



## ENQUIRY 4

# THE UNO INTERVENTION. WHY DID THE UNO JOIN THE USA IN THE KOREAN WAR?

A two-lesson enquiry by Jacob Keet

## ENQUIRY OUTLINE

### SUMMARY

The enquiry consists of an introductory lesson on the reasons behind UN intervention in the Korean War followed by source-based case studies of the roles of Turkey, Denmark, the Netherlands and Canada. The case-study lessons include guiding questions for teachers to use if they want to supplement the source material.

### KEY AREAS OF FOCUS

- The UNO, its origins and its role in the Korean War.
- The role of Turkey, Canada, Denmark and the Netherlands as part of the UNO force in Korea.
- The reasons for the UNO's involvement and their place in the Cold War.

### TARGET AGE RANGE

The lessons are designed for use with Key Stage 4. Some suggestions for adaptation for Key Stage 3 are suggested in the curricular rationale.

### SCHOLARLY RATIONALE

This enquiry aims to contextualise students' understanding of the role of the United Nations in the Korean War. It then builds on this contextual understanding with the use of source-based case studies on four of the countries involved in the UN coalition.

By way of an introduction to the role of the UN in the Korean War, Isaacs and Downing's *Cold War* (2008) has an excellent chapter on Korea (and accompanying documentary) that discusses the reasons behind UN intervention. More recently, Jeremy Black's *The Cold War* (2015) also addresses the role of the UN, although it tends to focus on the military aspects of intervention. Digging further into the political and financial pressures of UN member states, it is worth reading about the implementation of Marshall Aid in Europe in Tony Aldous's *The Marshall Plan* (1997). Also, regarding the repercussions of the Korean War in Europe, Martin Dedman and Clive Fleay's article 'Britain and the European army' (1992) gives a detailed overview of the possibilities of a European army in the early 1950s. For the UN coalition's experience of the Korean War, the roles of Commonwealth countries in Korea are treated in some detail in an excellent article by Brian Catchpole, 'The Commonwealth in Korea' (1998). In this publication, Margot Tudor (page 30) examines the changing dynamic of the UN security council at the time of the Korean War.

Jacob Keet is a history teacher and Assistant Head of Careers at Christ's Hospital, an independent boarding school in the UK. Jacob is currently creating a history course for [onlinedegree.com](https://onlinedegree.com), an American organisation that aims to make higher education more accessible for adult learners. He also has a YouTube channel where he creates mini documentaries about history for his students.

As argued in Sellin (2008), contextualisation of source material is vital for helping students to understand and utilise historical evidence. This is particularly relevant to any study of the Korean War, which both needs to be seen as part of the much bigger development of the Cold War but was also very complex in its own right. UN members that joined the USA in Korea were not exempt from the financial and political pressures of the Cold War period. Lesson 1 helps students to consider the varied issues that led to its involvement in Korea, particularly the pressures of the Cold War that UN member states faced at the time.

The use of case studies in Lesson 2 also gives students an opportunity to build their skills in analysing sources. Wooley (2003) has argued for the benefits of challenging students with long extracts and ample time to read and criticise source material. In addition, the Canada case study could develop into an oral history project that uses the large number of interviews with Canadian veterans of the Korean War that can be found on [thememoryproject.com](http://thememoryproject.com) (see full links in the Canada case study itself – 4.2D). Using closely linked sources from an archive is a skill that is familiar to most professional historians and has been demonstrated to be of use in the classroom in Evans et al. (2004).

In the author's view, the most useful aspect of creating these case studies for Lesson 2 was to learn more about the fascinating individual stories, from a wide range of nations, that emerge from the Korean War. Personal accounts and experiences can often be lost when students are led to focus on the high power politics of the Cold War period. In these case studies:

- Students can read of an American soldier's amazement at the solidarity shown between Turkish soldiers when taken prisoner by the Chinese.
- They can get a sense of the tension felt by a Canadian soldier on patrol in the demilitarised zone during the signing of the armistice that ended the war.
- They can see that the Danish hospital ship *Jutlandia*, though not a military vessel, played a highly significant role in the lives of many of those wounded in the conflict.

Students should, ultimately, *enjoy* reading about the past; this can only help to foster the spirit of historical enquiry.

