

ELEMENTARY SCHOOL LEVEL HISTORY TEACHING IN TÜRKIYE, USA AND ENGLAND

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Abstract

History subjects are rich information source because they give exemplification and show development period of national behavior moulds based to national personality qualifications. From this point of view, it has been tried to examine history subjects which are thought at elementary schools in Türkiye, USA and England in this study comparatively and to determine similarities and differences among them. Document Review Method, one of Qualitative Research Methods was used in this study. The scope of the study includes only history subjects which are taught in Elementary school level of mentioned countries. At the end of this study, it was concluded that despite of some differences of USA and England they showed similarity in large extent regarding to basic approach on the other hand, Türkiye differs from those two countries in some points regarding to context.

Keywords:

Elementary school;
Curriculum;
History teaching;
Context;
History consciousness.

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1. Introduction

The national history consciousness which can be accepted both as the starting point and the final range of history teaching, constitutes a kind of existence reason of history teaching. Likewise, as the expanding wave, national history consciousness which starts from itself and reaches to nation and then humanity and in the position of both itself and the product of the process of *recognition*, *understanding* and *comprehension*, saves the history from being a dead course and makes it a living entity [1]. The national history consciousness can bring history teaching beyond the collection of meaningless and unrelated information, and it can give the person the characteristics of national personality, which is the function of continuity in the definition of education stating "it provides change with continuity". The common national history consciousness strengthens and establishes the bond of affiliation such as language and religion between individuals.

However, like GÜNGÖR expresses, if the national consciousness is the thoughts of the members of the nation on their own history and if the thought is based on knowledge, national history consciousness cannot exist without knowledge of history [2]. In fact, according to Ortaylı, national consciousness is formed through the knowledge of history, politics and economic geography [3]. In this case, the nature of the history knowledge, the relationship between the information to be taught, the feature of the information in forming a meaningful unity become prominent as the important criteria in the purpose of giving the national history consciousness. This points to the structure of the content, which is another important element in education after purposes.

To ensure that the content has the qualifications for realizing the objectives set out in the program depends on the pedagogical criteria as well as some conditions arising from the characteristics of the history because an insufficient content, such as the fact that a vehicle with the latest technology cannot move without fuel, may interrupt the teaching process. The content should be able to help the student to comprehend the continuity and change in history by understanding the historical unity in order to develop the affiliation and national history consciousness. The information which is deemed as useful for the content to provide understanding and comprehension, can be listed as follows:

1. The information of the major historical periods that enable to comprehend the integrity of the historical course from the past to the present should be included.
2. The information of the important events occurring in a historical period and forming a turning point should be included.
3. Historical events should include knowledge of time, space and human element.
4. The historical periods and events should be arranged in accordance with the chronological order and by establishing a cause-effect relationship.
5. The mentalities valid in historical periods, the origin of these mentalities and the values forming the minds should be included.
6. The concepts and events that provide effective cases and events in historical periods to be understood, should be included.
7. The periods should be examined in accordance with the integrated understanding, and all types of information related to that period (political, military, social, literary, economic, scientific, architectural, music, etc.) should be included.
8. The lives, ideas, works and services of the persons who lived in historical periods, should be included.
9. The sources belonging to the periods should be included. In addition, royalties, examinations and literary works can be included to contribute to the teaching of the subject.

There may be differences between countries in terms of providing the specified quality. As a matter of fact, in this study, it is aimed to investigate the content of elementary school history teaching in various countries. The following questions are asked in the study where the history teaching content in elementary school at Türkiye, USA and England are compared and analyzed:

1. Which historical periods are included in the programs reviewed?
2. Which periods are included in the examined programs?
3. Which type of historical information is included in the programs reviewed?
4. What is the feature of the historical information in the programs in terms of the human element?
5. What is the feature of the historical information in the programs in terms of the information, location/space element?
6. Which historical figures were included in the programs reviewed?
7. What are the similarities and differences of the programs in terms of the discussed matters?

This study may provide the opportunity to present the status of history teaching in the level of elementary school in Türkiye according to the contemporaries by determining the features of history information taught in the same teaching level in Türkiye, the USA, England and the similarities and differences between three countries. USA has selected Social Studies course like Türkiye and England has selected for teaching self-contained History course in the same level. In this way, it will be possible to determine the change of the history knowledge taught in elementary school under different courses.

The scope of the study where the document analysis technique among qualitative research methods was used, consists of Life Science in Türkiye and Grade 4 Social Studies, History program taught in England key stage 2 (7-11 age range), Social Studies in USA State of Indiana 1-4th grade Social Studies program. In the study, the history content determined in the said programs was analyzed. The data source is the programs for the respective stages of the three countries. The checklist developed by the researcher was used to collect the data.

2.Elementary School History Content in Türkiye, USA and England

2.1.History Content in Elementary School at Türkiye

In Türkiye, history teaching at elementary school level is performed under Life Science course in the first three grades, Social Studies course in 4th grade and no private history lesson exists as per the principle of collective teaching.

In 2017, Life Science and Social Studies course programs have been renewed and it has been decided to implement new programs at all grade levels as of 2018-2019 academic year [4].

The contents of the said two syllabuses are not given under a separate title. Therefore, it has been tried to determine the history information found in both courses through the general introduction of the Life Science program for the classes, the learning areas of the Social Studies program, acquisitions and explanations.

