cambodia, and Laos), and the entire area of Indochina is now usually referred to as the Indochinese Peninsula or Mainland Southeast Asia.

Know the Dates

- **1802 :** Nguyen anh becomes emperor symbolising the unification of the country under the Nguyen dynasty.
- **1858 :** The French arrived in Vietnam
- **1867 :** Cochinchina (the South) becomes a French colony.
- **1868 :** Scholar's revolt against French control
- **1880 :** Vietnam becomes French Colony
- **1887 :** Franco Indo-China was formed
- **1903 :** Bubonic plague started in Northern part of Hanoi
- **1930 :** Ho Chi Minh forms the Vietnamese Communist Party.
- **1939 :** Hyun Phu So started HaoHoa Movement
- **1940 :** Japan occupied Vietnam
- **1941 :** Vietminh was created
- **1945 :** Fall of Japan and Vietminh declared Vietnam as independent nation
- **1946 :** The First Indo-China war began
- **1953 :** The First Indo-China war came to an end

Know the Links

- www.vanderbit.edu/olli/flies/French_Indochina_1885_1954.pdf
- www.excellup.com/Notes/10_SocSC_The Nationalist Movement in Indo
- https://en.wikipedia.org/wiki/French_Indochina



Very Short Answer Type Questions

(1 mark each)

- | | |
|--|--|
| <p>Q. 1. How was the maritime silk route useful for Vietnam? [Board Term-II, Delhi Set-I, II, III, 2015]</p> <p>Ans. Vietnam was linked to maritime silk route which brought in goods, people and ideas. 1</p> <p>Q. 2. What were the two bases of colonial economy in Vietnam? [Board Term-II, Delhi Set-III, 2016]</p> <p>Ans. Bases of colonial economy in Vietnam :</p> | <p>(i) Rice cultivation,</p> <p>(ii) Rubber Plantation. $\frac{1}{2} \times 2 = 1$</p> <p>Q. 3. When did the French arrive in Vietnam?</p> <p>Ans. 1858. 1</p> <p>Q. 4. When and how French Indo-China was formed?</p> <p>Ans. Conquest of Tonkin and Anaam in 1887 led to the formation of French Indo-China. 1</p> |
|--|--|



Short Answer Type Questions

(3 marks each)

- Q. 1. Why did the French think that colonies were necessary ? Explain.

[Board Term-II, (Set-68003) 2012]

OR

Mention any three reasons for the French colonisation over Vietnam.

Ans. French colonisation over Vietnam :

- (i) To supply natural resources and other essential goods.
- (ii) To bring the benefits of civilisation to backward people.
- (iii) To increase cultivation for trade.
- (iv) Infrastructural development to control entire region.
- (v) To ensure higher levels of profit. (Any three)

$1 \times 3 = 3$ [CBSE Marking Scheme, 2012]

- Q. 2. Explain any three steps taken by the French to achieve their aim to exploit the natural resources of Vietnam. [Board Term-II, (Set-02/B1) 2011]

Ans. The three steps to achieve the aim to exploit natural resources of Vietnam were :

- (i) The French began building, canals and draining lands in the Mekong Delta to increase cultivation. As a result of irrigation works, the rice production increased. The Vietnam became the third largest exporter of rice in the world.
- (ii) Trans Indo-China rail network was constructed. It linked the northern and southern parts of Vietnam and China.
- (iii) Another line linking Vietnam to Siam (Thailand), via the Cambodian capital Phnom Penh was also built.
- (iv) To ensure higher level of profits, French pressurised the Government to develop infrastructure.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

- Q. 3. Explain the views of Paul Bernard regarding the development of colonies.

[Board Term-II, (Set 05/B1) 2011]

Ans. Paul Bernard, an influential writer and policy-maker, strongly believed that the economy of the colonies needed to be developed.

- (i) He argued that the purpose of acquiring colonies was to make profits. The markets would expand and the French business would make better profits.
- (ii) There was a high, rising population, low agricultural productivity and extensive indebtedness amongst the peasants in Vietnam. To improve agricultural productivity and reduce rural poverty, it was

necessary to carry out land reforms as the Japanese had done in the 1890s.

- (iii) Bernard wanted the French to follow the Japanese example by industrialising Vietnam and thus create more jobs. But the French, contrary to what Bernard suggested, did little to industrialise the economy and the standard of living declined in Vietnam.

$1 \times 3 = 3$

- Q. 4. Describe the various barriers to the economic growth in Vietnam.

[Board Term-II, (Set-68010) 2012]

Ans. (i) High population growth.

(ii) Low agricultural productivity.

(iii) Extensive indebtedness amongst the peasants.

(iv) Moreover, increasing unemployment and lack of industrialization led to increased landlordism and declining standard of living. (Any three)

$1 \times 3 = 3$ [CBSE Marking Scheme 2012]

- Q. 5. What was the conditions of colonial economy in Vietnam ? Explain. [Board SQP-2016]

Ans. (i) The colonial economy in Vietnam was, however, primarily based on rice cultivation and rubber plantations owned by the French and a small Vietnamese elite.

(ii) Rail and port facilities were set up. Indentured Vietnamese labour was widely used in the rubber plantations.

(iii) The French, contrary to what Bernard would have liked, did little to industrialise the economy. In the rural areas, landlordism spread and the standard of living declined.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

- Q. 6. What was the nature of colonial economy in Vietnam ? [Board Term-II, (Set-68011) 2012]

Ans. (i) Like colonial policy of other imperial powers, the French also subjected the Vietnamese economy to interests of the homeland. Vietnam had to supply its natural resources and other essential goods to France on their terms.

(ii) No doubt the French took up vast irrigation works and built canals, but mainly with forced labour consisting of Vietnamese people.

(iii) Increased rice production was aimed to export rice to the international market to make profit. Colonial economy of Vietnam was primarily based on rice cultivation and rubber plantation.

$1 \times 3 = 3$

- Q. 7. How did Paul Bernard argue in favour of economic development of Vietnam? Explain.

[Board Term-II, OD Set-I, II, III, 2015]

Ans. Paul Bernard's arguments in favour of economic development of Vietnam:

- (i) He argued that the purpose of acquiring colonies was to make profits.
- (ii) If economy developed and the standard of living of the people improved, they would buy more goods.
- (iii) The market would consequently expand, leading to better profits for French business.
- (iv) To reduce rural poverty and increase agricultural productivity, it was necessary to carry out land reforms.
- (v) To ensure sufficient employment, industrialisation would create more jobs.

3 (Any other relevant points)
[CBSE Marking Scheme, 2015]

Q. 8. Explain any three conditions of the contract on the basis of which indentured labour worked.

[Board Term-II, (Set-2076) 2012]

Ans. Indentured labour was more or less like a bonded labour. Such indentured labourers worked in plantation and mines.

Three conditions of contract on the basis of which the indentured labour worked were :

- (i) The contract did not specify any rights of the labourers. Sometimes, they had to work for 16 hours in a day.
- (ii) Employer could bring criminal charges against the labourer if the latter did not fulfill any terms and conditions that was mentioned in their contract.
- (iii) Employer could punish and jail for non-fulfillment of contracts.

1 × 3 = 3 [CBSE Marking Scheme, 2012]

Q. 9. Explain any three steps taken by the French to achieve their aim to exploit the natural resources of Vietnam. [Board Term-II, (Set-2080) 2012]

Ans. Colonies were considered essential to supply natural resources and other essential goods.

So the French took following steps :

- (i) The French began building canals and draining lands in the Mekong Delta to increase cultivation.
- (ii) Trans Indo-China rail network to link the northern and southern parts of Vietnam and China.
- (iii) The second line was also built, linking Vietnam to Siam.

1 × 3 = 3

Q. 10. Describe any three changes that came in the life of Vietnamese after the colonization of Vietnam by the French.

[Board Term-II, (Delhi Set-I, II, III) 2017]

Ans. (i) French thought it is their duty to introduce modern ideas though it meant destroying the culture, religion, and traditions since they were outdated.

