



“The Conquering or Fall of Istanbul”

Analyzing of the Conquering or Fall of Istanbul Topic in the Turkish and Greek History and Social Studies Textbooks¹

“İstanbul’un Fethi ya da Düşüşü”

Türk ve Yunan Tarih ve Sosyal Bilgiler Ders Kitaplarında Yer Alan İstanbul’un Fethi ya da Düşmesi Konusunun Analizi

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Abstract: School history textbooks play an important role in teaching students about their national identity. Historical narratives presented in the textbooks incorporate conceptions of who people are and how they are linked to particular location. However, these narratives are never static. As known some changes were made in Turkish and Greek history and social studies textbooks recently. The aim of this article is to analyze Turkish and Greek old and new history/social studies textbooks in the topic of “The conquering/fall of Istanbul”. For this purpose two history and two social studies textbooks written and given by the government were chosen. Content and descriptive analyses were applied to these books. At the end of the study we saw that using historical evidence and active learning activities increased in numbers and more peace centered history writing was chosen as an approach.

Keywords: History Textbooks, Social Studies Textbooks, The Conquering of Istanbul, The Fall of Istanbul.

Özet: Tarih ders kitaplarına ulusal kimliğin öğretilmesinde önemli bir rol yüklenir. Ders kitaplarında sunulan metinler insanların kim olduklarını ve yaşadıkları toplumla bağlarının ne olduğunu gösterir. Elbette ders kitapları durağan değildir. Bilindiği gibi hem Türkiye’de hem de Yunanistan’da tarih ve sosyal bilgiler ders kitaplarında yenilikler yapılmıştır. Bu araştırmanın da amacı “İstanbul’un Fethi ya da Düşüşü” konusunun eski ve yeni Türk ve Yunan ders kitapları çerçevesinde analiz etmektir. Bunun için Türkiye’de ve Yunanistan’da devlet tarafından yazdırılan ve dağıtılan yeni ve eski iki ders kitabı seçilmiştir. Bu kitaplardaki

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İstanbul'un Fethi ya da Düşüşü konusu içerik ve betimsel analize tabi tutulmuştur. Araştırma sonucunda her ülkenin de iki ders kitabında tarihsel kanıtların kullanımının ve aktif öğrenme etkinliklerinin arttığı ve daha barışçı bir tarih yazımının tercih edildiği görülmüştür.

Anahtar Kelimeler: Tarih Ders Kitapları, Sosyal Bilgiler Ders Kitapları, İstanbul'un Fethi Ya Da Düşüşü

Introduction

The textbooks that are chosen for classroom use give some indication of what is being taught in the schools (Harris, 1963). Historical narratives presented in the textbooks incorporate conceptions of who people are and how they are linked to particular location. So it is clear that school history textbooks play an important role in teaching students about their national identity. Researchers use different ways to study the important question of how social studies and history textbooks in different countries structure learning opportunities for their students (Harris, 1963). As known Turkish and Greek history textbooks changed lately and both Turkey and Greece go along a lot of educational reforms. Before analyzing the results of our research we think that it is useful to see briefly the educational conditions in both countries. At this point we think it is useful to give a brief account of the Greek and Turkish education in recent years. In this way, the current situation in Greek and Turkish education will be easily understood.

Reform of the Educational System in Greece

Although Greece started making modifications in the educational system several years ago, the first results are evident in the last three years. Some features of this change are:

- The outlook of school and the teachers' education changed (the school facilities improved, the conditions are better with regard to students' human rights, school attendance can last all day long, teachers are better educated and are given further education continually, the "school advisor", which has become an institution, helps and advises teachers of a specific faculty on problems that may arise etc.).
- New pedagogical and teaching methods were adopted according to the new European and International models.

- The curriculum changed (new school subjects which aim at the complete development of the children's personality was incorporated).
- The new school books were available initially in the school year 2006-2007 for primary school, in 2007-2008 for junior high school and in the year 2009-2010 the new books for senior high school were available.

