

Very Short Answer Questions

Q. 1. Which three independent countries were a part of Indo-China?

Ans. Laos, Vietnam and Cambodia.

Q. 2. Describe the Chinese influence on Vietnam?

Ans. Vietnam was under the shadow of the powerful empire of China. Even when an independent country was established in what is now northern and central Vietnam, its rulers continued to maintain the Chinese system of government as well as Chinese culture.

Q. 3. How was the maritime silk route useful for Vietnam? [CBSE 2015]

Ans. Vietnam brought in goods, people and ideas from China from maritime silk route.

Q. 4. French colonization of Vietnam was based on which two ideas? [CBSE Sample Question 2016]

Ans. Economic exploitation and the Civilizing Mission.

Q. 5. How did the French control Vietnam?

Ans. The colonisation of Vietnam by the French brought the people of the country into conflict with the colonisers in all areas of life. The most visible form of French control was military and economic domination but the French also built a system that tried to reshape the culture of Vietnamese.

Q. 6. How was French Indo-China formed?

Ans. French troops captured northern region of Vietnam. After the Franco-Chinese war, the French assumed control of Tonkin and Annam. In 1887, French Indo China was formed.

Q. 7. What helped French to increase production of rice in Mekong Valley?

Ans. The vast systems of irrigation work, canals and earthworks built mainly with forced labour, increased rice production and allowed the export of rice to international market.

Q. 8. What according to Paul Bernard were the barriers to economic growth?

Ans. Barriers to economic growth according to Paul Bernard were: High population levels, low agricultural productivity and extensive ineptness amongst the peasants.

Q. 9. How did French follow Japanese to ensure better productivity and employment?

Ans. (i) To reduce rural poverty and increase agricultural productivity by carrying out land reforms.

(ii) However, this could not ensure sufficient employment as the experience of Japan showed. Thus, industrialisation was thought to be essential to create more jobs.

Q. 10. What was the fear in the mind of French regarding Education in Vietnam?

Ans. The French needed an educated local labour force but they feared that education might create problems. Once educated, the Vietnamese may begin to question colonial domination. French also feared that they might lose their jobs to educated Vietnamese.

Q. 11. How far did French want to restrict Chinese influence from Vietnam?

Ans. The elites in Vietnam were powerfully influenced by Chinese culture. To consolidate their power, the French had to counter this Chinese influence. So, they systematically dismantled the traditional educational system and established French schools for Vietnamese.

Q. 12. Why did most of the Vietnamese students fail in the school learning examinations?

Ans. It was largely because of a deliberate policy of failing students, particularly in the final year, so that they could not qualify for the better paid jobs.

Q. 13. Why was Tonkin free school established?

OR

**What was the main aim to establish Tonkin Free School in Vietnam by French?
[CBSE (F) 2016]**

Ans. The Tonkin free school was established in 1907 to provide a Western style education.

Q. 14. What kind of education was given in Tonkin Free School?

Ans. This education included classes in science, hygiene and French. Besides, science and western education, Vietnamese also had to look modern.

Q. 15. How did Vietnamese teachers follow the French oriented curriculum?

Ans. Teachers did not blindly follow the curriculum. Sometimes there was an open opposition. At office times, there was a silent resistance. While teaching, Vietnamese teachers quickly modified the text and criticised what was stated.

Q. 16. In which school did the protest erupt when a girl student was expelled?

Ans. This incident took place in 1926 in Saigon Native Girls School.

Q. 17. What kind of parties and journals were formed by students of Vietnam to protest against French?

Ans. By 1920s, students formed various political parties, such as 'Party of Young Annan' and published nationalist journals such as 'Annamese Student' regularly.

Q. 18. What did French do to create a modern Vietnam?

Ans. French decided to rebuilt Hanoi. The latest ideas about architecture and modern Engineering skills were employed to build a new and modern city. But that modern part of Hanoi was also struck by bubonic plague in 1903.

Q. 19. What was 'Rat Hunt'?

Ans. Rat hunt was started in 1902, the French hired Vietnamese workers and paid them for each rat they caught.

Q. 20. What innovative ideas were discussed by Vietnamese to earn profit from Rat Hunt?

Ans. The bounty was paid when a tail was given as a proof that a rat had been killed. So the rat catchers took to just clipping the tails and releasing the rats, so that the process could be repeated, over and over again. Some people also began raising rats to earn a bounty.

Q. 21. What was scholar's revolt?

Ans. It was started in 1868 against French control. This revolt was led by officials at the imperial court angered by the spread of Catholicism and French Power. The French crushed this movement.

Q. 22. What was the main aim of the 'Scholar Revolt' of 1868? [CBSE (AI) 2016]

Ans. The main aim of 'Scholar Revolt' of 1868 was to oppose French control and expansion of Christianity.

