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A LEVEL

Delivery Guide

H055, H505

HISTORY

Theme: The Cold War in Asia 1945-1993

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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

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KEY

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AS Level only — AS Level content only

Curriculum Content

The idea is to provide a range of alternative ways to deliver this content at A level so teachers can pick and choose and approach that suits them and their classes.

Unit H055, H505: The Cold War in Asia 1945–1993

Key Topic	Content Learners should have studied the following:
Western Policies in Post War Asia 1945–1979	Decisions on Asia at Yalta and Potsdam; US policies– Kennan's Long Telegram 1946, the creation of Model States (occupation and reconstruction of Japan; independence in the Philippines and Roxas), US involvement with Jiang Jieshi, the reasons for the fall of China to Communism in 1949 and US reactions, defensive perimeter strategy 1949 and NSC-68 1950; US policy towards China and Taiwan 1949 to 1979 (including Nixon's visit to China 1972 and the end of recognition for Taiwan 1979), the occupation of a divided Korea and UN involvement (1945–1949); British policies in Malaysia – the Emergency 1948–1960 and independence 1963; Dutch policies in Indonesia – Sukarno and independence 1949 and the military/communist balance to Suharto; the USSR's influence in Southeast Asia and her attitudes to China.
The Korean War 1950–1953 and its impact to 1977	Causes and outbreak of the Korean War, the aims of Kim Il Sung and Syngman Rhee; US and UN involvement in the war: Russian support for Kim, the Inchon landing, the UN crossing of the 38th parallel and advance to the Yalu river, Chinese intervention in Korea and its impact; reasons for Truman's dismissal of MacArthur; causes of stalemate 1951–1953; US public opinion; the changing nature of the war; difficulties in reaching a settlement; the outcome for the participants, the situation in Asia in 1953; the creation of SEATO in 1954 and its failure to 1977; non alignment – the Bandung Conference 1955 and its development from 1961.
Indochina 1945–1967	French colonial government in Indochina; Ho Chi Minh and the rise of the Viet Minh; the battle of Dien Bien Phu (1954); the Geneva Conference 1954 and the division of Vietnam; Eisenhower's policies towards Indochina; Diem's government of South Vietnam (1955–1963), its relations with Hanoi; formation of the NLF (1961), its impact;, Kennedy's policies towards Indochina (1961–1963), Diem's assassination (1963); Johnson's policy: the Gulf of Tonkin resolution (1964), start of US escalation of forces in Vietnam (1965); start of Operation Rolling Thunder (1965).
Wars in Vietnam and Cambodia 1968–1993	The role of the US military in Vietnam, the Vietcong and guerrilla warfare, the Tet Offensive (1968), continuation of bombing campaigns, Nixon's policies in Vietnam, Cambodia and Laos, his relations with China, Paris peace talks (1967–1973), victory of North Vietnam and the fall of Saigon (1975) and the reasons why the USA failed to win the war; Cambodia – Sihanouk 1955–1970, reasons for civil war and North Vietnamese intervention, US bombing and the fall of the Khmer republic 1970–1975, Pol Pot and Democratic.

Thinking Conceptually

Approaches to teaching the content

The Historical Themes unit seeks to develop an understanding of connections between different elements of the subject. It allows learners to draw together knowledge, understanding and skills of diverse issues centred upon a common theme.

- A chronological approach to content can lead to chronological answers. While an understanding of the chronological outline of the period is crucial to fit content into a wider framework, a thematic approach to content is advised.

- An effective approach is to break down each key topic into a number of smaller investigation questions as a means to approach content. Content investigated in this way leads naturally to essay style responses and provides opportunities to develop key historical skills such as significance, change and continuity, evaluation etc.

- Each section of each topic can be approached in this manner. For instance, one investigation area may be, 'Investigate what was the most significant contributory factor to the fall of China in 1949'. This requires a comparative study of all the factors that contributed to the fall of China and would lead to an exercise in which the relative significance of each factor is either ranked or assessed and given a value. The students' conclusions can then be explained either in written or verbal form to develop exam skills.

