

NZHTA

NEW ZEALAND HISTORY TEACHERS' ASSOCIATION



KOREAN WAR LEGACY  
FOUNDATION



# KIWIS IN KOREA

TEACHING ABOUT NEW ZEALAND'S INVOLVEMENT  
IN THE KOREAN WAR THROUGH INQUIRY









FIRST PUBLISHED IN 2025

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Kiwis in Korea – Teaching about New Zealand's involvement in the Korean War through inquiry.

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## **Kiwis in Korea**

**Teaching about New Zealand's involvement in the Korean War through inquiry**

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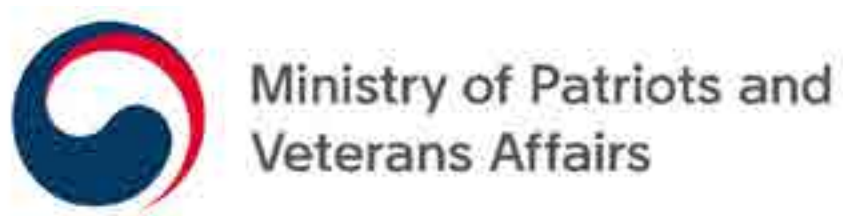
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Tēnā rawa ata koutou.



The mission of the Ministry of Patriots and Veterans Affairs (MPVA) is to honor and serve those who have dedicated their lives and sacrificed for South Korea and to preserve and promote their patriotic spirit. The MPVA runs various programs throughout the world to honor those who fought to protect South Korea and the ideal of free democracy.

Kiwis in Korea is a collaboration between the New Zealand History Teachers' Association and the Korean War Legacy Foundation.



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## FOREWORD

I had the honor of meeting and listening to a total of 34 New Zealand Korean War Veterans in 2019. My journey of two weeks starting from Auckland on the North Island and ending at the South Island's Nelson included interviews with: eight in Auckland, ten in Rotorua, one in Whakatane, five in Gisborne, three in New Plymouth, six in Wellington, one in Blenheim, and one in Nelson. If a family emergency had not disrupted my plan, I could have had more interviews with our heroes. However, my first interview trip to New Zealand produced the largest number of interviews among other countries in that year including: Australia (17), Canada (1)<sup>1</sup>, Luxembourg (3), France (3), Thailand (23), Norway (9), Sweden (9), and Philippines (22).

This odyssey of preserving the words of direct witnesses from all 22 UN countries started with American veterans in 2012 and ended in 2022 with India's veterans and their descendants. Out of about 1,500 interviews that the Korean War Legacy Foundation has accumulated, the New Zealand archive represents the second biggest volume. About 6,000 New Zealand service members including 1,300 sailors, set out on August 1 1950, to a country which almost none of them had ever heard of before. As they arrived either in Busan or Incheon, they saw a Korea so foreign to them, and poor, devastated, and hopeless. Their journey to Korea ended on October 6, 1953, with painful memories of losing 45 killed in action with 46 wounded, one missing in action, and one prison-of-war.<sup>2</sup>

Of course, our Kiwi heroes are remembered and honored every year on the anniversaries, but their stories have not appeared in the history textbooks and classrooms. That is what I found out from Mr. Craig Thornhill, then Executive Director and now Chairperson of the New Zealand History Teachers' Association, at my foundation's 4th Annual World Congress of Teachers of the Korean War.

Craig and I agreed to work on New Zealand's Korean War curriculum book following the foundation's collaborations with the US (2019), the UK (2020), and Canada (2023)<sup>3</sup>. I made my second visit to New Zealand to attend the NZHTA Conference in September 2023, in Lower Hutt in the Wellington Region and presented our project to the NZHTA Executive, which resulted in the signing of the Memorandum of Understanding to produce the Kiwi Korean War curriculum book in November 2023. Now I am highly honored and excited that our collaborations have led to "Kiwis in Korea: Teaching about New Zealand's Involvement in the Korean War through Inquiry" after two writing workshops, the first one in March at Marist College and the second one in Queenstown in October 2024.

In these two workshops, I met and worked with Pare Bennett (National Army Museum Te Mata Toa), Nicholas Fitness (Woodford House), Rene Hanham (Lindisfarne College), Dr. Bronwyn Houliston (Marist College), Epifania Malifa (Manurewa High School), Jo McKay (Dunstan High School), and Craig Thornhill (Christchurch Girls' High School), whose enthusiastic devotion and hard work will enlighten educators and our future generations with Kiwi's legacy of fighting for the Korean people and contributing to South Korea's vibrant economy and substantive democracy of today. This is how we want to remember and pay our tributes to brave Kiwis.

A full cycle of human life starts with birth and is completed, not with death, but in our remembrance. A document-based inquiry education of history is the best pedagogical method to accomplish such an important mission. Among several important features in this curriculum book, Chapter 5 "Was the Korean War Significant for Māori New Zealanders?" sheds lights on the changing place of Māori in New Zealand society, considering how Māori soldiers were included in the New Zealand Army. It is the first time, also, that a curriculum resource supporting teaching and learning about the Korean War has been produced in New Zealand of this size and quality and provided to educators free of charge. My foundation is honored to have its Kiwi archive fully utilized in this book.

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1 I did more in 2015.

2 <https://nzlhs.org.nz/wp-content/uploads/2024/08/INZ-Korea-Roll-APPENDICES-2024-HEC.pdf>.

3 Corona Virus Pandemic broke out in early January 2020 interrupted our 22 UN country curriculum book project.

"Kiwis in Korea" is the fourth in the Korean War curriculum book series, which aims to complete curricular resources for all 22 UN countries that were in the Korean War. The Ministry of Patriots and Veterans Affairs of the Republic of Korea have made this Korean War Education odyssey possible and successful. I want to extend my sincerest gratitude for the MPVA's unwavering and enthusiastic encouragement and generous financial sponsorship. Also, I want to share this joy with the foundation's Executive Director Joseph Karb and the whole team of social studies educators. Along with 13 countries' history educators, we will celebrate the presentation of this book at our Sixth World Congress in Queenstown in October 2025.

Job well done and Congratulations to the New Zealand History Teachers' Association from the bottom of my heart!



**Jongwoo Han**

President, The Korean War Legacy Foundation

September 12, 2025

## INTRODUCTION

In early 2023, I received an unexpected email from Canada that would change the way New Zealand students learn about the Korean War. Rachel Collishaw of the Social Studies Educators Network of Canada (SSENC) asked whether New Zealand teachers might be interested in creating a resource similar to one her organisation had recently developed with the Korean War Legacy Foundation.

Soon after, I found myself in Vancouver as a guest of the Korean War Legacy Foundation (KWLF) at the 3rd Annual KWLF World Congress. I met with KWLF President Dr. Jongwoo Han, who was eager to explore a curriculum project with the New Zealand History Teachers' Association (NZHTA). He was struck by how little prescription existed in New Zealand's Social Studies and History curricula and saw a clear opportunity: provide quality resources and under-resourced, time-poor teachers would use them. Another surprise was New Zealand's decentralisation. "*Who in the New Zealand Ministry of Education would need to approve this project?*" Dr. Han asked. "*No-one,*" I replied. The partnership between NZHTA and KWLF—and ultimately this resource book—grew directly from that conversation.

I would like to thank our authors. They joined the project without knowing exactly what it would involve and have been enthusiastic contributors. Together, we developed the overall concepts for the book, and individually, each author has written chapters that are practical, accessible, and teacher-friendly. Rene Hanham has gathered resources to extend students' understanding of the Korean War's place in New Zealand's post-World War Two context. Epifania Malifa explores how New Zealand soldiers expressed their unique identity while 10,000 km from home. Nick Fitness examines the significant Battle of Kapyong, where Kiwi gunners supported Australian, British, and Canadian infantry.

The Korean War was the first conflict in which Māori were fully integrated into the armed forces, and Pare Bennett explores what this meant—and continues to mean—for Māori soldiers. Dr. Bronwyn Houliston has developed teaching activities that allow students to explore how the Korean War is remembered differently in New Zealand and Korea. Jo McKay presents a rich set of resources and activities around the concept of Korea as a "*Forgotten War*." The final chapter asks students to evaluate whether the Korean War was a success—and to consider what 'success' in a war might mean.

A special thank you goes to Neill Atkinson, Chief Historian at Manatū Taonga / Ministry for Culture and Heritage, for kindly contributing the first chapter of this book. I encourage all teachers using this resource to begin with his concise and insightful overview of the Korean War, written from a New Zealand perspective.

As this book goes to print, New Zealand's history and social studies curricula are in a state of change. Initially, we aimed to include guidance based on the Aotearoa New Zealand Histories and Social Studies curricula. However, the imminent introduction of a new curriculum prompted us to shift our approach. Rather than risk being immediately out of date, we have framed the book around the "*Big Six*" historical thinking concepts. Developed by Peter Seixas<sup>1</sup>, these concepts are widely recognised by New Zealand teachers and ensure that the skills and knowledge in this book will remain relevant and adaptable to the new curriculum.



One of the first questions Dr. Han asked me was, "*How much do New Zealand textbooks say about the Korean War?*" My answer, of course, was that they cover very little. That conversation set the stage for this collaboration, and we hope this book will give New Zealand students the opportunity to meaningfully engage with the Korean War. By providing rich, accessible resources, we aim to correct a longstanding omission in New Zealand history education and ensure that students can explore the conflict in depth.

Ngā mihi nui  
**Craig Thornhill**,  
Chairperson NZHTA

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1 Seixas, P., & Morton, T. (2013). *The Big Six: Historical Thinking Concepts*. Toronto, ON: Nelson Education.

## HOW TO USE THE RESOURCES IN THIS BOOK

This book is not intended to be used cover-to-cover. Instead, we hope teachers will select the chapters that best suit their students and incorporate them into their teaching programme where they fit most naturally. Different inquiries are pitched at different age groups and curriculum levels, but all are adaptable. Teachers should feel free to adjust the activities and modify the resources as needed to meet the needs and interests of their students.

We have adapted an inquiry model created by John Lee, Kathy Swan, and SG Grant for these resources. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards uses an Inquiry Design Model (IDM) that helps teachers design lessons and units around big questions, strong sources, and evidence-based arguments. After using the C3 IDM framework, New Zealand teachers may wish to use it to develop their own inquiries. More information can be found at <https://c3teachers.org/idm>.

To make things straightforward, each chapter begins with a 'blueprint.' This gives you the Compelling and Supporting questions the inquiry is built around, a list of sources, and a quick overview of the suggested teaching and learning activities. That way, you can see at a glance how the inquiry is structured.

Every chapter starts with a source chosen to spark curiosity and get students asking questions. From there, students move into the supporting questions. Each one tackles part of the bigger compelling question and comes with ready-to-use activities built around primary and secondary sources. These activities finish with a short formative assessment task that helps students practise answering the supporting question.

The sequence of three or four supporting questions is designed to build student knowledge step by step, so that by the end they have what they need to respond to the compelling question. Each chapter wraps up with a summative task that brings it all together — usually asking students to make an argument or take a position using the evidence they've gathered along the way.

For example, in the chapter on the Battle of Kapyong, the compelling question asks: *How was the Battle of Kapyong in April 1951 a significant historical event for Aotearoa New Zealand?*

The inquiry begins with a staging activity — students watch the documentary *Heroes of the Forgotten War: The Battle of Kapyong (2011)*. This provides the dramatic context of how New Zealand, Australian, and Canadian troops helped halt the Chinese advance, and it sparks questions about why this battle mattered.

Students then move through three supporting questions. First, they investigate the causes of the battle by working with maps, timelines, and excerpts from contemporary sources, and bring their findings together in an annotated timeline. Next, they look closely at the actions of New Zealand's 16th Field Regiment, using personal accounts, photographs, and newspaper articles. A questioning framework (5Ws and 1H) helps them dig into the experiences of individual soldiers. Finally, they consider how the battle is remembered today, engaging with sources such as honour citations, a commemorative poem, and a roll of honour. Students finish this section by designing a commemorative medal, giving them a creative way to show understanding of remembrance.

All of this builds toward the summative task, where students construct an argument in response to the compelling question. They can choose the format — for example, a speech, a written report, or even a display board or waiata — but whichever they select, they are expected to use a range of primary sources to demonstrate how and why Kapyong was significant for New Zealand.

## OTHER SUGGESTED READINGS

### **Korean War Legacy Foundation Interview Archive**

This archive contains 34 interviews with New Zealand Korean War veterans, along with over 1,400 interviews with veterans from other countries. Each interview includes a transcript and is tagged with topics such as “Cold Winters” or “Living Conditions.” The KWLF also provides a range of supporting resources, including documentaries, interactive maps, and examples of lessons and teaching units across multiple subjects.  
<https://koreanwarlegacy.org/detailed-search/>

### **The War That Never Ended by Pip Desmond**

Although this book is out of print, it can often be found in school or city libraries. Desmond’s work draws on veteran interviews to create a series of narratives that illustrate the variety of experiences New Zealanders had during the Korean War. Excerpts from Desmond’s research and book are also available on [www.nzhistory.govt.nz](http://www.nzhistory.govt.nz).

Desmond, P. (2013). *The War that Never Ended: New Zealand Veterans Remember Korea*, Penguin.

### **Korea, A Kiwi Gunner’s Story by Sue Corkill**

In this book, 16 Field Regiment gunner Bob Jagger recounts the daily life of New Zealanders in Korea – the stresses they faced, their encounters with Korean civilians, and the strong, enduring friendships forged among veterans. The volume also includes photographs Jagger took with his Box Brownie camera, several of which are now available through NZHistory ([nzhistory.govt.nz](http://nzhistory.govt.nz)).

First published in 2014 and updated in 2015 by Fern Publishing Ltd, Wellington, *Korea: A Kiwi Gunner’s Story* preserves the personal accounts given to Sue Corkill by Bob Jagger, Bob Keenan, Jack Kirkland, Dick Pope, Colin Velvin and Angus Drysdale.

As Ian McGibbon, General Editor (War History), Manatū Taonga, Ministry for Culture and Heritage, noted: ‘In this book, Bob reveals the nature of the ordinary daily life of a gunner at the front – the privations, the hilarity, the bonds forged with the South Korean people and the long-lasting camaraderie of the veterans.’  
Corkill, S. (2014/2015). *Korea: A Kiwi Gunner’s Story*. Wellington, New Zealand: Fern Publishing Ltd.

### **New Zealand and the Korean War Volumes I&II by Ian MacGibbon**

This official history covers New Zealand’s role in the Korean War. Volume I focuses on the political and diplomatic history, while Volume II addresses the military aspects. Reviewed in the *New Zealand Journal of History*, it was described as “without doubt, the best book written so far on New Zealand’s external affairs... MacGibbon shows that this contribution was also a most significant episode in the evolution of New Zealand’s role in world affairs.” Detailed and authoritative, it remains the most comprehensive history of New Zealand and the Korean War.

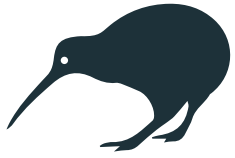
McGibbon, I. (1992 & 1996). *New Zealand and the Korean War: Volume I & II*. Auckland University Press.

## A NOTE ON PLACE NAMES

During the Korean War, New Zealand forces used maps supplied by the United States, which in turn were based on Japanese maps from the occupation of the Korean peninsula that began in 1910. Place names were transliterated from Japanese into English, without accounting for differences between Japanese and Korean pronunciation. In 2000, the official system for romanizing Korean was updated, which also changed many place names.

For New Zealanders, this is most notable in the Battle of Kapyong, which is still the name used in New Zealand and Australia, but is known in Korea today as Gapyeong. Similarly, the city of Busan was known to veterans as Pusan. Koreans also name the waters surrounding their peninsula as the Eastern and Western Seas, whereas in New Zealand these are more commonly referred to as the Sea of Japan and the Yellow Sea.

Where older variants of place names appear in the sources, they have been left unchanged. Teachers should encourage students to use the preferred Korean names wherever possible.



## TABLE OF CONTENTS

---

01

---

PAGE 01

**NEW ZEALAND AND  
THE KOREAN WAR:  
AN OVERVIEW**

**Neill Atkinson,**  
Manatū Taonga

02

---

PAGE 07

**WHAT MOTIVATED NEW  
ZEALAND TO GET INVOLVED  
IN THE KOREAN WAR?**

**Rene Hanham,**  
Lindisfarne College

# 03

PAGE **35**

**HOW DID NEW ZEALAND SOLDIERS EXPERIENCE THE KOREAN WAR?**

**Epifania Malifa,**  
Manurewa High School

# 04

PAGE **57**

**HOW WAS THE BATTLE OF KAPYONG A SIGNIFICANT HISTORICAL EVENT FOR NEW ZEALAND?**

**Nicholas Fitness,**  
Woodford House

# 05

PAGE **81**

**WAS THE KOREAN WAR SIGNIFICANT FOR MAORI NEW ZEALANDERS?**

**Pare Bennett,**  
National Army Museum  
Te Mata Toa

# 06

PAGE **107**

**HOW IS NEW ZEALAND'S PARTICIPATION IN THE KOREAN WAR REMEMBERED?**

**Dr. Bronwyn Houliston,**  
Marist College

# 07

PAGE **129**

**TO WHAT EXTENT HAS THE KOREAN WAR BEEN "FORGOTTEN" IN NEW ZEALAND?**

**Jo McKay,**  
Dunstan High School

# 08

PAGE **155**

**WAS NEW ZEALAND'S INVOLVEMENT IN THE KOREAN WAR A SUCCESS?**

**Craig Thornhill**  
Te Kura o Hine Waiora /  
Christchurch Girls' High School

# **CHAPTER 01**

## **NEW ZEALAND AND THE KOREAN WAR: AN OVERVIEW**

# **01**

Beginning at the exact midpoint of the twentieth century, the Korean War (1950–53) was a decisive moment in New Zealand’s foreign policy, a marker of our evolving identity in a changing world. Although it has been overshadowed by New Zealand’s far larger and more costly efforts during the two world wars and by the later, more controversial experience in Vietnam, the Korean War symbolised New Zealand’s increasing focus on the Asia–Pacific region and deepening engagement with the United States.

During the Second World War New Zealanders had fought at sea, on land and in the skies of Southeast Asia and the southwestern Pacific. But most of the 140,000 New Zealanders who served overseas did so in Europe and the Middle East; so too did the great majority of the 11,928 who died. The New Zealand army’s principal theatres of war were Greece, Crete, North Africa and Italy, the majority of Kiwi aircrew saw action in European skies, and most New Zealand naval and merchant seafarers served in the Atlantic and Mediterranean. Despite alarm at Japan’s lightning conquests in 1941–42, notably the fall of the British naval fortress of Singapore, the Pacific War remained a lower priority, especially once American military might had begun to roll back Japanese advances.

Following the Allied victory, 12,000 New Zealanders served as part of the British Commonwealth occupation force in Japan between 1946 and 1948. From 1949 New Zealand units joined British and Commonwealth forces resisting a communist insurgency in Malaya, a commitment that expanded in the 1950s. In these middle years of the century, then, New Zealand’s attention was being increasingly drawn towards Asia, though still largely within the British imperial orbit. The Korean War would accelerate these trends and at the same time challenge British hegemony over New Zealand’s foreign and defence policy.

## **ORIGINS OF THE KOREAN WAR**

Like the other Asian conflicts that New Zealand would become embroiled in during the 1950s and 1960s – the Malayan Emergency, the Vietnam War and the Confrontation in Borneo – the Korean War had its origins in the seismic disruption of the Second World War, the end of empire and post-war decolonisation, and the emergent Cold War between the two superpowers, the United States and the Soviet Union. Unlike French Indochina, British Malaya and the Dutch East Indies (Indonesia), however, Korea had been colonised not by a distant European empire but by a much closer imperial power, Japan.

The Korean people had suffered under Japanese colonial rule since 1910 but hopes for national liberation in August 1945 would turn to disappointment. Like post-war Germany, the country found itself divided (in this case along the 38th Parallel) into Soviet and American spheres of influence. Soviet and US troops had occupied Korea ostensibly to accept the surrender of Japanese forces in their respective zones, but as US–Soviet relations worsened neither superpower wished to cede influence over the strategic peninsula to their rival.

## **TWO KOREAS**

In 1948 two rival governments emerged: the totalitarian communist Democratic People’s Republic of Korea (DPRK) in the north, led by Kim Il Sung, and the Republic of Korea (ROK) in the south, under an authoritarian, pro-American president, Syngman Rhee. Each claimed to be the legitimate ruler of all of Korea and floated the prospect of reunification, by force if necessary. Border clashes and a communist insurgency in the south kept tensions high.

Soviet leader Josef Stalin, unsure of how the US might respond, initially discouraged the DPRK’s ambitions to unify the peninsula through military means. But by 1950, following the communist victory in China’s civil war, the successful test of the Soviet Union’s first nuclear bomb, and the withdrawal of US troops from South Korea, Stalin approved Kim’s plans for war. On 25 June that year the DPRK army launched a surprise attack across the 38th Parallel, quickly capturing the southern capital, Seoul.

## THE UN RESPONSE

The other key player in these unfolding events was the United Nations (UN), which had supervised the 1948 elections that led to the establishment of the ROK. New Zealand had played an important role in the establishment of the UN in 1945, championing the rights of small countries, supporting collective security and opposing (unsuccessfully) the great powers' Security Council veto. But like many member countries it soon became disillusioned with the organisation's effectiveness.

Events in Korea would provide another stern test for the UN, which in the late 1940s had struggled to resolve numerous crises, most notably in Palestine/Israel. At the time of the DPRK's invasion, the Soviet Union was temporarily boycotting the UN in protest at its refusal to recognise the new People's Republic of China (and transfer China's Security Council seat from Taiwan to Beijing). With the Soviet veto negated, the Security Council unanimously condemned the north's invasion, enabling the Americans to mobilise a UN military coalition to defend the ROK (the Soviet Union resumed its Security Council seat in August). Sixteen countries would ultimately provide military assistance, including New Zealand.

## NEW ZEALAND'S RESPONSE

Despite some hesitance on the part of Sidney Holland's National government, New Zealand was one of the first UN members to offer support, initially in the modest form of two Royal New Zealand Navy frigates. HMNZS *Tutira* and *Pukaki* left Auckland on 3 July and from early August began escorting transport ships between Japan and the main UN base at Pusan (Busan), southern Korea.

In late July the New Zealand government responded to further UN requests by offering a ground force, although as this would need to be recruited and trained it would be some months before it could take part. In fact, when UN forces led by US General Douglas MacArthur made a successful amphibious landing behind DPRK lines at Incheon, near Seoul, in mid-September, it seemed likely that New Zealand's land force would miss the war entirely.

## CHINESE INTERVENTION

With the DPRK army in disarray, Seoul was retaken and by the end of September the 'first' Korean War was effectively over. But MacArthur could not resist the temptation to unify the peninsula by force, dismissing Chinese warnings that crossing the 38th Parallel would be seen as a hostile act. UN forces captured the northern capital Pyongyang and some units even reached the Chinese border on the Yalu River. Then, suddenly, the war was transformed by the intervention of 200,000 Chinese troops, who had entered Korea unnoticed.

From late October, these so-called 'Chinese People's Volunteers' launched a series of massive offensives which threw UN forces back across the 38th Parallel, turning this 'second' Korean War, even more than the first, into a Cold War proxy conflict. On 4 January 1951 Seoul fell for a second time.

## KAYFORCE ENTERS THE FRAY

This was the new reality, and new enemy, awaiting New Zealand's 1056-man army contingent – known as Kayforce and comprising the 16th Field Regiment and supporting units – which sailed from Wellington on 10 December 1950. The New Zealanders arrived in Busan on New Year's Eve and went into action alongside British Commonwealth forces in late January 1951. In April the Kiwi gunners played a vital supporting role for Australian and Canadian infantry in a successful defensive action against Chinese forces at Kapyong.

UN forces recaptured Seoul in March and following the defeat of a renewed Chinese offensive in May, the front lines stabilised close to the pre-war border. Armistice talks began in July 1951 but made little progress. In October the New Zealand gunners, now part of the 1st Commonwealth Division, took part in Operation Commando, firing 72,000 shells in the regiment's busiest month of the war. This offensive made small territorial gains, which were reversed in November. With New Zealand agreeing to provide a substantial proportion of the Commonwealth Division's signallers and a transport company, Kayforce expanded to 1500 men.

## STALEMATE AND ARMISTICE

The conflict now became a bloody war of attrition – described as ‘a hilly Western Front’ – that would drag on throughout 1952 and into 1953. Eventually, an armistice brought fighting to an end on 27 July 1953, but formal peace talks in Geneva collapsed and no peace settlement was ever concluded. Korea remains ‘the war that never ended’, symbolised by its infamous Demilitarized Zone (DMZ) and simmering tensions. Meanwhile, a reduced New Zealand force continued to serve in a garrison role in the ROK until 1957.

In all, around 4700 New Zealanders served in Kayforce and a further 1300 on the six frigates that spent time around the Korean Peninsula. A total of 45 New Zealand servicemen lost their lives as a result of Korean War service between 1950 and 1957, as well as two other Kiwis serving with Australian forces. For the Korean people the war was devastating, causing as many as three million deaths, the majority of them civilians. With a death toll greater than the later Vietnam War, Korea was the deadliest conflict of the Cold War era.

## THE ANZUS TREATY

Although Kayforce was integrated into British-led Commonwealth forces, New Zealand increasingly prioritised its diplomatic relationship with the US, siding with the latter when American and British views on Korea diverged. The reward for this loyalty was the signing of the ANZUS security treaty with the US and Australia in September 1951; with Britain not involved, this marked a radical departure for New Zealand’s foreign and defence policy (even if public opinion remained fervently pro-British and New Zealand remained committed to Commonwealth defence arrangements in the Middle East). Carl Berendsen, the ‘father of New Zealand diplomacy’ and ambassador in Washington DC, described ANZUS as ‘the greatest gift that the most powerful country in the world can offer to a small and comparatively helpless group of people’.

When the 1956 Suez crisis demonstrated Britain’s decline as a world power, the logic behind New Zealand’s alliance with the US in a bipolar world seemed overwhelming. But the relationship had longer-term consequences. It delayed New Zealand’s recognition of the People’s Republic of China for two decades (in contrast to Britain, which recognised the PRC in 1950). In the 1960s it would draw New Zealand inexorably into an ultimately doomed US effort to preserve South Vietnam as an anti-communist bulwark. Then by the 1980s, as public opinion shifted, it would spark debate over an independent foreign policy and New Zealanders’ comfort living under the American nuclear umbrella.

## THE IMPACT OF THE KOREAN WAR

The Korean War influenced and reflected New Zealand’s post-war society in a number of other ways. The US stockpiling of strategic resources (including wool) triggered an economic boom, helping to raise New Zealand living standards to among the highest in the world in the first half of the 1950s. Disagreements over the equitable distribution of the wealth generated by this boom helped provoke industrial confrontation on the New Zealand waterfront in 1951. This 151-day conflict, waged in a climate of Cold War hysteria and at a time when New Zealand soldiers were fighting communists in Korea, gave Holland’s government the opportunity to crush militant unionism. It also strengthened his party’s dominance of domestic politics: National would hold power for 27 of the 33 years from 1951 to 1984, the peak years of the New Zealand-US alliance.

In contrast to the two world wars (and even its occupation force in Japan), the New Zealand forces in Korea contained no designated Māori units. However, perhaps partly inspired by the deeds of the famed 28th Māori Battalion in the Second World War, Māori volunteers were heavily represented in Kayforce. They contributed only 7.5 per cent of the initial force, but up to a quarter of subsequent reinforcement drafts, so that overall, Māori made up around 14 per cent of Kayforce – at a time when they comprised only 6 per cent of New Zealand’s population. This trend of increasing Māori visibility in New Zealand’s military forces was to continue in Malaya, Borneo and Vietnam (where around 35 per cent of New Zealand service personnel were Māori), as well as in more recent deployments in Timor Leste and Afghanistan.

New Zealanders serving in Korea had relatively little contact with the civilian population, though many were moved by the plight of desperate refugees. Those who remained in a garrison role after the armistice had more opportunities for interaction and leave periods in Japan helped enhance New Zealanders' awareness of Asian cultures, foreshadowing economic and cultural exchanges that would flourish in later decades.

## REMEMBERING THE KOREAN WAR

Ultimately, as the conflict dragged on and initial fears of US–Soviet escalation eased, the New Zealand public paid less attention to events in Korea, leading some to label it the 'forgotten war'. Certainly, many of the returning veterans felt their efforts were largely unappreciated, a recurring pattern for New Zealand's post–Second World War military deployments.

In recent decades, though, ROK governments have done much to honour the service and sacrifice of those from many nations who fought to preserve their freedoms. In 2005 a New Zealand Memorial was unveiled in the UN Memorial Cemetery in Busan, where 34 New Zealanders are buried. In 2024 a dozen New Zealand Defence Force personnel continued to serve with the UN Command & Military Armistice Commission in the ROK.

Participation in the Korean War helped New Zealand's government to achieve its post–Second War aims in the Asia–Pacific region, which focused on neutralising any future threat from Japan and containing the rising tide of communism. While connections with Britain remained deeply important for sentimental as well as economic reasons, New Zealand clearly looked to the United States, with its all-powerful navy and nuclear weapons, as the guarantor of security in the Asia–Pacific region. The ANZUS treaty, the most enduring legacy of New Zealand's Korean War commitment, would formalise our place in this new world order – at least until the mid-1980s, when the fourth Labour government's stance on US nuclear ship visits would lead to New Zealand's suspension from ANZUS.

**Neill Atkinson,**  
Manatū Taonga

## THE KOREAN PENINSULA



# **CHAPTER 02**

## **WHAT MOTIVATED NEW ZEALAND TO GET INVOLVED IN THE KOREAN WAR?**

# **02**



New Zealand Herald cartoon from November 1950.

## SUPPORTING QUESTIONS

1. Why did New Zealand's security relationship with Britain change after World War Two?
2. How did New Zealand become involved in Collective Security prior to the outbreak of the Korean War?
3. How did the fear of Communism shape New Zealand's international relations?
4. To what extent did New Zealanders support our involvement in the Korean War?

## WHAT MOTIVATED NEW ZEALAND TO GET INVOLVED IN THE KOREAN WAR?

<b>HISTORICAL THINKING CONCEPTS</b>	<ul style="list-style-type: none"> <li>Analyse <i>cause and consequence</i></li> <li>Use <i>primary source evidence</i></li> <li>Take <i>historical perspectives</i></li> </ul>
<b>STAGING THE COMPELLING QUESTION</b>	Watch the short film <i>'Kiwis in Korea'</i> and discuss the strengths and limitations of this film.

<b>SUPPORTING QUESTION 01</b>	<b>SUPPORTING QUESTION 02</b>	<b>SUPPORTING QUESTION 03</b>	<b>SUPPORTING QUESTION 04</b>
<b>Why did New Zealand's security relationship with Britain change after World War Two?</b>	<b>How did New Zealand become involved in Collective Security prior to the outbreak of the Korean War?</b>	<b>How did the fear of Communism lead to New Zealand's involvement in the Korean War?</b>	<b>To what extent did New Zealanders support our involvement in the Korean War?</b>
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
Students identify and explain the reasons why New Zealand's security relationship with Britain changed after World War Two.	Students will create a brainstorm that identifies the reasons why New Zealand became involved in collective security prior to the Korean War.	Using the source analysis template provided, students are to analyse a variety of sources to determine the extent to which the fear of communism was a determining factor behind New Zealand's involvement in the Korean War.	Students will annotate and paraphrase sources to examine the extent to which New Zealanders supported involvement in the Korean War.
<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>
<p><b>Source A:</b> Michael Joseph Savage's statement on WW2.</p> <p><b>Source B:</b> The Singapore Strategy.</p> <p><b>Source C:</b> Japanese Attack Plan for Singapore.</p> <p><b>Source D:</b> Peter Fraser on the fall of Singapore.</p> <p><b>Source E:</b> New Zealand troops in the Middle-East.</p>	<p><b>Source A:</b> US troops arrive in New Zealand during World War Two.</p> <p><b>Source B:</b> Peter Fraser and the United Nations Organisation.</p> <p><b>Source C:</b> UN Resolution 83.</p> <p><b>Source D:</b> Prime Minister Sydney Holland on the Korea situation.</p>	<p><b>Source A:</b> ANZUS.</p> <p><b>Source B:</b> UN Resolution 85.</p> <p><b>Source C:</b> Booby Trap?</p> <p><b>Source D:</b> NZ and South Korea.</p> <p><b>Source E:</b> NZ aid to the UN in Korea.</p>	<p><b>Source A:</b> N.Z. Force For Korea.</p> <p><b>Source B:</b> Kiwis in Korea: When the Cold War ran hot.</p> <p><b>Source C:</b> K Force to Sail on Sunday.</p> <p><b>Source D:</b> Interview with Arthur Alsop (RNZASC 1952-54).</p>

<b>SUMMATIVE ASSESSMENT TASK</b>	<b>ARGUMENT:</b> Construct an argument (e.g., detailed outline, poster, essay, PowerPoint, or other slide presentation) that evaluates the reasons why New Zealand became involved in the Korean War. Students will use evidence from throughout this chapter to support their argument.
	<b>EXTENSION:</b> Compare the reasons that New Zealand became involved in the Korean War with those of another conflict (such as World War One, World War Two, Vietnam) with which students are familiar.

## OVERVIEW

### INQUIRY DESCRIPTION

This inquiry leads students through an investigation of the reasons why New Zealand was involved in the Korean War. During the course of the inquiry students will have an opportunity to learn about New Zealand's reliance on Collective Security for its National defence, how this is interconnected with the outbreak of the Cold War and conflict in Korea between 1950–53, and the extent to which the New Zealand public supported our involvement in the Korean War.

This inquiry highlights the key historical concepts of cause and effect, and continuity and change. Students are introduced to the concept of Collective Security and challenged to examine why New Zealand favoured it as a defensive strategy. They will also consider how implementation of that strategy changed over time, using a variety of sources to understand differing historical narratives. Through this inquiry students will gain further insight into how New Zealand's participation in international conflicts reflects its changing view of its place in the world and identity.

It is important to note that this inquiry requires prior knowledge of New Zealand's military and political relationship with Britain preceding and including World War Two, some of which is covered in the first supporting question of this chapter along with the introduction. Some initial teacher-led instruction on this content will help support this inquiry.

Note: This inquiry is expected to take four to five 60-minute class periods. The inquiry timeframe could expand if teachers think students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills, especially when assisting students in reading the variety of sources.

### STRUCTURE OF THE INQUIRY

In addressing the compelling question — What motivated New Zealand to get involved in the Korean War? — students will work through a series of supporting questions, formative assessment tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives and historical narratives. The argument will take a position regarding the key reason New Zealand became involved in the Korean War. The final format of the argument could be in the form of a poster, essay or presentation.

## STAGING THE COMPELLING QUESTION

In staging the compelling question — What motivated New Zealand to get involved in the Korean War? — students begin watching the short film 'Kiwis in Korea' and engage in a discussion centered around information students can extract from the source, and questions that the source might prompt.

A possible framework for extracting information from the source could be the 5 Ws and H. Teachers should show the film once, then ask students to create questions around the 5 Ws and H, then watch the film again for the answers.

- Who (is mentioned in the film)?
- What (is happening / is shown)?
- When (is this happening)?
- Where (are the New Zealand troops)?
- Why (are they in Korea)?
- How (do the troops feel about the war)?

Notably the film does not address any of the reasons for New Zealand troops being in Korea, and teachers should facilitate the discussion in that direction if necessary.

After working through the four supporting questions and completing the formative assessment tasks students should have the knowledge and evidence required to make an argument that answers the compelling question – What motivated New Zealand to get involved in the Korean War?. Their response should recognise differing historical narratives regarding New Zealand’s involvement in the Korean War exist.



Credit: Kiwis in Korea, National Film Unit (1951) [https://www.youtube.com/watch?v=igRjgTJSask&ab\\_channel=ArchivesNewZealand](https://www.youtube.com/watch?v=igRjgTJSask&ab_channel=ArchivesNewZealand)

## SUPPORTING QUESTION 01

The first supporting question – Why did New Zealand’s security relationship with Britain change after World War Two? – helps students to understand that the end of World War Two represented a seismic shift in the geo-political world order. The strains placed on Europe’s old-world powers by World War One would become fully realised in the rise of two new global superpowers after 1945. Separated by the competing ideologies of Capitalism and Communism, the United States of America and the U.S.S.R sought, either directly or indirectly, to expand their spheres of influence around the world. Not even a small nation like New Zealand, hidden away in the South Pacific, was immune. New Zealand reluctantly gained true independence from Britain in 1947 by ratifying the Statute of Westminster in 1947, and knew that the time it had spent huddled under the protective wing of its mother country had come to an end. Primarily driven by the British defeat in Singapore in 1940, New Zealand realised abruptly how vulnerable it was to the power struggles happening within South-East Asia and the Pacific, and the need for a new way of guaranteeing the safety and defense of the now fully independent nation.

The featured sources provide students with evidence regarding the reasons for New Zealand’s changing security relationships after World War Two. Source A is an excerpt of Prime Minister Michael Joseph Savage’s declaration of support for Britain at the outset of World War Two. Source B outlines New Zealand’s primary defensive strategy for the Asia/Pacific region prior to and including the beginning of World War Two. Sources C and D examine the fall of Britain’s naval base in Singapore. Source E shows communications between New Zealand and British authorities regarding New Zealand’s military forces being held in the Middle-East despite the growing need for troops in the Pacific.

The formative assessment task (see Appendix A) asks students to identify and explain the reasons why New Zealand’s security relationship with Britain changed over time, including;

- New Zealand’s reliance on Britain for its defense in the Pacific up to World War Two.
- The factors that caused this relationship to change.



## FEATURED SOURCE A

**Loyal Support – excerpts from Prime Minister M. J. Savage’s address on the outbreak of World War Two.**

**Credit:** Evening Post, 6 September 1939, page 8.



Michael Joseph Savage, Prime Minister of New Zealand 1935–40.

## ISSUE AT STAKE

*"Where Britain goes, New Zealand goes, where Britain stands, New Zealand stands. With gratitude for the past and confidence in the future we range ourselves without fear beside Britain."*

In those terms the Prime Minister (the Rt. Hon. M. J. Savage), in a broadcast address over national stations last night from his home in Northland, affirmed the Dominion's loyalty to the Mother Country in the present crisis. *"The war which we are entering may be a long one, demanding from us heavy and continuous sacrifice,"* said Mr. Savage. *"It is essential that we realise from the beginning that our cause is worth the sacrifice. I believe in all sincerity that it is. "None of us has any hatred of the German people. For the old culture of the Germans, their songs, their poetry, and their music, we have nothing but admiration and affection. We believe that there are many millions of German people who want to live in peace and quietness as we do, threatening no one and seeking to dominate no one. But we know, alas, that such a way of life is despised and rejected by the men who have seized and hold power in Germany..."*

*"The fight for which we are now engaged is one whose issue concerns all the nations of the world, whether as yet they realise it or not. We are fighting a doctrine that springs from a contempt of human nature—a doctrine that government is the affair only of a self-selected elite who, without consulting the people, may irrevocably determine what the people shall do and shall not do. The masses are to be used as instruments of power in the hands of their masters..."*

**BRITAIN'S SHIELD.** *"I am satisfied that nowhere will the issue be more clearly understood than in New Zealand —where, for almost a century, behind the sure shield of Britain, we have enjoyed and cherished freedom and self-government. Both with gratitude for the past, and with confidence in the future, we range ourselves without fear beside Britain. Where she goes, we go. Where she stands, we stand. We are only a small and young nation, but we are one and all a band of brothers, and we march forward with a union of hearts and wills to a common destiny."*

**FEATURED SOURCE B****The Singapore Strategy.**

**Credit:** Rabel, Roberto. 'New Zealand's Wars.' In The New Oxford History of New Zealand.

**THE SINGAPORE STRATEGY**

On 7 December 1941, Japan launched a series of attacks on British and American territories in Asia and the Pacific. The attacks shocked the world, although fears about Japan's imperialist aims had in fact been growing for decades.

New Zealand's interwar security plan centred on the Main Fleet to Singapore strategy, which specified that if aggressions developed in the Pacific the main British naval fleet would be transferred to Singapore and sustained by a major naval base there. Between 1928 and 1936 the Dominion Government contributed £1 million to the construction of the base, and it was finally completed in 1938.

**LEGACY OF THE FALL OF SINGAPORE**

According to military historian Roberto Rabel, 'the Second World War laid bare Britain's inability to defend its Pacific dominions and colonies, symbolised most graphically by the fall to Japan in 1942 of the supposedly impregnable Singapore naval base and by subsequent reliance on the power of the USA to secure the defeat of Japan'. (Rabel, 260)

Although in the aftermath of the war New Zealand stayed loyal to Britain and attempted to remain within a 'British-centred universe,' the war had extended the limits of that universe to include the United States and Australia as part of a broad Anglo-American alliance structure. The Fall of Singapore therefore marked a turning point in our international relations.

## FEATURED SOURCE C

Japanese plan to capture the Singapore Naval Base (February 1942).

Credit: Tsuji, Masanobu. 'Singapore: The Japanese Version.' St. Martin's Press New York, 1961.





## FEATURED SOURCE D

**No room for panic. The Fall of Singapore. Call to greater effort.**

**Credit:** Evening Post, 16 February 1942, page 6.

*"The fall of Singapore is a severe blow to the Allied cause," said Mr. Fraser. "To the democratic nations of the Pacific it is at once an increased menace and a further call to additional effort and even more unrelenting work to stem the advance of the enemy; to prepare with all possible speed and efficiency to meet any further attacks that may be made on Allied territory; and to lay surely and truly the foundations of ultimate victory—a task in which all the Pacific Allies are very closely and effectively co-operating..."*

*"It would be idle and wrong to pretend that the fall of Singapore has not brought danger nearer to our shores. It has done so. But while there is ample cause for well-grounded concern, there is no room for foolish or frantic panic. We will neither wince nor tremble... New Zealand will face courageously whatever situation will develop. Our danger, which I do not minimise, will decrease in ratio to the effort we all make to build up resistance to any possible attack and to contribute to the programme for victory now being planned in the Pacific and progressively and increasingly operated by our Mother Country, Great Britain, by our sister Dominion, Australia, by our great ally, the United States, and by our other brave partners, the Netherlands East Indies and China, as well as India and Burma..."*



## FEATURED SOURCE E

**British Government note to New Zealand's High Commissioner in London.**

**Credit:** National Library of New Zealand, 'Documents Relating to New Zealand's Participation in the Second World War 1939–45: Volume II', Historical Publications Branch, Wellington, 1951.

14 November 1942

We are very anxious, as you know, to retain the New Zealand Division in the Middle East, in the first place because of the excellent work it has done, more particularly in the present operations. It was also our hope that it would be re-formed into a still more powerful weapon as a result of the promotion of the New Zealand Armoured Brigade in accordance with the arrangements contemplated in the New Zealand Government's telegram of 9 September. The shipping position is growing more and not less difficult and current operations naturally involve increased demands upon shipping, so that very serious embarrassment would be caused by the diversion of further shipping to replace the New Zealand Division in the Middle East. Lastly, however favourably the present North African operations may develop, the threat from the Caucasus to the Persia-Iraq Command will still remain and may become a grave danger, and we cannot afford to neglect our strength there or to weaken it unnecessarily.

At the same time, Mr. Fraser's difficulties as regards manpower are fully appreciated. Having regard to the manpower situation in New Zealand, the repeated requests by the United States authorities for more New Zealand troops for the Pacific theatre are clearly an embarrassment to the New Zealand Government...