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## CURRICULAR RATIONALE

This enquiry begins with an assessment of the UNO's role in the Korean War and the processes and events that led it to intervene in the conflict. It then continues with four source-based case studies on the role that Turkey, the Netherlands, Canada and Denmark played in the Korean War. Its aim is to enable students to contextualise their understanding of the UNO's involvement in the Korean War.

The involvement of the UNO in Korea is treated very briefly in current GCSE exam specifications that include the Korean War. Cambridge IGCSE, for example, has had questions in the exam that ask 'why did the UNO get involved in Korea?', but this is given generalised coverage in course materials, and Western Europe is depicted as a homogenous mass that followed the USA into Korea as one unified bloc. In addition, coverage of European involvement in the Cold War (with the exception of East Germany, Hungary and Poland) is lacking in current GCSE course material. This is problematic, as it leaves students with the assumption that all countries in Western Europe automatically supported the USA and its aims throughout the Cold War.

In contrast, Western Europe in 1950 was home to a diverse range of political opinions and sympathies regarding the USA's desire to intervene in the Korean Peninsula. Against this background of diversity, it is no surprise that the financial assistance proffered by the USA to Europe through Marshall Aid seems to have played a role in gathering support for the UNO coalition.

The enquiry also aims to develop students' understanding of and use of source material. The guiding questions for each case study lead students to consider the context surrounding each source that they are confronted with. Following McAleavy (1998), this is a useful way to help students to understand that a source only produces evidence when it is understood in its historical context. The guiding questions also encourage students to make connections between the sources and work with them as a set to produce a judgement. This helps students to reason carefully about forming their own opinion, requiring them to make an effort to reach the most plausible interpretation of each country's role in the Korean War based on contextual understanding and source material (Pickles, 2010) TH143.

This enquiry can be adapted for use with students at Key Stage 3. For example, the four case studies could be used to show the extent and variety of European involvement in the Cold War. The Danish case study is the most suitable for this, with an engaging range of material on the role that the hospital ship *Jutlandia* played in the Korean War. This study could also be used to emphasise the role that non-combatants played in this conflict, particularly the significance of the *Jutlandia* for injured soldiers fighting for the UN coalition.

The first lesson would also make an ideal introduction to the origins of the UNO and its role in twentieth-century Europe for Key Stage 3. Source 2 in Lesson 1 is likely to be the most useful here as it shows the wide range of countries that contributed to the UNO coalition that fought in Korea. This could be used to show both the diversity of nations within the UNO and the wide range of ways in which they were involved (from large-scale military involvement to non-combatant roles). Lesson 1 could also be used in conjunction with a model United Nations group in school to showcase how the UNO worked in practice during the 1950s.

## REFERENCES

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- Isaacs, J. and Downing, T. (2008) *Cold War*, London: Little Brown.
- McAleavy, T. (1998) 'The use of sources in school history 1910–1998: a critical perspective' in *Teaching History*, 91, *Evidence and Interpretation Edition*, pp. 10–13.
- Pickles, E. (2010) 'How can students' use of historical evidence be enhanced? A research study of the role of knowledge in Year 8 to Year 13 students' interpretations of historical sources' in *Teaching History*, 139, *Analysing History Edition*, pp. 41–51.
- Sellin, J. (2008) 'Trampolines and springboards: exploring the fragility of "source and own knowledge" with Year 10' in *Teaching History*, 171, *Knowledge Edition*, pp. 32–39.
- Wooley, M. (2003) "'Really weird and freaky": using a Thomas Hardy short story as a source of evidence in the Year 8 classroom' in *Teaching History*, 111, *Reading History Edition*, pp. 6–11.

## SCHEME OF WORK

### OVERVIEW

This enquiry begins with a single lesson to explain why the UN got involved in the Korean War. It leads students to examine the causes for the intervention of the UNO, the contributions made by its different members to the coalition and how US financial support influenced the countries in the coalition.

In Lesson 2, students work in groups to investigate four source-based case studies examining the roles of Denmark, the Netherlands, Turkey and Canada in the Korean War. Each case study includes carefully selected sources plus a set of guiding questions, but these are by no means exhaustive.

The main point is digging into the sources.

