# Modern History Peace and Conflict – Option A – Conflict in Indochina 1954–1979



This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific to ensure equity.

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## Aim

The study of Modern History in Stage 6 enables students to:

* develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world
* develop a lifelong interest in the study of history
* prepare for active and informed citizenship in the contemporary world.

## Content focus

Students investigate key features in the history of the conflict in Indochina 1954–1979. The Historical concepts and skills content is to be integrated as appropriate.

### Key features

* nature and role of nationalism
* nature and role of communism
* nature and consequences of US involvement
* strategies and tactics
* impact of the war on civilians
* reasons for communist victories

## Outcomes

A student:

* **MH12-1** accounts for the nature of continuity and change in the modern world
* **MH12-2** proposes arguments about the varying causes and effects of events and developments
* **MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past
* **MH12-4** analyses the different perspectives of individuals and groups in their historical context
* **MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
* **MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
* **MH12-7** discusses and evaluates differing interpretations and representations of the past
* **MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
* **MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**Related Life Skills outcomes:** MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11

[Modern History Stage 6 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

## Learning sequence 1 – survey

Content:

* Decolonisation in Indochina, including:
* conflict in Vietnam 1946–1954
* the nature of Vietnamese victory against the French in 1954
* the significance of the Geneva Conference for Indochina in 1954.

**Teacher note**: the HSC examination questions cannot be drawn directly from the syllabus survey dot points; however, responses may require students to discuss some elements from the survey to support an argument. Survey teaching time requires 3 hours.

Some examples of HSC style questions have been included throughout these learning sequences. These could be used as exam practice for individual students or as a prompt for class discussions.

### Vietnam 1946–1954

**Teacher note**: a frequent source of conflict in Indochina has been resistance to foreign rule. Use of a timeline to emphasise significant periods of conflict in Indochina is recommended. For the purpose of this learning activity the 2 main Indochina wars have been identified. Teachers may wish to provide more context to their students by including other significant events in the region’s history.

* Resistance to foreign rule has been a frequent source of conflict in Indochina. Complete a [timeline](https://www.officetimeline.com/timeline-template) including the major events of the First Indochina War (The French War) 1946 to 1954 and Second Indochina War (American War) 1954 to 1964.
* With a partner discuss possible reasons why the First and Second Indochinese Wars have alternative names for those inside and outside the region.
* Complete a [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.YFqraLtR3QY.link) for conflict in Vietnam 1946–1954.

**Teacher note**: while this study focuses on Vietnam, Laos and Cambodia, it is important to identify that Indochina is actually the peninsula in Southeast Asia between the Bay of Bengal and the South China Sea. It also includes Thailand, Malaysia and Burma (Myanmar). The term ‘Indochina’ is used to reflect the cultural influences on the region of its 2 most powerful neighbours, India and China.

* Use [MapChart](https://www.mapchart.net/world.html) to create a map of Indochina, the region that is made up of Vietnam, Laos, Cambodia, Thailand, Malaysia, and Burma (Myanmar).
* With a partner discuss:
* why the region is called Indochina
* what this tells us about the perspective of Western nations when dealing with the region.
* Use [Google Earth](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/620#.YFqwY3F7bKY.link) to scale down and view Vietnam. Take note of geographical features, urban centres and neighbouring countries, with a focus on those features that may impact the way in which war is fought.

**Teacher note**: teachers may choose to explore the geography of Indochina in more detail with a class depending on the prior knowledge students are illustrating. You could use multiple choice quiz generators to target knowledge of Vietnam’s near neighbours, rivers, cities, oceans and seas.

