

**Cambodian American Studies Model Curriculum
California Department of Education
Cambodian-Vietnamese War
Grade 10
Khmer Student Materials**

Translation Disclaimer

Student-facing content in this document was translated from English into Khmer by professional translators. The translation process was thorough and included several stages of review. While every effort has been made to ensure accuracy, word choices and content framing may not align with the preferences of all communities. We appreciate your understanding.

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Area of Study: Introduction to Cambodia's History

Compelling Question: How does learning about Cambodian history promote a greater understanding of Cambodian American experiences?

តើការសិក្សាអំពីប្រវត្តិសាស្ត្រកម្ពុជាជំរុញឱ្យមានការយល់ដឹងកាន់តែខ្លាំងអំពីបទពិសោធន៍ខ្មែរអាមេរិកាំងយ៉ាងដូចម្តេចដែរ?

Lesson Question (Supporting Question):

- How did the Cambodian–Vietnamese War change after the fall of the Khmer Rouge in 1979?
- How did the United States, China, and the Soviet Union play a role in the Cambodian–Vietnamese War?
- How did the genocide in Cambodia and the Cambodian–Vietnamese War lead to widespread refugee displacement?
- តើសង្គ្រាមកម្ពុជា-វៀតណាមបានប្រែប្រួលយ៉ាងណាខ្លះក្រោយការដួលរលំនៃរបបខ្មែរក្រហម ឆ្នាំ 1979?
- តើសហរដ្ឋអាមេរិក ចិន និងសហភាពសូវៀតមានតួនាទីយ៉ាងណាក្នុងសង្គ្រាមកម្ពុជា-វៀតណាម?
- តើអំពើប្រល័យពូជសាសន៍នៅកម្ពុជា និងសង្គ្រាមកម្ពុជា-វៀតណាមបាននាំឱ្យមានការផ្លាស់ប្តូរទីលំនៅជនភៀសខ្លួនយ៉ាងខ្លាំងដោយរបៀបណា?

Lesson Materials:

- **Supplies**
 - A computer with internet access

- Poster paper and markers
- **Readings**
 - Back to Square One
 - Rescue and Rebuilding Lives
- **Handouts**
 - Rubric
 - Link to handout:
<https://ucdavis.box.com/s/qx2290cmatz40msxn7kbwazdqpdlzaa>

Lesson Objective:

Students will have a deeper understanding of the historical events of the Cambodian–Vietnamese War and determine the impact of the war on the citizens of Cambodia.

សិស្សនឹងយល់កាន់តែស៊ីជម្រៅអំពីព្រឹត្តិការណ៍ប្រវត្តិសាស្ត្រនៃសង្គ្រាមកម្ពុជា-វៀតណាម និងកំណត់ពីផលប៉ះពាល់នៃសង្គ្រាមមកលើប្រជាពលរដ្ឋកម្ពុជា។

Historical Thinking Skill: The Ethical Dimension. This lesson will facilitate student proficiency in the *ethical dimension*, one of Seixas’ historical thinking skills (Seixas & Morton, 2013). To consolidate thinking about how we should remember and respond to the past. To recognize the ethical stance in a museum exhibit.

A fair assessment of the ethical implications of history can inform us of our responsibilities to remember and respond to contributions, sacrifices, and injustices of the past. Students will consider how the Cambodian Vietnamese War ended the genocide but brought in a new period of imperialism.

Standards Addressed:

HSS 10.9.2 Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.

CCSS.ELA-Literacy. RI,.9–10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS. ELA-Literacy W.9–10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson Assessment:

Students will be assessed on their understanding of the Cambodian-Vietnamese War and its impact on the citizens of Cambodia through a Gallery Walk of artifacts students create to show their learning. The artifacts will be assessed using the included rubric.