2.1.1.History Content in 2017 Life Science Program

The general information, achievements and explanations related to the historical issues in the 2017 Life Science Program are given in Table 1 [5]:

Table 1. Explanations and Achievements for History in 2017 Life Science Program

Grade	General Introduction, Achievements and Explanations
1st Grade	<p>The students at elementary school grade 1 are expected to have knowledge, skills and value about Atatürk's life, national and religious holidays etc. “</p> <p>HB.1.5.2. Recognize the historical, natural and touristic places in the vicinity.</p> <p>HB.1.5.5. Knows the life of Atatürk.</p> <p><i>Birthplace of Atatürk, the name of his parents, the place of death and Anıtkabir are focused with Visual and auditory materials</i></p> <p>HB.1.5.6. Are willing to participate to national day, holidays, ceremonies and celebrations.</p> <p><i>29 October Republic Day, 23 April National Sovereignty and Children's Day, May 19 Atatürk Commemoration and Youth and Sports Day, July 15 Democracy and National Day, 30 August Victory Day and the preparations for these days and the meaning for children is emphasized.</i></p>
2nd Grade	<p>The second grade students are expected to have knowledge, skill and value about the cultural heritage elements in the immediate vicinity, the Turkish flag and the Turkish National Anthem, Atatürk's childhood, etc. “</p> <p>HB.2.5.2. Recognize the importance of the Turkish flag and the national anthem for the homeland and nation.</p> <p><i>It is emphasized that the Turkish flag and the National Anthem represent the independence and freedom. The feelings of Mehmet Âkif Ersoy while writing Independence March and the conditions of the country may be summarized.</i></p> <p>HB.2.5.3. Investigate the childhood of Atatürk.</p> <p><i>Atatürk's success as a student, his family values and childhood memories are emphasized.</i></p> <p>HB.2.5.4. Understand the importance of national day and holidays.</p> <p><i>The role of national day and holidays in national unity and solidarity is emphasized.</i></p>
	<p>3rd grade students in elementary school are expected to have knowledge, skills and value about the history of the school, historical, natural and touristic places</p>

3rd Grade	<p>in the immediate vicinity, Atatürk's personality features, etc. “</p> <p>HB.3.2.1. Compare the characteristics of childhoods of family elders with the characteristics of their childhood period.</p> <p><i>Topics such as the places where the family elders were born and grew up, the works they liked to do, the plays they played and the technological opportunities of the period are discussed.</i></p> <p>HB.3.5.3. Introduce the characteristics of historical, natural and touristic places in the vicinity.</p> <p><i>Nearby mosques, fountains, inns, baths, museums, castles, historical bazaars, bridges, national parks and so on. are researched and shared with friends in the classroom.</i></p> <p>HB.3.5.6. Investigate the contribution of national unity and community to the social life.</p> <p><i>The contribution of national unity and solidarity to our society is emphasized with the individual freedom of 15 July and National Independence Day and its contribution to the independence of the country.</i></p> <p>HB.3.5.8. Investigate Atatürk's personality features.</p> <p><i>Atatürk's cooperation with his friends; value the opinion of others; Stability, reasoning, persuasiveness, human, homeland and the love of the nation is emphasized.</i></p> <p>HB.3.5.9. Research people who have contributed to our country through the studies.</p> <p><i>The effects of the personal characteristics of individuals such as Engin Arık, Jale İnan, Mehmet Akif Ersoy, Mehmet Ali Kâğıtçı, Naim Süleymanoğlu, Nene Hatun, Nuri Demirağ, Vecihi Hürkuş and Zihni Derin on their success will be emphasized.</i></p>
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The history knowledge is placed in " Life in Our Country" and "Life in Our Home" units in 2017 Life Science Program.

Family history, historical figures, historical places, national days and holidays are included within the framework of history teaching in 2017 Life Science Program. Although it is stated in the introductory part, no achievement is determined related with "Researching the history of the school".

As of the historical period, there are one each achievements are found related with direct (2nd) grade and childhoods of the family elders related with National Struggle period in the form of explaining the conditions under which Mehmet Akif Ersoy wrote his Independence March. However, the limits of the information regarding the National Struggle have not been defined in the program. In fact, if a historical period is considered, cases which are considered as the beginning and the result of that period and the events that took place between these two points and the cases which determine the characteristics of the period or have the characteristics or form the course of the period, should be discussed as a whole. It is quite difficult to mention the existence of a historical period in a structure in which the events constituting the important stages and characteristics of a period are not transferred and the basis of the events are not definite. In addition, biography information which is applied in order to support the subject, to emphasize some details and to approach the subject from different aspects may not be sufficient on its own, especially in the expression of a period. Therefore, there is no data that the period of National Struggle having weighted military and political character shall be discussed within a historical period approach in the 1st and 3rd grades.

The events in the history of the Republic of Türkiye took place only under the national celebrations and the explanations, achievements and emphasize related with the periodical importance, reasons and consequences are not available and are not discussed within the frame of implicit education and this shows that the direct historical period education cannot be possible.