* Use the following resources and further research to create a PowerPoint illustrating key facts about the French colonisation and rule of Indochina, The Battle of Dien Bien Phu Phew, Ho Chi Minh and the Geneva Accords 1954.
* [History of Vietnam](https://www.arcgis.com/apps/MapJournal/index.html?appid=eb3d6c6d447c4179bd3cc2b9db944a1f) (you don’t need to do the questions or activities)
* [Facts and Details – French Occupation of Vietnam](http://factsanddetails.com/southeast-asia/Vietnam/sub5_9a/entry-3337.html)
* [Dien Bien Phu Falls: When the Sun Sets on the French Empire in Indochina](https://thewire.in/history/dien-bien-phu-indochina-war)
* [Battle of Dien Bien Phu (3:26)](https://www.pbslearningmedia.org/resource/c287c135-efd2-4e32-b22a-866be12814bb/battle-at-dien-bien-phu-clip-the-vietnam-war/)
* [Eisenhour and Dien Bien Phu (0:12)](https://www.pbslearningmedia.org/resource/407ba592-0615-4738-b902-065da578c08f/eisenhower-and-dien-bien-phu-video-ken-burns-lynn-novick-the-vietnam-war/)
* [Vietnam Celebrates 60th Anniversary of Battle of Dien Bien Phu Victory](https://www.ibtimes.co.uk/vietnam-celebrates-60th-anniversary-battle-dien-bien-phu-victory-1447556)
* [BBC History](http://www.bbc.co.uk/history/historic_figures/ho_chi_minh.shtml)
* [The Geneva Accords 1954](https://alphahistory.com/vietnamwar/geneva-accords-of-1954/)
* Watch [Decolonization and the Cold War through an Asian Lens (13:00)](https://www.youtube.com/watch?v=LoA0lxAmsew) and complete a [Concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.YF1GGP8aTIw.link) that summarises the importance of decolonisation in Indochina in relation to the Cold War in Asia.
* Using [The Domino Theory](https://alphahistory.com/coldwar/domino-theory/) and the information from previous lessons discuss the following questions as a class:
* What was the domino theory?
* What was the geopolitical significance of Asia in the Cold War?

## Learning sequence 2 – conflict in Vietnam

Content:

* Conflict in Vietnam, 1954–1964, including:
* political, social, economic and military developments within North and South Vietnam
* the nature and development of US policy towards Indochina to 1964.

### Developments within North and South Vietnam

**Teacher note:** the series ‘The Vietnam War’ has been given a M rating. Current department [procedures for use of audiovisual materials in schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) should be consulted and appropriate permissions obtained prior to viewing. Also, it is important to note that the nature of some of the images throughout the learning sequence may be confronting. Follow school policy and procedures regarding materials that may be confronting to students.

* Copy the following table into your book. Watch [The Vietnam War: Season 1, Episode 1 Deja Vu (57:00)](https://www.dailymotion.com/video/x6yjy69) and complete key summary points.

Table 1 – summary of developments between North and South Vietnam

|  |  |
| --- | --- |
| Key development | Key summary points |
| French colonisation of Vietnam |  |
| First Indochina War (French War) |  |
| Establishment of Viet Minh |  |
| Cold War |  |
| 17th Parallel |  |
| National Liberation Front and Viet Cong |  |

* Use [North Vietnam](https://alphahistory.com/vietnamwar/north-vietnam/), [South Vietnam](https://alphahistory.com/vietnamwar/south-vietnam/) and further research to summarise the developments in North and South Vietnam from 1954–1964. Organise your findings under the following headings:
* social
* political
* economic
* military.
* Using the information gathered on the social, political, economic and military developments in North and South Vietnam, complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.YGFJhZy6TGc.link) accounting for the similarities and differences between the developments in North and South Vietnam, 1954–1964.
* Analyse [The burning monk, 1963](https://rarehistoricalphotos.com/the-burning-monk-1963/) photo of a Vietnamese Monk protest and in small groups discuss how the anti-Diem protests, in particular the suicides of 7 Buddhist monks, would have reduced American support for Diem. As a class discuss the validity of JFK’s comment that “No news picture in history has generated so much emotion around the world as that one”.