## SUPPORTING QUESTION 02

The second supporting question – How did New Zealand become involved in collective security prior to the outbreak of the Korean War – helps students to understand the wider international context which influenced New Zealand's post-war foreign policy. The United States of America, who had defeated Japan (with help from allies) during World War Two seemed like the natural ally for New Zealand. The United States had both the ability and motive to step into the power vacuum created by Great Britain's retreating empire. However, both the United States and New Zealand seemed reluctant to pursue a formal alliance, at least at first. New Zealand's pākehā majority largely saw the country as a Britain in the South Pacific. Should New Zealand pursue an alliance with the United States, or should it instead look to rely on the collective security offered by the newly created United Nations Organisation?

The United States was new to its role as the protector of freedom and democracy. Would it serve its role best as a supporter of the fledgling United Nations Organisation? Or should it take a more controlling hand in global affairs? Initially it seemed as though the U.S might follow the first path as it seemed happy to allow affairs in South-East Asia revert to the pre-war status quo in places like Indochina as France swept back in to reclaim their colonies in Vietnam. A catalyst seemed to be required to force the Pacific democracies into a new way of looking at the region. That catalyst would be the emergence of a 'Communist threat' in Asia and the belief that if unchecked, the developing nations of the far east might succumb, one after another, to this competing ideology.

The featured sources all contain evidence regarding New Zealand's evolving relationship with the United States and the United Nations. Source A features US troops arriving in New Zealand to act as an effective defense force for the nation towards the latter half of World War Two. Source B is an excerpt from a speech by Peter Fraser explaining New Zealand's support of the United Nations. Source C is UNO resolution 83 declaring the need for military action in Korea. Source D is an excerpt of Prime Minister Sidney Holland's statement on the 'Korean Problem' to the New Zealand parliament, explaining New Zealand's decision to contribute.

The formative assessment task (see Appendix B) asks students to engage with primary sources to identify the reasons why New Zealand became involved in collective security prior to the Korean War. Students will brainstorm these reasons in a mind map. As they complete this task students may discuss;

- New Zealand's shifting focus towards building an alliance with the United States of America during World War Two.
- New Zealand's support of the principles of collective security through the creation of the United Nations Organisation.



## FEATURED SOURCE A

United States Troops march down Queen Street in Auckland:  
Photograph taken circa 1942 by National News.

**Background:** On 5 March 1942, British Prime Minister Churchill asked US President Franklin D. Roosevelt to send an American Army division to New Zealand on the condition that New Zealand's army division remained in Egypt. Roosevelt agreed, and on 24 March cabled that 'we are straining every effort' to send forces as soon as possible. New Zealand would serve as a source of supply and a staging post for operations against the Japanese in the Pacific. American forces could train there for fighting ahead or recover from battles just past. New Zealand could also provide food and equipment for the forces at the front.



US Troops march down Queen Street in Auckland, 1942



## FEATURED SOURCE B

## Civic Reception to Prime Minister Peter Fraser.

Credit: National Film Unit <https://www.nzonscreen.com/title/weekly-review-204-reception-to-peter-fraser-1945/overview>.

**Background:** Peter Fraser, Prime Minister of New Zealand 1940–49, was a huge supporter of the creation of the United Nations Organisation at the end of World War Two. Fraser was a firm believer in maintaining peace through Collective Security and thought that the UN was the best hope for achieving that aim. This image is taken from newsreel footage of Fraser making a speech following his return from signing the UN charter in San Francisco 1945.



In this newsreel item made shortly before the end of World War II, Prime Minister Peter Fraser addresses a large crowd at the Wellington Town Hall on global 'interdependence'. Fraser was back from the 'World Security Conference' in San Francisco, where he led the New Zealand group for the founding meeting of what is now the United Nations. Fraser is a subdued figure, gesticulating as he delivers his message about global co-operation after the sacrifices of the war. His speech is met by enthusiastic applause. Fraser and the Labour party would win another Parliamentary term in 1946.

*"Every one of our countries are sovereign states and the more independent we are the more we realise we are interdependent..."* – Prime Minister Peter Fraser sounds the call for a postwar global understanding.



## FEATURED SOURCE C

## United Nations Resolution 83, 27 June 1950.

**Credit:** United Nations Security Council. (1950, June 27). Resolution 83 (1950) concerning assistance to the Republic of Korea (S/RES/83(1950)). United Nations Digital Library.  
<https://digitallibrary.un.org/record/112026?ln=en>

**Background:** The United Nations faced its first significant military test when North Korean troops invaded South Korea in 1950. Eventually the United Nations passed two resolutions justifying the use of force to repel the North Koreans and re-establish the border on the 38th parallel. The UN forces would be spear-headed by the United States, but New Zealand was called upon to contribute as a member nation. Collective security in action.

## 83 (1950). Resolution of 27 June 1950

[S/1511]

*The Security Council,*

*Having determined* that the armed attack upon the Republic of Korea by forces from North Korea constitutes a breach of the peace,

*Having called for* an immediate cessation of hostilities,

*Having called upon* the authorities in North Korea to withdraw forthwith their armed forces to the 38th parallel,

*Having noted* from the report of the United Nations Commission on Korea<sup>11</sup> that the authorities in North Korea have neither ceased hostilities nor withdrawn their armed forces to the 38th parallel, and that urgent military measures are required to restore international peace and security,

*Having noted* the appeal from the Republic of Korea to the United Nations for immediate and effective steps to secure peace and security.

*Recommends* that the Members of the United Nations furnish such assistance to the Republic of Korea as may be necessary to repel the armed attack and to restore international peace and security in the area.

*Adopted at the 474th meeting  
by 7 votes to 1 (Yugoslavia).<sup>12</sup>*

## 83 (1950). Résolution du 27 juin 1950

[S/1511]

*Le Conseil de sécurité,*

*Ayant constaté* que l'attaque dirigée contre la République de Corée par des forces armées venues de Corée du Nord constitue une rupture de la paix,

*Ayant demandé* la cessation immédiate des hostilités,

*Ayant invité* les autorités de la Corée du Nord à retirer immédiatement leurs forces armées sur le 38<sup>e</sup> parallèle,

*Ayant constaté*, d'après le rapport de la Commission des Nations Unies pour la Corée<sup>11</sup>, que les autorités de la Corée du Nord n'ont ni suspendu les hostilités, ni retiré leurs forces armées sur le 38<sup>e</sup> parallèle, et qu'il faut prendre d'urgence des mesures militaires pour rétablir la paix et la sécurité internationales,

*Ayant pris acte* de l'appel adressé aux Nations Unies par la République de Corée, qui demande que des mesures efficaces soient prises immédiatement pour garantir la paix et la sécurité.

*Recommande* aux Membres de l'Organisation des Nations Unies d'apporter à la République de Corée toute l'aide nécessaire pour repousser les assaillants et rétablir dans cette région la paix et la sécurité internationales.

*Adoptée à la 474<sup>e</sup> séance par  
7 voix contre une (Yougoslavie).<sup>12</sup>*



## FEATURED SOURCE D

Prime Minister Sidney Holland's parliamentary address about the 'Korean Situation' with support from Peter Fraser, 29th June 1950.

Credit: Parliamentary Debates, Hansard v289. #21 - Parliamentary debates v.289. - Full View | HathiTrust Digital Library.

## HOUSE OF REPRESENTATIVES

Thursday, 29th June, 1950

Korean Situation: Ministerial Statement—Opening of New House of Commons—Chairman of Committees—Import Supply Bill

Mr. SPEAKER took the chair at half past two o'clock p.m.

PRAYERS.

KOREAN SITUATION:  
MINISTERIAL STATEMENT

The Right Hon. Mr. HOLLAND (Prime Minister).—Sir, with the leave of the House, I should like to make a statement. The Government is following events in Korea with the utmost attention, and is in constant touch with the British and American Governments. The New Zealand Government holds the view that the action taken by the Security Council is fully in accord with the United Nations Charter. The Charter provides that the Security Council shall determine the existence of any breach of the peace or act of aggression, and shall make recommendations or decide what measures shall be taken to deal with it. If measures not involving the use of armed force would be ineffective, then the Security Council

may take such action by air, sea, or land Forces as may be necessary to maintain or restore international peace and security.

Despite the fact that the arrangements contemplated in Article 43 of the Charter have not been concluded, because of disagreements between the leading members, and there are no formal agreements with the Security Council under which members would make available to the Council Armed Forces and other assistance which the Council may call upon and use where necessary, the New Zealand Government holds the view that the Security Council has a clear duty to maintain international peace and security, and feels that it is incumbent upon members of the United Nations to give their full co-operation in all endeavours to achieve that end. The New Zealand Government welcomes the measures, thus promptly taken, by the Security Council, and fully approves the terms of the Council's resolution of the 27th June. It has advised the United Kingdom and the United States Governments of its support for the action taken by those Governments to assist the Republic of Korea to withstand aggression. The New Zealand Government will do whatever lies within its power to fulfil the obligations it has incurred under the United Nations Charter. It is prepared to make available units of the Royal New Zealand Navy, should this form of assistance be required, and it is at present in consultation with the United Kingdom Government on this matter.

The Right Hon. Mr. FRASER (Leader of the Opposition).—Sir, with the leave of the House, I should like to say that the seriousness of the matter referred to in the Prime Minister's statement will be clear to the country. There can be no two opinions about the matter. I have not had an opportunity of discussing it with other members of the Opposition, but I feel certain that when aggressive action is taken by one nation against another, violating the principles of the United Nations to which we have so whole-heartedly subscribed, then my colleagues will stand with me alongside those who support the United Nations. We have to-day a clear act of aggression, an unscrupulous act of aggression. Personally I feel we should be grateful to President Truman for acting with such promptitude and strength, because if that sort of aggression is allowed to go on then no country, no person, no home, and no life in the world will be safe.

### SUPPORTING QUESTION 03

The third supporting question — How did the fear of Communism lead to New Zealand's involvement in the Korean War?— is designed to engage students in an analysis of the complex ideological conflict at play in the Korean peninsula and in the wider world, post World War Two. Here students will look at how New Zealand's commitment to collective security through member status at the United Nations combined with the burgeoning Cold War conflict between the United States and its allies and the USSR and other communist states.

The featured sources provide different perspectives on the concerns that democratic countries held about the spread of communism. Source A looks at the United States perspective behind the creation of the ANZUS Treaty in 1951 and conflating the desire of Australia and New Zealand to send troops to Korea with the fear of the spread of Communism. Source B re-states the drive behind the Korean War coming from the United Nations, acknowledging that the military efforts would be led by the United States, and notes the absence of the Soviet Union in the decision making process. Sources C and D further examine the nature of New Zealand's reasoning behind entering the conflict in Korea. How much of a factor was the fear of communism in New Zealand's decision making or were other forces of more significance?

The formative assessment task asks students to analyse the extent to which a fear of Communism was behind New Zealand's involvement in the Korean War. Students will be asked to interpret and classify the key factors behind New Zealand's decision to fight in Korea by identifying evidence in the source material. Students will be asked to explain their decision making regarding which factors were the most/least significant in New Zealand's involvement in the Korean War. Students may wish to compare and contrast the following ideas;

- that the Korean War was New Zealand's first introduction to the Cold War tension between the USSR, and the USA.
- that New Zealand's involvement in Korea was symptomatic of our commitment to Collective Security.



**SUPPORTING QUESTION 03**

**FEATURED SOURCE A**

**ANZUS from the American perspective.**

**Credit:** Office of the Historian, Foreign Service Institute, United States Department of State.  
Available online at <https://history.state.gov/milestones/1945-1952/anzus>.

At the onset of the Second World War, both Australia and New Zealand were members of the British Empire, so when Britain entered the conflict they did as well. During the course of the war, these two geographically isolated nations faced the threat of direct attack for the first time in their histories as modern states. As the Japanese expanded south into the Pacific Ocean, mainland Australia and especially the city of Darwin suffered frequent Japanese air raids in 1942 and 1943. After the sudden fall of the strategically important British colony of Singapore to the Japanese on February 15, 1942, the Antipodean nations expressed concern that the British Government was too focused on the war in Europe to protect its colonies properly and they began for the first time to look to the United States to help ensure their security.

Several developments in Asia between 1949 and 1951 helped to change U.S. perceptions about the utility of a formal security arrangement. The communist victory in the Chinese Revolution in 1949 seemed to confirm fears that communism was spreading in East Asia as well as in Europe. In 1950s, the outbreak of the Korean War led Australia and New Zealand to commit troops through the United Nations and alongside the NATO allies, demonstrating both their concern over the threat of communism and their commitment to doing their part to help contain it in the region. Most importantly, the U.S. decision to end the occupation of Japan and seek a peace treaty was met with great suspicion and disapproval from officials in the South Pacific, and that made the United States more willing to develop a security treaty to gain Antipodean support for the final peace agreement. In April of 1951, U.S. President Harry Truman announced that negotiations on a tripartite security treaty between the United States, Australia and New Zealand would occur concurrently with the negotiations for a final peace treaty with Japan. Both treaties were concluded in mid-1951, and the ANZUS Treaty was ratified by the United States and entered into force in 1952.

SUPPORTING  
QUESTION

03



FEATURED SOURCE B

Resolution 85, adopted by the Security Council 31 July 1950.

Credit: United Nations Digital Library.

Available online at <https://digitallibrary.un.org/record/112028?ln=en&v=pdf>.

85 (1950). Resolution of 31 July 1950

[S/1657]

*The Security Council,*

*Recognizing* the hardships and privations to which the people of Korea are being subjected as a result of the continued prosecution by the North Korean forces of their unlawful attack,

*Appreciating* the spontaneous offers of assistance to the Korean people which have been made by Governments, specialized agencies, and non-governmental organizations,

1. *Requests* the Unified Command to exercise responsibility for determining the requirements for the relief and support of the civilian population of Korea and for establishing in the field the procedures for providing such relief and support;

2. *Requests* the Secretary-General to transmit all offers of assistance for relief and support to the Unified Command;

3. *Requests* the Unified Command to provide the Security Council with reports, as appropriate, on its relief activities;

<sup>18</sup> One member (Union of Soviet Socialist Republics) was absent.

85 (1950). Résolution du 31 juillet 1950

[S/1657]

*Le Conseil de sécurité,*

*Conscient* des épreuves et des privations qu'impose au peuple coréen la poursuite de l'attaque illégale déclenchée par les forces de la Corée du Nord,

*Accueillant avec reconnaissance* les offres d'aide au peuple coréen faites spontanément par des gouvernements, des institutions spécialisées et des organisations non gouvernementales,

1. *Prie* le Commandement unifié de se charger de déterminer les secours et l'aide dont la population civile de la Corée a besoin et d'organiser sur place la répartition de ces secours et de cette aide;

2. *Prie* le Secrétaire général de transmettre au Commandement unifié toutes les offres de secours et d'aide;

3. *Prie* le Commandement unifié d'adresser au Conseil de sécurité, toutes les fois qu'il le jugera utile, des rapports sur l'œuvre qu'il aura accomplie dans le domaine des secours;

<sup>19</sup> Un des membres (Union des Républiques socialistes soviétiques) était absent.

**FEATURED SOURCE C****Communist Octopus**

Credit: Gordon Minhinnick for the New Zealand Herald, 1950.





## FEATURED SOURCE D

Excerpt from Governor-General Bernard Freyberg's 'Speech from the Throne' during the opening of Parliament, 1951.

Credit: Press, Volume LXXXVII, Issue 26458, 27 June 1951, Page 8.

## CONTEXT

At the opening of every parliamentary session, the Governor-General sets out the goals of the government for that session. The speech is written by the government for the Governor-General. In 1951 the National party, led by Sidney Holland formed the government of New Zealand.

*"My advisers consider the revolutionary character of Communism to be the chief menace to international peace, and they feel bound to accept the fact that if the democratic nations are to defend their liberties successfully against attack they must willingly and resolutely shoulder the heavy burden of rearmament which the threat of aggression imposes upon free peoples everywhere.*

*When the United Nations decided to resist by force of arms the aggression of the North Korean Communist regime, afterwards openly supported by the Chinese Communists, New Zealand was among the first countries to offer to join in the United Nations action, and our forces have served with distinction on sea and on the land. My Government welcomed the resolute leadership of the United States, and is gratified that the land forces of New Zealand and other Commonwealth countries are now being grouped together as a division."*

## SECOND SESSION OF PARLIAMENT Opening By Lord Freyberg

### LEGISLATIVE PROGRAMME OUTLINED

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## FEATURED SOURCE E

## N.Z. Aid to U.N. in Korea.

**Credit:** Press, Volume LXXXVI, Issue 26174, 26 July 1950, Page 6, Courtesy of Stuff Ltd.  
Creative Commons BY-NC-SA 3.0 New Zealand licence.

Emphasising the seriousness of events in the East, Mr Polson said that New Zealand should be fully prepared. He hoped he would not be regarded as a scaremonger, but he was seeking **to** warn the country of what might be agreed. The Government was keenly alive **to** the situation, he added. It was not for him **to** say what would be in Mr Holland's announcement, but he thought it would be satisfactory **to** everybody. Sir William Perry: Good. "We see in recent acts of aggression the real aim of the Communists in the world," continued Mr Polson. "I sometimes wonder how many Communists we have in New Zealand. Whatever their number they must not be allowed any opportunity of sabotage and disloyal mischief in- this country. New Zealand must look **to** the United Nations, of which she is part. If the United Nations does not rise **to** its responsibilities now, it would be a sorry look-out for mankind."

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"New Zealand must look to the United Nations, of which she is part. If the United Nations does not rise to its responsibilities now, it would be a sorry look-out for mankind."



## FEATURED SOURCE F

## Recruiting for K Force.

**Credit:** Press, 30 November 1951, Page 8.

## RECRUITING FOR K FORCE

APPEAL BY N.Z. R.S.A. VICE PRESIDENT AUSTRALIAN'S TRIBUTE QUOTED (New Zealand Press Association) WELLINGTON, Nov. 29. "New Zealanders are needed to serve in Korea, and that need is great—in many ways as great as it was in 1914 and 1939," said Mr K. W. Fraser, vice-president of the New Zealand Returned Services' Association, in a broadcast appeal to-night for recruits for K Force. In both those years the peace of the world was threatened by dictatorial force. Now it is armed Communism that threatens the free peoples, with Communist China backing the puppet forces of North Korea and with the whole sinister power of the Kremlin in support.

RECRUITING FOR  
K FORCEAPPEAL BY N.Z. R.S.A.  
VICE-PRESIDENTAUSTRALIAN'S TRIBUTE  
QUOTED

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## SUPPORTING QUESTION 04

The final supporting question — To what extent did New Zealanders support New Zealand's involvement in the Korean War? — is designed to engage students in a critique of the different perspectives surrounding New Zealand's participation in the Korean War. 4700 New Zealanders volunteered and served as part of the New Zealand contingent – Kayforce – under UN command and 1300 served on Royal New Zealand Navy frigates during the war and for a period after the armistice (1953–1957).<sup>1</sup>

Featured source A looks at the initial response in New Zealand for volunteers to fight in Korea. Featured source B sheds light on some of the political motivations behind New Zealand's involvement in the Korean war and the political gamesmanship played by Prime Minister Sid Holland at the time. Featured source C is a newspaper article announcing the deployment of Kayforce to Korea and provides the perspective of the Acting Leader of the Opposition on their deployment. Featured source D, an excerpt of an interview conducted with Arthur Alsop NZASC, shows how a serviceman viewed the Korean War, how much (or little) he knew about Korea at the time and how the conflict was perceived by the men fighting in it.

The formative assessment task asks students to annotate and paraphrase historical sources in order to examine the perspectives of different groups and individuals on New Zealand's involvement in the Korean War.

Ask students to read each historical source using the following annotation strategy. You may like to model this strategy for students before asking them to do it individually or in small groups.

- Circle or underline key words
- Put a question mark by ideas you don't understand
- Summarise key ideas in your own words
- Make notes about the author's argument and interpretation

Ask students to discuss and share their annotations with others – what did they write? Did any of their annotations differ? What key idea did they take away from each source? Conclude the activity by asking students to draw a conclusion regarding the extent to which New Zealanders supported New Zealand's participation in the Korean War.

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<sup>1</sup> New Zealand in the Korean War, URL: <https://nzhistory.govt.nz/war/korean-war>, (Manatū Taonga — Ministry for Culture and Heritage), updated 19–Oct–2022



## FEATURED SOURCE A

## Support for Sending of Troops.

Credit: Press, Volume LXXXVI, Issue 26176, 28 July 1950, Page 6, Courtesy of Stuff Ltd. Creative Commons BY-NC-SA 3.0 New Zealand licence.

# N.Z. FORCE FOR KOREA

## More Than 2000 Volunteers On First Day

### RESPONSE DESCRIBED AS EXTRAORDINARILY GOOD

(New Zealand Press Association)

WELLINGTON, July 27

More than 2000 men responded throughout New Zealand to-day to the call for volunteers for K Force, as the special New Zealand combat force for Korea will be known.

This is the minimum figure, received late in the afternoon. Recruiting offices closed at 8 p.m. Returns from smaller sub-areas are not included in the total, and some of the larger southern towns have not forwarded figures.

Several nurses offered their services, as well as a large number of Maoris and recently-arrived immigrants.

Enlistments from the main towns were: Auckland, 687; Wellington, 355; Christchurch, 172; Dunedin, 131. Military district totals were: northern, 969; central, 523; southern, 414.

Commenting on the response, Brigadier W. G. Gentry, the Adjutant-General, said: "For the first day it was extraordinarily good. There was little warning, and most of the volunteers would be the type of fellows who were in a position to make a quick decision."



## FEATURED SOURCE B

## Kiwis in Korea: When the Cold War ran hot.

Credit: Yarwood, Vaughan. New Zealand Geographic ISSUE 057. May–June 2002.

THE UNITED STATES through the UN, had first appealed for ground troops a fortnight after Sid Holland had offered the frigates. With the situation worsening, the generals had quickly come to the conclusion that, in the words of historian and Korean veteran T. R. Fehrenbach, *"You may fly over a land forever; you may bomb it, atomise it, pulverise it and wipe it clean of life but if you desire to defend it, protect it, and keep it for civilisation, you must do this on the ground the way the Roman legions did, by putting your young men into the mud."* Or, as now in Korea, into the snow.

Reluctant to commit troops, Holland was eventually persuaded that the American plea for help would be looked on as a test for those who might be included in a future Pacific pact. Even so, he delayed until news came that, without consultation, the British had decided to send ground forces.

There followed an undignified scramble to cash in on American goodwill. The Australians made a hasty decision to commit troops while their prime minister, Robert Menzies, was in mid-Atlantic en route to New York on the Queen Mary and therefore not able to be reached. The British were to make their intentions public on the afternoon of July 26, London time.

Holland nimbly beat everyone to the tape, announcing the deployment of New Zealand ground forces at 7.30 P.M. local time on July 26. With an eye to minimising casualties and preserving a sense of the contingent's identity, the prime minister, himself a former gunner, had decided on an artillery regiment. Supporting it would be several specialist units, including a signals troop and a transport platoon.

## K FORCE TO SAIL ON SUNDAY ARMY DEPARTMENT ANNOUNCEMENT MR HOLLAND TO ADDRESS TROOPS

(New Zealand Press Association)

WELLINGTON, December 4.

K Force is expected to sail from Wellington on Sunday. The Army Department announced this to-day.

The Ormonde, in which the force will leave, is scheduled to arrive from Sydney on Friday morning. An advance party is to embark on Saturday and the main body will go aboard on Sunday morning.

Present plans are that the Ormonde's voyage to Korea by way of Brisbane and Manila will begin at midday, but a definite sailing time will be announced later in the week.

The Prime Minister (Mr Holland) will address troops before they sail. Unless the Ormonde's schedule is altered, Mr Holland will speak about 10.15 a.m. on Sunday, on the wharf if the weather is fine, or over the ship's broadcasting system if it is wet.

It is not known yet if there will be a parade through Wellington.

A message urging the Acting Leader of the Opposition (Mr W. Nash) to "demand that New Zealand troops be stopped immediately from proceeding to Korea, where their young lives would be endangered in a horrible and fruitless conflict," has been sent to Mr. Nash by the national secretary of the New Zealand Communist Party.

The message added that Korean affairs should be settled by the Korean people and General MacArthur's troops withdrawn before irretrievable harm was done.

**FEATURED SOURCE C****K Force to Sail on Sunday.**

**Credit:** Press, Volume LXXXVI, Issue 26287, 5 December 1950, page 5.

**FEATURED SOURCE D****Interview excerpt with Arthur Alsop (RNZASC 1952–54).**

**Credit:** Korean War Legacy Foundation, Veteran Interviews Archive.

Available online at <https://koreanwarlegacy.org/interviews/arthur-alsop/#clip-2>.

Arthur Alsop served in the Royal New Zealand Army Service Corps (RNZASC) in Korea from June 1952 through November 1954. During the war he served as a storeman, which fulfilled his interests in auto-mechanics. He describes his experience with basic training in Waiouru. Arthur Alsop did not know much about Korea, except that it had previously been invaded by Japan, but soon headed there for service. He shares how he arrived in Korea and asked himself why people would want to fight over such a country.



**Arthur Alsop:** *Uh, that actually, uh, the basic military training there [Waiouru] went for six weeks. And then you went on to do a core training after that which was another 12 weeks.*

**Interviewer:** *Twelve weeks.*

**Arthur Alsop:** *Yeah.*

**Interviewer:** *And what did you get there?*

**Arthur Alsop:** *Uh, well, I learned to drive trucks with multiple trailers like gun limbers and things like that and, um, stores. Uh, I was always interested in being a storeman and, um, learning the, the different parts of, uh, motor vehicles, so I knew what I was talking about. And that was my job.*

**Interviewer:** *So up to that point, did you know anything about Korea?*

**Arthur Alsop:** *I heard about*

Interviewer: Locate...

Arthur Alsop: I heard about Korea with Japan invading Korea around about the same time in the 1930's when they tried to invade China. It was round about the same time.

Interviewer: How did you learn about it?

Arthur Alsop: Um, military history was one of the, the things that, uh, you are taught and, um, although that didn't, uh, have anything to do with us. But it was still part of, of a learning process [at school]. Uh, I knew about it, um. To be honest, I didn't know where it was. But I thought it can't be very far from Japan.

Interviewer: And so did you, you know where it was, right?

Arthur Alsop: Yeah, not far from Japan. That's all I knew.

Interviewer: What about any history or any culture, anything about Korea?

Arthur Alsop: No, nothing.

Interviewer: Nothing.

Arthur Alsop: No.

Interviewer: Tell me about Inchon and the Korea that you saw for the first time. Be honest. Just give detailed description of the scene that you remember.

Arthur Alsop: Well, I remember that I, uh, a rough wharf, uh, that they, like a jetty that, um, they came in as we were on the, uh, the Chinese ship, the Esing and, uh, it was just like a rough jetty, dirty, um, and beyond it was only dirt, dust

Interviewer: Um hm.

Arthur Alsop: Um, cause June you're starting to get fairly hot in June, too. So, and that was a bit of a, a, drag for us, and I'm not used to the heat, not, uh, and the, the high temperatures you had over there. Uh, it, yeah. There was nothing. Let's put it bluntly. It was nothing, you know, fishermen. Something that you get into a country, say you're round the coast here of, of Australia and New Zealand. It's the type of thing you find out where it's a little settlement and the fishermen would use it. That's what it looked like.

Interviewer: Any Korean people that you saw or Korean village, city that you see destroyed?

Arthur Alsop: Yes. Yes.

Interviewer: Tell me about those.

Arthur Alsop: Well, um, the buildings like the houses and that looked fairly flimsy. They, they, uh, they weren't like I was used to, you know, with, with, uh,

Interviewer: Um hm, um hm.

Arthur Alsop: you know, with, uh, timber and that, that, that we have here or in New Zealand. Uh, no, nothing like that. And, um, I couldn't get over it, how people lived, uh, in such a way, you know. I, I thought this country, I don't know what this country is. And to be quite honest, I, I said to me, me mate, I said do you think it's worth fighting for this country?

Interviewer: Um hm. Good question. What did you think?

Arthur Alsop: That's what I honestly thought. When you saw what it was, and what are they fighting over it for, you know. Like, um, not a very nice thought, um, I will admit. But, um, I'm being honest...

## SUMMATIVE ASSESSMENT TASK

At this point in the inquiry, students have examined the compelling question – What motivated New Zealand to get involved in the Korean War? – through a wide variety of primary and secondary sources relating to the conflict.

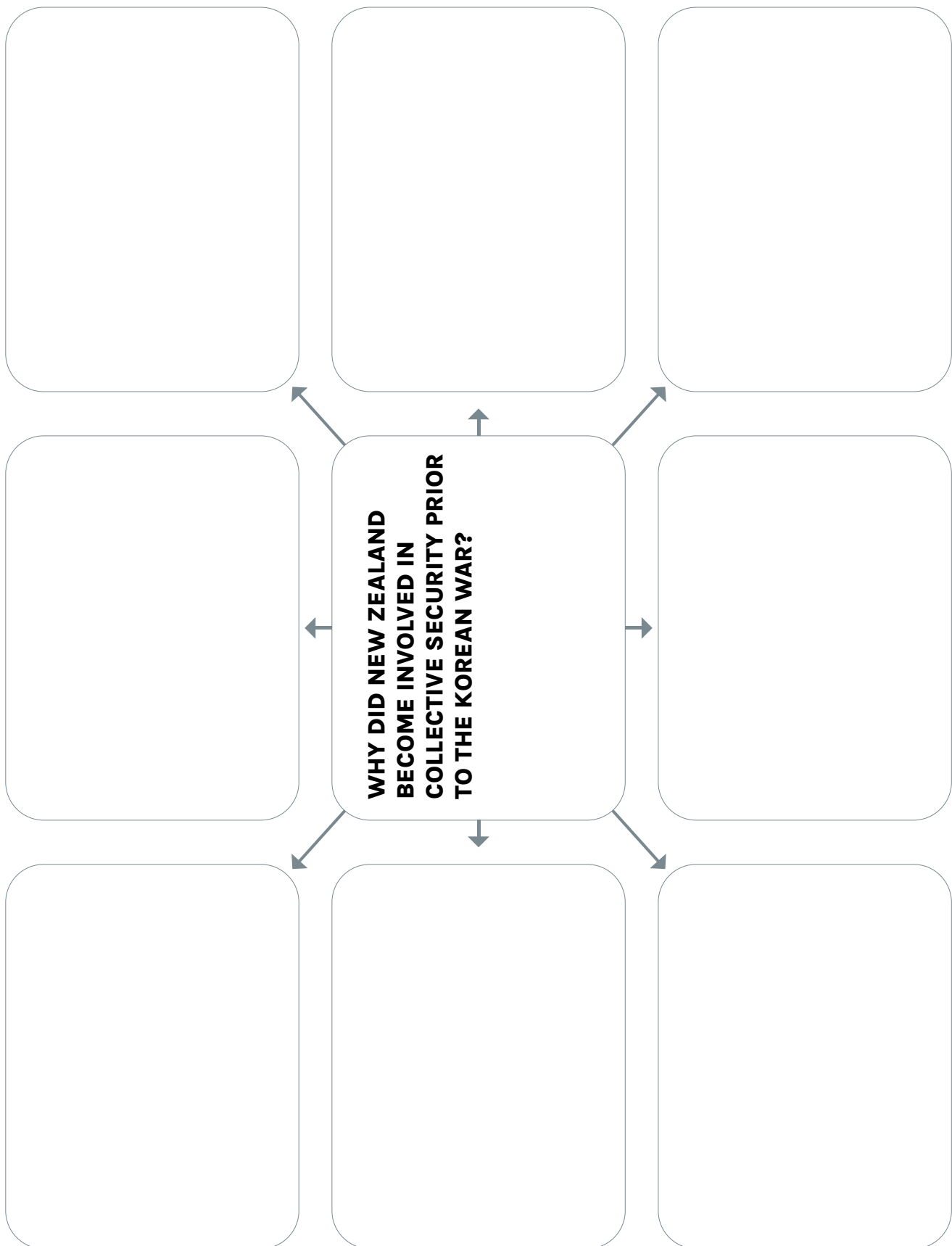
Students will construct an argument that evaluates the reasons why New Zealand became involved in the Korean War. They are expected to demonstrate the breadth and depth of their understanding by using evidence from multiple sources to support their claims. Students could present this argument in the form of:

- A detailed outline
- Poster
- Essay
- PowerPoint, or other slide presentation

To extend their arguments, students could compare and contrast the reasons why New Zealand became involved in the Korean War with another conflict (such as World War One or the Vietnam War), drawing conclusions about what these reasons tell us about New Zealand's foreign policy.

## APPENDIX A:

	What does this source tell us about New Zealand's changing relationship with Britain?
<b>Source A:</b> Michael Joseph Savage's statement on World War Two	
<b>Source B:</b> The Singapore Strategy	
<b>Source C:</b> Japanese Attack Plan for Singapore	
<b>Source D:</b> Peter Fraser on the fall of Singapore	
<b>Source E:</b> New Zealand Troops in the Middle-East	
Using evidence from the sources, why do you think New Zealand's relationship with Britain changed after World War Two?	



**FEATURED SOURCE A**

1. Evidence of communism as a factor for New Zealand's involvement in the Korean War

2. Other factors that are referenced:

**FEATURED SOURCE B**

1. Evidence of communism as a factor for New Zealand's involvement in the Korean War:

2. Other factors that are referenced:

**FEATURED SOURCE C**

1. Evidence of communism as a factor for New Zealand's involvement in the Korean War:

2. Other factors that are referenced:

**FEATURED SOURCE D**

1. Evidence of communism as a factor for New Zealand's involvement in the Korean War:

2. Other factors that are referenced:

**FEATURED SOURCE E**

1. Evidence of communism as a factor for New Zealand's involvement in the Korean War:

2. Other factors that are referenced:

**COMPARISON**
**CONTRAST**

# **CHAPTER 03**

**HOW DID NEW  
ZEALAND SOLDIERS  
EXPERIENCE THE  
KOREAN WAR?**

# **03**



Photograph: New Zealand soldiers with Korean soldiers attached to Commonwealth Units (KASTCOMS), 1953

## SUPPORTING QUESTIONS

1. How do New Zealand soldiers describe their experience of the Korean War?
2. How did New Zealand soldiers engage with South Koreans during the Korean War?
3. How did New Zealand soldiers maintain connections with home during the Korean War?

## HOW DID NEW ZEALAND SOLDIERS EXPERIENCE THE KOREAN WAR?

### HISTORICAL THINKING CONCEPTS

- Use *primary source evidence*
- Take *historical perspectives*

### STAGING THE COMPELLING QUESTION

In staging the compelling question, 'How did New Zealand soldiers experience the Korean War?' students make inferences from a photograph of soldiers preparing a hāngi in Korea. This activity will encourage students to draw conclusions from historical evidence and prompt questions about the social activities soldiers experienced during the war.

### SUPPORTING QUESTION 01

How do New Zealand soldiers describe their experience of the Korean War?

#### FORMATIVE ASSESSMENT TASK

Complete a character chart which identifies key actions and quotations from soldiers regarding their experiences during the Korean War.

#### FEATURED SOURCES

**Source A:** Wiremu (Bill) Keiha.

**Source B:** Kenneth Fasene Dawson.

**Source C:** Excerpt from Korea 70 years on: Veterans remember the war that's never ended, The Press, 22 July 2023.

### SUPPORTING QUESTION 02

How did New Zealand soldiers interact with South Koreans during the Korean War?

#### FORMATIVE ASSESSMENT TASK

Using a collection of sources, complete a mind map to identify the different ways that New Zealand soldiers interacted with South Koreans during the Korean War.

#### FEATURED SOURCES

**Source A:** Colonel (Retired) Richard Hall. *Tough Love: Kayforce Engagement with the Korean People*. Auckland War Memorial Museum – Tāmaki Paenga Hira.

**Source B:** New Zealand soldiers talk about their experiences with South Koreans beyond the battlefield.

**Source C:** The lyrics to Pōkarekare Ana and Yeon-Ga.

**Source D:** Choe Chong Dae, Song of New Zealand's 'Pōkarekare Ana' and Korea's Yeon Ga, Korea Times, 2024.

### SUPPORTING QUESTION 03

How did New Zealand soldiers maintain connections with home during the Korean War?

#### FORMATIVE ASSESSMENT TASK

Write a paragraph drawing on evidence from the primary sources to explain the ways that New Zealand soldiers maintained connections with home during the Korean War.

#### FEATURED SOURCES

**Source A:** Oral history – Richard V. Gordon.

**Source B:** Wiremu (Bill) Keiha.

**Source C:** Photograph of New Zealand soldiers preparing a Hangi.

**Source D:** Cultural and Sporting Activities.

**Source E:** Photograph of Kiwi Hill.

### SUMMATIVE ASSESSMENT TASK

#### ARGUMENT:

Students will construct a Found Poem which demonstrates their understanding of how New Zealand soldiers experienced the Korean War. In their writing they will draw on evidence from multiple sources, synthesising their learning by organising language around a key theme or message.

#### EXTENSION:

Explain how the use of the waiata, Pōkarekare Ana, in South Korea demonstrates an ongoing relationship between New Zealand and South Korea.

### INQUIRY DESCRIPTION

This inquiry leads students through an exploration of the various experiences of New Zealand soldiers during the Korean War, in order to understand that people have diverse perspectives on, and experiences of, historical events. New Zealand's military served in Korea from 1950 – 1957, with over 6000 New Zealanders fighting under the banner of the United Nations, alongside Commonwealth and American allies. Many of these soldiers volunteered to fight in the war and brought with them their own experiences, stories, values and perspectives.

The three supporting questions explore the ways that the soldiers themselves describe their experience of the Korean War, how they interacted with South Koreans and the ways that soldiers maintained connections with home. Students are encouraged to examine various historical sources so that they engage with a range of New Zealand soldiers perspectives on their involvement in the Korean War. This inquiry supports students to understand that while there is diversity of experience among individuals in historical events, there may also be common themes that run across the stories of individuals.

This inquiry is expected to take 3–4 60 minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative assessment tasks, featured sources, writing). Sources can be extracted from the inquiry and utilised in isolation. Teachers do not need to use all the sources provided in the inquiry, but they will help students gain an overall understanding of the compelling question.

### STRUCTURE OF THE INQUIRY

In addressing the compelling question – How did New Zealand soldiers experience the Korean War? – students work through a series of supporting questions, formative assessment tasks, and featured sources, to construct an argument using historical evidence. The supporting question, formative assessment tasks, and selected primary sources provide multiple opportunities to work independently, collaborate, and share ideas, questions, and understanding with peers. Sources for the inquiry include a wide range of primary and secondary sources and video interviews with Korean War veterans.

## STAGING THE COMPELLING QUESTION

In staging the compelling question – How did New Zealand soldiers experience the Korean War? – students respond to a photo of New Zealand soldiers preparing a hāngi for the final celebrations of the 16 NZ Field regiment break-up. Teachers should present this photo to students without the caption attached. Students should make simple observations of the photo – What do they see? What do they think is happening in the photo? How do students feel about the action taking place? These observations can be recorded by students.

After students have examined the photo, ask them to consider the limitations of the source – what doesn't a photo tell us? What other information would be useful to make sense of this source?

The purpose of this staging task is to activate student interest in the subject of the inquiry, and to prompt them into thinking about the kind of experiences that New Zealand soldiers may have had in Korea beyond the battlefield. This activity also provides an opportunity for students to think about the nature of historical evidence, including how to ask questions of a source and make inferences from historical evidence. This photo will reappear later in the inquiry when students are considering the ways that soldiers maintained connections with home while serving in Korea.

## STAGING THE COMPELLING QUESTION

### Featured source A

*Bdr W. TeHaaka (N.Auckland), Gnr W.Amai (Waikaremoana), Gnr L.Blake (Taupo), and Sig B.Keiha (Gisborne) here preparing a hāngi for the final celebrations of the 16 NZ Fd Regt breakup. Cooper, P / NZDF. (1954) Hangi Preparations. [Photograph]. Alexander Turnbull Library, National Library of New Zealand. <https://tiaki.natlib.govt.nz/#details=ecatalogue.50086>.*



## SUPPORTING QUESTION 01

The first supporting question – How do New Zealand soldiers describe their experience of the Korean War – explores the experiences of New Zealand soldiers in the Korean War. It provides students with the opportunity to explore first hand the experiences of soldiers through their oral histories and to consider the similarities and differences in their accounts.

The formative assessment task asks students to explore the experiences of Wiremu (Bill) Keiha, Kenneth Fasene Dawson and Victor Pidgeon through the featured sources. Using the Character Chart (Appendix B) students should identify key information related to each soldier's experience of the Korean War, using evidence from the sources to support their answers.

Students could also consider the ways in which mana or vā may have influenced a soldier's decision making or experience of the war. Consideration of these concepts can help to broaden student understanding that historical actors have diverse perspectives of the historical events in which they are involved. It is important that teachers unpack these concepts with students prior to beginning the inquiry so that they can understand how they might shape the motivations of soldiers identified in the sources.

Please see appendix A for supporting information regarding the concepts of mana and vā.

### SUPPORTING QUESTION 01



#### FEATURED SOURCE A

##### The experience of Wiremu (Bill) Keiha.

**Credit:** Pip Desmond, *The War that Never Ended: New Zealand Veterans Remember Korea*, Penguin, 2013.



*"I respected the British and they respected me. I think it was a throwback to when the Māori Battalion were billeted in England before they went to Greece...I think my pakeke, my elders, performed very well in England and as a fighting force they were well renowned..."*

*\*pakeke = adults*

Wiremu Keiha was born in Gisborne, 1930. His iwi is Rongowhakaata and Te Aitanga-a-Māhaki iwi. Wiremu's father, Kīngi Āreta, joined the 28 Māori Battalion for four years as commanding officer of C Company. As a result of his bravery, leadership and acts, Reta was awarded a Military Cross for gallantry at El Alamein. Inspired by his father's war record, Wiremu was eager to volunteer for the Korean War.

*"I wanted to be like Dad." – Wiremu Keiha,*

Wiremu's first attempt to enlist was unsuccessful. As a result of being considered an essential industry as a farm worker, he was rejected by the area commanders of the army. Wiremu later attempted to enlist in Wairoa, then in Hawke's Bay. Eventually, when he travelled back home for his grandmother's funeral, he sneakily went into the army headquarters in Gisborne and signed up.

*"Dad never said a word – until I met him down at the TEAL flying boats when we were being transferred out of New Zealand to Australia... We were being marched into the flying boats when he stepped forward and handed me this Bible." – Wiremu Keiha.*

Wiremu Keiha was a part of the 7th Reinforcements, being the only New Zealander on the Loadmaster aircraft. The Loadmaster took troops of the Commonwealth across from Japan to Seoul, Korea. He recalls there being about 300 men laced up in nets around the loadmaster. The Loadmaster also had GMC American trucks, each with a jeep and a motorbike, at the bottom of his loadmaster. Around the afternoon of 3rd July, 1953, they arrived at Seoul airport, then had to travel by truck before arriving at 'George' Troop which was the New Zealand signals troop attached to headquarters.

### Wiremu's experience in the Korean War:

Upon his arrival in Korea, Wiremu was detached from NZ signals and posted to the Divisional Signals Regiment. He recalls being dropped off and having to find his own way due to the Chinese breaking through.

*"I remember going in finding myself a bed and I couldn't get over the flashes of gunfire, lighting and flares."*

Wiremu was trained as a machine gunner, light support and sniper. However, at the time his role was to man a radio and transfer firing orders and weather forecasts from the command post to the artillery. With limited experience in this skill, he was told to learn it as part of his role in the war. [Captain] said "You're going to learn in four hours what they should have taught you in six weeks." This memorable experience is something Wiremu remembers today.

Wiremu arrived back home in November 1954 and remembers being ignored when they got back home. *"I think about whether the outcome of the Korean War was of any benefit. And when I still look at it, none at all 'cause they're still scrapping. But I still would have gone because our purpose was to stop the incursion of North Korea into South Korea and progress in the following of the Communist Party."*



### FEATURED SOURCE B

#### Interview with Kenneth Fasene Dawson.

Credit: <https://koreanwarlegacy.org/interviews/kenneth-f-dawson/?#transcript>.



