



Scheme of work

Conflict and tension in Asia, 1950–1975

This resource provides guidance for teaching Conflict and tension in Asia, 1950–1975 depth studies topic from our GCSE History (8145). We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

This scheme of work enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time, but it covers three revision and assessment lessons.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

When considering primary and secondary evidence, remember that the exam paper tests students' ability to analyse and evaluate contemporary sources (A03). A range of contemporary sources might include: cartoons, photographs, film, newspaper accounts, eye-witness descriptions and official documents. Subsequent interpretations of these events and developments will not be tested in the exam, but may be used in the classroom to support understanding of a topic.

Resources

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources.

Part one: Conflict in Korea

Causes of the Korean War

Lesson number	Specification content	Guidance	Learning activity	Resources
1, 2 and 3	<ul style="list-style-type: none">• Nationalism in Korea• US relations and China.• Division of Korea.• Kim Il Sung and Syngman Rhee.• Reasons why the North invaded the South in June 1950.• US and the UN responses.• USSR's absence from the UN.	<p>The focus should be on describing and explaining the reasons for deterioration in relations in Korea in the late 1940s and early 1950s. There should also be an emphasis on the interventions put in place from the UN, the USA and the USSR.</p>	<p>Enquiry question: What was the main cause of the Korean War?</p> <p>Provide your students with an overview of the political situation in Korea and key individuals, such as Kim Il Sung and Syngman Rhee.</p> <p>Students map sources to show the involvement and progress of the UN and powers in Korea – how great a threat was the war to world peace?</p> <p>Students research events which led up to Korea and produce a chart of the main developments – showing why the US became involved. Also they can summarise how the main events were connected which led to involvement in the war.</p>	<p>Contemporary written and visual sources about the events leading to the war.</p> <p>Research materials relating to the causes of the Korean War.</p> <p>Background materials to show position of Cold War in the late 1940s.</p>

Development of the Korean War

Lesson number	Specification content	Guidance	Learning activity	Resources
4, 5 and 6	<ul style="list-style-type: none"> UN campaign in North and South Korea. Inchon landings and recapture of South Korea. UN forces advance into North Korea. Reaction of China and intervention of Chinese troops Oct 1950. The sacking of MacArthur. 	<p>The focus is on actions of the UN and their successes and failures, alongside the Chinese response.</p> <p>The emphasis should be on encouraging students to objectively view the actions of the countries and UN.</p>	<p>Students produce a map to show the movements of the troops in the years 1950–1953, over the course of 3-4 maps.</p> <p>Role play: students consider how would the UN, USA and China feel that the war was going?</p> <p>Class discussion: why did the Americans not support MacArthur in continuing the war and attacking China?</p> <p>Students write a letter from MacArthur to President Truman, following MacArthur's removal from the position of commander of the UN troops in April 1951, explaining his actions in the Korean War.</p> <p>Students consider what questions they would ask MacArthur about the progress of the war, prior to his removal. Students think about what arguments MacArthur could have used to justify his actions.</p>	<p>Blank maps to annotate.</p> <p>Source, which shows MacArthur's acceptance of the position of commander of the British troops.</p>

The end of the Korean War

Lesson number	Specification content	Guidance	Learning activity	Resources
7 and 8	<ul style="list-style-type: none"> • Military stalemate around the 38th parallel. • Peace talks and the armistice. • Impact of the Korean War for Korea, the UN and Sino-American relations. 	<p>The emphasis should be on the terms of the armistice and the impact on Korea, both positive and negative. Also to discuss the impact of the Korean War on the Cold War.</p>	<p>Source exercise: students look at a range of sources relating to attitudes about the war. Students group the sources for and against, and record the results.</p> <p>Students compare the sources for their utility based on content, purpose and knowledge.</p> <p>Students write a report for the new President Eisenhower, about what lessons can be learnt from the war. The report should advise the president on:</p> <ul style="list-style-type: none"> • the US aims in Korea • the support of the UN • how far they achieved their aims • should MacArthur have been allowed to invade North Korea? • the cost of the war • MacArthur's removal. <p>Class discussion: students consider the following questions:</p>	<p>Sources and interpretations relating to the impact of the war.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			<ul style="list-style-type: none"> • Did the Korean War have a significant impact on Cold War relations? • Was the Korean War a success for containment? 	