Lesson 2 should be seen as a flexible source bank that you can use in many different ways.

| Lesson  | Key content  |
|---|--|
| Lesson 1:<br>Why did the UN join the USA in the Korean War? | <p>Aims to:</p> <ul style="list-style-type: none"> <li>Establish and tease out students' prior knowledge and preconceptions about the UN and the Korean War.</li> <li>Help students to understand the process that led the UN to intervene in Korea in 1950.</li> <li>Develop students' understanding of the factors influencing the UN's decision (the USSR's boycott and the influence of the USA and of Marshall Aid).</li> </ul> |

| Lesson  | Key content  |
|---|--|
| Lesson 2:<br><br>How significant was the contribution of the UNO in the Korean War? | Aims to: <ul style="list-style-type: none"> <li>• Expose students to a range of source-based material from four different countries involved in the UNO coalition.</li> <li>• Develop students' use of sources as evidence for building an historical argument.</li> <li>• Help students to understand the wider context of the UNO's role in the Korean War.</li> </ul> |

## LESSON 4.1 BREAKDOWN: WHY DID THE UN JOIN THE USA IN THE KOREAN WAR?

### BEFORE YOU START

You will need:

- Lesson PowerPoint 4.1
- Resource sheet 4.1A (Evidence pack: copies of Sources 1–5 for each student)

### STARTER (SLIDE 1–4)

This Source 1 and all the other sources are on Resource sheet 4.1A. Students highlight a keyword and image on the source that help them to identify its message. A useful way to support students with sources like this is to ask them:

- Was the source/artist for or against something, and if so, what?
- How can you tell?
- Why was it produced at this specific time?

The source is very rich, and teachers should make sure that students notice at least some of these features:

- The UN appears large and powerful in the form of the large hand.
- The 'UN hand' is reaching out to stop the communist aggressor, the Chinese, attacking the Republic of Korea, which appears wounded and broken.
- The people challenging the communist aggressor contain the flags of some of the 53 nations that condemned Chinese support for North Korea in its invasion of the South. The actual number who did so is 44, but this is exaggerated in the poster.
- Students may link 'Stop! Criminal!' and 'through United Nations – Peace!' to the UN's role in establishing and enforcing international law after the Second World War and think that this was justified as a policing action.
- The poster is American in origin and is therefore highly critical of communism.

Also make sure that they spot Britain in this visual.

### ACTIVITY 1: WHY DID THE UN PASS RESOLUTION 83? (SLIDES 5–8)

Explain the context of the UN and the Security Council using **Slides 5** and **6**. Point out the empty chair in Source 2.

Students read Source 3, the extract from *Cold War*, then use a highlighter to bring attention to the causes that led the UN to adopt Resolution 83, which supported military assistance for South Korea. They then summarise each cause and write it on a line to show its importance in leading to UN intervention in Korea.

Feedback questioning could include:

- What role did the USA play in this process?
- Why did the USA take a leading role in this process?

- Why was the USSR absent from the Security Council?
- Would the vote have passed if the USSR were present? Why/why not?
- What was the status of China in 1950?

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### ACTIVITY 2: WHO CONTRIBUTED TO THE MULTI-NATIONAL FORCE? (SLIDES 9–11)

Students look at Source 3 and highlight the countries in answer to the questions on **Slide 10**. It is at a legible size on Resource sheet 4.1A. Students should be able to attempt the extension as this builds on knowledge obtained from Source 3.

Show the answers on **Slide 11**. Feedback questioning could include the following to gain an idea about students' prior knowledge of UN involvement in Korea:

- Why did the USA and UK contribute to the most man-days in the Korean War?
- Why did some countries, such as Denmark, not commit military forces?
- Why did Canada (and other Commonwealth countries) provide so many troops?
- Why was Turkey involved in the Korean War?

Extension:

- Why didn't the USSR or China send soldiers to support South Korea?
- Was China's seat on the Security Council in 1950 fair (it didn't represent the government that had power in China)?

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### ACTIVITY 3: WHAT WAS THE ROLE OF MARSHALL AID? (SLIDES 12–13 )

Students look at Source 5, a table showing the amount of Marshall Aid received by countries in Europe. Students should follow the instructions on the slide to identify links between this information and the amount of time/soldiers that each country committed to the Korean War.

This is a good place to highlight the difference between causation and correlation. Just because things match up, it does not mean that one caused the other. It may allow you to establish a hypothesis but you need further evidence to decide whether the correlation is also a cause or consequence.