Q. 23. Who led the 'Scholar Revolt' in Vietnam in 1868? [CBSE (AI) 2016]

Ans. The 'Scholar Revolt' in Vietnam in 1868 was led by officials at the imperial court.

Q. 24. What were the syncretic traditions?

Ans. Syncretism aimed to bring together different beliefs and practices, seeing their essential unity rather than their differences. In Vietnam, they combined Buddhism and local beliefs.

Q. 25. What was Hoa Hao Movement?

Ans. It began in 1939 and gained great popularity in the fertile Mekong delta area. It drew on religious ideas popular in anti-French uprisings of the nineteenth century.

Q. 26. Who was Phan Boi Chau?

Ans. Phan Boi Chau was a nationalist. He became a major figure in the anti-colonial resistance and formed the 'Revolutionary Society'.

Q. 27. Name the most influential book of Phan Boi Chau.

OR

**Name the writer who wrote the book 'The History of the Loss of Vietnam'.
[CBSE (F) 2016]**

Ans. 'The History of the Loss of Vietnam' was written by Phan Boi Chau. He had written this book under the strong influence and advice of Chinese reformer Liang Qichao.

Q. 28. Who was Phan Chu Trinh?

Ans. He was also a nationalist. But he was against monarchy and opposed to the idea of resisting the French with the help of the court. His desire was to establish a democratic republic.

Q. 29. How did China inspired Vietnamese nationalists?

Ans. In 1911, the long established monarchy in China was overthrown by a popular movement under Sun Yat-Sen and a Republic was set up. Inspired by these developments, Vietnamese students organised the Association for the Restoration of Vietnam.

Q. 30. Who were called the 'electrical fuses' of Vietnam?

Ans. The provinces of Nghe An and Ha Tinh were amongst the poorest, had an old radical tradition and have been called 'electrical fuses'. When the system was under pressure, they were the first to blow.

Q. 31. Who was Ho Chi Minh?

Ans. Ho Chi Minh brought together the competing nationalist groups to establish the Vietnamese communist party, later renamed as the 'Indo-Chinese Communist Party'. He was inspired by the militant demonstrations of the European Communist Parties.

Q. 32. Who fought against the Japanese control of Vietnam?

Ans. In 1940, Japan occupied Vietnam. So the league for the independence of Vietnam, which was called 'Vietminh' fought the Japanese occupation and recaptured Hanoi in September 1945.

Q. 33. What challenges were faced by new Democratic Republic of Vietnam?

Ans. The French tried to regain control over Vietnam by using the emperor, Bao Dai as their puppet.

Q. 34. What led to the division of Vietnam after Independence?

Ans. In the peace negotiations in Geneva that followed the French defeat, the Vietnamese were persuaded to accept the division of the country. North and South were split. Ho Chi Minh and the communists took power in the north while Bao Dai regime was put in power in the south.

Q. 35. Who had overthrown Bao Dai Regime?

Ans. The Bao Dai regime was overthrown by a coup led by Ngo Dinh Diem, who built a repressive and authoritarian government.

Q. 36. To which country did Ngo Dinh Diem belong? [CBSE (Comp) 2017]

Ans. Ngo Dinh Diem belonged to Vietnam.

Q. 37. How did Ngo-Dinh Diem become a dictator?

Ans. Anyone who opposed Ngo Dinh Diem was called a communist, was jailed and killed. He retained 'Ordinance 10', a French law that permitted Christianity but outlawed Buddhism.

Q. 38. Who opposed the dictatorial rule of Ngo Dinh Diem?

Ans. This dictatorial rule came to be opposed by a broad opposition united under the banner of the National Liberation Front (NLF).

Q. 39. Why did US invade Vietnam?

Ans. US watched unification and alliances of North and South Vietnam with fear. US was against communist system. The US was worried about communists gaining power. So, it decided to intervene decisively, sending in troops and arms to Vietnam.

Q. 40. What types of weapons were used by US in Vietnam?

Ans. They made use of powerful bombers of the time - B52s, chemical weapons - Napalm and Agent Orange and phosphorous bombs.

Q. 41. Which films had been made in support of US participation in the war?

Ans. John Wayne's 'Green Berets' (1968). It was an unthinking propaganda film that was responsible for motivating many young men to die in the war.

Q. 42. Give an example of a Hollywood film which was critical about US army.

Ans. John Ford Coppola's 'Apocalypse Now' (1979) reflected the moral confusion that the war had caused in the US.

Q. 43. What was Ho Chi Minh Trail?

Ans. The trail, an immense network of footpaths and roads was used to transport men and materials from North to the South. The trail had supported bases and hospitals along the way.

Q. 44. How were supplies carried in Ho Chi Minh Trail?

Ans. In the trail, supplies were transported in trucks but mostly they were carried by porters, who were mainly women. These porters carried about 25 kilos on their backs, or about 70 kilos on their bicycles.