#### Kenneth F. Dawson – Korean War Legacy

*"I'm glad I came to South Korea and fight for your freedom. I met other Korean people...they were nice people."*

Fasene is his middle name, used when he joined the Army.

Start of service: 1952

End of service: 1954

Kenneth Fasene Dawson, a proud Korean War veteran was born on 26 January 1926 in Niue. Fasene comes from a family of 7, with 3 sisters and 4 brothers. His grandmother is German-Samoan and his father is Welsh. Fasene is a Christian man and remembers fondly the churches that prayed for him back home.

At 17 years old, Fasene joined the army but stated that he was 25 years old. His training was completed in Waiouru, after which he went to Sydney, Australia by boat. Fasene travelled to Japan after that, landing in South Korea as the war continued, in 1952.

Fasene's unit was 16 Field Regiment, his specialty was driving the ammunition truck, a dangerous job that required him to drive long distances. *"Nobody wanted to go with me... a couple of men died before I came... The most difficult thing of the Korean War was to go down the main road by myself. 40 miles to collect the ammunition."*

*Kenneth: Yeah. I'm good when I come to your country.*

*Interviewer: Yeah.*

*Kenneth: And to fight for your freedom. I met a lot of Korean people. They were nice people... They have boys who [INAUDIBLE], the Korean. We come there to help for their freedom.*

Fasene remembers being in the thick of fighting when the Chinese tried to take Hill 355. Driving up to deliver ammunition, he met an oncoming truck of Canadians. Blood was pouring out of the truck. He also vividly remembers a time, on the Imjin River, whereby he pulled the body of a dead American from the water and buried it in a sand bank.

Fasene's acts of bravery went beyond the battlefield in support of local people. For example, Fasene drove a family north to the 38th Parallel so they could rejoin their relatives. Also, he recalls a group of South Korean women who helped wash his truck by the river and in return, he gave them a bag of rice.

*Kenneth: We didn't come there to... and that was always new to them. There was a college, girls' college about four miles from, uh, Seoul going up north. And then I used to go there. One day I was going to the river there to wash my car, uh, truck. And then I hear a giggle, giggle, giggle, I look around and there were girls standing up on the bank, and they come down and gave me a hand to wash my truck. And I find out they were good girls. They were very good. And I help them. I give them every time a rice, bag of rice. Don't tell them, they already will know.*

*Interviewer: You gave them rice?*

*Kenneth: Yes, I go there, and they [INAUDIBLE] go to our truck, I give them a bag of rice. Every time. I don't want any money. I want, I like to help them.*

Fasene's positive relationship with South Koreans became a motivating factor for his ongoing participation in the Korean War.

*Kenneth: I have done my part to fight for your freedom...Thank you. I know you are hardworking people... I got my heart for those people I fight for.*



## FEATURED SOURCE C

**Korea 70 years on: Veterans remember the war that's never ended.**

**Credit:** Redstall, S. (2025, July 27). Korea: 70 years on, veterans remember a war that's never ended. *The Press*. <https://www.thepress.co.nz/nz-news/350037731/korea-70-years-veterans-remember-war-thats-never-ended>.

...Twenty-four-year old Victor Pidgeon had hoped to be part of that force. He was fed up with his job as a fireman in the railways and his overly sarcastic boss. So when he was initially told no, he couldn't leave the railways to join Kayforce, it only sharpened his resolve.

"I went back to the railway office and I said, 'Oh, I forgot to tell you. I'm going into the army in a fortnight's time'. 'You can't do that!' they said. 'I can, you know', because I was going to leave if they had've stopped me," he recounted with a grin.

An initial flash of panic had him asking, "What on Earth have I put my name down for?", but the pull of an international adventure was much stronger.

Pidgeon initially trained to be an infantryman at Burnham Military Camp, but the demands of the war saw his lemon squeezer swapped for the beret of a driver, a change he now sees as lucky, for him personally but also for the country.

The arrival in Busan was less than heartening. Poverty was widespread as North Korean refugees had flooded the city, people sitting in rags among makeshift houses alongside rat-infested open sewers. Driving north towards the front line, things didn't get much better. Fourteen months of war had ravaged the country. "It was just a barren country, really ... no trees, and you didn't see many animals," Pidgeon recalled.

He was stationed near the Imjin River, which he said reminded him of the Waimakariri River back home. Pidgeon spent his time driving around supplies, shells and rations – and a particularly difficult English major. The summers were stifling and the winters were bitterly cold, with the temperature struggling to get above freezing during the day. "If you threw a cup of water up on the tent, it wouldn't come back. It would freeze as soon as it hit," Pidgeon laughed.

Speaking to him, you get the sense that he quite enjoyed his time in Kayforce. The camaraderie among the United Nations soldiers was strong, the beer was cold and contributing to helping get the country back was fulfilling. But the reality of the war was never far from his mind.

It's estimated 85% of North Korea's buildings were destroyed in the war, becoming one of the most heavily-bombed nations in the world. The US dropped more bombs, including more than 30,000 tons of napalm, on Korea than it did across the Pacific during all of World War II, according to academics. "Some of them, poor devils, you know, had it hard ... We were lucky that we were drivers, in the end. If we'd have gone as infantry, we would have been right up in the front," he said.

One of Pidgeon's closest calls was on board the HMNZS Rotoiti after it crossed the 38th Parallel and entered North Korean waters. Despite being an army man, the eager young soldier had volunteered to be part of an exchange with the navy. He was one of six men chosen to temporarily join the crew of the New Zealand frigate. "We were up there, next thing the shells started landing, getting pretty close to the Rotoiti, so they slipped the anchor," he said. Pidgeon was helping the gunners out, handing up shells to load, and said the enemy fire got to within around 20 metres of the ship. "They were getting pretty close. That's why they got away in a hurry,"

## SUPPORTING QUESTION 02

The second supporting question– How did New Zealand soldiers interact with South Koreans during the Korean War? – helps students to build their understanding of the experiences that soldiers engaged in beyond the battlefield, specifically their interactions with South Koreans. New Zealand soldiers took part in a wide range of social activities during the Korean War, through their interactions with Korean soldiers and civilians.

The featured sources were selected to gain insight into the relationship between New Zealand soldiers and South Koreans during the war. Featured source A provides an overview of the ways New Zealand soldiers interacted with South Koreans and their attitudes towards them. Featured source B provides students with snippets of interactions between South Koreans and New Zealand soldiers beyond the battlefield, while featured sources C and D provide an insight into a cultural exchange that occurred during the war which continues to resonate in South Korea today.

The formative assessment task asks students to create a mind map which identifies the wide range of ways that New Zealand forces interacted with South Koreans during the war. In their mind map, students should identify key words, phrases and quotations that provide an insight into the relationship between New Zealand soldiers and the people of South Korea.

### SUPPORTING QUESTION

## 02



### FEATURED SOURCE A

**Colonel (Retired) Richard Hall. Tough Love: Kayforce Engagement with the Korean People.**

**Credit:** Auckland War Memorial Museum – Tāmaki Paenga Hira. First published: 25 March 2024. Updated: 16 April 2024. <https://www.aucklandmuseum.com/war-memorial/online-cenotaph/features/tough-love>.

... The relationships between the New Zealanders and Koreans were not helped by the lack of respect given to the fledgling South Korean Army. Hastily thrown together, often under duress, the South Korean Army was thrown into battle with little training or experience, insufficient weapons and equipment, and poor leadership. Not surprisingly, most of these units did not perform well and they were considered unreliable by their allies. The battle of Kap'yong, 16 Fd Regt's first major action, began with the collapse of 6 ROK Division which fled from the frontline. The Regiment had to hastily withdraw to avoid being overrun by the rapidly advancing North Koreans. Panic-stricken South Korean soldiers, some of them sobbing, tried to clamber aboard their already overloaded vehicles, but were clubbed off. "It was a matter of self-preservation. In the confusion no one could tell friend from foe, and no chances were being taken." Such incidents do not foster close working relationships, nor comradeship and mutual respect, the glue that holds disparate forces together.

While in general "there was very little friendship between the South Koreans and our troops" many units relied upon local Koreans, particularly when in static locations. Some units 'employed' Korean boys to help with routine tasks, some of whom remained with them for long periods. These boys were often homeless orphans who were trying to scratch a living in the midst of war. For instance, Richard Horner, part of the logistic unit, had a Korean boy to help with washing dishes and other tasks. He became an integral part of the organisation: "we used to give him bars of chocolate... he was practically one of us."

Moreover, many forward units relied upon Korean porters to bring ammunition and other essential supplies to their forward battle positions in the midst of fierce fighting, often risking their lives to do so, and carrying out the wounded on their return journey. The image of a Korean porter with their typical 'A'

frame on their backs became so much an iconic image that after the war The Gloucestershire Regiment commissioned a silver statuette of a Korean porter as a mark of respect felt towards the Korean porters who often risked their lives to support them. Later in the war the Commonwealth Division was also reinforced by KATCOMs or local Korean troops who were integrated into the various units to provide extra manpower. Based with, and fighting alongside, the Commonwealth troops built trust and mutual respect.

Yet not all interactions with the South Korean population were based on self-interest. For many soldiers there was a genuine sympathy for their plight and the harshness of their existence. For example, Driver Maurice Bolton came across a woman who had been bitten by a snake and left to die on a railway track by a column of refugees. He dragged her to safety and then drove her to the nearest medical facility. In another example, Captain Alan Cull, the Kayforce Dentist, provided dental care to the local population whenever he could. Furthermore, the more static logistic units would regularly support some of the many orphanages that sprung up due to the war due to the large number of fatalities.

The Korean War was a brutal civil war with families split both politically and geographically. Both sides committed atrocities and it has been estimated 2.5 million people were killed, a large proportion of whom were civilians. For the UN troops, partisan activity and the North Korean infiltration tactics sowed confusion and led to suspicion of all Koreans. This mistrust, combined with the difficulties of language and culture, created a gulf between them and the people they had come to assist. In war self-preservation is a powerful motivator: keeping one's distance from the local population was often deemed to be the safest course. Yet throughout the conflict, members of Kayforce were often deeply moved by the hardships faced by the local population and tried to alleviate their predicament when they could. Despite the somewhat ambiguous relationships between the UN Forces and the Korean population, more than 70 years after the armistice, the current population of South Korea continues to demonstrate immense gratitude and respect for those who either served or those, like WO2 Long and Gunner MacDonald, who died during the conflict.



## FEATURED SOURCE B

## New Zealand soldiers talk about their experiences with South Koreans beyond the battlefield.

Credit: Korean War Legacy Foundation Veteran Interview Archive –

Kenneth Fasene Dawson – <https://koreanwarlegacy.org/interviews/kenneth-f-dawson/>.

Robert M Longden – <https://koreanwarlegacy.org/interviews/robert-m-longden/>.

Ernest Berry – <https://koreanwarlegacy.org/interviews/ernest-j-berry/#clip-4>.

**Kenneth Fasene Dawson:****Kenneth F. Dawson – Korean War Legacy Foundation**

Fasene drove a family north to the 38th Parallel so they could rejoin their relatives. He also gave a bag of rice to a group of local girls who helped him wash his truck.

*“There were girls standing up on the bank, and they come down and gave me a hand to wash my truck... I give them every time a rice, a bag of rice. Every time. I don’t want any money. I want to help them.” (04.00–04.30)*

*“One time, I come out....there was a lot of people who want to go up North like momma and son. I said no too dangerous... but I took them. I go right through the American who mend the bridge. I let them go.” (16.50–17.30)*

**Robert M. Longden:****Robert M. Longden – Korean War Legacy Foundation**

A New Zealand Veteran for the Korean War was stationed near the DMZ, where his regiment endured cold winters to protect the area. He recalls the devastating area Seoul was during the war and how much the place and people suffered there at the time.

Providing his rations of food supplies to the children in Seoul.

*“It was absolutely devastating to arrive in Busan and see the property there. And then when we moved from there by train, a 12-hour train trip to Seoul to see children, hungry children, that we gave our rations.” (05.30)*

**Ernest Berry:****Ernest J. Berry – Korean War Legacy Foundation**

Ernest was enlisted into the New Zealand Army when he turned 21. He was trained as a medic but officially served in sanitation following artillery units along the Han River. Ernest, a NZ veteran in the Korean War helped deliver a baby for the first time.

*“One night, uh I was woken right up about midnight. It was a Korean man and gesticulating....talking about my wife fever. So he was talking about his wife was having a baby....but I’d never delivered a baby...I delivered one that night...successful, I don’t know how, how long it lasted, what age she or he would be right now.” (19.20–21.30)*



## FEATURED SOURCE C

The lyrics to Pōkarekare Ana and Yeon-Ga.

The waiata Pōkarekare Ana is a love song that emerged at the beginning of World War One, in Northland, New Zealand. This waiata was sung in Auckland, at an army camp later sung in the East Cape. The waiata was modified into an action song telling of the courtship of Paraire Tomoana towards Kuini Raerena.

During the Korean War, New Zealand soldiers taught this waiata to local children. It is now a well-known waiata in South Korea known as Yeon-Ga.

Pōkarekare ana ngā wai o Waiapu, Whiti atu koe hine marino ana e.	They are agitated the waters of Waiapu, If you cross over girl, They will be calm.	비 바람이 치던 바다 잔잔해져 오면 오늘 그대 오시려나 저 바다 건너서	Bibe ramen chidun bada, Janjan hae jau ohmarn Oh neudae oh shironah Jau bada qunnuh seh.	When the stormy beach became calm today, Then I wonder if you will come across the sea.
E hine e hoki mai ra. Ka mate ahau I te aroha e.	Oh girl return to me, I could die of love for you.	저 하늘에 펴놓이는 별빛도 아름답지만 사랑스런 그대 눈은 더욱 아름다워라	Bamha neudah banse kenun By bilsda nundap siman Sarang seuruq quedaen nunen, Deo dahrum dawo ralt.	Gathering in the sky the stars are also beautiful, But your lovely eyes are more beautiful.
Tuhituhi taku reta tuku atu taku ringi, Kia kite tō iwi	I've written my letter I've sent my ring, so that your people can see I'm troubled.	그대만을 가다리리 내사랑 영 하 가다리리	Gu dar manney, Gi da rin; Ne sarang young hy, Gi da rin.	Only for you will I wait. My darling for ever I will wait.
Whatiwhati taku pene ka pau aku pepa, Ko taku aroha mau tonu ana e.	My pen is shattered, I have no more paper but my love is still steadfast.			
E kore te aroha e maroke i te rā, Māhōkū tonu i aku tohema e.	Never will my love be dried by the sun, It will be moistened by my tears.			



## FEATURED SOURCE D

Song of New Zealand 'Pokarekare Ana' and Korea's 'Yeon-ga'.  
(2024, March 12).

Credit: The Korea Times. <https://www.koreatimes.co.kr/opinion/20240312/song-of-new-zealand-pokarekare-ana-and-koreas-yeon-ga>.

...Pokarekare Ana," meaning "Rippling Waters," tells the tale of a woman journeying across waters to reunite with her beloved. This romantic melody evolved into a Korean version called "Yeon-ga," cherished among older adults, including my generation, who reminisced about their youths in the 1970s and 1980s. Its popularity also reached schoolgirls, who frequently sang its tunes and lyrics. Even today, "Yeon-ga" remains a favorite for social gatherings among older Koreans.

Both "Pokarekare Ana" and "Yeon-ga" still hold significant places in the cultural heritage of New Zealand and Korea, respectively. The melodic resemblance between the two has captivated Koreans for over half a century, with "Yeon-ga" becoming a cherished part of the Korean musical tradition. Originally introduced to Korea by New Zealand veterans during the Korean War (1950–53), the song reflects the essence of "Pokarekare Ana," originating from New Zealand's Māori people. The Māori people are the indigenous Polynesian people of New Zealand, known for their rich culture and traditions, and this exchange underscores the power of music to transcend borders. This cultural exchange highlights how music can bridge diverse communities. During the Korean War, New Zealand deployed around 6,000 troops to Korea under the United Nations Command.

Despite its enduring popularity, many Koreans are unaware of its origins in New Zealand and its reflection of Māori influences. The adaptation of "Pokarekare Ana" into "Yeon-ga" highlights how music serves as a universal language, in this case, fostering cultural exchange between Korea and New Zealand.

New Zealand's Governor-General Dame Cindy Kiro, who is of Māori descent, paid a courtesy call to President Yoon Seok Yeol at the end of July 2023. During the meeting with Yoon, Kiro mentioned that she observed Yoon singing "American Pie" at the White House dinner hosted by U.S. President Joe Biden in April 2023.

She explained that the Korean song "Arirang" is akin to a traditional folk song of the Māori people. She then performed "Pokarekare Ana" with her delegation in the Māori language, drawing a relation between the Korean song "Arirang" and traditional Māori folk songs. This exchange highlights cultural connections and diplomatic gestures between Korea and New Zealand.

From historical ties during the Korean War to contemporary diplomatic engagements, these songs represent shared heritage and mutual understanding. I hope they continue to resonate beyond borders, forging connections that transcend linguistic and geographical boundaries.

## SUPPORTING QUESTION 03

The third supporting question – How did New Zealand soldiers maintain connections with home during the Korean War? – helps students to build their knowledge about how New Zealanders stayed connected to family and identity while serving in the war. Students can make inferences from the primary sources provided, draw conclusions and identify themes or key ideas across the sources.

The following sources were selected to gain an insight into the actions that New Zealand soldiers took to maintain connections with home and identity during the war. Featured source A is an oral history from Richard Gordon, discussing how he maintained links with home via letter writing. In featured source B, Wiremu Kehia describes how preparing food and taking part in cultural activities such as kapa haka, maintained his connection with home. Featured sources C, D and E are primary sources which students can use to make inferences about the ways in which New Zealand soldiers maintained their connection to home and their identity.

The formative assessment task asks students to write a paragraph that explains the different ways that New Zealand soldiers maintained their connection with home during the Korean War. Students should draw on historical evidence to provide specific examples which support their generalisations.



### FEATURED SOURCE A

Richard V Gordon.

Credit: <https://koreanwarlegacy.org/interviews/richard-v-gordon/>.

Interviewer: So were you able to write letters back to your family?

Richard: Yes

Interviewer: How often did you write, and what did you write?

Richard: They, they were Air, [INAUDIBLE] special Air, Airograms where you, you wrote, and oh, just the usual things, uh, because, uh, I, my wife

Interviewer: Oh, you were married?

Richard: Yes. I, I'd gotten married, and I got married, and I, on a Saturday [INAUDIBLE] the Korean War on the Monday. So, the Korean War broke, it was all quickly. It all broken out, and everything happened. That, too, happened very quickly. So I got married and, and then I, then away I went.

Interviewer: That was courageous decision... you married, then you went to war.

Richard: Oh, straight away, yeah.

MALE VOICE: No honeymoon.

Richard: No honeymoon.

Interviewer: Really?

Richard: [INAUDIBLE] no, no. So that's what happened.

Interviewer: So your wife was really courageous.

Richard: Yes. Yes.

Interviewer: But she, must have been very hard for her without you.


Richard: Yeah, yeah. Yes.

Interviewer: So what did you write to her?

Richard: Oh, quite, quite often. I would write and, I would just write about, you know, where we were, what we had and bring...

**SUPPORTING QUESTION**

**03**



**FEATURED SOURCE B**

**Wiremu (Bill) Keiha.**

**Credit:** Excerpt from **Bill Keiha describes the food in Korea (nzhistory.govt.nz)**.  
Pip Desmond, The War that Never Ended: New Zealand Veterans Remember Korea, Penguin, 2013.

Wiremu Keiha, a signalman with the 7th Reinforcements in the Korean War describes the food in Korea. He recalls that the food that stood out the most was the dried eggs and the tinned bacon.



*"...some of us would march off and pick this puha, for some reason or other it was the only place it grew and I think it was mainly because no Koreans were allowed there, it was out of bounds and it was also a mine field. But we found some ways of getting through it and we'd go off and get a pack of puha and one of the boys would whip into the cook's store and pinch the potatoes we wanted, or anything else we wanted. Someone'd go and pinch a couple of tins of this bacon and we'd have a four-gallon tin and we'd boil this up and some of the lads would duck off to the canteen at the time and the others that didn't drink would stay back and when they came back we'd have a big nosh up, like they called in Māori, boil up [laughs]."*

Wiremu also participated in an all-Māori concert party which consisted of soldiers from the 16th Field and New Zealand Army Service Corps. The all-Māori concert party travelled to Pusa, Ebisu leave camp and Kure house. These were for a variety of reasons such as supporting the building of a hospital in Pusan.

*"...Under the padre, we put together an all-Māori concert party. They drew them not only from 16th Field but from the New Zealand Army Service Corps, the truckies. We all had to emet and be action perfect... Sam Rangiihu got puipuis sent over from New Zealand and certain korowai cloaks.*

*We went to Japan too, we performed at Ebisu leave camp for about a week, I think, and we were spoilt. We had everyone there. Then we caught the train to Kure. We stayed there for about a fortnight and performed. Haka, action songs, some of the boys sung waiatas. We went through the whole script thinking of those at home..."*



## FEATURED SOURCE C

## Social activities.

Credit: Cooper, P / NZDF. (1954) Hangi Preparations. [Photograph]. Alexander Turnbull Library, National Library of New Zealand. <https://tiaki.natlib.govt.nz/#details=ecatalogue.50086>.



K3066 8/10/54  
Bdr W. TeHaaka (N. Auckland) Gnr W. Amai (Waikaremoana)  
Gnr L. Blake (Taupo) and Sig B. Keiha (Gisborne) here  
preparing a Hangi for the final celebrations of the 16  
NZ Fd Regt breakup.



## FEATURED SOURCE D

Cultural and sporting activities.

Credit: *The Press*, Volume LXXXVIII, Issue 26867, 21 October 1952, Page 8.  
*The Press*, Volume LXXXVIII, Issue 26695, 1 April 1952, Page 3.

## SUCCESS OF K FORCE MEMBERS

### NINE OF 14 EVENTS TO N.Z.

(N.Z. Army Information Service)

(Rec. 7 p.m.) KOREA, Oct. 16.  
 The 10th Company of the Royal New Zealand Army Service Corps in Korea has added to its reputation with a victory over strong opposition from Britain and Canada in the sports held by the Army Service Corps column of the 1st British Commonwealth Division.

Scoring 40 points to the Britons' 33 and the Canadians' 17, the New Zealanders returned to their area with the championship shield and three other major trophies and many minor prizes.

The trophies and prizes were presented by Lieutenant-Colonel J. M. Grant, Commander of the Royal Army Service Corps of the Division.

The New Zealanders won nine of the 14 events, and were placed in four others. The race for Koreans was won by a man employed by the New Zealand company.

A New Zealand Company team, urged on by Maori hakas and visiting Australians, won the tug-of-war from a heavy Canadian team who were strong favourites before the event. The winning team was: Corporal M. Haggis (Te Kuiti), Drivers J. Nichol (Wellington), R. Henderson (Geraldine), O. Fuldreth (Christchurch), A. Walker (Tuakau), E. Taylor (Cambridge), R. Maines (Whangarei), and W. Capper (Auckland).

The winning New Zealand 220 yards relay team was:—Drivers M. Reid (Feilding), G. Bayly (Te Awamutu), P. O'Brien (Auckland), and E. Hills (Toahuhu).

The winners of the 110 yards relay were: Captain J. Dunn (Napier), and Drivers Hills, Reid, and Bayly.

The winners of the other events:—High jump, Driver D. McKenzie (Collingwood); 220 yards, Driver Reid; veterans over 35 years, Sergeant R. Griffen (Feilding); long jump, Driver McKenzie; 440 yards, Driver O'Brien.

The first three places in the three mile event went to Corporal E. McAlley (Mokau), Lance-Corporal S. Blackburn (Paeroa), and Corporal D. Coulter (Geraldine).

## K FORCE RUGBY TEAM SUCCESSFUL TOUR OF JAPAN

(N.Z. Army Information Service)

KOREA, March 28.

The K Force Rugby team's tour has done much to foster cordial relations between Japan and New Zealand and has served to publicise the activities of New Zealand soldiers in Korea, in the opinion of Mr R. L. G. Challis, New Zealand's diplomatic representative in Japan. Before the tour, said Mr Challis, many Japanese, and indeed many of the foreign residents, were not aware of the role New Zealand soldiers were playing in the United Nations forces in Korea. The tour had been given good publicity in the Japanese newspapers.

The captain of the team, Gunner Clarrie Maskill (Wellington), has thanked the Japanese Rugby Football Unions for their hospitality. The players ended the tour laden with gifts. At Fukuoka the Kyushu Rugby Union gave each player one of the Hakata dolls for which the island is famed. At Osaka they were given sake bowls. At Nagoya the gifts were inscribed and plated commemorated badges, and finally at Tokyo they each were presented with a hand-dyed silk Rugby corner flag inscribed with the Japanese Rugby Union colours, emblem, and initials.

Brigadier R. S. Park, the commander of K Force, said the tour had proved a very great success from every point of view.

**FEATURED SOURCE E****Photograph of Kiwi Hill.**

**Credit:** Headquarters of 16 NZ Field Regiment in Korea, with kiwi symbol, Ref: 1/2-121222-F. Alexander Turnbull Library, Wellington, New Zealand. /records/22526713.



Looking down upon the headquarters of 16 NZ Field Regiment in Korea, between 1950 and 1953. Shows a large kiwi symbol laid out on the ground upon an area that became known as Kiwi Hill. Beyond the church is a cinema and the regimental quartermaster's store.

## SUMMATIVE ASSESSMENT TASK

At this point in the inquiry, students have examined how some New Zealand soldiers experienced the Korean War, the ways that New Zealand soldiers interacted with South Koreans and how they maintained connections with home.

In order to demonstrate their understanding of the New Zealand soldier's experience at war, and their ability to use evidence from multiple sources, students will create a 'Found Poem'. Found Poems use words, phrases and quotations to review material and synthesise learning by organising language around a theme or a message.

After completing the formative assessment tasks and reviewing the texts, images and primary sources in the chapter, students should brainstorm words, phrases and quotations that are particularly meaningful or interesting about New Zealand soldiers and their experience during the Korean War. Encourage students to aim for 15–20 words/phrases.

After collecting these words and phrases, students should look through them and identify a theme or message that represents some or all of the language they have selected. Students may do this in pairs or groups, swapping their lists with each other and discussing the themes together.

Students may only use words from the texts, images and primary sources provided in the chapter. Once they have identified a theme or message, they can review these texts and add any additional words or phrases that support their theme or message.

Students will then compose their Found Poem using the words and phrases they have selected to support their theme or message about the experience of New Zealand soldiers during the Korean War. They should write the words and phrases on slips of paper that can be moved around to construct the poem. Remind students that although they cannot add any of their own words to their poems, they can repeat existing words or phrases as often as they like. Students do not have to use all the words and phrases they have selected in the final poem.

After the poems are complete, students should share them with each other. These could be read aloud or placed around the classroom for students to read on their own. After sharing their poems with each other use the following questions to prompt discussion:

- What do these poems tell us about the experiences of New Zealand soldiers during the Korean War?
- What do the poems have in common?
- How are they different?
- What surprised you while reading them?

## APPENDIX A:

MANA	VA
The spiritual power, authority of a person and/or group.	The relational space that is created between two individuals and/or groups of people.

### Mana – Power, Authority, Prestige.

*Koia te kaha mau tonu o ngaa atua. Mana is the enduring, indestructible power of the gods. In modern times the term mana has taken on various meanings, including the power of the gods, the power of ancestors, the power of the land, and the power of the individual. Mana Tupuna is the power or authority handed down through chiefly lineage. Those who inherit mana must carry out the various rituals and duties to maintain this power handed down from the ancient ones. Mana Tangata is the power acquired by an individual according to his or her ability and effort to develop skills and to gain knowledge in particular areas. For example, a skilled warrior was able to acquire mana through the arts of combat and warfare. There are many nuances of meaning associated with the term mana.*

Excerpt from Barlow, C. Tikanga Whakaaro: Key Concepts in Māori Culture, Auckland: Oxford University Press, 1991.

### Vā – the relational space that is created between two individuals and/or groups of people.

*Va — or vā, va'a, vaha — can be loosely translated as a spatial way of conceiving the secular and spiritual dimensions of relationships and relational order, that facilitates both personal and collective well-being, and teu le va as the 'valuing', 'nurturing' and 'looking after' of these relationships to achieve optimal outcomes for all stakeholders (see Anae, 2007).*

Source: Excerpt from Teu Le Va – Relationships across research and policy in Pasifika education, Airini, Melani Anae and Karlo Mila-Schaaf with Eve Coxon, Diane Mara & Kabini Sanga AUCKLAND UNISERVICES LTD untitled ([www.sia.govt.nz](http://www.sia.govt.nz))

NAME	BIOGRAPHICAL INFORMATION	ACTIONS TAKEN DURING THE WAR	IMPORTANT QUOTES

# **CHAPTER 04**

**HOW WAS THE  
BATTLE OF KAPYONG  
A SIGNIFICANT  
HISTORICAL EVENT FOR  
NEW ZEALAND?**

# **04**



New Zealand soldiers firing a 25-pounder during the Battle of Kapyong, South Korea, 1951.

<https://heritage.christchurchcitylibraries.com/Archives/Pierson/Pages/Pierson-PH-0009.asp>

## SUPPORTING QUESTIONS

1. What were the causes of the Battle of Kapyong?
2. What were the actions undertaken by New Zealand's 16th Field Regiment (16NZFR) during the Battle of Kapyong?
3. How can the Battle of Kapyong be remembered today?

## HOW WAS THE BATTLE OF KAPYONG A SIGNIFICANT HISTORICAL EVENT FOR AOTEAROA NEW ZEALAND?

### HISTORICAL THINKING CONCEPTS

- Use *primary source evidence*
- Analyse *cause and consequence*
- Take *historical perspectives*
- Establish *historical significance*

### STAGING THE COMPELLING QUESTION

Watch and discuss the documentary *Heroes of the Forgotten War: The Battle of Kapyong* (2011), about the New Zealanders, Australians, and Canadians, who held the Chinese soldiers back from re-taking Seoul in 1951. Without them, the Korean War may have ended quite differently.

### SUPPORTING QUESTION 01

What were the causes of the Battle of Kapyong?

### FORMATIVE ASSESSMENT TASK

Create an annotated timeline of the causes of the Battle of Kapyong. Include a range of written and visual historical evidence.

### FEATURED SOURCES

**Source A:** Excerpts from web pages, The Korean War and Kayforce.

**Source B:** Poster of events from January–June 1951.

**Source C:** Map of the Chinese Spring Offensive.

**Source D:** Phases of War Map.

### SUPPORTING QUESTION 02

What were the actions undertaken by New Zealand's 16th Field Regiment (16NZFR) during the Battle of Kapyong?

### FORMATIVE ASSESSMENT TASK

Use the questioning method to complete a 5Ws 1H framework for a selected soldier.

### FEATURED SOURCES

**Source A:** Laurence (Laurie) Valentine describes the Battle of Kapyong.

**Source B:** Photo of the first New Zealander killed in the Korean War.

**Source C:** Newspaper article: 'ANZAC traditions upheld in Korea Battle'.

**Source D:** Collection of photographs of the Korean War.

### SUPPORTING QUESTION 03

How can the Battle of Kapyong be remembered today?

### FORMATIVE ASSESSMENT TASK

To mark the anniversary of the Battle of Kapyong, create a Battle of Kapyong Campaign Service Medal.

### FEATURED SOURCES

**Source A:** Newspaper article: 'Honour for K Force, Presidential citation'.

**Source B:** Radio article, 'Korean War citation presented to 16NZFR'.

**Source C:** Poem, 'Memories of Kapyong'.

**Source D:** Table of names, Roll of Honour Korea.

### SUMMATIVE ASSESSMENT TASK

#### ARGUMENT:

Students will construct an argument which evaluates the significance of the Battle of Kapyong 1951 and addresses the compelling question. They will consider aspects of significance and how they apply to the event. Students could present their learning as a written report, waiata, display board or podcast.

#### EXTENSION:

Consider the significance of the Battle of Kapyong in the wider context of the Korean War. In class, discuss the following question: In what ways can this battle be considered a significant historical event in the wider context of the Korean War?

### INQUIRY DESCRIPTION

This inquiry leads students through an investigation of the Battle of Kapyong in 1951, to determine its significance as a historical event for New Zealand. In the wider context of the Korean War the holding action at Kapyong allowed the UN forces to regroup, sapped the strength of the Chinese advance, and helped to prevent the Chinese from recapturing Seoul. The war had effectively returned to where it had begun along the 38th parallel. This battle was particularly unique for New Zealanders because of the dates that fighting occurred. New Zealand had begun with ANZAC day preparations to be held on 25 April. However two days before this commemoration, on the 23rd April 1951, the fighting began in Kapyong. This was also the battle in which Kayforce suffered its first battle casualty with the death of Second Lieutenant Dennis Fielden.

The three supporting questions explore the causes of the battle, the actions undertaken by New Zealand's 16th Field Regiment during the battle, and how the battle can be remembered. A range of written and visual historical evidence has been provided for each of these supporting questions. It is by no means exhaustive.

This inquiry supports students to develop a narrative using historical concepts and selected evidence, explore historical causation within a historical narrative, engage with a variety of perspectives on the Battle of Kapyong, and explore the significance of the battle.

Students should be encouraged to seek further sources to support their unpacking and understanding of each question. It is important to note that this inquiry requires some knowledge of the wider context of the Korean War, especially the events that led up to the Battle of Kapyong in April 1951. Students should also be familiar with source interpretation. Some initial teacher led instruction on this content will help support this inquiry.

This inquiry is expected to take four or five 50–60-minute class periods, roughly a week in class. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative assessment tasks, featured sources, writing). This inquiry can be easily differentiated to meet all learners' needs by pre-teaching key vocabulary, reducing the number or type of sources, or having students work together in intentional small groups to support their learning.

### STRUCTURE OF THE INQUIRY

In addressing the compelling question — How was the Battle of Kapyong a significant historical event for New Zealand? — students work through a series of supporting questions, formative assessment tasks, and featured sources, including additional sources if necessary, in order to construct an argument using historical evidence. The supporting question, formative assessment tasks, and selected primary sources provide multiple opportunities to work independently, collaborate, and share ideas, questions, and understanding with peers. Sources for the inquiry include a wide range of primary and secondary sources and video interviews with Korean War veterans.

## STAGING THE COMPELLING QUESTION

In staging the compelling question — How was the Battle of Kapyong a significant historical event for Aotearoa New Zealand? — students watch a documentary about the Battle of Kapyong to help them engage with the context, and then discuss ways of how we develop a narrative of the past and explore the relationship between cause and effect. Engaging in this initial discussion will help students to begin the inquiry and provide some initial thoughts for students to consider when they have to create their final argument on the significance of the battle.

Students are to watch the documentary, *Heroes of the Forgotten War: The Battle of Kapyong* (2011). Then, distribute three or four sticky notes to each student. Working in pairs or small groups, students discuss what they learned from the documentary and write down a few key points and the questions they have now on their sticky notes. Next, invite students to put their sticky notes onto the first two sections of a K-W-L Chart on the board or chart paper.

Then ask students, “What specific aspects of the documentary helped you to learn about the Korean War?” Working in pairs, ask the whole class to generate a list of ways the documentary helped them to learn about the Korean War.

Next, ask students about the ways we construct a narrative of the past. Have students work together to generate a list of other potential sources for remembering an historical event. These might include textbooks, images, interviews, newspapers, memorials, and medals.

Co-creating these two lists with initial information about war and remembrance will provide students an initial context to continue their inquiry of how to demonstrate an understanding of the significance of a historical event.

## STAGING THE COMPELLING QUESTION

### Featured source

*Heroes of the Forgotten War: The Battle of Kapyong* (2011)

Credit: <https://www.youtube.com/watch?v=G7qqI1Va8ps>

**Background:** A documentary (54 minutes) that explains the story of the ‘Forgotten Battle in the Forgotten War’: how a small band of Australians, Canadians and New Zealanders in Korea gave up their Anzac Day preparations to stop the Seoul-bound Chinese Army in its tracks. The documentary contains a mixture of real footage, interviews with veterans, and fictional reenactments. It has been produced in an easily accessible manner and is highly engaging.



## SUPPORTING QUESTION 01

The first supporting question – What were the causes of the Battle of Kapyong? – helps students to understand the immediate and wider historical context of this event by learning about what happened before the battle. The formative assessment task asks students to create an annotated timeline of the causes of the battle. This is a type of graphic organiser (See Appendix A). Students could also consider which was the main/most important cause of the battle and be prepared to justify their choice.

Teachers may wish to cover elements required to construct an annotated timeline with students to assist in their understanding of historical causation. Consider such elements as the start and end of the timeline, how many causes to include, and how much to write in the description for each cause. Students can include a range of written and visual evidence for their causes. Students should look to include long term causes from previous chapters, and short-term causes such as those included here. You may wish to also discuss the benefits of a timeline such as making connections between events, identifying patterns and concepts such as continuity and change, and constructing a narrative of the past.

Featured source A is a web page produced by NZ History called 'Kayforce joins the conflict,' which outlines some general information about the response by the New Zealand government in dispatching a force to Korea. Featured source B is a poster produced by the U.S. Army Centre of Military History which contains a chronology, written content and images, covering the First UN Counteroffensive and the CCF Spring Offensive in 1951. Featured source C is produced by Te Ara and provides an overview of the Korean War and Kayforce as a part of the 'Asian Conflicts' series. Featured source D has been produced by the Korean War Legacy Foundation and showcases battles and other historic events during the Korean War, from June 25, 1950 to July 27, 1953.

### SUPPORTING QUESTION 01



#### FEATURED SOURCE A

##### Excerpts from web pages, The Korean War and Kayforce.

**Credit:** Ian McGibbon, 'Asian conflicts – Korean War', Te Ara – the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/en/asian-conflicts/page-2> (accessed 11 October 2024).

Story by Ian McGibbon, published 20 Jun 2012, updated 1 Feb 2016 at [Korean War – Te Ara Encyclopedia of New Zealand](#).

*"In response to a further call from the United Nations, New Zealand agreed in July 1950 to provide a ground force in Korea. This force was similar to the New Zealand expeditionary forces of the world wars in being based on citizen-soldier volunteers, though it was much smaller. Kayforce, as it was called, the last such expeditionary force, was initially 1,100-strong and eventually rose to 1,500 men. Its main components were a field artillery regiment and a transport squadron.*

*By the time the troops left New Zealand in December 1950, the war had been transformed. Following the In'chon success, the UN sought to unify Korea by force, ignoring Chinese threats of intervention if it attempted to do so. When UN forces pushed north, thousands of Chinese troops, designated Chinese people's volunteers but in reality regular troops, entered Korea. In November they inflicted a major defeat on the UN forces, forcing them to retreat rapidly to the south. After this the conflict, which had begun as a civil war, became essentially a contest between two great powers – China and the United States.*

*Like New Zealand's frigates, Kayforce served in a Commonwealth context within the UN Command, initially as part of a British Commonwealth infantry brigade. The New Zealanders helped to halt successive communist offensives designed to drive the UN Command out of Korea, performing well at Kapyong in April 1951. Later, now in a Commonwealth division, they took part in a limited UN advance that carried the line to roughly the 38th parallel, where a stalemate developed.*

*The Korean commitment from 1950 to 1957 cost the lives of 45 New Zealanders, 33 during the war itself."*



## FEATURED SOURCE B

### The Korean War Phase 4.

**Credit:** US Army Centre of Military History <https://history.army.mil/portals/143/Images/Publications/catalog/19-1.pdf>.

# THE KOREAN WAR Phase 4

**22 January - 31 March 1967**  
(When the Communists lost)  
**15 June - 3 July 1967**  
**First Spring Offensive**

### Chronology

- 21 Jan. North Korean forces captured the city of Chongju, the last major city in North Korea to be held by the South.
- 22 Jan. The Communists captured the city of Chongju.
- 23 Jan. The Communists captured the city of Chongju.
- 24 Jan. The Communists captured the city of Chongju.
- 25 Jan. The Communists captured the city of Chongju.
- 26 Jan. The Communists captured the city of Chongju.
- 27 Jan. The Communists captured the city of Chongju.
- 28 Jan. The Communists captured the city of Chongju.
- 29 Jan. The Communists captured the city of Chongju.
- 30 Jan. The Communists captured the city of Chongju.
- 31 Jan. The Communists captured the city of Chongju.
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- 3 Feb. The Communists captured the city of Chongju.
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- 9 Feb. The Communists captured the city of Chongju.
- 10 Feb. The Communists captured the city of Chongju.
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- 29 Feb. The Communists captured the city of Chongju.
- 30 Feb. The Communists captured the city of Chongju.
- 31 Feb. The Communists captured the city of Chongju.
- 1 Mar. The Communists captured the city of Chongju.
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- 3 Mar. The Communists captured the city of Chongju.
- 4 Mar. The Communists captured the city of Chongju.
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- 27 Mar. The Communists captured the city of Chongju.
- 28 Mar. The Communists captured the city of Chongju.
- 29 Mar. The Communists captured the city of Chongju.
- 30 Mar. The Communists captured the city of Chongju.
- 31 Mar. The Communists captured the city of Chongju.

The map illustrates the First Spring Offensive of 1967. It shows the Korean Peninsula with North Korea in grey and South Korea in white. Red arrows indicate the direction of the offensive from the north towards the south. Key locations like Chongju, Pyongyang, and the DMZ are marked. The map also shows the surrounding seas and the location of the Korean War Memorial in Seoul.

### The First Spring Offensive

The First Spring Offensive was a major military operation launched by the North Korean People's Army (KPA) in January 1967. The offensive was aimed at capturing the city of Chongju, the last major city in North Korea to be held by the South. The KPA launched the offensive with a large force of 100,000 men and 1,000 tanks. The offensive was successful in capturing Chongju on January 22, 1967. The KPA then moved on to capture the city of Chongju. The offensive was a major victory for the KPA and a major setback for the South Korean government.