សិស្សនឹងត្រូវបានវាយតម្លៃលើការយល់ដឹងរបស់ពួកគេអំពីសង្គ្រាមកម្ពុជា-វៀតណាម

និងផលប៉ះពាល់របស់វាមកលើប្រជាពលរដ្ឋកម្ពុជា

តាមរយៈការដើរតាមវិចិត្រសាលនៃវត្ថុបុរាណដែលសិស្សបង្កើតដើម្បីបង្ហាញពីការសិក្សារបស់ពួកគេ។

វត្ថុបុរាណនឹងត្រូវបានវាយតម្លៃដោយលក្ខណៈវិនិច្ឆ័យតាមប្រធានបទវាយតម្លៃដែលបានបញ្ចូល។

Suggested Amount of Time: 90 minutes

Lesson Background:

The Cambodian-Vietnamese War took place between 1978 and 1989. Vietnam invaded Cambodia in late 1978 and removed the government of Pol Pot and the Khmer Rouge in January of 1979. The conflict then became a guerilla war tied to larger Cold War influences including military aid from the Soviet Union supporting the Vietnamese backed government, and aid from China and the United States backing the rebels. This war and the past genocide caused many Cambodians to flee their country as refugees.

Lesson Procedures:

1. Warm-up: Ask students to think about their family or communities, and if they know of their origin/migration stories. For students who feel comfortable, ask them to share with the class.

ការពិភាក្សាស្តារពីមុនបង្រៀន៖ សុំឱ្យសិស្សគិតអំពីគ្រួសារ ឬសហគមន៍របស់ពួកគេ

ហើយប្រសិនបើពួកគេដឹងពីប្រភពដើម/រឿងរ៉ាវនៃការធ្វើចំណាកស្រុករបស់ពួកគេ។

សម្រាប់សិស្សដែលមានភាពក្លាហាន សុំឱ្យពួកគេចែករំលែកជាមួយសិស្សក្នុងថ្នាក់ផ្សេងៗ។

2. Introduce students to lesson questions, objective, and background.
3. Interaction with first source: Rescue and Rebuilding Lives
<https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/cambodia/rescue-and-rebuilding-lives/>
 - a. First Read: Have students preview the text and identify any unfamiliar terms. Then, work as a class to define those terms.
 - b. Second Read: Summarize the text into two main ideas.
 - c. Third Read: Work as a class to answer these questions utilizing the text:
 - i. How did the Cambodian–Vietnamese War change after the fall of the Khmer Rouge in 1979?

- ii. How did the United States, China, and the Soviet Union play a role in the Cambodian–Vietnamese War?
- iii. How did the genocide in Cambodia and the Cambodian–Vietnamese War lead to widespread refugee displacement?
- i. តើសង្គ្រាមកម្ពុជា-វៀតណាមបានប្រែប្រួលយ៉ាងណាខ្លះក្រោយការដួលរលំនៃរបបខ្មែរក្រហមឆ្នាំ1979?
- ii. តើសហរដ្ឋអាមេរិក ចិន និងសហភាពសូវៀតមានតួនាទីយ៉ាងណាក្នុងសង្គ្រាមកម្ពុជា-វៀតណាម?
- iii. តើអំពើប្រល័យពូជសាសន៍នៅកម្ពុជា និងសង្គ្រាមកម្ពុជា-វៀតណាមបាននាំឱ្យមានការផ្លាស់ប្តូរទីលំនៅជនភៀសខ្លួនយ៉ាងខ្លាំងដោយរបៀបណា?

4. Interaction with second source: Back to Square One

<https://www.pbs.org/frontlineworld/stories/cambodia/tl04.html>

- a. First Read: Have students preview the text and identify any unfamiliar terms. Then, work as a class to define those terms.
- b. Second Read: Students will work with a partner to summarize the text into two main ideas.
- c. Third Read: Either independently or with a partner, have students answer these questions utilizing the text:
 - i. How did the Cambodian–Vietnamese War change after the fall of the Khmer Rouge in 1979?
 - ii. How did the United States, China, and the Soviet Union play a role in the Cambodian–Vietnamese War?
 - iii. How did the genocide in Cambodia and the Cambodian–Vietnamese War lead to widespread refugee displacement?
 - i. តើសង្គ្រាមកម្ពុជា-វៀតណាមបានប្រែប្រួលយ៉ាងណាខ្លះក្រោយការដួលរលំនៃរបបខ្មែរក្រហម ឆ្នាំ 1979?
 - ii. តើសហរដ្ឋអាមេរិក ចិន និងសហភាពសូវៀតមានតួនាទីយ៉ាងណាក្នុងសង្គ្រាមកម្ពុជា-វៀតណាម?