Q. 45. What was the status of women in Vietnam, in comparison to China?

Ans. Women in Vietnam traditionally enjoyed greater equality than in China, particularly among the lower classes, but they had only limited freedom to determine their future and played no role in public life.

Q. 46. Who wrote the famous novel that caused a scandal in Vietnam?

Ans. The famous novel by Nhat Linh caused scandal.

Q. 47. Why did the novel of Nhat Linh cause a Scandal?

Ans. The novel caused a scandal because it showed a woman leaving her forced marriage and marrying someone of her choice; someone who was involved in nationalist politics.

Q. 48. Who were Trung Sisters?

Ans. Trung Sisters had fought against Chinese domination in 39-43 CE. They gathered a force of over 30,000, resisted the Chinese for two years and when ultimately defeated, they committed suicide, instead of surrendering to the enemy.

Q. 49. Name the writer who wrote a play based on the lives of Trung sisters. [CBSE Delhi, (F) 2016]

Ans. The name of writer: Phan Boi Chau

Q. 50. Who was Trieu Au?

Ans. She lived in the third century CE. Trieu Au was orphaned in childhood and lived with her brother. On growing up she left home, went into the jungles, organised a large army and resisted the Chinese rule. Finally, when her army was crushed, she drowned herself.

Q. 51. Why were Vietnamese women called great fighter?

Ans. Vietnamese women in military shot down planes. They were brave and dedicated. For instance, a woman shot down a jet with just twenty bullets.

Q. 52. Who called the war as 'The greatest threat to peace, to national self-determination, and to international cooperation'?

Ans. Noam Chomsky.

Q. 53. When did the war between US and Vietnam end?

Ans. War ended with the peace settlement in Paris in June 1974. The NLF occupied the Presidential palace in Saigon on 30th April 1975 and unified Vietnam.

Q. 54. What was the result of the peace negotiation in Geneva that followed the French defeat in Vietnam? [CBSE Delhi 2016]

Ans. The result of the peace negotiation in Geneva: The division of Vietnam/ Vietnam is divided into two parts: North and South.

Q. 55. What were the two bases of colonial economy in Vietnam? [CBSE Delhi 2016]

Ans. Bases of colonial economy in Vietnam:

- (i) Rice cultivation
- (ii) Rubber Plantation

Q. 56. Who were called colons in Vietnam? [CBSE (AI) 2016]

Ans. French citizens living in Vietnam were known as colons.

Short Answer Questions

Q. 1. How did French try to strengthen their rule through education?

Ans. The French sought to strengthen their rule in Vietnam through the control of education. They tried to change the values, norms and perceptions of the people, to make them believe in the superiority of French civilisation and the inferiority of the Vietnamese.

Q. 2. How did hygienic environment that was created in the French city become the cause of plague?

Ans. The large sewers in the modern part of the city, a symbol of modernity, were an ideal and protected breeding ground for rats. The sewers also served as a great transport system, allowing the rats to move around the city without any problem. And rats began to enter the well-cared-for homes of the French through the sewage pipes.

Q. 3. How was education seen as one of the ways to civilise the natives of Vietnam by French?

Ans. (i) The French needed an educated local labour force but they feared that education might create problems.

(ii) French citizens living in Vietnam, began fearing that they might lose jobs as teachers, shopkeepers, policemen to the educated Vietnamese.

(iii) So they opposed policies that would give the Vietnamese full access to French education.

Q. 4. How did the French provide a western style of education to the Vietnamese?

Ans. (i) For modern education, the Tonkin Free School was started in 1907.

(ii) The education included classes in science, hygiene and French.

(iii) The school also encouraged the adoption of western styles such as having a short haircut to look modern.

Q. 5. What were the challenges faced by the new Republic of Vietnam?

Ans. (i) The French tried to regain control by using the emperor, Bao Dai as their puppet.

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

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

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

Q. 6. Specify the role of women in the anti-imperialist movement in Vietnam.

Ans. (i) Women in Vietnam traditionally enjoyed greater equality than in China.

(ii) As the nationalist movement grew, the status of women emerged with a new image of womanhood.

(iii) Writers and political thinkers began idealising women who rebelled against social norms.

(iv) 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, who was involved in nationalist politics.

(v) This rebellion marked the arrival of the new women in the Vietnamese society.

Q. 7. What led to the formation of French Indo-China?

Ans. (i) The most visible form of French control was military and economic domination and the French also tried to reshape the culture of Vietnamese.

(ii) French troops landed in Vietnam in 1858 and by the 1880s, they had established a firm grip over the northern region.

(iii) After the Franco-Chinese war, the French assumed control of Tonkin and Annam, and in 1887, French Indo-China was formed.