Education in Greece is changing rapidly. Education is influenced by the recent crisis. Greek people are used to investing in learning and education because they think that by educating people they improve their future. Therefore, we hope that education will not be influenced and the educational reform will not stop as the results are positive.

Reform of the Educational System in Turkey

Although Turkish educational system has been modified for many times, this study is focused on the changes of last nine years. Some features of this change are:

- New pedagogical and teaching methods based on constructive learning theory were adopted.
- The spiral curriculum, new school subjects which aim at the complete development of the children's personality, were incorporated.
- There are greater focuses on student-centered teaching activities instead of subject-centered and teacher-centered approaches.
- Focus shifted to enhancement of the students' thinking skills rather than mere transmission of information.
- Improving the interaction and cooperation between the students in the process of teaching and learning.
- Emphasis on use of more effective assessment methods and tools is given.
- Encouraging the use of information and communication technologies in teaching and learning activities.

After all, the student-centered approach which emphasizes on active participation and involvement of the pupils in the teaching activities is the most

important innovation in the new social studies curriculum. The program, also offers changes in the methods of student assessment. To this end, the program makers seek to develop performance-based assessment focusing on the measurement of the student's performance in the learning activities and projects, without complete abandonment of traditional in-class exams. Additionally, the new school books appropriate to new curriculum, became available initially in the school year of 2004-2005 for primary schools, and in 2005 for secondary schools.

The School Subject of History in Greek Education Today

History is taught as a separate and independent subject in Greek schools from the third year of primary school to the third year of senior high school. The main characteristic is that the same material, broadly speaking, is repeated in the three stages of education in primary school, junior and senior high school. History at school is divided into three periods: Ancient History, Roman and Byzantine History and Modern History. The school books of each level are adapted to the particular age but they all cover the same material. At this point, it is useful to mention two characteristics of the history school books:

The Greek history school books refer mainly to Greek history and there is some reference to the European and International history. As students proceed from primary school to the last classes of senior high school, more and more references are made about European and International history. However, these references are not considered to be sufficient.

A basic feature of the Greek history school books is that they regard the three time periods that were previously mentioned (Ancient, Roman-Byzantine and Modern) as a continuation of the Greek history and they regard contemporary Greek people as the ones who carry on the tradition of Ancient Greece and Byzantium. This fact is stated in order to make clear that in the extracts, which are mentioned further down in the chapters concerning the Fall of Istanbul, the Byzantine people are referred to as Greek people who struggle/fight for the defense of the City.

The General Framework of History Curriculum in Turkey

In Turkey, social studies courses are taught from the fourth to seventh grades in elementary and secondary schools. In the 2005 curriculum transference of citizenship and also the social studies as social sciences approachers appeared (Barr, Barth and Shermis 1997). And also in 2005 Social Studies Curriculum has revolutionized the curriculum preparation process and behaviorist curriculum approach has been replaced by constructivist curriculum approach. This curriculum has set the main aim of the Social Studies curriculum in Turkey as “to provide an opportunity and appropriate environment for individuals to understand and make contributions to themselves, the society in which they live on the basis of their own demands and skills, within the framework of the General Aims of Turkish National Education” (Safran, 2008).

History is taught as an unseparate subject in Social Studies courses from 4th to 7th grades in Turkish schools both of 1998 and 2005 programs. But in 1998 program the subjects of history, geography and citizenship were taught with mostly teacher-centered approaches. After current educational reforms, social studies are defined as an interdisciplinary field composed of history, georgraphy, economy, sociology, anthropology, psychology, philosophy, political science, law, and civic education (Milli Eğitim Bakanlığı Tarih Terbiye Kurulu Başkanlığı). Moreover, for the first time some new studies such as family history, local and oral history took their place in this new program.

History is taught not as a separate and independent subject in Turkish secondary schools, but as a part of the social studies course. Children's first experience with history at school begins with the unit which is titled as “Geçmişimi Öğreniyorum” (I'm Learning My Past). In this unit the children learn the events and characters that have played an important role in the formation of the Turkish nation. In the following years, students are usually required to study a narrative on national history in at least two more courses belonging to junior high school and senior high school. In addition to these courses, students also take a course on civic education. The textbooks of these courses convey a clear and consistent national history that emphasizes in the founding of ancestors, events, and legends of the Turkish Republic.

