Prepare to Read

Build Background Knowledge
Inform students that from 1954 to 1975 Vietnam was divided into two separate nations that were divided during this same period (Germany, Korea) and the reasons for those divisions.

Set a Purpose

- **WITNESS HISTORY** Read the selection. Ask What is the main idea of President Kennedy’s comment? (He believed that civil wars could only be won by the people within a nation, not with outside forces.)
- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 4 Assessment answers.)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the chart summarizing events connected to the wars in Southeast Asia.

**Vocabulary Builder**

**High-Use Word**

**Definition and Sample Sentence**

*terminate, p. 810* vt. to finish, bring to an end

*His job was terminated when his manager realized that he’d been stealing.*

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**War in Southeast Asia**

Southeast Asia’s wars were nationalist struggles against foreign domination. Southeast Asia eventually played a part in the global Cold War.

**Indochina After World War II**

In mainland Southeast Asia after World War II, an agonizing liberation struggle tore apart the region once known as French Indochina. The nearly 30-year conflict had two major phases. First was the war against the French, dating from 1946 to 1954. Second was the Cold War conflict that involved the United States and raged from 1955 to 1975. Similar to other conflicts during the Cold War, the Vietnam War is referred to as a proxy war.

**Indochina Under Foreign Rule**

The eastern part of mainland Southeast Asia, or Indochina, was conquered by the French during the 1800s. The Japanese overran Indochina during World War II, but faced fierce resistance, especially in Vietnam, from local guerrillas (guh RIL uzh), or small groups of loosely organized soldiers making surprise raids. The guerrillas, determined to be free of all foreign rule, turned their guns on the European colonialists who returned after the war. The guerrillas were strongly influenced by communist opposition to European colonial powers.

**Ho Chi Minh Fights the French**

After the Japanese were defeated, the French set out in 1946 to re-establish their authority in Indochina. In Vietnam, they faced guerrilla forces led by...
Ho Chi Minh (hoh chee min). Ho was a nationalist and communist who had fought the Japanese and the French. An unexpected Vietnamese victory at Dien Bien Phu (dyeen byen foo) in 1954 convinced the French to leave Vietnam. Cambodia and Laos had meanwhile gained their independence separately.

**Vietnam Is Divided** After 1954, however, the struggle for Vietnam became part of the Cold War. At an international conference that year, Western and communist powers agreed to a temporary division of Vietnam. Ho’s communists controlled North Vietnam. A noncommunist government led by Ngo Dinh Diem (ngoh dinh dee em), supported by the United States, ruled South Vietnam. The agreement called for elections to reunite the two Vietnams. These elections were never held, largely because the Americans and Ngo Dinh Diem feared that the Communists would win.

Some South Vietnamese preferred Ho Chi Minh, a national hero, to the South Vietnamese government backed by the United States, a foreign power. But Ho’s communist rule in the North alienated some Vietnamese. Many Catholic and pro-French Vietnamese fled to the south. The United States supported Ngo Dinh Diem’s regime against what American leaders saw as the communist threat from North Vietnam. Meanwhile, Ngo Dinh Diem’s dictatorial regime alienated many Vietnamese with its corruption and brutal tactics against political opponents.

By the early 1960s, many South Vietnamese communist guerrilla fighters had appeared in the jungles of South Vietnam. They received strong support from the north. Many saw their fight as a nationalist struggle to liberate Vietnam from foreign domination.

**Checkpoint** Why did Vietnamese guerrillas fight the French in Indochina?

**America Enters the Vietnam War**

American foreign policy planners saw the situation in Vietnam as part of the global Cold War. The clear-cut support of the United States and the Soviet Union for opposing sides characterizes this as a proxy war. They developed the domino theory—the view that a communist victory in South Vietnam would cause noncommunist governments across Southeast Asia to fall to communism, like a row of domines. America’s leaders wanted to prevent this from happening.

**The War Intensifies** Ho Chi Minh remained determined to unite Vietnam under communist rule. He continued to aid the National Liberation Front, or Viet Cong, the communist rebels trying to overthrow South Vietnam’s government. At first, the United States sent only supplies and military advisors to South Vietnam. Later, it sent thousands of troops, turning a local struggle into a major Cold War conflict.