Q. 8. What, according to Paul Bernard, were the ways to develop the economy of the colonies?

Ans. Bernard was a writer and an eminent policy maker. He firmly believed that economy of the colonies should be developed and argued that purpose of acquiring colonies was to make profit. If the economy was developed and standard of living of the people improved, they would buy more goods. As a consequence, the market would expand, leading to better profits for the French business.

Q. 9. What was indentured labour?

Ans. This was a form of labour widely used in the plantations from the mid-19th century.

Labourers worked on the basis of contracts, which gave boundless power to employers.

Employers could bring criminal charges against labourers and punish and jail them for any non-fulfilment of contracts.

Q. 10. Describe any three efforts made by the French to suppress the movement inspired by Huynh Phu So. [CBSE (F) 2017]

Ans. The French tried to suppress the movement inspired by Huynh Phu So.

(i) They declared him mad, called him the Mad Bonze.

(ii) They put him in a mental asylum.

(iii) The doctor who had to prove him insane became his follower, finally in 1941 even the French doctors declared that he was sane.

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

(v) Any other relevant points

Q. 11. State three ways in which the French were glorified in school textbooks.

Ans. (i) School textbooks glorified the French and justified colonial rule.

(ii) The Vietnamese were presented as primitive and backward, capable of manual labour but not of intellectual reflection; they were skilled copyists but not creative.

(iii) School children were told that only French rule could ensure peace in Vietnam.

Q. 12. What did the Vietnamese derive from the 'Go East' movement?

Ans. (i) In 1907-08, some 300 Vietnamese students went to Japan to receive modern education.

(ii) Their primary object was to drive out French from Vietnam and re-establish the Nguyen dynasty, that had been removed by the French.

(iii) These nationalists looked for foreign arms and help.

(iv) Vietnamese students established a branch of 'Restoration Society' in Tokyo but after 1908, the Japanese ministry arrested them and later, forced them to leave Japan.

Q. 13. Why was the Vietnam war called the first television war?

Ans. (i) This was a war that had been called the first television war, as battle scenes were shown on the daily news programmes.

(ii) US people could see how thousands of young US soldiers had lost their lives and countless Vietnamese civilians had been killed. So, people criticised the war.

Q. 14. Give two arguments in favour and in against for language to be used as a medium of instruction in Vietnamese school.

Ans. (i) Some policymakers emphasised the need to use the French language as the medium of instructions. By learning the language, they felt, the Vietnamese would be introduced to the culture and civilisation of France. In this way, the educated people in Vietnam would respect French sentiments and work for the French, as they need workforce.

(ii) Others were opposed to French being the only medium of instruction. They suggested that Vietnamese should 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. So that people set in centres to accept French culture through jobs.

Q. 15. Why was the bounty programme of Rat Hunt scrapped?

Ans. Vietnamese, who did this dirty work of entering sewers, found that if they come together they could negotiate a higher compensation. They also discovered innovative ways to profit from this situation. The bounty was paid when a tail was given as a proof that a rat had been killed. Clipping of tails led to the releasing of rats after that and that process could be repeated over and over again. The expenditure of the French became too high and the number of rats also did not reduce, so they decided to scrap the bounty programme.

Q. 16. Which religions were followed by Vietnamese?

Ans. Vietnam's religious beliefs were a mixture of Buddhism, Confucianism and local practices.

Christianity was introduced by the French. Catholic missionaries had been active in winning the converts.

People also followed some local practices like following Huynh Phu So, who was the founder of Hoa Hao and performed miracles.

Q. 17. What was the significance of movements against French by the Vietnamese?

Ans. Movements like Scholars Revolt and Hoa Hao, always had a contradictory relationship with mainstream nationalism. Political parties often drew upon their support, but were uneasy about their activities. They could neither control or discipline these groups, nor support their rituals and practices. These movements were significant in arousing anti-imperialist sentiments.

Q. 18. What does syncretic mean? How were these syncretic traditions followed by Vietnamese?

Ans. Syncretic aimed to bring together different beliefs and practices, seeing their essential unity rather than their differences. The elites in Vietnam were educated in Chinese and Confucianism. But religious beliefs among the peasantry were shaped by a variety of syncretic traditions that combined Buddhism and local beliefs.

There were many popular religions in Vietnam that were spread by people who claimed to have seen a vision of God.

Q. 19. What was the role of NLF in Vietnam?

Ans. (i) With the help of the Ho Chi Minh government in the north, the NLF or the National Liberation Front fought for the unification of the country.

(ii) It was able to overthrow the Bao Dai regime in South Vietnam.

(iii) It defeated his dictatorial rule and brought peace in the country.

Q. 20. What types of weapons were used by US in the Vietnamese war?

Ans. (i) Thousands of US troops arrived equipped with heavy weapons and tanks and backed by the most powerful bombers of the time, B-52.

(ii) The widespread attacks and use of chemical weapons like Napalm, Agent Orange and phosphorus bombs—destroyed many villages and decimated jungles.