### The nature and development of US policy towards Indochina to 1964

* Using [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=7636750b-d1b2-e4d6-292b-1264700bee4c#.YGFKU_0Xcbs.link), discuss the following question: What were the social and political ramifications for Vietnam when it was separated at the 17th Parallel by the Geneva Peace Conference in 1954?
* Using the [Vietnam War timeline](https://www.britannica.com/list/vietnam-war-timeline) as a guide, construct an annotated timeline of the Indochina conflict.
* Use [US Involvement in Vietnam](https://alphahistory.com/vietnamwar/us-involvement-in-vietnam/), [The Vietnam War](https://www.bbc.co.uk/bitesize/guides/zv7bkqt/revision/2), [Vietnam](https://www.jfklibrary.org/learn/about-jfk/jfk-in-history/vietnam) and further research to complete a [Plus, Minus, Interesting (PMI)](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551#.YGFODiKc4xg.link) chart to account for US involvement in the Indochina conflict.
* Conduct a class debate addressing the question: ‘Was the Vietnam war simply a pawn in the Cold War for the United States?’ At the end of the debate, write a one page summary illustrating arguments for and against. Conclude by writing a paragraph that answers the question.

## Learning sequence 3 – The Second Indochina War

Content:

* The Second Indochina War, including:
* US foreign policy towards Vietnam from 1964
* the nature and effectiveness of the strategy and tactics employed by the North Vietnamese Army, the National Liberation Front, the Army of the Republic of Vietnam, and the USA
* impact of the 1968 Tet Offensive
* impact of the war on civilians in Vietnam
* the nature and significance of anti-war movements in the USA and Australia
* the reasons for and the nature of the US withdrawal
* the reasons for the Communist victory in Vietnam.

### US foreign policy towards Vietnam from 1964

* Read [The Vietnam War](https://www.khanacademy.org/humanities/us-history/postwarera/1960s-america/a/the-vietnam-war) and [Foreign Policy Research Institute](https://www.fpri.org/article/2017/04/united-states-went-war-vietnam/) and answer the following questions:
* Why did the United States become involved in Vietnam?
* What were the assumptions underlying the United States involvement in Southeast Asia?
* Was the war in Vietnam a civil war or a global Cold War confrontation?
* Read [JFK sends 400 Green Beret “Special Advisors” in May 1961 to begin Vietnam involvement](https://sofrep.com/specialoperations/jfk-sends-400-green-beret-special-advisors-may-1961-begin-vietnam-involvement/) and answer the following questions:
* When were the Special Advisors deployed to Vietnam?
* What were the roles and responsibilities of the Special Advisors?
* What advantage did the Special Advisors provide South Vietnamese civilian soldiers?
* How did President Kennedy’s choice to send in Special Advisors escalate United States involvement in Vietnam and illustrate the support for Diem Regime in South Vietnam?
* Access [John F. Kennedy presidential Library and Museum](https://www.jfklibrary.org/learn/education/teachers/curricular-resources/high-school-curricular-resources/military-advisors-in-vietnam-1963) and read the February 18, 1963 letter from Bobbie Lou Pendergrass to President Kennedy and his March 6, 1963 reply and answer the following questions:
* What are Pendergrass’s main concerns about troop involvement in Vietnam?
* How does JFK respond to these concerns?

**Teacher note:** be careful not to spend too much time on the Gulf of Tonkin. It should simply be used as an indicator of the shift in US policy towards greater involvement in the region and as a discussion point for the importance of public opinion in the USA towards the conflict.