- iii. តើអំពើប្រល័យពូជសាសន៍នៅកម្ពុជា
និងសង្គ្រាមកម្ពុជា-វៀតណាមបាននាំឱ្យមានការផ្លាស់ប្តូរទីលំនៅជនភៀសខ្លួនយ៉ាងខ្លាំងដោយរបៀបណា?

d. Additional support to help students in completing this task:

- i. The teachers can provide a word wall and sentence frames to support diverse learners at all levels when writing down their responses and ideas.
- ii. Students who need more vocabulary support should also be given access to online dictionaries or paired with other students for open dialogue on harder concepts.

5. After the students have finished the reading and answered their questions, have them have a brief discussion about their answers in the group.

a. Here's are some group strategies to support group work:

- i. Students are provided independent thinking time before small group discussions. This helps students brainstorm their responses to the prompted questions to be asked.
- ii. Students should be encouraged to participate in smaller group discussions when appropriate to talk through harder topics.
- iii. They should also be encouraged to share their findings with one another through dialogue.

6. Cultural Production: Have students (independently, in groups, or in pairs) create a visual artifact on a piece of poster paper, or they can complete it digitally. The teacher should share the Rubric handout with the students and explain how they will be assessed. Their artifact should include the following:

- a. A timeline of the Cambodian–Vietnamese War
- b. A mind map or combination of text and images.

ផលិតកម្មវប្បធម៌៖ ឱ្យសិស្ស (ជាបុគ្គល ជាក្រុម ឬជាដៃគូ)

បង្កើតវត្ថុបុរាណដែលមើលឃើញនៅលើក្រដាសផ្ទាំងរូបភាព ឬពួកគេអាចធ្វើវាតាមឌីជីថល។ គ្រូគួរចែករំលែកឯកសារលក្ខណៈវិនិច្ឆ័យសម្រាប់វាយតម្លៃ ដល់សិស្ស ហើយពន្យល់ពីរបៀបដែលពួកគេនឹងត្រូវបានវាយតម្លៃ។

វត្ថុបុរាណរបស់ពួកគេគួរតែមានចំណុចដូចខាងក្រោម៖

- a. ពេលវេលានៃសង្គ្រាមកម្ពុជា-វៀតណាម
 - b. ផែនទីគំនិត ឬការរួមបញ្ចូលគ្នានៃអត្ថបទ និងរូបភាព។
7. Have groups showcase their artifacts around the classroom and complete a gallery walk.
 8. Closure: As an exit ticket, have each student complete a post-it note to place on a different group's artifact. The student should write an example of how the artifact they chose helped them better understand the Cambodian–Vietnamese War

Scaffolding:

- **Engagement:** Consider the following method to support with lesson engagement:
 - Provide feedback that is frequent, timely, and specific
 - Elevating the frequency of self-reflection and self-reinforcements
- **Representation:** Consider the following method to support with multiple means of representation:
 - Highlight how complex terms, expressions, or equations are composed of simpler words or symbols
 - Make connections to previously learned structures
- **Action and Expression:** Consider the following method to support in presenting their learning in multiple ways:
 - Provide scaffolds that can be gradually released with increasing independence and skills (e.g., embedded into digital reading and writing software)
 - Provide guides and checklists for scaffolding goal-setting

For additional ideas to support your students, check out the UDL Guidelines at CAST (2018) <http://udlguidelines.cast.org>.