Feedback questioning could include:

- The UK received the largest amount of Marshall Aid and made the largest contribution to the war effort in Korea. Are these things linked? If so, why?
- Denmark, on the other hand, received relatively little in terms of Marshall Aid and committed only a hospital ship to the Korean War. Are these things linked? If so, why?
- The Netherlands received a much larger amount of money in aid than Turkey or Greece, yet Turkey and Greece made much greater military contributions to the Korean War. Why do you think this was?
- 'The extent of UN involvement in the Korean War was dependent on financial aid from America.' How far do you agree with this statement?

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### PLENARY (SLIDE 14 )

Students reach an overall answer to the enquiry question about the causes behind UN intervention in Korea. They should add to their initial understanding, taking into account the factors shown on the board and using the sources that they have been given during the lesson.

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## LESSON 4.2 BREAKDOWN: HOW SIGNIFICANT WAS THE CONTRIBUTION OF THE UNO IN THE KOREAN WAR?

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**Important!** Please note that this lesson is intended to be optional, and teachers are encouraged to use the case studies as best fits their scheme of work. The guiding questions shown in each case-study pack are not exhaustive but are there to help students to understand the sources if required. Each case study has a slightly different angle, as described below.

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### CASE STUDY 1: DENMARK

Guiding questions aim to:

- Demonstrate the initial Danish reaction to the Korean War.
- Demonstrate the role of the hospital ship *Jutlandia*.
- Help students to use provenance to analyse a source.

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### CASE STUDY 2: THE NETHERLANDS

Guiding questions aim to:

- Demonstrate how the Dutch contribution to the Korean War changed over time due to the context of the Cold War.
- Develop students' understanding of the role of Marshall Aid in Cold War Europe.

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### CASE STUDY 3: TURKEY

Guiding questions aim to:

- Develop students' understanding of battlefield conditions in the Korean War.
- Reveal the attitude to the Korean War of a Turkish prisoner of war.
- Help students use an eyewitness source to corroborate the claims of a recent article.

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### CASE STUDY 4: CANADA

Guiding questions aim to:

- Help students to understand the battlefield conditions.
- Evaluate the role of Canada's forces and Canadian attitudes to the war.
- Make inferences from source material.

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### STARTER (SLIDES 1–5)

Use **Slides 1–5** to explain how to use the case-study packs. Students should note that each case-study pack contains sources related to a different country that was involved in the Korean War.

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### ACTIVITY: HOW DID YOUR COUNTRY CONTRIBUTE TO THE UNO COALITION?

(SLIDE 6 AND SOURCE PACKS)

In small groups, work through the guiding questions in your case study.

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### PLENARY (SLIDE 7)

Students prepare a verbal answer to the enquiry question 'How significant a role did members of the UN play in the Korean War?'

They should use the language suggestions made on **Slide 7**.

They should make use of evidence from the sources and country they have studied to justify their answer.

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### BEFORE YOU START

You will need:

- Lesson PowerPoint 4.2
- Resource sheets 4.2A–D (Source packs for Netherlands, Denmark, Turkey and Canada. Print enough copies for every student to get one country each)

## SELECTED LESSON POWERPOINTS

### LESSON 4.1

### Lesson 4.1 Overview

Lesson 4.1

Why did the UNO join the USA in the Korean War?

**Content covered in the lesson:**


- Why did the UN pass Resolution 83?
- Who was in the multi-national force?
- What was the role of Marshall Aid?
- Review: Why did the UN join the USA in the Korean War?

Exploring and Teaching the Korean War | Lesson 4.1 3

### Stop! Criminal!

**Starter:**  
Look at Source 1.

1. What is the message of this source? Highlight a keyword and image that helps you to answer this question and be ready to share your answer.
2. Come up with a possible answer to the enquiry question: Why did the UNO join the USA in the Korean War?



**Source 1:** An American poster produced during the Korean War. The number '53' refers to the number of countries in the UNO that condemned Chinese intervention in Korea.