(ii) Those who learnt French were rewarded with citizenship.

(iii) Tonkin free school was started to provide western education. School encouraged the adoption of western styles such as short hair which was against the Vietnamese' beliefs.

3 × 1 = 3



Long Answer Type Questions

(5 marks each)

Q. 1. Describe any five steps taken by the French for the development of the 'Mekong Delta Region'.

[Board Term-II, (OD Set-I, II, III) 2015]

Ans. Steps taken by the French for the development of the 'Mekong Delta region' were :

- (i) The French built canals to drain lands in the Mekong Delta to increase cultivation.
- (ii) The vast system of irrigation works-canals and earthworks-built mainly with forced labour increased the rice production.
- (iii) It allowed export of rice to the international market.
- (iv) The area under rice cultivation went up (from 2,74,000 hectares in 1873 to 2.2 million hectares in 1930).
- (v) Vietnam exported two-third of its rice production and became the third largest exporter of rice in the world.

1 × 5 = 5

[CBSE Marking Scheme, 2015]

Q. 2. Why did the French want to introduce infrastructural projects in Vietnam ? How far were they successful ?

[Board, Term-II, Set 2081, 2012]

Ans. French wanted to introduce infrastructural projects in Vietnam because :

(i) The objectives were to ensure regular supply of natural resources and other necessary goods.

(ii) The French took up the development to make more profits.

They were successful as :

(i) They began to build canals and draining lands in the Mekong Delta to increase cultivation.

(ii) They ensured transportation network-rails/roads to transport goods for trade, move military garrisons and control the entire region.

2½ + 2½ = 5



TOPIC-2

Phases of Struggle Against the French

Quick Review

- **Civilising Mission in Vietnam – Education (Phase 1)**
 - The French Colonialists believed in carrying out a 'civilising mission' under the guise of modernising the colony and they used education as tool to do so. This led to an erosion of cultural beliefs, religion and tradition of Vietnam.
 - The French citizens living in Vietnam called Colons felt that educated Vietnamese could replace them as teachers, shopkeepers and policemen. The elite Vietnamese were very influenced by the Chinese culture. The traditional education system of Vietnam was dismantled and a new French education system was introduced.
 - The school textbooks glorified and justified the French colonial rule and portrayed Vietnamese people as primitive, and incapable of intellectual work. The Tonkin Free School, started in 1907 was to provide western education and ideas. The domination of French culture faced opposition and resistance in Vietnam.
 - As the number of Vietnamese teachers in lower classes increased, they began to question the text books. In 1926, a major protest took place in the Saigon Native Girls school.
 - Students came in conflict with the French as well as the elite. By the 1920's students formed various political parties such as the Party of Young Annam and published nationalist journals like the Annamese Student opposing the French domination.
- **Health and Hygiene - Colony Versus Empire (Phase 2)**
 - The rat hunt and Bubonic plague of 1903 was a clear indication of the failure in the French civilising mission. It also presented a unique way for the Vietnamese to counter colonialism in day-to-day life. Bubonic plague is a contagious disease, which often proves fatal and can also cause an epidemic.
 - In 1903, the Bubonic plague broke out in Hanoi and people manipulated the situation in a different way to exploit French colonisers.
- Modernising Hanoi, one of the main cities of Vietnam came first on their agenda. The French part of Hanoi was beautified with wide avenues and a well laid out sewer system. The native quarter was completely ignored with no modern hygienic facilities.

Know the Terms

- **Colonialism** : Colonialism is a process of building and maintaining of colonies in one territory by people from another territory and exploiting it economically.
- **Civilising mission** : The 'Civilizing Mission' of colonizers meant the spread of western culture, thoughts, education, language, science and logic in the colonies of French.
- **Colons** : The French citizens living in Vietnam.
- **Colony** : It is a country which is ruled by another powerful country.
- **Trans Indo-China railway** : This railway network was built by the French. It connected northern and southern parts of Vietnam with China and Thailand. It was completed in 1910.
- **Indentured labour** : It means contract labour, employed in the plantations of Vietnam. Employers had the power to punish and jail the workers.
- **Civilising mission [or] white man's burden** : Europeans believed that they belonged to superior civilisation. They wanted to spread western civilisation in Asia and Africa. Colonialism was used for this purpose.
- **Asiatic France** : The French wanted to create a westernised colony in Vietnam. They took steps to educate Vietnamese for this purpose.
- **Tonkin Free School** : The Tonkin Free School was a short-lived but historically significant educational institution in Hanoi started in 1907 that aimed to reform Vietnamese society under French colonialism during the beginning of the 20th century.
- **Cochinchina** : Cochinchina is a region encompassing the southern third of current Vietnam whose principal city is Saigon or Prey Nokor in Khmer. It was a French colony from 1862 to 1954.
- **Party of Young Annam** : In 1920's, the students of Vietnam formed a political party called the party of Young Annam. They published a journal called Annamese student.
- **Sewers** : They are underground drainage channels meant for taking sewage water away.
- **Confucianism** : It is a Chinese religion founded by Confucius. It gives importance to good conduct and relationships.
- **Scholar's Revolt** : The Scholars Revolt of 1868 was an early revolt against French control and spread of Christianity. It was led by angry officials at the imperial court.

- **Syncretic Religion** : Religious syncretism exhibits blending of two or more religious belief systems into a new system, or the incorporation into a religious tradition of beliefs from unrelated traditions.
- **Hoa Hao Movement**: It was a religious movement started by Huynh Phu So in 1939. He performed miracles and helped the poor. He opposed child marriages, useless expenditure, gambling and the use of liquor. The French called him mad [mad bonze] and sent him to a mental hospital. Later he was sent out of Vietnam.

Know the Personalities

- **Paul Bernard**: He was a famous writer and a policy maker, who belonged to Vietnam. He wanted the French to take steps to develop Vietnam.
- **Huynh Phu So**: She was the leader of Hoa Hao Movement, which was an anti French religious movement of Vietnam.

Know the Dates

- **1887** : Formation of Indo-China Union, including Cochinchina, Annam, Tonkin, Cambodia and later Laos.
- **1907** : Tonkin Free School was started to provide western education.
- **1910** : The Trans Indo-China railway network was built.
- **1920** : Young Annam Party was formed by the students of Vietnam.
- **1939** : HaoHao movement was started by Hyun Phu So.
- **1954** : The French army is defeated in Dien Bien Phu.
- **1961** : Kennedy decides to increase US military aid to South Vietnam.

Know the Links

- www.learnnext.com > ... > *The Nationalist Movement in Indo-China*
- https://en.wikipedia.org/wiki/Hoa_Hao



Very Short Answer Type Questions

(1 mark each)

- Q. 1.** French colonisation of Vietnam was based on which two ideas ? [Board SQP-2016]
Ans. Economic Exploitation and the Civilising Mission. 1
- Q. 2.** Who were called colons in Vietnam ? [Board Term-II, Outside Delhi, Set-I, 2016]
Ans. French citizens living in Vietnam were known as Colons. 1
- Q. 3.** Who led the 'Scholar Revolt' in Vietnam in 1868? [Board Term-II, Outside Delhi, Set-III, 2016]
Ans. The 'Scholar Revolt' in Vietnam in 1868 was led by officials at the imperial court. They organized an uprising in Ngu An and Ha Tien provinces and killed nearly a thousand Catholics. 1
- Q. 4.** What was the main aim of the Scholar Revolt of 1868? [Board, Term-II, Outside Delhi, Set-II, 2016]
Ans. The main aim of Scholar Revolt was to stop Catholic missionaries which were spreading Christianity and converting people's religions. 1
- Q. 5.** What was the main aim to establish Tonkin Free School in Vietnam by French? [Board Term-II, Foreign, Set-II, 2016]
Ans. To provide a western style education. 1
- Q. 6.** Name the writer who wrote the book "The History of the Loss of Vietnam". [Board Term-II, Foreign, Set-III, 2016]
Ans. The writer of the book "The History of the Loss of Vietnam" is 'Phan Boi Chau'. 1



Short Answer Type Questions

(3 marks each)

- Q. 1.** "French tried to solve educational problems in Vietnam in different ways." Support the statement with examples.
 [Board Term-II, Foreign Set-I, II, III, 2016]

Ans. French and Education :

- (i) They countered and dismantled the traditional education system.