Although it is not mentioned which generation is meant by family elders, the acquisition of the family elders related with childhood covers the last 60-70 years and therefore an approximate period if it is accepted that the grandfathers and grandmothers are consulted. Because of the fact that the period in the explanation section is based on knowledge and experience centered on

cultural history, a narrow consciousness of historical period teaching can be mentioned in 3rd grade. In the Life Science course, which is taught in the first three classes of the elementary school based on the gains and explanations and which is the only lesson related to the teaching of history, it can be determined that a single historical period is handled exclusively in cultural history.

However, although it cannot be included in the teaching of the historical period, the acquisitions of national figures (1st and 3rd grade), national days and holidays (1st and 3rd grade) and historical places (1st and 3rd grade) may be acceptable for history teaching for having the dimension of history teaching.

In the Life Science course, there is a teaching period of about 160 years, from 1857, the birth year of Nene Hatun to present day which is named as recent history.

Due to the fact that the events related to the political-military history are considered as "feast celebration", it may be said that the program consists of the information about the cultural history. As a matter of fact, the discussion of the areas where the people to be studied in the program carried out activity and the personality characteristics of Atatürk reinforce this situation. In 2017 Life Science Program, it is seen that the achievements related to family elders and historical personalities contain the boundaries of country and have a national character in terms of the human element and location element if the exemptions are excluded.

In addition to the family elders, historical figures were selected from many areas of life and different models are presented to students: such as scientist, poet, soldier, sportsman, industrialist, engineer. When the repetitions are considered in three classes, a total of 11 ('elders of the family' were considered as figures) historical persons were included in the program.

2.1.2. History Content in 2017 Social Studies 4th Grade Program

The learning areas, achievements and acquisition explanations related to the historical subjects in the 2017 Social Studies Year 4th Grade Program are given in Table 2 [6]:

Table 2. Achievements and explanations on History Subjects in 2017 Social Studies 4th Grade Program

Learning Area	Achievements and explanations
Human and Society	<p>SB.4.1.2. He puts the specific events related with the life into a chronological order.</p> <p><i>The events that the student considers as important in his own life (birth, first speech, start of school, etc.) are chronologically listed.</i></p>
Culture and Heritage	<p>SB.4.2.1. He / she makes a family tree for his/her family by using oral, written, visual sources and objects.</p> <p>SB.4.2.2. He / she gives examples by researching the elements that reflect the national culture and his / her family.</p> <p><i>A museum, mosque, mausoleum, bridge, madrasa, caravanserai, or a historical place as a tour or oral history or local history studies are done.</i></p> <p>SB.4.2.3. He/she compares traditional children's games with current games in terms of change and continuity.</p> <p>SB.4.2.4. He/she understands the importance of National Struggle by considering the lives of heroes of National Struggle.</p> <p><i>The achievement is discussed in the context of biography teaching.</i></p>
Science, Technology and Society	<p>SB.4.4.2. He/she investigates the inventors of the technological products and the development of these products over time.</p>
Active Citizenship	<p>SB.4.6.4. He/she explains the relationship between the independence of the country and individual freedom.</p> <p><i>National sovereignty is associated with the opening of the Grand National Assembly of Türkiye.</i></p>

In the 2017 Social Studies Program, " Human and Society" and "Culture and Heritage" which are the learning areas formed by giving Turkish equivalents of the themes determined in USA in 1994, are directly related to history.

When it is considered that the achievement of researching the course and inventors of technological developments and the technological developments gained density in a historical period (today's modern technological products have improved especially in the last two hundred years), it can be said that it contains a limited, narrow and partial period teaching.

The visit of a historical place or oral history-local history study points to a very narrow and limited period education if not applied to other cultural elements and types of information and the explanations of achievements do not include an expression that this limitation can be eliminated.

By considering the statements in the achievement explanations, the information on the opening of the Grand National Assembly of Türkiye, is a political feature and it is only limited by the historical information. Therefore, historical education cannot be considered. However, this achievement in the 6th unit can be evaluated together with the National Struggle in the 2nd unit. However, as can be understood from the unit numbers, there is a considerable distance from the time of processing of both units. If this situation has been processed within the framework of the previous acquisition, it may be a problem to provide a live and fresh bond that helps to establish periodic integrity while maintaining repetition and reinforcement.

In the achievement to be discussed in " Biography teaching" related with National Struggle, it is not stated how many biographies of people will be based on the biographical knowledge of the subject. Both this uncertainty and the fact that the most important person (s) related to that period (Atatürk and his close friends) are not mentioned, it shall be accepted that the historical period will be mentioned in missing form. The biography of a person who has taken part in the characteristic events of the period, allows the opportunity to examine the period in one or several respects, but it may not fully cover the characteristics of the period. For this reason, it can not be considered as a full historical teaching of the term, but it can be considered as a partial term teaching. At this point, a complete historical period teaching does not exist in the 2017 Social Studies Program, therefore it may be mentioned about a structure which can be considered as partial history teaching and at best, partial, limited and narrow historical education.

Although the acquisition related with the National Struggle may vary according to the characteristics of the biographies discussed, it is likely to contain the years 1919-1922. The period of the historical place to be examined (no possibility to state this), the identity of the inventors and the stage in which they lived, and the time interval of traditional games, were not specified in the program. This makes it difficult to determine the time interval. The lack of a specific historical period, the limited form of the historical phenomenon teaching even if they are independent from each other (only the opening of the Grand National Assembly of Türkiye); an approximate date interval is considered for mentioning estimated historical cases related with the National Struggle period. The beginning of estimated time interval in the program, the achievements of inventors can be taken up to 200 years backwards and the family tree achievements can be taken up to 80 years backwards.