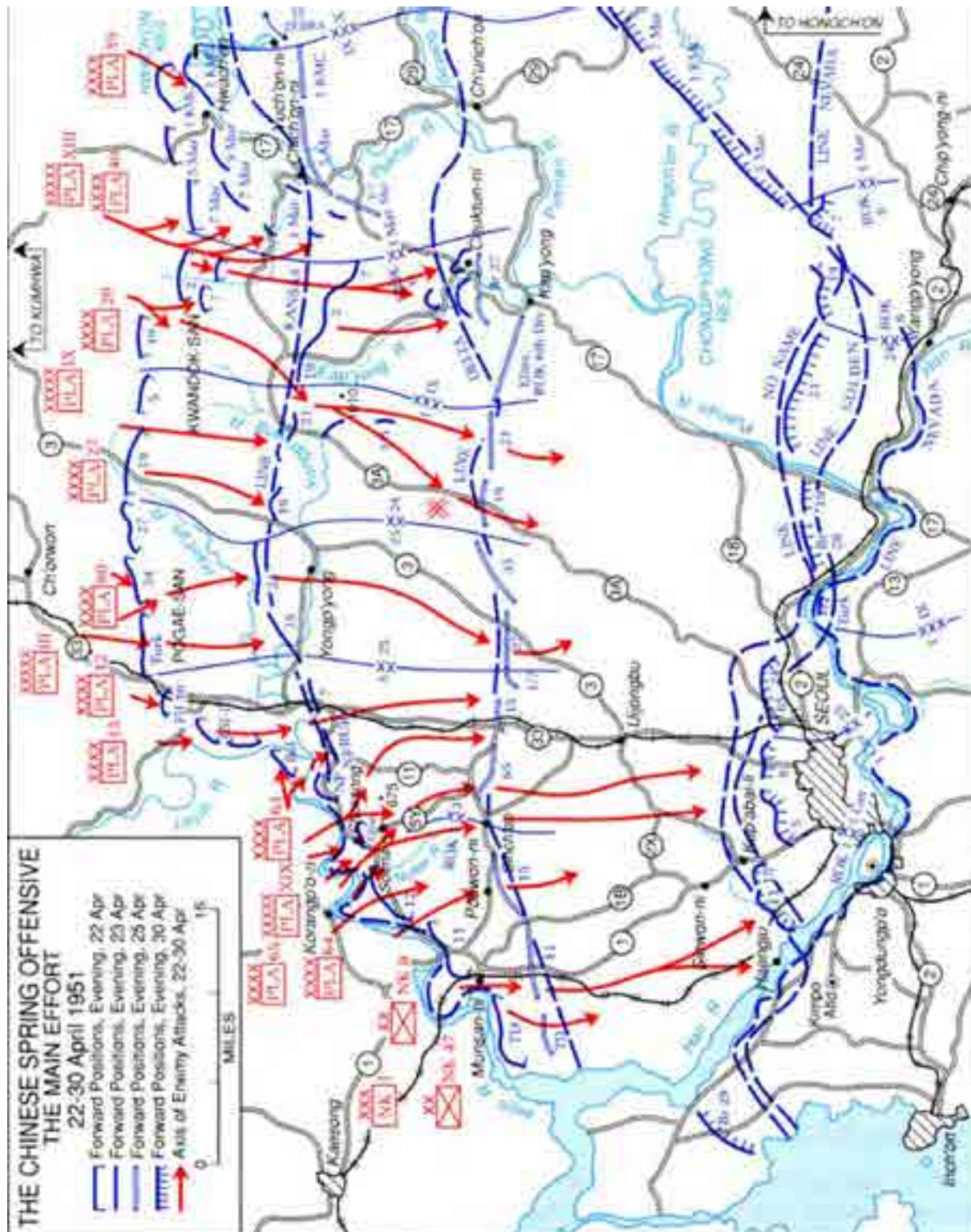
### The First Spring Offensive

The First Spring Offensive was a major military operation launched by the North Korean People's Army (KPA) in January 1967. The offensive was aimed at capturing the city of Chongju, the last major city in North Korea to be held by the South. The KPA launched the offensive with a large force of 100,000 men and 1,000 tanks. The offensive was successful in capturing Chongju on January 22, 1967. The KPA then moved on to capture the city of Chongju. The offensive was a major victory for the KPA and a major setback for the South Korean government.

## FEATURED SOURCE C

**Map of the Chinese Spring Offensive, Western and Central Fronts, Korea, April 1951.**

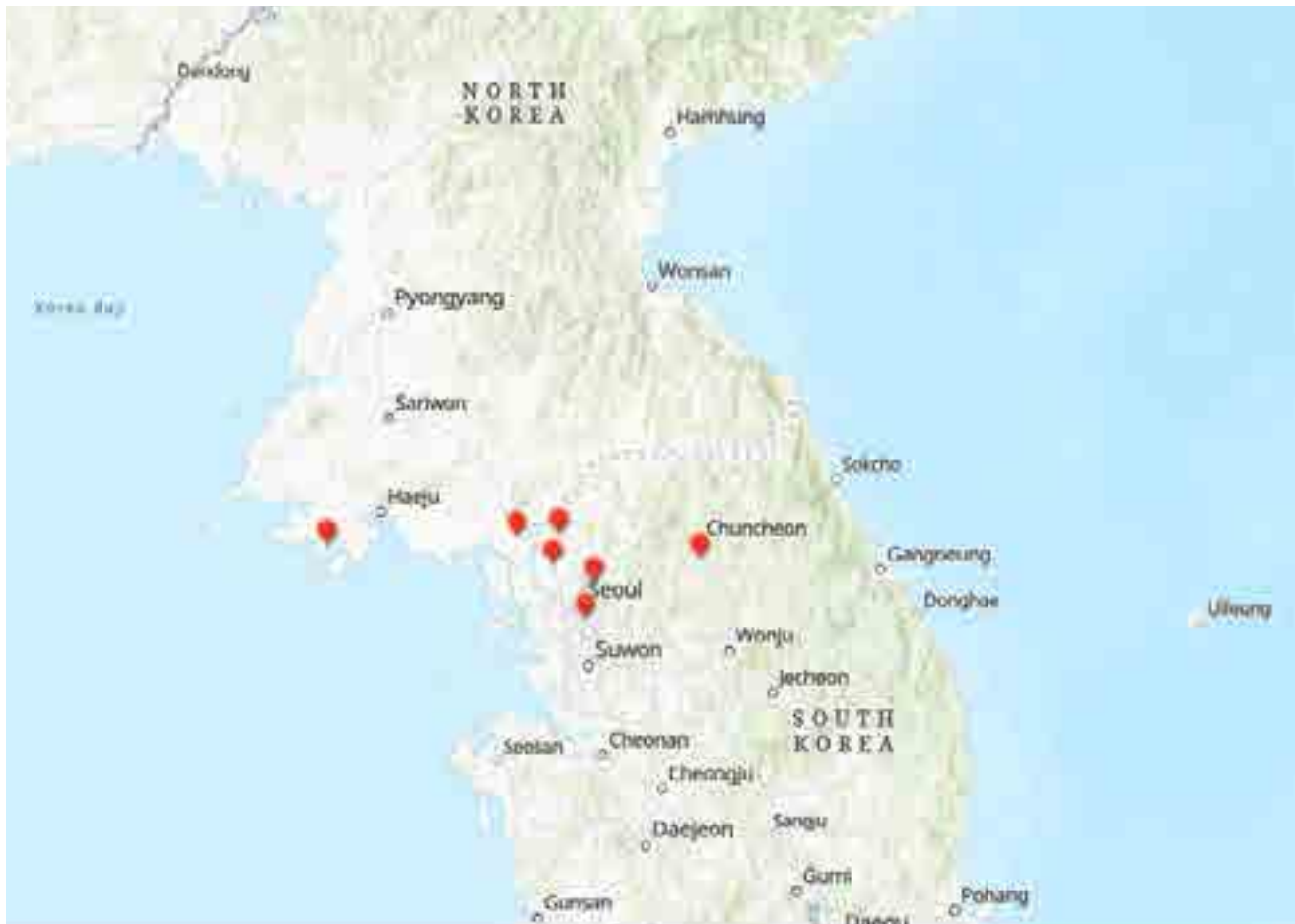
**Credit:** Mossman, Billy C. (1990) *United States Army in the Korean War: Ebb and Flow: November 1950–July 1951*, **Category:** Washington: Center of Military History ISBN: 9781131511344.



**FEATURED SOURCE D****Phases of War Map.**

Credit: Korean War Legacy Foundation at [Phases of War Map – Korean War Legacy](#).

The Korean War Legacy Foundation is proud to offer this one-of-a-kind interactive map showcasing battles and other historic events during the Korean War. From the Democratic People's Republic of Korea's initial attack on June 25, 1950, to the signing of the Armistice on July 27, 1953, explore the four phases of the war, and discover the significance of each battle and event.



## SUPPORTING QUESTION 02

The second supporting question – What were the actions undertaken by New Zealand’s 16th Field Regiment (16NZFR) during the Battle of Kapyong? – provides students with an opportunity to learn about the battle through the perspective of one New Zealand soldier. The formative assessment task asks students to complete a 5Ws 1H framework (See Appendix B) for a selected soldier involved in this significant historical event. Students could further consider the following question: What do different stories of the actions of New Zealand soldiers inform us about the Korean War?

Students select a New Zealand soldier who was part of the 16NZFR during the Battle of Kapyong. They can use veteran interviews and other primary sources as the basis for completing this activity.

Featured source A consists of a number of excerpts from interviews with New Zealand Korean War veterans from the Korean War Legacy Foundation website. Featured source B is a photo from NZ History of the first New Zealander killed in the Korean War. Featured source C is a newspaper article from two days after the battle, titled ‘ANZAC traditions upheld in Korea Battle’. Featured source D is a collection of photographs of the Korean War taken by a New Zealand soldier.



### FEATURED SOURCE A

**Laurence (Laurie) Valentine describes the Battle of Kapyong.**

Credit: <https://nzhistory.govt.nz/media/sound/laurie-valentine-describes-battle-kapyong>.

Interview between Pip Desmond and Laurence (Laurie) Valentine, Gunner, Easy Troop, 163 Battery. Here Laurie describes the Battle of Kapyong during the Korean War.

### TRANSCRIPT

*"It was just pandemonium. Immediately prior to that we had been told we were going to reserve, and because we were going into reserve they turned up with a Q Truck which is from Supplies, and ... I think I actually got an overcoat. I didn't have an overcoat anyway through the winter because I couldn't get one to fit me. I got an overcoat. We got a tent, a proper tent. We got a hotdog stove thing, all sorts of things. We got I don't know how many injections that day ... A medical truck turned up, we walked up the steps. As you walk up the steps somebody grabs you on each arm, joom joom, then down again, you've had two injections [laughter]. Anyway, we got all the stuff piled onto us and they said 'OK, you can stand down, we're going out of action.' So we actually stripped off undies, whatever, and into our sleeping bags that night but 'Wow, this is great!' And it was 1 o'clock or so in the morning, we woke up and there was all yelling and shouting going on and banging and carrying on. 'What the devil's that?' We were only from here to the road away from the roadway, where our tent was and our gun. I got up and had a look.*



**Laurie Valentine**, Gunner, Easy Troop, 163 Battery, NZ Army.

*The road was just packed solid with people. Not just packed solid with people, but there were people there shooting those people. What the heck's happening and all the rest of it. It turned out the people running down the road were the troops that had replaced us in the front line. They were the capital*

division of the ROKS, the Republic of Korea, and here they were streaming down the road and the shooting was the officers trying to stop them. Shooting them point blank. So next thing on the tannoy, 'Prepare to move. Move now'. What! All that extra gear. We hadn't figured out how to pack it, what to do with it, you know, and all the rest of it. The first thing of course is just couple up the gun. Forget about everything else. Couple up the gun and then because of the congestion, we couldn't move out, couldn't drive out, so that gave us time to rush round, gather up all our stuff, pull the tent down, and we got pretty well all our stuff. [Describes meaning of 'couple up the gun'.] Eventually they said, 'Righto, move!' and we moved. Pulled out onto the road that's packed full of people. I couldn't tell you how many we ran over but there was a lot of people and we just drove into them like a mob of sheep. And our gun sergeant sat on the front of the quad and he was pushing people right, left and centre trying to get them out of the way before we ran them over. What he didn't get out of the way we bumped over and that was that. But it was absolute bedlam. This was in pitch dark when we're trying to grope our way. Anyway, then we drove on. I don't know what time we got in front of all these people and when we got in front of them, they said, 'Righto, stop here'. We stopped there, set up our gun on the road and pointed it back towards these people. Our LMGs, our machine gunners out to the side, all the rest of it. We said, 'They stop here'. So when they came around, there was all this looking at them, they just fizzled off to the side. Stopped. It stopped the exodus like that. Then they said, 'Well, how many of those were Chinese, and how many were Koreans, and how many, because they were all mixed together. You don't know who was who, you know. So, anyway, they said, Righto, we've got to establish who the enemy is, where they are and all the rest of it. So dump all your extra gear, our tents, everything else had to come off, we gave those to 162 Battery, and said 'Look after those'. So we stripped off everything other than our working gear, ammunition and all the rest of it, and we had to go back into no man's land and try and establish where the enemy were. Prior to us going in, they sent Middlesex Regiment in, they went in as infantry to try and find where the line was. Anyway, they disappeared up into the nevers like that. And then after a while we got fire orders called on us to support them. So we kept firing as long as we could."

If you wish to listen to/read more transcripts from New Zealand veterans then search the interview archive of the Korean War Legacy Foundation website at <https://koreanwarlegacy.org/>

**Search for:**

Robert Chessum  
Gordon H. McIntyre  
Ernest J. Berry  
Robert M. Longden



## FEATURED SOURCE B

First New Zealander killed in battle in Korean War.

Credit: <https://nzhistory.govt.nz/page/first-nzer-killed-battle-korean-war>, (Manatū Taonga — Ministry for Culture and Heritage), updated 5-Nov-2020 at [First New Zealander killed in battle in Korean War \(nzhistory.govt.nz\)](https://nzhistory.govt.nz/page/first-nzer-killed-battle-korean-war).

Second  
Lieutenant  
Dennis Fielden



## FEATURED SOURCE C

Newspaper article: 'ANZAC traditions upheld in Korea Battle'.

Credit: 27 Apr 1951, The Cairns Post.

[ANZAC TRADITIONS UPHELD IN KOREA BATTLE - Trove \(nla.gov.au\)](https://trove.nla.gov.au).

## ANZAC TRADITIONS UPHELD IN KOREA BATTLE

### Australian and N.Z. Troops Halt Powerful Chinese Drive

TOKIO, Apr. 26 (A.A.P.-Reuter's).—Australian and New Zealand troops in Korea marked Anzac Day with the bloodiest fight of the campaign, halting the Chinese offensive in their sector.

A special announcement said the Australians resisted stubbornly, supported by a terrific artillery bombardment, when the Chinese attack began. Australian forward companies were out-flanked. The enemy occupied a semi-circle round the battalion and raked the command post with mortar and machine-gun fire.

The statement added: "Australian infantry and New Zealand artillerymen grimly upheld Anzac traditions."

The Chinese Communists poured fresh troops into their Western Korean offensive and forced new Allied withdrawals toward Seoul along a 30-mile sector. The Communists captured the town of Munan, 10 miles south of the 38th parallel and 21 miles east of Seoul.

# ALLIED UNITS FIGHT WAY OUT OF TRAP

Field reports said that parts of an encircled Allied unit trapped south-east of Korangpo were fighting their way to safety with the assistance of tanks, which reached them yesterday. Two other encircled Allied units fought their way back to the Allied lines earlier to-day.

On the central front a determined Allied stand north of the Chuncheon-Seoul road and a series of aggressive Allied armoured thrusts from the south and east held off the Communists. The enemy was mounting only weak attacks north of Kapyong, and the battle in that sector had reached a stalemate.

The Communists continue to suffer increasingly heavy casualties for every foot of ground gained. The 8th Army claimed that the Communists lost 7095 men in killed and wounded by ground action alone yesterday. The air force said its aircraft inflicted 2500 casualties on the enemy the same day.

## TWO MAJOR DRIVES

A United Press dispatch from the 8th Army headquarters said the Communists were making two major drives in Western Korea. One came from the Incheon-Seoul area, head north-west of Seoul. The other was aimed to the south along the Uijongbu highway. The Communists advanced down the highway in broad daylight, heedless of the withering Allied fire that already has claimed about 35,000 enemy lives.

## VAN FLEET VISITS BRITISH

Lieut.-General van Fleet, the new 8th Army commander, made his first visit to British troops in Korea to-day. He told the 27th Brigade commander (Brigadier

Brian Burke): "From what I have heard and know about the fighting quality of your troops I am sure you will do well. I hope you will kill a lot of Chinese."

## BRITISH FIGHT WAY OUT

The British 29th Brigade to-day fought its way out of encirclement after bearing the brunt of an attack by 24,000 Chinese troops on the western front.

The British troops, who blocked the southward drive of three Chinese divisions in the past three days, were believed to have set the Communist time-table back 48 hours.

Senior American officers described the British stand as "an object lesson in the way troops should fight."

## CHINESE RENEW ATTACKS

A late report states that Chinese troops renewed their furious attacks on the United Nations' line to-day.

The report says the enemy broke through in several places and forced the line back several miles. Eighth Army headquarters reported the Chinese attacked on the west sector and are driving south toward Seoul.

## TWENTY MILES FROM CAPITAL

The attacks brought the Chinese within 20 miles of the capital at more than one point in the centre of the front. An Allied tank force drove about two miles into Communist-held territory in a local counter-attack. Surrounded United Nations' troops who had been joined by the tank force still are battling in an area south-east of Korangpo to make contact with the main forces.



## FEATURED SOURCE D

### Collection of photographs of the Korean War.

A collection of photographs, slides and negatives taken by Norman Pierson (207815) in 1951 to 1952 during his time in Korea with 163 Battalion New Zealand Artillery, E Troop. Norman Pierson was the Gun Sergeant in charge of the No. 3 Gun. The photos were taken and sent home to his parents to show what he was "up to in a strange country on the other side of the world".

**Credit:** Thumbnails – Norman Pierson : Korean War Photographs– Digital Collection – Christchurch City Libraries.



Essential supplies. Beer arriving at Seoul airport.

<https://heritage.christchurchcitylibraries.com/Archives/Pierson/Pages/Pierson-PH-0002.asp>



New Zealand soldiers digging into a new position.

<https://heritage.christchurchcitylibraries.com/Archives/Pierson/Pages/Pierson-PH-0008.asp>



Lunch for the New Zealand troops while in the field.

<https://heritage.christchurchcitylibraries.com/Archives/Pierson/Pages/Pierson-PH-0011.asp>

### SUPPORTING QUESTION 03

The third supporting question— How can the Battle of Kapyong be remembered today? – provides students with an opportunity to express their learning creatively by designing a commemorative war medal. This is one way that the battle can be remembered. The formative assessment task asks students to create a 'Battle of Kapyong Campaign Service Medal' (See Appendix C) to mark the anniversary of this significant historical event.

Students will work their way through a range of primary sources focused on how 16NZFR was honoured and remembered after the Battle of Kapyong. Students can also discuss different reasons why the New Zealand government should award a medal and what the medal could look like and focus on. This discussion will provide ideas and inspiration for your students to create a fictional campaign service medal to be awarded to New Zealand soldiers who served in the Battle of Kapyong. Students could also discuss the following question: How could the Battle of Kapyong be remembered in New Zealand alongside ANZAC Day?

Featured source A is a newspaper article entitled 'Honour for K Force, Presidential citation' found on the PapersPast website. Featured source B is a radio article from RNZ entitled 'Korean War citation presented to 16NZFR'. Featured source C is a poem called 'Memories of Kapyong' in which Major John Garton of the New Zealand Defence Force recites the poem called from Kiwi veteran Maurice Gasson who fought in the battle. Featured source D is from the New Zealand Military Historical Society and lists the Roll of Honour Korea.



## FEATURED SOURCE A

Newspaper article: 'Honour for K Force, Presidential citation'.

Credit: <https://paperspast.natlib.govt.nz/newspapers/CHP19511120.2.96>.  
Press, Volume LXXXVII, Issue 26583, 20 November 1951, Page 7.

# HONOUR FOR K FORCE Presidential Citation

[N.Z. Army Information Service]

KOREA, November 16.

The 16th New Zealand Field Regiment has been awarded a Korean Presidential citation for "exceptionally meritorious service and heroism" while on active service in Korea.

The citation says that the unit joined the United Nations forces in Korea at the beginning of the year, and has since given outstanding artillery support, first to the 27th British Commonwealth Brigade, later to the 28th British Commonwealth Brigade, and since the formation of the first Commonwealth Division to divisional units.

"Its performance at Kapyong during the April enemy offensive merits the highest praise. Two batteries were initially forwarded in support of the 6th Republic of Korea Division, and these were skilfully withdrawn to join the balance of the regiment in a new position which the 27th British Commonwealth Brigade had been ordered to hold at all costs.

"Throughout the battle during the night of April 23 and 24, and all day on April 24 the regiment operated its guns ceaselessly and efficiently, and played an important part in the holding of the position."

The Commander of K Force, Brigadier R. S. Park, described the award as a high Korean distinction which recognised the invaluable support provided South Korean infantrymen by New Zealand guns during the withdrawal at Kapyong after the opening of the April offensive by the Chinese.

"The New Zealanders' steadiness under heavy pressure and the accuracy and rapidity of their fire were major factors in stemming the Chinese advance," said the brigadier.

Three other British Commonwealth units have received Korean Presidential citations. They are No. 77 Squadron of the Royal Australian Air Force, No. 2 Squadron of the South African Air Force, and the Royal Canadian Naval ship, Athabaskan.



## FEATURED SOURCE B

Radio article, 'Korean War citation presented to 16NZFR'.

Credit: [Six decades on, NZ veterans receive Korean War citation | RNZ](#).

# Six decades on, NZ veterans receive Korean war citation

From **Morning Report**, 8:28 am on 27 May 2011

Share this



Morning Report - 27 May 2011

Six decades on, NZ veterans receive Korean war citation



+ Queue



Almost 60 years after it was awarded, New Zealand veterans of the Korean War have finally been presented with the Korean Presidential Citation, for meritorious service and heroism in battle.



## FEATURED SOURCE C

## Poem 'Memories of Kapyong'.

**Credit:** Aussie, Kiwi vets virtually commemorate 70th anniversary of Kapyong Battle – *The Korea Times*. Major John Garton of the New Zealand Defence Force recited a poem called "Memories of Kapyong" by Kiwi veteran Maurice Gasson who fought in the battle.

*"With target after target from our O.P on the crest,  
The gunners feed the guns, their bodies crying out for rest.  
For the guns, now like an orchestra, the targets they engage,  
With a symphony of anger, a cacophony of rage.  
Despite the years that lie between, my mind can still recall,  
How we held the line that April, on the road that led to Seoul."*

\*O.P – Observation post.



## FEATURED SOURCE D

## Table of names excerpt, Roll of Honour Korea.

**Credit:** *The Korean War – New Zealand Military Historical Society* (<https://nzmhhs.org.nz/the-korean-war/>).

\* Dates of birth on the Roll of Honour appear as 100 years higher than they should: 1927 appears as 2027.

## Roll of Honour Korea

+	SURNAME	FORENAME	REG NUMBER	ALIAS/ACA	SERVICE	RANK	THEATRE	DATE OF DEATH	DATE OF BIRTH
	ALLEN	Edward William	40527		40527 EDGA	Sgt	1st Company, Pusan Force	26/11/2027	11/10/1927
	Baker	William	40528		40528 EDGA	Sgt	1st Company, Pusan Force	17/11/2027	23/04/1927
	Barr	John Eric	40529		40529 EDGA	Sgt	1st Company, Pusan Force	27/04/1927	08/11/1927
	Bellamy	John Edgar	40530		40530 EDGAC	Sgt	1st Company, Pusan Force	01/11/2027	11/04/1927
	Coxon	Robert James	40531		40531 EDGAC	Sgt	1st Company, Pusan Force	24/04/1927	29/04/1927
	Clark	John Kenneth	40532		40532 EDGA	Sgt	1st Company, Pusan Force	25/04/1927	29/04/1927
	Cooper	Robert Edward	40533		40533 EDGA	Sgt	1st Company, Pusan Force	24/11/1927	21/04/1927
	Cook	Charles Brian	40534		40534 EDGAC	Sgt	1st Company, Pusan Force	26/04/1927	26/04/1927
	Croft	William John	40535		40535 EDGA	Sgt	1st Company, Pusan Force	11/04/1927	20/04/1927

## SUMMATIVE ASSESSMENT TASK

At this point in the inquiry, students have examined various short and long-term causes of the Battle of Kapyong, the actions undertaken and experiences of a New Zealand soldier in the 16<sup>th</sup> Field Regiment during the battle, and how the battle could be remembered through a commemorative war medal design. Students should have learned about the Battle of Kapyong before attempting this assessment. Teaching and learning prior to this assessment should also consider how historical significance may be understood.

Students have also had opportunities to consider and justify the most important cause of the battle, what different stories of the actions of New Zealand soldiers tell us about the Korean War, and how the battle can be remembered in New Zealand alongside ANZAC Day. Students are now ready to respond to the compelling question – Was the Battle of Kapyong a significant historical event for New Zealand?

Students should be able to demonstrate the extent of their understanding and their abilities to include relevant historical evidence in the description, such as dates, names, places, examples, statistics, and quotes to support their claims. Students are expected to describe at least one specific aspect of significance of the Battle of Kapyong.

You are examining the historical significance of the Battle of Kapyong 1951. To do this you need to:

1. Outline the following historical event: The Battle of Kapyong 1951
2. In order to explain the significance of the Battle of Kapyong 1951 you could consider at least one of the following aspects of significance, or another of your choosing:
  - *Revealing* — It reveals some other aspect of the past.
  - *Impact* — the extent to which the Battle of Kapyong disrupted existing ways, set a new direction, or reinforced the importance of existing ways.
3. These considerations can now be used to frame a response which examines the historical significance of the Battle of Kapyong.

Remember to use historical evidence to develop your explanation of the Battle of Kapyong and its significance. Such evidence may be found in the featured historical sources and may include others you have used in class or been provided by your teacher.

## HOW TO PRESENT YOUR LEARNING

### Option 1: Waiata or speech

- You may demonstrate your understanding of the significance of the Battle of Kapyong through a presentation. The suggested forms are waiata or speech. You need to include evidence to support your argument, which could be expanded upon in a short written script to accompany the waiata or speech. The script should be no more than 400 words in length. Your waiata or speech could be delivered in front of the class, or pre-recorded and submitted to your teacher. Your waiata or speech should be approximately 3–4 minutes long.

### Option 2: Written report

- You may demonstrate your understanding of the significance of the Battle of Kapyong through a written report. You need to include relevant historical evidence to support your argument. Your report can be typed or hand-written. Your report should total 750–800 words.

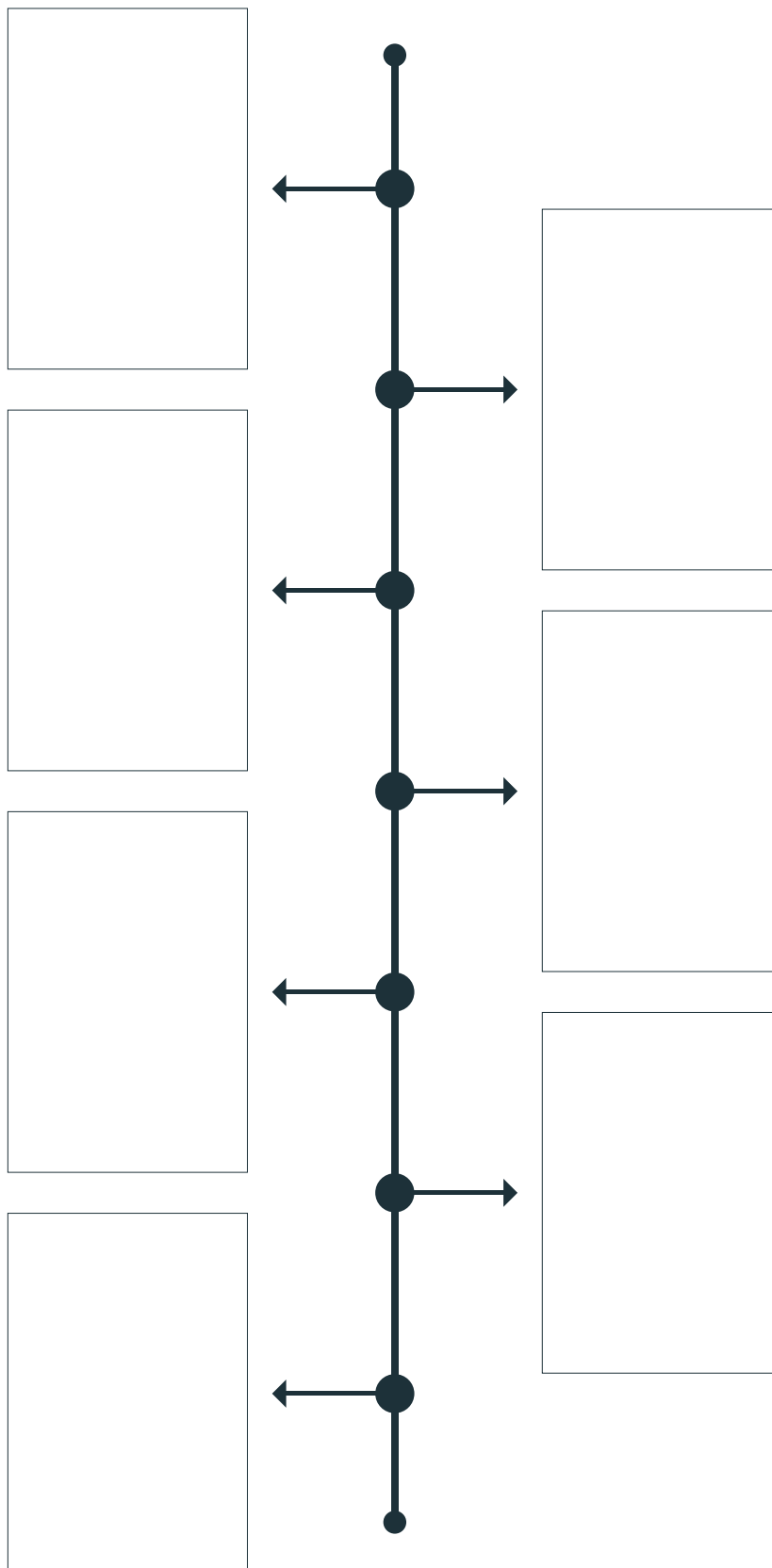
### Option 3: Display board or exhibition

- You may demonstrate your understanding of the significance of the Battle of Kapyong through a display board or exhibition of visual and written texts. This could be in digital or non-digital form. A visual display should include at least 6 visual texts and up to 800 words.

### EXTENSION:

Consider the significance of the Battle of Kapyong in the wider context of the Korean War. In class, discuss the following question:  
In what ways can this battle be considered a significant historical event in the wider context of the Korean War?

This extension activity can be completed using a Harkness-style group discussion based dialogue (See Appendix D for some materials on how to run a Harkness discussion).



The 5Ws and 1H technique is a simple strategy used by historians. The idea behind this method is that if you can identify the answers to these six questions, you should have a full version of events. These six questions are: what, why, when, where, who, and how.

# 5W'S & 1H

**W1:** Who was involved?

**W2:** What happened?

**W3:** When did it take place?

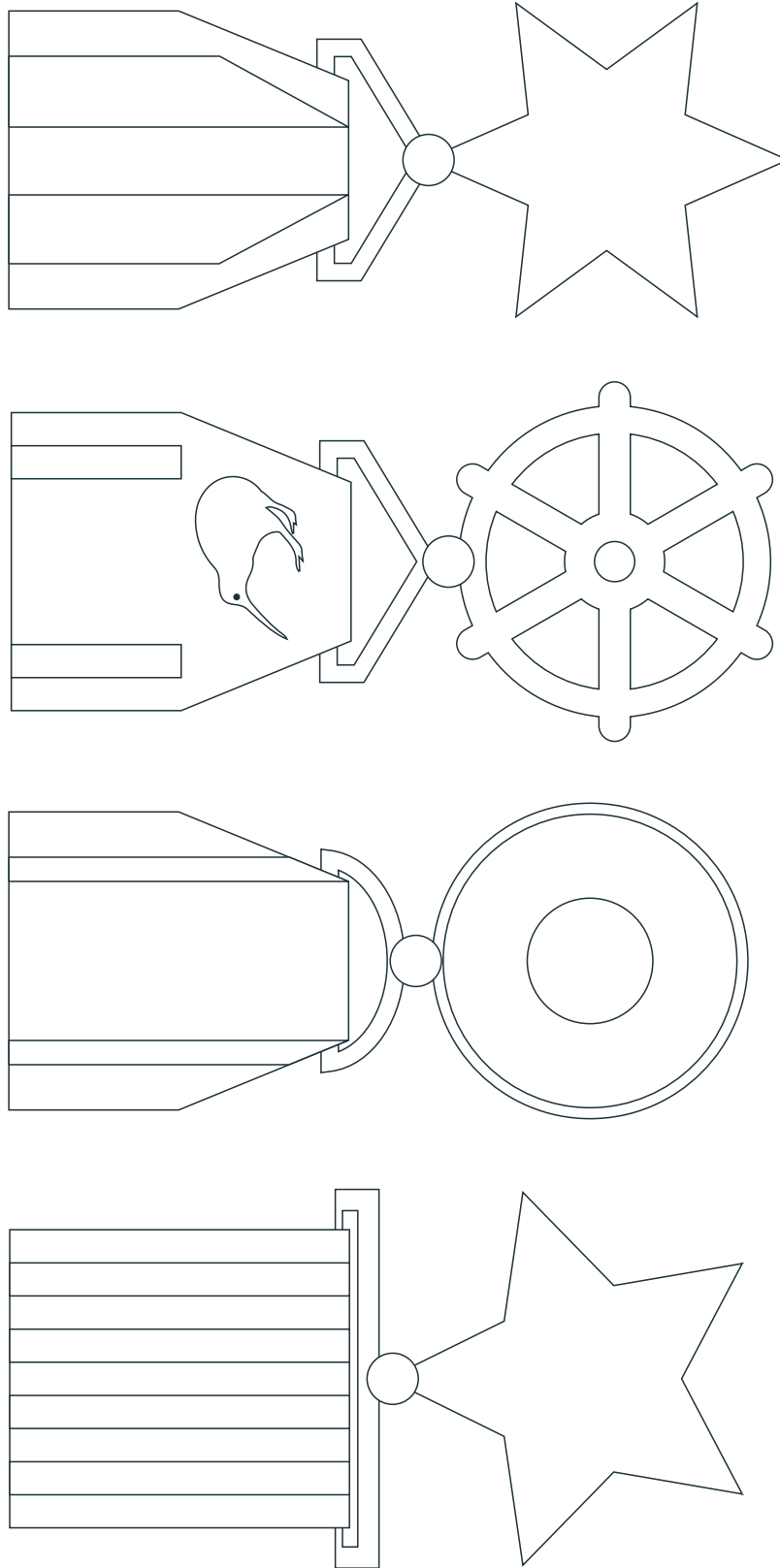
**W4:** Where did it take place?

**W5:** Why did it happen?

**H:** How did it happen?

**DESIGN A BATTLE OF KAPYONG CAMPAIGN SERVICE MEDAL**

Many veterans wear medals with pride on remembrance days, but not all who serve are awarded medals. Can you design a medal? What could it be awarded for?



Watch the following for a brief overview:

Video entitled 'What is Harkness?' <https://www.youtube.com/watch?v=3526vTReBjk>

**PREP WORK WITH THE TEXT:**

Have you read and annotated the text and filled out the prep sheet just like the students?

**DO YOU HAVE A DRIVING QUESTION FOR THIS DISCUSSION?**

Do you have a driving question for this discussion? Do the students know this ahead of time? Do you want the students to come up with their own questions? Think and plan intentionally

**ICEBREAKER/OPENER:**

Plan this in advance..how long might this take?

**HOW WILL YOU OPEN THE DISCUSSION?**

Important to plan this in advance.

**KEY PASSAGES:**

Are there key passages in the text that YOU think the students should address? What are they and why are they important? Make some notes.

**IMPORTANT QUESTIONS TO CONSIDER:**

What questions do you want to raise with the students if the opportunity arises?

**SIGNIFICANCE OF THE DISCUSSION:**

Why is this text important in the context of the rest of the unit you are studying? What do you want students to do with new knowledge that they have learned at the table?

**REFLECTION:**

What will you do to have the students reflect on the discussion at the end? Do you have a written reflection prepared? Are you asking them to self assess? Will you talk about the discussion as a group at the end?

**ASSESSMENT:**

How will you assess the discussion? Have you shown the students the rubric ahead of time? Will they have a chance to self-assess?

# **CHAPTER 05**

**WAS THE KOREAN  
WAR SIGNIFICANT  
FOR MĀORI NEW  
ZEALANDERS?**

# **05**



Māori gun crew 162 Battery, 16 Field Regiment. Citation K-2007-F, ATL

## SUPPORTING QUESTIONS

1. How did Māori serve in the Korean War?
2. How did New Zealand's integration policies impact Māori soldiers in the Korean War?
3. How does Māori culture influence the identity of the New Zealand Army today?

## WAS THE KOREAN WAR SIGNIFICANT FOR MĀORI NEW ZEALANDERS?

<b>HISTORICAL THINKING CONCEPTS</b>	<ul style="list-style-type: none"> <li>• Use <i>primary source evidence</i></li> <li>• Establish <i>historical significance</i></li> </ul>
<b>STAGING THE COMPELLING QUESTION</b>	Show students photos of Māori soldiers taken during World War Two and the Korean War. Invite them to ask questions about what participation in war might have meant to Māori New Zealanders.

<b>SUPPORTING QUESTION 01</b>	<b>SUPPORTING QUESTION 02</b>	<b>SUPPORTING QUESTION 03</b>
How did Māori soldiers serve in the Korean War?	How did New Zealand's integration policies impact Māori soldiers in the Korean War?	How does Māori culture influence the identity of the New Zealand Army today?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
Students complete the retrieval chart (Appendix A) to extract information from each of the primary sources about the ways that Māori soldiers served during the Korean War.	Students brainstorm key information identified from the sources about the integration of the New Zealand Armed Forces (Appendix B). Using the information gathered from the sources and their brainstorming, students should create a newspaper front page, including a concise headline and short articles, which explain what they have learnt about the impact of integration policies on Māori soldiers (See Appendix C).	Students create a concept map which connects key ideas, words, symbols and phrases from the featured sources which demonstrate how Māori culture influences the New Zealand Army today.
<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>
<p><b>Source A:</b> Oral history of Teurangaotera Tuhaka.</p> <p><b>Source B:</b> Oral history of Charles Haronga Brown.</p> <p><b>Source C:</b> Excerpts of an interview with Wiremu (Bill) Kehia.</p> <p><b>Source D:</b> Excerpts of an interview with Isaac Kemp.</p>	<p><b>Source A:</b> Shaun Stockley, Conflict: Korean War, National Army Museum Te Mata Toa, 2020.</p> <p><b>Source B:</b> Excerpts from reports to NZDF.</p> <p><b>Source C:</b> Excerpt from Wai2500.</p> <p><b>Source D:</b> Photos of Māori and Pakeha soldiers in Korea. Ref K2216, K2371, K2523 (National Army Museum).</p>	<p><b>Source A &amp; B:</b> Excerpts of interviews with current New Zealand soldiers who have deployed in Korea.</p> <p><b>Source C:</b> NZ Herald Article 24 May 2024. Manahi Sword Presented to New Defence Force Chief.</p>

<b>SUMMATIVE ASSESSMENT TASK</b>	<b>ARGUMENT:</b> Construct an argument (e.g., detailed outline, poster, essay) that evaluates the significance of the Korean War for Māori soldiers. Use specific claims and relevant evidence.
	<b>EXTENSION:</b> Describe the influence of Māori culture on the identity of the New Zealand Army. Compare and contrast New Zealand's military culture with that of our Anzac partner, Australia.

**INQUIRY DESCRIPTION**

This inquiry leads students through an investigation of whether the Korean War was significant for Māori New Zealanders. Students will take a position on the impact and significance of the war for Māori New Zealanders. Māori soldiers served in Korea at a time when the New Zealand government introduced a policy of integration of Māori personnel across the New Zealand Army. Less than 10 years earlier in WWII, Māori soldiers had served in a Māori only battalion – the 28th Māori Battalion. Māori leaders such as Apirana Ngata viewed military service as a way to advance Māori aspirations to address the impacts of colonisation. Students will work with the sources to determine whether participation in the Korean War should be considered a significant event for Māori and all New Zealanders. Prior to the inquiry, students should have a basic understanding of the colonisation of New Zealand, and how it has impacted social attitudes and values.

This inquiry highlights the concept of historical significance. Students will be exploring the idea that events are historically significant if they result in change, or impact people over a period of time. Students will also consider the extent to which an historical event can shed light on contemporary issues, revealing its historical significance. They will consider the impact of integration in the New Zealand armed forces during the Korean War and how this has shaped the relationship between Te Ao Māori and the armed forces to this day.

This inquiry is expected to take six 60 minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative assessment tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry supports students to use historical thinking concepts to explore content in meaningful ways. It can be differentiated to meet a variety of learning styles by having students work in tuakana – teina mentoring groups or whakapapa relationship groups.

**STRUCTURE OF THE INQUIRY**

In addressing the compelling question – Was the Korean War significant for Māori New Zealanders? – students work through a series of supporting questions, formative assessment tasks, and featured sources in order to build knowledge to take a position on the compelling question. To complete the tasks, students examine and analyse a variety of sources that help them to discover the impact of the Korean War for many Māori New Zealanders over a long period of time. They must decide if the Korean War is historically significant for Māori New Zealanders.

The featured sources include primary sources such as photographs, excerpts of interviews with Māori veterans of the Korean War, and excerpts of interviews with soldiers who have been deployed to the United Nations Command in the Republic of Korea in 2024. Some secondary sources such as government reports are also featured.

## STAGING THE COMPELLING QUESTION

In staging the compelling question – Was the Korean War significant for Māori New Zealanders? – teachers activate students' prior knowledge about the importance of Māori military service as a way to advance Māori aspirations within the wider context of New Zealand society. The participation of Māori soldiers in the Korean War can be viewed as a continuation of those aspirations. Teachers should share two photos with students. The first is a picture of the 28th Māori Battalion on the morning after their evacuation from Crete in 1941 during the Second World War. The second photo is of soldiers from the 16th Field Regiment in South Korea. Invite students to make observations and to ask questions about the photos. Teachers should prompt students to consider the differences between the two photos and what this might tell us about Māori participation in the Korean War.

## STAGING THE COMPELLING QUESTION

### Featured source A:

**Credit:** The 28th Māori Battalion at a transit camp in Egypt on the morning after their evacuation from Crete, June 1941.

### Featured source B:

**Credit:** Soldiers from 16 Field Regiment in Korea.



The 28th Māori Battalion at a transit camp in Egypt on the morning after their evacuation from Crete, June 1941.  
Photo: Alexandra Turnbull Library



Soldiers of 16 Field Regiment in Korea – <https://www.armymuseum.co.nz/the-forgotten-war/> (Ref K2523)

## SUPPORTING QUESTION 01

The first supporting question—How did Māori soldiers serve in the Korean War?—provides students with an opportunity to engage with oral histories so that they can understand the different ways that Māori soldiers served during the Korean War. The oral histories provided by Teurangaotera Tuhaka, Charles Haronga Brown, Wiremu Keiha and Isaac Kemp outline the jobs they were given and the actions that they took.

The formative assessment task invites students to complete a retrieval chart (see Appendix A) that allows them to summarise information from the featured sources about the ways Māori served in the Korean War. Once the retrieval chart is complete, students should be encouraged to consider the range of evidence they have collected regarding the roles of Māori in the Korean War and identify common themes or significant differences across their experiences.

Featured sources A and B are excerpts from interviews with Māori veterans of the Korean War conducted by the Korean War Legacy Foundation. Featured sources C and B are excerpts of the recollections of Wiremu (Bill) Rehia and Isaac Kent as told to Pip Desmond in her text “The War That Never Ended”. These oral histories provide an insight into the actions they took as part of their service in the war, the challenges they faced and what they thought about their experience.

**FEATURED SOURCE A****Oral history of Teurangaotera Tuhaka.**

Credit: <https://koreanwarlegacy.org/interviews/teurangaotera-tuhaka/?#transcript>.

Teurangaotera Tuhaka, "Toti", came from humble beginnings in Rangitukia, New Zealand, where wealth was considered owning a bicycle. His dad was Māori, and his mum was Spanish. He took the New Zealand Navy test with a group of friends, but he was the only one who passed the military test. While in the Navy, he was stationed aboard various ships and encountered the North Koreans by sea. Fear and focus were a daily occurrence on his job, but his training allowed him to control these feelings. He is proud of his service and re-enlisted after his initial deployment.