* Use the suggested resources to create a class [Google Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.YHTh9f-jVZE.link) that summarises the key events and implications of the Gulf of Tonkin Incident and Resolution 1964.
* [The Truth about Tonkin](https://www.usni.org/magazines/naval-history-magazine/2008/february/truth-about-tonkin)
* [Gulf of Tonkin Incident](https://alphahistory.com/vietnamwar/gulf-of-tonkin-incident/)
* [The Tonkin Gulf](https://millercenter.org/the-presidency/educational-resources/tonkin-gulf)
* Use [Early Meanings of ‘Bamboo Curtain’](https://wordhistories.net/2019/04/13/bamboo-curtain/) to answer the question: What is the Bamboo Curtain?
* Complete a [Parking lot](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/570#.YGPlwxsPmxM.link) while watching PBS documentary, Ken Burns [Vietnam Episode 2 Riding the Tiger (54:00)](https://www.dailymotion.com/video/x8f62ql). At the conclusion of the film address the points and questions raised throughout the activity. Discuss what the documentary tells the audience about USA policy position on Communism and the resulting impact on Vietnam and the United States.

### The nature and effectiveness of the strategy and tactics

**Teacher note:** explicit teaching about the strategy and tactics employed by the North Vietnamese Army and the National Liberation Front during the war. Draw on student prior knowledge about guerrilla tactics in Vietnam with an emphasis on knowledge of environment and use of peasants in the strategy.

* Read [Viet Minh Tactics 1945–54](http://indochine54.free.fr/vm/tiger.html) which describes the origins of the Viet Minh’s guerrilla tactics used by both the Viet Minh and Viet Cong throughout the conflict. Summarise the key points.
* Examine the photographs [Inside the tunnels of Cu Chi, Ho Chi Minh City, Vietnam](https://www.flickr.com/photos/94735786%40N00/28750223230) and [Cu Chi Tunnels, Ho Chi Minh City, Vietnam](https://search.creativecommons.org/photos/1bf23eb4-8673-459f-8fc1-d250605c6271) and answer the following:
* How would you describe the Cu Chi tunnels?
* Suggest how the Cu Chi tunnels were constructed?
* What purpose would the Cu Chi tunnels serve the Viet Cong?
* How effective would the Cu Chi tunnels be in regards to guerrilla warfare tactics used by the Viet Cong?
* Read [The Cu Chi Tunnels](https://weaponsandwarfare.com/2020/07/15/the-cu-chi-tunnels/) and view [Inside the Secret Communist Tunnels of Vietnam (3:46)](https://www.youtube.com/watch?v=tJ3tsK_jCDs). With a partner, discuss the following questions:
* When did Vietnamese communist forces begin constructing the tunnel system under Saigon (now Ho Chi Minh City)?
* How did the Viet Cong use the complex 250 km tunnel system?
* How effective were the Viet Cong tunnels in guerrilla warfare and protecting civilians?
* Examine the photographs [Human trap, Cu Chi Tunnels](https://www.flickr.com/photos/94735786%40N00/33542304313), [Improvised Viet Cong Death Traps](https://www.flickr.com/photos/81989974%40N00/2303540021) and [Traps of the Cu Chi Jungle](https://www.flickr.com/photos/32051524%40N08/10277745956) and answer the following:
* Describe the traps used by Viet Cong.
* Suggest how the traps were constructed.
* What resources were required to construct the traps?
* How do the traps indicate the effectiveness of the guerrilla warfare tactics used by the Viet Cong?
* Read [Office of the Historian](https://history.state.gov/historicaldocuments/frus1961-63v03/d197) research memorandum Strategic Hamlets, 1962. With a partner discuss possible issues that may arise from such a strategy. With your partner read the [Strategic Hamlets Program](https://factsanddetails.com/southeast-asia/Vietnam/sub5_9b/entry-3357.html) and create a list summarising the key failures of the program. Answer the following question: Why did the South Vietnamese peasants support the Viet Cong and how did this participation from peasants contribute to Viet Cong guerrilla tactics?
* Use [Strategy vs Tactics](https://www.diffen.com/difference/Strategy_vs_Tactic) to define strategy and tactics (from a military perspective).
* Conduct a class [Jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.YHOriTxCa-A.link) to develop a detailed summary of South Vietnam Government and US tactics used in the Vietnam War. Include the following:
* targeted bombing
* saturation bombing
* search and destroy
* tunnel rats
* chemical weapons.
* Record the different strategies and tactics used by both sides in the table below:

Table 2 – NVA and ARVN tactics and strategies

|  |  |  |
| --- | --- | --- |
| Category | NVA | ARVN |
| **Strategies** |  |  |
| **Tactics** |  |  |

* Using the summary of strategies and tactics in the previous task, complete a [SWOT](https://schoolsnsw.sharepoint.com/%3Ap%3A/s/DLS/EWdr__I9foxOkCt9_3KU8vIBEqh7vddAqM2klVgG2gmaJw?e=QvXO7w&clearCache=d74553c2-5340-39cb-8c25-39981102b173) analysis of 2 NVA and ARVN tactics or strategies to determine their effectiveness.

**Modern History HSC style question sample**

Evaluate the effectiveness of strategies and tactics used by the opposing sides during the Second Indochina war (25 marks).

### Impact of the 1968 Tet Offensive

* View the clip [The Tet Offensive (4:25)](https://www.youtube.com/watch?v=ezuFR5OwHU8) and read [Tet Offensive](http://www.u-s-history.com/pages/h1862.html). Working with a partner, make notes and determine to what extent the Tet Offensive was a tactical disaster for North Vietnam, but a moral and political victory.
* Construct 2 separate news reports on the Tet Offensive, one from the perspective of the United States and one the perspective of the North Vietnamese.

### Impact of the war on civilians in Vietnam

**Teacher note**: some of the images included in the resources may be confronting for students. Teachers should consider their own context and ensure they are suitable.

* Using the statistics provided in [Vietnam Embassy in Pyongyang](https://vietnamembassy-pyongyang.org/how-many-vietnamese-died-in-the-vietnam-war/), copy and complete the following table to provide a summative break down of the death toll.

Table 3 – casualties of the Vietnam War

|  |  |
| --- | --- |
| Group | Death toll |
| Civilians from both sides |  |
| North Vietnamese soldiers and Viet Cong |  |
| South Vietnamese soldiers |  |
| U.S Armed Forces |  |

* As a class discuss the reliability and usefulness of this information given the origin of the source.
* Using the following resources, create a [Concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.YHTkWLMFxo4.link) that summarises the impact of the war on civilians in Vietnam. Ensure you include impacts on economy, agriculture, business, population health, psychological, environmental and cultural.
* [The War’s Effect on the Vietnamese land and people](https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/wars-effect-vietnamese-land-and-people)
* [The Vietnam War](https://www.bbc.co.uk/bitesize/guides/zv7bkqt/revision/6)
* [The Vietnam War and it’s Lasting Effects on Vietnam and the United States](https://www.arcgis.com/apps/MapJournal/index.html?appid=7237d4c67dee44048553185dbbae8bad)
* [Vietnam 40 Years on](https://www.theguardian.com/news/2015/apr/22/vietnam-40-years-on-how-communist-victory-gave-way-to-capitalist-corruption)
* [Aftermath](https://anzacportal.dva.gov.au/wars-and-missions/vietnam-war-1962-1975/events/aftermath)
* [The Shocking Health Effects of Agent Orange Now a Legacy of Military Death](https://www.forbes.com/sites/nicolefisher/2018/05/28/the-shocking-health-effects-of-agent-orange-now-a-legacy-of-military-death/?sh=6319557e21c6)
* [The Use and Effects of Agent Orange in Vietnam](https://ohiostate.pressbooks.pub/sciencebites/chapter/the-use-and-effects-of-agent-orange-in-vietnam/)
* [We would like permission to stay in Australia](https://digital-classroom.nma.gov.au/defining-moments/first-arrival-vietnamese-refugees-boat)
* [Vietnamese boat people: living to tell the tale](https://www.theguardian.com/global/2016/mar/20/vietnamese-boat-people-survivors-families)
* [How U.S. chemical warfare in Vietnam unleashed an enduring disaster](https://phys.org/news/2017-10-chemical-warfare-vietnam-unleashed-disaster.html)
* View the short films [Photographer remembers My Lai massacre (9:42)](https://www.youtube.com/watch?v=w4-Qer9zDAs) and [My Lai Massacre (5:20)](https://www.youtube.com/watch?v=OnvTyMptOt8). In pairs, conduct further research to assess the impact of the My Lai massacre on the shifting US attitudes towards the war.