In the program, personal history, family history, local history or oral history, history of technology, biography, political history and history of culture have been discussed with one each achievement. When it is considered that the first five historical topics are covered by the cultural history, it is seen that the achievements are concentrated in the cultural history. Thus, it can be concluded that the cultural history of five of the achievements includes both social and political history, one includes political history.

When it is considered that the inventors of the technological products included in the program are completely European, it can be said that the other achievements are related to the Turkish national element, except one achievement. In this case, it can be concluded that 86% of the Turkish national elements are included.

In the program, other achievements rather than the achievements related with technological product inventors are related to events and situations within the boundaries of the near environment and the country. (the information related with the place of birth and activities in the biographical information in National Struggle may be realized within the boundaries of Ottoman State, it is considered "in the boundary of country in terms of period). Therefore, it can be stated that the achievements related to the history in the program have a national feature by about 86% in terms of the location / place element. (However achievements not related with the history in

program are not included to the rates determined in terms of both the human element and the location / place element)

In the 2017 Social Studies Program, no name of historical figures or any other person was given except the name of the student and his/her family.

2.2. Elementary School History Teaching in the State of Indiana in USA

In the USA, history teaching varies in children between 6-12 years old according to the states and it is realized under Social Studies course which is prepared with interdisciplinary approach as in Türkiye in the elementary school stage of 4-6 years as per the adopted mass teaching approach [7], [8].

Ten themes prepared in 1994 and reviewed in 2010 form the main framework of the Social Studies content in the USA. In each of these themes, there are disciplines and topics to be addressed in the related theme. The themes and numbers related to history are as follows [9]: Culture (1), time, continuity and change (2), persons, groups and institutions (5), power, authority, governance (6), science, technology and society (8), global connections (9), social ideals and Applications (10). As can be seen, in seven of the ten themes, history and historical information are applied.

The content of the Social Studies course is prepared in the center of the themes and varies according to the states. As an example in this study, the standards that will clarify the content of the Social Studies course for the first four years of elementary education in the state of Indiana are examined (Indiana Department of Education). Although the standards set for all grades are not accepted as a curriculum, it is important for seeing the framework of knowledge and skills to be learned. The standards are arranged within four content areas for these years and the history is one of these areas. The standards for the first four years of the Social Studies course are as follows [10]:

Table 3. Standards in Social Studies for Elementary School 1-4 in Indiana.

Grade	Standard, Historical Knowledge and Examples
Grade 1	<p>The Home, School and Neighborhoods</p> <p>Standard 1 — History</p> <p>Students identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.</p> <p>Historical Knowledge</p> <p>1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present.</p> <p>Example: Clothing, the use of technology, methods of transportation, entertainment and customs</p> <p>1.1.2 Compare past and present similarities and differences in community life through different forms of media, biographies, oral histories, folklore, video images, etc.</p> <p>Example: Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation.</p> <p>1.1.3 Identify American songs and symbols and discuss their origins.</p> <p>Example: Songs: “The Star-Spangled Banner” and “Yankee Doodle”, Symbols: The United States Flag, the bald eagle and the Statue of Liberty</p> <p>1.1.4 Identify local people from the past who have shown honesty, courage and responsibility.</p> <p>Example: War veterans and community leaders</p> <p>1.1.5 Identify people and events observed in national celebrations and holidays.</p> <p>Example: Celebrations and holidays, such as Thanksgiving; Reverend Martin Luther King, Jr. Day; Presidents’ Day; Independence Day; Arbor Day; and Veterans’ Day</p> <p>Chronological Thinking, Historical Analysis and Interpretation, Research</p>

	<p>1.1.6 Develop a simple timeline of important events in the student's life.</p> <p>1.1.7 Use the terms past and present; yesterday, today and tomorrow; and next week and last week to sequentially order events that have occurred in the school.</p> <p>1.1.8 Explain how clocks and calendars are used to measure time.</p> <p>1.1.9 Distinguish between historical fact and fiction in American folktales and legends that are part of American culture</p> <p>Example: Johnny Appleseed, Paul Bunyan, and John Henry</p>
<p>Grade 2</p>	<p>The Local and Regional Community</p> <p>Standard 1 — History</p> <p>Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.</p> <p>Historical Knowledge</p> <p>2.1.1 Identify when the local community was established and identify its founders and early settlers.</p> <p>2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.</p> <p>Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time</p> <p>2.1.3 Identify individuals who had a positive impact on the local community.</p> <p>2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important.</p> <p>Example: Local and regional festivals, city flags and seals, and community mottos</p> <p>Chronological Thinking, Historical Comprehension, Research</p> <p>2.1.5 Develop a simple timeline of important events in the history of the school and/or school community.</p> <p>2.1.6 Create and maintain a calendar of important school days, holidays and</p>

	<p>community events.</p> <p>2.1.7 Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).</p> <p>Example: Write or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.</p>
<p>Grade 3</p>	<p>The Local Community and Regional Communities</p> <p>Standard 1 — History</p> <p>Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.</p> <p>Historical Knowledge</p> <p>3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.</p> <p>Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte</p> <p>http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx</p> <p>3.1.2 Explain why and how the local community was established and identify its founders and early settlers.</p> <p>3.1.3 Describe the role of the local community and other communities in the development of the state's regions.</p> <p>Example: Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.</p> <p>3.1.4 Give examples of people, events and developments that brought important changes to your community and the region where your community is located.</p> <p>Example: Developments in transportation, such as the building of canals,</p>

roads and railroads, connected communities and caused changes in population or industry.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

3.1.5 Create simple timelines that identify important events in various regions of the state.

3.1.6 Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.