*Teurangaotera: I think there was one time that we were told to fire at a tunnel, a train tunnel... a train was coming through, and there was Communist train, and it was carrying whatever... for their Army, for North Korean Army, and our job was to fire at the tunnel cause it was that 4 inch gun... the biggest gun on our ship. And there's four loaders and, um, the other guy pulls the trigger, and the other guy that aims it, and they switch the gun around like that up and down, and they do all that, and my job is, well, mine and three others is, is to load the gun...with a 4 inch shells. They're about this long... about this size, 4 inches... and you, you got a magazine, storage magazine and you pull it out of the magazine and into the barrel, and everyone of you lining up to do that one opposite the other.*

*One after the other. Well, I believe when you're finished, this is what we're told. Whether it's right or not... I don't know... But at the end of the Korean War, we held the record for the most rounds fired from the 4 inch gun at the enemy, and there was 42 rounds a minute... and we're pumping 40, what I said, 42 of those [INAUDIBLE] you know, onto the shore wherever the enemy was. Whether they hit them or not, I don't know because we don't get a feedback.*

**FEATURED SOURCE B****Oral history of Charles Haronga Brown.**

Credit: <https://koreanwarlegacy.org/interviews/charles-h-brown/?#transcript>.

Charles Haronga Brown began his naval career when he joined the New Zealand Navy in 1951, first as an ordinary seaman and then as a telegraphist operating radio communications while serving aboard the HMNZS Hawea. He operated the radios as the ship patrolled the West Coast of the Korean Peninsula. His ship frequently encountered the enemy from its base in Baengnyeongdo. He entered the conflict one day before his birthday in 1952 and left on Armistice Day July 27th, 1953.

Interviewer: So when did you join the Navy?

Charles: Uh, September 1951.

Interviewer: So you already knew that Korean War broke out, right?

Charles: Yeah, yeah, yeah, yeah.

Interviewer: Were you thinking that you can, you could be in that war as a Navy seaman?

Charles: No.

Interviewer: And so where did you get the basic military training?

Charles: HMNZS Tamaki... Uh, on an island, at Motuihe in Auckland and I did, uh, oo, September till that December, I was a seaman, a, uh, ordinary seaman... and then they wanted communications operators. So they rounded us up, and we all took a test. And next day they said you, you, come with me... so I ended up as an ordinary telegraphists.. uh, radio operator.

Interviewer: Radio operator. Is there any special knowledge that you learned about those radio operator? Did you use a secret code or

Charles: Morse, Morse Code.

Interviewer: So tell me example. How did you do it?

Charles: Operator, uh, every airway, went to school every, every morning. I learned to type because, uh, um, we had to attain a reading up to 25 words a minute to pass on... we had these exercises that they called these Morse Exercises, and we sat there typing every morning for about half an hour reading these, um, texts.

Interviewer: Was it not that difficult, right?

Charles: Uh, it wasn't a little, uh, in the beginning... but after while... you got pretty good at it.

Charles: Uh, shift, we, we, uh, communications, we did a lot of shift work. And at one stage, we were short, uh, handed, and my friend and I, when we left, uh, training together, were in two shifts. We'd do four on, four off.

Interviewer: So tell me more, more detail. So what time? How long did you work?

Charles: Oh, well it started [INAUDIBLE] 8:00 in the morning. One of us would start at 8:00 in the morning... Finished at 12. The next one took over at 12 – 4. The other one come back 4, we don't want that... So you got sleep whenever you could. And you still had to comply with the weaker nations of the ship, uh. [INAUDIBLE] we just go up before the morning. We slept in hammocks those days... we just slept anywhere... where you could get some sleep cause four hours later, you're back on watch again.



## FEATURED SOURCE C

## Excerpts of an interview with Wiremu Keiha.

**Credit:** Pip Desmond, *The War that Never Ended: New Zealand Veterans Remember Korea*, Penguin, 2013.

Wiremu (Bill) Keiha (Rongowhakaata and Te Aitanga-a-Māhaki)

*"We arrived at Seoul airport on the 3rd of July 1953 in the afternoon. I then travelled by truck for a number of hours and eventually arrived at George Troop, the New Zealand signals troop attached to Headquarters, 16th New Zealand Field Regiment. As I unloaded my gear, I was approached by the staff sergeant who informed me that I had been detached from the New Zealand Signals and posted to Div Sigs [Divisional Signals] Regiment.*

*I then traveled on a jeep with the driver and a radio operator. It was a case of the blind leading the blind, I think. We went on for about two hours in the dark when the radio operator received a communication from camp to offload me. I was to find my own way to wherever I was going and they were to turn round and high-tail it back to camp.*

*The driver pointed to a hill and said, 'You see that black line, running along the top of that hill? Follow that. But don't go into the gully to get across to that black line. You'll kill yourself.' I said, Bloody lovely. They'd already turned around and the driver says, 'Good luck,' and took off, and here I am, standing like a pūkeko in the swamp.*

*The black line was what we call Don R cables, telephone cables erected by signals. I took a line from those telephone cables and walked in the same direction. I suppose it would be an hour later, or maybe longer, I felt this hard object stuck in my back and I heard this squeaky voice say to me, 'P-p-p-p-password.'*

*'I said, I'll give you a bloody password if you don't take that bloody gun out of my ribs.' 'Oh, y-y-y-y-you're the Kiwi we're looking for.' I said, 'Thank God. Get that thing out off my back before you cut me in half.' It was a Sten gun. They were the most unreliable guns in the British or New Zealand army.. the slightest knock and they'd go off.*

*So I gave the picquet my kitbag. I said, 'Here, you can carry this.' And he escorted me to the command post. The captain said they could not believe that I'd been able to find my way through without getting caught 'cause the reason why I had been unloaded and told to walk was the Chinese had broken through.*

*The picquet led me to a place to sleep. They were called hoochies and we had to walk along a slit trench and it had been sandbagged over the top. I remember going in, finding myself bed, and I couldn't get over the flashes of gunfire and lightning and flares.*

*The next morning reported back to the command post and the captain in charge told me that I was to man a radio and transfer firing orders and weather forecasts from the command post to the artillery. I turned round and I said, 'Captain, I was trained as a machine gunner, light support and sniper. I've never been trained to operate a radio.' At Burnham, I was given the rank of signaller but to this day I can only recall one incident where I spent about an hour learning Morse code. It went in one ear and out the other.*


*I remember the captain raised his arms up and says, 'Bloody hell.' He stopped. He realised it was not quite cricket. He said, 'You're going to learn in four hours what they should have taught you in six weeks.' And I tell you what, I learnt. He was the best tutor I'd ever had. We were right there on the job. I didn't have to sit down scribbling, I learnt under action conditions.*

*We had four hours on, eight hours off. I never missed a four-hour stint. And in my case it was learning. I never forgot a thing. You had anything up to three radios. You also had telephones so if one radio to the artillery went out, you would use other means. Our transmissions would be in code. Say the enemy picked it up, they wouldn't know what it meant. I didn't know either we were just a go-between.*

*I respected the British and they respected me. I think it was a throwback to when the Māori Battalion were billeted in England, before they went to Greece. In the files I have of my father's, it shows the King paying his respects to the battalion and things like that. I think my pakeke, my elders, performed very well in England and as a fighting force they were well renowned and respected. Even by Rommel himself. And they only had to look at me and say, 'Oh well, he's got New Zealand up on his lapels but he's a funny colour.'*

*I was only in action for 24 days. I think I was very lucky to have been able to get in on the tail end of the war and actually see some of the worst parts of it. The command post was a safe distance behind the front line but with a set of good binoculars from where my hoochie was, we could see a lot. You might see an explosion on the hill opposite and you'd wonder who copped that one, and you'd have a look. That's how close you were. It was interesting.*

*After the war I stayed on in Korea... I became a radio operator for RQMS [regimental quartermaster], which was stores. There were two of us in charge of this tent and we were rear echelon contact. Every weekend we had open camp and the Americans would come in looking for New Zealand footwear. New Zealand had a boot second to none and people wanted them, right or wrong, and they cottoned on to me. They offered me anything to get a pair of boots 'cause they had patent leather, zip-up sides and all that sort of jazz. Oh they were lovely. And they polished up. I had beautiful American winter parkas, Canadian parkas, stacked underneath my sleeping bag in exchange for those boots."*



**SUPPORTING QUESTION 01**

**FEATURED SOURCE D**

**Excerpt from interview with Isaac Kemp.**

**Credit:** Pip Desmond, *The War that Never Ended: New Zealand Veterans Remember Korea*, Penguin, 2013.

Isaac Kemp (Ngāti Porou, Te Aupōuri)

*"I was a gunner for Able Troop, 161 Battery, even though I was manning a machine gun, not the 25-pounder. I think me and my offsiders had the pick of the jobs. I was parked up on a hill, the highest feature on the flanks of the guns. The main reason why myself and my mate were up there was to warn of any enemy breakthrough or anything like that. And shoot at them, I suppose, and ring down to the people on the 25-pounder guns. All this gives them a chance to bail out of it, get together and take off. The guns had to be protected at all costs.*

*We were a fair way from the enemy lines. We had binoculars and telephones. We had binoculars and telephones. We were in a trench but we had our pup tents right next to it. One's on watch, and one's resting and sleeping, Day and night. We weren't self-contained up there. We had to go back to headquarters for chow and that sort of thing, but there had to be one man up there all the time, so we took turns.*

*I liked my job. I was on my own, more or less. The only thing at night I'd get a bit nervous wondering who's creeping up and that sort of thing, You don't know what's going on. The Americans, they shoot at anything. But while I was up there, nothing happened that's scary.*

*What the enemy had, particularly at night, was this biplane chugging away up in the sky. We thought they were looking around seeing if they could spot anything and we called him 'Midnight Charlie'. We'd say, 'Here comes Charlie'."*

## SUPPORTING QUESTION 02

The second supporting question – How did New Zealand’s integration policies impact Māori Soldiers in the Korean War? – helps students to understand the social context of Māori in New Zealand in the 1950s, and the impacts of government policies of integration on Māori military service.

Prior to the 1950s, the majority of Māori lived in rural, tribal communities. Post World War Two saw a large movement of Māori away from tribal communities to urban centres in search of employment and other opportunities. At the same time, the New Zealand Government advanced policies of racial equality and integration (further information can be found at <https://teara.govt.nz/en/the-new-zealanders/page-12>). The direction to integrate impacted Māori as the Service most committed to the Korean War was the Army (the war being predominantly a land threat) and the Army had a high proportion of Māori service people relative to the total Māori population of the time.

The featured sources were selected to facilitate student understanding about the aims of integration policies and their impact on Māori soldiers. Featured source A provides a general overview of the impact of integration of Māori in Kayforce. Featured source B is a range of excerpts from the New Zealand Defence Force reports prepared for the Waitangi Tribunal. These reports examine policies and practices relating to the employment of Māori service people over 1949 – 1975, and the bicultural journey of New Zealand’s military from the ‘pathfinders’ of World War One to present day. Featured source D is a report from the Wai 2500 Military Veterans Kaupapa Inquiry. One of the goals of the inquiry is to prepare an official narrative that puts Māori experiences of military service on public record. This section of the report discusses the extent to which the official integration policies of the Army were implemented while on active duty in Korea. Featured source D includes images of Māori and Pākehā soldiers serving beside each other in Korea. Students are invited to make observations about the photos of 16 Field Regiment and form inferences about the integration of the armed forces.

The formative assessment task asks students to brainstorm key information from the sources about the integration of the New Zealand Armed Forces (See Appendix B). Students examine the featured sources using the supporting question to guide their thinking, looking for themes across the documents. Once students have identified key information from the sources they should write a newspaper front page, including a concise newspaper headline and short articles, to explain what they have learnt about the impact of integration policies on Māori soldiers (See Appendix C). Students should use at least three pieces of evidence from the sources in their newspaper front page.

**FEATURED SOURCE A**

Shaun Stockley, *Conflict: Korean War*, National Army Museum Te Mata Toa, 2020.

Up to 15% of Kayforce was Māori, at a time when Māori made up only 6% of the national population. Unlike our soldiers in the Second World War, there was no attempt to separate Māori servicement into their own units – officially, the Army now emphasised integration. This was significant, as it meant that non-Māori soldiers had a greater exposure to Māori culture and community through their Korean service. A Māori chaplain arrived in 1953, and his presence helped to maintain morale and discipline among the men, a Māori concert party and haka competitions provided further opportunities for Kayforce to experience and enhance Māori culture among its soldiers.

Collectively, these contributions increased the Māori profile within New Zealand's armed forces. Māori made up around a quarter of soldiers sent to Malaya in 1958, and approximately half of the troops deployed to Vietnam. In the decade following the Korean War, Māori traditions and culture experienced a resurgence across New Zealand in the so-called 'Māori renaissance'. This in turn fed back into the Army; in 1994 Anthony Birks, Chief of General Staff, requested permission from the 28th Māori Battalion and the Māori Queen, Te Atairangikaahu, to transform the New Zealand Army into an official iwi – Ngāti Tumatauenga – and to construct an army marae.

**FEATURED SOURCE B**

Excerpts from reports by Dr Steven Loveridge and Anna Rogers prepared for the New Zealand Defence Force, 2023.

**THE ENLISTMENT AND EMPLOYMENT OF MĀORI SERVICE PEOPLE IN THE NEW ZEALAND ARMED FORCES, 1949 TO 1975**

As Prime Minister Walter Nash put it in 1959 'government policy is to integrate Māoris with the European community'. The approach is linked to Jack Hunn's 1960 report which defined integration as working to 'combine (not fuse) the Māori and Pakeha elements to form one nation wherein Māori culture remains distinct.'

Also relevant are the links between the Department of Māori Affairs and the Armed Forces. These were embodied in some notable officials in the Department including Arapeta Awatere, William (Bill) Herewini, Charles Bennett, and Rangi Royal, all notable veterans of 28 (Māori) Battalion.

The major implication of integration was the non-(re)creation of a distinct Māori unit as had existed in the expeditionary forces of the World Wars. This direction had some mixed reception as some Māori service people stated their support for integrated units, arguing that they signalled progressive race relations, while proponents for a distinct Māori unit cited the tradition of 28th Māori Battalion.

Secretary of Defence Jack Hunn in 1964 argued that 'segregating soldiers into racial groups' would be militarily inefficient and socially undesirable.

An army report, dated April 1961, noted 'as a result of a discussion between Director of Recruiting Lieutenant-Colonel Grigg and Controller of Māori Affairs Bill Herewini, Māori Welfare Officers will actively assist in Regular Forces recruiting within their territories.'

The number of Māori serving as officers in the Regular Army is more notable. Arrangements made during the Second World War appear to be significant and in 1942 provisions were made for Māori to attend Duntroon. Bruce Poananga was the College's first Māori graduate. Other pioneering cadets graduated in 1946, and 1950. The number of Māori entering officer training rose in the early 1960s.

## THE BICULTURAL JOURNEY OF THE NEW ZEALAND DEFENCE FORCE

### Chapter 1: Before The Bicultural Journey Began

... Aotearoa New Zealand's first foreign war was fought without the official contribution of its indigenous people. Even before war broke out between the British Empire and the Boer South African Republic in October 1899, many Māori had been eager to fight. All these offers, however, cut no ice with the imperial government, for whom this was to be 'a whites man's war': the participation of 'native' troops would be inappropriate.

In both world wars most Māori who served in the Army had fought in separate units – the Māori Contingent and Māori Pioneer Battalion, the 28th (Māori) Battalion and a small Māori unit within Jayforce.

From September 1946, Māori became formally eligible to enter the regular force on the same basis as Pākehā. The reform of the eligibility criteria was a crucial step that enabled greater Māori participation in the integrated post-war Regular Force.

Although Jayforce had no dedicated Māori unit, an increasing number of Māori served and about a quarter of the force were Māori, well in excess of the proportion of Māori in the population. In the words of Gunner Isaac Kemp of Ngāti Porou, Te Aupōuri, 'In Jayforce there was no difference at all between Māori and Pākehā. We were all friendly and we were all mates. There was no discrimination.'...

### Chapter 3: Ngāti Tūmatauenga Army

...1994 the Chief of Army issued a directive to make a 'uniquely New Zealand Military culture by combining appropriate aspects of European and Māori heritage to enhance the cohesion, morale and esprit de corps of the Army'.

Tūmatauenga, as one of the two official names of the New Zealand Army was conferred on the Army by prominent Māori in 1994 and Ngāti Tūmatauenga was 'officially recognized as a tribal entity within New Zealand' at the opening of the Army marae in 1995....

### Chapter 5: Into The Future Together

...Te Reo Māori is fundamental to the future direction Te Ope Kātua o Aotearoa – the New Zealand Defence Force (NZDF). The NZDF Māori Language Plan relies on and is underpinned by the Māori Language Act of 2016. The legislation 'supports the needs and aspirations of the public service to work closely with iwi and Māori to ensure this taonga (Māori language) is protected and revitalised for future generations'. Everyone in Te Ope Kātua o Aotearoa, Māori and Pākehā, is on the same bicultural journey and the determination is strong. The saying that underpins the NZDF leadership framework says it all: 'E kore te tōtara e tuu noa i te pārae, engari me tuu i roto i te wao nui a Tāne' – the tōtara does not stand alone in the field, but in the heart of the great forest of Tāne...



## FEATURED SOURCE C

## Excerpt from Wai2500 Inquiry.

**Credit:** Māori and Military Service for the Crown 1946–2017, Cleaver, Phillip. [https://forms.justice.govt.nz/search/Documents/WT/wt\\_DOC\\_141775428/Wai%202500,%20A250.pdf](https://forms.justice.govt.nz/search/Documents/WT/wt_DOC_141775428/Wai%202500,%20A250.pdf).

Significantly, the policy that Māori should serve in the Territorial Force on an integrated basis was evidently seen as being applicable to all non-regular Army service. In mid-1950, the citizen-soldier force that was established to serve in the Korean War – Kayforce – was formed without a separate Māori unit, thereby breaking a tradition that had begun with the inclusion of the Māori Contingent in INZEF in 1914. However, the policy was not strictly enforced. It will be explained that during the deployment of Kayforce some informal Māori groupings emerged, along with one formally designated Māori unit – the last such unit to feature within a New Zealand Army force deployed overseas. Kayforce was the final overseas Army force that was predominantly made up of non regular citizen soldiers. In the late 1950s, as noted above, defence planning shifted to a reliance on deployment of personnel within the Regular Force, which had never had a tradition of organisational separation between Māori and Pakeha. From this point onwards, overseas deployments did not feature separate Māori units, even though – as discussed later in the report – a significant proportion of the personnel involved in these deployments was Māori. It was perhaps in light of this situation that, from the late-1950s to mid-1960s, former members of 28 (Māori) Battalion – focussing, it seems, on the Regular Force – called for the formation of a separate Māori unit in the New Zealand Army. However, it will be explained that officials and Army leaders rejected the idea, with the policy of integration prevailing.

Within Kayforce, Māori may have first served together in gun crews of 16 Field Regiment, each of which would have consisted of a maximum of eight men. Drawing on the recollections of an ex-serviceman, McGibbon [a historian] states that several guns in 163 Battery were manned mainly by Māori, who were grouped together on a tribal basis. Photographic evidence... also indicates the existence of Māori artillery crews in Korea. McGibbon explains that the Māori gun crews were ‘informal arrangements’ and, with changes of personnel and the arrival of reinforcements, ‘such arrangements tended to re-emerge’. The extent to which the gun crews were put together at the request of Māori is uncertain. Gun sergeants probably had some flexibility in determining their teams and, with the emphasis being on effective teamwork, some may have thought this would be better facilitated if Māori served together. Officers in the field presumably sanctioned the arrangements. In addition to the Māori gun crews, Māori were more formally grouped together within an all-Māori platoon that was established within 10 Transport Company. In the Company’s war diary, it was recorded that, on 1 February 1954, B Platoon began to operate ‘as a Māori Platoon’. The diary noted that the unit was staffed completely by Māori and under the command of Second Lieutenant E.N. Munro. The formation of the all-Māori unit was possibly initiated by the regular officer that commanded 10 Transport Company, Major K.G. Miles. At the very least, Miles would have sanctioned the unit’s establishment. Indeed, the Māori unit appears to have been sanctioned at the highest level of Kayforce. Brigadier J.T. Burrows, Kayforce’s commander, had visited 10 Transport Company on 28 January and – after B Platoon began operating as an all-Māori unit – did so again on 13 February. 190 The fact that the creation of the Māori Platoon was recorded in the company’s war diary suggests that Miles was confident that higher authorities would not disapprove of his action.

**FEATURED SOURCE D**

**Photographs of Māori and Pākehā soldiers serving together in Korea.**

**Credit:** Cooper, P / NZDF. (1953) 16 Field Regiment [Photograph]. Korean War Official Album #14. Alexander Turnbull Library, National Library of New Zealand.

<https://tiaki.natlib.govt.nz/#details=ecatalogue.50091>.



Ref K2216 NZ Gunners 16 Field Regiment.



Ref K2371 NZ Gunners 16 Field Regiment.



Ref K2523 16 Field Regiment.

## SUPPORTING QUESTION 03

The third supporting question — How does Māori culture influence the identity of the New Zealand Army today? — encourages students to consider how Māori culture influences the identity and practices of the New Zealand Army. In 1995 the New Zealand Army incorporated a Māori identity into its existing culture and doctrine. It became Ngāti Tūmatauenga – New Zealand Army. This identity was confirmed by the Māori Queen Te Atairangikaahu, veterans of the 28 Māori Battalion, and other Iwi. It symbolises a relationship of mana on behalf of defence of all New Zealanders.

The formative assessment task asks students to create a concept map which answers the third supporting question. After reading the commentary provided from current serving soldiers, students should generate a list of words, phrases and ideas about the ways that Māori culture influences the identity of the New Zealand Army. Using an A3 piece of paper students should sort these ideas in a graphic way that makes sense to them, such as clumping similar ideas together. After sorting their ideas students should connect them with lines or arrows, writing an explanation of the connection along them. Students could share their concept maps with each other, explaining the connections they have made.

Featured source A is a collection of excerpts and photos from an interview with Shaun Taylor, a Māori soldier deployed to South Korea in 2024 as part of New Zealand's ongoing commitment to the United Nations. Featured source B offers Captain Daniel Johnstone's perspective as a Pākehā soldier on the value of Māori culture in the armed forces. Both sources were selected to give students an insight into how two soldiers who have deployed to Korea perceive the value of Māori culture in the context of their service, and to provide an example of a strategic relationship between Te Iwi Māori and the New Zealand Defence Force. Featured source C is a newspaper article and photo which illustrates the ongoing relationship between Māori and the New Zealand Defence Force.



### FEATURED SOURCE A

Excerpts and photos from an interview with Sgt Shaun Taylor, Ngāti Toa Rangatira, Ngāti Raukawa.

Sgt Shaun Taylor was born in 1991. He has been a soldier for over 10 years. Shaun is a descendant of Ngāti Toa Rangatira, and Ngāti Raukawa. Shaun was deployed to South Korea in 2024 as part of New Zealand's commitment to the United Nations Command in the Republic of Korea.

#### How did the legacy of Māori military service in the Korean War influence your deployment?

*Anywhere I go I acknowledge that I am an ambassador for my people, my hapū and my iwi. A well known legacy from those Māori soldiers is the song 'Yeon-go', a Korean version of Pōkarekare ana, which is still sung in Korea today.*

#### Describe some of your interactions with Korean locals and other soldiers posted there?

*One of my highlights was interacting with the Korean people. They love to share kai and kōrero and their concept of manaakitanga is very similar to ours. I enjoyed working with soldiers from 15 other countries who make up the United Nations Command. Other soldiers would ask questions about Māori culture, traditions, and language.*

**What do you think are some of the successes for Māori following the integration of Māori personnel in the 1950s?**

*I am very familiar with how the New Zealand Army recognises the contribution of Māori service people and the positive impact we have had from 1845 to today. One of the most significant successes was the opening of the New Zealand Army marae, Rongomaraeroa o Ngā Hau e Whā in Waiouru in 1995.*

*New soldiers and dignitaries from overseas are welcomed on our marae ātea and we teach them about our culture.*

**What influence does Māori culture have on the army today?**

*Māori culture makes up a large part of our identity as Ngāti Tūmatauenga The New Zealand Army.*

*Māori language and tikanga forms part of the training syllabus for every new soldier when they join. When we deploy overseas, it's Māori culture that is showcased, haka, waiata, ceremonies with kairākau and kaikaranga to keep us spiritually safe and to acknowledge our tūpuna who died while serving in those lands.*



Shaun Taylor, Joint Security Area DMZ.

**FEATURED SOURCE B**

Excerpts and photos from an interview with Captain Daniel Johnstone, European New Zealander/Pākehā.

Captain Daniel Johnstone was born in 1999. At 25 years old, Captain Johnstone is the only Gen Z New Zealander deployed to South Korea in 2024 as part of New Zealand's commitment to the United Nations Command in the Republic of Korea.

**How do you feel about your deployment to Korea?**

*This is my first operational deployment outside of a training environment. Working to maintain the armistice agreement feels especially rewarding. I am grateful to the New Zealand service personnel who fought to see peace on the peninsula. I want to contribute in whatever way I can and I am proud to serve in Korea.*

**What has it been like interacting with local people and other service personnel?**

*I am often required to interact with local people and while there are some challenges with language barriers they are endlessly patient and accommodating. Working alongside soldiers from the Republic of Korea, USA, Switzerland, Colombia, Sweden, Denmark, Canada, Australia and the UK is rewarding as we bring different perspectives and processes but are unified to achieve the same aims.*

**What is the value of Māori culture to the army?**

*I believe the New Zealand Army would be a significantly less capable organisation without our connection to Māoritanga. I feel proud to be part of a military with a distinct and unique culture with our values rooted in Māori culture alongside British military traditions. Our values lead to success in operations and is one reason why we are a trusted partner internationally. I am constantly reminded by countries we partner with how special our identity is, especially nations such as the USA, Canada, and Australia who have colonial origins.*

**How does the Ngāti Tūmataunga identity affect you as a Pākehā soldier?**

*Our unique identity has a profound effect on me. Every single soldier who enters into the army does so through our marae Rongomaraeroa o ngā Hau e Whā which gives each of us a connection through shared history. Aotearoa New Zealand is my home and the reality is we are a nation of mixed cultures and shared histories. My belief is to move forward we merge the better parts of our cultures and to me the New Zealand Army is an example of that.*



Daniel Johnstone at North – South Boundary Transport Corridor West.

**FEATURED SOURCE C**

Excerpt and photo from NZ Herald article 2024 –  
Manahi Sword presented to New Defence Force Chief.

Credit: <https://www.teaonews.co.nz/2024/05/26/sword-of-te-arawa-hero-haane-manahi-returned-to-his-iwi-and-presented-to-new-defence-force-chief/>.

**Manahi Sword Presented To New Defence Force Chief Air-Vice Marshal Tony Davies.**

... A symbol of an enduring and important relationship between the New Zealand Defence Force and Te Arawa has been acknowledged in a ceremony in Rotorua. The Te Arawa Sword of Gallantry for Lance Sergeant Haane Manahi, known as the Manahi Sword, is traditionally given by the iwi to the Chief of Defence Force at the start of their time in office and is returned to the Iwi when they relinquish command.

"I feel incredibly honoured to become caretaker of this very precious piece of military history which is also a symbol of enduring respect and close relationships," Davies said.



## SUMMATIVE ASSESSMENT TASK

At this point in the inquiry, students have examined some of the roles that Māori New Zealanders held during the Korean War, the impact of New Zealand's integration policies, and the changing culture of the New Zealand Army as it adopted a tribal identity. Students should be able to take a position and make an argument in response to the compelling question – Was the Korean War significant for Māori New Zealanders?

Students have learned about the roles that several Māori soldiers in the Korean War played in their integrated units as represented in the sources. These sources present stories about engagement with the enemy and their fellow soldiers. Other sources have prompted students to consider how Māori participation in the Korean War intersected with a time of changing societal attitudes and government policies.

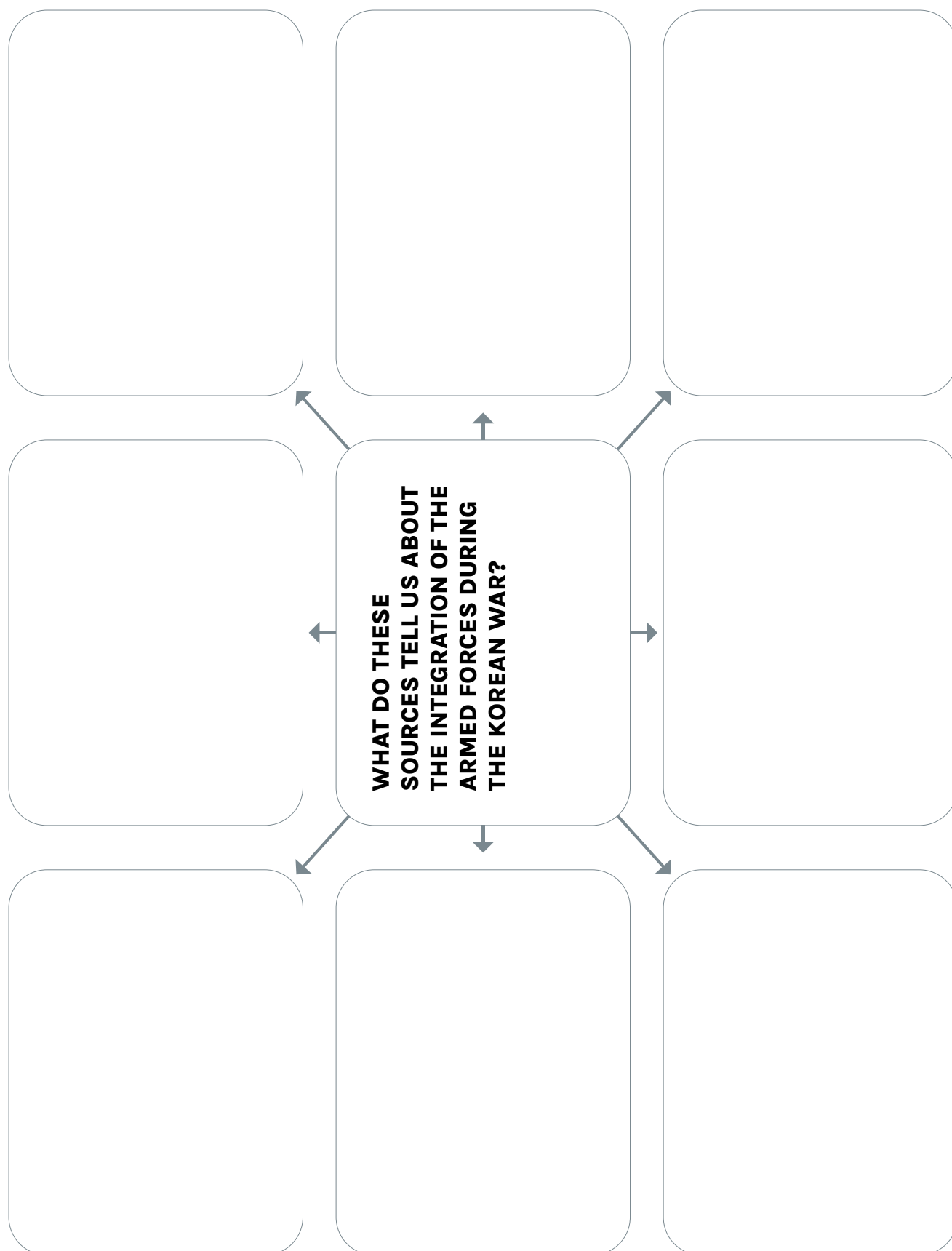
Students' arguments evaluating the significance of the Korean War to Māori New Zealanders will likely vary, but could include any of the following:

- The significance of the proportion of Māori soldiers involved in the Korean War
- The impact of the integration policy on the New Zealand Defence Force in the short-term
- The ongoing influence of Māori culture in the Armed Forces

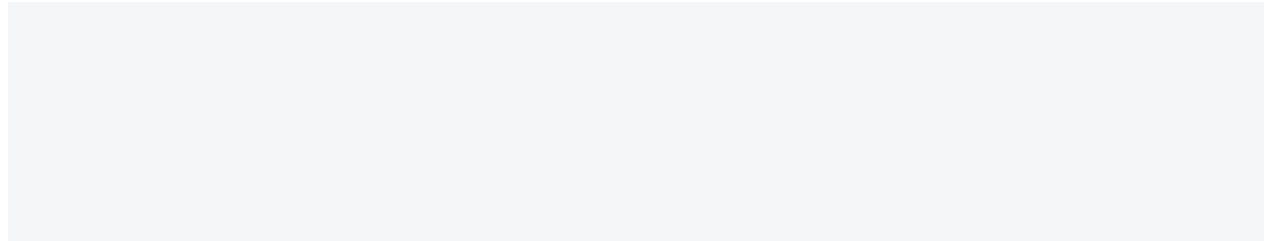
Students will likely draw on the sources to argue that the Korean War was significant for Māori New Zealanders as it was the first instance of the integration of Māori into the wider defence force and it contributed to the increasing presence of Māori culture in the Armed Forces.

Students should be able to demonstrate the breadth of their understanding by using evidence from multiple sources to support their claims. To complete this inquiry, invite students to share their arguments with the class to discuss views on the significance of the Korean War for Māori New Zealanders.

MĀORI VETERAN	TEURANGAOTERA TUHAKA	CHARLES HARONGA BROWN	WIRIMU (BILL) KEIHA	ISAAC KEMP
What role did this veteran have during the Korean War?				
What particular actions did he take as a result of his role?				
What challenges did he face as he carried out his role in the Korean War?				
How did he feel about his role in the war?				



# DAILY NEWS



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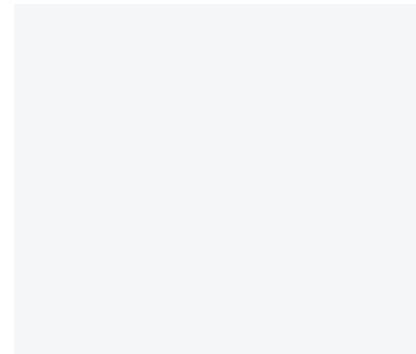
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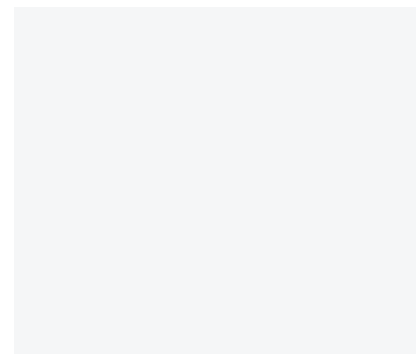
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**WAS THE KOREAN WAR SIGNIFICANT FOR MĀORI NEW ZEALANDERS?**

You have been learning about the roles that Māori soldiers in the Korean War played in their integrated units during the Korean War, the impact of integration on the armed forces and the ongoing influence of Māori culture in the New Zealand Defence Force.

Drawing on the historical evidence you have explored in this inquiry, develop an argument which answers the compelling question – Was the Korean War significant for Māori New Zealanders. You may like to consider the following in your analysis:

- The significance of the proportion of Māori soldiers involved in the Korean War
- The impact of the integration policy on the New Zealand Defence Force in the short term
- The ongoing influence of Māori culture in the Armed Forces

Remember to use evidence from multiple sources to support your claim and demonstrate your breadth of understanding.

# **CHAPTER 06**

## **HOW IS NEW ZEALAND'S PARTICIPATION IN THE KOREAN WAR REMEMBERED?**

# **06**



Korean War Service Medal <https://medals.navymuseum.co.nz/medal/the-korean-war-service-medal/>.

## SUPPORTING QUESTIONS

1. How do New Zealand soldiers remember their participation in the Korean War?
2. How is New Zealand's participation in the Korean War remembered in New Zealand?
3. How is New Zealand's participation in the Korean War remembered in Korea?

## HOW IS NEW ZEALAND'S PARTICIPATION IN THE KOREAN WAR REMEMBERED?

<b>HISTORICAL THINKING CONCEPTS</b>	<ul style="list-style-type: none"> <li>• Use <i>primary source evidence</i></li> <li>• Establish <i>historical significance</i></li> <li>• Take <i>historical perspectives</i></li> </ul>
<b>STAGING THE COMPELLING QUESTION</b>	Watch and discuss the video The Korean War: The beginning of Korea and New Zealand's relationship, about New Zealand's role in the Korean War.

<b>SUPPORTING QUESTION 01</b>	<b>SUPPORTING QUESTION 02</b>	<b>SUPPORTING QUESTION 03</b>
How do New Zealand soldiers remember their participation in the Korean War?	How is New Zealand's participation in the Korean War remembered in New Zealand?	How is New Zealand's participation in the Korean War remembered in South Korea?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
Discuss how each veteran remembers their participation in the war using a Jigsaw activity.	Consider how the Korean War is remembered in New Zealand using the Think, Pair, Share method.	Support a claim about the way New Zealand's participation in the war is remembered in South Korea.
<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>
<p><b>Source A:</b> Excerpt from newspaper article "Veterans of Korean War Remember the Conflict that others forgot", Mike Watson, 3 July 2021, Taranaki Daily News.</p> <p><b>Source B:</b> Oral History, Robert Chessum.</p> <p><b>Source C:</b> Oral History – Elliot Landall.</p> <p><b>Source D:</b> Oral History – Frank Butler.</p>	<p><b>Source A:</b> Korean War Memorial, Parnell, Auckland, New Zealand.</p> <p><b>Source B:</b> Excerpts from website of the New Zealand Korea Veterans' Memorial Trust.</p> <p><b>Source C:</b> Vets mark ceasefire of 'Forgotten War', Hawkes Bay Today, 29 July 2013.</p>	<p><b>Source A:</b> United Nations Memorial Cemetery, Busan, Korea.</p> <p><b>Source B:</b> Korea 70 Years on: Veterans Remember the war that's never ended, The Press.</p> <p><b>Source C:</b> Oral History, Frank Butler.</p>

<b>SUMMATIVE ASSESSMENT TASK</b>	<b>ARGUMENT:</b> How is New Zealand's participation in the Korean War remembered? Develop an argument that answers the compelling question. Use relevant evidence and examples in your response.
<b>TAKING SOCIAL ACTION</b>	Investigate the ways in which the Korean War has been remembered in your local community. How could you contribute to the commemoration of this war and those who fought in it?

### INQUIRY DESCRIPTION

This inquiry leads students through an investigation of the ways New Zealand's participation in the Korean War has been remembered through the use of oral histories, memorials and written sources. By investigating the compelling question – How is New Zealand's participation in the Korean War remembered? – students evaluate and explore a variety of sources that consider how the Korean War has been remembered by different groups. The formative assessment tasks are designed to help students build their knowledge and understanding of the different ways that groups remember the Korean War. Students will engage with evidence which highlights that past events can be remembered in different ways by different individuals or groups. It is important for students to understand that in remembering the past they are taking part in, or critiquing, a collective enterprise where groups construct and share narratives about past events. In completing the formative assessment tasks, students develop an understanding of how New Zealand's participation in the Korean War is remembered so that they can respond to the compelling question.

The three supporting questions explore the perspectives of different groups and how they remember New Zealand's participation in the war, beginning with the experiences of the veterans themselves. Students then consider the ways that New Zealanders and South Koreans remember the participation of New Zealand veterans in the war. Students should be encouraged to compare and contrast the evidence in the sources provided to identify key themes or diverse perspectives in order to build a narrative regarding the ways that New Zealand's participation in the Korean War has been remembered.

This inquiry is expected to take three to four 60 minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative assessment tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. For example, students could work in groups to explore the different perspectives regarding how New Zealand's participation in the Korean War is remembered, sharing their knowledge with each other through group presentations. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

### STRUCTURE OF THE INQUIRY

In addressing the compelling question – How is New Zealand's participation in the Korean War remembered? – students work through a series of supporting questions, formative assessment tasks, and featured sources in order to construct an argument which recognises the differing ways New Zealand's participation in the Korean War is remembered.

## STAGING THE COMPELLING QUESTION

In staging the compelling question – How is New Zealand’s participation in the Korean War remembered? – students watch a documentary about New Zealand’s participation in the Korean War to provide the context for New Zealand’s involvement in the conflict.

Using sticky notes or a padlet students write down key information they learnt from the video to share with the class.

Next students are asked to brainstorm what makes the Korean War a significant historical event. They could consider:

- If the Korean War is remembered by groups and/or individuals
- Who was impacted by the Korean War
- If the Korean War resulted in change
- If the Korean War has an ongoing relevance today.

These activities support students to place the Korean War into the historical context and to explore the concept of historical significance and perspectives.

## STAGING THE COMPELLING QUESTION

### Featured source A:

The Korean War: The Beginning of Korea and New Zealand’s Relationship.

**Credit:** We Are Diplomats, Airirang TV  
<https://www.youtube.com/watch?v=WRRxEIRT2vw>



**Background:** A short documentary that explores New Zealand and Korea’s relationship, which began with New Zealand’s service in the Korean War and continues to this day. The video looks at key actions taken by New Zealand during the War and the ongoing importance of the relationship between the two countries today. In particular it highlights the importance of the Commonwealth victory at the Battle of Kapyong in April 1951.

## SUPPORTING QUESTION 01

The first supporting question—How do New Zealand soldiers remember their participation in the Korean War? – helps students to connect with the experiences of veterans and to explore the ways in which they remember their experience of serving in Korea. With this formative assessment task, students will use a jigsaw activity to gather evidence from the sources to help them understand the thoughts and feelings of veterans and how they remember their participation in the Korean War.

Place students into groups of four. Each student should be allocated a different featured source. In these small groups each student is responsible for reviewing their own source and later sharing this information with the rest of the group. Students should then move into ‘expert groups’ with other students who have the same featured source and use the questions below to guide their discussion:

- What does the veteran think/feel about their participation in the Korean War?
- What does the veteran feel about how New Zealanders responded to their participation in the Korean War?
- What does the veteran feel about how Koreans have responded to their participation in the war?

In their expert groups, students should record their answers on the chart provided (see Appendix A). After completing the chart students return to their original groups to share the information they have learned about their veteran with each other. This provides students with the opportunity to learn from each other and to discuss any common themes across the sources. To support learners, teachers could model how to complete the task by listening to the beginning of an oral history and identifying key ideas to add.

Featured source A is an excerpt from a newspaper article remembering the Korean War. It outlines the experiences of John Kirkland who enlisted as a volunteer to fight in Korea. Featured sources B, C and D are the oral histories of Robert Chessum, Elliot Landall and Frank Butler respectively. They discuss how they feel about their participation in the Korean War and why they think the war may have been forgotten by others.

**FEATURED SOURCE A****Excerpt from newspaper article “Veterans of Korean War Remember the Conflict that others forgot”**

**Credit:** Mike Watson, 3 July 2021, Taranaki Daily News.

Kirkland’s regiment would be the first group of New Zealand ground force troops to join a 16-nation United Nations Force to repulse Chinese forces. “I wasn’t sure if I would be going, in the end I was the only one from the area in the first ground force contingent of 1000 men.” Any thoughts of Korea, the country they had travelled so far to help, being a “mysterious eastern Shangri-la” were soon dispelled when the contingent disembarked at Pusan on January 31, 1951, he says. “It was a terrible bloody place, excuse my French. It was the arsehole of the world. We arrived during the coldest winter in 11 years, it was bloody cold with temperature down to minus 40. Conditions were extremely difficult as well for the infantry with freezing temperatures and frozen solid ground making it difficult to dig into.” During the summer temperatures would rise above 40C. To make matters worse, the newly arrived troops had sailed from a balmy New Zealand summer, with stopovers in Brisbane and Manila, and so arrived in light clothing – and with Chinese forces bearing down just 50km away.

The regiment joined up with the 27th British Commonwealth Infantry Brigade and barely had time to warm up before they faced their first combat supporting the Australian Infantry Battalion. The Anzac forces inflicted heavy casualties on the Chinese and went on to build a reputation of reliability, accuracy and speed, particularly in the Battle of Kapyong fought over three days in April 1951, Kirkland says. The regiment continued without a break for the next three years using 25-pounder guns to force the Chinese forces back past the 38th parallel.