- (ii) They established French schools.
 (iii) Introduced French language for Vietnamese.
 (iv) Introduce deliberate policy of failing children.
 (v) Their text glorified French culture and justified colonial rule.
 (vi) Their education system introduced French, science and hygiene. (Any three) $1 \times 3 = 3$
 [CBSE Marking Scheme, 2016]

Q. 2. What were the differences of opinion between the two groups in Vietnam regarding the introduction of French educational system?

[Board Term-II (Set-2030) 2012]

OR

What were the two broad opinions regarding the medium of instruction in Vietnam?

Ans. There were two broad opinions on the new education policy introduced by the French in Vietnam :

- (i) Some policy-makers were in favour of the French language as the medium of instruction because according to them this would promote French Culture in Vietnam.
- (ii) It would create an 'Asiatic France' solidly tied to European France.
- (iii) The educated people in Vietnam would respect French sentiments and ideals, French culture, and work for the French.
- (iv) Another group of thinkers opposed French being the only medium of instruction.
- (v) They suggested that Vietnamese be taught in lower classes and French in the higher classes.
- (vi) The few who learnt French and acquired French culture were to be rewarded with French citizenship.

$\frac{1}{2} \times 6 = 3$

[CBSE Marking Scheme, 2012]

Q. 3. Did Vietnamese teachers blindly follow the curriculum set for them? Explain.

[Board Term-II, (Set-WVIVSA5) 2015]

Ans. Teachers and students did not blindly follow the curriculum. Sometimes there was open opposition, at other times there was silent resistance. As the number of Vietnamese teachers increased in the lower classes, it became difficult to control what was actually taught. While teaching, Vietnamese teachers quietly modified the text and criticised what was stated.

3

Q. 4. Describe the major protest erupted in Saigon Native Girls School in 1926, in Vietnam.

[Board Term-II, Delhi Set-I, II, III, 2015]

Ans. The major protest erupted in Saigon Native Girls School in 1926, in Vietnam, when a Vietnamese girl sitting in the front seat was asked to move to the back for a local French student to occupy the front bench to which she refused and was expelled by the Principal.

When angry students protested, they too were expelled, leading to a further spread of open protests. Seeing the situation getting out of control, the Government forced the school to take the students back. The Principal reluctantly agreed after warning the students.

3 [CBSE Marking Scheme, 2015]

Q. 5. Why did the people of Vietnam protest against the spread of Christianity?

[Board Term-II, (Set-2027) 2012]

Ans. (i) Vietnamese religious beliefs were based on superstitions, whereas Christianity had a relatively more modern outlook.

(ii) The Vietnamese had a strong belief in Buddhism and Confucianism.

(iii) They began to look down on Christianity as a danger to their religion.

$1 \times 3 = 3$

Q. 6. Describe any three main features of the Tonkin Free School? [Board Term-II, (Set-2081) 2012]

OR

What was the 'Tonkin School' in Vietnam? Explain its three features.

[Board Term-II, OD Set-III, 2012]

Ans. The main features of the education being given in the Tonkin Free School were:

- (i) This school was started in 1907, to provide Western style education.
- (ii) In the new education system, more stress was given to science, hygiene and French.
- (iii) These schools encouraged the adoption of Western style such as having a short haircut.
- (iv) For the traditional Vietnamese, 'having short haircut' was a major cultural setback as they traditionally kept long hair. Thus, the establishment of new schools gave a major setback to the Vietnamese traditional culture.

(Any three) 3

Q. 7. Mention three features of the Resistance Movement against the French domination in Vietnamese schools. [Board Term-II, (Set-68016) 2012]

OR

Describe any three problems faced by the French in the sphere of education in Vietnam.

[Board Outside Delhi Term-II, (Set-I, II, III) 2017]

Ans. (i) Teachers and students opposed the curriculum, they did not blindly follow the syllabus.

(ii) The students opposed when a Vietnamese girl was prevented from sitting in the first bench and a major protest erupted in the Saigon Native Girls School in 1926.

(iii) Students formed political parties.

(iv) They published nationalist journals.

(v) Schools became an important place for political and cultural battles.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 8. Explain any three steps taken by French to solve the problem of plague in Vietnam.

[Board Term-II, (Set 23/B1) 2013, 11]

Ans. Steps taken by the French to solve the problem of plague in Vietnam were as follows :

(i) French hired Vietnam workers and paid for each rat they caught.

(ii) Money was paid when tail of a rat was given as proof.

(iii) Some raised rats to earn money as tails were clipped and rats released so that the process of earning continued.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Q. 9. How was the Trans-Indo-China rail network built in Indo-China? Explain.

[Board Term-II, (Set-RKZQI05) 2015]

Ans. (i) Construction of Trans-Indo-China rail network linked the Northern and Southern parts of Vietnam and China.

(ii) The final link with Yunnan in China was completed by 1910.

(iii) The second line was built, linking Vietnam to Siam (Thailand) via the Cambodia's capital of Phnom Penh.

1 × 3 = 3

Long Answer Type Questions

(5 marks each)

Q. 1. "The colonisation of Vietnam by the French brought the people of the country into conflicts with the colonisers in all the areas of life." Explain this statement with any four suitable examples.

[Board Term-II, (Set-68006) 2012]

Ans. The French colonised Vietnam in various domains:

- (i) **Civilising Mission:** French claimed that they were bringing modern civilisation to the Vietnamese but they dismantled the traditional education system and established French and western pattern of education in Vietnam. They deliberately failed students, glorified French and colonial rule, adopted western styles against Vietnamese interest.
- (ii) **City Modernisation:** French tried to create modern Vietnam with modern native quarter that was not provided with modern facilities. The refuse from the old city drained straight out into the river, overflowed the streets and breeding of rats. French started Rat Hunt. For the Vietnamese, the rat hunt seemed to provide an early lesson in the success of collective bargaining.
- (iii) **Religion and anti-colonisation:** Vietnam's religious beliefs were a mixture of Buddhism, Confucianism and syncretic tradition. French introduced Christianity against their interest which resulted in Scholars Revolt in 1868 and Hoa-Hao Revolt in 1939.
- (iv) **Vision of Modernisation:** French considered the 'West' as the symbol of development and civilisation. This led to debates in Vietnam between Phan Chu Trinh and Phan Boi Chau, who earlier opposed the idea of resisting the French and was hostile to French, whereas the later one resisted French and wanted to regain sovereignty and ties with China.

1¼ × 4 = 5

Q. 2. Describe the 'Scholar's Revolt' of 1868 against the spread of Christianity in Vietnam.

[Board Term-II, Delhi Set-III, 2015]

Ans. 'Scholar's Revolt' of 1868 against the spread of Christianity in Vietnam :

Christianity introduced by French missionaries was intolerant. An early movement against French control and the spread of Christianity was the 'Scholar's Revolt' in 1868. This revolt was led by officials at the imperial court angered by the spread of Catholicism and French power. They organized an uprising in Ngu An and Ha Tien provinces and killed nearly a thousand Catholics. The French crushed the movement, but this uprising served to inspire other patriots to rise up against them.