Exploring and Teaching the Korean War | Lesson 4.1 4

### 1. Why did the UN pass Resolution 83?

**What was the United Nations Organisation?**

- Established in 1945 to promote international co-operation and peacekeeping.
- Initially, the UN had 51 member states.
- Major decisions (called Resolutions) were voted on by the **Security Council**.
- In 1950, the **Security Council** consisted of five permanent members:
  - The Republic of China
  - France
  - The USSR
  - The UK
  - The USA




Exploring and Teaching the Korean War | Lesson 4.1 5

### Why did the UN pass Resolution 83?

In June 1950, the United Nations adopted **Resolution 83**, stating that its members should provide military assistance to South Korea in its fight against the communist North.

**A Resolution** is the formal name given to a decision made by the United Nations.



**Source 2:** This photo shows this meeting in 1950. Can you see whose chair is empty?

Exploring and Teaching the Korean War | Lesson 4.1 6

### Why did the UN pass Resolution 83?

**Source 3:**  
The UN Security Council votes to intervene in the Korean War

*'At the State Department's urgent request, a special session of the UN Security Council was called by the Secretary General Trygve Lie for Sunday afternoon. The Soviet Union had walked out of the Security Council in January [1950] to protest the UN decision not to admit Communist China, and it was still boycotting the Council in June.*

*Under these extraordinary circumstances, the Security Council unanimously condemned North Korea's aggression and called for withdrawal to the 38th Parallel. Two days later, on 27 June, the UN went even further by calling on all member states to extend military aid to South Korea.*

*With the Soviets absent from the Security Council, the UN voted for the first time to send a military force to assist one country attacked by another.'*

From Isaacs, J. and Downing, T. (1998) *Cold War*, Bantam Press, pp. 100–101

Exploring and Teaching the Korean War | Lesson 4.1 7

### Why did the UN pass Resolution 83?

**Activity 1**

1. On your own copy of Source 3, highlight the **causes** that resulted in the United Nations' decision to intervene in Korea.
2. Copy the line below into your book. Write a summary of each cause on the line, showing how important you think each cause was. An example has been done for you.

The Security Council condemned North Korea's aggression

Not important

←

Causes that led to UN intervention in Korea

→

Vital

Exploring and Teaching the Korean War | Lesson 4.1 8

### 2. Who was in the multi-national UN force?

Led by the United States, 21 countries of the United Nations took part in the Korean War, including:



Turkey



Denmark



USA

Exploring and Teaching the Korean War | Lesson 4.1 9

### Who was in the multi-national UN force?

**Activity 2**

The table on the right (Source 4) shows which UN members joined the UN force in the Korean War.

1. On your own copy of this table, highlight which country:
  - a) Contributed the **most man-days**.
  - b) Contributed an **aircraft carrier** plus over **50,000 man-days**.
  - c) Contributed a **hospital ship**.
  - d) Provided the **third-largest contribution in man-days**.
  - e) Was situated **closest to the Middle-East** and also contributed **soldiers**.
  - f) Provided **819 men**.
2. (Extension): Which members of the Security Council did not contribute to the UN force? Why do you think this was?

| Country  | Ship | Man-days | Notes  |
|--|------|----------|--|
| USA  | 1    | 302,453  | 20 aircraft carriers, 10 hospital ships, 100,000 men |
| UK   | 1    | 14,188   | 10 aircraft carriers, 1 hospital ship                |
| Australia  | 0    | 8,437    | 2000 men (2 infantry battalions)                     |
| Canada   | 0    | 25,937   | 6,014 men (3 infantry brigades)                      |
| Netherlands  | 0    | 2,222    | 200 men (2 infantry battalions)                      |
| New Zealand  | 0    | 3,754    | 3,350 men (3 infantry battalions)                    |
| Turkey   | 0    | 3,421    | 1,710 men (3 infantry battalions)                    |
| France   | 0    | 10,228   | 6,020 men (3 infantry brigades)                      |
| Philippines  | 0    | 7,422    | 1,492 men (3 infantry battalions)                    |
| Sweden   | 0    | 6,282    | 1,248 men (2 2500-ton hospital ships)                |
| Greece   | 0    | 4,992    | 1,263 men (3 infantry battalions)                    |
| South Africa   | 0    | 263      |  |
| Belgium  | 0    | 3,518    | 1,277 men (3 infantry battalions)                    |
| Colombia   | 0    | 5,160    | 1,360 men (3 infantry battalions)                    |
| Belgium  | 0    | 3,498    | 800 men (2 infantry battalions)                      |
| Luxembourg   | 0    | 22       | 80 men (3 infantry platoons)                         |
| Country that sent units in charge of medical treatment |      |          |  |
| Colombia   | 1    | 10       | Personnel and supporting units                       |
| Denmark  | 1    | 0        | 10 personnel, 600 hospital beds                      |
| India  | 0    | 0        | 100 personnel, 1000 hospital beds                    |
| Thailand   | 0    | 0        | 100 personnel, 1000 hospital beds                    |
| Thailand   | 0    | 0        | 100 personnel, 1000 hospital beds                    |
| Italy  | 0    | 0        | 100 personnel, 1000 hospital beds                    |