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9	Review and assessment of Part one.	This is an opportunity for you to assess your students' understanding of Part one and to develop their exam techniques.	<p>You could present your students with contrasting sources and ask them to compare the sources' usefulness in helping us to understand the impact of the Korean War.</p> <p>You could also give them an agree/disagree style question based on the specimen paper.</p> <p>Class discussion: students consider the following question: 'during the Korean War, critics said that the USA simply pulled the strings of the UN like a puppet' – how far do you agree?</p>	Sources to use for assessment task.

Part two: Escalation of conflict in Vietnam

The end of French colonial rule

Lesson number	Specification content	Guidance	Learning activity	Resources
10 and 11	<ul style="list-style-type: none">• Dien Bien Phu and its consequences.• Geneva Agreement, 1954.• Civil War in South Vietnam.• Opposition to Diem.	<p>Provide your students with a brief overview – why were the French in Vietnam and what happened at Dien Bien Phu?</p> <p>The focus of these lessons is to also understand US policy and intervention after the Battle of Dien Bien Phu as a result of the Geneva Convention and the division. The emphasis is on causation and consequence.</p>	<p>Enquiry question: did America become too involved in the 1950s and early 1960s?</p> <p>Give your students an outline of why the French were in Vietnam and what happened at Dien Bien Phu.</p> <p>Students can produce a spider diagram of the problems left behind by the French when they withdrew from Vietnam in 1954.</p> <p>Students prepare a timeline of American involvement from 1954–1965.</p> <p>In groups students produce a report based on the following scenario: It is 1954. The French President must explain to the French media why the modern developed state of France has been forced to pull out of Indochina. Prepare some briefing notes for his</p>	Research materials for the timeline and spider diagram.

Lesson number	Specification content	Guidance	Learning activity	Resources
			<p>presentation including:</p> <ul style="list-style-type: none"> the Vietminh attacks the lack of support of the Vietnamese people support from USSR and China for the Vietminh. 	
12	The Vietcong – aims, support, leadership and guerrilla tactics and Ho Chi Minh.	The focus is to look at the new method of warfare, which the American and French soldiers faced. The students should be made aware of the aims, beliefs and methodology of guerrilla warfare and where the ideas originated.	<p>Enquiry question: why were the French unable to defeat the Communists in Vietnam?</p> <p>Students write for a newspaper explaining how guerrilla tactics could be very effective against conventional warfare.</p> <p>Case study: complete an investigation about the life of Ho Chi Minh and the influence of Sun Tzu.</p> <p>Draw a diagram of a Vietcong tunnel system.</p> <p>Create a mind map showing why the tactics used by the Vietcong were so successful.</p> <p>Class debate: one Vietcong leader said ‘The people are the water. Our armies are the fish’.</p>	<p>A range of sources (photographs, film footage and personal accounts) relating to the impact and effect of guerrilla warfare.</p> <p>Choose a piece of evidence from a range of sources, which demonstrates that the Vietcong had the support of the Vietnamese people.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			Ask your students to consider what he meant.	

The US involvement

Lesson number	Specification content	Guidance	Learning activity	Resources
13 and 14	<ul style="list-style-type: none"> The Domino Theory. Intervention under Eisenhower and Kennedy. Strategic Hamlets programme. 	The focus is on the background to American involvement, beginning with the policy of containment in the 1940s with President Truman. The lessons should look at how the different presidents became involved in the conflict from 1950–1963.	<p>Provide your students with explanation of the Domino Theory.</p> <p>Ask some of your students take on the role of a US government official at the time and write a report outlining what they think the prospects for success are in the war. Students need to convince other members of the class that war was the correct decision.</p> <p>Students research and write a response to the following question: why did the USA become increasingly involved in Vietnam?</p>	Research materials relating to the American involvement.
15	<ul style="list-style-type: none"> The Gulf of Tonkin. 	The focus should be on American reactions to the Gulf of Tonkin incident. Students should look at the events surrounding the attack on the ships and the American reactions to it.	<p>Students can complete a truth or fiction study of what happened at the Gulf of Tonkin. Students give a view supported by evidence.</p> <p>Class discussion: should congress have given Johnson the power to 'take all necessary measures to prevent further</p>	<p>Information relating to the events of the Gulf of Tonkin.</p> <p>Sources relating to who was to blame.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			aggression and achieve peace and security?	