5

[CBSE Marking Scheme, 2015]

Q. 3. Describe the major problem in the field of education for the French in Vietnam.

[Board Term-II, (Delhi Set-I) 2015]

Ans. The major problems in the field of education for the French in Vietnam are as follows :

The elites in Vietnam were powerfully influenced by Chinese culture. To consolidate their power, the French had to counter this Chinese influence. They systematically dismantled the traditional system of education. They wanted to replace the use of Chinese language. There was another problem of replacing it by French or Vietnamese. Some policy makers emphasized the need to use the French language. Others were opposed to French being the only medium of instruction. They suggested that Vietnamese be taught in lower classes and French in the higher classes. The few who learnt French and acquired French culture were to be rewarded with French citizenship.

5 [CBSE Marking Scheme, 2015]

Q. 4. Describe the features of the 'The Tonkin Free School' started in 1907 to provide a Western Style of Education.

[Board Term-II, (Set-AB7AF1R) 2013]

- Ans. (i) The Tonkin Free School was started in 1907 to provide Western style of education.
- (ii) The education included classes in Science, hygiene and French.
- (iii) The school wanted to introduce modernism and western customs.
- (iv) The school encouraged the adoption of Western styles such as having short haircut instead of traditionally kept long hair.
- (v) In school textbooks, 'Vietnamese' were represented as primitive and backward and capable only of manual labour.

1 × 5 = 5

[CBSE Marking Scheme 2013]

Q. 5. "The Vietnamese made the battle against French colonial education a part of the larger battle against colonialism and for independence." Explain the statement. [Board Term-II, 2013]

Ans. Battle against French colonial education as battle for independence with students contribution can be understood by the following factors :

- (i) Go East Movement.
- (ii) Formation of Restoration Society.
- (iii) Students organised the Association for the Restoration of Vietnam. (Viet-Nam-Quan-Phuc-Hai)
- (iv) Phan-Boi-Chau gave an objective of formation of democratic republic.
- (v) Students published nationalist journals.
- (vi) Open protests by the students.
- (vii) Students formed various political parties.

(Any five) $1 \times 5 = 5$ [CBSE Marking Scheme, 2013]

[U] Q. 6. Explain as how the government made the Saigon Native Girls School to take back the student they had expelled. [Board Term-II, (Set-68011) 2012]

Ans. (i) An incident which happened in Saigon Native Girls School in 1926 created much bad-blood in Vietnam.

- (ii) It so happened that a Vietnamese girl sitting on one of the front seats was asked to vacate her seat for a local French student. When she refused to do so, she was expelled from the school by the Principal.
- (iii) When the angry students protested, they too were expelled leading to a further spread of the agitation and the protests.
- (iv) Seeing the situation getting out of control, the school authorities forced the school to take back the students.
- (v) Such incidents went a long way in instilling the national feelings among the Vietnamese people.

$1 \times 5 = 5$

[U] Q. 7. Explain the reasons for the failure of 'Rat Hunt' in Hanoi in 1902-03.

[Board Term-II, (Set-KCG34U9) 2016]

OR

Describe the 'Rat Hunt' activity introduced by the French in Vietnam.

[Board Term-II, Delhi Set-II, 2015]

Ans. 'Rat Hunt' Activity :

Rat Hunt activity started in 1902 by the French. The French hired Vietnamese workers and paid them for each rat. 20,000 rats were caught but still there was no end. This taught them a lesson in the success to collective bargaining. The sewer cleaners discovered innovative ways to profit making. The bounty was paid when a tail was given as a proof that a rat had been killed. Rat catchers took to just clipping the tails and releasing the rats so that the process could be repeated over and over. Some people, in fact, began raising rats to earn a bounty. **5**

[CBSE Marking Scheme, 2015]

[U] Q. 8. "The measures taken by French to control the spread of Bubonic plague in Hanoi created a serious problem." Explain the statement.

[Board Term-II, 2013]

Ans. (i) The French used Vietnamese workers for this and paid them for each rat they killed.

(ii) Rats began to be caught in thousands, but still there seemed to be no end.

(iii) This dirty work was to be done only by the Vietnamese, they began collective bargaining.

(iv) Those who did the dirty work of entering the sewers found that if they came together they could negotiate of a higher bounty.

(v) Another innovative way they took was that they clipped only the tail of the rat to show as a proof of killing and released rat, so that the process could be repeated. Some people began raising rats to earn a bounty.

(vi) In this way, the rat menace marked the limit of French power and contradicted their civilising mission and the action of the rat-catchers tell us of the numerous small ways in which colonialism was fought in everyday life. **(Any five) 5**

[A] Q. 9. Explain, with examples, how religious groups played an important role in the development of anti-colonial feelings in Vietnam.

[Board Term-II, 2013]

Ans. (i) In Vietnam, the missionary led proselytisation drive of the French government had led to much disenchantment among the locals. This anger exploded in the outbreak of the Scholars Revolt in 1868.

(ii) It was led by officials of the imperial court opposed to the spread of Christianity.

(iii) The Revolt led to the killing of over a thousand Catholics in Ngu An and Ha Tien provinces.

(iv) There were many other religious movements and sects also which actively campaigned against the French government's religious policies.

(v) Prominent amongst them was a movement known as Hoa Hao started by a leader named Huynh Phu So. Despite continuous attempts by the French movement, this movement refused to die down and continued to inspire Vietnamese nationalists. **$1 \times 5 = 5$**

[CBSE Marking Scheme 2013]



TOPIC-3

Ideas of Phan Chu Trinh, Phan Boi Chau, Ho Chi Minh

Quick Review

- **Vision of Modernisation** : Two opinions held (i) Some intellectuals felt that Vietnamese traditions had to be strengthened to resist western domination. (ii) While others felt that Vietnamese had to learn from the West, while resisting its domination.
- **Phan Boi Chau** (1867-1940) formed the 'Revolutionary Society' (Duy Tan Hoi) in 1903 with Prince Cuong De as the head. He wrote a book, 'History of the Loss of Vietnam' under the influence of the Chinese reformer Liang Qichao (1873-1929). He believed that the French should be driven out first and then monarchy should be restored in Vietnam.
- **Phan Chu Trinh** (1871-1926) He was one of the greatest Vietnamese nationalists of the early 20th century. He sought to end France's brutal occupation in Vietnam. His ideas regarding the Western culture differed with Phan Boi Chau. He wanted to establish a modern Democratic Republic. He supported French ideas of Liberty Equality and Fraternity.
- **Go East Movement** : Some 300 Vietnamese students went to Japan in 1907-08 to acquire modern education. Their aim was to drive out the French and re-establish the Nguyen dynasty. They wanted Japanese help and established a 'Restoration Society' in Tokyo. But after 1908, the Japanese closed the society, and sent many of them, including Phan Boi Chau to exile in China and Thailand.
- When Sun Yat Sen overthrew monarchy in China in 1911, a new association – Association for Restoration of Vietnam was formed. Their objective was to have a Democratic Republic and a Constitutional Monarchy in Vietnam.

Know the Terms

- **Concentration Camps** : They were the jails meant for those who opposed the French rule. The prisoners were made to do a lot of hard work.
- **Go East Movement** : Nearly 300 students of Vietnam went to Japan to get modern education. Their real aim was to overthrow the French rule with the help of Japan. They set up Restoration Society in Tokyo.
- **The Great Depression** : It started in 1930 in USA. It is a situation in which the production was more than the demand. Therefore goods remained unsold and factories closed down. People lost their jobs.
- **Electrical Fuses of Vietnam** : Vietnamese provinces of Nghe An and Ha Tinh were called Electrical Fuses. They were the first provinces to start revolts.

Know the Personalities

- **Prince Cuong De** : He belonged to the Vietnamese royal family which had no power. He became the head of the Revolutionary Society founded by Phan Boi Chau.
- **Liang Qichao** : He was a Chinese reformer. His thoughts and ideas influenced Phan Boi Chau.
- **Sun Yat sen** : He was a Chinese nationalist. In 1911, he overthrew the Chinese monarchy and established a republic.

Know the Dates

- **1903** : The Revolutionary Society was formed by Phan Boi Chau
- **1911** : Association for Restoration of Vietnam was formed
- **1974** : Paris Peace Treaty
- **1975 (April 30)** : NLF troops enter Saigon
- **1976** : The Socialist Republic of Vietnam is proclaimed.