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**Teach**

**Indochina After World War II**

**Instruct**

- **Introduce** Write the term *nationalist* on the board and review its meaning, as discussed in Section 3. Explain that nationalism fueled the desire of Southeast Asia’s people to fight foreign powers for control. In the context of the Cold War, what problems do students think might result from this desire?

- **Teach** Write the date 1954 on the board. Trace events of conflict in Southeast Asia before and after this date. Ask *Why was Ho Chi Minh fighting the French in Vietnam?* (He wanted them to leave and allow Vietnam independence. He wanted to make Vietnam a communist country.) *Why and how was Vietnam divided after 1954?* (Vietnam was divided by world nations after the French left in 1954. Communists in the North struggled for control with anti-communists in the South. The Soviet Union and United States each supported the groups that shared their own ideologies.)

**Quick Activity** Have students read the biography of Ho Chi Minh in the text. Then in groups, have them discuss the following question: *Why do you think that revolutions are so often led by passionate nationalists?*

**Independent Practice**

To help students better understand the unfolding conflict in Vietnam, have them create a timeline of events covered in this section. For additional guidance, refer them to the information on the board.

**Monitor Progress**

As students fill in their charts, circulate to make sure they understand the events connected to the wars in Southeast Asia. For a completed version of the chart, see Note Taking Transparencies, 192.

**Answers**

**BIOGRAPHY** He shifted the focus from urban workers to rural peasants and focused on national liberation.

Vietnamese guerrillas fought the French in an effort to win independence.
America Enters the Vietnam War

I nstruct

■ Introduce: Key Terms Have students locate the key term domino theory (in blue) in the text. If possible, demonstrate its meaning for students with actual dominoes. Point out that due to this theory, the United States invested enormous resources in Vietnam.

■ Teach Discuss the turning points and the key issues in the early part of the Vietnam War. Ask What happened at the Gulf of Tonkin in 1964? (The North Vietnamese attacked a U.S. Navy destroyer that they thought had assisted South Vietnamese raids nearby. The North Vietnamese may have attacked again three days later, but this is uncertain. President Johnson told Congress that the destroyer had been attacked twice, without mentioning the South Vietnamese raids.) What advantage did the Vietcong have over American troops? (They knew the countryside and often had the support of the local population.)

■ Quick Activity Discuss the Infographic with students. Have them review the images and read the captions. Ask students to describe what it might be like to fight a war in the jungle. Then ask students to use the map to explain the domino theory. (The domino theory asserted that if South Vietnam fell to communism, Cambodia, Thailand, and Laos would, one by one, follow suit.)

Independent Practice

Direct students to the text on the next page that describes the American military draft during the Vietnam War. Review the opposing viewpoints about it. Have students write a short persuasive paragraph arguing for or against a draft in the United States.

Monitor Progress

As students write their paragraphs, check that their answers include a clearly stated opinion and evidence to support that opinion.

On August 1, 1964, South Vietnamese commandos conducted raids on North Vietnamese islands in the Gulf of Tonkin. The following day, the North Vietnamese attacked a nearby U.S. Navy destroyer, the Maddox, which they mistakenly believed had assisted the South Vietnamese raids. Three days later, sailors on the Maddox thought that they had been attacked a second time, although it seems likely that their sonar and radar equipment were malfunctioning due to heavy seas.

U.S. President Johnson reported the attacks to Congress without mentioning the South Vietnamese raids or the doubts about the second attack. Believing that the attacks had been unprovoked, Congress passed the Gulf of Tonkin Resolution on August 7, 1964. The resolution authorized the President to take all necessary measures to prevent further aggression in Southeast Asia. After the resolution passed, the United States began bombing targets in North Vietnam. Eventually, more than 500,000 American troops were committed to the war. At the same time, both the Soviet Union and China sent aid—but no troops—to help North Vietnam.

The Cold War
During the Vietnam era, young American men were required to register for the military draft. Men were then selected for the draft in a random lottery. Many saw fighting for their country as their patriotic duty. However, to avoid being drafted, some military-age American men left the country and sought refuge in other nations not involved in the war.

