

2 THE NATIONALIST MOVEMENT IN INDO-CHINA

CONCEPT

SECTION A — EMERGING FROM THE SHADOW OF CHINA THE DILEMMA OF COLONIAL EDUCATION AND HYGIENE, DISEASE AND EVERYDAY RESISTANCE

- **Indo-China** comprises the modern countries of Vietnam, Laos and Cambodia.
- **Vietnam** followed a Chinese system of government as well as Chinese culture.
- **The French** colonised Vietnam. After defeating China, they assumed control of Tonkin and Annam.
- **In 1887**, French Indo-China was formed.
- **Colonies** were considered essential to supply natural resources and other essential goods. The French built infrastructure projects to help transport goods for trade, move military garrisons and control the entire region.
- The colonial economy in Vietnam was based on **rice** cultivation and **rubber** plantations. Very little industrialisation of Vietnam by France.
- To counter Chinese influence, the French systematically dismantled the traditional educational system and established French schools for the Vietnamese.
- The textbooks glorified French rule and culture.
- Students fought against discrimination against the Vietnamese in white collar jobs. Schools became important place for cultural and political battles. Education became an important part of the larger battle against colonialism and for independence.
- In 1902, the French part of Hanoi was hit by a rat menace. Vietnamese were paid to catch and kill the rats. Plague swept the area in 1903, as clever Vietnamese took to clipping the rats' tails as proofs. They let the rats go.
- Colonialism was fought in such resistant acts in everyday life.

SECTION B — (I) RELIGION AND ANTI-COLONIALISM (II) THE VISION OF MODERNISATION (III) THE COMMUNIST MOVEMENT AND VIETNAMESE NATIONALISM

- **Religious beliefs** of Vietnam were a mixture of Buddhism, Confucianism and local practices.
- The French introduced Christianity, their Missionaries were hostile to the easy-going attitude of the Vietnamese towards religion.
- **Scholars' Revolt of 1868** : Led by officials of the Imperial Court. Uprising in Ngu An and Ha Tien provinces killed a thousand Catholics. By the middle of the 18th century 300,000 people converted to Christianity. Revolt suppressed by the French.
- **The Hoa Hao** Movement began in 1939 under its founder Huynh Phu So.
- He performed miracles, helped the poor, opposed sale of brides, gambling and use of opium and alcohol.

- The French declared him mad and sent him to a mental asylum. Freed in 1946, but exiled to Laos. Followers sent to concentration camps.
- **Vision of Modernisation** : Two opinions held (i) Vietnamese traditions had to be strengthened to resist western domination. (ii) The second school felt that the Vietnamese had to learn from the West, while resisting its domination.
- **Phan Boi Chau** (1867-1940) formed the 'Revolution Society' (Duy Tan Hoi) in 1903 with Prince Cuong De as the lead. 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) differed strongly. He was totally opposed to monarchy and wanted to establish a democratic republic.
- **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 Ngu Yen 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.
- **The Communist Movement**
 - The Great Depression of the 1930s led to unemployment, debts and rural uprisings in Vietnam.
 - A new leader, **Ho Chi Minh**, appeared on the scene in 1930. He established the Vietnamese Communist (Vietnam Cong San Dang) Party, inspired by European communists.
 - **Ho Chi Minh** (He who enlightens) was born in Central Vietnam; later became an active member of the committee. He met Lenin and other leaders. After 30 years stay in Europe, Thailand and China he returned to Vietnam in May 1941. He became President of Vietnam Democratic Republic.
 - In 1940, Japan occupied Vietnam. The League for the Independence of Vietnam (known as the Viet Minh) fought the Japanese, recaptured Hanoi and Ho Chi Minh became the chairman of the Democratic Republic of Vietnam in September 1943.
 - **Vietnamese Nationalism** : The French set up a puppet regime under Bao Dai as Emperor. After years of fighting, the French were finally defeated in 1954 at **Dien Bien Phu**.
 - **The Battle of Dien Bien Phu** (1953-1954)
 - On 7 May, 1954, more than 16,000 soldiers of the French army were either killed or captured. The entire French commanding staff, including a General, 16 Colonels, 1749 officers were taken prisoner.
 - Vietnam was divided into North and South Vietnam. Ho Chi Minh and Bao Dai became rulers in north and south respectively.
 - The division led to war. The Bao Dai regime was overthrown by Ngo Dinh Diem. The south united and formed the National Liberation Front (NLF) and fought for unification of the country under Ho Chi Minh.
 - Fear of communism made the US intervene in Vietnam and a bitter war was fought during 1965-1972. Finally, peace was restored in 1974.

SECTION C — THE NATION AND ITS HEROES

THE END OF WAR

- Women played no role in public life of the Vietnamese, but the freedom struggle led to an emerging new image of womanhood.
- Women like Trung sisters (39-43 CE) became idols. Same was the case with Trieu Au of 3rd century CE.
- In the 1960s, women were depicted as young, brave and dedicated. They were shown as warriors and workers.
- The image of the warrior woman was replaced with the image of worker woman, in the 1970s, when the end of the war was near.
- The US failed to achieve its objectives in the US Vietnam war.
- The US-Vietnam war was called the first television war.
- On 30 April, 1975 the North Liberation Front (NLF) occupied the presidential palace in Saigon and unified Vietnam.

I. SUMMATIVE ASSESSMENT

A. NCERT TEXTBOOK QUESTIONS

Q.1. Write a note on what was meant by the ‘civilising mission’ of the colonisers.

OR

What is the meaning of civilizing mission? What impact did the mission have in Vietnam under French rule? [2011(T-2)]

Ans. Unlike other colonisers, the French colonisers did not only aim for economic exploitation of their colonies. The French colonising mission was also driven by the idea of a ‘civilising mission’. Just as the British had done in India, the French claimed that they would introduce modern, civilised life to the Vietnamese. The French believed that like all the Europeans it was their duty to civilise the colonies even if this meant destruction of local cultures, religion and traditions.

Q.2. Explain the following — [2011(T-2)]

- (a) Only one-third of the students in Vietnam would pass the school level examinations.
- (b) The French began building canals and draining lands in the Mekong delta.
- (c) The Government made the Saigon Native Girls School take back the students it had expelled.
- (d) Rats were most common in the modern, newly built areas of Hanoi.

Ans. (a) Just about one-third of the students in Vietnam would pass the school examinations. This happened mainly as a well-planned policy was followed to fail the final year students. This meant they could never qualify for the white collar jobs. On an average 2/3rd of the students were failed.

- (b) The French began building canals and draining lands in the Mekong delta. They did this to gain increase in cultivation especially of the rice crop. By doing this, they would be able to sell rice in the international market and earn a lot of money.

- (c) At Saigon Native Girls the School, a problem came up in 1926. A Vietnamese girl refused to vacate her front seat for a local French student. For this, she and later her supporting students were expelled from the school. Soon the agitation spread and protests began. When the situation became pretty serious the French government forced the school authorities to reinstate the girls in the school.
- (d) The French wanted to modernise Vietnam. They modernised a part of Hanoi city with beautiful architecture and clean, wide roads. They planned a good sewage system for the area. But the other part of Hanoi was filthy and unattended to. The rats from the filthy areas soon reached the clean part of the city through sewage systems and soon modern Hanoi was suffering from rats everywhere and the accompanying plague.

Q.3. Describe the ideas behind the Tonkin Free School. To what extent is it a typical example of colonial ideas in Vietnam?

OR

Explain any three main features of Tonkin Free School. [2011(T-2)]

Ans. Like other colonisers, the French also thought that they were on a civilising mission. Thus the Tonkin Free School was opened to give Western education. The school taught science, hygiene and French, other than the common subjects. For these three subjects the students had to attend evening classes and also pay separately. The students were not only made to attend these classes but they were asked to sport modern looks too. A typical example of this was that Vietnamese were asked to cut off their long hair and adopt a short hair cut which was absolutely against their culture.