(iii) Napalm is an organic compound used to thicken gasoline for fire bombs. The mixture burns slowly and when it comes in contact with surfaces like the human body, it sticks and continues to burn.

Q. 21. Why do you think that US underestimated the power of a small country like Vietnam?

Ans. (i) The war between Vietnam and US grew out of fear among US policy planners that the victory of the Ho Chi Minh government would start a domino effect—communist governments would be established in other countries in the area.

(ii) They underestimated the power of nationalism to move people to action, inspire them to sacrifice for their home and family, live under horrific conditions and fight for independence.

(iii) They considered the power of a small country to be too weak to fight the most technologically advanced country in the world.

Q. 22. How did women participate as workers during war with the US?

Ans. Women were represented not only as warriors but also as workers; they were shown with a rifle in one hand and a hammer in the other. Whether young or old, women began to be depicted as selflessly working and fighting to save the country. As casualties in the war increased in the 1960s, women were urged to join the struggle in large numbers. They helped in nursing the wounded, constructing underground rooms and tunnels.

Q. 23. What were 'electrical fuses' of Vietnam?

Ans. The Great Depression of the 1930s had a profound impact on Vietnam. The prices of rubber and rice fell, leading to rising rural debts, unemployment and rural uprisings, such as in the provinces of Nghe An and Ha Tinh. These provinces were among the poorest, had an old radical tradition and have been called the 'electrical fuses' of Vietnam.

When the system was under pressure they were the first to blow. The French put these uprisings down with great sternness, even used planes to bomb demonstrators.

Q. 24. What was the condition of colonial economy in Vietnam? Explain.

[CBSE Sample Question 2016]

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

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

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

Q. 25. Elucidate the significance of Ho Chi Minh's trail in the Vietnamese war.

[CBSE Sample Question 2016]

OR

Describe the Ho Chi Minh Trail features.

Ans. The story of the Ho Chi Minh trail is one way of understanding the nature of the war that the Vietnamese fought against the US. It symbolised how the Vietnamese used their limited resources to great advantage.

(i) The trail, an immense network of footpaths and roads, was used to transport men and materials from the north to the south during Vietnamese war. From 1967 about 20,000 North Vietnamese troops came south each month on this trail which had support bases and hospitals along the way.

(ii) In some parts, supplies were transported in trucks, but mostly they were carried by porters, who were mainly women. These porters carried about 25 kilos on their backs, or about 70 kilos on their bicycles.

(iii) Most of the trail was outside Vietnam in neighbouring Laos and Cambodia with branch lines extending into South Vietnam.

(iv) The US regularly bombed this trail trying to disrupt supplies, but efforts to destroy this important supply line by intensive bombing failed because they were rebuilt very quickly.

Q. 26. How did nationalism emerge in Vietnam through the efforts of different sections of society to fight against the French? Analyse. [CBSE Delhi 2016]

Ans. The Nationalism emerged in Vietnam:

(i) The colonization of Vietnam by French brought the people of the country into conflict with the colonisers in all areas of life.

- (ii) Vietnamese began reflecting on the nature of the loss. Nationalist resistance developed out of this reflection.
- (iii) Teachers, students fought against the colonial government's efforts.
- (iv) Many religious movements were hostile to the western presence.
- (v) Development in China also inspired Vietnamese nationalists.
- (vi) Vietnamese students organized the association for the restoration of Vietnam and then the anti-French independence movement changed.

Q. 27. "The Ho Chi Minh Trail became advantageous to Vietnamese in the war against U.S." Support the statement with arguments. [CBSE (AI) 2016]

Ans. The Ho Chi Minh Trail became advantages to Vietnamese in the war against US.

- (i) The trail symbolises how the Vietnamese used their limited resources to great advantages.
- (ii) The trail, an immense network of footpaths and roads was used to transport men and material from North to South.
- (iii) It was improved in late 1950s and from 1967 about 20,000 North Vietnamese troops came south each month. The trail had support bases and hospitals along the way.
- (iv) Mostly supplies were carried by much porters in their backs or on their bicycles.
- (v) The US regularly bombed the trail to disrupt supplies but efforts to destroy this important supply line by intensive bombing failed because they were rebuilt very quickly.

Q. 28. "French tried to solve educational problems in Vietnam in different ways." Support the statement with examples. [CBSE (F) 2016]

Ans. French and Education

- (i) French countered and dismantled the traditional education system of Vietnam.
- (ii) They established French schools.
- (iii) They also introduced French language for Vietnamese.
- (iv) Besides that, they introduced deliberate policy of failing children.
- (v) Their text glorified French culture and justified colonial rule.
- (vi) Their education system introduced French, science and hygiene.

Long Answer Questions

Q. 1. Why did French want to extend infrastructure project in Indo-China?

Ans. French wanted to develop infrastructure projects to help transport goods for trade, move military garrisons and control the entire region.