Example: Libraries, museums, county historians, chambers of commerce, Web sites, and digital newspapers and archives

3.1.7 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

Example: Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a elementary source

3.1.8 Describe how your community has changed over time and how it has stayed the same.

Example: Shawnee villages in Southern Indiana and Conner Prairie settlement

3.1.9 Define immigration and explain how immigration enriches community.

-We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War

-*E pluribus unum*(out of many, one)

<http://greatseal.com/mottoes/unum.html>

- Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President)

<http://www.history.com/topics/ellis-island>

Grade 4	<p>Indiana in the Nation and the World</p> <p>Standard 1 — History</p> <p>Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.</p> <p>Historical Knowledge</p> <p><i>American Indians and the Arrival of Europeans to 1770</i></p> <p>4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.</p> <p>Examples: Paleo-Indians such as the Hopewell, Adena and the Mississippian cultures</p> <p>4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <p>Examples: Miami, Shawnee, Potawatomi and Lenape (Delaware)</p> <p>http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/Native-Americans-In-America.aspx</p> <p><i>The American Revolution and the Indiana Territory: 1770s to 1816</i></p> <p>4.1.3 Explain the importance of the Revolutionary War and other key events and people that influenced the development of Indiana as a state.</p> <p>Examples: George Rogers Clark and the Fall of Vincennes (1779), development of the Northwest Territory, Indiana becoming a U.S. Territory, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, and the Battle of Tippecanoe (1811)</p> <p>4.1.4 Summarize and explain the significance of key documents in Indiana’s development from a United States territory to statehood.</p> <p>Examples: The Land Ordinance of 1784; The Northwest Ordinance (1787), which made Indiana part of the United States territory; and the 1816 Indiana Constitution, which established the first state government</p> <p><i>Statehood: 1816 to 1851</i></p> <p>4.1.5 Identify and explain the causes of the removal of Native American Indian groups in the state and their resettlement during the 1830s</p>
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4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana.

Examples: Indiana's first governor, Jonathan Jennings; Robert Owen and the New Harmony settlement; moving the state capitol from Corydon to Indianapolis; development of roads and canals in Indiana; and the Indiana Constitution of 1851

The Civil War Era and Later Development: 1850 to 1900

4.1.7 Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

Examples: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement

4.1.8 Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

Examples: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front

4.1.9 Give examples of Indiana's increasing agricultural, industrial, political and business development in the nineteenth century.

Examples: Growth of railroads and urban centers, such as Indianapolis, South Bend, Evansville, Fort Wayne and Gary; President Benjamin Harrison; expansion of the educational system and universities; the growth of labor unions; and the start of Eli Lilly's pharmaceutical business

Growth and Development: 1900 to 1950

4.1.10 Describe the participation of Indiana citizens in World War I and World War II.

Examples: Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle

4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

Examples: Women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II

4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.

Examples: The impact of improved farming methods on Indiana agriculture; the development of Indiana's automobile industry such as the Studebaker and the Duesenberg; the glass industry; the Ball Brothers; the growth of the steel industry in northern Indiana; and immigrant influence on cities and coal mining regions of the state

Contemporary Indiana: 1950 – Present

4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid- twentieth century to the present.

Examples: The civil rights movement and school integration in Indiana; Indiana's participation in the Korean War; Asian and Hispanic immigration; and growth in advanced manufacturing and the life science industry.

4.1.14 Research Indiana's modern growth emphasizing manufacturing, new technologies, transportation and global connections.

Examples: Use Indiana government Web sites and other online resources to learn about the development of the interstate highway system, establishment of ports in Indiana, aerospace engineering, and pharmaceutical and high-tech industries.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

4.1.15 Create and interpret timelines that show relationships among people, events, and movements in the history of Indiana.

Examples: Immigration patterns such as the settlement of the French and Germans, and automobile manufacturing

4.1.16 Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.

Examples: Identify different opinions regarding Indiana's participation in

the Civil War, using political cartoons, newspaper editorials and writings found in digitalized collections of local and state libraries, museums and historic sites.

4.1.17 Construct a brief narrative about an event in Indiana history using elementary and secondary sources.

Examples: The first Indianapolis 500 mile race in 1911, The Battle of Tippecanoe 1811, The Ohio River Flood of 1913 and the 1965 Palm Sunday tornadoes

* **elementary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)

* **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)

4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.

Examples: Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman

Although, it is not mentioned about a past with specific dates, in the 1st and 2nd grades, there is a period of education over the comparison of "past and present". In 3rd grade, the Indians and the first settlers were discussed within the framework of the period teaching. In the 4th year, the standard and content of the related history sections of the Social Studies course are structured within the framework of historical education. Native American cultures and events from the first European settlers to the present day, the events in the Indiana-based American history are divided into specific sections and form the content in chronological order.

When the period in which the standards and the historical information presented in this direction are examined, it is seen from the cultures belonging to the Indians are taught in a large time period starting from 10,000 years and extending to the present day.