Q.4. What was Phan Chu Trinh's objective for Vietnam? How were his ideas different from those of Phan Boi Chau? [2011(T-2)]

Ans. The objectives of the two nationalists, Phan Chu Trinh and Phan Boi Chau, were different from each other.

Phan Chu Trinh (1871 – 1926) did not want to resist the French with the aid of monarchy. He was influenced by the Western idea of democracy and wanted to set up a democratic republic of Vietnam.

Phan Boi Chau (1867 – 1940) went on to form a revolutionary society with Prince Cuong De. So we can say that Phan Boi Chau favoured monarchy and Phan Chu Trinh favoured a republic.

Q.5. What made the war grow as far as US involvement was concerned?

Ans. The US policy makers feared that Ho Chi Minh's win would lead to changes that would ultimately cause Communist governments to gain power in countries of the surrounding region. The US did not realise that nationalism could inspire people so much that they could give up their home and family. They would even fight in very bad conditions, all for gaining freedom. The US did not know that a small country like Vietnam could gain and maintain strength to fight a strong advanced country like the US.

Q.6. Write an evaluation of the Vietnamese war against the US from the point of a woman soldier.

OR

Describe the role of women in the Vietnamese struggle during the US intervention.

[2011(T-2)]

Ans. The Vietnamese women played an important role in the US-Vietnam War. They were both warriors and workers. As warriors and soldiers, the Vietnamese women constructed six air strips, they neutralised thousands of bombs and went on to shoot down fifteen planes. There were 1.5 million Vietnamese women in the regular army, the militia, the local forces and professional teams. The women workers were also engaged as porters, nurses and construction workers.

Q.7. With reference to what you have read in this chapter, discuss the influence of China on Vietnam's culture and life.

Ans. China was a large and close neighbour of Vietnam. It was obvious that the former would influence the latter. There were strong trade links due to sea trade as all trade between any part of Asia and China had to pass through Vietnamese ports. The two countries shared the same religious beliefs, namely Buddhism and Confucianism. The ideas spread by Confucius, a great Chinese thinker, religious leader and philosopher had deeply influenced the social and cultural aspects of Vietnam.

When the trans-Indo-China rail and road network developed, the imperialist power wanted it as a link between North and South Vietnam and China. This brought the countries even more close. They were under imperialist rules for long making them share cultural, religious, historical and economic commoners.

Q.8. What was the role of religious groups in the development of anti-colonial feelings in Vietnam? [2011(T-2)]

Ans. Religion had always played a pivotal role in the lives of people in Vietnam. This fact was used well by the imperialists to aid in their control over the colonies. Thinking this, the imperialists imposed their religion on the Vietnamese locals. Thus anti-imperialist feelings arose in Vietnam against the French imperialist forces. Vietnam followed Buddhism and Confucianism. The French wanted to convert the Vietnamese to Christianity. The Vietnamese revolted against this French intention in 1868. This revolt was called the 'Scholars Revolt', which was followed by the killing of about one thousand Catholics. Huynh Phu So began a movement called Hoa Hao, but he was declared mad by the French. Followers of Huynh Phu So were sent to concentration camps. All those actions of French could still not suppress nationalism in Vietnam.

Q.9. Explain the causes of US involvement in the war in Vietnam. What effect did this involvement have on life within the US itself?

Ans. The struggle for freedom by Vietnamese people was a long-drawn one. They faced the French, the Japanese and the USA. Many causes led the US to get involved in the Vietnam war.

The US government was afraid that communism would find a stronghold in Vietnam. The US feared this would endanger the other capitalist countries. With these thoughts, the US was always ready to fight communist strongholds in any part of the world. The rise of communism in Vietnam was seen as a threat and US stepped in to intervene.

France had been facing insulting revolts from Vietnam. France being a capitalist country, the US felt it had to step in to save French honour, as one of the capitalist brethren. Moreover, the French had been an ally of US in the Second World War.

Q.10. Write an evaluation of the Vietnamese war against the US from the point of view of a porter on the Ho Chi Minh Trail.

Ans. From 1965 to 1972, the US-Vietnam War continued and caused losses to both US and Vietnam. The Vietnamese people suffered human and property losses, yet they never stopped their struggle for freedom. Here it is important to mention the role played by the porters in getting freedom and unity of Vietnam. The porters set out without fear on the Ho Chi Minh Trail which was a great expansive network of roads and footpaths. The heroic porters carried as much as 25 kg to 70 kg of weight on their backs or bicycles. They did not fear that they might fall over in the deep valleys. They bravely walked on the narrow, dangerous roads that marked the treacherous routes. They also did not feel afraid of being shot down by aircraft guns. They put all their fears aside and walked on to maintain the supply line. This fact showed that the porters were heroic and patriotic.

OTHER IMPORTANT QUESTIONS (AS PER CCE PATTERN)

B. MULTIPLE CHOICE QUESTIONS [1 MARK]

Q.1. Indo-China comprises

- (a) India and China
- (b) North and South Vietnam and China
- (c) India, China and Vietnam
- (d) The modern countries of Vietnam, Laos and Cambodia

Ans. (d)

Q.2. When did the French arrive in Vietnam?

- (a) 1857
- (b) 1856
- (c) 1858
- (d) 1859

Ans. (c)

Q.3. When and how French Indo-China was formed?

- (a) French Indo-China was formed in 1880, after the French defeated China
- (b) Conquest of Tonkin and Annam in 1887, led to the formation of French Indochina
- (c) Conquest of Laos, Cambodia and Vietnam led to the formation of French Indochina
- (d) All the above

Ans. (b)

Q.4. The French increased cultivation of rice in and its export from Vietnam by

- (a) Building a vast system of irrigation works, canals and earth works
- (b) Increasing the area under rice cultivation
- (c) Using forced labour for construction
- (d) All the above

Ans. (d)

Q.5. Construction of trans-Indo-China network linked Vietnam to

- (a) China and Siam
- (b) Northern and Southern parts of Vietnam finally linked to Yunnan in China by 1910
- (c) To Siam (Thailand now) via the Cambodian capital of Pnom Penh
- (d) Both (b) and (c)

Ans. (d)

Q.6. The barriers to economic progress in Vietnam, according to Paul Bernard, the French writer, were :

- (a) Lack of industrialisation
- (b) High population, low agricultural productivity and extensive indebtedness among peasants
- (c) Lack of reforms in the agricultural field
- (d) Landlordism in the rural areas

Ans. (b)

Q.7. When did the war between Vietnam and the US officially end?

- (a) In 1972 after the signing of a peace treaty
- (b) In January 1974, in Paris, a peace settlement was signed
- (c) In Saigon on 30 April, 1975
- (d) In 1970 at Saigon

Ans. (b)

Q.8. The French tried to stem the invasion of rats in Hanoi by :

- (a) Offering a price for every rat caught by the Vietnamese
- (b) By plugging the sewers
- (c) By starting a rat hunt in 1902, hiring Vietnamese workers and paying them for each rat caught
- (d) By poisoning the rats

Ans. (c)

Q.9. Vietnam's religious beliefs were a mixture of :

- (a) Local practices, worship of the supernatural
- (b) Buddhism and Confucianism
- (c) Buddhism, Confucianism, and local practices with reverence shown to the supernatural
- (d) All the above

Ans. (c)

Q.10. Who founded the Hoa Hao movement, when and where?