The Korean War became known as the “Forgotten War”, with veterans often belittled by WWII servicemen for not fighting in a “proper war”, Kirkland says. Thirty-three New Zealand servicemen were killed in Korea between 1951–1957 from a total of 4700 army and naval personnel. Kirkland says he was once told to leave a Returned and Services Association bar by a WWII veteran. “There was no television coverage like there was for the Vietnam War, and newspapers referred to it as a ‘police war’,” he says. “But we had guys killed over there, it was a proper war alright.” Kirkland ignored the detractors and became an RSA member, and later the RSA New Plymouth parade marshal on Anzac Day. “I’m a quiet person but I had a big, loud voice which was useful.” In 1992 he went back to South Korea with a group of Korean War veterans and marvelled at the progress made in less than 40 years. “South Korea has advanced beyond recognition with bare hills replanted and unsealed roads turned into multi-lane highways. “I came away feeling our effort was definitely worthwhile.”



## FEATURED SOURCE B

## Oral History Robert Chessum.

Credit: <https://koreanwarlegacy.org/interviews/robert-s-chessum/?search=chessum#transcript>.

Chessum describes how the Korean War is “forgotten.” He explains how there was nothing for the troops when they returned. He also describes how changing the perception of the Korean War will be difficult; because teaching about war is unpopular.

**Robert:** Well it is the Forgotten War, and here in New Zealand the Brigade Force men term ourselves the Forgotten Men of the unknown war.

**Interviewer:** Why is that? Why is it a forgotten war? Why does it have to be remaining as a forgotten war despite very good thing came out of your service during the Korean War?

**Robert:** Well, I don't know. But the, the, [INAUDIBLE] We felt we're forgotten when we came back we felt we were forgotten... but they, nothing special was done for us when we came back and, uh,

**Interviewer:** But now it's special, isn't it? Korea is special because there was nothing vertical is standing, not much, when you left Korea. Now it's all high rise.

**Robert:** Yes.

**Interviewer:** It's a very special but still we don't teach. So how do you think we can change that reality in education here in New Zealand?

**Robert:** It, it's very difficult because it, uh, it's teaching about wars is not popular in the education system.. and, uh, and no one really wants to know.

**Robert:** I can honestly say that I'm proud to been a part of the Korean War, and I'm proud to be at the end. One of the greatest things I found was the way the Korean people treated us when we went back. Uh, when, uh, we couldn't pay for a taxi, and they, they, they have a special treat that they gave us when we went anywhere public in Korea... and in time in New Zealand, if I meet a Korean person, they're some are strangers they come and thank me for my service. And, uh, we know that the Korean people appreciated us even if New Zealand don't.

**Interviewer:** Um hm. Yeah, that's the Ministry of Patriots and Veterans Affairs of Republic of Korea running the Revisit program for the veterans like you so that they can come back and see the changes.

**Robert:** Yes.

**Interviewer:** Yes. That's very nice, isn't it? But we are thankful to your service because you fought for us to give us an opportunity to rebuild our nation. So this is how we want to preserve your honorable service.



## FEATURED SOURCE C

## Oral History – Elliot Landall.

Credit: <https://koreanwarlegacy.org/interviews/elliott-landill/?search=Landall#transcript>.

Elliott C. Landall enlisted in the New Zealand Army in 1944, serving as a Divisional Signaller. He expresses pride in his service during the Korean War, feeling fulfilled by his efforts to help the South Korean people. He believes his contributions made a lasting impact on their lives. Reflecting on history, he explains that the Korean War is often called the “Forgotten War” because it followed the larger-scale conflicts of World War I and World War II. Despite this, he emphasises the importance of remembering its significance.

*Interviewer: Anything particular you remember about your service?*

*Elliot: It's very satisfying actually because if you help people they are all so grateful, that they took the knowledge and they always wrote down everything. Or if you give them booklets, what to do or studied them up they would bring you to work with...*

*Interviewer: So you like Korea?*

*Elliot: Yeah*

*Interviewer: And you want to go back to Korea?*

*Elliot: Oh I wouldn't want a trip back there*

*Interviewer: Anything you remember particularly about the war that you fought for?*

*Elliot: Nothing special just more or less recuperating the people*

*Interviewer: And why is it known as the Forgotten War?*

*Elliot: Well sort of because the two big wars were over, the Korean War was just a little war, oh we will forget about that won't we?*

*Interviewer: But now out of the Korean War a very strong relationship between Korea and New Zealand and the Korean economy is one of the strongest in the world and so a very good thing came out of your service but we don't teach about it?*

*Elliot: No, well I think the Kiwis, as they called us, did a lot of good for them, we helped them with their English, we helped them build, I wasn't a builder but I could teach them how to hang doors and windows, that sort of thing, and they were so grateful and they fed you well, lovely food.*



## FEATURED SOURCE D

## Oral History – Frank Butler.

Credit: <https://koreanwarlegacy.org/interviews/frank-e-butler/?search=butler#transcript>.

Frank Butler grew up in Palmerston North, New Zealand, where he began working for a milkman at age eleven, starting his shifts at one in the morning before heading to school. After graduating high school, he transitioned to work as a mechanic, but his life took a significant turn when he joined the New Zealand Navy at just fifteen. In late summer of 1952, he departed from Devonport, New Zealand, aboard the HMNZS Kanieri to serve in Korea. During his service, he worked as a stoker, spending long hours in the ship's boiler room.

- Interviewer: Tell me where, did you actually land in Seoul? Were you able to look around the city or were you in the ship all the time?*
- Frank: No, I wasn't going ashore in Seoul.*
- Interviewer: What did you see there? You were there in 1952.*
- Frank: People. Millions of people. I've been to Tokyo. I've been to New York. but Seoul was just so busy.*
- Interviewer: 19, when was it?*
- Frank: First time, it was 1953 like. Yeah. And then, I have since gone back three times to Korea.*
- Interviewer: When did you go, when was the first time that you went back?*
- Frank: Oh, they, uh, oh, I can't remember now. I went back 19 years ago with another mate who was in Korea.*
- Interviewer: How was it? Tell me the differences between the Korea you saw in 1953 and, and back 10 years ago.*
- Frank: The people, South Korean people, they'd never changed. We had a nametag on here, and we were walking down the street, and someone would come up and, and read that, and put their arms around you. They have never, ever forgotten. I grew up so quickly in those days. When I came back home after going through all that, a couple of mates that I had in Palmerston North sort of looked at me and said I've been told that you went to the Korean War. They didn't believe it. I said yeah, that's true. And I still have all the necessary documentation there, medals and*
- Interviewer: And what was the difference when you go back and when you went back to Korea and the Korea in 1950 and the Korea 10 years ago?*
- Frank: The people in Korea during the Korean War were petrified. When I went back in, 60 something I think it was the first time, that's when people came up and read the badge, and they couldn't believe it. One elderly lady in particular came up and kissed you on the forehead. I was so pleased to see people come back. The whole world, I'm sure, doesn't know what the South Korean people went through. Having gone through part of it with them, I understand where they come from. They were so appreciative of what has happened there. And as I said, I've had, I have good friends, South Korean people, and they're so genuine.*

## SUPPORTING QUESTION 02

The second supporting question – How is New Zealand’s participation in the Korean War remembered in New Zealand? – provides students with the opportunity to consider the ways that New Zealand has acknowledged and commemorated participation in the Korean War in New Zealand.

In the formative assessment task, students will use the Think, Pair, Share method to consider how the Korean War has been remembered in New Zealand. To support students in this work, teachers could prompt them to consider the following:

- Which groups and individuals remember the war in New Zealand
- The different ways groups and/or individuals choose to remember the Korean War
- The symbols, phrases and words that are used in commemoration of the Korean War

Encourage students to consider who is the driving force behind the commemoration and remembrance of the Korean War in New Zealand. As students work through the featured sources they may choose to make notes about their observations and thoughts. Students then share their ideas with another student or small group, articulating their thoughts and working collaboratively to add further information to their notes. Finally, students share their thoughts with the class in a whole group discussion. This strategy allows students to build on the knowledge shared by their classmates and consider different perspectives on the ways that the Korean War is remembered in New Zealand. Students could be encouraged to draw on their existing knowledge developed in the previous supporting question to draw further conclusions about how the Korean War is remembered in New Zealand.

Featured source A is a photo of the Korean War Memorial in Dove-Myer Robinson Park in Parnell, Auckland. This is the first Memorial to the Korean War in New Zealand and was unveiled in 1992. Featured source B includes excerpts from the website of the New Zealand Korea Veterans’ Memorial Trust, which details the scholarships the Trust provides to young Koreans. Featured source C is a newspaper article which discusses a commemorative parade that took place in Hawkes Bay on the 60th anniversary of the Korean War ceasefire.



## FEATURED SOURCE A

Photographs of the Korean War memorial in Dove–Myer Robinson Park, Parnell, Auckland.

**Credit:** ‘Grateful Korea Says it in Granite’, NZ Herald, 28/7/1992, p. 2; K Force Despatches, vol. 22, December 1992, front cover and pp. 6–9.



Korean War Memorial, Parnell, URL: <https://nzhistory.govt.nz/memorial/korean-war-memorial-parnell>, (Manatū Taonga — Ministry for Culture and Heritage), updated 2-Jul-2024

On 27 July 1992, on the 39th anniversary of the armistice of the Korean War, a Korean War memorial was unveiled in Dove–Myer Robinson Park, Parnell. The memorial was a gift from the people of South Korea to New Zealand, was funded by businesses in Pusan, and was erected in collaboration with the New Zealand Korea Veterans’ Association. The 2 x 1.7 m granite stone that forms the centrepiece of the memorial came from Kapyong.

The memorial stone is inscribed with the Korean characters for “Lest We Forget”. The text of the dedicatory plaque is given in both English and Korean. The English text reads: “To commemorate those members of the New Zealand Services who served in Korea 1950–1953 in defence of the principles of the charter of the United Nations”. The accompanying roll of honour lists the names of the 43 New Zealand servicemen who died during the war. The memorial was blessed by Padre Patrick Parr, who had served as a chaplain in Korea.

Another plaque at the foot of the monument acknowledges the organizers and donors and is surmounted by the badges of the NZ Army and Royal NZ Navy.

**FEATURED SOURCE B**

Excerpts from website of the New Zealand Korea Veterans' Memorial Trust.

Credit: <https://www.koreaveterans.org.nz/newsandscholarships/>.

**About Us**

The New Zealand Korea Veterans' Memorial Trust was established on 30 September 1988 to provide continuing bursaries to Kap Yong Buk Middle School in the Republic of Korea and to contribute to the education of young Koreans. Kap Yong Buk Middle School is in a part of South Korea which served as a base of operations for Kayforce during the Korean War. The Trust also provides scholarships to young Koreans living on the island of Paengnyeong-do, which was a regular port of call for frigates of the Royal New Zealand Navy during the war.

The Trust is now a lasting memorial to the New Zealand Veterans who served in the Korean War and who originally established the Trust to provide support for the education of young Koreans. The current trustees, appointed by the Korean War veterans trustees on 11 December 2017, are Colonel (Retd) Harry Cockburn, Commander Chris Griggs, RNZNR and Lieutenant Commander Michael Stephens. RNZNVR (Retd).

**History of NZ Korea Veterans' Memorial Scholarships**

The scholarships provided by the New Zealand Korea Veterans' Memorial Trust reinforce the important ties between Korea and New Zealand and express in a very poignant way the ongoing care and interest returning veterans felt towards the people of the region. Funds for the scholarships originally came from the New Zealand Korea Veterans Association Inc, which raised money to give back to the Korean communities near where they had served and fought in the War. In 2017 the national Association was wound up due to the age and diminishing numbers of the veterans, although some small veteran groups still remain. Today the scholarship funds are managed by the New Zealand Korea Veterans' Memorial Trust, with the assistance of the Office of New Zealand's Defence Attache in Seoul.

**FEATURED SOURCE C**

Vets mark ceasefire of 'forgotten war', Hawkes Bay Today, 29 July 2013.

Credit: <https://www.nzherald.co.nz/hawkes-bay-today/news/vets-mark-ceasefire-of-forgotten-war/ZR6WZZ4544WSPD4NQBKVYK67RY/>.

John Campbell was 20 years-old when he volunteered to fight for his country in the Korean War.

*"They call it the forgotten war," he said.*

*"The ceasefire was the end of the war but North and South are still technically at war - there has been no peace treaty signed."*

The Hawke's Bay branch of the Korea Veterans Association completed a Ceasefire Parade at the Hastings Cenotaph on Saturday, to mark 60 years of ceasefire.

*"We are getting thin on the ground now because we are all in our 80s – a lot of guys can't get out."*

Hastings born, Mr Campbell was just 20 years old and working on the South Island's Cobb Valley hydro dam when he volunteered to fight.

The war claimed three million lives in total, after Korea was divided at the end of WWII.

New Zealand sent troops following a call from the United Nations asking its members to help defend the Republic of Korea. New Zealand was one of 16 nations that answered the call to fight the invasion.

Returning from his 18 month tour of duty, there were no parades to celebrate the brave.

*"As soon as we landed in New Zealand we were civilians. We just stepped off a plane in Auckland, there was a release medical and we became civilians."*

Saturday's parade felt like Anzac Day, he said.

*"It brings back the memories – lost mates over there."*



Ceasefire parade, Hastings Cenotaph, 27 July 2013

### SUPPORTING QUESTION 03

The third supporting question—How is New Zealand’s participation in the Korean War remembered in Korea? – is an opportunity for students to consider how New Zealand’s role in the war, and the service of New Zealand veterans, are remembered in Korea itself. This supporting question builds on the knowledge students have already gained through supporting question one and two, and provides further insight into the ways that New Zealand veterans are celebrated in Korea. Students will learn that while New Zealand veterans may feel that their service has not been appropriately recognised in New Zealand, their experience in Korea is markedly different.

The formative assessment task asks students to find evidence that supports the following claim: The Korean War is only a forgotten war in New Zealand (See Appendix B). Using the template provided, students will identify evidence from the featured sources that support the claim made. Once they have done this, students are encouraged to raise questions regarding the claim and supporting evidence they have collected – for example, what doubts might they still have about the claim? What has been left hanging? What further ideas or issues does the claim raise? The purpose of the activity is for students to explore an interpretation of a historical event, and consider that there are often different ways to interpret that event.

If teachers wish to extend their students with this task, they could ask students to write their own claim about how the participation of New Zealand in the Korean War is remembered in Korea.

Featured source A is an oral history from Des Vinten which outlines his feelings and thoughts about how New Zealand veterans are treated when they return to visit Korea. Featured source B is a photograph of the memorial to New Zealand’s contribution to the Korean War at the United Nations Memorial Cemetery in Busan, Korea. Featured sources C and D outline the Re-Visit Korea programme established by the Korean government to acknowledge the contribution of Korean War veterans and the impact this programme has had on New Zealand veterans who have returned to Korea after the war.



## FEATURED SOURCE A

Oral History Desmond (Des) Vinten.

Credit: <https://koreanwarlegacy.org/interviews/desmond-m-w-vinten/?search=vinten#transcript>.

Desmond “Des” Vinten served in South Korea as part of the 1st British Commonwealth Division as a dispatch rider from June 1951 to July 1953, leaving the day the truce was signed. He spent much of his time stationed near Seoul and near the Jamestown Line. He has revisited Korea four times including once as the President of the National New Zealand Veterans Association. He currently serves as the Chairman of the Wellington Region Korean Veterans.

Interviewer: ...So you are the witness, living witness, of those drastic difference between the Seoul in 1952 and now.

Des: Well, I wouldn't have thought of it like that. But yes, I guess I am, yeah.

Interviewer: So what do you think about the transformation? What did you feel when you see it?

Des: Well, uh, I think I know where you're going with this. It, um, hard to, hard to put it into words. There is no connection. There is no comparison between Seoul in 1950, 51 to Seoul in 2000 and, and whenever I first went back there on a revisit, um. There is, you can't, there is, there is no comparison. The only thing that I would say is that, um, the way we get treated when we, when we go there is just too much. It is too much. You can't walk into a marketplace, for instance, and, and because we wear New Zealand regalia, uh, when we were up there, you walk into a marketplace, and it's like the parting of the waters, you know, the crowd that's moved aside, and people want to shake your hand, give you a hug, thank you for saving our country and, and, and that sort of thing. And that is the single, um, most memorable experience, uh, that you have, that our guys will have if they've never been there before, that have never seen Seoul in peace time. And it's just really it's, it's, it's embarrassing... Here in New Zealand, I can walk down the street and, and I would shoulder my way through the crowds, you know. I'm a veteran, um, and the government treats us, um, with some disdain, um. Now, I'm not saying that the Veterans Affairs Organization which is the parallel to MPVA... in, uh, Korea. They do a good job for us. Um, but in Korea, everybody does a good job for us, you know. And, and we're treated like conquering heroes, uh. I keep telling people for goodness sake. I just drove a Jeep, you know. Um, that was what I did for 18 months. All I did was driving a Jeep and delivering mail, delivering dispatches and that sort of thing really.

Interviewer: But you said, as you said, it's a incomparable those two Seouls in the minds of Korean people

Des: Yeah.

Interviewer: And we were able to rebuild our nation because you fought for us. So I, in my opinion it's so natural for them to thank you.

Des: Yes, I suppose, yeah. Um, that's true. But then I'm a Kiwi. I'm not a Korean.

**FEATURED SOURCE B****Photograph of New Zealand Memorial at United Nations Cemetery in Busan, South Korea.**

**Credit:** NZ Memorial in Korea, URL: <https://nzhistory.govt.nz/media/photo/nz-memorial-korea>, (Manatū Taonga – Ministry for Culture and Heritage), updated 19–Oct–2022.



This memorial commemorates New Zealand's contribution during the Korean War. It is located in the United Nations Memorial Cemetery Korea in Busan, where most of the New Zealanders who died in the conflict are buried. Prime Minister Helen Clark unveiled the memorial on 19 November 2005 while visiting Korea for an APEC meeting. The ceremony was attended by 17 New Zealand Korean War veterans and other distinguished guests.

Around 6000 New Zealanders served with the United Nations' forces in the Korean War and its aftermath (1950–57). The memorial is dedicated to those who served, and commemorates the 45 who died, 34 of whom are buried in the cemetery; two naval personnel with no known grave are also commemorated there.

**FEATURED SOURCE C****Excerpts from Revisit Korea website.**

**Credit:** <https://www.mpva.go.kr/english/contents.do?key=956>.

**Goal**

The goal of the Revisit Korea Program is to express gratitude to Korean War veterans from 22 UN allied nations and build their pride by allowing them to witness how Korea enjoys peace and prosperity thanks to their noble sacrifices and dedication.

**Number of veterans invited**

Every year about 200 people are invited to Korea. Since the beginning of the program in 1975, 34,000 UN Korean War veterans and family members have been invited through the program.

**Itinerary**

- Visit to the Seoul National Cemetery, the War Memorial and Panmunjom (the site of armistice negotiations)
- Visit to battle sites relevant to each participating nation, wreath-laying and remembrance ceremonies
- Official receptions and awards banquets, including recognition by the Minister of Patriots and Veterans Affairs



## FEATURED SOURCE D

Excerpt from Newspaper article 'Korea 70 years on: Veterans remember the war that never ended', The Press, July 22 2023.

Credit: <https://www.nzherald.co.nz/nz/frontline-korea-time-to-remember-the-forgotten-war/4NALKKOWNNZKI7VAT5BGP7OLBU/>.

...A group of New Zealand veterans and their families will also be travelling to Korea for the occasion. The Revisit Korea Programme is a longstanding commitment from the Korean government to the nations who contributed to the war effort.

Every year a number of veterans and their families are flown to Korea and hosted on a week-long programme which includes visits to the Demilitarised Zone, Korean War Memorial and the United Nations Memorial Ceremony.

This year five New Zealand families will be represented, including two veterans themselves.

Both Taylor and Pidgeon have returned to Korea through this programme.

*"It was wonderful, really. They treated us like kings," Pidgeon recalled of his trip in 2013. "It was just like coming back to your old home town."*

Both men remarked on the phenomenal progress the country had made in the decades since the armistice; 30 bridges over the Han River when there used to be just three, staying in room 2037 in a city where there had previously only been single-storey buildings.

Taylor was heavily involved in the Korean Veterans community in New Zealand, becoming president of the NZ and Canterbury Korean Veterans Associations. He helped to co-ordinate tours back to South Korea so other veterans could see the transformation of the nation they had fought to protect.

Such was his love for the country that Taylor returned to Korea at least 12 times, including in 2005, when he unveiled the New Zealand memorial at the United Nations Cemetery in Busan with Prime Minister Helen Clark.

Emblematic of the conflict's "forgotten war" status, when Clark visited the cemetery for the 50th armistice anniversary, she noted there was no memorial to honour the Kiwis who fought, nor those who died.

She made the request for a memorial to be built and at the unveiling two years later said she was *"pleased and moved to see the project come to fruition"*.

Like most of the Korean War veterans who are still alive today, neither Taylor nor Pidgeon was well enough to travel to Korea for this special anniversary. But come July 27, they will be thinking about their contribution to a global effort and the enduring bond between New Zealand and the Republic of Korea.

*"They can't thank us enough. As I say, everyone I meet, even now, if they know I'm a Korean veteran they can't help but thank me for going to look after their country or help stop the North Koreans from invading it," Pidgeon said.*

## SUMMATIVE ASSESSMENT TASK

At this point in the inquiry, students have explored various aspects of the compelling question, “How is New Zealand’s Participation in the Korean War remembered?”. They have considered how the veterans themselves remember their participation in the war, and the ways that the Korean War is remembered in both New Zealand and Korea.

With the evidence they have gathered from the formative assessment tasks students will use the Big Paper: Building a Silent Conversation strategy to discuss and develop an argument in response to the compelling question. This strategy encourages students to slow down their thinking and consider the ideas of those in their groups.

Students should work in groups of 3–4. Each group needs a ‘big paper’ that can fit a written conversation and additional comments on it, along with a different coloured pen each. Write the compelling question – How is New Zealand’s participation in the Korean War remembered? – in the middle of the big sheet of paper. Students should complete the activity in silence – responding to the compelling question with their thoughts and ideas based on the evidence and sources they have explored in the supporting questions. The group will create a written conversation, which includes asking questions of each other, connecting ideas together and making comments on each other’s thoughts. Students should be given a time limit for this step (approx 10–15 mins).

Once the group has completed their silent conversation, each group should silently move around the classroom looking at the written conversations and adding their own written comments to each group. They may pose a question for the group to consider, or add information they feel is missing from their silent conversation. Once students have moved round the classroom and given feedback to each group, they should return to their original group to discuss the feedback they have received.

Students can then discuss the compelling question as a class, and also consider what they learnt through the Big Paper: Building a Silent Conversation activity. This gives the students an opportunity to consider how they are learning and deepening their understanding of the content.

In their ‘Big Paper’ discussion students may identify some of the following ideas (with evidence from the sources to support):

- Veterans remember their participation in the Korean War with pride
- Veterans feel that New Zealand has forgotten their service in the Korean War
- The Korean War has been remembered in New Zealand through memorials and parades which have often been organised by the veterans themselves
- New Zealand’s participation in the Korean War has always been remembered in Korea
- Korea remembers New Zealand’s participation in the war through memorials and re-visit programmes

Students could extend their learning by drawing on their silent conversations to develop a written response to the compelling question, supporting their ideas with specific evidence from the featured sources.

What does the veteran feel about how Koreans have responded to their participation in the war?	
What does the veteran feel about how New Zealanders responded to their participation in the Korean War?	
What does the veteran think/feel about their participation in the Korean War?	
Name and details of veteran	

Make a <b>claim</b> about the topic	<b>Claim:</b> An explanation or interpretation of some aspect of the topic.	Identify <b>support</b> for your claim	<b>Support:</b> Evidence/examples you see, feel, and know that support your claim	Ask a <b>question</b> related to your claim	<b>Question:</b> What's left hanging? What isn't explained? What new issues does your claim raise?
The Korean War is only a Forgotten War in New Zealand					



# **CHAPTER 07**

**TO WHAT EXTENT  
HAS THE KOREAN WAR  
BEEN “FORGOTTEN”  
IN NEW ZEALAND?**

**07**

# MANY K-FORCE MEN FEEL "FORGOTTEN"

By ATHOL MCCREDIE

(Editor of the Daily Telegraph, Napier, who was a member of the Press delegation to Korea and Japan).

Many New Zealanders serving in Korea feel that they belong to a forgotten army. They have good reason for their feelings. In no part of this country is there the concern for our troops, or even the interest in K-Force's role in Korea, that there should be.

Apart from the immediate relatives and friends of the men who are there, the public is treating K-Force with an indifference that is a reproach to a country which is represented in Korea with such credit and distinction.

Neither in its composition nor in its duties is K-Force quite like any other body that New Zealand has previously sent to war. It does not

"What about the food?" was a question which we put to practically every group of K-Force men we talked to. The answers we got were anything but uniform.

Some said the food was not as good as it was a few months ago. Some said it had improved recently. In some localities there was no complaint about quantity. Elsewhere, the men said they were not getting enough to eat. (That particular complaint should be open to quick correction; the ration is adequate, and all that is needed is to ensure that it reaches the men.)

In some groups the cooking was praised. In others it was criticised. Almost without exception the men

McCredie, A. (1953, March 12). MANY K-FORCE MEN FEEL "FORGOTTEN". Upper Hutt Leader Volume X, Number 9, 12 March 1953. <https://newspaperarchives.uhcc.govt.nz/cgi-bin/upperhutt?a=d&d=UpperHuttLeader19530312.2.16&e=-----en-20--1--txt-txIN----->

## SUPPORTING QUESTIONS

1. Why has the Korean War been called the "Forgotten War"?
2. Do New Zealand veterans of the Korean War feel "forgotten"?
3. Has the narrative of the 'Forgotten War' changed over time in New Zealand?

## TO WHAT EXTENT HAS THE KOREAN WAR BEEN “FORGOTTEN” IN NEW ZEALAND?

### HISTORICAL THINKING CONCEPTS

- Identify *continuity and change*
- Take *historical perspectives*

### STAGING THE COMPELLING QUESTION

Watch and discuss the videos on the webpage “Forgetting and Remembering” which discusses what ‘forgetting’ the war looks like for American Veterans. Students will compare this to the experience of Maurice Gasson.

### SUPPORTING QUESTION 01

Why has the Korean War been called the “Forgotten War”?

### FORMATIVE ASSESSMENT TASK

Students analyse perspectives (Appendix A).

### FEATURED SOURCES

**Source A:** Excerpt from newspaper article, ‘Why is the Korean War known as the forgotten war?’.

**Source B:** Afternoon Podcast, ‘History with Dr Grant Morris: NZ in the Korean War’.

**Source C:** Article, ‘Recognition’ from the Auckland War Memorial Museum.

### SUPPORTING QUESTION 02

Do New Zealand veterans of the Korean War feel “forgotten”?

### FORMATIVE ASSESSMENT TASK

Students examine the ways veterans do and do not feel forgotten (Appendix B).

### FEATURED SOURCES

**Source A:** Oral History, Desmond (Des) Vinten.

**Source B:** Oral History, Ernest J Berry.

**Source C:** Excerpt from The War that Never Ended: New Zealand Veterans Remember Korea, Introduction.

### SUPPORTING QUESTION 03

Has the narrative of the ‘Forgotten War’ changed over time in New Zealand?

### FORMATIVE ASSESSMENT TASK

Students will support a claim that the narrative of the “Forgotten War” has changed over time in New Zealand (Appendix C).

### FEATURED SOURCES

**Source A:** Excerpts from Mark Burton speech, Veterans Affairs Minister, New Zealand Government.

**Source B:** Speech, Commemoration of the 74th Anniversary of the Commencement 03 of the Korean War, Melissa Lee MP.

**Source C:** *Otago Daily Times* article, Korean veterans keep flag flying.

**Source D:** *The New Zealand Herald* article, ‘Forgotten war’ as soldiers saw it.

### SUMMATIVE ASSESSMENT TASK

To what extent has the Korean War been “forgotten” in New Zealand? Construct an argument in response to the compelling question using relevant evidence from historical sources.

### TAKING SOCIAL ACTION

Students create a collaborative website that remembers the participation of individual New Zealand veterans in the Korean War (Appendix D).

### INQUIRY DESCRIPTION

This inquiry engages students in a deep investigation of the “Forgotten War” narrative surrounding the Korean War, with a particular focus on New Zealand veterans’ experiences. It leads students to critically evaluate the extent to which the Korean War has been “forgotten” in New Zealand, contrasting dominant public narratives with personal accounts of New Zealand Korean War veterans. By analysing the perspectives of these veterans, students will gain insights into how individual memories and testimonies reflect or contradict broader societal views.

The inquiry encourages students to engage with the concept of historiography, particularly the construction and persistence of the “Forgotten War” label. Students will interact with veteran testimony to build a nuanced understanding of how historical narratives are formed, maintained, and challenged. They will analyse how the memories and stories of New Zealand veterans compare to the overarching “Forgotten War” narrative, drawing conclusions about the extent to which this label applies within the New Zealand context.

Throughout this inquiry, students will practice key historical skills:

- **Analysing perspectives:** Students will evaluate the varied views held by veterans, historians, and the public about the significance and remembrance of the Korean War.
- **Exploring historiography:** Through comparing different narratives, students will gain an understanding of how and why the Korean War is perceived differently in historical records and personal testimonies.
- **Using primary sources:** Students will engage directly with veteran interviews and statements to develop their own interpretations, supporting or challenging the “Forgotten War” label.
- **Drawing informed conclusions:** By synthesising evidence, students will articulate the degree to which the “Forgotten War” narrative applies, providing reasoned explanations based on the sources analysed.

### STRUCTURE OF THE INQUIRY

The inquiry addresses the compelling question: To what extent has the Korean War been “forgotten” in New Zealand? Students will explore supporting questions that guide them through key areas of investigation:

1. **Understanding the “Forgotten War” Narrative:** Students will examine the origins and persistence of this narrative in both international and New Zealand contexts.
2. **Veterans’ Experiences and Perspectives:** Through testimonies and interviews with New Zealand veterans, students will compare individual experiences with the general “Forgotten War” perception.
3. **Analysing Societal Memory and Commemoration:** Students will assess current remembrance efforts and public awareness, evaluating the degree to which New Zealand society remembers or overlooks the Korean War.

This inquiry involves formative assessment tasks and selected primary sources, including written and video testimonies from New Zealand veterans. The process enables students to construct an argument using historical evidence, refining their analytical skills through independent work, collaboration, and class discussions. This inquiry can be adapted to different learning needs by adjusting the quantity and complexity of sources or offering additional guidance on primary source analysis.

Designed to span four to five class periods, the inquiry invites students to question historical narratives and to appreciate the complexities of memory and commemoration, while developing a grounded understanding of the New Zealand Korean War experience.

## STAGING THE COMPELLING QUESTION

In staging the compelling question – to what extent has the Korean War been “forgotten” in New Zealand?, students will engage with videos from the *Korean War Legacy Foundation*, where American veterans discuss their feelings of being ignored or forgotten after the war. The teacher should pose the question – What does “forgetting” look like for American veterans of the Korean War? Veterans such as William Beasley and Joseph Giordano express frustration over the lack of recognition they received, with some recalling how their contributions were barely mentioned in history books or public discourse. Teachers should show these videos to the class as separate sources. This will prompt students to engage in critical thinking and draw conclusions from the videos.

Teachers should use the Think, Pair, Share strategy to ask students to reflect on each video and develop a general understanding of the American experience. This activity will help students to consider broader themes of historical memory and how different perspectives shape our understanding of events. Students should already have an understanding of historiography and what influences historical perspectives. Students will be encouraged to reflect on how history is remembered differently by various groups, specifically in the context of the Korean War.

Students are then asked the question: *Did this “forgotten war” experience happen in New Zealand?* This should prompt students to consider how New Zealand Korean War veterans’ experiences might align with or differ from those of American veterans while they watch an interview with Kayforce veteran Maurice Gasson. This will set the stage for further exploration into New Zealand’s involvement in the Korean War and the narrative surrounding it.

## STAGING THE COMPELLING QUESTION

### Featured source A:

Forgetting and Remembering, Korean War  
Legacy Foundation

<https://koreanwarlegacy.org/chapters/korea-forgetting-and-remembering/>

### Featured source B:

Memories of Service 2, Maurice Gasson,  
from 50.36min

[nzonscreen.com/title/memories-service-maurice-gasson-2016](https://nzonscreen.com/title/memories-service-maurice-gasson-2016)



## SUPPORTING QUESTION 01

The first supporting question – Why has the Korean War been called the “Forgotten War”? – provides students with the opportunity to explore a range of sources that offer differing perspectives on the question.

The sources provided offer insights into the historical, social, and emotional factors that have contributed to the war’s relative obscurity in popular memory. By examining such sources, students will gain a deeper understanding of how the Korean War has been remembered (or forgotten) in both the United States and New Zealand.

To guide this exploration, students will complete a perspectives template (Appendix A), which will help them critically evaluate and compare the arguments put forward by historians, veterans, and New Zealand sources. The perspectives template could be completed as a collaborative jigsaw where each member of the group analyses a source and then shares this knowledge with the rest of the group. The template will help students break down the historian’s argument, identify supporting evidence, compare this perspective with others, and reflect on their personal agreement or disagreement with the source’s conclusions. After completing their analysis, groups will present their findings to the class.

Students should consider how factors such as the lack of media attention, the timing of the war, the absence of victory, and the treatment of veterans contributed to the “forgotten” status of the war in both the U.S. and New Zealand. Students could also discuss the impact of memorials, like the Auckland Cenotaph, on the public memory of the war. Finally, each student will individually reflect on the question: *Why do you think the Korean War is often called the “Forgotten War”?* Students can incorporate their analysis of the sources and their own critical thinking in their responses.

This formative assessment task aims to help students develop a nuanced understanding of why the Korean War is called the “Forgotten War.” By engaging with a variety of historical perspectives, students will not only learn about the causes of the war’s obscurity but also strengthen their analytical skills. The perspectives template provides a structured framework for students to organise their thoughts and critically assess the sources, while the class discussions encourage deeper engagement with the material. Through this inquiry, students will gain an understanding of the complex factors that have contributed to the Korean War’s place in history and its relative absence from public memory.

Featured source A discusses why the Korean War is considered “forgotten” in the United States of America. James Matray’s argument centres around several key points, including the war’s timing between the end of World War II and the beginning of the Vietnam War, which overshadowed it. Additionally, Matray highlights the lack of a clear victory in the war, as it ultimately ended in a stalemate, with an armistice signed but no formal peace treaty. He also discusses the indifference that greeted returning veterans, with many feeling their service was not recognised or appreciated. This source provides students with an American perspective on the war’s obscurity and helps them understand how the lack of media attention, coupled with a lack of public engagement, contributed to its “forgotten” status. Students will be encouraged to focus on Matray’s points about military frustration and the sense of abandonment that returning veterans experienced, which will serve as a foundation for comparing this with the New Zealand experience.

Featured source B presents a New Zealand perspective, through a podcast by historian Dr. Grant Morris. Dr. Morris provides a similar analysis of why New Zealand’s involvement in the Korean War has been largely overlooked. He discusses the lack of media coverage in New Zealand during the war, as well as the absence of significant military victories that would have captured the public’s imagination. Morris also notes that the return of New Zealand veterans was marked by a lack of official recognition, similar to the American experience. This source gives students an opportunity to compare the New Zealand experience with the American one, allowing them to analyse the similarities and differences between the two countries in terms of how the war was remembered.

Featured source C is an 70th Anniversary article on the Auckland Museum’s Cenotaph website, which includes an account of New Zealand’s involvement in the Korean War and how it is commemorated. This source provides specific incidents at the time of the Korean War in relation to the “forgotten war” narrative. Further to this, the article references primary sources including a 1951 Parliamentary Debate where the term “forgotten war” was used by a Member of Parliament.

**FEATURED SOURCE A**

Excerpt from newspaper article, 'Why is the Korean War known as the forgotten war?'

Credit: <https://www.sfgate.com/news/article/why-is-the-korean-war-known-as-the-forgotten-war-18271924.php>

Despite 40,000 Americans losing their lives in the Korean War, it is often known as the forgotten war, and veterans frequently express feelings of difficult homecoming. *"They weren't the victims of hostility, but they were the victims of indifference,"* said James Matray, professor of history at California State University Chico. Veterans returned home to little welcome or even surprise from friends who questioned where they had been.

The Korean War is commonly referred to as the forgotten war. This is partly due to its placement in history, between World War Two and the Vietnam War, both wars that greatly affected global politics, American culture and society. The Korean War began only five years after the end of WWKK and ended just two years before the start of Vietnam. Life back in the US remained relatively the same during the war too, with no rations and a lack of newspaper coverage. One of the biggest reasons for it being forgotten was the eventual lack of victory. The war became a stalemate, and ultimately, an armistice was signed, which ended the fighting but not the war itself.

*"The defeats that American troops were sustaining on the battlefield, which were really unprecedented in the history of the United States,"* said Matray. *"Keep in mind, their memory was of us overwhelmingly military victory during World War II, just five years earlier. So Americans were very frustrated with the war and very fearful of what the war on meant for it, and they wanted the war to end".*

**FEATURED SOURCE B**

Afternoon Podcast, 'History with Dr Grant Morris: NZ in the Korean War'.

Credit: <https://www.rnz.co.nz/national/programmes/afternoons/audio/2018913743/history-with-dr-grant-morris-nz-in-the-korean-war>

Dr. Grant Morris discusses New Zealand's involvement in the Korean War in this episode of *History with Dr. Grant Morris*. He explores the historical relationship between New Zealand and Korea, highlighting the role New Zealand played in the conflict and the broader impact of the war. This is part one of a two-part series, as Dr. Morris is traveling to Korea to further examine the historical connections between the two nations.

The podcast is approx 10 minutes long.

**FEATURED SOURCE C**

Article, 'Recognition' from the Auckland War Memorial Museum.

Credit: <https://www.aucklandmuseum.com/war-memorial/online-cenotaph/features/korean-war>

From November 1951, Parliamentary debates discussed whether those in Korea were a 'Forgotten Force.' Questions were asked about why parcels sent by surface mail weren't received, why a family only learned their son had been awarded the Military Medal in the Newspaper. While Veterans of the Second World War were guaranteed homes and farms at reasonable prices, this policy had since disappeared for the Korean veterans.

On their return home troops found that few New Zealanders showed any interest in the stalemated war. Herlihy wrote; 'On our return to New Zealand it was all rather low key. We were met by our families, the Chief of Naval Staff and North Shore's MP George Gair. After that it was business as usual and on to our next posting.'

It wasn't until late 1989, that the Korean Roll of Honour was inscribed onto Auckland Museum's Hall of Memories. The New Zealand Memorial in Korea was unveiled in 2005, fifty-five years after the conflict.

It was felt by many that service in Korea was overshadowed by the later service in Vietnam.

Nevertheless the service of our veterans is keenly remembered in South Korea. The Korean Government remains committed to acknowledging the service and sacrifice of New Zealanders, each year they sponsor Korean veterans, their children or grandchildren to visit Korea through the Revisit Korea Programme.

So that the service of New Zealanders like Bill Cook is not forgotten, Online Cenotaph is working hard to expand and enrich our Korean War records. Over the Level 4 COVID-19 lockdown, Auckland Museum's Visitor Hosts began transcription of the original Korean Nominal Rolls. This transcription will enrich thousands of Online Cenotaph records.

*Lest we forget our Korean War veterans.*

## SUPPORTING QUESTION 02

The second supporting question – Do New Zealand Korean War Veterans feel “forgotten”? – gives students the opportunity to investigate the extent to which New Zealand veterans of the Korean War consider themselves to be forgotten. It is important for students to understand that some veterans may explicitly discuss the “forgotten” nature of the war, while others may not mention it at all. Indeed, many veterans, particularly those involved in the Korean War Legacy Foundation, actively contribute to the oral testimony project to ensure that their stories are remembered. This initiative allows veterans to share their personal memories with students and teachers, aiming to preserve the history of the Korean War and ensure that it is not forgotten. The diversity of perspectives on whether veterans feel forgotten reflects the complexity of historical memory and public recognition, and it is essential for students to explore this diversity in their research.

Teachers should discuss the strengths and limitations of oral testimony to help students understand how historians draw conclusions based on patterns or primary data, particularly in a context where very little has been written specifically about New Zealand Korean War veterans’ experiences. Most historical accounts tend to focus on New Zealand’s broader military heritage, security policies, and commitment to the United Nations, leaving the personal experiences of veterans largely underexplored. This task will highlight the importance of listening to the voices of those involved in events, allowing students to appreciate both the value and limitations of oral testimony in constructing a fuller historical narrative.

The formative assessment task asks students to complete a graphic organiser (Appendix B) which identifies the ways in which the veterans do and do not feel forgotten. By working through these sources students will investigate how veterans’ testimonies reflect their feelings of being “forgotten.” The formative assessment task will help students understand the limitations of oral testimony, as the feelings expressed by veterans may not always align with the broader historical narrative. They will also analyse the gaps in historical records and recognise the importance of listening to those involved in events to get a more human, personal account of history. While the written history of New Zealand’s involvement in the Korean War often focuses on military strategy, international commitments, and geopolitical concerns, the voices of the veterans provide a crucial counterpoint that humanises the historical narrative. Teachers could use the ‘Website activity’ from Appendix D at this stage. The website is suggested as a formative task but it can help students connect with the personal stories of individual New Zealand veterans, which fits with ‘Supporting Question 2’. Further refinement of the class website can occur at the end of the Inquiry.

Featured source A introduces the oral testimony of Desmond M.W. Vinten, a prominent New Zealand Korean War veteran who was involved in the New Zealand Korea Veterans Association. The excerpt from Vinten’s interview reveals how he was invited to Korea multiple times as a representative of the New Zealand veterans, where he was treated like a hero by the South Korean people. He contrasts this reception with the lack of recognition veterans receive in New Zealand, where he feels his service is not fully appreciated.

Featured source B provides students with Ernst Berry’s perspective, which differs from Des Vinten. Berry has written a book specifically called “The Forgotten War” in which he explores the themes of the Korean War.

Featured source C is excerpts from Ian McGibbon’s book, *The War That Never Ended: New Zealand Veterans Remember Korea*. Through the excerpts provided, students can further examine how veterans feel about their place in New Zealand’s history.



## FEATURED SOURCE A

Oral History, Desmond (Des) Vinten.

Credit: <https://koreanwarlegacy.org/interviews/desmond-m-w-vinten/?search=vinten#transcript>

Interviewer: So you been back to Korea since you left Korea during the war, how many times?

Des: Four times.

Interviewer: You were invited back to Korea, right, by MPBA, right? Why did they invite you back?

Des: Uh, because I was the national President of the New Zealand Korea Veterans.....Um, and that was the whole, the whole idea.....In the days when, when there was a national Korea Veterans Association, we had something like, uh, 500 five hundred, uh, members. .... financial members of, of the New Zealand Korea Veterans Association.....But over the years, you know, the years roll on and, um, the, the national body got smaller and smaller, uh, because the Grim Reaper was there getting rid of, uh, some of the older ones, uh. In fact, it's interesting, I find it interesting, that when I went to Korea the first time, I was 19....."

"to Seoul in 2000 and, and whenever I first went back there on a revisit, um. There is, you can't, there is, there is no comparison. The only, the only thing that, that I would say is that, um, the way we get treated when we, when we go there is just too much. It is too much. You can't walk into a marketplace, for instance, and, and because we wear New Zealand regalia, uh, when we were up there, you walk into a marketplace, and it's like the parting of the waters, you know, the crowd that's moved aside, and people want to shake your hand, give you a hug, thank you for saving our country and, and, and that sort of thing. And that is the single, um, most memorable experience, uh, that you have, that our guys will have if they've never been there before. that have never seen Seoul in peace time. And it's just really it's, it's, it's embarrassing. [LAUGHS] Yeah. Some respects it's embarrassing. Here in New Zealand, I can walk down the street and, and I would shoulder my way through the crowds, you know. I'm a veteran, um, and the [NZ] government treats us, um, with some disdain, um. Not, I'm not saying that the Veterans Affairs Organization which is the parallel to MPVA In, uh., Korea. They do a good job for us. Um, But in Korea, everybody does a good job for us, you know. And, and we're treated like conquering heroes, uh. I keep telling people for goodness sake. I just drove a Jeep, you know. Um, that was what I did for 18 months. All I did was driving a Jeep and delivering mail, delivering dispatchers and that sort of thing really."