Through the examination of the existing historical information, the existence of a content including various information related with the political-military knowledge, as well as clothing, technology, transportation, industry, pharmacy, entertainment, architecture, such as culture / civilization has been determined. Biographical information is also included.

The historical information that constitutes the content is about the important figures of Indians, the European Indians and United States in terms of human element. Therefore, it can be concluded that today's Indians and Americans are mentioned as the ancestors of the Americans (79%). In terms of location, historical information has a location concept (100%) about the province where students live. Although the national framework is protected in terms of human and spatial elements, it is observed that in the fourth grade, the country and the world are subject to some important events and it is also observed that the subjects go beyond Indians and Indianans in the form that gives priority to the state of the student in five articles [10].

In the examined standards, statements showing that the persons who played a role in the history were a subject of teaching. Namely; In 1st class: “Important persons”, “biographies”, “oral history”; In 2nd year: “People confronted”, “people with positive effects” “oral history”; 3rd Grade: “Important persons”, “historical persons”, “fictional persons”; In Grade 4: “historical persons” are included. In this consciousness, in addition to the political-military figures at the elementary school level, Indian painter, writer and performer art were also discussed. Except second grades, an increasing number of important personalities in different areas of history (including 4 fictional heroes in the first grade, 5 persons in the third grade; are taught [10].

2.3.Elementary School History Teaching in England

The training has been divided in to specific levels in England and key stage 2 (7-11 years) includes 1-5 grades in other words, the first grade of secondary school and all elementary schools in Türkiye. As in key stage 1 and key stage 3 in England, key stage 2 has an independent history lesson. The topics in the history program set for the key stage 2 in school programs which are reorganized in 2013 are given in Table 4 [11]:

Table 4. History Course Content Set for Key Stage 2 in England

Pupils should be taught about:

- changes in Britain from Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- Late Neolithic hunter-gatherers and early farmers, for examples, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England

- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. A 900; Mayan civilization c.AD 900; Benin (West Africa) c. AD 900-1300.

The program includes the period of the British ancestry, the Roman period in Britain, the period of the Viking occupation of the Anglo-Saxons and the Scots. In addition, information on different civilizations can be included in the historical period. The knowledge of civilization, together with the knowledge of important and different kinds of events that are effective in the formation of that civilization, can be considered as historical period narration. Thus, it can be said that seven of the nine topics are devoted to the teaching of a historical period. Although it is not obligatory, it is seen that the sub-headings under the main headings have the characteristics of giving the opportunity to learn and have an idea with different aspects [11]. For example; information about people's livelihoods, shelters, religion, art, culture, technology and travel under the title of old age, information on military, religious, technological, cultural and belief in the Roman period in Britain.

It has been determined that there are various types of historical information on culture related to military-political, religious, technological, art and belief. This situation shows that a historical period is considered as multi-faceted. However political-military history becomes prominent.

When the program is examined in terms of human element, it can be concluded that in seven of the nine subjects, it is directly or indirectly related to the British. This conclusion is considered to be the basis of British culture, including issues related to Roman and Greek civilizations. In terms of the area/ location of historical events, the program deals with Britain, except for three titles. Thus, history teaching is a national history centered feature in terms of human (78%) and space (67%). It is foreseen that even the subject of local history will be processed in connection with national history.

Although no direct biography teaching is referred in the program, the names and activities of historical figures are mentioned in the headings. In the main heading, the Confessor Edward, Caesar, Cladyus, Great Alfred, Athelstan, John, Anne and Victoria is mentioned in the non-mandatory sub-headings [11]. All of the historical figures dealt with in their activities are political-military personalities.

2.4. Similarities and Differences of Elementary School History Teaching in Türkiye, USA Indiana and England : It is possible to list the similarities and differences of the history

teaching in the elementary school 1-4th grades of the three countries in terms of the subjects investigated in the research as follows:

1. In terms of historical period teaching, there is a serious difference between Türkiye and other two countries in other words between the USA and England. Namely, it is hard to mention about a historical period teaching in the classical meaning in Life science and Social Studies in Türkiye. However, in both of these courses, there is a narrow period teaching. On the other hand, in the USA, especially in the 4th grade and all levels in England, a structuring for the teaching of historical period is determined.

2. The time interval of the history subjects taught in elementary school has a common feature in the USA and England. Türkiye is separated from the said countries. While the events in elementary school history teaching contain last 160 years in Life science in Türkiye and last 200 years in Social Studies course, it contains from 10,000 BC to the present day in USA and 3200 BC to present in England. The time interval of the subjects in three countries is shown in Figure 1.