- (a) It was founded by Hoa Hao in 1940 in Saigon
- (b) Founded by Huynh Phu So in 1939 in Hanoi
- (c) Founded by Huynh Phu So, in 1939, in the fertile Mekong delta area
- (d) Founded by Mad Monze, 1939, in Hanoi

Ans. (c)

Q.11. What did the Vietnamese learn from the 'Rat Hunt'?

- (a) How to make profit from a difficult situation in many ways

- (b) How collective bargaining can be a success against a colonial power
- (c) How even the weak could defeat a colonial power by their resistance
- (d) All the above

Ans. (d)

Q.12. French idea of "civilising mission" in Vietnam meant :

- (a) Civilising the natives through economic progress
- (b) Civilising the natives by destroying local cultures, religions and traditions
- (c) Civilising the natives through education and introducing modern ideas even if it destroyed their culture, religions and traditions
- (d) All the above

Ans. (c)

Q.13. The school textbooks introduced by the French :

- (a) Represented the Vietnamese as primitive, backward people, capable of manual labour only
- (b) Painted them as people unable to rule themselves, only skilled copyists, not creative
- (c) Glorified the French and justified the colonial rule
- (d) All the above

Ans. (d)

Q.14. The rebellion and the expulsion of the girl from Saigon Native Girls School led to :

- (a) Principal's expulsion from school
- (b) More open protest from angry students
- (c) Government had to force the school to take back the expelled students
- (d) Both (b) and (c)

Ans. (d)

Q.15. Under whose influence did Phan Boi Chau write "The History of the Loss of Vietnam"?

- (a) Phan Chu Trinh – a Vietnamese nationalist
- (b) Sun Yat Sen – a Chinese revolutionary
- (c) Ho Chi Minh – a Vietnamese Communist
- (d) Liang Qichao, a Chinese reformer

Ans. (d)

Q.16. Name the nationalist who differed from the views of Phan Boi Chau. Why ?

- (a) Sun Yat Sen – he wanted a republic in Vietnam
- (b) Ho Chi Minh – He wanted a Communist Government
- (c) Phan Chu Trinh – He was hostile to monarchy, wanted a democratic republic in Vietnam
- (d) Liang Qichao – He wanted to abolish monarchy

Ans. (b)

Q.17. Who started the ‘Go East Movement’ and when?

- (a) 300 Vietnamese students in 1907-08 in Japan
- (b) The Nguyen dynasty in 1907
- (c) Phan Chu Trinh in 1908
- (d) All the above

Ans. (a)

Q.18. The primary objective of the ‘Go East Movement’ was :

- (a) To acquire modern education in Japan
- (b) To drive out the French from Vietnam, overthrow the puppet emperor and re-establish the dynasty
- (c) To establish a republic in Vietnam
- (d) All the above

Ans. (b)

Q.19. The Vietnamese nationalists looked to Japan for help because :

- (a) Japan had modernised itself and resisted colonisation by the West
- (b) They had defeated mighty Russia in 1907

- (c) They wanted arms from them
- (d) All the above

Ans. (d)

Q.20. Which event in China in 1911 inspired the nationalists in Vietnam?

- (a) China overthrew the established monarchy
- (b) Sun Yat Sen set up a Republic in China
- (c) Chinese monarchy defeated the western countries
- (d) Both (a) and (b)

Ans. (d)

Q.21. After the fall of Chinese monarchy in 1911, the nature of anti-French Independence Movement in Vietnam changed to :

- (a) Total Independence in Vietnam with no French presence
- (b) Setting up a Republic like China in Vietnam
- (c) Establishing a democratic republic and not a constitutional monarchy in Vietnam
- (d) Establishing a constitutional monarchy in Vietnam

Ans. (c)

Q.22. The Great Depression of 1929-33 had a great impact on Vietnam because :

- (a) The prices of rubber and rice fell
- (b) It led to rising rural debts, unemployment and rural uprising in provinces of Ng He An and Ha Tinh
- (c) The French crushed three uprisings ruthlessly
- (d) All the above

Ans. (d)

Q.23. The leader who brought together all the competing Vietnamese nationalist groups in 1930 was :-

- (a) The Nguyen king
- (b) Bao Dai

- (c) Ngo Dinh Diem
- (d) Ho Chi Minh

Ans. (d)

Q.24. Who overthrew the Bao Dai government in the South Vietnam?

- (a) The National Liberation Front
- (b) The French themselves
- (c) Ho Chi Minh's forces
- (d) A coup led by Ngo Dinh Diem of the united opposition parties called the National Liberation Front

Ans. (d)

Q.25. The League for the Independence of Vietnam was formed :

- (a) To overthrow the French
- (b) To overthrow the Japanese who had occupied Vietnam in 1940
- (c) To overthrow both the French and the Japanese
- (d) All the above

Ans. (b)

Q.26. How and under whom was the Democratic Republic of Vietnam formed?

- (a) The Vietnamese under Ho Chi Minh defeated the French
- (b) The Japanese were defeated by forces under Ho Chi Minh
- (c) The Japanese were defeated at Hanoi in September 1945 and Ho Chi Minh became the Chairman of the Republic
- (d) The Vietminh fought the Japanese occupation, recaptured Hanoi in 1945, and a Democratic Republic was formed under Ho Chi Minh

Ans. (d)

Q.27. The two difficulties faced by the new Republic of Vietnam were :

- (a) The French set up a puppet, Bao Dai, as emperor to regain their control of Vietnam

- (b) The Vietminh were forced to retreat to the hills
- (c) The republic had to fight the French for 8 years
- (d) Both (b) and (c)

Ans. (d)

Q.28. When and where were the French defeated?

- (a) In May 1952, the French were defeated at Dien Bien Phu
- (b) In January 1954, the French were defeated at Hanoi
- (c) On 7 May 1954, the Vietminh annihilated the French at Bien Dien Phu
- (d) In 1953 at North Eastern valley

Ans. (c)

Q.29. The peace negotiations at Geneva after the French defeat at Dien Bien Phu led to :

- (a) Partition of Vietnam into North and South Vietnam
- (b) Ho Chi Minh and the Communists took power in the North
- (c) The Bao Dai's puppet regime was set up in the South
- (d) All the above

Ans. (d)

Q.30. The US joined the war in Vietnam because they were afraid of :

- (a) The alliance of the Ho Chi Minh government of the North with the NLF of the South for the unification of Vietnam
- (b) Growing communist power in the Vietnam
- (c) The defeat of France and overthrow of Bao Dai
- (d) Both (b) and (c)

Ans. (d)

Q.31. Dien Bien Phu became a very important symbol of struggle for the Vietnamese, because :

- (a) It strengthened the Vietminh's conviction in their capacity to fight the powerful imperial forces
- (b) They learnt the importance of determination and proper strategy
- (c) The stories of the battle were retold and inspired the people in villages and cities
- (d) All the above

Ans. (d)

Q.32. A napalm is :

- (a) A chemical bomb which destroys millions
- (b) An organic compound, used to thicken gasoline, burns slowly and sticks to human body and continues to burn
- (c) A phosphorous bomb
- (d) An atomic bomb but with greater power to kill

Ans. (b)

Q.33. The reaction within the USA was critical of the Vietnam war, because

- (a) They had the elite escaping compulsory service and minorities and children of working class forced to do so
- (b) They thought the US involvement was indefensible and were against compulsory service in the armed forces.
- (c) Both (a) and (b)
- (d) They were against the use of chemical weapons against the Vietnamese

Ans. (c)

Q.34. What do the letters of Colonel Do Sam of the North Vietnamese artillery tell you?

- (a) How nationalism mingles personal love with love for the country and the desire for freedom
- (b) How to fight a mighty nation and defeat it

- (c) Both (a) and (b)
- (d) How sacrifice is necessary for happiness

Ans. (c)

Q.35. As peace talks began in the 1970s, the women were now represented as

- (a) Warriors and workers
- (b) Only as workers
- (c) As workers in agricultural cooperatives, factories and production units and not as warriors
- (d) All the above

Ans. (c)

Q.36. How were women shown in magazines and journals in the 1960s?