Multilingual Learner Supports:

- **Emerging:** Consider the following method to support with emerging students:
 - Reading: Preview the text content with pictures, videos, demos, charts, or experiences
 - Teacher deliberately partners specific students for conversations.
- **Expanding:** Consider the following method to support with expanding students:

- Reading: Use guided reading
 - In a shared or interactive writing format, chart out characters, setting, problem, and events (including orientation, complication, and resolution). Add theme, as appropriate.
- **Bridging:** Consider the following method to support with bridging students:
 - Reading: Use focused questions to guide reading
 - Students use inquiry posing their own questions and wonderings to guide shared research experiences.

For additional guidance around scaffolding for multilingual learners, please consult the following resources:

- *English Learner Toolkit of Strategies*
<https://ucdavis.box.com/s/ujkdc2xp1dqjzrlq55czph50c3sq1ngu>
- *Providing Appropriate Scaffolding*
<https://www.sdcoe.net/educators/multilingual-education-and-global-achievement/oracy-to-olkit/providing-appropriate-scaffolding#scaffolding>
- *Strategies for ELD*
<https://ucdavis.box.com/s/dcp15ymah51uwizpmm2vys5zr2r5reu>
- *ELA / ELD Framework*
<https://www.caeducatorstogether.org/resources/6537/ela-eld-framework>
- *California ELD Standards*
<https://ucdavis.box.com/s/vqn43cd632z22p8mfzn2h7pntc71kb02>

Enrichment Opportunities:

1. Students can research the Paris Peace Agreements and the aftermath of it:
<https://www.voacambodia.com/a/voa-interview-on-the-30th-anniversary-of-the-paris-peace-accords-gareth-evans-reflects-on-how-things-went-wrong/6282683.h>
2. Students can research other issues in Cambodia today using the following sources
 - <https://www.cnn.com/2015/04/16/asia/cambodia-khmer-rouge-anniversary/index.html>
 - <https://time.com/5486460/pol-pot-cambodia-1979/>
 - https://www.voanews.com/a/east-asia-pacific_cambodia-expects-be-landmine-free-within-5-years/6197569.html
 - <https://water.org/our-impact/where-we-work/cambodia/>

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Kimseng, M., & Khmer, V. 2021, October 23. VOA Interview: On the 30th anniversary of the Paris Peace Accords, Gareth Evans reflects on how things went wrong. Voice of America. <https://www.voacambodia.com/a/voa-interview-on-the-30th-anniversary-of-the-paris-peace-accords-gareth-evans-reflects-on-how-things-went-wrong/6282683.html>

Quackenbush, C. 2019, January 7. 40 years after the fall of the Khmer Rouge, Cambodia still grapples with Pol Pot's brutal legacy. TIME. <https://time.com/5486460/pol-pot-cambodia-1979/>

Rescue and rebuilding lives

After three and half years of Khmer Rouge rule, relations with neighbouring Vietnam had deteriorated because of the number of refugees fleeing Cambodia and because of border disputes. The Vietnamese invaded after being provoked by an attack ordered by Pol Pot.

Cambodian capital Phnom Penh was liberated by Vietnamese troops on 7 January 1979. Some members of Khmer Rouge defected and formed a new government with Vietnamese support. The Khmer Rouge retreated westwards to continue fighting a civil war which would last into the late 1990s. China and the West provided assistance to the Khmer Rouge, whilst Vietnam and the USSR backed the new Cambodian government.

Those who did survive their time in the 'Killing Fields' faced a country in ruins. Buddhist temples were destroyed, homes within cities had been ransacked and left to rot and those who survived faced the agonising challenge of finding whether their friends and families had survived. A severe famine plagued Cambodia during 1979 and 1980. Most people with the skills needed to rebuild the country's economic, social and cultural infrastructure had been killed or had fled abroad.

Refugees from the Khmer Rouge regime fled to camps on the Cambodia/Thai border. In 1979 an International response led to the opening of several refugee camps within Thailand for some 160,000 refugees. The UNHCR, the United Nations' Refugee Agency, also provided assistance to refugees in Vietnam. Between 1978 and 1993, Cambodian refugees from the UNHCR camps were admitted to the US, Australia, France, Canada, and several other countries.