Exploring and Teaching the Korean War | Lesson 4.1 10



LESSON 4.1 (continued)

### Who was in the multi-national UN force? **Answers**

- Contributed the most man-hours. **The USA**
- Contributed an aircraft carrier plus over 50,000 man-hours. **The UK**
- Contributed a hospital ship. **Denmark**
- Provided the third-largest contribution in man-hours. **Canada**
- Was situated closest to the Middle-East and also contributed soldiers. **Turkey**
- Provided 819 men. **The Netherlands**

**Extension:**  
**China had emerged as a communist country after a large civil war. However, its seat on the UN was held by its previous, non-communist government (in Taiwan), which was now effectively powerless.**  
**The USSR had boycotted the UN in 1950 in protest over China's seat not being given to China's communist government. The USSR was also a communist country and offered its support to North Korea.**

Exploring and Teaching the Korean War | Lesson 4.1 11

### 3. What was the role of Marshall Aid?

- Marshall Aid was financial aid given by the USA to countries in Europe after 1948.
- This money was to support the development of their economies and infrastructure as they recovered from the effects of the Second World War.
- In total, the USA provided \$15 billion in financial assistance to recipients of Marshall Aid.



Exploring and Teaching the Korean War | Lesson 4.1 12

### What was the role of Marshall Aid?

**Activity 3**

The table on the right (Source 5) shows how much money each recipient of Marshall Aid received from the USA.

| Country                | Funds Received (in millions of dollars) |
|------------------------|---|
| Austria                | 488                                     |
| Belgium and Luxembourg | 777                                     |
| Denmark                | 385                                     |
| France                 | 2,296                                   |
| Greece                 | 366                                     |
| Iceland                | 43                                      |
| Ireland                | 133                                     |
| Italy and Trieste      | 1,204                                   |
| Netherlands            | 1,128                                   |
| Norway                 | 372                                     |
| Portugal               | 70                                      |
| Sweden                 | 347                                     |
| Switzerland            | 250                                     |
| Turkey                 | 137                                     |
| United Kingdom         | 3,297                                   |
| West Germany           | 1,448                                   |

- On your own copy, find and highlight the countries that you identified in the previous task.
- Can you see any link between the money that these countries received and their contribution to the UN force in the Korean War? If so, why do you think this is? Discuss your ideas with a partner.

Exploring and Teaching the Korean War | Lesson 4.1 13

### Why did the UN join the USA in the Korean War?

**Plenary**

Review your initial ideas about the enquiry question from the start of this lesson. What reasons can you now add to show why the UN intervened in Korea? Think about:

- The USSR's boycott of the Security Council
- The members of the Security Council
- The influence of the USA
- The amount of support given by each country

Exploring and Teaching the Korean War | Lesson 4.1 14

LESSON 4.2

### Lesson 4.2 Overview

**Lesson 4.2 Case studies: How significant a role did members of the UN play in the Korean War?**

**Content covered in the lesson:**  
 Case studies of how:

- Denmark
- The Netherlands
- Turkey and
- Canada

contributed to the UN force 1950–53.

Exploring and Teaching the Korean War | Lesson 4.2 2

### How significant a role did members of the UN play in the Korean War?

Led by the United States, 21 members of the United Nations took part in the Korean War.

In this lesson, you will investigate how the following four member countries participated in the conflict: **Denmark, The Netherlands, Turkey and Canada.**



Exploring and Teaching the Korean War | Lesson 4.2 3

Each case study has a **source pack**. On the front of the source pack, you will find the name of the country and a summary of its contribution to the UN coalition that fought in the Korean War.