Method

The research design that was chosen for our study employs a qualitative approach because it is the best approach that fits with the purpose of the study, data collection methods and analysis. Within the scope of this paper, some results of a wider research are to be presented. These results have to do with the school subject of history in Greece and Turkey. The findings of the research involve similarities and differences between the textbooks as far as the appearance, the structure, the educational and teaching methods used and the content are concerned. The history textbooks were chosen because it was the school subject of history that received most of the criticism in both countries. The method that was used is content analysis and the measuring unit was the clause if the results referred to the pedagogic and teaching methods or the meaning if the results referred to the content (Patton, 2002).

The Greek school books of junior high school which were used in this research are:

Lambros Tsaktsiras, Zacharias Orfanoudakis, Maria Theohari (2003) *Roman and Byzantine History*. Second Year of Junior High School. Athens, Organization of publishing school books.

Ioannis Dimitroukas, Thoukidides Ioannou (2008) *Medieval and Modern History*, Second Year of Senior High School. Athens, Organization of publishing school books.

The Turkish school books of secondary school which were used in this research are:

Guler Senunver, Dr. Ezdihar Karabulut, H.Samim Kesin, Rifat Turgut, Nesime Ercan, Mustafa Kucukbaycan, Hasan Uslu, Aliye Akay (1999). *Social Studies 7*, Seventh Year of Primary School. Turkey, Organization of publishing school books.

Mecit Mumin Polat, Niyazi Kaya, Miyase Koyuncu, Adem Ozcan (2007). *Social Studies 7, Student's book*, Seventh Year of Primary School. Turkey, Organization of publishing school books.

The textbooks were chosen because of their recent publication dates and high visibility in the market-place. We tried to give answer to these research questions via analyzing school books:

- How is the topic of “Conquering/Fall of İstanbul” mentioned on Greek history textbooks?
- How is the topic of “Conquering/Fall of İstanbul” mentioned on Turkish social studies textbooks?
- Are there any differences between old and new history textbooks in Greece?
- Are there any differences between old and new social studies textbooks in Turkey?

Findings

In the findings part we will describe the topic in Greek and Turkish textbooks separately and then we will analyze them all together and make some comprehensions.

General Comprehension of Greek Old and New History Textbooks on the Topic of Fall of İstanbul

The two books have obvious differences which are related not only to the quality of paper, the size, the printing and the pictures, but also to the difference in language, to the selection of sources and finally to the type of questions, activities and exercises that are given to students. It is clear that the two books were written in a different period of time and different pedagogic and teaching methods were used. As it will be pointed out later there are not great differences in the style of writing or in the use of emotionally loaded words.

The old book: In the old history book the Fall of İstanbul is described at the end of the book in chapter four. The title of this unit is “The Last Flash of Byzantium (1402-1453)” (Tsaktsiras & Orfanoudakis, 2003: 317) and the events are described briefly but with an emotional tone and a liveliness in style.

Firstly, the book gives an account of the circumstances of the Byzantine empire before the fall and how the last Byzantine Emperor Constantine XI, Palaiologos, who had been a despot (=tyrant) of Mystras up to 1448, came into power (Tsaktsiras & Orfanoudakis, 2003: 323).

In the next paragraph the fact that the Ottoman Sultan Mehmet II comes into power is analyzed. “The aim of his reign was to conquer Istanbul so he started making preparations in a systematic way” (Tsaktsiras & Orfanoudakis, 2003: 323).

Afterwards, the preparations of the two leaders (Palaiologos and Mehmet II) are examined, since they had to be ready for the great conflict. The figures of the “enemy” are emphasized. Ottoman soldiers totaled 300,000, whereas Palaiologos had “8,000 Greek soldiers” and 3,000 mercenaries at his disposal (Tsaktsiras & Orfanoudakis, 2003: 323).