**Guerrilla War** Like the French in Vietnam, America faced a guerrilla war. The rebels in South Vietnam tended to be local peasants. They thus knew the countryside much better than their American enemies. They also knew the local people. Villagers frequently offered them safe haven against foreign troops. The close connections between guerrilla fighters and the villagers turned the Vietnamese villages themselves into military targets. Supplies for the guerrillas came from the north, following trails that wound through the jungles of neighboring Cambodia and Laos. In response, American aircraft and ground troops crossed the borders of these nations, drawing them into the war.

**The Tet Offensive** Despite massive American support, South Vietnam failed to defeat the communist guerrillas and their North Vietnamese allies. In 1968, guerrilla forces came out of the jungles and attacked American and South Vietnamese forces in cities all across the south. The assault was unexpected because it took place during Tet, the Vietnamese New Year. The communists lost many of their best troops and did not

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**History Background**

A Turning Point Despite huge casualties, the Tet Offensive turned the tide for North Vietnam. Communist forces attacked some 100 cities and military bases, including the embassy in Saigon. The battle convinced the American public that the war could not continue at current levels. Soon after, President Johnson announced he would not run for re-election. When General William Westmoreland requested 206,000 additional troops, Johnson refused and declared that bombing north of the 20th parallel would cease. This opened the way for negotiations with Hanoi. By October, peace talks were under way, although a cease fire would be still be five years away.

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**The Vietnam War Ends**

**Instruct**

- **Introduce** Write the following quotation on the board: “I want to get out, but I don’t want to give up.” Tell students that as the nation’s involvement in Vietnam expanded, Americans became fiercely divided about the war. Have students recall what they have learned about America’s many wars. Ask Why would Americans find it hard to give up in a war? (They had seldom lost one.)

- **Teach** Review the problems the U.S. military had in Vietnam and trace the growing division of views at home. Ask Why did many Americans come to oppose United States involvement in the Vietnam War? (Many Americans had been killed, taken prisoner, or were missing, yet the United States military seemed to be making little progress.) Why and how did United States involvement end? (It ended because of increasing opposition at home and limited success on the battlefield. The United States agreed to withdraw and left the Vietnamese to resolve their differences.)

**Independent Practice**

Ask students to write a paragraph summarizing the events at the end of the Vietnam War.

**Monitor Progress**

To help students review the section so far, ask them to explain why the Vietnam War was so painful for many Americans.

**Thinking Critically**

1. **Map Skills** Based on the map and the accompanying text, why might the United States have wanted to attack targets in Cambodia?

2. **Draw Conclusions** How did Vietnam’s geography and landscape create disadvantages for U.S. forces?

**Answers**

**Thinking Critically**

1. to halt further advances of troops and supplies from North Vietnam along the Ho Chi Minh Trail and to be able to attack Vietnam from the west

2. It was difficult to distinguish Viet Cong guerrillas from local villagers; swamps and dense vegetation made it easy for guerrillas, who were more familiar with the land, to hide and lie in ambush.
Southeast Asia After the War

Instruct
- **Introduce** Remind students that after American withdrawal, Vietnam fell under communist rule. Over time, this communist rule extended to neighboring Cambodia. Ask students what they think it would be like to live under communist rule.
- **Teach** Review the brutal reign of Pol Pot with students. Ask *Why do you think Pol Pot was willing to kill his own people?* (He was a dictator. He believed in removing all opposition to his views. He believed in removing Western influences.) *How did communist rule affect Cambodia? How did it affect Vietnam?* (In Cambodia, it led to brutal terror by Pol Pot and to the murder of more than a million Cambodians. In Vietnam, it led to a flood of refugees and persistent poverty.)
- **Quick Activity** Have students return to the domino theory. In groups, ask them to explain its outcome in Southeast Asia.

Independent Practice
Assign small groups the following countries: China, Korea, Vietnam, and Cambodia. Then ask each group to create a list of how their country became involved in the Cold War. Rearrange the small groups so there is an “expert” on each country in each group. Have students take turns teaching about their area of expertise. Then as a class, make a master list.

