Q. 1. What were the Major consequences of World War II?

Q. 2. How Vietnamese culture and life influence by China?

Q. 3. What were the reasons for the Vietnamese, the rat hunt seemed to provide an early lesson in the success of collective bargaining?
Q. 4. What were the reasons French thought the necessity of colonies for them?

Q. 5. What were the five challenges faced by the “New Republic of Vietnam”?

Q. 6. How did the students contribute to national movement in Vietnam?
Q. 7. What are the Three Features of ‘Go East Movement’?

Q. 8. What were the contributions of Ho Chi Minh in Vietnam’s struggle for independence?

Q. 9. Who was Phan Chu Trinh?
Q. 10. How did the French colonized in Vietnam in various domains?

Q. 11. What was the impact of U.S. with Vietnam on American government and people?
Q. 12. What was the role of women as warriors?

Q. 13. What was the incident which happened in Saigon Native Girls School in 1926 that created much bad-blood in Vietnam?
Q. 14. What were the Views of Paul Bernard regarding the development of colonies by the mother country?
**Answers**

**Ans. 1.** Major consequences of World War II:
1. The end of European Age.
2. The rise of the US to a superpower status.
3. The expansion of the Soviet Union.
4. The emergence of the Cold World War.
5. The beginning of the Nuclear age.
6. The rise of Nationalism and Independence movements in Asia and Africa.
7. A renewed effort to secure lasting peace through International organizations.

**Ans. 2.** The influence of China on Vietnamese culture and life:
(a) Vietnam initially was under the shadow of China.
(b) Even after independence Vietnam followed Chinese culture and Chinese form of government.
(c) Chinese was the language of the elite and Confucianism and was followed by a majority of Vietnamese. The Vietnamese Scholar Phan Boi Chau was educated in Confucian tradition.

**Ans. 3.** For the Vietnamese, the rat hunt seemed to provide an early lesson in the success of collective bargaining due the following reasons:
(a) Those who did the dirty work of entering sewers found that if they came together they could negotiate of a higher bounty.
(b) The bounty was paid when a tail was given as proof that the rat was killed. This invasion was the rat hunt which started in 1902.
(c) Apart from education, deteriorating health and hygiene in the country also agitated and inspired the nationalist feeling among them.
(d) The French part of Hanoi was built as a beautiful and clean city with wide streets and well, land out sewers system, whereas native quarters were not provided with modern facilities.

**Ans. 4.** French thought the necessity of colonies for them have the following reasons:
(a) For supply of natural resources.
(b) To bring benefits of backward civilization.
(c) For export of rice to International market.
(d) For high level of profit for business.

**Ans. 5.** The five challenges faced by the “New Republic of Vietnam” were:
(a) The French tried to regain control by using the emperor Bao Dai as their puppet.
(b) Vietminh was forced to retreat to the hills.
(c) The defeat of the French at Dien Bien Phu led to the Geneva conference.
(d) At the Geneva conference, Vietnam was divided into north under Ho Chi Minh and the south under Bao Dai.
(e) The Bao Dai government was overthrown by Ngo Dinh Diem.
(f) His dictatorial rule was opposed by united opposition under the banner of NLF (National Liberation Front).
(g) NLF’s effort to unify Vietnam under Ho Chi Minh led to the entry of the U.S. It sent troops and arms to prevent the establishment of a communist government.
Ans. 6. The students contributed to national movement in Vietnam in the following ways:
(a) Teachers and students did not follow the curriculum blindly.
(b) While teaching, Vietnamese teachers modified the text and aroused nationalism.
(c) For the school encouraged the students to adopt western styles such as short haircut, it was considered to be an attack on Vietnamese culture.
(d) In school textbooks ‘Vietnamese’ were represented as primitive and backward and capable only of manual labour. This aroused hatred against the French and love for the country.
(e) Discrimination in the schools gave rise to protests and demonstrations.

Ans. 7. Three Features of ‘Go East Movement’:
(a) In 1907-08, some 300 Vietnamese students went to Japan to acquire modern education. This is the Go East Movement.
(b) Their main objective was to drive out the French from Vietnam, overthrow the puppet emperor and re-establish the Nguyen dynasty that had been deposed by the French.
(c) These nationalists looked for foreign arms and help. They appealed to the Japanese as fellow Asians for help.