The siege of Istanbul started on April 7th 1453 when the Ottoman army bombarded the city. On the 20th of April “three ships from Genoa” ran “blockade of the enemy fleet” and went past “[...] the Golden Horn Gulf” (Tsaktsiras & Orfanoudakis, 2003: 323).

“The Sultan flew into a rage” and “seventy-two ships” crossed into the land. So the Sultan threw his warships into the battle in the Golden Horn Gulf behind the protective chain that had been created (Tsaktsiras & Orfanoudakis, 2003: 324).

The emperor’s, Palaiologos’, answer to Sultan’s, Mehmet’s, demand to surrender is compared to Leonidas’ reply to Persians in Thermopylae (the answer is cited as a source at the end of the book). Emphasis is put on his self-sacrifice when he realized that Istanbul had been already lost. He fought to the end, he was wounded and “nobody saw him again” (Tsaktsiras & Orfanoudakis, 2003: 324).

The new school book: In the new history book of the second year of junior high school in the chapter concerning the Fall of Istanbul “The Re-establishment of Byzantium and the Subjugation to the Ottomans” are included in the third chapter (Dimitroukas & Ioannou, 2008: 65), whereas “The Siege of Istanbul” is included in the second unit. The account of the events is brief and not detailed (Dimitroukas & Ioannou, 2008: 67).

Firstly, the book refers to Ottomans’ advantageous position after the conquests of Murat II (who was the predecessor of Mehmet). The Ottomans were powerful and ready to conquer Istanbul, while “the brave emperor Constantine XI” who commanded very few forces “fell in battle when the invaders closed in upon him”. “After continual bombardment and violent attacks [...] the invaders went

through the opening in the walls and conquered the city (Dimitroukas & Ioannou, 2008: 67).

The narration of these events was brief as we noted earlier. The rest of the chapter is devoted to the analysis of the consequences of the Fall of Istanbul not only for Greek people, but for Europeans and for Ottomans as well. What is pointed out is that the Byzantine cultural heritage affected Europe, the Balkan countries, Russia and the Ottoman Empire (as far as art, legal science, exact science, organization of state services, religion and the humanities are concerned) (Dimitroukas & Ioannou, 2008: 67-68).

General Comprehension of Turkish Old and New History Textbooks on the Topic of the Conquering of Istanbul

The old book: In the old school book the Siege of Istanbul is described at the beginning of the book in chapter two. The title of this unit is “The Conquering of Istanbul and Later Years” (Senunver, Karabulut, Kesin, Turgut, Ercan, Kucukbaycan, Uslu, Akay 1999:55) and the events are described thoroughly.

Firstly, the book describes the reasons why Istanbul was an important city for the Ottomans and the bad relations between the Ottomans and the Byzantine Empire (Senunver, Karabulut, Kesin, Turgut, Ercan, Kucukbaycan, Uslu, Akay 1999:55).

In the following part the book describes the preparation of the Ottomans (Anadolu Hisari, weapons and cannons) (Senunver, Karabulut, Kesin, Turgut, Ercan, Kucukbaycan, Uslu, Akay 1999:56).

Afterwards, in the third part of the chapter, the event of the siege is described. “The City both from the sea and from the land was sieged” (Senunver, Karabulut, Kesin, Turgut, Ercan, Kucukbaycan, Uslu, Akay 1999:56) and the story of the transfer of the seventy two ships by land is also given in detail (Senunver, Karabulut, Kesin, Turgut, Ercan, Kucukbaycan, Uslu, Akay 1999:57). Words such as “attack”, “assault”, “conquer” etc. are used.

The very young age of the Sultan (only 21 years old) and the fact that after the siege he was given the name Fatih, which means conqueror, is mentioned (Senunver, Karabulut, Kesin, Turgut, Ercan, Kucukbaycan, Uslu, Akay 1999:58) In the fourth part of the chapter we read about the results of the siege. It was the end of the Byzantine Empire and the establishment of the Ottoman Empire in the Balkans

and Europe. The commercial road of the Black Sea belonged to Turks after the events and it was also the beginning of new discoveries in transportation and geography (Senunver, Karabulut, Kesin, Turgut, Ercan, Kucukbaycan, Uslu, Akay 1999:58).