- Another potential approach is to investigate a controversy, for example 'Was Truman forced to dismiss General MacArthur?' Students can assess the strength of the evidence that supports and opposes this assertion. They can then develop this in a number of ways depending on ability or position within the course. A lower ability student may be challenged to answer the question with a simple YES or NO and then explain their reasoning. A higher ability student should be challenged to consider to what extent Truman was forced to dismiss MacArthur and to what extent he chose to. A good way to develop this type of task is a 'washing line investigation', an example of which is included in the resources section. This promotes the skills of evaluation and analytical argument.

Common misconceptions or difficulties students may have

- There is a range of key terminology that students are required to grasp along with a basic understanding concepts such as Capitalism, Communism, Nationalism and Imperialism to be able to access the key issues of the course beginning by understanding and defining these key ideas is important. Similarly an understanding of the context of the Second World War in Europe and in Asia is crucial to understanding the post war world.

Thinking Conceptually

- Students can struggle with the range and depth of the content, particularly with unfamiliar and often similar names of key figures causing confusion. Similarly, the number and variety of acronyms of various organisations needs to be addressed specifically for many students.

- Students can find the similarities between the various conflicts confusing in particular the Korean and Vietnam Wars. However it is possible to use these parallels to develop students understanding by deliberately drawing contrasts.

- There is a danger that students can focus upon the outcome of events and see earlier decisions in this context and therefore misunderstand the reasoning behind decisions. For example, the US policy of 'Search and Destroy' alienated ordinary Vietnamese, and it is easy for students to conclude that the policy was 'stupid' based on hindsight rather than considering the reasons why the policy was enacted in the first place.

- The significance of ideology as opposed to national interest in determining the actions of various parties. For example, if both China and Russia are Communist states, why do they act differently in relation to supporting North Korea on various occasions? Likewise, the US use of model states policy in the Philippines and their willingness to work with a non democratic government in Vietnam seemingly compromises their commitment to democratic values.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.

This section develops key conceptual historical skills which link directly to the British period study and enquiry. It could also be used by students as the basis for their topic based essay as there are many areas which merit wider investigation.

ACTIVITIES

There are a wide range of contexts that can be used to both teach and re-enforce different content areas.

- There is a very wide range of primary source material available to support this topic that can be used to build investigations into particular issues or area. This could be approached either individually or in groups. This can act as an engaging introduction to a topic or as a means of adding depth or challenge to reading and note taking tasks to re-enforce learning (see Example Resource 1)
- There are also a wide range of opinion upon the various issues and conflicts that make us these topics. One potential approach is to use a secondary source which expresses an opinion on an issue or an event and assess to what extent students agree with this opinion. This could be used as an assessment or plenary style task, having already studied an area of content.
- Alternately secondary evidence could be used as a basis for investigating content with students breaking down information into evidence which supports and opposes the opinion expressed in the source before coming to a judgement (see Example Resource 2)
- Using graphs to track change and continuity over time. This can be used if students are asked to give a numerical value to a judgement and then chart how this number changes over a period of time. For example this could be used to chart the level of US involvement in Vietnam from 1964-65 (encompassing the Gulf of Tonkin incident through to full commitment of US troops). This is effective for showing key turning points as well as change and continuity over time (see Example Resource 3)
- It is generally possible to break down bigger topics into a range of smaller areas which can then be assessed and evaluated against each other. For instance 'Why was the US unable to win the Vietnam War' can be broken down into a range of factors which can then be evaluated in a number of ways:
    - Ranking
    - Divide them into significant factors and insignificant factors
    - 'Washing line task' (see Example Resource 4)
    - Significance ratings
    - 'Spectrum of Significance' (see Example Resource 5)

All of these exercises challenge students to come to an evaluative judgement which then develops essay and analytical skills.