Ans. 8. The contribution of Ho Chi Minh in Vietnam’s struggle for Independence as follows:
(a) In February 1930, Ho Chi Minh brought together competing nationalist groups to establish Vietnamese Communist Party later known as Indo-Chinese communist party.
(b) In 1940, when Japan occupied Vietnam, nationalists under Ho Chi Minh had to fight against both the French and the Japanese.
(c) The League for the Independence of Vietnam was later known as Vietminh, which fought the Japanese and recaptured Hanoi in 1945.
(d) The Democratic Republic was formed and Ho Chi Minh became its chairman.
(e) After 8 years of fighting, the French too was defeated by Vietminh under Ho Chi Minh. According to Geneva Convention, Vietnam was split into North and South Vietnam. Ho Chi Minh and the communists took power in the North. Till the end of his life, Ho Chi Minh struggled for the creation of united Vietnam.

Ans. 9. Phan Chu Trinh was a nationalist. He helped the modernization of Vietnam by applying following nationalistic views:
(a) He sought to end France’s brutal occupation of Vietnam.
(b) He was intensely hostile to monarchy and opposed the idea of resisting the French with the help of the court.
(c) He wanted to establish a democratic republic.
(d) He was influenced by western ideals like liberty.
(e) He demanded that the French should set up legal and educational institutions and should develop agriculture and industries.
Ans. 10. The French colonized Vietnam in various domains:

(a) **Civilizing Mission**: French claimed that they were bringing modern civilization to the Vietnamese but they dismantled the traditional education system and established French and western pattern of education in Vietnam. They deliberately failed students, glorified French and colonial rule, adopted western styles against Vietnamese interest.

(b) **City Modernization**: French tried to create modern Vietnam with modern native quarter which was earlier not provided with modern facilities. They refuse from the old city drained straight out into the river, overflowed the streets and breeding of rats. French started Rat Hunt. For the Vietnamese, the rat hunt seemed to provide an early lesson in the success of collective bargaining.

(c) **Religion and anti-colonization**: Vietnam’s religious beliefs were a mixture of Buddhism, Confucianism and syncretic tradition. French introduced Christianity against their interest which resulted in scholars Revolt in 1868 and Hoa-Hao revolt in 1939.

(d) **Vision of Modernization**: French considered the ‘west’ as the symbol of development and civilization. This led to debates in Vietnam between Phan Cheu Trinh and Phan Boi Chau who earlier opposed the idea of resisting the French and was hostile to French whereas the later one resisted French and wanted to regain sovereignty and ties with China.

Ans. 11. The impact of U.S. was with Vietnam on American government and people were as follows:

(a) The prolongation of U.S. war with Vietnam created a strong reaction within the U.S. It was clear that U.S. had failed to achieve its objectives.

(b) Vietnamese resistance had not been crushed. The government had lost the support of people.

(c) Thousands of young U.S. soldiers had lost their lives. Many became disillusioned with what U.S. was doing and eminent scholars and writers considered it as a greatest threat to peace, national self-determination and international cooperation.

(d) The government of the U.S. was blamed not only by its own people but by most of the world governments.

Ans. 12. The role of women as warriors:

(a) As brave fighters seen shooting down planes.

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

(c) Stories were written to show their role in army.

(d) Nguyen Thi Xuan was reputed to have shot down a jet with just twenty bullets.

The role of women as workers:

(a) They were shown with a rifle in one hand and a hammer in the other.

(b) They were depicted as selflessly working and fighting to save the country.

(c) Many women joined the resistant movement.


(b) It so happened that a Vietnamese girl sitting on one of the front seats was asked to vacate her seat for a local French student. When she refused to do so, she was expelled from the school by the Principal.

(c) When the angry students protested, they too were expelled leading to a further spread of the agitation and the protests.

(d) Seeing the situation getting out of control, the school authorities forced the school to take back the students.

(e) Such incidents went a long way in instilling the national feelings among the Vietnamese people.
Ans. 14. Views of Paul Bernard regarding the development of colonies by the mother country:

(a) He believed that the economy of the colonies needed to be developed.
(b) If the economy was developed and the standard of living of the people improved, they would buy more goods. The market would consequently expand, leading to better profits for French business.
(c) Bernard suggested that there were several barriers to economic growth in Vietnam like high population levels, low agricultural productivity and extensive indebtedness amongst the peasants.
(d) To reduce rural poverty and increase agricultural productivity, it was necessary to carry out land reforms as the Japanese had done in the 1890s.
(e) As the experience of Japan showed, industrialization would be essential to create more jobs.