Back to Square One

After Vietnam had invaded Cambodia and set up a new government, the ousted Khmer Rouge leadership, including Pol Pot and Nuon Chea, retreated to the jungle along the Thailand-Cambodia border. Instead of becoming pariahs, they continued to play a significant role in Cambodian politics for the next two decades. The Khmer Rouge would likely not have survived without the support of its old patron China and a surprising new ally: the United States. Norodom Sihanouk, now in exile after briefly serving as head of state under the Khmer Rouge, formed a loose coalition with the guerillas to expel the Vietnamese from Cambodia. The United States gave the Sihanouk-Khmer Rouge coalition millions of dollars in aid while enforcing an economic embargo against the Vietnamese-backed Cambodian government. The Carter administration helped the Khmer Rouge keep its seat at the United Nations, tacitly implying that they were still the country's legitimate rulers.

The U.S. government's refusal to recognize the new Cambodian government and its unwillingness to distance itself from the Khmer Rouge was motivated by several factors, primarily animosity toward its former foe, Vietnam, and Vietnam's Soviet backers. Additionally, the United States did not want to sour its improving relations with the Khmer Rouge's longtime patron, China. What started as a diplomatic decision to manipulate the Sino-Soviet split and isolate and punish Vietnam became a moral blunder that ensured the survival of the genocidal Khmer Rouge.

Its people still traumatized by the massacres of the late 1970s, Cambodia entered a decade of brutal guerilla war between the Sihanouk-Khmer Rouge coalition and the Vietnamese-sponsored government. Hundreds of thousands of refugees fled their homes and sought refuge in Thailand and Vietnam. Between 1979 and 1989, almost 150,000 Cambodians came to the United States. The refugees' plight and the publicity received by genocide survivors led to a belated understanding among Americans of the legacy of the Khmer Rouge and the United States' role in Cambodia's trouble

ការជួយសង្គ្រោះ និងកសាងជីវិតឡើងវិញ

ក្រោយការគ្រប់គ្រងរបស់ខ្មែរក្រហមរយៈពេលបីឆ្នាំកន្លះ

ទំនាក់ទំនងជាមួយប្រទេសជិតខាងវៀតណាមកាន់តែយ៉ាប់យឺនដោយសារចំនួនជនភៀសខ្លួនដែលភៀសខ្លួនចេញពីប្រទេសកម្ពុជា

ជា និងដោយសារជម្លោះព្រំដែន។ វៀតណាមបានចូលលុកលុយបន្ទាប់ពីមានការញុះញង់ដោយការវាយប្រហារតាមបញ្ជារបស់ ប៉ុល ពត។

រាជធានីភ្នំពេញត្រូវបានកងទ័ពវៀតណាមរំដោះនៅថ្ងៃទី៧ ខែមករា ឆ្នាំ១៩៧៩។ សមាជិកខ្មែរក្រហមខ្លះបានរត់ចោលស្រុក ហើយបង្កើតរដ្ឋាភិបាលថ្មីដោយមានការគាំទ្រពីវៀតណាម។ ខ្មែរក្រហមបានដកថយទៅទិសខាងលិច ដើម្បីបន្តប្រយុទ្ធនឹងសង្គ្រាមស៊ីវិលដែលបន្តរហូតដល់ចុងទសវត្សរ៍ឆ្នាំ ១៩៩០។ ប្រទេសចិន និងលោកខាងលិចបានផ្តល់ជំនួយដល់ខ្មែរក្រហម ខណៈពេលដែលវៀតណាម និងសហភាពសូវៀតបានគាំទ្ររដ្ឋាភិបាលកម្ពុជាថ្មី។