The new school book: In the new social studies book of the seventh year of primary school the chapter concerning the Siege of Istanbul, “A Voyage into Turkish History”, is included in the third chapter (Polat, Kaya, Koyuncu, Ozcan 2007:65).

Firstly, after the title we read a sentence that Napoleon said about Istanbul: “If the world was only one country Istanbul would be its capital” and we see a chart of the Ottoman and Byzantine force of balance.

In the first paragraph a story is narrated. The Sultan Fatih Mehmet II had in his mind that the Battle of Istanbul was to be very important for him and his people. “He would either take Istanbul or Istanbul would take him”. The Sultan sends ambassadors to the Emperor asking for a piece of land in Istanbul to create a hunting residence. The Emperor replies that he could only give the Sultan a piece of land as big as the skin of a cow. The Sultan accepts the challenge and takes a very big cow’s skin and makes thread out of it. In this way he takes over a very big part of land and starts to build a citadel (Polat, Kaya, Koyuncu, Ozcan 2007:65).

We realize with this story that the Sultan was a very clever man that was not afraid of challenges. There is also a painting at the end of the story where we can see the ships being transferred from land but there is no information about the artist and the period that the painting was made.

The event of the siege is not described in detail in the new book but the students learn more about what happened after the siege. The Sultan continued his conquering in the regions of Amasra, Sinop, Trabzon, Crimea and the islands of the Aegean Sea and established the Ottoman power in the Black Sea Commerce (Polat, Kaya, Koyuncu, Ozcan 2007:66).

In another paragraph the changes and the buildings that were created after the siege are described (Hagia Sophia, Topkapi palace, Kapali Carsi) and also information about the first golden Ottoman coins that were used is given (Polat, Kaya, Koyuncu, Ozcan 2007:66).

General comprehension on Greek and Turkish New and Old School Books' Similarities and Differences

The Fall of Istanbul is a big chapter in the Greek history and it is described as a sad event because that meant the end of the Byzantine Empire and by extension the end of a glorious era for Greek people who regard the Byzantium as the continuation of Ancient Greece and the Contemporary Greek people as the successors of the Byzantine people. *The Conquering of Istanbul* is also a very important subject for Turkish history. In Turkey it is described as a glorious event because that meant both the end of the Byzantine Empire and the Middle Ages and the beginning of a glorious era for Ottoman Turks.

We prepared a table to show similarities and differences and tried to make some discussions on using this table. The title of the unit, reasons of the event, preparation for the event, consequences of the event and sources used in the school books are analyzed in the Table -1 shown below.

Greek old and new history school books: As we can observe the differences between the two books (regarding the account of this particular event) are limited. The main difference is that in the older book there is a more extensive coverage of the events and a more detailed description, whereas in the new book the description is brief and the emphasis is put on the consequences of the Fall of the Byzantium.

Both books underline the bravery and self-sacrifice of the Byzantine Emperor and of the "Greeks", which are similar to Leonidas in the battle of Thermopylae. Also they stress Ottomans' ability to fight (Tsaktsiras & Orfanoudakis, 2003: 323, Dimitroukas & Ioannou, 2008: 67). The Sultan's "fury" is mentioned, as his aim was to occupy the city during his term of office (Tsaktsiras & Orfanoudakis, 2003: 323). Furthermore, in the new book it is mentioned that after his victory the Sultan Mehmet II "went into the conquered town in a procession, he prayed in the church of Hagia Sophia and he announced that Istanbul will be his country's capital from now on" (Dimitroukas & Ioannou, 2008: 67).

