Set a Purpose

- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **Term, People, and Places**
  - guerrillas
  - Ho Chi Minh
  - Tet Offensive
  - Dien Bien Phu
  - Pol Pot
  - Khmer Rouge
  - domino theory

**Note Taking**

**Reading Skill: Summarize** Complete a chart like the one below to summarize the events connected to the wars in Southeast Asia.

<table>
<thead>
<tr>
<th>War in Southeast Asia</th>
<th>Indochina After World War II</th>
<th>Vietnam War</th>
<th>Aftereffects of War</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary Builder**

- **High-Use Word**
  - **terminate**, p. 634
  - **Definition and Sample Sentence**
    - vt. to finish, bring to an end
    - His job was terminated when his manager realized that he'd been stealing.
Ho Chi Minh (ho chee min). Ho was a nationalist and communist who had fought the Japanese. He then fought the French in what is known as the First Indochina War. An unexpected Vietnamese victory at the bloody battle of Dienbienphu (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 din dee eeem), 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, communist guerrilla fighters had appeared in the jungles of South Vietnam. Many of them were South Vietnamese, but 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. 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 dominos. 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.

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 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 guerillas fought the French in an effort to win independence.
América Enters the Vietnam War

Instruct

■ 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. Play the accompanying audio. 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.)

Audio Witness History Audio CD, The Vietnam War

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.

Differentiated Instruction Solutions for All Learners

1. Special Needs
2. Less Proficient Readers

Have visual learners use the images on these pages to learn more about the conditions in the Vietnam War. Ask volunteers to describe what is occurring in each visual and to read aloud the caption. Then ask students to list the advantages the Viet Cong had. (Sample: They knew the terrain and were friendly with the local villagers.)

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.
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

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.

Answers

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?

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.

The Vietnam War, 1968–1975

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As the war continued, the nation 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. 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 Check Reading and Note Taking Study Guide entries for student understanding.

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.

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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 withdraw from Vietnam because it wasn’t winning and it faced tremendous pressure from citizens at home who opposed American involvement in 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.
During the Vietnam War, fighting 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 (kuh MEHR roo-ch), 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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Assess and Reteach

Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, 131

Reteach
If students need more instruction, have them read the section summary.

4. Writing About History

4. 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 your own ideas, write a paragraph with arguments supporting your thesis statement.

Answers

Caption They were desperate to escape communist rule.

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

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