អ្នកដែលបានរស់រានមានជីវិតក្នុងពេលវេលានៅក្នុង 'វាលពិឃាត' បានប្រឈមមុខនឹងប្រទេសមួយដែលមានការបំផ្លិចបំផ្លាញ។ វត្តអារាមពុទ្ធសាសនាត្រូវបានបំផ្លាញចោល ផ្ទះនៅក្នុងទីក្រុងត្រូវបានរុះរើ និងទុកចោលឱ្យបែកបាក់ខ្ទិចខ្ទីអស់ ហើយអ្នកដែលនៅរស់រានមានជីវិតប្រឈមមុខនឹងបញ្ហាដ៏ឈឺចាប់ក្នុងការស្វែងរកថាតើមិត្តភក្តិ និងក្រុមគ្រួសាររបស់ពួកគេបានរួចជីវិតឬអត់។ ទ្រព្យធនធំៗបានប្រែទៅជាសំបុកក្នុងអំឡុងឆ្នាំ ១៩៧៩ និង ១៩៨០។ មនុស្សភាគច្រើនដែលមានជំនាញចាំបាច់ក្នុងការកសាងហេដ្ឋារចនាសម្ព័ន្ធសេដ្ឋកិច្ច សង្គម និងវប្បធម៌របស់ប្រទេសឡើងវិញត្រូវបានសម្លាប់ចោលអស់ ឬបានភៀសខ្លួនទៅក្រៅប្រទេសអស់។

ជនភៀសខ្លួនពីរបបខ្មែរក្រហមបានភៀសខ្លួនទៅជំរុំនៅតាមព្រំដែនកម្ពុជា/ថៃ។ នៅឆ្នាំ១៩៧៩ មានការឆ្លើយតបជំនួយពីអន្តរជាតិបាននាំឱ្យមានការបើកជំរុំជនភៀសខ្លួនជាច្រើននៅក្នុងប្រទេសថៃសម្រាប់ជនភៀសខ្លួនប្រហែល ១៦០,០០០ នាក់។ UNHCR ដែលជាទីភ្នាក់ងារជនភៀសខ្លួនរបស់អង្គការសហប្រជាជាតិ ក៏បានផ្តល់ជំនួយដល់ជនភៀសខ្លួននៅប្រទេសវៀតណាមផងដែរ។ នៅចន្លោះឆ្នាំ១៩៧៨ និង១៩៩៣ ជនភៀសខ្លួនកម្ពុជាពីជំរុំ UNHCR ត្រូវបានអនុញ្ញាតឱ្យទៅសហរដ្ឋអាមេរិក អូស្ត្រាលី បារាំង កាណាដា និងប្រទេសមួយចំនួនទៀត។

ចាប់ផ្តើមពីដំបូងវិញម្តងទៀត

បន្ទាប់ពីវៀតណាមបានឈ្លានពានកម្ពុជា និងបង្កើតរដ្ឋាភិបាលថ្មី មេដឹកនាំខ្មែរក្រហមដែលត្រូវបានបណ្តេញចេញ រួមទាំង ប៉ុល ពត និង នួន ជា បានដកថយទៅព្រៃតាមព្រំដែនថៃ-កម្ពុជា។ ជំនួសឱ្យការក្លាយជាជនពាល ពួកគេបានបន្តដើរតួនាទីយ៉ាងសំខាន់ក្នុងនយោបាយកម្ពុជារយៈពេលពីរទសវត្សរ៍ខាងមុខទៀត។ ខ្មែរក្រហមទំនងជានឹងមិនរស់រានមានជីវិតទេ បើគ្មានការជួយជ្រោមជ្រែងពីចិន ដែលជាម្ចាស់ជំនួយចាស់របស់ខ្លួន និងសម្ព័ន្ធមិត្តថ្មីដ៏គួរឱ្យភ្ញាក់ផ្អើលមួយគឺសហរដ្ឋអាមេរិក។ ព្រះបាទ នរោត្តម សីហនុ ដែលកំពុងនិរទេសខ្លួនបន្ទាប់ពីបានកាន់តំណែងជាប្រមុខរដ្ឋមួយរយៈពេលខ្លីក្រោមរបបខ្មែរក្រហម បានបង្កើតសម្ព័ន្ធភាពជាមួយទ័ពព្រៃដើម្បីបណ្តេញវៀតណាមចេញពីកម្ពុជា។ សហរដ្ឋអាមេរិកបានផ្តល់ជំនួយរាប់លានដុល្លារដល់សម្ព័ន្ធសីហានុ-ខ្មែរក្រហម ខណៈដែលកំពុងពង្រឹងការហ៊ុមព័ទ្ធសេដ្ឋកិច្ចប្រឆាំងនឹងរដ្ឋាភិបាលកម្ពុជាដែលគាំទ្រដោយវៀតណាម។ រដ្ឋបាលធម្មនុញ្ញ បានជួយខ្មែរក្រហមរក្សាកេរ្តិ៍រូបរបស់ខ្លួននៅអង្គការសហប្រជាជាតិ ដោយបង្ហាញយ៉ាងច្បាស់ថាពួកគេនៅតែជាអ្នកគ្រប់គ្រងស្របច្បាប់របស់ប្រទេស។