Johnson's War

Lesson number	Specification content	Guidance	Learning activity	Resources
16	<ul style="list-style-type: none"> The US response to Vietcong tactics The mass bombing campaign. 	<p>The focus should be on beginning to look at the different tactics used by the US and their relative effectiveness, for example, 'hearts and minds', Operation Rolling Thunder (the theme of tactics will be continued throughout the next series of lessons).</p>	<p>Enquiry question: did the USA or the Vietcong have the advantage?</p> <p>Students produce a diagram showing each tactic used by the US in response to the guerrilla tactics and "rate" their effectiveness.</p> <p>Class discussion: 'Mixed results'. Is this a fair summary of the effectiveness of bombing in the Vietnam War?</p>	<p>Research materials relating to the effectiveness of mass bombings and the impact of 'hearts and minds'.</p>
17, 18 and 19	<ul style="list-style-type: none"> Demands for peace and growing student protests in the USA. My Lai and its public impact. Search and destroy tactics. 	<p>The focus should be on using the My Lai Massacre as a case study as an example of search and destroy tactics.</p> <p>You can start to develop your students' understanding of the reasons why some Americans wanted peace. Opposition to war will be developed in lessons 25 and 26.</p>	<p>Enquiry question: why was the My Lai Massacre so shocking to the American public?</p> <p>Discuss the details of the My Lai search and destroy mission. Use it to illustrate the failure of search and destroy as a tactic.</p> <p>Study reactions to My Lai and the impact on US and world attitudes to the Vietnam War.</p> <p>Investigation: was the sentence for Lieutenant Calley justified?</p>	<p>Sources including photographs, which show the events and reactions to the massacre.</p> <p>Information and sources relating to trial of Lieutenant</p>

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			<p>Students study evidence from his trial and write a report analysing whether or not the sentence was justified.</p> <p>Students write a response to the following question: how effective were guerrilla tactics during the Vietnam War?</p>	Calley.
20	<ul style="list-style-type: none"> The Tet Offensive and its consequences for the war. 	<p>The focus is on the Tet Offensive. Students should consider its military impact and its impact on morale in the USA.</p> <p>You should development your students' understanding of who claimed victory.</p>	<p>Enquiry question: was the Tet Offensive a victory for North Vietnam or the USA?</p> <p>Source evaluation: students gather together a range of images of the Tet Offensive. For each image they should decide how far it supports the view of a NVA victory or defeat.</p> <p>Ask your students to provide a written evaluation of the impact of Tet Offensive and also ask them to consider why the Tet Offensive might be considered a turning point in the war.</p>	<p>Sources relating to the impact of the Tet Offensive.</p> <p>Research materials about reactions to the Tet Offensive – who claimed the victory?</p>
21	Review and assessment of Part two	This is an opportunity to assess your students' understanding of Part two and develop their exam technique.	You could give your students a 'write an account' style question relating to events in Part two	

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			<p>and an evaluate 16 mark question relating to one of the enquiry questions from lessons 10 to 21.</p> <p>Class discussion: what do your students need to think about when writing narrative accounts and answering 16 mark evaluative questions?</p>	

Part three: The ending of conflict in Vietnam

Nixon's War

Lesson number	Specification content	Guidance	Learning activity	Resources
22	<ul style="list-style-type: none">Vietnamisation.	<p>Develop your students' understanding of the concept of Vietnamisation and Nixon's motivation for introducing the policy.</p> <p>The next few lessons could form the basis of a wider enquiry question: why did the USA lose the war?</p> <p>Students can over the next few lessons use the learning activities to create a spider diagram of the reasons why the USA lost the war and produce a timeline of key events and developments in the years 1969 to 1975.</p>	<p>Enquiry question: was Vietnamisation a complete disaster?</p> <p>Explore the concept of Vietnamisation with your students. Why do they think it was introduced?</p> <p>Students research the consequences/impact of Vietnamisation and consider to what extent the policy worked for:</p> <ul style="list-style-type: none">the US governmentthe US militarythe people of South Vietnam. <p>Class debate: was Vietnamisation a complete disaster?</p> <p>Students add their findings about Vietnamisation to their spider diagram and timeline.</p>	<p>Source material and information relating to the effects of Vietnamisation.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
23 and 24	<ul style="list-style-type: none"> • Chemical warfare. • Bombing campaign of 1970-1972. • Relations with China. • Widening of the war into Laos and Cambodia. 	<p>The focus is to look at the purpose and initial impact of the US attacks on Laos and Cambodia and the reasoning behind the continued war there between the years 1970–1972.</p> <p>Also, students should be able to assess the purpose and impact of the bombing of the North between the years 1970–1972.</p>	<p>Students analyse the reasons for the invasion of Cambodia and assess its military and political impact.</p> <p>Students annotate a map of Vietnam and its neighbours, plotting the military campaigns to develop their understanding of how conflict developed.</p> <p>Students add their findings to their spider diagram and timeline.</p>	<p>Blank maps.</p> <p>Research material relating to Cambodia and Laos.</p> <p>Sources to show the impact on Laos and Cambodia.</p>