...

Des: "And I never really, uh, got out of the military way of doing things. Um, and I have this relationship with successive ambassadors, um, right back to, I'm trying to think of the name of the first ambassador that I know. No, it wasn't. It was, uh, [INAUDIBLE] But every ambassador that we've had here for years now, um, have sort of gathered me up, uh, being, aide of the, uh, I started off as a North Island Vice President of, of [INAUDIBLE] North Korea vet. And I ended up as, uh, the National President of Korea vet. And that kept me in touch with, with the Koreans, um. At the, um, ambassador [INAUDIBLE] and, and, and that goes on today I, I'm the ambassador's go-to man, uh, if anything crops up that, that needs, um, you know, Korea, Korean, uh, diplomat in, and veteran to get together. We have a meeting coming up, in fact, which you're probably not aware of. Twenty-seventh, we're going up to Otaki to present, um, the, the Korean Ambassador is presenting 100 bicycles to the primary school in Otaki where we meet every year....."

Interviewer: So what is Korea to you now personally? You didn't know anything about it. What is Korea to you personally?

Des: "Um, they're my friends. They are my friends, and I mean that, uh, genuinely. Witness, uh, every time I go back now. I end up having, uh, lunch or dinner with the, um, the Koreans in Korea who have been, uh, in the Embassy or in New Zealand. Um, yeah. They don't forget their friends, and I don't forget my friends, you know. That, that's the way it is. For instance, when I, when I greeted you.....Yeah, when I greeted you just now yeah..... In Korean, and that was a, yeah, those in, in [INAUDIBLE] every day [INAUDIBLE] uh, that I, that I use. I use because, uh, I know that it pleases,.....uh, people that, uh, I've taken the trouble to, to learn.....every day [INAUDIBLE] It's, uh, hard with them. I, I spent, um, three years of my life [INAUDIBLE] And, uh, I never really, never really bothered to, to inspect my life and. But but the Koreans it's different, you know."

...

Des: "This book um, is, um, the stories of various Korea veterans. From New Zealand. All New Zealand. And, and that's me. Nineteen years of age. And, in fact, I was sitting outside the Court Martial room when I got 27 days. That's where that photograph was taken. New Zealand Yeah. Not talk too much about it. Because, uh, the general sort of feeling in those days were, um, it was a police action. Uh, it wasn't a war. It was just a police and, uh, yeah. And it's been characterized as the war, uh, that never ended."



## FEATURED SOURCE B

Oral History, Ernest J Berry.

Credit: <https://koreanwarlegacy.org/interviews/ernest-j-berry/?search=berry#transcript>

- Ernst: "A lot of us, as explained in my book called *Forgotten War*, which I don't know, I think you've seen, uh, it was maybe at the end of this interview I can give you a copy."
- Interviewer: Tell me about what you saw there in 2012.
- Ernst: My first impression was the amazing greeting. The, the people welcomed us, and I said it was, it was unbelievable. We thought we just went there and did a job all those decades ago and, uh, the busloads of people, people waving this, uh, we were the best of the, uh, our name on the side, and people were waving from taxies."
- Interviewer: So that's a, that's the legacy of your service. That's the good thing came out of your service, right? You never imagined that Korea would become like this today. But came out beautifully.
- Ernst: Yeah.
- Interviewer: But why is it we don't teach about it? Why, why is it that we don't talk about it, the Korean War here in New Zealand, in the History class?
- Ernst: Oh, too many old.....talk about.
- Interviewer: Alternatives?
- Ernst: Yeah."
- Interviewer: Are you proud of yourself as a Korean War veteran?
- Ernst: In my heart I am. But I, uh, don't express it.
- Interviewer: Um hm. You wrote a book about your service during the Korean War, right?.....Yeah. And so anything, when did you write it, and what is about it?
- Ernst: The main theme of the book is to, uh, encapsulate my memories of the entire Korean War episode .....uh, from my first inclination to go until I, uh, until the time I, uh, revisited.....Uh, the revisiting time in the book is [INAUDIBLE] imaginary because I wasn't.....actually invited to revisit until 10 years after that..... Cause it's dedicated to my extended family of roughly six billion people as people of the world including refugees, leaders, followers, peaceniks, warriors, politicians, prisoners, wives and orphans and all to whom war is, is inherent as it is abhorrent."
- Interviewer: Yeah. So, what is the importance, importance of the Korean War to you? And what, why did
- Ernst: The importance of it to me is that, uh, invasion or taking over another territory, uh, virtually any, any invasion of any country is unjustified, whether it be commerce or religious or, uh, any other, uh, political faction. There's no justification for taking another person's life. Or pretend and pretending that is justified."

**FEATURED SOURCE C**

Excerpt from *The War that Never Ended: New Zealand Veterans Remember Korea*, Introduction.

**Credit:** Pip Desmond, *The War that Never Ended: New Zealand Veterans Remember Korea*, Penguin, 2013.

With the end of hostilities, the New Zealanders pulled back into garrison positions near the Imjin River, where they remained until late 1954. Then the gunners and most of the drivers were withdrawn as the Commonwealth presence was greatly reduced. This left 464 men in Kayforce, which was progressively reduced over the next three years. The last 80 men left for home in 1957.

New Zealand frigates had continued to serve in the UN Command until 1954, after which frigates or cruisers serving in Singapore were attached for brief periods. By 1957 the Korean commitment had cost New Zealand 45 lives – 33 during the war itself, 28 after the armistice talks began.

Back in New Zealand Kayforce veterans and seamen got on with their lives. Because the former came home by air across the Tasman at irregular intervals, there was no formal homecoming for the troops. 'No welcome home, pat on the back, nothing'. Laurie Valentine recounts. 'We were just forgotten people'. Like their Second World War counterparts, they were rapidly demobilised and re-entered the workforce. Public interest in their efforts remained minimal: 'Nobody wanted to talk about it', Des Vinten recalls. The seamen returned to regular service. Korea had just been part of their naval careers.

The lack of public recognition stemmed partly from disillusionment. The fighting had ended unsatisfactorily. Unlike the decisive end to the fighting in 1945, the two sides in Korea had agreed on a draw. They settled on a line that lay close to the original border between the two Korean states. Millions of lives seemed to have been sacrificed for nothing: Korea remained divided.

Nevertheless, the outcome represented a considerable achievement for the United Nations. Its primary goal in Korea had, after all, been the preservation of the Republic of Korea. Des Vinten notes, 'It kept South Korea free'. In fulfilling its commitments to the world body, New Zealand had played a creditable role in the United Nations' first peace enforcement action.

### SUPPORTING QUESTION 03

Supporting question three – Has the narrative of the ‘Forgotten War’ changed over time in New Zealand? – offers students the opportunity to consider how the narrative of the “Forgotten War” may have been challenged over the years. Students will explore how groups such as Korean War Veterans, the Government and supporting organisations have worked to raise awareness about New Zealand’s involvement in the Korean War and ensure that the contributions of veterans are remembered. Students will examine the featured sources and evaluate the extent to which ongoing efforts to shift public perception and create a more inclusive historical narrative have found success.

The formative assessment task asks students to find evidence that supports the following claim: *The narrative of the “Forgotten War” has changed over time in New Zealand*. (See Appendix C). Using the template provided, students will identify evidence from the featured sources that support the claim. Once they have done this, students are encouraged to raise questions regarding the claim and supporting evidence they have collected – for example, what doubts might they still have about the claim? What has been left hanging? What further ideas or issues does the claim raise? The purpose of the activity is for students to examine sources that discuss how the Korean War has been both remembered and forgotten in New Zealand and consider if this has changed over time.

Featured sources A and B are two speeches given 24 years apart on the 50th and 74th Anniversary events. These speeches reflect the growing recognition of Korean War veterans and their contributions since 2000. In particular, the speech given by Veterans Affairs Minister Mark Burton during the 50th Anniversary marked a significant moment when the government officially acknowledged the veterans’ sacrifices. Further, the speech shows the sort of practical grievances veterans from many New Zealand wars have felt since WWII. Students can compare this with the 74th Anniversary speech by Minister Megan Lee, which expands on New Zealand’s relationship with South Korea and further emphasises the importance of Korean War veterans. Lee also has a personal moment in the speech which is a talking point in itself. This source will help students evaluate how the government’s response has evolved and the significance of these shifts in changing the narrative of the “forgotten war”.

Featured sources C and D are two newspaper articles showing the role New Zealand Korean War veterans have played in challenging the “forgotten war” label. Through articles such as ‘Korean Veterans Keep the Flag Flying’ and ‘Forgotten War as Soldiers Saw It’, students will explore how Korean War veterans have actively worked to ensure their stories are told by sharing their experiences with the media, schools, and the broader community. These efforts have been central in keeping the memory of the war alive and reshaping how the public views New Zealand’s involvement in Korea. An extension activity for this supporting question is to complete a search in local media or visit a local RSA to get further evidence of how the Korean War has been remembered or forgotten in the local community.

**FEATURED SOURCE A**

**Speech, Address to Korean War 50th Anniversary Reception, Mark Burton, Minister Veterans' Affairs.**

Distinguished guests, the Korean and Australian Ambassadors, other diplomatic representatives, parliamentary colleagues, Defence Force staff and Korean War veterans, friends and families— it is my pleasure to welcome you to Parliament, and to address you at this evening's reception.

I am very aware of the debt that this country owes to its men and women who have taken part in armed conflicts and military deployments around the world.

50 years ago today, North Korea launched an invasion of South Korea. Within days the United Nations had pledged support for the south and New Zealand had offered assistance.

A week later, two frigates sailed from Auckland to support a United Nations sanctioned intervention. Within another month an artillery regiment were in training.

It was the start of a New Zealand combat involvement lasting three years, and an ongoing peace keeping role.

Around 6,000 New Zealander served in Korea – around 15 hundred on board frigates, and the balance with Kayforce, the land contingent.

Kayforce stayed in Korea until 1957, helping to keep the peace. 33 New Zealanders died on active service during the war itself, and another 10 died during the remainder of Kayforces time in Korea. There were other New Zealand casualties amongst our personnel serving with other Commonwealth units.

In every way, New Zealand's commitment in Korea was a significant one.

I think that it is true that the Korean War has tended to be overshadowed by the 2nd World War, which had ended only five years earlier, and there has therefore been a tendency to under-recognise the importance of the contribution of those who served in Korea. It's time to put that right.

The Government is fully aware of the debt that New Zealand owes to those service men and women who took part in one of our largest deployments. We have not forgotten them or those of their colleagues who died in the service of their country.

I am pleased that we have been able to support the efforts of your association to ensure that the veterans of the Korean War – the 'forgotten war' –are remembered, and honoured.

It is fitting therefore that we host you here in the Parliament and provide this long overdue reception. I am also pleased that we can provide a grant towards two of this year's commemorative activities.

The Government has agreed to contribute \$25,000 towards the production of the souvenir commemorative magazine, and the exhibition of photographs and artefacts that was opened yesterday.

We have chosen to support these two projects because we believe that one of the important roles of Government is to cherish and record our history. These projects record and preserve important historical events and records.

Through the New Zealand Defence Force, we are also ensuring ongoing support for commemorations relating to a number of the key events of that war 50 years ago.

In the seven months since the election, the Government has moved to progress a number of issues, some long standing, of concern and interest to veterans.

A key concern to many has been the pre-election commitment to restore the level of the New Zealand Superannuation to its pre-cut level.

The Government has also honoured its promise to nuclear test veterans.

As you know, many veterans of Operation Grapple believe there is a link between their radiation exposure and subsequent disabilities in their children.

I was pleased therefore to be able to work through an agreement with the Nuclear Test Veterans Association and to attend their annual conference in April, to present to their chairman, Roy Sefton, a cheque for a promised \$200,000.

That money will be used to support further research into the effects of exposure to nuclear testing, and to support veterans in a variety of other ways consistent with the aims of their charitable trust.

...

I also want to acknowledge that there are still outstanding grievances – particularly by some of those who served in Korea. I am working now with my officials to review such outstanding issues in order to try and achieve a fair resolution of those concerns.

To conclude – I would like to again acknowledge that the nature of military service places a special obligation on Governments as agents of the Crown, to safeguard the wellbeing of service personnel who have to act as directed, to meet the interests of the country and its citizens.

Part of our meeting that obligation lies in our willingness and commitment to support our veterans. This Government believes in that commitment and we will be continuing to work hard with veterans' associations to ensure that this country honours those people who have taken part in deployments on our behalf.

My office will work with your Association to ensure that a close and cooperative relationship is maintained as we honour the contribution and sacrifice of Korean veterans and their families.

I count it a privilege to host you here this evening.

**FEATURED SOURCE B**

**Speech, Commemoration of the 74th Anniversary of the Commencement of the Korean War, Melissa Lee MP.**

...Today, we gather to acknowledge the 74th anniversary of the commencement of the Korean War.

It is with pride that I note New Zealand was one of the first nations to respond to the United Nations call for support.

Two navy frigates were despatched from Auckland on 3 July, eight days after war broke out. When a ground force was announced in late July, there was no shortage of volunteers.

Some 6,000 New Zealanders would serve in the Korean War between 1950 and 1957. They served in the army contingent, Kayforce, and on six Royal New Zealand Navy frigates.

After the fighting ceased, a smaller number continued in a garrison role. Of these New Zealanders, 45 servicemen, including five naval personnel, lost their lives and two more died serving with Australian forces.

Each of those fatalities represents the human tragedy of war and a terrible and enduring emptiness for loved ones.

For those who returned, the experience would have been life-changing in a way that most of us could never comprehend.

I would like to share with you the words of Gunner Leslie Bielski, who served with Kayforce. His diary records his distressing observations of the effect of the war on the people of Korea:

I feel very humble among these poor tortured people for all they want is a chance to wrest a meagre existence from the unwilling soil ... never have I seen such utter degradation as there is here. Everybody bows and begs for food, scraping the tins that we throw away in an endeavour to live just a little longer – for what? ... Words cannot express the utter hopelessness that one can feel in the air.

These words provide a vivid portrait of the conditions experienced during the conflict. It also shows the resilience of the Korean people in the face of unimaginable adversity.

Today we also acknowledge our veterans who risked so much in the fight for peace and stability.

These veterans hold a special place in the hearts and minds of New Zealanders. They were put in harm's way to defend our values and meet our international obligations. They are rightly deserving of our respect and our gratitude.

New Zealand's participation in this conflict reaffirmed our identity as an active and steadfast member of the international community, a commitment we have maintained to this day.

There is another way, too, in which our involvement in the war has had lasting effects. When the New Zealand armed forces arrived at Pusan on 31 December 1950, they did not know that they were forming a bond between two countries once little known to each other.

New Zealand now shares a close relationship with the Republic of Korea, with important links in trade, education, film, science, and research. We are proud to host many Korean students, and we are enriched by our Korean community.


I take this chance to acknowledge the New Zealand Defence Force's continued contribution to peace and security on the Korean Peninsula, through its deployments to the United Nations Command and its Military Armistice Commission.

It may be decades since the Korean War took place, but its impacts continue to be felt, globally and here in New Zealand.

Today and every year, as we gather to commemorate, let us ensure that New Zealand will always remember those who served in Korea – their contribution to global events, their proud representation of our country, and their sacrifice.

Without their valiant sacrifice, I, a Korean-born New Zealander, may not be here today.

Thank you. Kamsahamnida.



**SUPPORTING QUESTION 03**

**FEATURED SOURCE C**

**Newspaper article, Korean veterans keep flag flying.**

**Credit:** Rhys Chamberlain, Otago Daily Times, 22 April 2016.  
<https://www.odt.co.nz/news/dunedin/korean-veterans-keep-flag-flying>

They could well be labelled the forgotten servicemen but Otago's Korean War veterans will again have a presence on Anzac Day, despite dwindling numbers.

Otago Korean War Veterans' Association member and former Royal Navy man Ken Wright (80), who served on HMS Belfast, said many people did not know a lot about the the Korean War and "they don't ask about it".

"It's a long story and I suppose everybody has their own stories about the horrors of it," Mr Wright said at his Mosgiel home yesterday.

"I like to tell [children] what we did.

"It's amazing what comes out of it."

The New Zealand branch of the association was set to close at the end of the year, as there was no-one to run it because ex-servicemen and their wives were dying.

"[In 2014] their total was about 596. Last year, it went down to about 450."

However, the Otago branch would continue and still boasted 12 ex-servicemen and 10 widows of men from the Otago area who served.

"We're going to keep going as long as we're still around," he said.

"We have our meetings every month. We send out a newsletter.

"The [women] are really good. They always come to our meetings and support us."

Anzac Day was a significant day for the members and Mr Wright said most would be marching from the cemetery to the cenotaph in Mosgiel on Monday.

"Most of them get in there [march]. It's usually quite a good turnout really.

"I have always carried the Korean flag.

"A couple of kids from Taieri College are going to carry the flag for us this year," he said.

Otago Korean War Veterans' Association president Ted Chirnside (88), a chef in the New Zealand Army during the Korean War, said the group hoped to have a member travel to Auckland for the final New Zealand association reunion and conference in October.

He was upset it would be discontinued but hoped people would be prepared to help in the future.



## FEATURED SOURCE D

Newspaper article, 'Forgotten war' as soldiers saw it.

Credit: Lincoln Tan, The New Zealand Herald, 4 June 2013.

<https://www.nzherald.co.nz/entertainment/forgotten-war-as-soldiers-saw-it/EUYTI5RN27KIIDGXNB32ST2JTI/>

The memories have come flooding back for three Korean War veterans before the opening of a special photo exhibition that features 150 images taken by Kiwi soldiers.

Jim Newman, Wally Wyatt and David Mannering served during the Korean War, which broke out in 1950. Nearly 6000 New Zealand soldiers fought there between 1950 and 1953 and 33 were killed.

Organisers of the exhibition, officially opening tonight at the Artstation Gallery in Newton, hope it will give Kiwis an insight into a war many know little about.

Mr Newman, president of the NZ Korea Veterans Association, said looking through the old photographs brought back "a mix of emotions".

*"These are pictures of old mates, some have passed on and others lost their lives in battle after the photographs were taken," he said.*

*"But of course there's a sense of pride that we have contributed to making South Korea one of the most powerful Asian economies today."*

Mr Newman served in Korea between 1951 and 1952 with the navy, based on board a Loch-class frigate, the Hawea.

Of the suggestion by Prime Minister John Key that New Zealand could get involved in another Korean War in the event of an attack from North Korea, Mr Newman said he would "do it all over again, if I was younger".

He believes about 1200 Korea vets are still around today, but said just 580 were association members.

Mr Wyatt, the association treasurer, said the Kiwis who fought in Korea became "mates for lives".

*"We had to trust each other with our lives in the battlefield, and that resulted in us becoming damn good mates,"* said the 85-year-old, who served in K-Force with the 16th Field Regiment.

He said the exhibition was a timely reminder for Kiwis about what he described as "the forgotten war".

## SUMMATIVE ASSESSMENT TASK

For this summative assessment task, students will communicate their answer to the compelling question by creating a final piece of work that establishes a clear argument, supported with evidence. This task allows students to demonstrate their understanding of the significance of the Korean War in New Zealand's history, and to explore the factors contributing to its memory and recognition in Aotearoa.

Students will construct an argument that answers the compelling question: To what extent has the Korean War been forgotten in New Zealand? Students should take a clear stance on the issue, supported by facts and perspectives, and include evidence from primary and secondary sources such as interviews with veterans, historical sources, and media. Students should consider differing viewpoints, such as why the war might be remembered or forgotten in different contexts.

Evidence and Sources:

- Students should incorporate at least one interview with a Korean War veteran (either conducted by the student or sourced from existing interviews).
- Students should use additional sources, including historical documents, articles, books, and media, to strengthen their argument.
- The final work should demonstrate an understanding of different perspectives on the narrative of the Korean War as forgotten, considering how it is remembered or forgotten by different groups, and the role of government, media, and public memory

Students can choose from various formats to demonstrate their understanding, including an editorial, podcast or documentary (3–5 mins long).

## TAKING SOCIAL ACTION

Students can take action to ensure that the experiences of New Zealand veterans in the Korean War are not forgotten. Many veterans, particularly those involved in the Korean War Legacy Foundation, actively contribute to the oral testimony project to ensure that their stories are remembered. This initiative allows veterans to share their personal memories with students and teachers to preserve the history of the Korean War.

Students can work collaboratively to create a class website (Appendix D), where each veteran has their own webpage. This project allows students to explore the veterans' voices through a range of sources, adding to their understanding of how veterans experiences have been recorded and remembered. Students will already be familiar with some oral histories of veterans explored in this inquiry. Students should choose an individual veteran to research and create a comprehensive page for each veteran, drawing from oral histories, written accounts, and personal reflections. The students' final product, the class website, will showcase each veteran's testimony, including their stories, personal reflections, and connections to the broader historical context. The website will allow students to collaborate on research, analysing patterns across different veterans' experiences while demonstrating how historians use both primary sources and personal accounts to draw conclusions. By examining a range of veterans' experiences, students will gain a broader understanding of how the Korean War is remembered in New Zealand, and how these veterans are working to ensure that their contributions are not forgotten.

**Class Website Task Instructions see Appendix D**

SOURCE	PERSPECTIVE	EVIDENCE BEHIND PERSPECTIVE
A		
B		
C		

WAYS NEW ZEALAND VETERANS WERE FORGOTTEN	WAYS NEW ZEALAND VETERANS WERE NOT FORGOTTEN

Make a <b>claim</b> about the topic	<b>Claim:</b> An explanation or interpretation of some aspect of the topic.	<b>Support:</b> Evidence/examples you see, feel, and know that support your claim	<b>Question:</b> What's left hanging? What isn't explained? What new issues does your claim raise?
The narrative of the "Forgotten War" has changed over time in New Zealand			
Identify <b>support</b> for your claim			
Ask a <b>question</b> related to your claim			

**OBJECTIVE:**

Create a page on a class website about a New Zealand Korean War veteran from the Korean War Legacy Foundation website using a tool like Google Sites. The page will include a combination of interview content, your own research, and your reflections on the veteran's experience. Your teacher will create a Google Site for the class, and you will each collaborate on the site by adding a page dedicated to the veteran you have chosen.

As we are working on a shared digital platform, it's important to respect each other's work. Please remember to follow good digital etiquette when contributing to the site, such as not editing others' pages or making changes without permission. Always ensure your work is organized and clear, and help maintain a positive and respectful online environment.

[Note: this activity could be done on the collaborative slideshow or visually as a printed document on a wall. The main purpose is to get students to interact with the oral testimony personally – this demonstrates the idea of General and Specific eg: 6000 NZers went to the Korean War, and Desmond Vinten was one of NZ's Korean War Veterans. If students are working collaboratively on a digital platform, the assumption is that they are familiar with the platform itself. Students will also need instruction on good digital etiquette – a class discussion around this is a good start. **See exemplar for Desmond Vinten and Ernest Berry**]

**TASK 1: CHOOSE A VETERAN FROM THE KWLF WEBSITE (OR SPREADSHEET)**

Visit the **Korean War Legacy Foundation website** and choose a New Zealand veteran featured there. (Or off the website – then find your veteran.)

- Listen to the veteran's interview.
- Take notes on key points from the interview. These might include:
  - The veteran's experience during the Korean War.
  - Any insights into the "Forgotten War" narrative and whether the veteran feels this term applies to their experience.
  - Interesting or surprising details about their time in the war.
  - Points or questions you would like to explore further (e.g., the impact of the war on their life or the community, their thoughts on the New Zealand public's awareness of the conflict, a battle, equipment, etc).

**TASK 2: CREATE YOUR WEB PAGE**

Once you have chosen a veteran, create your web page on the class Google Site. See the **exemplar site** to get an idea of what you are trying to produce. Make sure to include the following:

- **Title:** Use the name of the veteran as the title of your webpage.
- **Link to KWLF Website:** Add a link to the veteran's page on the Korean War Legacy Foundation Website and their biographical details.
- **Interview:** Embed the full YouTube clip of the veteran's interview from the KWLF website.
- **Auckland Museum Online Cenotaph:** Include your veteran's page on the online Auckland Cenotaph site.
- **Visual Appeal:** Ensure your page is interesting and aesthetically pleasing. Organize information in a clear, engaging way.

### TASK 3: CROSS-REFERENCING THE INTERVIEW

From your notes on the interview, choose **five things** the veteran mentioned that you can **cross-reference**. This means finding **other sources** that support, clarify, or provide additional context to what the veteran shared. These sources could include:

- **Primary sources**, such as letters, diaries, photographs, official documents, or interviews with other veterans.
- **Secondary sources**, such as books, articles, or scholarly research about the Korean War, New Zealand's involvement, or the experiences of soldiers.

The goal is to demonstrate that the veteran's experiences are supported by historical records or other credible sources. For each source, you must explain how it links to the veteran's story and what it adds to your understanding of their experience. This could be:

- A fact or event they mentioned that you can verify with a different source.
- An aspect of their experience that you can explore further with additional context.
- A perspective that aligns with, or challenges, the veteran's views.

**Referencing Evidence:** For each piece of evidence, add a text box explaining how it connects to the veteran's story. Remember to include these sources in **APA format** (or another citation style as specified by your teacher) and ensure they are relevant to the veteran's experience or the broader context of the Korean War.

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### TASK 4: "FORGOTTEN WAR"? - SHARING DATA

Did your veteran experience the "forgotten war" narrative? Add your data to the class spreadsheet. (The spreadsheet can be used to **collate data** too – further exploring the "forgotten war" narrative and sparking the discussion around inference in relation to data.)

Use what you have learnt to add a reflection to your web page – "To what extent does XXXX (your veteran's name) feel "forgotten"? How does this experience compare with other NZ Korean War veterans?"



# **CHAPTER 08**

**WAS NEW ZEALAND'S  
INVOLVEMENT IN  
THE KOREAN WAR  
A SUCCESS?**

**08**



Photo by Joon Kyu Park

## **SUPPORTING QUESTIONS**

1. Did the New Zealand Government achieve its goals in the Korean War
2. Was there a 'Miracle on the Han'?
3. Do New Zealand veterans believe the Korean War was a success?

## TO WHAT EXTENT HAS THE KOREAN WAR BEEN “FORGOTTEN” IN AOTEAROA/NEW ZEALAND?

<b>HISTORICAL THINKING CONCEPTS</b>	<ul style="list-style-type: none"> <li>• Use <i>primary source evidence</i></li> <li>• Identify <i>continuity and change</i></li> <li>• Take <i>historical perspectives</i></li> </ul>
<b>STAGING THE COMPELLING QUESTION</b>	<p>Was NZ's involvement in the Korean war a success?</p> <p>Watch 'We are Diplomats – The Korean War – the beginning of Korea and New Zealand's relationship' video. After watching, ask students: “What does ‘success’ mean in this context? Whose success are we considering?”</p>

<b>SUPPORTING QUESTION 01</b>	<b>SUPPORTING QUESTION 02</b>	<b>SUPPORTING QUESTION 03</b>
<b>Did the New Zealand Government achieve its goals in the Korean War?</b>	<b>Was there a Miracle on the Han?</b>	<b>Do New Zealand veterans believe the Korean War was a success?</b>
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
Write a paragraph that responds to the argument 'New Zealand's government did achieve its goals in the Korean War' after using a guided source analysis process to evaluate how well evidence supports different ideas about the success of NZ's war aims.	Write a short argument explaining whether or not there was a Miracle on the Han using at least three sources to support your answer	Summarise different perspectives on the 'success' of the Korean War using the chart provided (Appendix E).
<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>
<p><b>Source A:</b> NZ History – New Zealand in the Korean War.</p> <p><b>Source B:</b> Extract from the ANZUS Treaty.</p> <p><b>Source C:</b> US State Department Office of the Historian.</p> <p><b>Source D:</b> Editorial in Christchurch's Press, 28 July 1953.</p> <p><b>Source E:</b> NZ Newspaper summarises British press reaction.</p> <p><b>Source F:</b> Assistance to South Korea.</p>	<p><b>Source A:</b> Average North Korean vs the Average South Korean – People Comparison (Video).</p> <p><b>Source B:</b> Damage in Seoul.</p> <p><b>Source C:</b> 'Miracle on the Han'.</p> <p><b>Source D:</b> Economic Growth in North and South Korea.</p> <p><b>Source E:</b> Korean Peninsula from Space.</p> <p><b>Source F:</b> Seoul at night, 2024.</p> <p><b>Source G:</b> Education in South Korea.</p> <p><b>Source H:</b> South Korea grows from Foreign Aid recipient to donor.</p> <p><b>Source I:</b> NZ Veteran Bruce Diggie.</p> <p><b>Source J:</b> Seoul Olympics 1988.</p> <p><b>Source K:</b> K-Culture.</p> <p><b>Source L:</b> President Park Chung-hee.</p>	<p><b>Source A:</b> Beware the Forgotten War.</p> <p><b>Source B:</b> Veterans of the Korean War remember the conflict that others forgot.</p> <p><b>Source C:</b> Des Vinten – Oral History.</p> <p><b>Source D:</b> Lindsay Glassey – Oral History.</p> <p><b>Source E:</b> Isaac Kemp – Oral History.</p> <p><b>Source F:</b> Richard Horner – Oral History.</p>

<b>SUMMATIVE ASSESSMENT TASK</b>	<p><b>ARGUMENT:</b></p> <p>Construct an argument that answers the compelling question – Was New Zealand's involvement in the Korean War a success? – Use multiple pieces of evidence from the sources you have analysed to support your argument.</p>
	<p><b>EXTENSION:</b></p> <p>Research another conflict since World War Two that New Zealand has been involved in such as in Vietnam, Malaya, East Timor or Afghanistan. Was New Zealand's involvement in that war a success?</p>

## OVERVIEW

### INQUIRY DESCRIPTION

This inquiry leads students through an investigation of whether New Zealand's involvement in the Korean War can be considered a success. Students explore what 'success' might mean through several perspectives, including the New Zealand government, South Korea as a country, and New Zealand's veterans.

The inquiry is designed for Year 12 or Year 13 students, as it involves complex sources. Students will benefit from prior knowledge of the Cold War and the Korean War's place within that larger conflict. It works well as part of a wider Cold War unit, or within a unit on New Zealand's role in international conflicts or on whether wars can be considered justifiable.

The inquiry is expected to take around four 50-minute class periods, although teachers may extend this if students need more time for activities such as source interpretation, argument construction, or iterative writing. Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. The inquiry also supports differentiation and provides opportunities to model historical thinking skills, helping students learn to read and interpret a variety of sources.

### STRUCTURE OF THE INQUIRY

To address the compelling question — *Was New Zealand's involvement in the Korean War a success?* — students work through a series of supporting questions, formative tasks, and selected sources to construct an argument using historical evidence. Each supporting question and formative task provides multiple opportunities for students to work independently, collaborate with peers, and share ideas, questions, and understanding. Sources include a wide range of primary and secondary materials, including video interviews with Korean War veterans.

## STAGING THE COMPELLING QUESTION

Students begin by watching excerpts from 'We are Diplomats' in which several New Zealanders discuss why New Zealand became involved in the Korean War and share their views on whether it was a success.

This inquiry assumes that students already know the basic facts of the Korean War. If this is the only inquiry being used, students should read Chapter 1 of this book. Teachers may also choose to show the Crash Course YouTube video [The Cold War in Asia](#) (up to 4:19) to provide additional context.

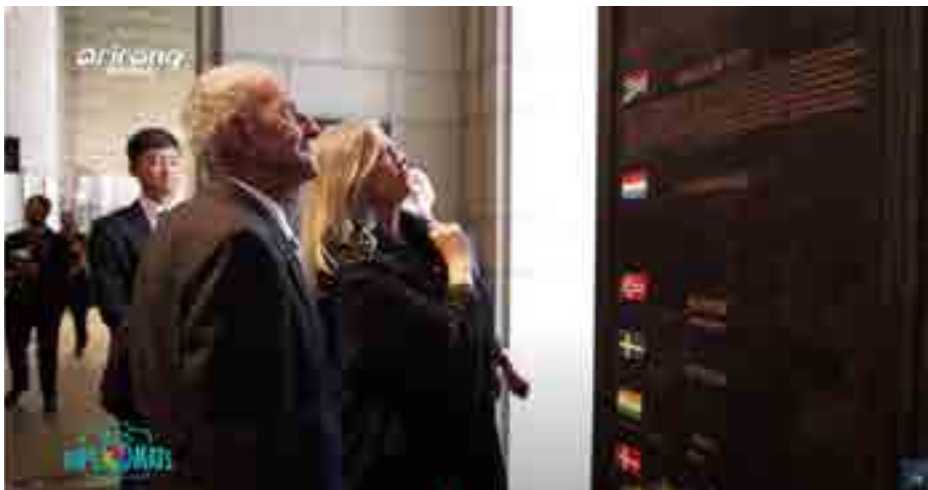
Before viewing, students should consider what 'success' in a war might look like. Encourage them to think generally, not specifically about the Korean War, and to recognise that different groups, such as civilians, soldiers, and governments, may have different perspectives. Students who have completed other inquiries from this book, particularly Chapter 2 — *Was it a good idea for New Zealand to get involved in the Korean War?* — may be able to focus this discussion more directly on the Korean War. Provide students with Appendix A and ask them to write down their ideas about what 'success' in the Korean War might look like, emphasising that there are no wrong answers.

Decide whether to watch the full 36-minute documentary or the recommended excerpts from 4:27–6:08 and 8:19–27:56. Students new to the Korean War may benefit from viewing the entire documentary, while those with prior knowledge or who have completed other inquiries may find the excerpts sufficient.

For the viewing activity, pair up students and assign roles. Using Appendix A, one student in each pair should gather evidence on what success in the Korean War might mean for New Zealanders, while the other gathers evidence that the war was a success. Explain that some reasons for New Zealand's involvement are explicit, such as those stated by Ambassador Dawn Bennet, while others, including those expressed by veteran Colin Carley and his daughter Jenipha Porter, are more implied, as are their views on whether the war was a success. Teachers may wish to pause the documentary at key points to allow students time to process and record evidence.

After viewing, check for understanding by revisiting the earlier discussion of what 'success' might mean for different groups. Highlight the differences in perspective, particularly between the government view represented by Ambassador Bennet and the veterans' perspectives shared by Carley and Porter. This discussion helps consolidate students' understanding and prepares them for the next stages of the inquiry.

**Credit:** We Are Diplomats, Airirang TV.  
<https://www.youtube.com/watch?v=WRRxEIRT2vw>



## SUPPORTING QUESTION 01

The first supporting question — Did the New Zealand Government achieve its goals in the Korean War? — guides students to understand the purpose of New Zealand's involvement from the government's perspective. It also encourages them to analyse whether Sidney Holland's government achieved its objectives in committing troops to the conflict.

The formative assessment task asks students to examine the provided sources and reach a conclusion about the most important goals for New Zealand's government and whether those goals were successfully achieved. The featured sources have been carefully selected to give students both background on the government's intentions and evidence of New Zealand's success. Featured source A summarises New Zealand's stated goals, featured source B provides the text of the ANZUS Treaty, and featured source C offers insight into the American view of New Zealand as a strategic partner. Featured sources D and E present domestic and international media reactions to the ceasefire on 27 July 1953, including featured source E's description of the arrival of a South Korean delegation in New Zealand in August 1953.

For the first part of the task, students assess the strength of each source in supporting the various reasons New Zealand sent troops to the Korean War. Using featured sources A–F and Appendix B, they examine each source and score each identified goal on a scale from 0 to 5, where 0 indicates no evidence, 1 indicates not important at all, and 5 indicates very important. After completing the scoring, students tally the results and make summary statements reflecting their findings. Teachers may provide prompts such as, *"The most important goal New Zealand had was..."* and *"A less important goal seemed to be..."* to guide student reflections.

The second part of the task builds on this analysis. Using Appendix C, students identify specific evidence from the featured sources that indicates whether each goal was achieved. Once students have completed the analysis, they are ready to respond to the statement: *New Zealand's government did achieve its goals in the Korean War*. Students then write a paragraph using evidence from the sources, with paragraph structures such as TEEL recommended to help organise their argument effectively.

**FEATURED SOURCE A****New Zealand in the Korean War.**

**Credit:** Ministry for Culture and Heritage. New Zealand in the Korean War. NZHistory, Manatū Taonga. Retrieved from <https://nzhistory.govt.nz/war/korean-war>

New Zealand military forces were involved in Korea from 1950 to 1957. First, they took part in the United Nations 'police action' to repel communist North Korea's invasion of its southern neighbour. Better known as the Korean War, this conflict lasted from 25 June 1950 to 27 July 1953, when an armistice was agreed. A reduced New Zealand force remained in South Korea in a garrison role until the last troops were withdrawn in 1957.

Although New Zealand's contribution to the United Nations force was not large, the crisis had a major impact on the country's approach to international relations. In New Zealand, as elsewhere, it was assumed that North Korea was acting at the instigation of the Soviet Union, and that firm resistance to communist encroachment was necessary.

The events in Korea provided an opportunity for New Zealand to pursue its goal of obtaining a commitment by the United States to its security. The ANZUS Treaty of 1951 was the successful achievement of this objective, and was to have far-reaching implications for New Zealand's international relations in the long term.

**FEATURED SOURCE B****Extract from the ANZUS Treaty.**

**Credit:** United States, Australia, & New Zealand. (1951, September 1). Security Treaty between the United States, Australia, and New Zealand (ANZUS). In Avalon Project: Documents in Law, History and Diplomacy. Yale Law School. Retrieved from [https://avalon.law.yale.edu/20th\\_century/usmu002.asp](https://avalon.law.yale.edu/20th_century/usmu002.asp)

**Security Treaty Between Australia, New Zealand, and the United States of America**

The Parties of this Treaty,

- Desiring to declare publicly and formally their sense of unity, so that no potential aggressor could be under the illusion that any of them stand alone in the Pacific Area, and
- Desiring further to co-ordinate their efforts for collective defence for the preservation of peace and security pending the development of a more comprehensive system of regional security in the Pacific Area
- THEREFORE DECLARE AND AGREE as follows:

**Article IV**

Each Party recognizes that an armed attack in the Pacific Area on any of the Parties would be dangerous to its own peace and safety and declares that it would act to meet the common danger in accordance with its constitutional processes.

Any such armed attack and all measures taken as a result thereof shall be immediately reported to the Security Council of the United Nations. Such measures shall be terminated when the Security Council has taken the measures necessary to restore and maintain international peace and security.



## FEATURED SOURCE C

## US State Department Office of the Historian.

**Credit:** United States Department of State, Office of the Historian. (n.d.). The Australia, New Zealand and United States Security Treaty (ANZUS Treaty), 1951. In Milestones in the history of U.S. foreign relations: 1945–1952. From <https://history.state.gov/milestones/1945-1952/anzus>

Several developments in Asia between 1949 and 1951 helped to change U.S. perceptions about the utility of a formal security arrangement. The communist victory in the Chinese Revolution in 1949 seemed to confirm fears that communism was spreading in East Asia as well as in Europe. In 1950s, the outbreak of the Korean War led Australia and New Zealand to commit troops through the United Nations and alongside the NATO allies, demonstrating both their concern over the threat of communism and their commitment to doing their part to help contain it in the region. Most importantly, the U.S. decision to end the occupation of Japan and seek a peace treaty [with Japan] was met with great suspicion and disapproval from officials in the South Pacific, and that made the United States more willing to develop a security treaty to gain Antipodean support for the final peace agreement. In April of 1951, U.S. President Harry Truman announced that negotiations on a tripartite security treaty between the United States, Australia and New Zealand would occur concurrently with the negotiations for a final peace treaty with Japan. Both treaties were concluded in mid-1951, and the ANZUS Treaty was ratified by the United States and entered into force in 1952.



## FEATURED SOURCE D

## Editorial in Christchurch's Press Newspaper.

**Credit:** The Press. (1953, July 28). Korean Armistice. Press, p. 8.

The signing of the armistice at Panmunjon will prompt for most persons four thoughts. First, must be gratitude to the men of 16 nations who for three years have borne the burden of battle for the United Nations and thought for those who died. Second, will be satisfaction that, in spite of many shortcomings and disappointments, the United Nations carried their main point, which was to stop aggression. Third, will be relief that an end has come, temporarily at least, to a wasteful, costly war, a war that has ravaged the peninsula of Korea from top to bottom... Had aggression not been challenged in its earlier stages, the major Powers backing the North Korean aggression might have been encouraged to ventures that could have been challenged only at the cost of world war.

## The Press

TUESDAY, JULY 28, 1953.

### Korean Armistice

The signing of the armistice at Panmunjon will prompt for most persons four thoughts. First, must be gratitude to the men of 16 nations who for three years have borne the burden of battle for the United Nations and thought for those who died. Second, will be satisfaction that, in spite of many shortcomings and disappointments, the United Nations carried their main point, which was to stop aggression. Third, will be relief that an end has come, temporarily at least, to a wasteful, costly war, a war that has ravaged the peninsula of Korea from top to bottom. Fourth, will be hope that the end of the war in Korea may signal an effective beginning to better things in the field of international affairs.



## FEATURED SOURCE E

## New Zealand Newspaper summarises British press reaction.

Credit: The Press. (1953 July 28) *British Press Comment – War fought to a draw*, p.9.

LONDON, July 27. "The Times" headed its comment on the news of the Korea truce: "A Draw."

The newspaper said the United Nations was a hundredfold right to put an end to the havoc and slaughter. *"If all goes well after the signing of the truce the Korean war will stand almost alone among modern wars because the fighting has been stopped by negotiation while both sides were still gathering strength and were well able to carry on,"* said "The Times." The "Daily Mail" said that whatever alarms and excursions might follow the great thing was that the firing had ceased. The struggle had shown that in a big war neither the East nor the West, could hope easily to knock the other down but the West could claim an outstanding moral victory. *"They have halted Red aggression. Had they not done so communism might by now have engulfed the Orient and have rolled further across Europe."* The newspaper expressed the hope that a more hopeful chapter may be opening. *"If we are right, those who fought and died in Korea will not have spent themselves in vain."*

### BRITISH PRESS COMMENT WAR "FOUGHT TO A DRAW"

LONDON, July 27.  
"The Times" headed its comment on the news of the Korea truce: "A Draw."

The newspaper said the United Nations was a hundredfold right to put an end to the havoc and slaughter. Perhaps it was wrong to read too many precise moments for general application out of the negotiated truce in Korea. "If all goes well after the signing of the truce the Korean war will stand almost alone among modern wars because the fighting has been stopped by negotiation while both sides were still gathering strength and were well able to carry on," said "The Times." The "Daily Mail" said that whatever alarms and excursions might follow the great thing was that the firing had ceased. The struggle had shown that in a big war neither the East nor the West could hope easily to knock the other down but the West could claim an outstanding moral victory. "They have halted Red aggression. Had they not done so communism might by now have engulfed the Orient and have rolled further across Europe." The newspaper expressed the hope that a more hopeful chapter may be opening. "If we are right those who fought and died in Korea will not have spent themselves in vain."



## FEATURED SOURCE F

## Assistance to South Korea.

Credit: The Press. (1953, August 8). *Assistance to South Korea*. Press, p. 9.

## THANKS EXPRESSED TO NEW ZEALAND

## DELEGATION ARRIVES IN WELLINGTON (New Zealand Press Association)

WELLINGTON, August 7. "Ours is a simple mission; we just want to express our appreciation to the Government and people of New Zealand for the help they have given us in fighting Communist aggression in Korea," said the chairman of the National Assembly of South Korea (Mr Pyongsam Haegong Shinicky) on his arrival from Sydney. He was accompanied by Mr Dong Sung Kim, member of South Korean National Assembly. Mr Shinicky said that, when Communist aggression had occurred, the South Koreans knew they would have to fight and shed their blood. They had been "overwhelmed" by the aid given by the members of the United Nations. The South Korean National Assembly had many times passed resolutions thanking these nations, which had so freely given their help. Mr Shinicky.