Thinking Contextually

Activities	Resources
All Example resources are designed to be used in conjunction with content taken from textbooks and from lessons. **Example Resource 1- Using a primary source as an introduction to a topic.** In this exercise students are challenged to react to a piece of primary evidence based upon historical knowledge. This can be carried out either as an introduction to a topic (in this case President Truman's reasons for dismissing MacArthur) or as a review to consider content that has already been studied. Students are challenged to identify reasons within the source. More importantly there is an evaluative judgement as to whether Truman is being honest about his reasons. Therefore students are challenged to make a value judgement (drawing a mark along the spectrum to mark HOW honest Truman is being as opposed to a simple YES/NO) and then explaining how they reached that judgement. This should challenge students to come to judgements based upon their own knowledge.	Learner Resource 1
Example Resource 2 – Using a statement to categorise information leading to an evaluative judgement. Use the 'historians' statement as a starting point to use textbook material to investigate whether Truman was forced to dismiss MacArthur. Evidence which supports each side can then be noted into the table. Once this is complete an overall assessment of the strength of each side can be made by circling the most accurate description of the strength of the evidence (strong, quite strong etc.) and students are challenged to explain this judgement. This then leads into an overall judgement to the starting question using a washing line task to encourage an evaluative judgement.	Learner Resource 2

Thinking Contextually

Activities	Resources
Example Resource 3 - Graph task. Students should consider how committed and involved US forces were in Vietnam at each stage of the table. This should be rated out of 10 for each stage with 0 being no involvement at all and 10 being complete commitment of the Army to all out war. This can then be plotted on the graph to highlight key points of change in the commitment of the US Army (and should demonstrate that the Gulf of Tonkin resolution did not lead to an immediate escalation of US actions inside Vietnam). This is then followed up with a potential discussion or individual task based on the final question as to which event represents the key turning point.	Learner Resource 3
Example Resource 4 – Washing-line Task. Students to make a judgement to what extent the model states policy was a success or failure by marking on the success failure 'washing-line'. There is also a table for collection of evidence prior to this. It is important that students understand that they are making an evaluate judgement here as they are assessing the extent of success or failure. Therefore it is crucial that they are challenged to provide an explanation for their evaluative judgement and justify where they placed their mark on the line either in written form or through discussion and questioning.	Learner Resource 4
Example Resource 5 – Significance Spectrum Task. This task involves placing a number of different factors onto a spectrum to display their relative significance. The higher on the spectrum they are placed the more significant they are. The first part of this resource is a note-taking page on the reasons why France lost the Indochina war with space to take notes relating to each factor and a space to write in a ranking from one to 4 to determine the most important to least important factor. This can then be taken on to the spectrum (example resource 6) in which the four factors are placed along the line to display the extent of their significance. Factors placed at the top are crucial and factors placed at the bottom are totally insignificant. In reality factors will be somewhere between.	Learner Resource 5

Thinking Contextually

Activities	Resources
Example Resource 6 – Significance Points. This resource involves studying a topic broken down into various factors that contribute to a wider question. For this resource this has already been done, breaking down the reasons why the US was unable to win the Vietnam war into 6 categories The Viet Cong and Guerrilla warfare, The Draft and the Anti War movement, The military impact of the Tet offensive, Opposition to the War in the United States, The Media's impact upon opposition and the impact of the Tet offensive and Confusion inside the US government. This having been done already students are given the resource table and told to distribute 30 points between the different factors, the more important a factor the more points it receives. This can be done with physical tokens or by colouring in the squares. Limiting students to 30 points is important as it forces them to make relative judgements as they have to take points away from one factor before they can give it to another. For this reason using tokens to mark the points is very effective.	Learner Resource 6

Learner resource 1

See page 9

Example Resource 1 (source taken from existing OCR textbook)
Introduction or Plenary Primary source task -

B On the day he relieved General MacArthur of his command, the President addresses the American public on television.

I believe we should limit the war to Korea for these vital reasons:

- *to make sure that the precious lives of our fighting men are not wasted*
- *to see that the security of our country and the free world is not needlessly jeopardised*
- *and to prevent a Third World War.*

A number of events have made it evident that General MacArthur did not agree with that policy. I have therefore considered it essential to relieve General MacArthur so that there would be no doubt or confusion as to the real aim of our policy.

From a speech by Harry S. Truman broadcast to the nation, 11 April 1951

What reasons does President Truman give for the dismissal of General MacArthur?

-
-
-

Review section - Based on your own knowledge/research to what extent was Truman being honest about his reasons for dismissing MacArthur?

Honest ——— Dishonest

Explain your answer:

Learner resource 2

Was Truman forced to dismiss General MacArthur?