### Anti-war movements in the USA and Australia

**Teacher note:** CBS-TV Interview with President Joh Fitzgerald Kennedy on Sept.2, 1963 video contains a useful segment on the President’s perspective of social views in 1963 towards the War in Vietnam. Start the film at 12:51 to avoid irrelevant content.

* Watch [Interview with President John Fitzgerald Kennedy (21:46)](https://www.youtube.com/watch?v=bOGWTEgta_w) and read [JFK and Vietnam: The September 1963 TV Interviews](https://www.jfklibrary.org/learn/education/teachers/curricular-resources/high-school-curricular-resources/jfk-and-vietnam-the-september-1963-tv-interviews) for historical background and context. With a partner complete a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=7636750b-d1b2-e4d6-292b-1264700bee4c#.YGFKU_0Xcbs.link) answering the following questions:
* What was the ‘Buddhist Crisis’ of 1963?
* How might the ‘Buddhist Crisis’ contribute to Anti-war sentiments in the USA and Australia?

**Teacher note:** explicit teaching about the anti-war movement in U.S. and Australia would be a useful way to introduce this section. Teacher to draw student prior knowledge about the Vietnam protest era and moratoriums.

* View [Sound Smart Vietnam War Protests (2:19)](https://www.youtube.com/watch?v=G3slnPIh_oU&t=68s) and construct an annotated timeline to identify the various events involved in the Vietnam protest era.
* Examine the photograph [Protesting the Vietnam War](https://www.flickr.com/photos/39735679%40N00/272805153). Discuss the following questions as a class:
* What particular issue is being addressed by demonstrators in this photograph?
* What social implication would arise for a person refusing ‘Uncle Sam’ at this time in history? What does this say about the level of commitment of protestors?
* Examine the photograph [Dow Chemical Demonstration](https://www.flickr.com/photos/19219926%40N04/2108402003) and [Bread and puppet theatre: Greenwich Village (New York, N.Y.): Anti-war protest (1965)](https://www.flickr.com/photos/pennstatespecial/7210596862). Answer the following:
* What issues are the demonstrations addressing in regard to the War in Vietnam?
* How are participants drawing attention to the issues they are demonstrating? Would the strategies used be successful? Justify your response.
* Construct a class mind map that considers the origins and impacts of the anti-war movement, linking them to changes in US policies, including:
* [Anti-War and Peace Movements](https://libguides.spsd.org/antiwar/vietnam)
* [Protest music of the Vietnam War](http://peacehistory-usfp.org/protest-music-vietnam-war/)
* [The May 4 shootings at Kent State University](https://www.kent.edu/may-4-historical-accuracy)
* [Vietnam moratoriums](https://www.nma.gov.au/defining-moments/resources/vietnam-moratoriums)

### Reasons for and the nature of the US withdrawal

* Read [America Withdraws from Vietnam](https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/america-withdraws-vietnam-1971-73) and [This Day in History: Last US Combat Troops Withdraw from Vietnam](https://www.voanews.com/usa/day-history-last-us-combat-troops-withdraw-vietnam) and write responses to the following:
* list the main reasons America withdrew troops from Vietnam
* summarise the key purpose of ’Vietnamization’
* the implications of US on South Vietnamese government and population.
* In groups, collect primary sources which explore the reasons for US withdrawal. Include the role of the Anti-war movement and the Paris Peace Talks. Sort the sources by theme such as changing public opinion, military, propaganda.
* Watch Richard Nixon’s [Address to the Nation (32:03)](https://www.youtube.com/watch?v=RPpOBu2LNCo) from November 3, 1969. Summarise key points under the following headings:
* reasons for US involvement in the Vietnam War
* presidential support for continued involvement in the Vietnam War
* complications associated with immediate withdrawal from Vietnam
* Vietnamization
* In pairs discuss the arguments put forward in the speech. What reasons or justification does Nixon give in his speech for US withdrawal? Compare and discuss your summary notes and amend or adjust as needed.