- (a) As housewives who looked after the home while the men fought
- (b) As brave dedicated, fighters, shooting down planes
- (c) As selfless workers with rifle in one hand and a hammer in the other
- (d) Both (b) and (c)

Ans. (d)

Q.37. The Trung sisters were idealised and glorified because :

- (a) They represented the indomitable will and intense patriotism of the Vietnamese
- (b) They preferred to commit suicide, instead of surrendering to the Chinese when defeated
- (c) Phan Boi Chau wrote about them in his play
- (d) They gathered over 30,000 soldiers and fought the Chinese for two years

Ans. (a)

Q.38. How did the image of a New Woman emerge?

- (a) The growth of the nationalist movement led to the change in the status of women
- (b) Writers and political thinkers began idealising women who rebelled against social norms

- (c) Nhat Linh's famous novel (1930) showed a woman leaving her forced marriage, marrying a nationalist, someone of her choice

(d) All the above

Ans. (d)

Q.39. The scholar, Noam Chomsky, called the Vietnam war : –

- (a) 'A disastrous war for the US'
 (b) The greatest threat to peace, to national self-determination, and to international cooperation
 (c) 'A war worse than the Second World War'
 (d) 'A failure of US to curb communism in Vietnam'

Ans. (b)

Q.40. Vietnamese women helped the resistance movement in Vietnam by

- (a) Nursing the wounded, constructing underground rooms and tunnels and fighting the enemy

- (b) They built six airstrips, neutralised tens of thousands of bombs, transported thousands of kilograms of cargo, weapons, food, and shot down 15 planes

(c) Kept open 2,195 km of strategic roads and guarded 2,500 key points

(d) All the above

Ans. (d)

Q.41. The USA underestimated the Vietnamese because they failed to understand

- (a) The power of nationalism to move people to action, to sacrifice their home and family, to live under horrific conditions

(b) The power of a small country to fight the most technologically advanced country in the world

(c) The desire to fight for independence

(d) All the above

Ans. (b)

PREVIOUS YEARS' QUESTIONS

Q.1. When did the conflict with the US end in Vietnam and how ? [2011(T-2)]

- (a) Peace settlement in Nuremberg in April 1974
 (b) Peace settlement in Paris in January 1974
 (c) Peace settlement in Hanoi in December 1972
 (d) Peace settlement in Vietnam in September 1969.

Ans. (b)

Q.2. What were the provinces of Nghe An and Ha Tinh called in Vietnam ? [2011(T-2)]

- (a) Electric current
 (b) Electric circuit
 (c) Electric fuses
 (d) None of the above

Ans. (c)

Q.3. What is Napalm ? [2011(T-2)]

- (a) A chemical weapon which US used to attack in the war.
 (b) Hollywood film which was responsible for motivating young men to die in the war.
 (c) A film by John Ford Coppala's
 (d) A trail by Ho Chi Minh

Ans. (a)

Q.4. Why did the US enter the war in Vietnam between the North and South Vietnam ? [2011(T-2)]

- (a) To establish US rule in Vietnam
 (b) To unite the North and South Vietnam
 (c) To stop communists gaining power in Vietnam
 (d) None of the above

Ans. (c)

Q.5. Which one of the following is *not true* regarding the Hoa Hao Movement in Vietnam? [2011(T-2)]

- (a) It criticised useless expenditure and sale of child brides.
- (b) It opposed gambling and use of alcohol.
- (c) It motivated the Vietnamese to kill Catholic Missionaries.
- (d) Its founder was Huynh Phu So.

Ans. (c)

Q.6. Which one of the following is *not true* regarding the views of Paul Bernard about how colonies should be developed? [2011(T-2)]

- (a) Colonial economy should be developed to create demands for French goods.
- (b) Reforms should be carried out to increase agricultural production.
- (c) Landlordism should be introduced in the rural areas.
- (d) Rural indebtedness and poverty should be reduced

Ans. (c)

Q.7. Which one of the following is *not true* regarding the Bounty Programme ? [2011(T-2)]

- (a) It was related to the rat hunt during the spread of Plague in Hanoi.
- (b) The Vietnamese workers were paid for each tail of a rat as proof that it had been killed.
- (c) It referred to the bountiful rice harvest in the Mekong River Delta.
- (d) The rat catchers only clipped the tail of the rat and released it.

Ans. (c)

Q.8. Which one of the following is *not true* regarding the role of women in the liberation movement in Vietnam ? [2011(T-2)]

- (a) The women played a symbolic role in the Movement.

- (b) Rebel women of the past were celebrated.
- (c) They built airstrips, neutralised bombs and transported cargo.
- (d) They were depicted as warriors and workers with a hammer in one hand a rifle in the other.

Ans. (d)

Q.9. Which one of the following was *not* the barrier to economic growth in Vietnam as suggested by Bernard ? [2011(T-2)]

- (a) High population levels
- (b) Low agriculture productivity
- (c) Lack of natural resources
- (d) Extensive indebtedness amongst the peasants

Ans. (c)

Q.10. Which one of the following was the reason behind the protest in the Saigon Native Girls Schools in 1926 in Vietnam? [2011(T-2)]

- (a) Expulsion of a Vietnamese girl from the school
- (b) Using French language as the medium of instruction in the school
- (c) Representing Vietnamese as primitive and backward in school textbooks
- (d) Allowing only Vietnamese elite to get admission in the school

Ans. (a)

Q.11. Which one of the following was the reason behind the entry of US into the war in Vietnam? [2011(T-2)]

- (a) Fear of spread of communist governments around the world.
- (b) Fear of Vietnam gaining independence
- (c) Fear of French gaining control of Vietnam
- (d) Fear of division of Vietnam

Ans. (a)

Q.12. Which one of the following countries does not comprise Indo-China ? [2011(T-2)]

- (a) Thailand (b) Vietnam
(c) Laos (d) Cambodia

Ans. (a)

Q.13. According to Bernard, economic growth in Vietnam was obstructed by : [2011(T-2)]

- (a) High population
(b) Low agriculture productivity
(c) Extensive indebtedness among peasants
(d) All of these

Ans. (d)

Q.14. The main objective of 'Go East Movement' of the Vietnamese students was : [2011(T-2)]

- (a) To drive out the French from Vietnam
(b) To overthrow the puppet emperor
(c) To re-establish the Nguyen dynasty that had been deposed by the French
(d) All of these

Ans. (d)

Q.15. Who was the founder of Hoa Hao movement in Vietnam ? [2011(T-2)]

- (a) Phan Boi Chau
(b) Phan Chu Trinh
(c) Huynh Phu So
(d) Ho Chi Minh

Ans. (c)

Q.16. In which Year was the Vienna Congress held? [2011(T-2)]

- (a) 1815 (b) 1845
(c) 1885 (d) 1915

Ans. (c)

Q.17. When was the French Indo-China formed ? [2011(T-2)]

- (a) 1880 (b) 1858
(c) 1887 (d) 1873

Ans. (c)

Q.18. Which one of the following movements started in Vietnam in 1868 was against the spread of Christianity ? [2011(T-2)]

- (a) Scholars Revolt
(b) Hoa Hao Movement
(c) Go East Movement
(d) Liberation Movement

Ans. (a)

Q.19. Which one of the following statements best explains syncretic tradition? [2011(T-2)]

- (a) A tradition that reflects the local beliefs.
(b) A modern tradition.
(c) A tradition that combines Buddhism with local belief.
(d) An ancient tradition.