ការបដិសេធរបស់រដ្ឋាភិបាលសហរដ្ឋអាមេរិកក្នុងការទទួលស្គាល់រដ្ឋាភិបាលកម្ពុជាថ្មី និងឆន្ទៈរបស់ខ្លួនក្នុងការឃ្លាតឆ្ងាយពីខ្មែរក្រហមត្រូវបានជំរុញដោយកត្តាជាច្រើន ជាពិសេសគឺការស្អប់ខ្ពើមចំពោះអតីតសត្រូវរបស់ខ្លួន វៀតណាម និងអ្នកគាំទ្រសូវៀតរបស់វៀតណាម។ លើសពីនេះទៀត សហរដ្ឋអាមេរិកក៏មិនចង់ធ្វើឲ្យទំនាក់ទំនងរបស់ខ្លួនដែលកំពុងបាន ប្រសើរឡើងជាមួយនឹងប្រទេសចិនដែលជាអ្នកគាំទ្រយូរអង្វែងរបស់ខ្មែរក្រហមល្អក់ករដែរ។ វាបានចាប់ផ្តើមឡើងជាការសម្រេចចិត្តការទូតដើម្បីរៀបចំការបំបែកចិន-សូវៀត ដាក់ឱ្យវៀតណាមនៅឯកោ និងដាក់ទណ្ឌកម្មវៀតណាមបានបរាជ័យខាងសីលធម៌ដែលទីបំផុតបាននាំការរស់រានមានជីវិតនៃរបបប្រល័យពូជសាសន៍ខ្មែរក្រហម។

ប្រជាជនរបស់ខ្លួននៅតែឈឺចាប់ដោយការសម្លាប់រង្គាលនៅចុងទសវត្សរ៍ឆ្នាំ1970 ប្រទេសកម្ពុជាបានឈានចូលទសវត្សរ៍នៃសង្គ្រាមទ័ពព្រៃដ៏យោធន៍យោធន៍រវាងក្រុមចម្រុះសីហានុ-ខ្មែរក្រហម និងរដ្ឋាភិបាលដែលគាំទ្រដោយវៀតណាម។ ជនភៀសខ្លួនរាប់រយពាន់នាក់បានភៀសខ្លួនចេញពីផ្ទះរបស់ពួកគេ ហើយស្វែងរកកន្លែងភៀសខ្លួននៅក្នុងប្រទេសថៃ និងវៀតណាម។ នៅចន្លោះឆ្នាំ1979 ដល់ 1989 ប្រជាជនកម្ពុជាជិត150,000នាក់ បានមកសហរដ្ឋអាមេរិក។ ស្ថានភាពលំបាកនៃជនភៀសខ្លួន

និងការផ្សព្វផ្សាយជាសាធារណៈ ដែលទទួលបានពីអ្នករស់រានមានជីវិតពីអំពើប្រល័យពូជសាសន៍
បាននាំឱ្យមានការយល់ដឹងយឺតយ៉ាវក្នុងចំណោមជនជាតិអាមេរិកអំពីកេរ្តិ៍ដំណែលនៃរបបខ្មែរក្រហម
និងតួនាទីរបស់សហរដ្ឋអាមេរិកនៅក្នុងបញ្ហារបស់កម្ពុជា