Know the Links

- <https://www.britannica.com/biography/Phan-Dinh-Phung>
- military.wikia.com/wiki/Phan_Dinh_Phung
- www.preservearticles.com/2012030224380/what-ideas-did-phan-boi



Very Short Answer Type Questions

(1 mark each)

Q. 1. What is the meaning of concentration camps?

[Board Term-II, Outside Delhi Set-I, II, III, 2015]

Ans. A place where large numbers of people are kept as prisoners in extremely bad conditions, especially for political reasons. 1

Q. 2. Why were Nghe An and Ha Tinh provinces called the electrical fuses of Vietnam?

[Board Term-II, Foreign Set-I, II, III, 2015]

Ans. The prices of rubber and rice fell, leading to rising rural debts, unemployment and rural uprisings in the provinces of Nghe An and Ha Tinh. Since the provinces of Nghe An and Ha Tinh got the roughest end of this deal and had an old radical

tradition, whenever the colonial system came under pressure, these regions were the first to rise up in rebellion. 1

Q. 3. Who formed the Communist Party of Vietnam?

Ans. Ho Chi Minh. 1

Q. 4. Who formed the Revolutionary Society in Vietnam in 1903?

Ans. Phan Boi Chau. 1

Q. 5. By whom Bao-Dai regime in Vietnam was overthrown?

Ans. Ngo Dinh Diem. 1

Q. 6. Which book was written by Phan Boi Chau?

Ans. History of the Loss of Vietnam. 1



Short Answer Type Questions

(3 marks each)

Q. 1. How was the education policy unfavourable to the Vietnamese students during the colonial period? Explain.

[Board Term-II, Foreign Set-I, II, III, 2015]

Ans. Education policy unfavourable to the Vietnamese students :

- (i) The Tonkin Free School was started in 1907 to provide a Western-style education. This education included classes in science, hygiene and French.
- (ii) The school encouraged the adoption of Western styles such as having a short haircut.
- (iii) For the Vietnamese this meant a major break with their own identity.
- (iv) Teachers and students did not blindly follow the curriculum. Sometimes there was open opposition and at other times there was silent resistance.
- (v) As the number of Vietnamese teachers increased in the lower classes, it became difficult to control what was actually taught.
- (vi) School textbooks glorified the French and justified the colonial rule.
- (vii) The Vietnamese were represented as primitive and backward capable of manual labour, but not of intellectual reflection. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 2. Describe the influence of China on Vietnamese culture and life.

[Board Term-II, 2014, 13, 12]

- Ans. (i) Vietnam initially was under the shadow of China.
- (ii) Even after independence Vietnam followed Chinese culture and their form of government.
 - (iii) Chinese was the language of the elite and Confucianism was followed by a majority of Vietnamese. The Vietnamese Scholar Phan Boi Chau was educated in Confucian tradition.

[CBSE Marking Scheme 2014] $1 \times 3 = 3$

Q. 3. Write any three primary objectives of the 'Go East Movement' in Vietnam.

[Board Term-II (Set-SPXOUWE) 2014]

Ans. The three features are as follows:

- (i) Vietnamese students organised the Association for the Restoration of Vietnam.
- (ii) The people of Vietnam looked to neighbouring countries like Japan for inspiration and help.
- (iii) The primary objectives of nationalists of Vietnam was to drive the French out of Vietnam. $1 \times 3 = 3$

Q. 4. How did students in Vietnam fight against the colonial government's efforts to prevent Vietnamese from qualifying for 'White Collar Jobs'? [Board Term-II, Outside Delhi, Set-I, 2014]

Ans. (i) By the 1920s, students formed various political parties, such as 'Party of Young Annan'.

(ii) They even published nationalist journals like 'Annamese Student'.

(iii) During the 'Go East Movement', many students went to Japan to acquire modern education.

[CBSE Marking Scheme 2014] $1 \times 3 = 3$

Q. 5. Explain the idea of Phan Chu Trinh to establish a Democratic Republic in Vietnam.

[Board Term-II, 2014]

Ans. (i) Phan Chu Trinh was a nationalist. He sought to end France's brutal occupation of Vietnam.

(ii) He was intensely hostile to monarchy and opposed the idea of resisting the French with the help of the Court.

(iii) He demanded that the French set up legal and educational institutions and should develop agriculture and industry.

[CBSE Marking Scheme 2014] $1 \times 3 = 3$

Q. 6. Who was Phan Chu Trinh? How did he help in the modernisation of Vietnam ?

[Board Term-II, (Set-11/A1) 2011]

OR

Explain the views of Phan Chu Trinh as a Nationalist. [Board Term-II, Delhi Set-III, 2013]

- Ans. (a) Phan Chu Trinh aimed at the freedom of Vietnam and he opposed the ideas of Phan Boi Chau. He was an ideal of nationalism who wanted their nation to be democratic republic with the help of the French but not a monarchy form. He also reluctantly resisted the western civilization.
- (b) He sought to end France's brutal occupation in Vietnam.
- (i) His ideas regarding the Western culture differed with Phan Boi Chau. He did not want a wholesale rejection of Western civilisation.
- (ii) He was intensely hostile to the monarchy, and opposed to the idea of resisting the French with the help of the court. He was in favour of establishing a Democratic Republic.
- (iii) Phan Chu Trinh was influenced by the democratic ideals of the West. He accepted the French revolutionary ideal of liberty, but charged the French for not abiding by the ideals.
- (iv) He demanded that the French should set up legal and educational institutions and should develop agriculture and industries. 3

Q. 7. Who was Ho Chi Minh ? What was his contribution to Vietnam? [Board Term-II, 2011]

- Ans. (a) Ho Chi Minh was a communist. In 1930, he brought together competing nationalist groups to establish the Vietnamese Communist Party.
- (b) He was inspired by the militant demonstration of the European Communist Parties.
- (i) In 1940, Japanese occupied Vietnam. So now they had to fight against the Japanese as well as French.
- (ii) A league called 'Viet Minh' was formed to fight the Japanese and they got back Hanoi in 1945.
- (iii) The Democratic Republic of Vietnam was formed and Ho Chi Minh became its Chairman. 3

Q. 8. Describe any three efforts made by the French to suppress the movement inspired by Huynh Phu So.

[Board Outside India Term-II, Set I, II, III, 2017]

- Ans. The French tried to suppress the movement inspired by Huynh Phu So.
- (i) They declared him mad, called him the Mad Bonze, and put him in a mental asylum.
- (ii) Interestingly, the doctor who had to prove him insane became his follower, and finally in 1941, even the French doctors declared that he was sane.
- (iii) The French authorities exiled him to Laos and sent many of his followers to concentration camps. 3 × 1 = 3



Long Answer Type Questions

(5 marks each)

Q. 1. Describe any five features of the 'Go East Movement'. [Board Term-II, OD Set-III, 2013]

OR

Explain the reasons for the popularity of 'Go East Movement'. [Board Term-II, (Set-2080) 2012]

- Ans. (i) In 1907-08 some 300 Vietnamese students went to Japan to acquire modern education.
- (ii) For many of them the primary objective was to drive out the French from Vietnam, overthrow the puppet emperor and to re-establish the Nguyen dynasty that had been deposed by the French.
- (iii) These nationalists looked for foreign arms and help. They appealed to the Japanese as fellow Asians. Japan had modernized itself and had resisted colonization by the West. Besides, its victory over Russia in 1907 proved its military capabilities.
- (iv) Vietnamese students established a branch of the Restoration Society in Tokyo but after 1908, the Japanese Ministry of Interior clamped down on them. Many, including Phan Boi Chau, were deported and forced to seek exile in China and Thailand. 1 + 4 = 5

[CBSE Marking Scheme 2013]

Q. 2. Who was the founder of Hoa Hao Movement? Describe any two of its characteristics.

[Board Term-II, (Set-2072), 2012]

OR

Describe the Hoa Hao Movement against the French. [Board Term-II (Set-2078) 2012]

- Ans. Huynh Phu So was the founder of Hoa Hao Movement. The Hoa Hao Movement began in 1939 and gained great popularity in the fertile Mekong delta area. It drew on religious ideas popular in anti-French uprisings of the nineteenth century.