Ans. (c)

Q.20. Which European country colonised Vietnam? [2011(T-2)]

- (a) France (b) USA
(c) Germany (d) England

Ans. (a)

Q.21. Who was referred to as 'Colon' in Vietnam? [2011(T-2)]

- (a) The Vietnamese who could speak French
(b) The French citizens living in Vietnam
(c) Residents of a colony
(d) Colonised part of Indo-China

Ans. (b)

Q.22. After the French defeat at Dien Bien Phu : [2011(T-2)]

- (a) Vietnam was liberated
(b) Vietnam came under Japanese domination
(c) Vietnam was divided into North and South
(d) Ho Chi Minh became the President

Ans. (c)

Q.23. The scholars revolt was led by court officials: [2011(T-2)]

- (a) who were angered by the spread of Catholicism and French power
(b) in the Mekong Delta

- (c) wanting educational reform in Vietnam
- (d) supporting French rule

Ans. (a)

Q.24. Which of the following is *not true* about the Ho Chi Minh trail? [2011(T-2)]

- (a) It had branch lines extending to other countries of Indo-China.
- (b) It was used to transport men and materials from North to South Vietnam
- (c) It was used by the Vietnamese rebels and the US troops.
- (d) It had support bases and hospitals along the way.

Ans. (c)

Q.25. Who among the following was the author of the most influential book 'The History of the Loss of Vietnam'? [2011(T-2)]

- (a) Phan Boi Chau
- (b) Liang Qichao
- (c) Phan Chu Trinh
- (d) Huynh Phu So

Ans. (a)

Q.26. Who among the following formed the Revolutionary Society Duy Tan Hoi in Vietnam? [2011(T-2)]

- (a) Phan Boi Chau
- (b) Huynh Phu So
- (c) Phan Chu Trinh
- (d) Liang Qichao

Ans. (a)

Q.27. Which one of the following parties was established by Ho Chi Minh in 1930? [2011(T-2)]

- (a) Vietnamese Communist Party
- (b) The League for the Independence of Vietnam
- (c) National Liberation Front
- (d) All of these

Ans. (a)

Q.28. When did the NLF occupy the presidential palace in Saigon and unify Vietnam? [2011(T-2)]

- (a) 20 June, 1974
- (b) 30 April, 1975
- (c) 23 June, 1976
- (d) 8 June, 1976

Ans. (b)

Q.29. What was ordinance 10? [2011(T-2)]

- (a) A Vietnamese law that permitted Buddhism but outlawed Christianity
- (b) A French law that permitted Christianity but outlawed Buddhism
- (c) A Chinese law that permitted Confucianism but outlawed local practices.
- (d) A Japanese law that permitted Buddhism but outlawed Hinduism.

Ans. (b)

Q.30. Who among the following, became the Chairman of the Democratic Republic of Vietnam formed in 1945? [2011(T-2)]

- (a) Ho Chi Minh
- (b) Bao Dai
- (c) Phan Boi Chau
- (d) Ngo Dinh Diem

Ans. (a)

Q.31. The Hoa Hao Movement was led by : [2011(T-2)]

- (a) Huynh Phu So
- (b) Ng-Yuyen Dinh Chieu
- (c) Phan Boi Chau
- (d) Sun Yat Sen

Ans. (a)

Q.32. By whom was the Vietnamese Communist Party set up? [2011(T-2)]

- (a) Ho Chi Minh
- (b) Ngo Dinh Diem
- (c) Huynh Phu So
- (d) Sun Yat Sen

Ans. (a)

Q.33. “Go-east Movement” became popular in Vietnam during the first decade of 20th century because : [2011(T-2)]

- (a) Vietnamese students went to Japan to acquire education.
- (b) they went to Japan to learn Japanese language.
- (c) they went to get lucrative jobs.
- (d) they looked for foreign arms and help to drive away the French from Vietnam.

Ans. (a)

Q.34. In 1911, the monarchy in China was overthrown by : [2011(T-2)]

- (a) Ho Chi Minh
- (b) Sun Yat Sen
- (c) Phan Boi Chau
- (d) Ngo Dinh Diem

Ans. (b)

Q.35. In 1903, the modern part of Hanoi was struck by the disease known as :

[2011(T-2)]

- (a) Cholera
- (b) Malaria
- (c) Bubonic Plague
- (d) Typhoid

Ans. (c)

Q.36. Who among the following was intensely hostile to the monarchy in Vietnam?

[2011(T-2)]

- (a) Phan Boi Chau
- (b) Phan Chu Trinh
- (c) Huynh Phu So
- (d) The officials of the Imperial Court.

Ans. (b)

Q.37. Who was Paul Bernard ? [2011(T-2)]

- (a) Economist
- (b) Social reformer
- (c) Politician
- (d) Educationist

Ans. (a)

C. SHORT ANSWER TYPE QUESTIONS [3 MARKS]

Q.1. Briefly discuss steps taken to remove Chinese and introduce French language in schools.

Ans. The French set up French schools to break off Vietnam from Chinese influence step by step. This task seemed rather difficult. The Chinese language had been in use for long and the Vietnamese elite were also using it. If Chinese was to be replaced then what language would take its place — French or Vietnamese. Some people suggested that French be used as the medium of instruction. They felt the Vietnamese would learn French and the culture and customs of France thereon. They wanted to create an atmosphere where the Vietnamese educated class would respect France, its people and ideals. Others suggested that Vietnamese be taught in lower classes and French in higher classes. Any one who learnt French would be made a French citizen.

Q.2. What was the reason behind depiction of women as rebels?

Ans. In Vietnam women enjoyed greater equality than in China. This was most observed in the lower classes of the society. Yet the women did not have much freedom to decide their future. They had almost no role to play in public life. The growth of nationalist movement led to questioning of the women’s status. Soon writers and political thinkers were idealising rebel women who had dared to go against social norms. In the 1930s, a famous novel by Nhat Linh caused a scandal because it showed a woman leaving a forced marriage and marrying someone of her choice, someone who was involved in nationalist politics. This rebellion against social conventions marked the arrival of the new women in Vietnamese society.

Q.3. Read the following poem written by Nguyen Dinh Chieu (1822 – 88), a well-known blind poet of Indo-China.

*I would rather face eternal darkness
Than see the faces of traitors.
I would rather see no man
Than encounter one man's suffering.
I would rather see nothing
Than witness the dismembering of
the country in decline.*

- (i) What had happened to Indo-China by the middle of the 1880s?
- (ii) Is the poet celebrating or mourning a loss in this poem? Give examples to prove your answer. Is his **blindness** significant?
- (iii) What is the poet urging the people to be aware of? Which feelings is he trying to invoke in the people of Indo-China?
- Ans.** (i) By the mid-1880s, the French had established a firm grip over the northern region of Vietnam. They had conquered Tonkin and Annam and, in 1887, French Indo-China was formed.
- (ii) The poet is expressing his feelings on the nature of the loss that Vietnam was suffering. He is happy that he is blind and cannot see and is bemoaning the loss of independence.
- (iii) The poet is urging people to be aware of the present position of the country, betrayed by traitors and suffering under foreign rule. He is trying to invoke a feeling of nationalism in the people of Vietnam.

PREVIOUS YEARS' QUESTIONS

Q.1. Explain the two different visions in opposing foreign domination in Vietnam. [2008]

Ans. The two visions were :

- (i) Some intellectuals felt that Vietnamese traditions had to be strengthened to resist the domination of the West. Phan Boi Chau, a nationalist, supported monarchy and his first objective was to throw out the foreign enemy and restore the nation's independence.
- (ii) Other nationalists like Phan Chu Trinh wanted to overthrow monarchy in order to create a basis for the promotion of popular rights. He did not want a democratic republic. He did not want wholesale rejection of Western civilisation and was influenced by Western ideals of liberty. He wanted the French to develop agriculture and industries besides setting up legal and educational institutions.