**Case study 1 Denmark**

| Total man-days contributed | Number of people sent to Korea | Supporting units sent                 |
|----------------------------|--------------------------------|---------------------------------------|
| 630                        | 100                            | 1 hospital ship, the <i>Jutlandia</i> |

Exploring and Teaching the Korean War | Lesson 4.2 4

On page 2 of the source pack, you will find **guiding questions** to help you understand the sources.

**Guiding questions:**

- Read Source 2. From the first paragraph, what can you infer from the source about Danish people's reaction to the Korean War?
- According to Sources 2 and 5, in what ways did the *Jutlandia* serve soldiers fighting in the Korean War?
- Why do you think that the author of Source 2 describes the *Jutlandia* as 'a memorable chapter in history that Danes are proud of'? Hint: Look at the provenance of the source to help you answer this question.
- How significant was the Danish contribution to the Korean War? Use all of the sources and your own knowledge to help you to answer this question.

Exploring and Teaching the Korean War | Lesson 4.2 5

LESSON 4.2 (continued)

### How significant a role did members of the UN play in the Korean War?

**Activity**  
In small groups, work through the guiding questions for your chosen case study.



Exploring and Teaching the Korean War | Lesson 4.2 6

### How significant a role did members of the UN play in the Korean War?

**Plenary**  
Based on your case study, prepare a verbal answer to this question to share with the class.

In your answer you must:

- Refer to evidence in your case study.
- Make use of at least one of the words on the right to explain the significance of the country that you investigated.

Highly

Vital

Decisive

Very

Limited

Fundamental


Less

Exploring and Teaching the Korean War | Lesson 4.2 7

SELECTED SLIDES FROM THE CASE STUDIES

Resource sheet 4.2A  
**Enquiry question: How significant a role did members of the UN play in the Korean War?**

## Case study 1 Denmark



| Total man-days contributed | Number of people sent to Korea | Supporting units sent                 |
|----------------------------|--------------------------------|---------------------------------------|
| 630                        | 100                            | 1 hospital ship, the <i>Jutlandia</i> |

Exploring and Teaching the Korean War | Resource sheet 4.2A


Resource sheet 4.2A  
**Case study 1: Denmark**

**Guiding questions:**

- 1) Read Source 2. From the first paragraph, what can you infer from the source about Danish people's reaction to the Korean War?
- 2) According to Sources 2 and 5, in what ways did the *Jutlandia* serve soldiers fighting in the Korean War?
- 3) Why do you think that the author of Source 2 describes the *Jutlandia* as 'a memorable chapter in history that Danes are proud of'? Hint: Look at the provenance of the source to help you to answer this question.
- 4) How significant was the Danish contribution to the Korean War? Use all of the sources and your own knowledge to help you to answer this question.

Exploring and Teaching the Korean War | Resource sheet 4.2A

Resource sheet 4.2A  
**Case study 1: Denmark**



**Source 1:** Photo of the Danish medical ship *Jutlandia* in Korea, 1951

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Resource sheet 4.2A  
**Case study 1: Denmark**

The *Jutlandia* is a memorable chapter in history that Danes are proud of. When the Danish government published advertisements to recruit medical personnel for the Korea mission, they were deluged with applications from across the country. For instance, when they needed to hire 42 nurses, 4,000 nurses applied nationwide. It was also the case for doctors. As a result, they were able to dispatch the best medical team with the most successful treatment rate among all the other multinational medical teams dispatched to Korea at the time.

During the Korean War, around 5,000 U.N. soldiers were treated aboard the *Jutlandia*, and only 29 of them died. A number of U.N. soldiers were found to have attached a memo to their military identification tags stating, 'Please let me be treated on the *Jutlandia* if I am injured.' The medical staff on the ship also left a deep impression among Koreans as they also treated thousands of civilians, mostly young children. This was made possible by the state-of-the-art technology of the *Jutlandia* as well as the humanism of the staff on board.

**Source 2:** Article from the *Korean Herald* from 2016 – the author is Ma Young-Sam, Korea's ambassador to Denmark. The article was written in celebration of the 65th anniversary of the dispatch of the *Jutlandia* to Korea.

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Resource sheet 4.2A  
**Case study 1: Denmark**

'Wow, talk about luxury, I even had my own stateroom. I also had the best looking blood technician God ever put on the face of this earth. Young, sweet, blonde, slim, gorgeous... but she also was the lady who did the blood smears each morning...'

