

What is our country to Jeju People ? : Understanding hidden stories and of Jeju People from the Jeju 4.3 Uprising during 'peacetime' Korea with School Students

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Abstract

The story of the island called Jeju coincides with the history of the Republic of Korea. There is a lot of speciality, so if you take a closer look, you can find the history and universality of the land. So I am interested in people who are looking for Jeju. Especially after liberation. I think that the process from the colonization of Japanese Imperialism to the making of the Korean people may be common among people living in other peripheral areas. Okinawa and so on Taiwan. The process by which the state uses violence to make people obey, or incorporate them, is similar to the invasive approach of past imperialism. In the process of establishing anti-communism state, it is necessary to study whether a person should be a citizen or not, and those who do not have to be annihilated as a stigma of "red". It is very important for us to live today. Most of the history of the land on which you are based is hard to understand only in learning history related to the country at school. It is only for the teachers unless the local school board forms the appropriate curriculum.

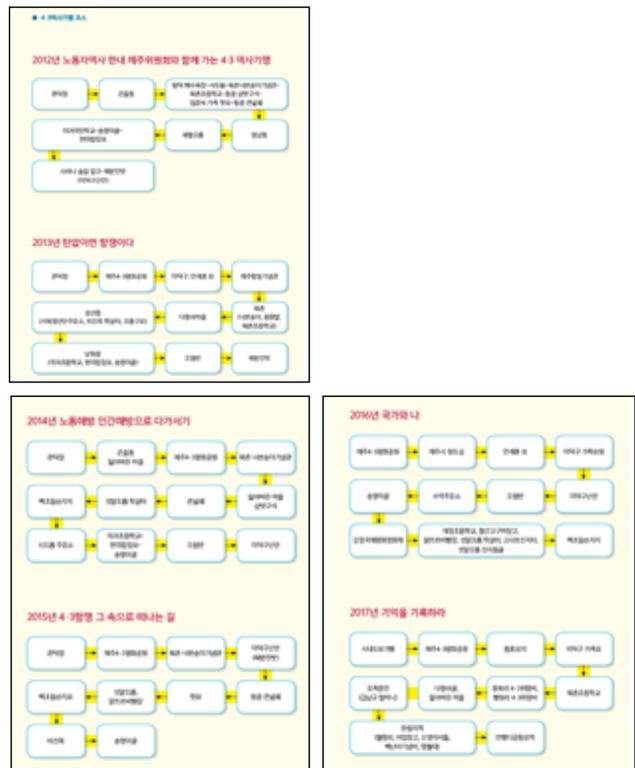
Key words :

the history and universality of the Jeju Island, a stigma of "red", learning history related to the country at school, the appropriate curriculum

history of Jeju people who have moved from the rule of colonialism to the construction of an independent nation, people other than Jeju Island do not know well. Because the process is long and horrible, there are a lot of sites related to the rebellion throughout Jeju Island. However, the fact that this fact has begun to become known in general is 20 years ago. The sad thing is that the history of the 'sacrifice of innocent people' should be emphasized in order to get recognition from the state, and the history of the 'enemy subjects' that are not free from the ideological attacks will be understood as a whole. There are many difficulties due to the disadvantages of the data and the 'red' tag, but it is also part of history and should be remembered. If the theme of regional history acquires historical universality as much as one part, we can find a solution for peace that is beyond conflicts for those of us who are struggling today after liberation.

It is a guide for people participating in Jeju 4.3 war history travel, so that it is easy to access. The 4.3 uprising of Jeju were opened and organized by themes and periods. On the isolated island of death and massacre, we searched for the traces of the struggle that the main forces of the struggle sought to establish, a self – reliant nation. However, it was difficult to reveal it in the years when it forced silence and submission, and the traces were almost lost or oblivious. Still, I took a picture of the scene of the present to see the meaning, and I inserted a picture if necessary. The first edition was published and supplemented later, if necessary, to be published again this year. It seems that four people made editing meeting more than ten times in re-editing.

Six typical travel course to find trace of "People who went to the mountains."