Q.2. Explain any three steps taken by the French to achieve their aim to exploit the natural resources of Vietnam. [2009]

- Ans.** (i) The French built canals and drained land in the Mekong area to increase cultivation. The vast system of irrigation works, built mainly with forced labour, increased rice production and allowed export of rice to international markets. By 1931, Vietnam had become the third largest exporter of rice in the world.
- (ii) The French followed rice production with infrastructure projects to help transport goods for trade, military garrisons and to control the whole region.
- (iii) The construction of Trans-Indo-China rail network began to link northern and southern

parts of Vietnam and China. The final link with Yunan was completed by 1910. A second line was built, linking Vietnam to Siam.

Q.3. Explain any three steps taken by the French to solve the problem of plague in Vietnam. [2009, 2011 (T-2)]

- Ans.** (i) The French started a massive rat hunt in 1902.
(ii) The French offered the Vietnamese cash for catching the rats. Rats were caught in thousands, by May 30 alone 20,000 rats were caught, but the rat menace did not end.
(iii) The French paid money when the rat catcher showed a rat tail as proof of a rat killed. The Vietnamese had found an ingenious method of fooling the French. They cut off only the tails of the rats and let them loose with the result their population did not decrease. Some people even began raising rats for money. In the end, the French had to scrap the cash reward. The French had underestimated the intelligence of the local people who joined hands in fighting them. They cared only for the health and hygiene of their own people and it backfired on them.

Q.4. Why did French policy-makers want to educate the people of Vietnam ? Explain. [2009, 2011(T-2)]

Ans. The French policy-makers wanted to educate the people of Vietnam, because they considered education as one way to civilise the “native”. They were convinced that Europe had developed the most advanced civilisation and they had to bring modern civilisation to the Vietnamese. They were driven by the idea of a ‘Civilising Mission’, and considered it their duty to bring modern ideas to the colony. It did not matter that this meant destroying local cultures, religions and traditions because in any case they were outdated and an obstruction to modern development. Another reason was that they needed an educated labour force.

Q.5. ‘The US intervention in Vietnam proved costly to both US and Vietnam’. Explain. [2011(T-2)]

Ans. 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. About 47,244 died in battle and 303,704 were wounded. The war proved costly for Vietnam too. Thousands of US troops arrived equipped with heavy weapons and tanks barked by B.52 bombers. 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.

Q.6. Explain any three impact of Great Depression of 1930s on Vietnam. [2011(T-2)]

Ans. Majority population of Vietnam depended upon Agriculture and Industry. By the rapid price decline of rubber and rice, economy fell down rapidly. This became the cause of rural debtness. Unemployment became the main problem of the nation. Social and economic status of the people fell badly.

That worse economic condition gave birth to the rural uprising specially in the provinces of Nghe an and Ha Tinh. Thats why these provinces were known by the name of electric fuses. French government took stern steps for the suppression of this uprising.

Q.7. Who was Phan Chu Trinh ? How did he help in the modernisation of Vietnam? [2011(T-2)]

Ans. Phan Chu Trinh was a Nationalist of Vietnam during 1871-1926. He helped in the modernisation of Vietnam by his deadly attitude against monarchy. He was a real admirer of Democratic Republic. He accepted the democratic ideals of the west and French revolutionary Ideal of liberty. His demand to the French government was to set up legal and educational

institutions and give attention to the development of economy by the promotion of agriculture and industries.

Q.8. “Early Vietnamese nationalists had a close relationship with Japan and China. Support your answer with three examples.” [2011(T-2)]

Ans. Yes, early Vietnamese nationalist had a close relationship with Japan and China. These examples supported the statement –

- (a) Vietnam’s religious beliefs were a mixture of Buddhism and Confucianism. Confucianism was given a Chinese thinker Confucius. He developed a philosophical system based on good by practical wisdom and proper social relationships. Though Buddhism, it was founded by an Indian saint in India, yet it prevailed prominently in China.
- (b) The elites of Vietnam were educated in Chinese language.
- (c) Phan Boi Chau met the Chinese reformer Lion’s Qichao in Yokohama (Japan). Phan’s most influential book “The History of the Loss of Vietnam” was written under the strong influence and advice of Qichao.

So by this way Vietnam had close relations with Japan and China.

Q.9. Who was Ho Chi Minh ? What was his contribution to Vietnam ? [2011(T-2)]

Ans. Ho Chi Minh was a leader of Vietnam. He was born in the central part of Vietnam. He tried hard to brought together all competing nationalist groups of the nation. This results the Vietnamese Communist Party or Vietnam Cong San Dang came into existence. Later on this party was known by the name of Indo-Chinese Communist Party. Ho Chi Minh was inspired by the militant demonstrations of the European Communist Parties. When Vietnam got independence, Ho Chi Minh became President of the Democratic Republic of Vietnam.

Q.10. Write three main characteristics of Trieu Au, the rebel woman of Vietnam. [2011(T-2)]

Ans. Trieu Au was one of the most venerated rebel women of Vietnam during the third century CE. She was an orphan and lived with her brother. She resisted Chinese occupation until her death. When she grew up she left home, went into the jungle and organised a large army. At last when her army was crushed she drowned herself instead of surrendering. After her death, she was worshipped as a martyr with a sacred image. Reason behind her worship was her dedication to and sacrifice for her nation.

Q.11. What were the results of the colonization of Vietnam by the French? [2011(T-2)]

Ans. French colonisation was not based only on economic exploitation. It was also driven by the idea of a civilising mission and claimed that they would introduce modern civilised life to the Vietnamese. Being a colony all the natural, essential and human resources of Vietnam were exploited. As a result agricultural productivity declined, which caused rural poverty and indebtedness. The social and economic status of Vietnamese declined because of that economic exploitation.

D. LONG ANSWER TYPE QUESTIONS [4 MARKS]

Q.1. Discuss in detail the resistance faced by the French from schools in occupied Vietnam.

OR

How did the battle against French colonialism become a part of the battle for independence in Vietnam? Explain.

Ans. Most of the students and teachers in the Vietnamese schools opened by the French were not

following the given syllabus. They chose to openly oppose or silently resist what the French were trying to impose on the Vietnamese young minds. At the lower level of classes the French could not control the teachers at all because they taught in Vietnamese. This helped them to criticise and modify what the French textbooks put forward.

The incident in 1926 at Saigon Native Girls' School was an eye-opener. A Vietnamese girl had refused to give up her front seat for a local French student. She and her supporters were expelled. When the situation turned serious, the principal was made to admit the students back.

In other places students were up against the government because they were not letting the Vietnamese people qualify for white collar jobs. These students deemed it the duty of educated Vietnamese to fight for their rights. So the students came to be disliked both by the French and the Vietnamese elite. By the 1920s, the students were creating political groups and publishing nationalist journals.

Soon schools were like political and cultural battlegrounds in which the French tried to control education. They aimed at changing the values, norms and perceptions of the people so that they viewed French culture and civilisation with awe and the Vietnamese civilisation as inferior. Many Vietnamese thinkers mourned the loss of territory, culture and customs.

Q.2. How nationalism in Vietnam emerged through the efforts of different sections of the society to fight against the French? Explain.