Monitor Progress
- **Teach** Teach about Cambodia.
- **Quick Activity** Have students return to the domino theory. In groups, ask *Why do you think Pol Pot was willing to kill his own people?* (He was a dictator. He believed in removing all opposition to his views. He believed in removing Western influences.) *How did communist rule affect Cambodia? How did it affect Vietnam?* (In Cambodia, it led to brutal terror by Pol Pot and to the murder of more than a million Cambodians. In Vietnam, it led to a flood of refugees and persistent poverty.)

Answers
- The United States believed that a communist victory in South Vietnam would cause communism to spread across Southeast Asia. The United States entered the Vietnam War to prevent this.
- The United States withdrew from Vietnam because it wasn’t winning and it faced tremendous pressure from citizens at home who opposed American involvement in the war.
- More Americans Oppose the War
- America Withdraws
- North Vietnam Wins the War
- Southeast Asia After the War

**Link to Government**

**Limits on the Office of the President** In the 1970s, the legacy of Vietnam was fresh in the minds of many U.S. citizens. Most of the blame for the war fell on the presidents who perpetuated it. Then the Watergate scandal occurred. Many Americans, including legislators, decided that the presidency had to change. Starting in 1973, Congress approved legislation that would weaken and check the president’s power. The War Powers Act of 1973 limited a president’s ability to use military forces overseas. The Arms Export Control Act took away a president’s previous ability to supply arms to other countries. Congress also took a greater role in overseeing such agencies as the FBI and CIA.
former borders of French Indochina. Other parts of Southeast Asia remained thoroughly capitalist, if less than democratic.

**Tragedy in Cambodia** During the Vietnam War, fighting had spilled over into neighboring Cambodia. In 1970, the United States bombed North Vietnamese supply routes in Cambodia and then briefly invaded the country. Afterwards, the Khmer Rouge (kō mīr ŭrō ŭg), a force of Cambodian communist guerrillas, gained ground in Cambodia. Finally, in 1975, the Khmer Rouge overthrew the Cambodian government.

Led by the brutal dictator Pol Pot, the Khmer Rouge unleashed a reign of terror. To destroy all Western influences, they drove people from the cities and forced them to work in the fields. They slaughtered, starved, or worked to death more than a million Cambodians, about a third of the population.

In the end, it took a Vietnamese invasion to drive Pol Pot and his Khmer Rouge back into the jungle. Vietnam imposed an authoritarian government on Cambodia, but they at least ended the genocide.

**Vietnam Under the Communists** In the newly reunited Vietnam, the communist victors imposed a harsh rule of their own on the south. Hundreds of thousands of Vietnamese fled their country, most in small boats. Many of these “boat people” drowned. Survivors landed in refugee camps in neighboring countries. Eventually, some settled in the United States. Meanwhile, Vietnam had to rebuild a land destroyed by war. Recovery was slow due to a lack of resources and an American-led embargo, or blockage of trade. For years, the country remained mired in poverty.

**Checkpoint** How did communist Vietnam dominate parts of Southeast Asia after the Vietnam War?

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**Terms, People, and Places**
1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

**Comprehension and Critical Thinking**
3. **Draw Conclusions** Why did the French withdraw from Indochina in the 1950s?
4. **Summarize** How did a local struggle in Vietnam become a major Cold War conflict?
5. **Compare Points of View** What different opinions did Americans have about U.S. involvement in the Vietnam War?
6. **Synthesize Information** When the text states that “dominos fell” after the Vietnam War, what does this mean?

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**Writing About History**

**Quick Write: Write a Supporting Paragraph** To write a problem-solution essay, you need to provide arguments to support a proposed solution to a problem. In this section, an American was quoted as wanting to “get out” of South Vietnam without giving up on it. Write a thesis statement proposing a way to do this. Based on the text or your own ideas, write a paragraph with arguments supporting your thesis statement.