Construction of a trans Indo-China rail network that would link the northern and southern parts of Vietnam and China had begun.

The French built canals and drained lands in the Mekong delta to enhance cultivation. The extensive and massive system of irrigation works—canals and earthworks. Those were built with forced labour. This increased the rice production and strengthened the export of the rice in the international market.

Q. 2. How was the French part of Hanoi differently built?

Ans. The French part of the Hanoi was built as a beautiful and clean city with wide avenues and a well-laid out sewer system.

The latest ideas about architecture and modern engineering skills were employed to build a new and modern city.

The refuse from the old city drained straight out into the river or, during heavy rains or floods, overflowed into the streets. Thus what was installed to create a hygienic environment in the French city became the cause of plague.

Q. 3. “Rats were most common in the modern newly built areas of Hanoi.” How was the rat hunt started in Hanoi?

Ans. (i) To get rid of rats, a ‘Rat Hunt’ was started in 1902.

(ii) The French hired Vietnamese workers and paid them for each rat they caught.

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

(iv) Those who did the dirty work of entering sewers found that if they came together, they could get more money.

(v) The compensation was paid when a tail was given as a proof that a rat had been killed.

(vi) So the rat catchers took to just clipping the tails and releasing the rats, so that the process could be repeated over and over again.

(vii) Ultimately, the French were forced to stop the bounty programme.

(viii) In spite of this arrangement, the plague swept through the area.

Q. 4. What was the impact of education on the Vietnamese elite?

Ans. (i) Students fought against the colonial government's efforts to prevent the Vietnamese from qualifying for white-collar jobs.

(ii) They were inspired by patriotic feelings and felt that it was their duty to fight for the society.

(iii) By the 1920s, students formed various political parties, such as 'Party of Young Annam' and published nationalist journals like 'Annamese Student'.

(iv) The French tried to strengthen their rule through the control of education. They tried to change the perception of the people and to make them believe in the superiority of the French.

Q. 5. Analyse the role of 'Hoa-Hao' movement to arouse anti-imperialist sentiments in Vietnam. [CBSE Delhi 2017]

Ans. Hoa-Hao Movement:

(i) It drew on religious ideas popular in anti French uprising of 19th century.

(ii) The founder Hoa-Hua performed miracles and helped the poor.

(iii) He criticised against the useless expenditure and had a wide appeal.

(iv) Opposed the sale of child brides, gambling and the use of alcohol and opium.

(v) Political parties often drew upon their support, but were uneasy about their activities.

(vi) Significance of these movements in arousing imperialist sentiments should not be underestimated.

(vii) They could not control or discipline these groups nor support their rituals and practices.

Q. 6. Examine the impact of the 'Great Depression' of 1930s on Vietnam. [CBSE (F) 2017]

Ans. Impact of Great Depression on Vietnam was terrible:

(i) The prices of rubber and rice fell.

(ii) This Led to rising rural debts.

(iii) Unemployment.

(iv) Rural uprisings took place, such as in the provinces of Nghe An and Ha Tinh.

(v) These provinces were among the poorest, had an old radical tradition, and have been called the 'electrical fuses' of Vietnam.

(vi) The French put these uprisings down with great severity, even using planes to bomb demonstrators.

(vii) Ho-Chi-Minh brought together competing nationalist groups to establish the Vietnamese communist party to fight the freedom.

Q. 7. Who was Ho Chi Minh? What was his contribution to Vietnam?

Ans. (i) Ho Chi Minh was a communist.

(ii) In 1930, he brought together competing nationalist groups to establish the Vietnamese Communist Party.

(iii) He was inspired by the militant demonstration of the European Communist Parties.

(iv) In 1940, Japanese occupied Vietnam. So now they had to fight against the Japanese as well as French.

(v) A league called 'Viet Minh' was formed to fight the Japanese and they got back Hanoi in 1945.

(vi) The Democratic Republic of Vietnam was formed and Ho Chi Minh became its Chairman.

Q. 8. Explain the situation and aftermath of US involvement in the war in Vietnam.

Ans. (i) US entry into the war proved costly to the Vietnamese as well as to the Americans.

(ii) They remained in Vietnam from 1965 to 1972.

(iii) Thousands of US troops arrived with heavy weapons and tanks and were backed by the most powerful bombers of the time—B52.

(iv) They used Chemical weapons—Napalm, Agent Orange and Phosphorus bombs to destroy Vietnamese villages.

(v) The US wanted to establish a democratic government in Vietnam.

(vi) The US watched the unification of North & South Taiwan with fear. It did not want the communist to gain power so it intervened.