The Governor-General (Sir Willoughby Norrie), who was at the airport to meet his elder son, Mr George Norrie, took advantage of the opportunity to welcome the Korean politicians to New Zealand. They were officially met at the airport by the Clerk of the House of Representatives (Mr H. N. Dollimore), and later in the morning paid a round of official calls before being tendered a State luncheon.

### ASSISTANCE TO SOUTH KOREA THANKS EXPRESSED TO N.Z.

#### DELEGATION ARRIVES IN WELLINGTON (New Zealand Press Association)

WELLINGTON, August 7.  
"Ours is a simple mission; we just want to express our appreciation to the Government and people of New Zealand for the help they have given us in fighting Communist aggression in Korea," said the chairman of the National Assembly of South Korea (Mr Pyongsam Haegong Shinicky) on his arrival from Sydney by Robert Byngton today.

He was accompanied by Mr Dong Sung Kim, member of the South Korean National Assembly. Mr Shinicky said that, when Communist aggression had occurred, the South Koreans knew they would have to fight and shed their blood. They had been "overwhelmed" by the aid given by the members of the United Nations. The South Korean National Assembly had many times passed resolutions thanking these nations, which had so freely given their help.

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## SUPPORTING QUESTION 02

The second supporting question — Was there a Miracle on the Han? — helps students deepen their understanding of how the Korean War might be considered a success. By examining a range of sources, students will explore why, despite the devastation of the war, South Koreans often view the post-war period as a success. The phrase “Miracle on the Han” refers to the remarkable growth of the South Korean economy after the war, with the Han River flowing through Seoul as a central symbol of this transformation.

To capture student interest, teachers should begin by showing the video *Average North Korean vs the Average South Korean – People Comparison*. Students can note five facts that highlight the differences between the two countries. After viewing, the class should discuss these differences and consider which of the two Koreas appears “better off” to them, explaining their reasoning. This discussion helps students begin thinking critically about the meaning of success in a post-war context.

The formative task asks students to analyse multiple sources to evaluate how well they support James Van Fleet’s argument that there was a “Miracle on the Han.” Students should also assess the strengths and limitations of each source, using a source analysis framework such as Rauru Whakarare, PLONK, or tools provided by the National Library. Teachers should be prepared to guide students in recognising biases, limitations, and contrasting perspectives. Several sources highlight North Korea as a point of comparison, allowing teachers to prompt students to consider “what if” the war had been lost.

Once students have completed their source analysis, they write a paragraph argument responding to the question: *Was there a Miracle on the Han?* Students should draw on evidence from four or five sources to support their argument.

There is a wide range of featured sources to support this inquiry, with varying levels of complexity. Some are quick to analyse, while others, including videos, may require more time. Teachers should select featured sources based on their students’ readiness and prior knowledge. Featured source B is a photograph taken by an Australian soldier showing the devastation in Seoul. Featured source C presents key economic facts about South Korea’s post-war development. Featured sources D, E, and F illustrate the contrast between North and South Korea, using photographs and statistical data such as GNP growth. Featured source G shows the rapid expansion of South Korea’s education system, while Featured source H traces the country’s journey from a poor foreign aid recipient to a donor of aid itself. NZ veteran Bruce Diggle appears in featured source I: his first clip describes the damage he observed in Korea, including colour photographs he took during the war, while his second clip shares impressions of South Korea when he returned as a guest of the South Korean government. Featured source J highlights Seoul hosting the 1988 Olympic Games, only 35 years after the war ended, and featured source K points to the global influence of Korean culture today. Finally, featured source L addresses some of the costs of the “Miracle,” noting that political oppression accompanied South Korea’s economic development.

**FEATURED SOURCE A****Average North Korean vs the Average South Korean – People Comparison.**

**Credit:** The Infographics Show. (2017). Average North Korean vs the Average South Korean [Video]. YouTube. <https://www.youtube.com/watch?v=xMGZxvKzPNo>

**FEATURED SOURCE B****Damage in Seoul.**

**Credit:** Robertson, I. (1950, October 9). Seoul, South Korea, 1950-10-09: A convoy of military jeeps and trucks makes its way along a road... Australian War Memorial. From Australian War Memorial website <https://www.awm.gov.au/collection/C297240>





## FEATURED SOURCE C

## 'Miracle on the Han'.

**Credit:** Korean Culture and Information Service. (n.d.). The Korean economy – the Miracle on the Hangang River. From <https://www.korea.net/AboutKorea/Economy/The-Miracle-on-The-Hangang>

Korea has achieved economic growth at an unprecedented speed. Observers refer to what it has accomplished the 'Miracle on the Hangang River,' as most of its industrial facilities were destroyed during the three-year-long Korean War, and it was devoid of capital and natural resources.

In the early 1960s, South Korea launched export-oriented economic development plans. Initially, the country's primary exports consisted of light industrial products manufactured in small-scale factories or raw materials. However, in the 1970s, Korea shifted its focus to investing in heavy chemical facilities, which formed the foundation for the export of heavy industrial products.

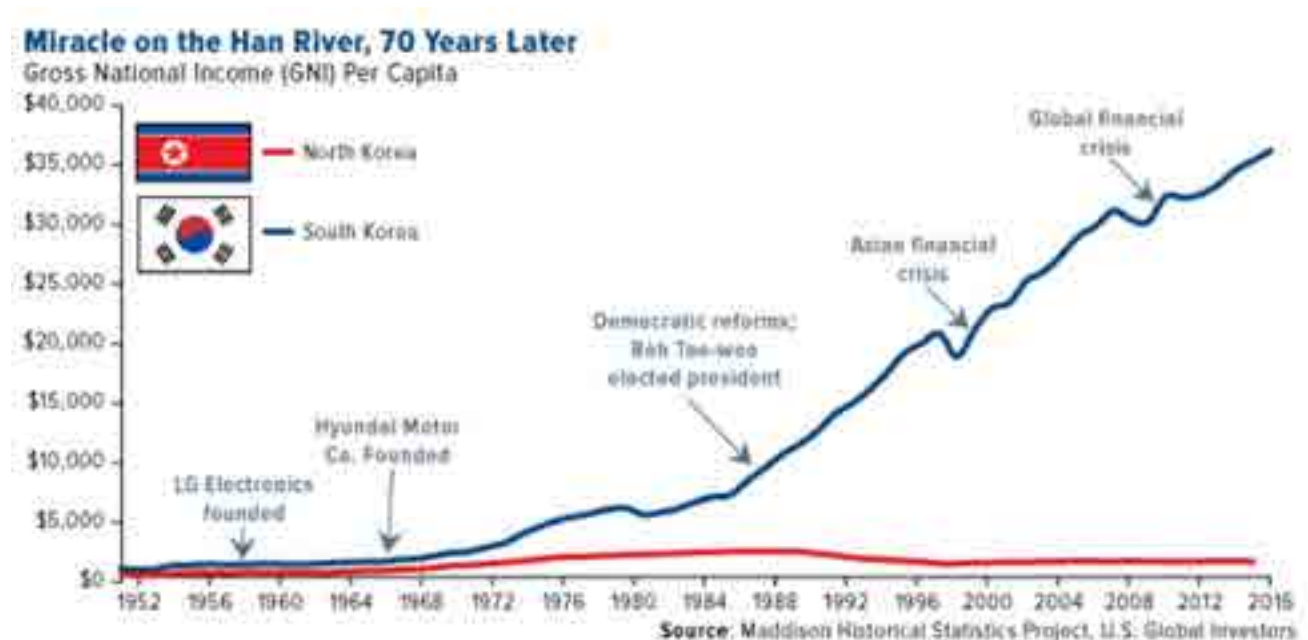
Korea's exports, which amounted to only USD 32.82 million in 1960, surpassed the USD 10 billion mark in 1977 and soared to USD 644.5 billion in 2021. The country's GNI per capita was a paltry USD 67 in 1953 around when the government was established, yet it rapidly increased to USD 35,373 in 2021. In response to the scarcity of capital and resources, Korea established an export-oriented economic structure centered around large conglomerates. However, this heavy reliance on exports and imports has made the country susceptible to external economic conditions.



## FEATURED SOURCE D

## Economic Growth in North and South Korea.

**Credit:** Wikipedia (2018, December 16). GDP history Since 1950 ~ 2016 [Graph]. Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:GDP\\_history\\_Since\\_1950\\_-\\_2016.png](https://commons.wikimedia.org/wiki/File:GDP_history_Since_1950_-_2016.png)



**FEATURED SOURCE E****Korean Peninsula from Space.**

**Credit:** NASA Earth Observatory (Joshua Stevens, photographer & Miguel Román, data from Suomi NPP VIIRS). (2016). Korean Peninsula at night from space [Photograph]. Wikimedia Commons (public domain). Retrieved from [https://en.wikipedia.org/wiki/File:Korean\\_Peninsula\\_at\\_night\\_from\\_space.jpg](https://en.wikipedia.org/wiki/File:Korean_Peninsula_at_night_from_space.jpg)

**FEATURED SOURCE F****Seoul at night, 2024.**

**Credit:** Photo by author, 1 July 2024.



Photo by author,  
Craig Thornhill



## FEATURED SOURCE G

## Education in South Korea.

**Credit:** Sungho Lee. The Korean Educational System: Yonsei University, 1991 and National Statistics Office. Monthly Statistics of Korea: 1998.

Expansion of High School Education, 1951-1997

Year	1951	1960	1970	1980	1989	1995	1996	1997
Schools	307	640	889	1,353	1,672	1,830	1,856	1,892
Teacher	1,720	9,627	19,854	50,948	87,277	156,342	157,731	158,041
Students	40,271	273,434	590,382	1,696,792	2,326,062	3,727,275	3,683,857	3,556,973

Expansion of Higher Education, 1945-1997

Year	1945	1960	1970	1980	1989	1995	1996	1997
Schools	19	85	168	236	536	747	840	937
Teacher	1,490	3,808	19,854	20,900	39,950	58,177	63,809	69,157
Students	7,819	101,041	590,382	601,994	1,434,259	2,342,786	2,540,209	2,190,734



## FEATURED SOURCE H

## South Korea grows from Foreign Aid recipient to donor.

**Credit:** Axel Marx and Jadir Soares, "South Korea's Transition from Recipient to DAC Donor: Assessing Korea's Development Cooperation Policy", International Development Policy | Revue internationale de politique de développement [Online], 4.2 | 2013, Online since 10 June 2013.  
URL: <http://journals.openedition.org/poldev/1535>

After the war, South Korea continued to receive large amounts of foreign aid as it rebuilt its society and economy. However, by the mid 1980s this amount had reduced to near zero and by the 1990s South Korea was a regular donor of aid to foreign countries, rather than a recipient.



**FEATURED SOURCE I****NZ Veteran Bruce Diggle.**

**Credit:** Korean War Legacy Foundation (2019, May 22). Bruce W. Diggle interview: Picture time [Video]. Korean War Legacy Foundation. Retrieved from <https://koreanwarlegacy.org/interviews/bruce-w-diggle#clip-1>  
<https://koreanwarlegacy.org/interviews/bruce-w-diggle/#clip-3>

**FEATURED SOURCE J****Seoul Olympics 1988.**

**Credit:** Press, 5 September 1988, Page 8.

A welcome sign featuring Hodori, the traditional Korean baby tiger — designated the mascot for the Seoul Olympics — is carried into the Olympic Village by workers. The village was officially opened on Saturday. The Games open on September 17.





## FEATURED SOURCE K

## K-Culture.

**Credit:** PBS NewsHour. *From K-pop to skin care, art exhibit explores global influence of South Korean culture*, July 26 2024 [Video]. YouTube. <https://www.youtube.com/watch?v=s48XhclvQB8>



From K-pop to skin care, art exhibit explores global influence of South Korean culture.



## FEATURED SOURCE L

## President Park Chung-hee.

**Credit:** Dictators. (2024, January 8). The Korea Times. <https://www.koreatimes.co.kr/opinion/20240108/dictators>

My maternal grandparents actually went to Korea for their 50th wedding anniversary, in the late 80s, when Korea was under the brutal heel of President Chun Doo-hwan, himself a president-cum-dictator. My grandmother marveled at how clean Seoul's streets were, not unlike ones a person could find in Philadelphia, Pennsylvania, yet free of litter. They were clean to the point of looking unreal. (Recently, I thought about this and smiled in irony. If she could only see Seoul today. As beautiful and impressive as the city is, littering is a problem these days).

What my late grandparents marveled at while celebrating their anniversary was part of Park and his administration's legacy. Through sheer force of political will, shrewd government policies, like massive investments in public infrastructure (ports and highways, for example), and corporate tax incentives to a blessed few burgeoning industrial companies, family-owned conglomerates (in Korean, "chaebol") of which all the civilized world now knows, like the aforementioned Samsung and LG, Korea thrived.

*"Leadership is not about being popular; it is about making tough decisions"* — Park said.

The "Miracle on the Han River," so dubbed Korea's breathtakingly fast ascension from the ashes of war and poverty to a thriving, advanced, wealthy and well-functioning democracy, owes much of the foundations for said successes (minus democracy) to Park.

Astonishingly, Korea, a true democracy not two generations old, was able to impeach, convict and jail a corrupt head of state, his very own daughter, Park Geun-hye, while the oldest modern democracy in human history, the United States of America, couldn't muster the political and moral courage to convict a far worse government executive, former President Donald Trump.

Unfortunately, Park's daughter learned the wrong lessons about effective governance of a democracy. She infamously had a blacklist of artists and academics who criticized her policies. She even had her administration contact American newspapers decrying the slightest of criticisms against her tenure. Her hubris was very much like her father's. Hers led to impeachment, imprisonment and eternal disgrace; her father's led to the assassination of him and his wife.

And so, President Park Chung-hee was many things: patriot, husband, father, visionary, narcissist and dictator.

### SUPPORTING QUESTION 03

The third supporting question—To what extent do New Zealanders consider the Korean War a success?—encourages students to explore what ‘success’ in the war has meant to different individuals and groups, and how these perspectives may vary. Before beginning the formative assessment, it is important to establish that the idea of ‘success’ is not fixed: it can differ greatly depending on values, experiences, and historical context. Students should also consider how perceptions of the war’s success may evolve over time.

Discussion points may include:

- New Zealand achieved many of its foreign policy goals in the Korean War
- The economic and democratic success of South Korea today shows the war was successful
- When veterans left Korea there was a ceasefire but no victory which could lead them to feel the war was unsuccessful
- The appreciation veterans feel from Koreans may lead them to feel that their service was successful and has value
- The war may have had positive or negative impacts on the lives of the veterans which impacts the extent to which they feel it was successful

The formative assessment task asks students to engage with a range of primary and secondary sources to evaluate the extent to which New Zealanders considered the Korean War a success (See Appendix E). Students will answer the following questions in relation to each source:

- Does the author of this source or the individual interviewed believe the Korean War was a success? Why/why not?
- Has their attitude towards the Korean War changed over time?

Featured source A is an analysis by Associate Professor Stephen Hoadley, which considers both the successes and failures of the Korean War and New Zealand’s involvement, offering a nuanced assessment of what the conflict accomplished. Featured source B is a newspaper article featuring the experiences of veteran John Kirkland, who reflects on the difficulties and achievements of the war before ultimately concluding that the fighting had been ‘worthwhile’. Featured source C is an interview with veteran Des Vinten, who explains how his perspective shifted over time. Initially he saw the war as a forgotten stalemate, but after returning to Korea and experiencing the gratitude of South Koreans, he came to view the conflict as a success because it preserved South Korea’s independence. Featured sources D and E provide counter-perspectives from veterans Lindsay Glassey and Isaac Kemp, each of whom offer a more critical view of the war’s outcomes. Finally, Featured source F is an interview with veteran Richard Horner, who acknowledges South Korea’s post-war reconstruction and progress while also recognising the futility of war.



## FEATURED SOURCE A

## Beware the Forgotten War.

Credit: Stephen Hoadley, Newsroom, 26 July 2021.

<https://newsroom.co.nz/2021/07/26/beware-the-forgotten-war/>

The guns are stilled ... for now. But seven decades ago one of the 20th Century's bloodiest wars was raging, North Korea against South Korea. This Tuesday is the 68th anniversary of the Korean Armistice that brought the fighting to an uneasy pause; it's an opportunity for New Zealanders to reflect on their contribution to this conflict ... and their sacrifice.

The need for that contribution is ongoing: a peace treaty between the antagonists is yet to be concluded, and is not even under negotiation. TV documentaries call this 'the forgotten war'. It pitted the forces of the Democratic People's Republic of Korea against those of the Republic of Korea. As is often the case in civil wars, it divided neighbourhoods and families of this otherwise ethnically homogeneous people. It killed an estimated three million Koreans on both sides, a higher per capita mortality than either World War I or World War II.

Neither side fought alone. This was the first of many 20th century 'proxy wars'. North Korea was armed and supplied by the Soviet Union. When the north was near defeat, it was saved by a surge of Chinese troops that pushed the battle line from the Yalu River back to the 38th parallel. Where the fighting stopped is now marked by the current Demilitarized Zone (DMZ).

South Korea's forces were assisted by the United Nations Military Command led by the United States, in which New Zealand and Australia fought. Thirty-three New Zealanders gave their lives, and many more suffered physically or mentally, to protect South Korea from the North's unprovoked attack in June 1950 and the following three years of war.

What did the defence of the south accomplish? It is too much to answer 'peace', for technically the war continues. But one may marvel at what collective security and relative stability have done for South Korea. This nation of 51 million has lifted itself from an agricultural economy to become one of the world's top 10 industrial giants. Korean conglomerates such as Hyundai, Kia, Samsung, Kumho and Lotte not only provide high-tech goods to middle-class Korean consumers but also export profitably to global markets, including ours. Living standards are high and Covid-19 has been managed efficiently.

Southern generals ruled by coup and decree in the first post-war decades. But they have been superseded by popularly elected civilian leaders presiding over peacefully competing mass parties and lively public debate facilitated by a free media. South Korea has become a model democracy.

North Korea has not fared so well. A succession of dictators, Kim Il Sung, Kim Jong Il, and Kim Jong Un, grandfather, father, and son, backed by a rigid communist party and a loyal military, have ruled for seven decades. The economy is strictly collectivised and controlled. It is dependent on food and oil from China. Its meagre income derives from criminal transactions in drugs, counterfeit and laundered money, and nuclear and missile technology. Remittances from North Koreans working in Russia under near-slave conditions, and smuggling, keep the regime barely solvent. US and UN sanctions have further retarded economic growth. Food shortages and malnutrition are endemic among the 20 million northerners. Famine and starvation of millions occurred in the 1990s, and are looming again this year.

Despite civilian need, North Korea is per capita the most militarised nation on earth. Its massive military force threatens South Korea with not only tank attack and artillery and missile fire on Seoul but also with long range missiles, soon to be armed with nuclear weapons. It conducts probing attacks via cross-border sniper shots, infiltration and tunnels and in 2010 sank a South Korean Navy corvette and shelled a South Korean island village.


How does New Zealand fit into this tense standoff? In 2001 then Minister of Foreign Affairs Phil Goff extended New Zealand's diplomatic recognition to North Korea. The aim was to encourage North-South dialogue and an eventual political reconciliation. Northern hostility and Wellington parsimony prevented establishment of a New Zealand diplomatic post in Pyongyang. New Zealand hosts, and sends, occasional delegations, but relations with North Korea remain intermittent and cool.

In contrast, New Zealand enjoys a warm diplomatic, economic, and security relationship with the south. South Korea has emerged as New Zealand's fifth most valuable trade partner, behind China, Australia, US, and Japan, displacing even Great Britain. The embassy in Seoul is one of New Zealand's larger posts and is cross-accredited to North Korea. And the NZ Defence Force contributes a DMZ monitoring team to the UN Military Armistice Commission that works with the Korean and US combat commands. Defence exchanges and visits are routine. The NZ Navy ships Endeavour and Aotearoa were built in South Korean shipyards.

Strategic stability prevails on the Korean peninsula at present. But China's military initiatives, Japan's defence enhancements in response, and Kim's relentless pursuit of nuclear-capable missile forces threaten the uneasy balance. The US has recommitted to the defence of Japan and South Korea and the British are planning to deploy Royal Navy ships to the region. The Quad security consultative group (US, Japan, Australia, India) is urging South Korea to join.

But the potential for military impulsiveness, miscalculation, and escalation in the Korean region remains. New Zealand will continue to counsel moderation and diplomacy in the context of a rules-based international order. I believe we should not formally join The Quad but rather discreetly and informally work with it, and to continue to support South Korea.

In sum, New Zealanders are cautioned to take account of the security risks as well as the economic opportunities presented by the fragile inter-Korean armistice, and to be aware of the shifting power balances of the East Asian region. Let this war be 'forgotten' no longer.



**SUPPORTING QUESTION 03**

**FEATURED SOURCE B**

**Veterans of the Korean War remember the conflict that others forgot.**

**Credit:** Mike Watson, Taranaki Daily News, 3 July 2021. <https://www.stuff.co.nz/taranaki-daily-news/news/300345850/veterans-of-korean-war-remember-the-conflict-that-others-forgot>

The first thing Korean War veteran John Kirkland did after enlisting as a volunteer to fight was to go home and look up a map to find where Korea was. The retired cabinetmaker, now 92, had been working as an assistant in a menswear shop in New Plymouth when the call went out in mid-1950 for volunteers to join K-Force. *"The army hall in New Plymouth was on the way to work, so I stopped off to sign up,"* he says. *"I'd had thoughts of adventure in a foreign land, and a strong desire to serve one's country."*

Kirkland was already "serving" as a member of the Air Training Corps member. What he really wanted to do was become a fighter pilot. Instead three months later, and holding a pilot's licence, he found himself as a gunner among the 16th Field Regiment, an artillery unit, set to board a "burnt-out old tub" in Wellington and sail to the Korean Peninsula. New Zealand had already sent two frigates, Pukaki and Tutira, to the peninsula on July 3, 1950 to escort supply ships between Japan and Pusan.

This year marks the 71st anniversary of New Zealand's involvement in the Korean War which began after North Korean forces invaded the south in June 1950, overrunning Seoul in three days and nearly taking

control of the entire country. A United Nations force eventually pushed the invasion forces back over the 38th parallel and pursued them towards North Korea's border with China. This led to hundreds of thousands of Chinese "volunteers" joining the war to support North Korea, eventually pushing UN forces back past the 38th parallel, before being pushed back themselves. The 38th parallel is the "border" between the countries, which are technically still in a state of war.

Kirkland, together with Joe Galvin, Don Love, Maurice Williamson, Joe Luskie and Bob Jagger are the only surviving veterans among 50 from Taranaki, who served with K-Force between 1951–57. Kirkland's regiment would be the first group of New Zealand ground force troops to join a 16-nation United Nations Force to repulse Chinese forces. *"I wasn't sure if I would be going, in the end I was the only one from the area in the first ground force contingent of 1000 men."*

Any thoughts of Korea, the country they had travelled so far to help, being a "mysterious eastern Shangri-la" were soon dispelled when the contingent disembarked at Pusan on January 31, 1951, he says. *"It was a terrible bloody place, excuse my French. It was the arsehole of the world. We arrived during the coldest winter in 11 years, it was bloody cold with temperature down to minus 40. Conditions were extremely difficult as well for the infantry with freezing temperatures and frozen solid ground making it difficult to dig into."*

During the summer temperatures would rise above 40C. To make matters worse, the newly arrived troops had sailed from a balmy New Zealand summer, with stopovers in Brisbane and Manila, and so arrived in light clothing – and with Chinese forces bearing down just 50km away.

The regiment joined up with the 27th British Commonwealth Infantry Brigade and barely had time to warm up before they faced their first combat supporting the Australian Infantry Battalion. The Anzac forces inflicted heavy casualties on the Chinese and went on to build a reputation of reliability, accuracy and speed, particularly in the Battle of Kapy'ong fought over three days in April 1951, Kirkland says. The regiment continued without a break for the next three years using 25-pounder guns to force the Chinese forces back past the 38th parallel.

After nine months working in the regiment's logistics unit, Kirkland's war experience took an about turn. He was selected to join a group of British, US, Australian and Canadian servicemen to travel to New York for the opening of the new United Nations headquarters built to replace the former headquarters in Paris... Promoted to sergeant during the public relations stint, he arrived back in Korea two stone overweight. He was shipped back to New Zealand in October 1952, his war over. An armistice was agreed to in July, 1953, but a peace settlement has yet to be achieved between North and South Korea.

Two years after returning Kirkland was cajoled by a WWII veteran to join the Territorials, and ended up serving 10 years in the army. *"I enjoyed every minute of it, I'd come from a pipe band background and I was used to parading marches, and dressing tidily,"* he says. *"It was a lot of fun."*

The Korean War became known as the "Forgotten War", with veterans often belittled by WWII servicemen for not fighting in a "proper war", Kirkland says. Thirty-three New Zealand servicemen were killed in Korea between 1951–1957 from a total of 4700 army and naval personnel. Kirkland says he was once told to leave a Returned and Services Association bar by a WWII veteran. *"There was no television coverage like there was for the Vietnam War, and newspapers referred to it as a 'police war',"* he says. *"But we had guys killed over there, it was a proper war alright."* Kirkland ignored the detractors and became an RSA member, and later the RSA New Plymouth parade marshal on Anzac Day. *"I'm a quiet person but I had a big, loud voice which was useful."*

In 1992 he went back to South Korea with a group of Korean War veterans and marvelled at the progress made in less than 40 years. *"South Korea has advanced beyond recognition with bare hills replanted and unsealed roads turned into multi-lane highways. I came away feeling our effort was definitely worthwhile."*



## FEATURED SOURCE C

## Oral History of Des Vinten.

Credit: <https://koreanwarlegacy.org/interviews/desmond-m-w-vinten/?search=vinten#transcript>

- Des: *Well, uh, I think I know where you're going with this. It's hard to put it into words. There is no connection, there is no comparison between Seoul in 1950, 51 to Seoul in 2000 and whenever I first went back there on a revisit. There is, you can't... there is no comparison. The only thing that I would say is that the way we get treated when we go there is just too much. It is too much. You can't walk into a marketplace, for instance, and, and because we wear New Zealand regalia, when we were up there, you walk into a marketplace, and it's like the parting of the waters, you know, the crowd that's moved aside, and people want to shake your hand, give you a hug, thank you for saving our country and, and, and that sort of thing. And that is the single, most memorable experience that you have, that our guys will have if they've never been there before... that have never seen Seoul in peace time. And it's just really it's, it's, it's embarrassing. [LAUGHS]...Here in New Zealand, I can walk down the street and, and I would shoulder my way through the crowds, you know. I'm a veteran, and the government treats us with some disdain. Not, I'm not saying that the Veterans Affairs Organization which is the parallel to MPVA in Korea. They do a good job for us. But in Korea, everybody does a good job for us, you know. And and we're treated like conquering heroes. I keep telling people for goodness sake. I just drove a Jeep, you know. That was what I did for 18 months. All I did was driving a Jeep and delivering mail, delivering dispatchers and that sort of thing really.*
- Interviewer: *But you said, as you said, it's incomparable those two Seouls in the minds of Korean people and we were able to rebuild our nation because you fought for us. So I, in my opinion it's so natural for them to thank you.*
- Des: *Yes, I suppose, yeah. Um, that's true. But then I'm a Kiwi. I'm not a Korean.*
- Interviewer: *So let me ask this question. You left after the Armistice. When you left Korea, had you ever imagined that Korea would become like this today?*
- Des: *The last thing I'd seen, uh, as I was climbing on board an RAF Dakota to go back to Japan to our base camp and be returned to New Zealand, I looked back over my shoulder as, as I, as I arrived at the aircraft, at the door of the aircraft, and I, and I looked back at the sight of K16 and I, and, and this is a truth as I sit here, I thought to myself if I ever come back to this place... If I ever come back to this place, no, uh, If I never come back to this place again, it'll be too soon Yeah. that, that, those were my thoughts on it. If I never come back here again, it'll be too soon.*
- Interviewer: *Too soon.*
- Des: *When we arrived in 1951, we went from Japan to, uh, Pusan in a landing craft, uh, tank, LCT across the land, sea and what have you, and you could smell Pusan from 30 odd miles out to see, you could smell it. And it was so bad, uh, huh, and for all of my 18 months up there and, and I drove a lot of miles around the area up there from, from the Imjin back to Taegu and Pusan. Yeah. And that's, you just couldn't describe it. It was, like I keep saying, it was [INAUDIBLE] And that's my total experience of Korea. The first time was, uh, it was, it was war, um... But, uh, I just, just quick, to answer your question about my reactions, uh, on leaving the place were, uh, as, as honest as I said earlier, you know. If I never come back to this place again, it'll be too bloody soon.*

Interviewer: So you actually, you didn't think that Korea become like this today.

Des: No. I. well nobody ever, ever really thought that, uh, apart from keeping Chinese, um, out of South Korea, which is obviously what, what they, uh, South Koreans wanted. They did, the, you know, um, nobody wants their country to be occupied, um. And if, if, if you're brutally honest about it, um, that was, uh, the number one goal for United Nations was, was to return, uh, part of Korea, uh, because it was one country at one time, return part of Korea back to, um, the right way it should be, you know, not the way the Chinese would have it.


...

Interviewer: New Zealand history textbook doesn't talk much about the Korean War. Why is that?...

Des: Because, uh, the general sort of feeling in those days were, um, it was a police action. Uh, it wasn't a war. It was just a police and, uh, yeah. And it's been characterised as the war, uh, that never ended. It was a stalemate, um. If you could go to, um, Pam, Panmunjom, um, to the, the peace village, the, the DMZ um, and see the way the two opposing forces, um, stay and fight each other, um, it, it, it, if for no other reason, uh, the, the, uh, the situation, um, became a standoff...

SUPPORTING QUESTION

03



FEATURED SOURCE D

Lindsay Glassey oral history.

**Credit:** Desmond, P. (2009). The war that never ended: New Zealand veterans remember Korea. Penguin, p.228.

I think the war was a total waste of time. Total waste of time. It should never have happened. It was purely politics started it all off. The way I felt was that you didn't really know what you were there for. You knew what you were supposed to be doing, but why? Why were you doing it?

A couple of years ago, a Korean ship was visiting Auckland so I put my name down and got an invite. That was outstanding. The show the Korean navy put on was brilliant. It was purely for the veterans. They couldn't do enough for you. The stuff they gave us. Caps and umbrellas and plaques. But it didn't change my opinion of the war. I just thought how unfair it was that the people on the other side of the line are destitute, or half of them are. And yet they're all blood brothers. To me it's not right at all.

**FEATURED SOURCE E****Isaac Kemp oral history.**

**Credit:** Desmond, P. (2009). The war that never ended: New Zealand veterans remember Korea. Penguin, p.134.

I haven't been back to Korea but I would like to see how it is now. I haven't kept contact with other Korea War veterans. I joined the Wellington South RSA until it closed. I miss that RSA club. ANZAC Day means a lot to me. We have lots and lots of people from all the wars that have been killed. It's for those people who died for their country.

Wars should be banned. But that won't happen as long as humankind's around. They've had wars since day one. I still feel that we didn't do any good in Korea. I still feel that a whole lot of people died for nothing. Because nothing's changed. They still have the North and the South, they're still separate. So it was all for naught. And thousands of people have died for it. As a young chap I didn't think about all that. When we were young, we just went and joined up for the adventure.

**FEATURED SOURCE F****Richard Horner oral history.**

**Credit:** Desmond, P. (2009). The war that never ended: New Zealand veterans remember Korea. Penguin, p.190.

I think it was a worthwhile thing we did. That was the first big United Nations effort and I think 22 countries were involved. I was very happy to be a part of it. The Koreans were so grateful. Even now, the local ones in Christchurch will give the veterans a \$400 or \$500 cheque nearly every year for Christmas or Anzac Day.

They gave us a chance to go back to Korea. We were just VIPs over there. And Seoul, we didn't recognise it. The other one had been flattened and a new one sprang up, and it was all big skyscrapers and motorways and tunnels. Amazing how they put it all together again. I think war's a waste of money and waste of lives and it should be prohibited. It's getting worse because everyone's got a weapon these days. I didn't think about those sorts of consequences when I went to Korea, I just treated it as another adventure. I wouldn't go to another war tomorrow if I was young enough. I wouldn't. No.

## SUMMATIVE ASSESSMENT TASK

At this point in the inquiry, students have explored multiple ways in which the Korean War could be considered a success. They have examined whether New Zealand's government achieved its aims in sending troops, how South Korea developed economically after the war, and how New Zealand veterans have perceived the war over time.

Students are expected to demonstrate both the breadth of their understanding and their ability to use evidence from multiple sources to support their claims. For this summative task, they respond to the question: *Was New Zealand's involvement in the Korean War a success?* by constructing an argument and incorporating evidence from a variety of sources.

Students' arguments may differ, but could draw on ideas such as the following.

- It was a success for the New Zealand government, which achieved its goals, most significantly by forming an alliance with the United States.
- It was a success for South Korea, which grew from one of the poorest countries in the world to one of the richest, though reduced political freedoms came at a cost.
- The modern contrast between North and South Korea suggests that defending South Korea and its people was worthwhile, even if this was a low priority for the New Zealand government at the time.
- New Zealand veterans' views of the war have shifted over time, from frustration and anger at their experiences to astonishment and pride at modern South Korea.

To support students in writing their arguments, teachers should provide paragraph structures such as TEEL and model how to link specific evidence to general statements. A useful approach is to have students first write a general claim, then identify evidence that supports it, before drafting their paragraph.

As an extension, students could apply this framework to another conflict in which New Zealand has been involved, such as the Malayan Emergency, Vietnam War, East Timor, or Afghanistan. They can analyse whether New Zealand achieved its government goals, the consequences for the country involved, and veterans' perspectives, using the same approach developed in this inquiry.

Evidence from the documentary that might suggest the Korean War was a success is:					
Ideas about what success in the Korean War for New Zealand might be from the documentary are:					
My ideas about what success in the Korean War might be are:					

New Zealand's government had several goals when it decided to become involved in the Korean War. Featured source A details several key ideas that motivated the government. Analyse featured sources B – E and score each goal from 0–5 as to how important each featured source thinks this goal is.

0 = not mentioned

1 = not important

5 = most important

New Zealand became involved in the Korean War in order to: (full page table available on page 184)

DEFEND SOUTH KOREA AND ITS PEOPLE								
UNITED NATIONS COLLECTIVE SECURITY AGAINST AGGRESSION								
STOP THE SPREAD OF COMMUNISM								
GAIN AN ALLIANCE WITH THE UNITED STATES								
FEATURED SOURCE A								
FEATURED SOURCE B								
FEATURED SOURCE C								
FEATURED SOURCE D								
FEATURED SOURCE E								
FEATURED SOURCE F								
SCORE TOTAL								
SUMMARY STATEMENT								

NEW ZEALAND GOVERNMENT'S GOAL IN THE KOREAN WAR	EVIDENCE THAT POINTS TO THE SUCCESS (OR NOT) OF THAT GOAL
GAIN AN ALLIANCE WITH THE UNITED STATES	
STOP THE SPREAD OF COMMUNISM	
JOIN THE UNITED NATIONS COLLECTIVE SECURITY ACTION TO STOP AGGRESSION	
DEFEND SOUTH KOREA AND ITS PEOPLE	

In May 1962, American James Van Fleet visited Korea. He had been the General commanding American forces in Korea during the war. When he returned to the United States he made a speech praising the recovery of South Korea. He said:

*“I have been to Korea many times, each time agreeably surprised by the hard-working, skilled and intelligent labor force. This time I found it well-organized and dedicated. The military government has brought about security, stability, progress, and a moral rebirth. **This is what I call “The Miracle on the Han.”**”*

This phrase ‘Miracle on the Han’ has often been used to describe the remarkable growth of South Korea after the devastation of the war.

FEATURED SOURCE	EVIDENCE THE SOURCE PROVIDES TO SUPPORT THE ARGUMENT	LIMITATIONS OF, OR QUESTIONS ABOUT THE SOURCE
<b>B - DAMAGE IN SEOUL</b>		
<b>C - EXCERPT, ‘MIRACLE ON THE HAN’ ARTICLE</b>		
<b>D - GRAPH, ECONOMIC GROWTH SOUTH KOREA</b>		
<b>E - PHOTO OF KOREAN PENINSULA</b>		
<b>F - PHOTO OF SEOUL AT NIGHT</b>		
<b>G - EDUCATION IN SOUTH KOREA</b>		
<b>H - GRAPH, SOUTH KOREA AND FOREIGN AID</b>		
<b>I - INTERVIEW WITH VETERAN BRUCE DIGGLE</b>		
<b>J - SEOUL OLYMPICS</b>		
<b>L - PRESIDENT PARK CHUNG -HEE</b>		

	Does the author of this featured source or the individual interviewed believe the Korean War was a success? Why/why not?	What reasons or examples do they give for its success or failure?	Has their attitude (or the attitude of New Zealanders) towards the Korean War changed over time?
Featured source A: Beware the Forgotten War			
Featured source B: Veterans of the Korean War remember the conflict that others forgot			
Featured source C: Oral History of Des Vinten			
Featured source D: Lindsay Glassey			
Featured source E: Isaac Kemp			
Featured source F: Richard Horner			

	GAIN AN ALLIANCE WITH THE UNITED STATES	STOP THE SPREAD OF COMMUNISM	UNITED NATIONS COLLECTIVE SECURITY AGAINST AGGRESSION	DEFEND SOUTH KOREA AND ITS PEOPLE
FEATURED SOURCE A				
FEATURED SOURCE B				
FEATURED SOURCE C				
FEATURED SOURCE D				
FEATURED SOURCE E				
FEATURED SOURCE F				
SCORE TOTAL				
SUMMARY STATEMENT				

## CONTRIBUTORS

### 01



#### CHAPTER 01: NEW ZEALAND AND THE KOREAN WAR

**Neill Atkinson** is Chief Historian at Manatū Taonga Ministry for Culture and Heritage, where he oversees content for the Te Ara, NZHistory/Te Akomanga, Dictionary of NZ Biography, 28th Māori Battalion and Te Tai Whakaea websites. He has written, co-written or edited nine books, including Trainland and Railways Studios on New Zealand's rail history, Crew Culture and Hell or High Water on seafaring, and Adventures in Democracy and Rewarding Service on the history of government and politics. He has also contributed to major historical initiatives such as the WW100 First World War Centenary, Suffrage 125, UNESCO Memory of the World and the government's 2021 Dawn Raids apology.

### 02



#### CHAPTER 02: WHAT MOTIVATED NEW ZEALAND TO GET INVOLVED IN THE KOREAN WAR?

**Rene Hanham** is the Head of the Social Sciences Faculty at Lindisfarne College, Hastings. Since 2003, Rene has taught History and Social Studies in both New Zealand and the United Kingdom. As the current representative for the NZHTA in Hawke's Bay, Rene has had the opportunity to work with History teachers across New Zealand to create new classroom resources and assist with curriculum change.

### 03



#### CHAPTER 03: HOW DID NEW ZEALAND SOLDIERS EXPERIENCE THE KOREAN WAR?

**Epifania Malifa** is Head of History at Manurewa High School. A History teacher for 5 years with a passion to teach New Zealand and Pacific History. Epifania has been a part of the NZHTA executive team since 2023 and presented at the 2023 NZHTA History conference on unpacking vā in historical contexts.

### 04



#### CHAPTER 04: HOW WAS THE BATTLE OF KAPYONG A SIGNIFICANT HISTORICAL EVENT FOR NEW ZEALAND?

**Nicholas Fitness** is currently serving as the New Zealand History Teachers' Association (NZHTA) Kaiārahi for 2025. In this position, Nick works full time to provide advice and guidance to history teachers across New Zealand focused on professional learning and curriculum. He is on secondment from his role as Head of Faculty Social Sciences at Woodford House, Hawke's Bay. Nick has authored a number of History and Social Studies textbooks. He has extensive experience in creating resourcing for teachers and producing engaging content for students.

## 05



### CHAPTER 05: WAS THE KOREAN WAR SIGNIFICANT FOR MĀORI NEW ZEALANDERS?

**Pare Bennett** is a teacher at the National Army Museum Te Mata Toa. A teacher of 30 years experience, Pare has taught in early childhood through to tertiary level in both English and Maori language settings.

## 06



### CHAPTER 06: HOW IS NEW ZEALAND'S PARTICIPATION IN THE KOREAN WAR REMEMBERED?

**Dr. Bronwyn Houlston** is a Deputy Principal of Curriculum at Marist College in Mt Albert, Auckland, New Zealand. In 2020 Bronwyn completed her PhD in Education at the University of Auckland. Her research used student understanding of history as constructed and contested as a vehicle to investigate the interpretative frameworks of Pacific learners at a Catholic girl's high school. She has written articles that explore teaching and learning difficult histories in New Zealand classrooms and has contributed to curriculum and assessment design at a national level. Bronwyn is the Treasurer of the New Zealand History Teacher's Association (NZHTA) and works to support teachers with professional learning and curriculum resourcing in that space.

## 07



### CHAPTER 07: TO WHAT EXTENT HAS THE KOREAN WAR BEEN "FORGOTTEN" IN NEW ZEALAND?

**Jo McKay** is Head of the Social Sciences Faculty at Dunstan High School, Alexandra. A passionate History teacher for over twenty-nine years, she is committed to creating student-centred and culturally responsive learning environments. Jo utilises pedagogies such as Project Based Learning and the Inquiry model to meet students at their 'point of challenge', empowering them to become critical thinkers. Her focus on innovative, future-focused skills is highlighted by her recent Postgraduate Diploma in Digital and Collaborative Learning. She is dedicated to fostering collaboration across the wider teaching community, sharing her expertise in both history and digital integration, and currently holds an Across School Leadership role within her local Kāhui Ako.

## 08



### CHAPTER 08: WAS THE KOREAN WAR A SUCCESS?

**Craig Thornhill** is Head of History at Christchurch Girls' High School. A History teacher for over twenty years, Craig has extensive experience in curriculum and assessment development. In 2023 and 2024 Craig was Kaiārahi for the New Zealand History Teachers' Association, working full time to provide advice and guidance to history teachers across New Zealand. Craig has been involved with NZHTA for well over a decade and became Chairperson in 2025.



# KIWIS IN KOREA

TEACHING ABOUT NEW ZEALAND'S INVOLVEMENT  
IN THE KOREAN WAR THROUGH INQUIRY

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The Korean War (1950–1953) was a turning point in New Zealand's foreign policy, highlighting a growing focus on Asia-Pacific and closer ties with the United States. Often called 'The Forgotten War', New Zealand's engagement in Korea marked a shift in national identity and a commitment to the goals of the United Nations. Despite being notable as New Zealand's first engagement under the banner of the United Nations, and the loss of 45 New Zealand servicemen as a result of the conflict, the Korean War remains an overlooked chapter in Aotearoa New Zealand's history.

This curriculum book aims to fill a gap in the current resourcing available to support the teaching of New Zealand's engagement in the Korean War. It employs the C3 inquiry framework to draw on primary and secondary sources – such as oral histories, photographs and official documents – to answer the compelling questions posed by the authors. These inquiries are designed to help ākonga think historically by critically engaging with historical sources – evaluating evidence, considering multiple perspectives and analysing historical narratives. While particular chapters have been pitched at different levels of the New Zealand Curriculum, our hope is that teachers will pick up this resource and adapt it to meet the needs of their students. Each chapter can be used independently as an inquiry or combined to form a comprehensive unit of work. We hope that in using the resource, students will develop a rich knowledge and understanding of New Zealand's participation in the Korean War and the legacy that flows from it.



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