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**Assess and Rethread**

**Assess Progress**
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- **Adapted Teaching Resources, Unit 7, p. 5**
- To further assess student understanding, use
  - Progress Monitoring
  - Transparencies, 131

**Rethread**
If students need more instruction, have them read the section summary.
- **Reading and Note Taking Study Guide, p. 281**
- **Adapted Reading and Note Taking Study Guide, p. 281**
- **Spanish Reading and Note Taking Study Guide, p. 281**

**Extend**
Return to the Witness History quotation. Ask students to write a short paragraph explaining how America’s involvement in the Vietnam War supports or contradicts President Kennedy’s view.

**Answers**

**Caption** They were desperate to escape communist rule.

- Communist Vietnam invaded and dominated both Cambodia and Laos after the Vietnam War.

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**Section 4 Assessment**

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Causes: A desire for independence led to war with the French; struggle between communist and noncommunist groups led to a civil war that became part of a larger Cold War. Effects: widespread death and destruction and the spread of communist rule; America entered the war to prevent the spread of communism.
3. They were losing the battle against guerrilla forces led by Ho Chi Minh.
4. The United States entered the war on South Vietnam’s side to stop the spread of communism, while the Soviet Union and China supported communist North Vietnam.
5. Many Americans felt it was a quagmire and that America should withdraw. Others felt America needed to stay in Southeast Asia to avoid the spread of communism.
6. Some nations in Southeast Asia fell under communist rule.

**Writing About History**
Responses should reflect a specific thesis statement.

For additional assessment, have students access Progress Monitoring Online at PearsonSchool.com/WorldHist.
Events That Changed the World

The Fall of the Soviet Union

Objectives
■ Understand the key events and people that contributed to the fall of the Soviet Union.
■ Trace the impact of the fall of the Soviet Union on other nations.

Build Background Knowledge
Ask students to recall what they learned about the economic progress of the Soviet Union after World War II. Ask How might Soviet citizens and leaders feel after many years of economic stagnation? (They would probably feel frustrated and perhaps ready for a change.) Based on their previous reading, ask students to predict likely factors that led to the fall of the Soviet Union.

Instruct
■ Walk students through the photos and captions. Ask Who were some of the key players in the collapse of the Soviet Union? (Mikhail Gorbachev and Boris Yeltsin) Ask students to create a timeline of the events leading to the fall of the Soviet Union and to use the 1991 and 1992 maps to explain the changes that occurred after the breakup. Then ask What might it have been like to live in the Soviet Union during this time of transition? (It was probably exciting, but also scary and unsettling.)

History Background
Fall of the Soviet Union The only domino effect communism truly saw was during its decline in Europe in 1989, when nation after nation rejected their ruling regimes and forged freer governments. During that summer, Poland held elections and voted out the communist party. Hungary quickly followed. Then East Germans began clamoring for the right to go to West Germany. Soon the Berlin Wall fell and spurred the peaceful communist overthrow in Czechoslovakia and the violent one in Romania, not to mention the dissolution of communism in Albania and Bulgaria. All told, eight countries abandoned communism within six months.
Independent Practice

History Interactive. To enrich and extend the lesson, have students access this unit’s History Interactive map, audio, and slide show at PearsonSchool.com/WorldHist.

Monitor Progress

To confirm students’ understanding, have them focus on the visuals. Ask them to explain the significance of each image.

Thinking Critically

1. Analyze Images Why is it significant that Russian President Yeltsin is standing on top of a Soviet tank in the photo at the top of the page?
2. Synthesize Information How did the events of August 1991 cause the Soviet government to lose power to Russia?
3. Map Skills Based on the maps, why would Russia’s wish for independence lead to the Soviet Union’s breakup?

Thinking Critically

1. It shows that the Soviet Union, as represented by its army, had lost power to Soviet republics such as Russia, as represented by its president, Yeltsin.
2. Popular support for Yeltsin showed that Soviet central power had lost support among Russians and other Soviet citizens.
3. Russia is by far the largest and most influential of the former Soviet republics. Other republics would follow Russia’s lead.

Gifted and Talented

In 1984, Jaroslav Seifert, a Czech poet, won the Nobel Peace Prize for Literature. He wrote the following about Eastern Europe: “For us, there is no Eastern Europe. It is a collection of countries. . . . You should not see us as a single country.” Write this statement on the board and discuss the meaning of it with students. Ask students how the events in 1989 reflect this attitude.