Table 1

General Comprehension for New and Old Books

	Greek Old Book	Greek New Book	Turkish Old Book	Turkish New Book
Title of the Unit	The last flash of Byzantium (1402-1453)	The reestablishment of Byzantium and the subjugation to the Ottomans	The conquering of Istanbul and later years	A voyage in the Turkish history "Ottomans in their new Capital
Reasons of the event	Holy aim of Sultan Mehmet's reign		Istanbul's importance for the Ottomans and the bad relations between the Ottomans and the Byzantine Empire	The importance of Istanbul for Turks and Others.
Preperations for the event	Rumeli Hisarı Cannons Young persons	Rumeli Hisarı	Rumeli Hisarı, cannons	Rumeli Hisarı, connons
Consequences of the event	Emphasis is put on the Emperor's self-sacrifice when he realized that Istanbul had been already lost	The consequences of the Fall of Istanbul not only for Greek people, but for Europeans and for Ottomans as well	The Sultan was given the name Fatih	The consequences of the conquering of Istanbul not only for Ottomans but for Turks
Sources	One picture and written sources	One Picture and two written sources	Four picture, one map	seven picture, one map
Tone	Emotionaly stressed Enemies	Event not mentioned in detail. The Byzantine heritage is stressed. New discoveries on geography and Western civilization.	It was the end of the Byzantine Empire and the establishment of the Ottoman Empire in the Balkans and Europe. The commercial road of the Black Sea belonged to the Turks after the events and it was also the beginning of new discoveries in transportation and geography	Event not mentioned briefly but activities give students chance to make comprehensions

The Sultan's profile is continually negative in the new book, but his ability as a politician and as a military leader is not questioned (Dimitroukas & Ioannou, 2008: 67). Additionally, in both books it is stressed that neither allies nor neighbouring countries helped the Byzantium. So Byzantine people had to defend the city all by themselves (Tsaktsiras & Orfanoudakis, 2003: 323, Dimitroukas & Ioannou, 2008: 67).

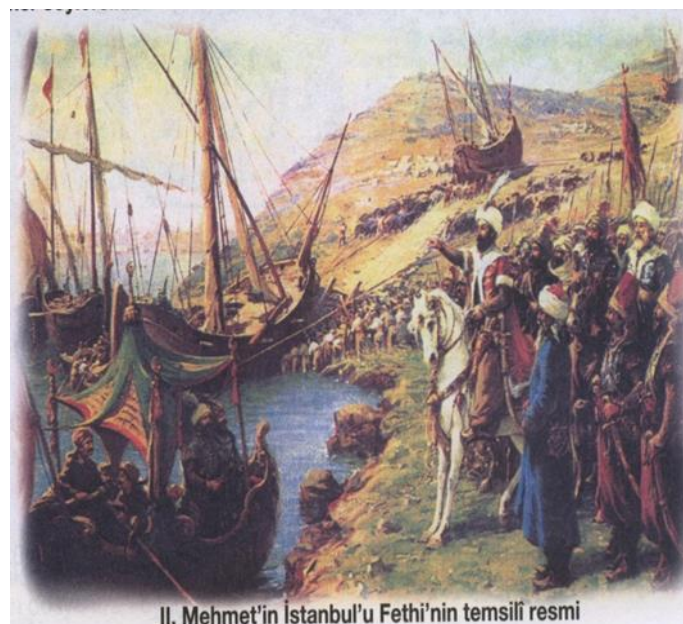
Turkish old and new history school books: We realize that the differences between the two Turkish Social Studies school books are enormous. In the old book the event of the siege is fully and in detail described with emotional tone and stressed words, while in the new book more importance to the results of this conquering is given and students are given the means to understand that Fatih Sultan Mehmet II was a very clever man that established a great empire both in length and in power. The meaning and the importance of the city until today is also stressed in the new book with sources and narratives. Questions are used to help students understand the topic and the importance of the event in the Ottoman, Turkish and world history. The students also work in the work-book with questions, activities, exercises and small researches to fully understand the event and its importance.

Figure 1. Pictures from the New Greek and Turkish Textbooks

Greek New Book



Turkish New Book



Two different pictures from the new Greek and Turkish textbooks which depict Sultan Mehmet's entering to the Istanbul after the Fall/Conquering. On the left picture in Greek textbook Sultan is shown as a "barbar" while on the right picture in Turkish textbook is depicted as a genius hero.