Opposition to war

Lesson number	Specification content	Guidance	Learning activity	Resources
25 and 26	<ul style="list-style-type: none"> Kent State University. The importance of the media and TV in influencing public opinion. 	The focus of these lessons is to understand the range and impact of media coverage of the Vietnam War and how the different mediums affected opinions of the war. How did the media and protest movement contribute to ending the war?	<p>Following on from lesson 16, students can show how the US tactics were unpopular in the US and other parts of the world (Blanket bombing, napalm, Agent Orange, search and destroy).</p> <p>Media search: in a groups, students search for a range of visual images of the Vietnam War. They should divide them into different categories including: pro and anti-war images; images that are negative towards the NVA/Vietcong as well as the US troops, and images that show the long-term impact of the war itself.</p> <p>Case study: students can complete a profile on Walter Kronkite and his broadcasts.</p> <p>How did the peace movement use the media to support their cause? Students consider the following aspects:</p> <ul style="list-style-type: none"> protests 	Sources including film clips, photographs and music relating to the peace movement.

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			<ul style="list-style-type: none"> • anti-war propaganda, such as posters and placards • support by ex-soldiers and serving soldiers in Vietnam • the use of celebrities such as Mohammad Ali and Jane Fonda. <p>Students study the role of John Kerry and Vietnam Veterans against War (VVAW) in the Fulbright Hearing, 1971. What can they learn from this study?</p> <p>Extended writing opportunity: how did the media coverage of the Vietnam War in the USA lead to demands for peace?</p> <p>Students could write a full answer to the question or produce an essay plan, bulleted list or mind map.</p> <p>Students add their findings to their spider diagram and timeline.</p>	

Lesson number	Specification content	Guidance	Learning activity	Resources
27	<ul style="list-style-type: none"> The context of the Watergate Affair. 	The focus is to understand how the Watergate scandal led to Nixon losing his political capital in the USA with the Democrats and later forced his resignation. Your students should also be aware that it limited the resources which Ford had available to help the South.	<p>Students research the events of the Watergate scandal to create a newspaper front cover.</p> <p>Class discuss: what was the impact of the Watergate Affair on Americans and the war in Vietnam?</p> <p>Students add their findings to their spider diagram and timeline.</p>	Sources including film footage and primary accounts of key characters involved.
28 and 29	<ul style="list-style-type: none"> The Paris Peace Talks. The role of Kissenger. The US withdrawal. Fall of Saigon. The price of conflict. Problems of Vietnam in 1975. 	The focus is to look at the negotiations at the Paris Peace Conference and reasons behind the US decision to withdraw. Also to look at the final defeat for the South with the Fall of Saigon in 1975.	<p>Enquiry question: what were the consequences of the war for both sides?</p> <p>Students analyse images of the evacuation of Saigon and consider how the images affected attitudes in the USA towards the war.</p> <p>Students study the main terms of the Paris Peace agreement. They should decide who had the greater success at the negotiating table: Kissenger of the USA or Le Duc Tho from North Vietnam and justify their conclusion.</p>	Image analysis – newsreels and photographs of the final days in Saigon.

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			<p>Students produce an outline of the final defeat for the South. How does the fall of Saigon demonstrate the complete withdrawal from Vietnam of the US army and the end of US military and political influence?</p> <p>Students add their findings to their spider diagram and timeline.</p>	
30	Review and assessment of Parts one, two and three	This is an opportunity to assess your students' understanding of Parts one, two and three of the specified content and to develop their exam techniques.	<p>You could give your students two sources relating to either Parts one, two or three and ask them to evaluate their utility.</p> <p>Your students could also answer a 16 mark evaluative question which asks them to consider the most important reason why the USA lost the war.</p>	