Q. 9. Explain the role of women in the anti-imperialist struggle in Vietnam. [CBSE (Comptt.) 2017]

Ans. Role of women in the antiimperialist struggle in Vietnam:

Heroes of past times: rebel women of the past were similarly celebrated. In 1913, the nationalist Phan Boi Chow wrote a play based on the lives of the Trung sisters who has fought against Chinese domination. In this play he depicted these sisters as patriots fighting to save the Vietnamese nation from the Chinese.

One of the most venerated was Trieu Au. She left home, went into the jungles, organized a large army and resisted Chinese rule.

Women as warriors: In the 1960's, photographs in magazines and journals showed women as brave fighters.

Women as workers: They helped in nursing the wounded, constructing underground rooms and tunnels and fighting the enemy.

Q. 10. How did this long war between the US and Vietnam come to an end?

Ans. (i) US had failed to achieve its objective; the Vietnamese resistance could not be crushed.

(ii) Thousands of young US soldiers had lost their lives and countless Vietnamese civilians had been killed.

(iii) It was the first television war as battle scenes were shown on daily news.

(iv) Writers such as McCarthy and actors like Jane Fonda even visited North Vietnam and praised the heroic defence of the country.

(v) A peace treaty was signed in Paris, in January 1974 and on 30th April, 1975 the NLF unified Vietnam.

Q. 11. Which infrastructure projects were taken up by the French to enhance their trade in Vietnam?

Ans. (i) French introduced infrastructure projects to help transport goods for trade, move military garrisons and control the entire region.

(ii) Construction of a trans-Indo-China rail network that would link the northern and southern parts of Vietnam and China was begun.

(iii) This final link with Yunan in China was completed by 1910.

(iv) The second line was also built linking Vietnam to Siam, via the Cambodian capital of Phnom Penh.

Q. 12. How was Scholars Revolt of 1868 materialised?

Ans. (i) From the 18th century, many religious movements were hostile to the Western presence.

(ii) An early movement against French control and spread of Christianity was the Scholars Revolt in 1868.

(iii) This revolt was led by officials at the imperial court angered by the spread of Catholicism and French power.

(iv) They led a general uprising in Ngu An and Ha Tien provinces where over a thousand Catholics were killed.

(v) Catholic missionaries had converted about 3,00,000 people by the middle of 18th century.

The French crushed the movement but this uprising served to inspire other patriots to rise up against them.

Q. 13. What ideas did Phan Boi Chau and Phan Chu Trinh share in common and what did they disagreed on?

Ans. Both Phan Boi Chau and Phan Chu Trinh were nationalists. Both of them wanted to free Vietnam from colonial occupation. **Difference:**

(i) Phan Boi Chau: He was a Confucian scholar. He formed a revolutionary society in 1903, with Prince Cuong as the head. He wrote a book, The History of the Loss of Vietnam, which became bestseller in Vietnam and China. He focussed on two topics in this book:

(a) The loss of sovereignty, and

(b) The severing of ties with China—ties that bound the elites of two countries within a shared culture.

(ii) Phan Chu Trinh: He did not favour monarchy and opposed the idea of resisting the French with the help of court. He wanted to establish a democratic republic. He was profoundly influenced by the west and did not want total rejection of western civilisation. He demanded that the French set up legal and educational institutions and developed agriculture and industries.

Q. 14. Write a short note on Ngo Dinh Diem.

Ans. (i) The Bao Dai regime of South Vietnam was overthrown by a coup led by Ngo Dinh Diem. Diem built a repressive and authoritarian government.

(ii) Anyone who opposed him was called a communist and was jailed and killed.

(iii) Diem retained Ordinance 10, a French law that permitted Christianity but outlawed Buddhism.

(iv) His dictatorial rule came to be opposed by a broad opposition united under the banner of the National Liberation Front (NLF).

Q. 15. How did women join the Resistance Movement of Vietnam?

OR

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

Ans. Women helped in nursing the wounded, constructing underground rooms and tunnels and fighting the enemy. Along the Ho Chi Minh trail, young volunteers kept open 2,195 kms of strategic roads and guarded 2,500 key points.

They built six airstrips, neutralised tens of thousands of bombs, transported tens of thousands of kilograms of cargo, weapons and food and shot down about fifteen planes.

Between 1965 and 1975, out of the 17,000 youths who worked on the trail, 70 to 80 per cent were women. One military historian argues that there were 1.5 million women in the regular army, the militia, the local forces and professional teams.

Q. 16. “U.S. entry into the war in Vietnam marked a new phase that proved costly to Vietnamese as well as to the Americans.” Analyse the statement. [CBSE Delhi 2016]

Ans. US entry into the war in Vietnam marked a new phase:

U.S entry into the Vietnam War proved costly to the Vietnamese as well as the Americans:

Both the sides faced high casualties, many died and wounded .Compulsory recruitment of the people in the armed services .Minorities and working class families suffered. Thousands of US troops arrived equipped with heavy weapons and tanks and backed by the most powerful bombers of the time. Many became disillusioned with what the US was doing and writers such as Mary McCarthy and actors like Jane Fonda even visited North Vietnam and praised their heroic defense of the country. The widespread questioning of government policy strengthened moves to negotiate an end to the war.