**Teacher note**: the following activity could be used as an exit ticket or class discussion.

* What was the most significant reason for the US withdrawal from Vietnam? Write 2 paragraphs justifying your answer.

### Reasons for the Communist victory in Vietnam

* Conduct a class discussion that summarises the key reasons for the Communist victory. During the discussion make a list of the factors, then work in pairs to rank their significance. Present and justify your top 2 reasons to the class. Suggested inclusions:
* ineffective tactics of the South Vietnamese and US forces
* the power of propaganda and poetical indoctrination of the masses
* effectiveness of the Viet Cong and Guerrilla warfare
* impact of Tet Offensive and anti-war movement in the US
* declining morale of US forces in Vietnam.

**Modern History HSC style sample question**

Account for the Communist victory in the Second Indochina War (25 marks).

## Learning Sequence 4 – spread of conflict

Content:

* The spread of the conflict to Cambodia and Laos, including:
* impact of conflict on civilians in Cambodia and Laos
* the reasons for the Communist victories in Cambodia and Laos
* Democratic Kampuchea under Pol Pot and the Khmer Rouge: aims and impact of the regime, foreign policy

### Impact of conflict on civilians in Cambodia and Laos

* Read [France and Indochina](https://courses.lumenlearning.com/boundless-worldhistory/chapter/indochina/), [Hitting Sanctuaries: Cambodia](https://www.nationalmuseum.af.mil/Visit/Museum-Exhibits/Fact-Sheets/Display/Article/196023/hitting-sanctuaries-cambodia/) and [Cambodia and Laos](https://spartacus-educational.com/VNcambodia.htm), and outline how Cambodia and Laos were involved in the conflict in Indochina.
* In pairs, construct a presentation on the impact on civilians in either Cambodia or Laos. Use the following sources as a starting point:

|  |  |
| --- | --- |
| Cambodia | Laos |
| [The Ho Chi Minh trail](https://schoolhistory.co.uk/notes/what-was-the-ho-chi-minh-trail/) | [Lao Nationalism](https://www.voicepf.com/lao-nationalism) |
| [Lon Nol](https://projects.voanews.com/cambodia-election-2018/english/biography/lon-nol.html) | [The secret war that transformed the CIA](https://warontherocks.com/2017/02/the-secret-war-that-transformed-the-cia/) |
| [Bombing of Cambodia](https://ohiohistorycentral.org/w/Bombing_of_Cambodia) | [The Vietnam war spills into Laos](https://alphahistory.com/vietnamwar/laos-during-vietnam-war/#:~:text=The%20Vietnam%20War%20spills%20into%20Laos,-A%20map%20showing&text=The%20Central%20Intelligence%20Agency%20(CIA,financial%20aid%20and%20military%20supplies.&text=The%20first%20American%20bombs%20were,an%20American%20plane%20by%20insurgents.) |
| [Nixon’s invasion of Cambodia](https://www.washingtonpost.com/outlook/2020/04/30/president-nixons-invasion-cambodia-50-years-ago-spurred-congress-act/)  | [Pathet Lao Uprising in Laos](https://www.globalsecurity.org/military/world/war/laos.htm) |

* Complete a [Parking lot](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/570#.YGPlwxsPmxM.link) while watching the documentary [Year Zero: The Silent Death of Cambodia (52:13)](http://johnpilger.com/videos/year-zero-the-silent-death-of-cambodia). At the conclusion of the film address the points and questions raised throughout the activity.