See page 9

> *"Truman clearly chose to dismiss MacArthur. His popularity and support within the American public presented a direct challenge to the President's ideas of containment. MacArthur's promotion of a rollback strategy undermined Truman so he created the context to dismiss MacArthur.'*

I.M.A. Revisionist *Truman and the Korean War* (1985)

Sort out the evidence which supports and opposes this interpretation from your textbook.

Some suggestions of appropriate textbooks are listed below. This list is by no means exclusive and you are free to use whatever resources you see fit.

- Sanders, V. (2010) *The USA in Asia 1945-1975,* London: Hodder pp.61-64
- Randall, S. (2010) *The USA and the Cold War in Asia 1945-1975*, London: OCR/Heinemann pp. 76-79
- Stewart, G. (2009) *Ideology, Conflict and Retreat: The USA in Asia 1950-1973*, Essex: Pearson pp. 35-36

Evidence which supports the interpretation	Evidence which opposes the interpretation
Overall Strength of this evidence –	Overall Strength of this evidence –
Strong Quite Strong Quite Weak Weak	Strong Quite Strong Quite Weak Weak

Learner resource 2

See page 9

Explanation of the evidence which supports the interpretation	Explanation of the evidence which opposes the interpretation

Overall do you agree or disagree that Truman chose to dismiss MacArthur

Chose ——— Forced

Explain your answer:

Learner resource 3

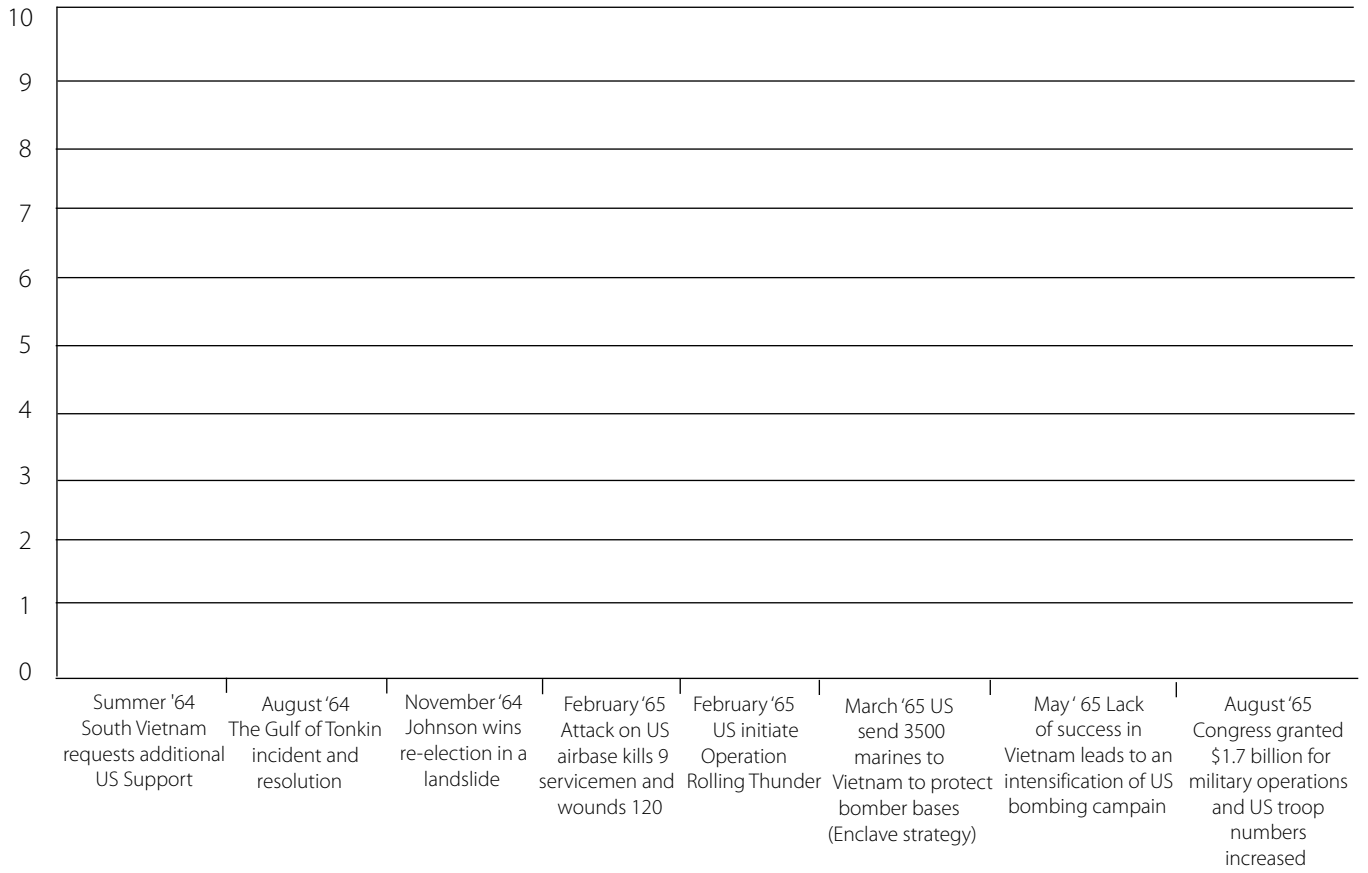
See page 10

Events	Level of US Involvement at this point (out of 10)	Significance of this event to escalating US involvement (out of 10 explain rating)
Summer 1964 – US forces in Vietnam between 16,000 18,500. Only 200 Americans have died in Vietnam and General Khanh, leader of South Vietnamese is seeking to pressurise the US into escalating their involvement.		
August 1964 – The Gulf of Tonkin incident leads to the Gulf of Tonkin resolution empowering the President to take whatever actions he sees fit to protect US forces in Vietnam.		
November 1964 – Johnson wins the presidential election, with a massive 61% of the vote.		
Feb 1965 – Viet Cong attack a US air base in South Vietnam killing 9 soldiers and wounding 120. 22 Aircraft were also damaged.		
Feb 1965 – The US initiate operation Rolling Thunder which included a systematic bombing campaign on Viet Cong supply routes through Laos from the North.		
March 1965 – 3500 US marines sent to Vietnam to protect bomber bases. They focused only on protecting these bases (known as enclave strategy).		
May 1965 – The lack of success and a deteriorating situation in south Vietnam leads to an intensification of the US bombing campaign.		
August 1965 – Congress granted $1.7 billion for military operations and US troop numbers were increased.		

Learner resource 3

See page 10

Level of US involvement line graph



What was the key turning point in the commitment of US forces to Vietnam 1964-65?

Learner resource 4

See page 10

How successful was the policy of Model States in Asia
Success or failure.

Model State Aims	Philippines	Japan
Politics – Create a functioning democracy.		
Economics – Create a strong capitalist Economy.		
Social – Import American values of freedom and individualism and create a stable peaceful society.		
Military- Ensure that the country would pose no threat and could become a strong ally against communism.		

Overall was the policy of model states in Japan and the Philippines a Success or a failure?

Success ——— Failure

Learner resource 5

See page 10

Why did the French fail in Indochina?

- Bo Dai's unpopularity and Ho's popularity
- Vietnamese Rebel Strengths
- The role of Vo Nguyen Giap
- The battle of Dien Bien Phu

Explain your answer:

Learner resource 6

See page 11

Spectrum of Significance – Why did the French Fail in Indochina?

Place the four factors on the spectrum depending upon how significant you think they were to the French Failure in Indochina.

- Bo Dai's unpopularity and Ho's popularity
- Vietnamese Rebel Strengths
- The role of Vo Nguyen Giap
- The battle of Dien Bien Phu

Crucially Significant ← **50/50** → **Crucially insignificant**

Learner resource 6

See page 11

'The war in Vietnam was not lost on the battlefield; it was lost in the living rooms of America'

Why was the US unable to win the Vietnam War? Divide up 30 significance points between these factors.

The Viet Cong and Guerilla warfare	
The Draft and Anti War movement	
The Millitary impact of the Tet offensive	
Opposition to the War in the United States	
The Media's Impact upon opposition and the impact of the Tet offensive	
Confusion inside the US government	

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