(i) From 1965-1972 many (over 403100) US personnel served in Vietnam (7484 were women).

(ii) Many (about 47244) died in the battle and a large number of people (303704) were wounded.

(iii) Out of the wounded, 23014 were listed 100% disabled.

(iv) This phase of struggle with the US troops arrived equipped with heavy weapons and tanks and most powerful bombs.

(v) Destroyed many villages and decimated jungles.

(vi) Civilians died in large numbers.

Q. 17. “The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battlefield.” Analyse the statement with arguments. [CBSE (AI) 2016]

Ans. “The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battlefield.

(i) In the peace negotiations in Geneva that followed the French defeat, the Vietnamese were persuaded to accept the division of the country, i.e., North and South.

(ii) The division set in motion, a series of events that turned Vietnam into a battlefield bringing death and destructions to its people as well as the environment.

(iii) The Bao Dai regime was soon overthrown by a camp led by Ngo Dinh Diem. Diem built a repressive and authoritarian government.

(iv) Anyone who opposed him was called a communist and was jailed and killed.

(v) With the help of Ho Chi Minh government in North the NLF fought for the unification of the country. The US watched this alliance with fear. Worried about the communist gaining power, it decided to intervene decisively sending in troops and arms.

Q. 18. "Women were represented as warriors as well as workers in Vietnam in the 1960s." Analyse the statement with examples. [CBSE (F) 2016]

OR

Elaborate upon the role of women during war and peace in Vietnam. [CBSE Sample Question 2016]

Ans. Vietnamese Women as warriors and as workers:

(i) Women joined the army and fought bravely against the American troops. They succeeded in shooting down war planes.

(ii) They were dedicated workers. They carried rifle on their back and worked in the field.

(iii) Whether young or old, women began to be depicted as selflessly working and fighting to save the country.

(iv) As casualties in the war increased in the 1960s, women were urged to join the struggle in larger numbers.

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

(vi) Stories were written to show how happy they felt when they joined the army and could carry a rifle.

(vii) Some stories spoke of their incredible bravery in single-handedly killing the enemy—Nguyen Thi Xuan, for instance, was reputed to have shot down a jet with just twenty bullets.

(viii) Women in times of peace: By 1970s, as peace talks began, women were no longer represented as warriors. Image of working women in agricultural cooperatives, factories and production units began to predominate.

Hots (Higher Order Thinking Skills)

Q. 1. “During French Colonial rule, schools in Indo-China became important place for political and cultural battles.” Justify the statement.

OR

Why did Vietnam raise battle against the French system of education?

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

(ii) The French sought to strengthen their rule in Vietnam through the control of education.

(iii) They tried to change the values, norms and perceptions of the people, to make them believe in the superiority of French civilisation and the inferiority of the Vietnamese.

(iv) Vietnamese intellectuals, on the other hand, feared that Vietnam was losing not just control over its territory but its very identity; its own culture and customs were being devalued and the people were developing a master slave mentality.

(v) The battle against French colonial education became part of the larger battle against colonialism and for independence.

Q. 2. “The battle against French colonial education became part of the larger battle against colonialism and for independence.” Explain.

Ans. (i) School textbooks glorified the French and justified colonial rule.

(ii) The Vietnamese were represented as primitive and backward capable of manual labour but not of intellectual reflection; they could work in the fields but not rule themselves; they were skilled copyists but not creative.

(iii) Teachers and students did not follow the curriculum blindly.

(iv) While teaching, Vietnamese teachers quietly modified the text and criticised what was stated.

(v) In 1926, a major protest erupted in the Saigon Native Girls' School. A Vietnamese girl was expelled from the school leading to protest. Seeing the situation getting out of control, the government forced the school to take the students back.

(vi) Elsewhere, students fought against colonial government's efforts to prevent the Vietnamese from qualifying for white collared jobs.

(vii) By 1920s, students formed various political parties, such as the party of Young Annan and published nationalist Journals such as the 'Annamese students'.

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

Ans. (i) The French were faced with yet another problem in the sphere of education: the elites in Vietnam were powerfully influenced by Chinese culture.

(ii) To consolidate their power, the French had to counter this Chinese influence.

(iii) So they systematically dismantled the traditional educational system and established French schools for Vietnam.

(iv) But this was not easy; Chinese the language used by elites so far, had to be replaced, French or Vietnamese.

(v) French wanted educated local labour force but they feared that education might create problems.

(vi) French citizens living in Vietnam, began fearing that they might lose jobs as teachers, shopkeepers, policemen to educated Vietnamese.

(vii) So they opposed policies that would give the Vietnamese fall access to French education.