- Ans.** (i) Every section of society in Vietnam promoted nationalism in its own way. Students started Go East Movement and established associations in Japan to fight the French colonial rule. They took inspiration from Sun Yat Sen's revolution in China. By 1920s the students were forming various political parties, such as 'Party of Young Anan' and publishing nationalist journals like the "The Annamese Student". Teachers in school resisted the imposition of French culture on them and quickly modified the texts and taught what they wanted. They led a battle against French domination as part of longer battle against colonialism.
- (ii) Even in everyday life people resisted the French. 'The Rat Catchers' added their help to nationalism in their own way. When the plague struck Hanoi's French Section, the authorities started a 'rat hunt' in which they rewarded Vietnamese workers when they produced a rat tail. The rat catchers cut off only the tail of the rats and then released the rats. The French were forced to stop the rewards. This rat menace reveals the limits of French power and the actions of rat catchers reveal the numerous small ways colonialism was fought in everyday life.
- (iii) In the 18th century, religious movements were hostile to the French domination. The Hao Movement of 1939 was one such movement led by Huynh Phu So. The French called him insane and suppressed the movement but it also contributed to the rise of nationalism.
- (iv) Politically, the resistance to French domination was led by Phan Boi Chau who formed a revolutionary society (Duy Tan Hoi) in 1903 and Phan Chu Trinh. The former wanted restoration of monarchy and the latter, a republic. In 1930, Ho Chi Minh brought the socialist groups together and formed the Vietnamese Communist Party. Under his leadership the country won freedom.

Q.3. What was the role of women in the anti-imperialist struggle in Vietnam? Compare this with the role of women in the national struggle in India. [Textual Question]

- Ans.** We have read that Vietnamese women contributed to the resistance movement as workers as well as warriors. They were employed as porters carrying 25 kg of food and war materials on their delicate backs.

They served as nurses to the wounded. They even went on to dig tunnels so that the imperialist attacks could be thwarted by hiding Vietnamese army in the tunnels. They worked bravely to neutralise thousands of bombs and shooting down the enemy planes. Nearly 1.5 million women workers were in the army. They helped in keeping strategic roads clear and even guarded the key points. It is difficult to imagine the state of the Vietnamese freedom struggle with the active role of Vietnamese women.

Women in Vietnam showed same valour and patriotism as Indian women had shown during India's freedom struggle. Aruna Asaf Ali, Vijayalakshmi Pandit, Indira Gandhi, Rani Lakshmbai — all had contributed in their own way to the freedom struggle of India. In Nagaland, 13-years-old Rani Gaidiliu stood up in revolt against the British forces. She was caught and imprisoned for life in 1932. She spent the years 1932 to 1947 in dark cells of various jails in Assam. She was freed in 1947 when India gained freedom.

- Q.4.** (i) What is this cartoon making fun of ?
 (ii) Which school in Vietnam encouraged 'Western Style' education ?
 (iii) How did the the teachers and students resist he imposition of modernity on them ?
 (iv) Name a party formed by students to fight against colonialism and a name the nationalist journal published by them.



- Ans.** (i) It is making fun of the local Vietnamese who has become Westernised.
 (ii) The Tonkin Free School started in 1907.
 (iii) The teachers and students did not blindly follow the curriculum which encouraged Western ideas – e.g., short haircut. The Vietnamese resisted – sometimes silently, sometimes openly. The teachers quietly modified the text while teaching and criticised what was stated.
 (iv) The Party of Young Annam in 1920. The journal published was Annamese Students.

- Q.5.** (i) Whose portrait has been painted in this picture?
 (ii) Give a brief history of this person.
 (iii) Why did she become a holy person?
 (iv) What does this picture tell you about role of women in society?



- Ans.** (i) The picture is of Trieu Au.
 (ii) She lived in the 3rd century CE. She became an orphan in childhood and grew up with her brother. She left her home, went into the jungles and built up an army, which fought against the Chinese.
 (iii) When she lost the battle, she drowned herself. She became a martyr. People venerated her and were inspired by her actions.

- (iv) It shows a change of role played by women in society. Earlier the women had no role to play in public life. They had very little freedom and were not allowed to decide their future. The nationalist movement changed it. They were now praised as warriors and heroic women who became symbols of the nationalist movement. Even rebel women of the past were praised.

PREVIOUS YEARS' QUESTIONS

Q.1. Explain the reasons for the popularity of the 'Go East Movement'. [2008]

OR

Explain any three objectives of the Vietnamese students of 'Go East Movement'.

[2011(T-2)]

OR

Analyse four reasons for popularity of 'Go East Movement'.

Ans. In the first decade of the 20th century, a 'Go East Movement' became popular in Vietnam. Early Vietnamese nationalists had a close relationship with Japan and China. It was for three reasons :

- (i) they provided models for those looking for a change;
- (ii) a refuge for those who were escaping French police, and
- (iii) a location, where a wider network of Asian revolutionaries could be established.

In 1907-08, some 300 Vietnamese students went to Japan to acquire modern education. Their main aim was to drive out the French from Vietnam, overthrow the puppet government and re-establish the Nguyen dynasty that had been deposed by the French. They appealed to the Japanese as fellow Asians and asked for arms and help. Japan had emerged as a strong modern nation who could defeat the mighty Russia (1907) and resist colonisation. The Vietnamese students established a Resistance Society in Tokyo but, after 1908, the Japanese Government clamped down on them. Many, including Phan Boi Chau, were deported and forced into exile in China and Thailand.

Go East Movement inspired the National Movement in Vietnam.

Q.2. Explain any two contributions each of 'Scholars Revolt, 1868' and 'Hoa Hao Movement, 1939' against religious and social evils respectively. [2008]

OR

Mention any three features of the Hoa Hao Movement.

[2011(T-2)]

OR

Explain any three features of scholars Revolt in 1868 in Vietnam.

[2011(T-2)]

Ans. (i) The Scholars Revolt (1868) : Many religious movements were hostile to the Western presence in Vietnam. The Scholars Revolt of 1868 was against the French control and the spread of Christianity. It was led by the officials of the imperial court. About 300,000 Vietnamese had been converted to Christianity. A thousand Catholics were killed in the Ngu An and Ha Tien provinces in the general uprising. The French crushed the movement, yet it served to inspire other patriots to rise against the French.

(ii) The Hoa Hao Movement (1939) : It was a religious movement against the French, led by its founder, Huynh Phu So. He performed miracles and helped the poor. He opposed the sale of child brides, gambling, the use of alcohol and opium. The French declared him

mad and put him in a mental asylum. He was declared sane even by the French doctors in 1946. The French exiled him to Laos and sent his followers to concentration camps. These religious movements helped in arousing anti-imperialist sentiments.

Q.3. Explain any four major challenges faced by the Democratic Republic of Vietnam. [2008]

Ans. The Democratic Republic of Vietnam faced a number of challenges :

- (i) The French tried to regain control by using Emperor Bao Dai as their puppet. The Vietminh had to fight a war with France and were after eight years able to defeat the French in 1954 at Dien Bien Phu.
- (ii) The peace negotiations at Geneva partitioned Vietnam into North and South Vietnam. This led to conflict as Bao Dai's regime in the South was overthrown by Ngo Dinh Diem. His policies led to a war between North and South Vietnam.
- (iii) Fearing communist triumph, the USA entered the war, sending in troops and arms. A costly war, costly for both sides, lasted from 1965 to 1972. It was a brutal war. The Democratic Republic suffered bombing and use of chemical weapons.
- (iv) The Vietnamese were inspired to sacrifice for their country, their home and family life. They fought for independence, and their heroic resistance showed how the mighty USA had underestimated the power of this small country. They used their limited resources to great advantage. The Ho Chi Minh Trail is the biggest symbol of how they met the challenge of US intervention and finally united their country.