**Source 3:** A young marine patient, after his second of three wounds during the Korean War

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Resource sheet 4.2A  
**Case study 1: Denmark**

**Video**  
[http://euscreeen.eu/item.html?id=EU3\\_C7D2B53249F263FA49D420490D10E1B](http://euscreeen.eu/item.html?id=EU3_C7D2B53249F263FA49D420490D10E1B)

**Source 4:** The hospital ship *Jutlandia* is inspected by the Danish King before departure to Korea



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**CASE STUDIES (continued)**

**Resource sheet 4.2A**  
**Case study 1: Denmark**

*Jutlandia* was originally a combined passenger and cargo ship, but it was rebuilt to fit the requirements of a hospital ship, when the Danish Government decided to support the UN Forces in 1950. The ship could accommodate more than 350 patients, and it was fitted with state of the art operating rooms and equipment. Furthermore the doctors on board were some of the most prominent surgeons at the time, and during the mission they performed ground breaking medical procedures. Even today Danes still commemorate the effort of *Jutlandia* and its crew during the Korea War, which is especially due to a famous song – ‘Jutlandia’ by Danish troubadour Kim Larsen, who described the heroic deeds performed on the ship.

**Source 5:** Article from the Ministry of Foreign Affairs of Denmark website, 2013

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**Resource sheet 4.2B**  
**Case study 2: The Netherlands**

**Guiding questions:**

- 1) Read Source 1. What did the Dutch government initially offer as its contribution to the Korean War? In what way did the Netherlands change its contribution to the conflict?
- 2) Look at Source 2. How much did the Netherlands receive in Marshall Aid from the USA? How does this compare with other European countries? What does this suggest about the relationship between the USA and the Netherlands during the 1950s?
- 3) Read Source 3. What do you think the author of the source means by ‘the increase of military spending became a condition for aid’?
- 4) According to Source 4, what was the USA’s aim in providing aid to Western Europe in 1951?
- 5) Using all the sources, explain the reasons behind the Netherlands’ contribution to the Korean War.

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**Resource sheet 4.2B**  
**Case study 2: The Netherlands**

In Western Europe our top objective for the time being must be to induce and accelerate rearmament. We can say that the object of the recovery effort was to provide a better life; now, because of certain negative and avaricious characters in the Kremlin who have enslaved many millions of unfortunate individuals, we must protect that recovery. We can still insist that the fruits of recovery must be retained, but it may be just as well, at this point, to quote a military source on that. For instance, Eisenhower: “A nation cannot long have security without solvency, nor solvency without security”.

**Source 4:** ECA Informational Guidance, a US government document written in 1951. The ECA was the government department that administered Marshall Aid.

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**Resource sheet 4.2C**  
**Case study 3: Turkey**

**Source 2:** The leader of the Turkish Brigade, Fahsin Yazici, is decorated by the US four-star general Walton Walker, following the action at Kunu-ri (also known as the Battle of Wawon)

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**Resource sheet 4.2C**  
**Case study 3: Turkey**

‘I told the Chinese commander of the camp that I was in charge of my group. If he wanted anything done, he was to come to me, and I would see that it was done. If he removed me, the responsibility would fall not on him but on the man next below me, and after that on the man below him. And so on, down through the ranks, until there were only two privates left. Then the senior private would be in charge. They could kill us, I told him, but they couldn’t make us do what we didn’t want to do.

Discipline was our salvation, and we all knew it. If a Turk had questioned an order from his superior to share his food or lift a [stretcher], the way I understand some of your men did, he would literally have had his teeth knocked in. Not by his superior, either, but by the Turk nearest to him. The Communists made attempts to indoctrinate [us]... but they failed completely, and eventually gave up.’

**Source 5:** A Turkish officer’s account of his experience as a POW in the Korean War

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**Resource sheet 4.2D**  
**Case study 4: Canada**

**Source 4:** A photograph of a Royal Canadian Regiment pilot (right) receiving a briefing by a United States Air Force ‘Mosquito’. Mosquitos were often flown by the UN coalition as observer planes during the Korean War.

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**Resource sheet 4.2D**  
**Case study 4: Canada**

**Source 8:** Archival footage from a Canadian Army newsreel featuring the formation of the First Commonwealth Division on 28 July 1951 under the command of Major General James Cassels

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