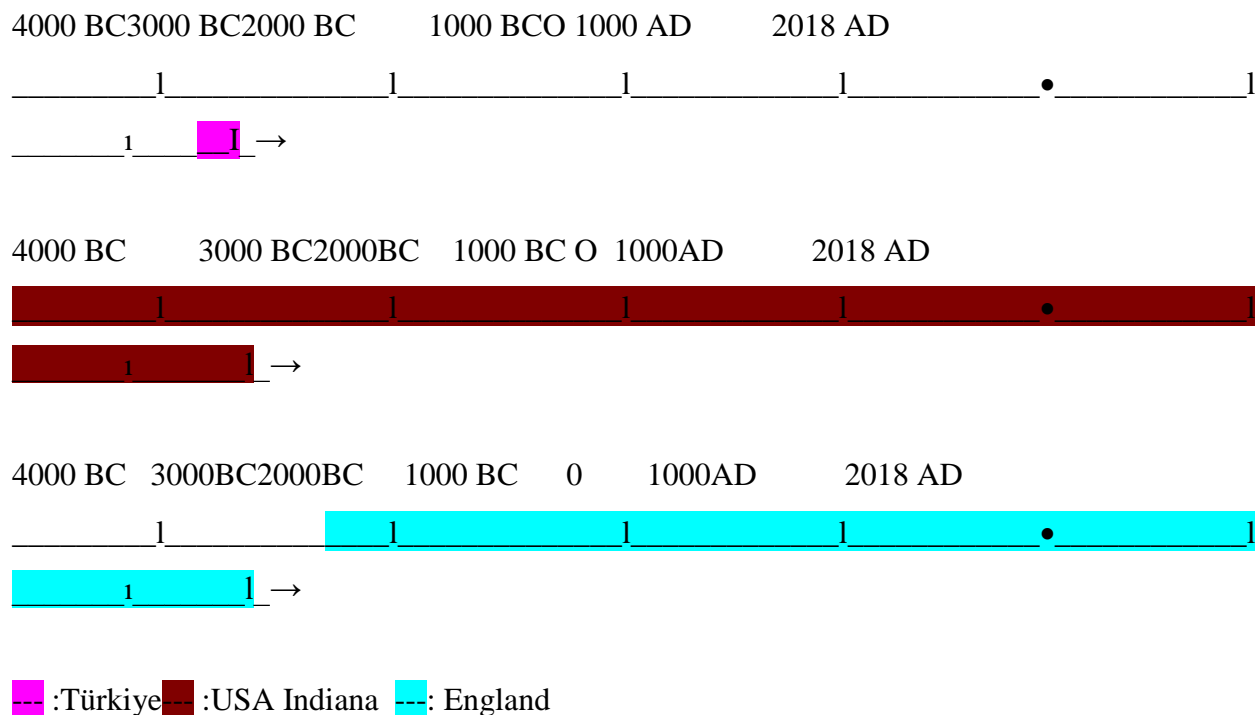


Figure 1. Time Line showing the time interval in history teaching in Türkiye, USA Indiana and in England

3. There is a similarity in the point of including cultural history in all three countries in terms of the historical information in elementary school history teaching. However, differences still considered important in Türkiye is not to include political-military history in Life science contrary to USA and England and is to give limited place in Social Studies. While Life science program includes cultural history, social studies program includes history of culture and the political-military knowledge, unlike programs in Türkiye, USA and England includes cultural history and political-military history will form the skeleton of history.

4. There is a serious similarity in Türkiye, USA and England in terms of human and space/location element in historical events. The historical events in all three countries consist of national elements as not to differ from each other in terms of historical events, human and location / place elements. In terms of human and location / place, Life science has 100%, Social Studies 86%, USA Indiana 79%, 100% and England 78% 67% respectively.

5. There are partial similarities and differences between the three countries in order to mention about historical figures in their programs. USA shows commonality with Life science in terms of activity fields of the personalities discussed. In Life science, people who have been active in many areas of life have been selected. However, while focusing on the works of all other historical figures, only the personality features of Atatürk were discussed. England discusses less historical figures when compared to the United States. The most negative data on this subject belongs to Social Studies. In Social Studies, there is no historical figure other than the student himself and his family. While political-military figures become prominent in the historical figures of different areas in USA Indiana, there are completely political-military figures in the program in England.

3. Discussion

When the width of time interval in historical period education and training is considered, deep differences arise between the USA and England. Despite of Türkiye in which there is a limited historical period of training, it is determined that significant periods for national history are taught in chronological order, and most importantly with a holistic approach in USA

and England. It can easily be said that the chronological order of Bourdillon determined for teaching in England was valid for USA Indiana [12]. When it is accepted that to realize historical continuity and change and to determine key features and to gain approach and perspective for the human, history depends on the review of many aspects of the teaching of history period, it seems possible to say that the history teaching in Türkiye is far from intended benefits. Lack of historical period teaching also means losing the essential stages of the historical integrity, their basic characteristics and the whole of them through the movement. As mentioned in the studies of Doganay and Sari and Gokkaya, the current status may lead lack of main information then it will lead and environment that prevents the features and history conscious development such as priority-post-change, continuity, similarity-difference [13], [14]. The deep content and achievements beyond the national day celebrations which shall provide the answer of the questions such as "What society am I a member of? When did we come to this land? What events have we experienced in the past? What are the causes and consequences of these events? What are the events that have led to today? Why are we in this situation?" are not found in the elementary school curriculum in Türkiye.

It has been seen that the programs in three countries have a national quality in terms of human and place / location elements of historical knowledge. This means the practice of a universal truth. It is the fact that the close environment and belonging in education should have priority in education. This requirement is also vital for the development of the national personality of the child. Indeed, Özalp emphasizes the concept of national history as a prominent feature of the new history teaching approach in the world [15]. When the importance of national personality development for the continuity of a nation is considered, the necessity of teaching national space and human element in all stages of basic education levels will be easily understood and this status is expressed in a study by Vurgun [16]. Halkın stated that in order to "become world-wide", it is needed to act from the national one [17]. As a matter of fact, while Roord states that national history teaching to gain national consciousness in Europe is strongly advocated, and Aktin states that England has a national history-centered structure, Carrast states that this is a realistic approach [18], [19], [20]. Although Türkiye appears to adopt a national consciousness of history in theory, unlike the USA and Britain, the lack of information about national history draws attention. This matter seems to be compatible with Emiroğlu's study [21].

