

## **New Zealand's Search for Security Activities**

Many of these activities can be adapted to meet the requirements for whichever level of NCEA you are teaching/studying. They are not designed with formal assessment in mind but are intended to help develop broad understanding of some of the key ideas.

### **Topic: Nuclear free New Zealand**

#### **Short answer activities**

Using the feature [Nuclear-free New Zealand](#) and your own knowledge, answer the following questions.

1. When did New Zealand sign the ANZUS agreement?
2. What is meant by the term 'nuclear umbrella'?
3. How did France react to the International Court of Justice's ruling on its nuclear testing in 1973?
4. What action did the Kirk government take in support of the International Court of Justice's ruling on French testing?
5. In your opinion, why were members of the public becoming concerned about the visit of nuclear-armed or nuclear-powered ships to New Zealand?
6. Why did the Muldoon government support the visit of such ships to New Zealand?
7. What did Robert Muldoon do that David Lange described as 'a calculated attempt to embarrass the new Labour government'?
8. Why did the Lange government refuse permission for the USS *Buchanan* to visit New Zealand?
9. How did the Broomfield Act change New Zealand's official relationship with the United States?
10. What proposition did David Lange argue at the Oxford Union debate in 1985?
11. Who was responsible for sinking the *Rainbow Warrior* at Marsden Wharf in July 1985?
12. Why was the *Rainbow Warrior* attacked?
13. Why did the United Nations become involved in the *Rainbow Warrior* affair?
14. What eventually happened to those convicted of the *Rainbow Warrior* bombing?
15. How did New Zealand's traditional allies, Britain and the United States, react to the bombing of the *Rainbow Warrior*?

## **New Zealand Search for Security Activities**

### **Topic: Nuclear free New Zealand**

#### **Seeing both sides of the argument**

Use the feature [Nuclear-free New Zealand](#) and your own knowledge and ideas to help you complete the following activities.

#### **A. Policy adviser**

It is late 1983. You are an adviser working for the New Zealand Labour Party. There is to be a general election in 1984, and one of the election issues will be whether or not New Zealand should allow visits by ships that are nuclear armed and/or nuclear-powered. The National government has allowed such visits from American ships, believing it to be part of our responsibilities as a member of ANZUS. American policy has been to 'neither confirm nor deny' the armament of their ships and most allies choose not to ask. Public opinion in New Zealand has increasingly turned in favour of banning these visits.

You have been asked to write a paper for the Labour Party which will be presented to party officials to help them formally develop the Labour Party's policy on nuclear ship visits. While the party is opposed to nuclear propulsion and weapons, it is not necessarily opposed to the ANZUS alliance. A key consideration therefore is how a ban might affect New Zealand's relationship with the United States and what the ramifications will be for the ANZUS alliance.

Your task is to:

- outline what the Labour Party believes to be at least three advantages for New Zealand of introducing a ban on nuclear-armed and/or nuclear-powered ships visiting New Zealand waters
- outline what the Labour Party believes to be at least three disadvantages for New Zealand of introducing a ban on nuclear-armed and/or nuclear-powered ships visiting New Zealand waters
- advise party officials, in no more than 150 words, which argument to support and the reasons why you believe this action should be taken, i.e., to ban visits or not. Officials will be expecting you to give them answers to some potentially tricky questions from those who disagree, so consider this in your final advice.

#### **B. Class Oxford Union debate**

One of the highlights of David Lange's first term as Prime Minister following Labour's 1984 election victory was his performance in the [1985 Oxford Union debate](#). This debate was broadcast worldwide and cemented Lange as the 'pin-up boy for nuclear disarmament'. Competing against the right-wing evangelist Jerry Falwell his performance in arguing the proposition that 'nuclear weapons are morally indefensible' was masterful capped by his famous quip in replying to a young conservative: '... hold your breath just for a moment. I can smell the uranium on it as you lean toward me!'

Organise your own Oxford Union debate in class on the decision to ban nuclear ship visits. The moot is '1985: the end of New Zealand's sense of security'.

## New Zealand Search for Security Activities

### Topic: Nuclear free New Zealand

#### C. Cartoon interpretation

Using the cartoon, 'I just never thought they'd really cast us adrift', and the feature [Nuclear-free New Zealand](#), complete the following activities.