Characteristics :

- (i) He opposed the sale of child brides, gambling and the use of alcohol and opium.
- (ii) The French tried to suppress the movement and declared him the Mad Bonze and put him in a mental asylum.
- (iii) Interestingly, the doctor who treated him, became his follower and in 1941, declared him sane.
- (iv) Later on, the French authorities put him into exile at Laos and sent many of his followers to the concentration camps.

(Any two) 1 + 2 + 2 = 5

Q. 3. How could you relate 'Communist Movement' with 'Vietnamese Nationalism' ? Explain in five points. [Board Term-II, (Set-2079), 2012]

Ans. Relationship of Communist Movement with Vietnamese Nationalism :

- (i) The Great Depression of the 1930s had a profound impact on Vietnam. The prices of rubber and rice fell, leading to rising rural debts, unemployment and rural uprisings, such as in the provinces of Nghe An and Ha Tinh.
- (ii) In February 1930, Ho Chi Minh brought together competing nationalist groups to establish the Vietnamese Communist Party, later renamed the Indo-Chinese Communist Party. He was inspired by the militant demonstrations of the European communist parties.
- (iii) In 1940 Japan occupied Vietnam, So nationalists now had to fight against the Japanese as well as the French.
- (iv) The League for the Independence of Vietnam (Viet Nam Doc Lap Dong Minh), which came to be known as the Vietminh, fought the Japanese occupation and recaptured Hanoi in September 1945.
- (v) The Democratic Republic of Vietnam was formed and Ho Chi Minh became Chairman.

1 × 5 = 5 [CBSE Marking Scheme 2012]

Q. 4. How were Vietnamese nationalists inspired by Japan and China to set up a democratic republic? Explain with examples.

[Board Term-II, Delhi Set-I (2013)]

Ans. (i) Vietnamese shared an amicable relationship with Japan and China. They provided models for those looking for change, a refuge for those who were trying to escape the French police, and a location where a wider Asian network of revolutionaries could be established. In 1907-08, some 300 Vietnamese students went to Japan to acquire modern education. They appealed to the Japanese as fellow Asians and later established a branch of the Restoration Society in Tokyo.

- (ii) Developments in China also inspired Vietnamese nationalists. In 1911, the long established monarchy in China was overthrown by a popular movement under Sun Yat Sen, and a Republic was set up. Inspired by these developments, Vietnamese students established the Association for the Restoration of Vietnam (Viet-Nam Quan Phuc Hoi).

5

Q. 5. Who was Phan Boi Chau? What was his contribution to Vietnamese liberation?

[Board Term-II, (Set-RKZQI05) 2015]

Ans. Phan Boi Chau was a Confucian scholar and was a nationalist. His contribution to Vietnamese liberation are as follows :

- (i) He formed the "Revolutionary Society" in 1903 with Prince Coorg De as head.
- (ii) His most famous book, 'The History of the Loss of Vietnam' was written under the influence and advice of Liang Qichao, a Chinese reformer.
- (iii) It became a best seller in Vietnam and China, and was even made into a play.

- (iv) The book focuses on two connected themes: (i) the loss of sovereignty (ii) the severing of ties with China.

1 + 4 = 5

Q. 6. Who was Ho Chi Minh ? State his contribution in the freedom movement of Vietnam.

[Board Term-II, (Set-2022) 2012]

Ans. Ho Chi Minh was the founder of Vietnamese Communist Party.

Contribution of Ho Chi-Minh :

- (i) In 1930, he brought together competing nationalist groups to establish Vietnamese Communist Party.
- (ii) He was inspired by the militant demonstration of the European communist parties.
- (iii) In 1940, Japanese occupied Vietnams so now they had to fight against the Japanese as well as French.
- (iv) A league called 'Viet Minh' was formed to fight with Japanese and they got back Hanoi in 1945.

1 + 4 = 5

Q. 7. What was the Ho Chi Minh Trail ? Explain.

[Board Term-II, (Set-68003) 2012]

Ans. (i) The Ho Chi Minh Trail was used by the North Vietnamese as a route for its troops to get into the South.

- (ii) They also used the trail as a supply route – for weapons, food and equipment.

(iii) The Ho Chi Minh Trail ran along the Laos/Cambodia and Vietnam borders and was dominated by jungles.

- (iv) In total the 'trail' was about 1,000 kilometres in length and consisted of many parts.

1¼ × 4 = 5 [CBSE Marking Scheme 2012]

Q. 8. Analyse the role of 'Hoa-Hao' movement to arouse anti-imperialist sentiments in Vietnam.

[Board Delhi Term-II, (Set-I, II, II) 2017]

Ans. (i) The Hoa Hao movement was found by a man called Huynh Phu So in 1939. It gained great popularity in the fertile Mekong Delta area.

- (ii) It drew on religious ideas popular in anti - French uprisings of the nineteenth century. Huynh Phu So's criticism against useless expenditure has a wide appeal.

(iii) He also opposed the sale of child brides, gambling and the use of alcohol. French put him in mental asylum.

- (iv) Interestingly, the doctor who had to prove him insane became his follower in 1941.

(v) Even the French doctors declared that he was sane.

(vi) The French authorities exiled him to Laos and sent many of his followers to concentration camps.

1+4=5

Q. 9. Explain the impact of the Great Depression of the 1930s on Vietnam.

[Board Foreign Term-II, (Set-I, II, II) 2017]

Ans. The Great Depression of the 1930s which shattered most economies of the world had a severe impact on Vietnam too.

- (i) The prices of rubber and rice fell, leading to rising rural debts, unemployment and rural uprisings, such as in the provinces of Nghe An and Ha Tinh.
- (ii) These provinces were amongst the poorest, had an old radical tradition and were called the 'electrical fuses' of Vietnam. When the Great Depression started showing its impact, people started demonstrating against the colonial government.
- (iii) The Great Depression and the brutality of the French against the workers provided an opportunity to the nationalist leaders to group together.
- (iv) The French had started educating Vietnamese earlier in France to become low level civil servants in Vietnam, but the reality of the colonies was much different. A variety of movements for change arose.
- (v) In response to falling prices of the great depression the colonial government devalued the currency and increased taxes on the people. $5 \times 1 = 5$



TOPIC-4

America and the Vietnam War

Quick Review

➤ The entry of the US into the Vietnam War

- Communism was on a rise in North Vietnam under the leadership of Ho Chi Minh. North Vietnam helped the NLF of South Vietnam to overthrow the dictatorial rule of Ngo Dinh Diem. They also decided to overlook the terms of the Geneva Conference and unify Vietnam.
- The spread of Communism was viewed as a potential threat by the capitalist nations especially the U.S. . U.S. sent their troops to South Vietnam to intervene and this was the start of the catastrophic U.S. Vietnam war.
- US entry into the war marked a new phase that proved costly to the Vietnamese as well as to the Americans. From 1965 to 1972, over 3,403,100 US services personnel served in Vietnam (7,484 were women).
- Both of them faced a terrible loss of life and property. A major role was played by the US media and films, in both supporting as well as criticising the war.
- Chemical weapons like B52s Agent Orange, Napalm and Phosphorous Bombs were used which wiped out villages and razed down forests. The U.S. decision to intervene in Vietnam was criticised vehemently back home.
- Despite the advanced technology and excellent medical facilities, the U.S. suffered a lot of casualties in the war. The U.S. had completely underestimated the strength and determination of nationalist Vietnamese people.
- The Vietnamese used their limited resources to gain maximum advantage over the U.S. The Ho Chi Minh Trail is a perfect example of Vietnamese enterprise. This trail was a massive network of footpaths and roads, used to transport men and materials from North to South Vietnam.
- The U.S. regularly bombed the trail to disrupt supplies, but the trail was managed efficiently and it was rebuilt quickly. Vietnam bravely combated the U.S. attack and got freedom in 1975.