Q.4. Explain the two different visions in opposing foreign domination in Vietnam. [2008]

Ans. The two visions were :

- (i) Some intellectuals felt that Vietnamese traditions had to be strengthened to resist the domination of the West. Phan Boi Chau, a nationalist, supported monarchy and his first objective was to throw out the foreign enemy and restore the nation's independence.
- (ii) Other nationalists like Phan Chu Trinh wanted to overthrow monarchy in order to create a basis for the promotion of popular rights. He did not want a democratic republic. He did not want wholesale rejection of Western civilisation and was influenced by Western ideals of liberty. He wanted the French to develop agriculture and industries besides setting up legal and educational institutions.

Q.5. Why did Bernard believe that the economy of the colonies needed to be developed? Explain any three of his suggestions made in the case of Vietnam. [2008]

OR

Who was Paul Bernard? Explain any two of his suggestions for the French colonists to develop vietnam. [2011(T-2)]

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. If the economy was developed and the standard of the living of the people improved, they would buy more goods. The markets would expand and the French business would make better profits.
- (ii) Bernard believed that there were many barriers to economic growth in Vietnam. There was a high, rising population, low agricultural productivity and extensive indebtedness among peasants. 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) Only reforms could not ensure sufficient employment. 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.

Q.6. Give any four features of the Ho Chi Minh Trail in the Vietnamese war against the US. [2008]

OR

What was Ho Chi Minh trail? What does it tell us about the Vietnamese war against the imperialist forces? [2011(T-2)]

- Ans.** (i) Vietnamese fighters were transported via the Ho Chi Minh Trail. That was a network of footpaths and roads with which only the local people were familiar.
(ii) Women porters were used to carry material to support the fighters.
(iii) Cycles were frequently used to transport men and war material.
(iv) The trail had support bases and hospitals all along from north to south.

Q.7. What were the differences of opinion between the two groups in Vietnam regarding the introduction of French Education System ?

OR

Explain any three limitations of French Education Policy. [2011(T-2)]

- Ans.** There were two broad opinions on the question of introduction of French education system. Some policy-makers emphasised the need to use the French language as the medium of instruction. This group felt that the Vietnamese would be introduced to the culture and civilisation of France. This would create an 'Asiatic France solidly tied to European France'. The educated people in Vietnam would respect French sentiments and ideals; recognise the superiority of French culture, and work for the French.

The second group was 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.

Q.8. Explain any four challenges faced by the 'New Republic of Vietnam' after 1945. [2011(T-2)]

OR

Explain any three challenges faced by the Democratic Republic of Vietnam. [2011(T-2)]

- Ans.** The new Vietnamese Republic faced many challenges after 1945.
(i) The French tried to regain control by using Emperor Bao Dai as their puppet. Faced with French offensive, the Vietminh were forced to retreat to the hills. After eight years of fighting, the French were finally defeated at Dien Bien Phu in 1954.
(ii) After the French defeat, the Vietnamese were forced 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 ruled the South.
(iii) This division turned Vietnam into a battlefield bringing death and destruction to its people as well as the environment. A coup by Ngo Dinh Dien overthrew the Bao Dai government.

Bao Dai had outlawed Buddhism. The opposition united under the banner of National Liberation Front (NLF).

- (iv) With the help of the Ho Chi Minh government in the North, the NLF fought for the unification of the country and a long battle with the USA.

Q.9. Explain the steps taken by the French in the field of education in Vietnam ? What was their motive behind this ? [2011(T-2)]

- Ans.** (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) School Textbooks glorified the French and justified colonial rule. The Vietnamese were told that they were 'skilled copyists' but not creative. They could not rule themselves. The schools encouraged adoption of western styles and western ideas.

II. FORMATIVE ASSESSMENT

A. PROJECTS

Project 1

- Topic** : Colonial domination by France and the Vietnamese struggle against it.
- Objectives** : To create awareness that struggle for freedom meant suffering revolt, even war, to make learners understand that freedom was always better than any colonial rule.
- Skill Developed** : Analytical and creative thinking, empathy and understanding, planning and decision-making.
- Time Required** : 4 days.
- Method** : With the help of map and prints, study the progress of French domination in Vietnam, and the methods used by them to glorify colonial rule.

- (a) Study the location and composition of Vietnam. The significance of its location.



- (b) Study the print and analyse its importance in occupation of Vietnam by France.

- (c) Name the picture. State its location.
For what purpose was the building used?
What did this picture represent?
Does it remind you of methods used in India by the English?



- (d) State what this print shows.
 For what purpose was this used by the French?
 (Comment on the methods used by France)



Project 2

- Topic** : The Ho Chi Minh Trail.
 Its significance and role in the Vietnamese struggle against outside domination.
- Objectives** : To create awareness of the strength of Vietnamese nationalism. To emphasise how no outside power (even as mighty as USA) can stand against a nation fighting for freedom.
- Skills Developed** : Analytical and creative-thinking. Developing empathy for the people of Vietnam. Planning.
- Time Required** : Two days.
- Method** : Write about the story and significance of the trail with the help of maps and figure.

- (a) Locate the Trail.
 (b) Study the countries around.
 (c) Who were friends and who were foes?
 (d) Why was the trail made?
 (e) How did it help?



- (a) Study the picture.
- (b) What does it represent?
- (c) How does it show the character and nationalism of the Vietnamese?
- (d) Evaluate the struggle against the USA and the reasons for the ultimate withdrawal of the USA.



B. ASSIGNMENTS

1. Imagine that you are a Vietnamese grandmother talking to your grandson in the year 1880. You tell him about how his grandfather was tricked into being an indentured labour. Write a dialogue between the two, explaining
 - (a) What is indentured labour.
 - (b) Why was it used by the French.
 - (c) Where was indentured labour used?
 - (d) How did it affect the Vietnamese labour?
 - (e) How did France benefit by it?
2. The challenge to colonialism is not made only in the political field. There are other areas where the colonised can offer resistance to colonial might. Write an article to show how the Vietnamese people outwitted their clever mighty rulers in the field of health and hygiene. Refer to the bubonic plague of 1803 and show how the people of Hanoi showed France the limitations of their power in Vietnam. Your article should be written as a journalist (who witnessed the plague) in a satirical and humorous style.
3. The history of Vietnam is full of constant changes – in almost every field but mainly in the political field. With the help of pictures, cartoons, and a Time-chart, write about all the changes in political history of Vietnam from 1930 till 1965.

Make special reference to

 - (a) Declaration of independence
 - (b) Role of Ho Chi Minh
 - (c) Battle of Dien Bien Phu
 - (d) Division of Vietnam
4. Imagine that you are a Vietnamese war veteran, invited to speak at a seminar in Delhi. You have to describe the struggle between Vietnam and USA from 1965 to 1975. Give a brief but graphic speech which describes :
 - (a) The heroics of your people
 - (b) The sufferings undergone by them
 - (c) The use of might by USA
 - (d) Failure of USA to crush the Vietnamese spirit and triumph of nationalism.

C. ACTIVITIES

1. Imagine you are a journalist, who has returned from a visit to Vietnam in 1976, you have to make a report to your paper on the “Role of women in the Vietnamese anti-imperialist struggle.” Write a report with the help of illustrations and reference to heroic women of the past.
2. Choose two leaders from the class. Ask them to pick up the roles of Phan Boi Chau and Phan Chu Trinh and discuss their visions of Vietnamese independence.

Ask the class to vote whose views made a greater impression on them and why?

D. DEBATE

Have a class debate on “Colonial rulers can never rule against the will of the colonised, however mighty they might be.”

E. GROUP DISCUSSION

Divide the class into two groups :

Group A - Collects material on the role of education in the Vietnamese struggle for independence.

Group B - Collects information on the role of religion in Vietnamese struggle for independence. Read the conclusions in class and have a general discussion.

F. CHARTS/COLLAGE

Prepare two charts or two collages. One chart should be of Vietnam during and after the disastrous war in 1975. The second should show Vietnam in 2010, its recovery from the ravages of war.