[Larger version and reference for this image](#)

1. What decision is being referred to in this cartoon? Give evidence to support your answer.
2. Who is the person speaking in this cartoon?
3. Who or what does the boat he is in represent?
4. How would you describe the expression of those rowing the boat?
5. In what year was this cartoon most likely to have been drawn? Give evidence to support your answer.
6. What evidence is there in this cartoon to suggest that this decision has harmed New Zealand's relations with its allies?
7. How has the cartoonist indicated that this decision may be a dangerous one for New Zealand's security?
8. Does this cartoon accurately portray public opinion in New Zealand at the time the decision was taken? Give evidence to support your answer.
9. What were some of the consequences for New Zealand as a result of this decision?
10. How did the government enforce its decision by law?

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#### **D. the press**

Use the feature [Nuclear-free New Zealand](#) and your own knowledge and ideas to help you complete the following activities.

##### **1. Role play**

Imagine you are a journalist at a press conference given by the New Zealand Prime Minister, David Lange, in February 1985. The United States has reacted to the refusal to allow the *Buchanan* to visit by severing intelligence and military ties with New Zealand as well as downgrading political and diplomatic exchanges. In this conference you will have the opportunity to ask David Lange what his reactions are to these developments.

Write three questions for the prime minister about the government's decision to ban nuclear-powered or nuclear-armed ships. Then, write the replies to these questions that could be expected from him. Your questions and answers should consider the prime minister's justification for this decision.

- A member of the class could take the role of David Lange and the class could select six questions from the class to ask him. Some students could be reporters asking the questions. The remainder of the class can record the questions and answers. At the end of the conference, check the accuracy of the notes made by the class 'recorders'.
- This would be an ideal opportunity to discuss the purpose and nature of political press conferences.

##### **2. Newspaper editorial**

In an editorial you can express your own opinion as well as consider how people at the time might have felt. Imagine you are the editor of a New Zealand newspaper in 1985. Write an editorial, of no more than 200 words, expressing your views on whether or not the decision to ban ship visits is a good thing for New Zealand. Have a look at some editorials to get a sense of the style of writing.

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### **Topic: Nuclear free New Zealand**

#### **E. Paragraph and essay writing**

Use the feature [Nuclear-free New Zealand](#) and your own knowledge and ideas to help you complete the following writing activities.

See the tips on good [paragraph writing](#) in the Teacher's Toolbox.

**1.** During the 1970s and 1980s, New Zealand developed its identity as a nation through its response to the nuclear debate. Some historians have described this debate as New Zealand's 'silent war of independence' and as being central to an upsurge in New Zealand nationalism. For example, the Kirk Labour government sent frigates to protest against French nuclear testing at Mururoa in 1973.

Write **three** paragraphs of between 100 and 150 words each, describing:

- the ways in which New Zealand became more concerned with nuclear issues between 1972 and 1985
- the actions taken by New Zealand governments (1972–85) that showed opposition to nuclear weapons and nuclear power
- in detail, ONE way that New Zealand's concerns with nuclear affairs in the period 1972–85 had affected its relations with its traditional allies by 1985.

**2.** Essay: How did issues relating to nuclear power and weapons cause tensions in New Zealand's relations with other countries between 1972 and 1985?

How did New Zealand governments (1972–85) respond to these issues?

Ensure that your essay has:

- an introduction, which has an opening statement of two or three sentences that clearly state what the essay is about
- a main body, consisting of a series of sequenced and structured paragraphs that contain generalisations with supporting evidence
- a conclusion or brief statement that sums up your answer to both parts of the essay question.

The ideas, below, will help you. You must add your own knowledge as well.

- nuclear testing in the South Pacific
- visits by nuclear-powered and nuclear-armed ships
- the *Rainbow Warrior*
- International Court of Justice
- banning visits by nuclear powered and armed ships

## **New Zealand Search for Security Activities**

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#### **F. Promoting a nuclear free New Zealand**

A number of organisations opposed to nuclear weapons and nuclear power emerged in the 1970s and 1980s, ranging from international organisations like Greenpeace and CND (Campaign for Nuclear Disarmament) to those that were specific to New Zealand.

A feature of these organisations was the development of posters, badges and similar material that promoted the anti-nuclear cause. An example of the sort of badges developed by these organisations can be found at the start of the feature [Nuclear-free New Zealand](#). Using these and any other examples of material promoting an anti-nuclear stand that you can find, design either an anti-nuclear badge, similar to those shown, or an A4-size flyer that promotes the idea of a nuclear-free New Zealand.