Know the Terms

- **Vietnam Cong san Dang** : [Viet Cong] It was the Communist Party of Vietnam founded by Ho Chi Minh in 1930.
- **Vietminh** : The league for the independence of Vietnam was formed by Ho Chi Minh to fight for freedom. It was a people's army. It fought against the Japanese invaders. It defeated French in the battle of Dien Bien Phu.
- **Battle of Dien Bien Phu** : It was a battle fought between the French and the Vietminh in 1954. The French were defeated in this battle.
- **Geneva Conference of 1954** : It was organized by the UN. It was decided to divide Vietnam into two parts. The North under Communist rule and South under Bao Dai [puppet of the USA]
- **National Liberation Front [NLF]** : NLF was formed by the people of South Vietnam. They wanted to overthrow the American supported government and unite with North Vietnam. It fought against the American forces along with the North Vietnamese troops.
- **Communism** : It is Scientific Socialism. It is an ideology based on human equality. It supports a worker's government.
- **Domino effect** : USA believed that if Vietnam becomes a Communist country it would have some effect on the neighbouring countries too and they would all become Communist. The policy of Domino effect grew out of USA's fear for the spread of Communism.
- **Ho Chi Minh's Trail** : It was a network of roads and footpaths which connected North Vietnam with South Vietnam.

Know the Personalities

- **Ho Chi Minh** : Ho Chi Minh (originally Nguyen That Thanh) was the founder of the Communist Party of Vietnam in 1930. Ho was also Prime Minister (1945–55) and President (1945–69) of the Democratic Republic of Vietnam (North Vietnam).
- **Ngo Dinh Diem** : He was a South Vietnamese politician. In October 1955, after winning a heavily rigged referendum, he deposed Bao Dai and established the first Republic of Vietnam (RVN), with himself as President. He was named Prime Minister of the State of Vietnam by Head of State Bao Dai in 1954.
- **Nhat Linh** : He was a famous Vietnamese novelist. He wrote the most famous novel of the Self-Reliance Literary Movement (Tu Luc Van Doan), called Break (Doan Tuyet). A love story, it tells of a young woman ground between family obligations and her desire for life on her own terms. It took the reading public of colonial Viet Nam by storm, both reflecting and influencing the way young men and women in the cities actually fell in love and got married.
- **Trieu Au** : She is also known as the Joan of Arc of Vietnam. In 248 A.D. Trieu Au set up her own resistance government and organized thousands of Vietnamese people who flocked to her into a formal army to combat China. She dressed herself in golden armor and rode her war elephant into battle at the head of her ragged but defiant army. She lived in the forest and led the war. She was defeated in the war and thus ended her life by drowning in the river instead of surrendering to the Chinese army.
- **Nguyen ThiXuan** : Her heroism relates to her key role in the supplying of Vietnamese defence. She had shot down an attacking American jet with just 20 bullets.

Know the Links

- French Colonialism in Vietnam - Alpha History
alfahistory.com/vietnaminfrench-colonialism-in-vietnam
- America's Vietnam War in Indo-China - United States History
www.u-s-history.com/pages/h1888.html
- Dien Bien Phu and the fall of French Indo-China, 1954-53
<https://history.state.gov/onilestone/1953-1960/dien-bien-phu>
- Vietnam War-Second Indo-China War-Asian History
asianhistory.about.com.....Asian History The History of War in Asia



Very Short Answer Type Questions

(1 mark each)

- Q. 1.** What was the result of the peace negotiation in Geneva that followed the French defeat in Vietnam ? [Board Term-II, Delhi Set-I, 2016]
Ans. The Vietnamese were persuaded to accept the division of the country. North and south were split. Ho Chi Minh and the communists took power in the north while Bao Dai's regime was put in power in the south. 1
- Q. 2.** Name the writer who wrote a play based on the lives of Trung sisters. [Board Term-II, Delhi Set-2, Foreign Set-III, 2016]
Ans. Phan Boi Chau. 1
- Q. 3.** When did the war between Vietnam and the US officially end?
Ans. A peace settlement was signed in Paris in January 1974. This ended conflict with the US but fighting between the Saigon regime and the NLF continued. The NLF occupied the presidential palace in Saigon on 30 April 1975 and unified Vietnam. 1
- Q. 4.** Who overthrew the Bao Dai government in the South Vietnam?
Ans. A coup led by Ngo Dinh Diem of the United Opposition Parties called the National Liberation Front. 1



Short Answer Type Questions

(3 marks each)

- Q. 1.** What was the role of National Liberation Front in Vietnam ? [Board Term-II, (Set-TCJQ6VD) 2016]
Ans. (i) Ngo Dinh Diem's dictatorial rule came to be opposed by a broad opposition united under the banner of the National Liberation Front (NLF).
 (ii) The NLF fought for the unification of the country with the help of the Ho Chi Minh government in the north.
 (iii) America watched this alliance with fear. $1 \times 3 = 3$
- Q. 2.** The U.S. intervention in Vietnam proved costly to both U.S. and Vietnam'. Explain. [Board Term-II, 2011]
Ans. (i) From 1965 to 1972, over 3,403,100 US services personnel served in Vietnam. Even though the US had advanced technology and good medical supplies, casualties were high.

- (ii) About 47,244 died in battle and 303,704 were wounded. The war proved costly for Vietnam too.
- (iii) The widespread attacks and use of chemical weapons – Napalm, Agent Orange, and phosphorous bombs – destroyed many villages and decimated jungles. Civilian casualties were very high. 3

[A] Q. 3. “The war grew out of a fear among U.S. policy planners that the victory of the Ho Chi Minh government would start a Domino effect.” Support the statement explaining three reasons.
[Board Term-II, (Set-68008) 2012]

Ans. Domino effect would be started if :

- (i) Communist governments would be established in other countries in their area.
- (ii) Nationalism will move people to action, inspiring them to sacrifice.
- (iii) Small country fought the most technologically advanced country in the world. 1 × 3 = 3

[CBSE Marking Scheme 2012]

[A] Q. 4. Elucidate the significance of Ho Chi Minh’s trail in the Vietnamese war. **[Board SQP-2016]**
OR

“The Ho Chi Minh Trail became advantageous to Vietnamese in the war against U.S.” Support the statement with arguments.

[Board Term-II, Outside Delhi Set-I, II, III 2016]

Ans. “The Ho Chi Minh Trail became advantageous to Vietnamese in the war against U.S.”

- (i) The Trail symbolizes how the Vietnamese used their limited resources to great advantage.
- (ii) The Trail, an immense network of footpaths and roads was used to transport men and material from North to South.
- (iii) It was improved in late 1950’s and from 1967 about 20,000 North Vietnamese troops came south each month. The trail had support bases and hospitals along the way.

- (iv) Mostly supplies were carried by women porters on their backs or on their bicycles.
- (v) The U.S. regularly bombed this trail to disrupt supplies but efforts to destroy this important supply line by intensive bombing failed because they were rebuilt very quickly.

(Any three) 1 × 3 = 3

[CBSE Marking Scheme, 2016]

[U] Q. 5. How did Vietnamese women participate as workers during war with the U.S. ? Explain.
[Board Term-II, (Set-KCG34U9) 2016]

Ans. Women played a major role in Vietnam war. Women were represented not only as warriors but also as workers; they were shown with a rifle in one hand and a hammer in the other. Whether young or old, women began to be depicted as selflessly working and fighting to save the country. As casualties in the war increased in the 1960’s, women were urged to join the struggle in large numbers. They were shown working in agricultural cooperatives, factories and production units, rather than as fighters.