### Reasons for the Communist victories in Cambodia and Laos

**Teacher note:** the movie ‘The Killing Fields’ has been given a M rating. Current departmental [procedures for use of audiovisual materials in schools](https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools) should be consulted and appropriate permissions obtained prior to viewing. In the interests of time, this task might be best suited for students to complete at home.

* Conduct a class discussion using the following questions:
* How did the events in neighbouring Vietnam aid the rise to power of the Khmer Rouge in Cambodia?
* What were the aims, methods and impact of the Khmer Rouge?
* What was the impact on civilians in both Cambodia and Laos during the conflict, and after (consider refugees and psychological trauma).
* View the movie [The Killing Fields](https://www.imdb.com/title/tt0087553/) – a 1984 British biographical drama film about the Khmer Rouge regime in Cambodia, which is based on the experiences of 2 journalists: Cambodian Dith Pran and American Sydney Schanberg.
* While watching the movie keep a record of critical historical information, events and personalities encountered in the Killing Fields.

### Democratic Kampuchea under Pol Pot and the Khmer Rouge

* Read ["Killing Fields" Lure Tourists in Cambodia](https://www.nationalgeographic.com/culture/2003/01/news-killing-fields-cambodia-tourist/). Use the article to consider and discuss the brutal methods of the Khmer Rouge in using a reign of terror on the population of a Democratic Kampuchea.
* Use [Chronology of Cambodian Events](https://gsp.yale.edu/case-studies/cambodian-genocide-program/publications/chronology-cambodian-events-1950), [The Khmer Rouge](https://alphahistory.com/vietnamwar/khmer-rouge/), [Vietnam’s Forgotten Cambodian War](https://www.bbc.com/news/world-asia-29106034) and [the Rise and Fall of the Khmer Rouge Regime](https://asiapacificcurriculum.ca/learning-module/rise-and-fall-khmer-rouge-regime) to write a Wikipedia-style article explaining the aims and impact of the Khmer Rouge and their foreign policy.

**Modern History HSC style sample question**

Account for the rise to power of the Khmer Rouge in Cambodia.

To what extent was the rise to power of Pol Pot’s regime a consequence of the spread of the Vietnam War to Cambodia? (25 marks)

## Assessment and marking criteria

**Teacher note:** when using this task, ensure it is placed on the school template and follows all assessment requirements.

The marking criteria uses the [Performance band descriptions for Modern History](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/modern-history-2017/performance-band-descriptions) as its basis.

### Outcomes

* **MH12-2** proposes arguments about the varying causes and effects of events and developments
* **MH12-4** analyses the different perspectives of individuals and groups in their historical context
* **MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

### Syllabus content

* the reasons for and the nature of the US withdrawal
* the reasons for the Communist victory in Vietnam.

### Task

Evaluate the problems faced by the USA and its allies in the Vietnam War, and the reasons for Communist victory. Your response should be no more than 1200 words.

### Marking criteria

Table 4 – marking criteria

|  |  |
| --- | --- |
| Grade | Grade |
| A | * Addresses the question asked providing a clear explanation or judgement based on a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issues raised in the question
* Supports the argument with extensive and accurate historical knowledge and understanding including relevant evidence and interpretation
* Presents a well-structured, logical and cohesive response using appropriate historical terms and concepts
 |
| B | * Addresses the question asked providing an explanation or judgement based on a coherent argument which demonstrates a sound understanding of the issues raised in the question
* Provides detailed and accurate historical knowledge and understanding including relevant evidence and interpretation
* Presents a well-structured response using appropriate historical terms and concepts
 |
| C | * Addresses the question asked with a relevant but largely narrative or descriptive response which may contain an implied understanding of the issue raised in the question
* Provides relevant and accurate historical knowledge and understanding
* Presents a structured response using some appropriate historical terms and concepts
 |
| D | * Presents a generalised, mostly relevant narrative or descriptive response
* Provides some historical knowledge and understanding
* Communicates using some appropriate historical terms and/or concepts
 |
| E | * Makes general statement in relation to the question
* May use some historical terms and/or concepts
 |

## References

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