〈제주4·3항쟁의 역사를 찾아서〉, 노동자역사한내, 2018. P203~205. 4·3역사기행 코스
 〈Looking for the History of Jeju 4.3 Uprising〉, Korean Laboratory History Hannae, 2018. P.203~205. The Journey for 4.3 History.

It is a typical travel course related to Jeju 4 · 3 uprising. Most of them spent 2 nights and 3 days in the history. In 2018, it was the seventh trip on the theme of "People who went to the mountains." As a history tour for adults, those who participated are union members of trade unions. It is the voluntary support of the people who want to know the history of Jeju, regardless of whether they are organized by the union for the education of the union members. Some people participate again in the following year when the course is good and commentary is good. Participation may take place nationwide, or in Jeju. I have done more than 10 times this spring.

'Korean language and history convergence class to Travel Jeju 4.3 Historical sites with Students.



4·3역사기행 2018년 현장
 (원물오름, 일제하 강제동원노동자상, 관덕정, 송령이골, 이덕구산전)
 The Journey for 4.3 History. The sites in 2018. (Won-mul oreum,
 A statue in bronze of forced laborers under Japanese colonial
 rule, Kwandeokjeong, Songryunglee-gol, Leedukgusanjeon)

It is not easy to travel with students. This is because most of the things that need to be done in school education and at regular schools. There are various restrictions on the field experience learning. Last year, however, I organized 'Korean language and history convergence class' and went on 6 trips three times in one semester. During the half-day time, I had to be satisfied with going to one of the sites and guiding them and listening to their stories, and I had time to come back and write a report. The form of the report required us to write a summary and feel of the case and the implications for us who live today. Jeonbuk Elementary School, where the People's Committee was held centering on Gwan-duk Jeong, and the 3 · 1 memorial demonstration, was held before the 3.1 National Memorial day, I went to the exhibition hall and outdoors, to the Bukchon Nungsan Memorial Hall, to the surrounding area, and to the Suwoo Bong Jinji Cave, to the Sungsanpo Fortress, the Jinha

Young Grandmother's House, the Succes station, the Gwaneumsa Temple, I took the quiz and took up the mission task.

In March this year, we presented a report on the status of '4 · 3 Historical Sites' in performance evaluation, and decided to summarize a section of related books (Lee Young-kwon, Jeju History Travel) because students were too difficult. Everyone copied them. As a result of summing up the stories of students, it was "How many were you?" And "Why did you kill so many?" I explained the intentions of performance evaluation and finished with related stories.

Since the club activities were organized for two hours, it was difficult to go on the field history, so we discussed and discussed related movies in the classroom. Although there are limitations of commercial films, I had a discussion with seeing and seeing such things as chimney, mood, homecoming, mystery, Dongju, warship, lawyer, Just looking and feeling was enough.

Conclusion.

History textbooks, and nationalization. The time when the powers monopolized and enlightened history went. It is obviously a burden to restructure learning elements in the entrance exam structure. But it is also difficult to dismiss regional companies. In particular, Jeju Island has many historic sites that are far from central power. It is inevitable to find a place to live in the place where you live if you are aiming for peace and human rights, including the defensive ruins of the Joseon Dynasty, the new party, the herd culture, the culture of exile, war ruins for the operation of the Japanese colonial period, and ruins related to the Korean War. . It is not easy to demand internalization while talking about an abstract concept. It will be memorable to see and hear outside the classroom as the last two or three years have been the mountain class of state power and democracy. I will have to let the education get out of the school fence and let me

feel something about the country at the grass roots level.



4·3역사기행 2017년 현장(북촌 순이삼촌문학비, 4·3평화공원전시관, 알뜨르 비행장 격납고, 산천단, 이덕구산전, 송령이골)

The Journey for 4.3 History. The sites in 2017.(The literary memorial of the uncle Soon-lee in Bukchon, The exhibition hall in Jeju 4.3 Peace Park, The flying field in Alltre, Sancheondan, Songryunglee-gol, Leedukgusanjeon)

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