There is a difference in the comparison of political-military knowledge among history topics in the comparative programs. The said types of information are not included in the elementary school in Türkiye in terms of direct and discipline of history. As Aktekin points out, as of 1990s, this status is generally in line with the tendency to reduce political issues in history teaching programs [22]. In the United States and England, the skeleton is formed by political-military history, and other types of information are completed with the periodic landscape. The political-military history information, is shown to be the main causes of insufficiency in history education, the problems attributed to the history content are arrogated to be political-military history and these may lead the type of information to be neglected in Türkiye. On the other hand, political-military history was the main and sometimes almost single material of history until recently. In addition, although the critics are true in some extent, the political-military history has a position that cannot be neglected in history teaching. Failure to transfer political-military history may lead to a lack of a kind of knowledge, and, more importantly, it may cause a weakness that could lead to ignore today's political structure and the process of formation and thus failing to make consciousness of them.

4. Conclusion and Recommendations

In this study in which the elementary school history teaching in Türkiye, USA Indiana and England, the following conclusions are achieved:

1. Even if the adequacy of elementary school history teaching in Türkiye is discussed, it is observed that the national history education is deemed as important for having national qualifications in terms of location/space and human in all three countries. When compared to other two countries, Türkiye has a limited image in terms of having the cases of national history in the program and this makes an important difference. This situation seems to be much more important when it is considered that England is one of the leading countries of global education [21].

2. It is observed that in three countries in elementary school stage, a diversity is used however Türkiye does not give place to political-military history (Life Science) or the rather limited space is given (Social Studies). This situation can be considered as a consequence of the problems experienced in history teaching in the history of political-military history.

3. When the country programs are considered, biographical information is mostly encountered in USA Indiana. Türkiye (Life Science) and England follow this country Türkiye (Life Science) and USA Indiana has a diversity in terms of the activity field of historical figures. In England, it can be said that the program is based only on political-military figures.

4. It is determined that the history teaching in England and the United States, was structured with a wide range of periods and interconnected periods. In both countries, historical events are conveyed by placing them into a meaningful whole, not by individual means. History teaching in the two countries demonstrates a history teaching feature which is interpreted by placing a context and / or process instead of the individual events. It is determined that the historical period of teaching at elementary school level is narrow and is realized in limited degree.

It seems difficult to talk about a history teaching which is appropriate to a system and discipline structure in elementary school stage in Türkiye. For this reason, if some achievements related with a narrow area which is disconnected from each other in history, are kept excluded, it is possible to achieve the result showing that the history discipline is not determined as a self-teaching field in elementary school stage in Türkiye unlike USA and England. At this point, against the presence of national practices for the teaching of history in the USA and England, Türkiye, it may be said that Türkiye has adopted an approach that takes the harmony of elementary school student to social and political life as the basis. The lack of history teaching, or very limited teaching, primarily leads to a lack of knowledge, which is one of the main obstacles to the development of a common consciousness of history in the child and the development of a historical consciousness based on it. This can mean limitation in the learning and internalization of national personality features through history.

5. This result gives rise to another result in terms of structuring history teaching. It is also the fact that the content structure of the course in the elementary school is not a determinant in the choice of history subjects. As a matter of fact, the structure of history subjects in the USA, where the history subjects are taught in the Social Studies course with the interdisciplinary approach of England, is largely close to each other. Despite this commonality, the history acquisitions in Life Science and Social Studies in Türkiye, for example, are separated from England and the United

States. Since it is an independent history course, it is normal to be different from England. However, it was expected to coincide with the United States because of a similar Social Studies course. The difference that arises although Türkiye and USA adopted the same content structure, may be explained with the following three reasons:

- a. Differences of opinion in determining what is the structure of interdisciplinary content
- b. Differences of opinion between the level of learning power and capacity of the child at elementary school level
- c. The difference of opinion about the quality of the information that is required to be taught to the elementary school children

Based on the results, the following recommendations can be made for elementary school history teaching:

1. By making extensive research on student learning at elementary school level power and capacity in Türkiye, the result be revealed on the theoretical and practical dimensions.
2. In terms of history teaching, quantitative and qualitative research should be done about what the elementary school child can learn and what to learn. These researches should have a comparative content that includes different countries. The main purpose of these studies should be the determination of the history content.
3. In USA which is the source of Social Studies course, the studies should be made on meaning and nature of "multidisciplinary / interdisciplinary" and the applications in USA where the course arises should be examined and the results should be benefitted in accordance with the needs of Türkiye.
4. The objectives of the Life Science and Social Studies and the compliance of the content and the ability of the content to realize the objectives should be investigated. It is necessary to determine what is required to achieve this qualification.
5. The content of all relevant curriculum, especially in Life Science and Social Studies, should be reviewed in terms of national history consciousness which is an important feature of the national figure. However, first of all, the understanding and perception of ve national history should be emphasized.

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