3 [CBSE Marking Scheme, 2016]

[A] Q. 6. Describe the role of women in the Vietnamese struggle during the U.S. intervention.
[Board Term-II, 2011]

- Ans.**
- (i) Thousands of US women took part in the Vietnam War, mostly in support services and most went as volunteers.
 - (ii) They participated as air traffic controllers, intelligence officers, weather monitors, clerks, medical support, communications and many other roles, but around 90% served as nurses.
 - (iii) In 1965-1975 women formed 70% to 80% of the total youth workers on the Ho Chi Minh trail. They carried thousands of kilograms of cargo weapons and food and guarded key points on the trail. They also built airstrips and neutralised numerous bombs. 1 × 3 = 3

Long Answer Type Questions

(5 marks each)

[U] Q. 1. Why did U.S. decide to intervene decisively in the internal dispute of Vietnam ? Explain.
[Board Term-II, (Set-2076) 2012]

Ans. The Vietnamese had to fight a long struggle first against France, and then against Japan and lastly, against USA. Following were some of the causes for the involvement of US in Vietnam :

- (i) First and the foremost was the fear of the spread of Communism in Vietnam. The United States (US) regarded the spread of Communism a great danger to the capitalist countries. So when Communism showed its head in Vietnam, it at once came forward to check it.
- (ii) US wanted to crush Vietnam at all costs to save the prestige of the capitalist countries, especially

France which was an ally of the US in the Second World War.

- (iii) USA was against the unification of Vietnam. The Geneva Conference had divided Vietnam into two parts : North Vietnam and South Vietnam. When the Ho Chi Minh government in North Vietnam and National Liberation Front in South Vietnam tried to unify the two parts, in violation of the Geneva Conference, US could not tolerate this. Hence, it decided to intervene in Vietnam. 5

[U] Q. 2. Explain the impact of U.S. war with Vietnam on American government and people.
[Board Term-II, (Set-68007) 2012]

OR

Examine the reasons that forced America to withdraw from Vietnam war.

[Board Outside Delhi Term-II, (Set-I, II, III) 2017]

- Ans. (i) The prolongation of U.S. war with Vietnam created a strong reaction within the U.S. It was clear that U.S. had failed to achieve its objectives.
- (ii) The Vietnam War damaged the U.S. economy severely and huge spending on the war in Vietnam led to an increasingly unfavorable balance of trade.
- (iii) Vietnamese resistance had not been crushed. The government had lost the support of people.
- (iv) Thousands of young U.S. soldiers had lost their lives. Many became disillusioned with what U.S. was doing and eminent scholars and writers considered it as a greatest threat to peace, national self-determination and international cooperation.

- (v) The government of the U.S. was blamed not only by its own people but by most of the world governments. $1 \times 5 = 5$

[A] Q. 3. **Examine the new challenges which the new Republic of Vietnam faced after 1954.**

[Board Term-II, 2016, 12]

Ans. (i) French tried to regain control by using puppet emperor Bao Dai.

(ii) Due to French attack, Viet Minh's army was forced to retreat to the hills.

(iii) After eight years of fighting, the French were defeated in 1954, at Dien Bien Phu.

(iv) The French soldiers including their commanders and generals were arrested.

$1\frac{1}{4} \times 4 = 5$ [CBSE Marking Scheme 2012]



High Order Thinking Skills (HOTS) Questions

Q. 1. "U.S. entry into the war in Vietnam marked a new phase that proved costly to Vietnamese as well as to the Americans." Analyse the statement.

[Board Term-II, Delhi Set-I, II, III, 2016]

OR

How did the entry of the U.S. into the war mark a new phase that proved costly to the Vietnamese as well as to the Americans ? Explain.

[Board Term-II, (Set-68009) 2012]

Ans. (i) The entry of US into the war marked a new phase that proved costly to both Vietnamese as well as to Americans. Over 3,403,100 US personnel served in Vietnam.

(ii) Even though they were really advanced and had many equipments the casualties were really high.

(iii) Many US troops arrived with heavy weapons.

(iv) The participation of US was questioned by the US media and also the youth of the country was forced to fight in the battle which caused a rise of anger in the US as the people selected were only from the poor and working class and not from the elites.

(v) The struggle with US was very brutal for Vietnam as they were attacked with many chemical weapons such as Agent Orange, Napalm and phosphorus bombs destroying many villages and decimated forest it also resulted in the death of many civilians. $1 \times 5 = 5$

[CBSE Marking Scheme 2012]

Q. 2. "Women were represented as warriors as well as workers in Vietnam in the 1960's." Analyse the statement with examples.

[Board Term-II, Foreign Set-I, II, III, 2016]

OR

"Women were represented not only as warriors but also as workers in Vietnam." Support the statement with examples. [Board Term-II 2013]

Ans. **The role of women as warriors :**

(i) Women were brave fighters seen shooting down planes.

(ii) They were portrayed as young, brave and dedicated.

(iii) Some stories portrayed their incredible bravery and single handed killing enemy in the battle field.

(iv) Nguyen Thi Xuan, was reputed to have shot down a jet with just twenty bullets.

The role of women as workers :

(i) They were shown with a rifle in one hand and a hammer in the other.

(ii) They were depicted as selflessly working and fighting to save the country.

(iii) Many women joined the resistant movement.

(iv) They were shown working in agricultural cooperatives, factories and production units, rather than as fighters.

[CBSE Marking Scheme 2013] 5

Q. 3. **Elaborate upon the role of women during war and peace in Vietnam.** [Board Term II, SQP-2016]

OR

"The role of women varied in the anti-imperialist movement in Vietnam." Examine the statement.

[Board Term-II, Foreign Set-I, II, III, 2015]

Ans. **Role of Women in the anti-imperialist movement :**

Women played very important role in anti-imperialist movement in Vietnam in the following ways :

(i) In 1960's photographs in magazines and journals showed women as brave fighters.

(ii) They had been portrayed as young, brave and dedicated.

(iii) Women were represented not only as warriors but also as hard workers as shown with a rifle in one hand and hammer in the other.

- (iv) Whether young or old, women began to be depicted as selflessly working and fighting to save the country.
- (v) Many women responded and joined the resistance movement. They helped in nursing the wounded, constructing underground rooms, tunnels and fighting the enemy.
- (vi) Between 1965 to 1975, of the 17,000 youths who worked on the trail, 70 to 80% were women.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

Q. 4. The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battle field." Analyse the statement with arguments.

[Board Term-II, Outside Delhi Set-I, II, III, 2016]

Ans. "The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battle field" :

- (i) In the peace negotiations in Geneva that followed the French defeat, the Vietnamese were persuaded to accept the division of the country i.e., North and South.
- (ii) The division set in motion a series of events that turned Vietnam into a battlefield bringing death and destructions to its people as well as the environment.
- (iii) The Bao Dai regime was soon overthrown by a coup led by Ngo Dinh Diem. Diem built a repressive and authoritarian government.
- (iv) Anyone who opposed him was called a Communist and was jailed and killed.
- (v) With the help of Ho Chi Minh government in North the NLF fought for the unification of the country. The U.S. watched this alliance with fear. Worried about the communist gaining power, it decided to intervene decisively sending in troops and arms.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2016]



Value Based Questions

Q. 1. To counter the Chinese influence what steps did the French take in the sphere of education? What were the two broad opinions on this question ?

[Board Term-II, (Set-68008) 2012]

Ans. (i) To counter the Chinese influence, French took these steps :

- (a) Dismantled the traditional education system.
- (b) Established French schools for Vietnamese.

(ii) The two broad opinions were :

- (a) Some emphasized the need to use the French language as medium of instruction.
- (b) Others were opposed to French being the only medium of instruction. They suggested French to be taught in higher classes and Vietnamese in lower classes. The few who learnt French and acquired French culture were to be rewarded with French citizenship.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

[CBSE Marking Scheme 2012]