Conclusion

From our research we conclude that both the Turkish and the Greek old school books describe the event in detail and with emotionally stressed words. Of course the point of view is different so in the Greek book we find the word "Fall" while in the Turkish one we find the word "Conquering".

In the Greek book the reasons of the fall are described as follows:

1. The Byzantine Empire was already very weak and had very little power.
2. There was no help from the Balkans and the West.
3. The Ottomans were very powerful, numerous and thirsty to win.

In the Turkish book the reasons of winning are described:

1. The Ottomans had a lot of big cannons and weapons.
2. The building of Rumeli Hisar helped them in the battle.
3. The strength, power and cleverness of the Sultan and its soldiers were very important.

In the new Turkish and Greek school books there are great differences. The Greek book as mentioned before uses almost the same tone of language as the old one, maybe a bit less aggressively, but does not describe the exact historical event in fully detail. More importance in the reasons and consequences of the fall is given. The questions, sources and pictures used, although not enough, help children understand the reasons of the fall and the consequences in the Balkan, West and Ottoman world.

The Turkish new school book does not describe the event also, does not use emotionally stressed words at all and does not give the students the meaning of enemy. Students try to realize and find out on their own what exactly happened by using sources, questions and pictures.

In both books there is only the description of one's point of view. No empathy and perspective taking is mentioned, but we would like to emphasize in the fact that both books are much better than the older ones in methodology, activities, language used and the use of sources.

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Geniřletilmiř zet

Ama

Bilindiđi zere hem Yunanistan'da hem de Trkiye'de son on yıldır ders kitaplarında deđiřiklikler yapılmıřtır. Bu deđiřikliklerden etkilenen alanlardan biri de Yunanistan zelinde tarih Trkiye zelinde de sosyal bilgiler ders kitaplarıdır. Yunanistan'da yapılan deđiřiklikler sonrası bir yanda program Avrupa Birliđi normlarında deđiřirken bir yandan da đretmen eđitimi de bundan nasibini almıřtır. Yeni ders kitapları temel eđitimde 2006-2007, ortaokullardaysa 2007-2008 eđitim đretim dneminde kullanılmaya bařlamıřtır. Trkiye'de ise program deđiřikliđi 2005 yılından itibaren kendisini gstermeye bařlamıř, yeni kitaplar benimsenen yapılandırmacı yaklařımının bir uzantısı olarak đrencilerde sadece bilgi deđil becerileri de geliřtirmeyi amalamıřtır. Bu programla ilk kez sosyal bilgiler đretiminde sadece vatandaşlık aktarımı deđil, yansıtıcı inceleme ve sosyal bilimler olarak sosyal bilgiler yaklařımları da benimsenmiřtir.

Ders kitaplarında yer alan tarih konularının ulusal kimliđin đretilmesinde nemli bir rol vardır. nk ders kitaplarında sunulan metinler insanların kim olduklarını ve yařadıkları toplumla bađlarının ne olduđunu gsterir. Bu yzden farklı lkelerin ders kitaplarının karřılařtırmalı analizi birok arařtırmaya konu olmuřtur. Bu arařtırmada da her iki lkenin de tarihinde nemli bir yere sahip olan İstanbul'un Fethi ya da Dřř konusunun karřılıklı olarak incelenmesi amalanmıřtır.

Yntem

Bunun iin Trkiye'de ve Yunanistan'da devlet tarafından yazdırılan ve dađıtılan yeni ve eski iki ders kitabı seilmiřtir. Bu kitaplardaki İstanbul'un Fethi ya da Dřř konusu ierik ve betimsel analize tabi tutulmuřtur.

alıřmada cevap aranan sorular řunlardır:

- İstanbul'un Fethi ya da Dřř konusu Yunan ders kitaplarında nasıl anlatılmaktadır?
- İstanbul'un Fethi ya da Dřř konusu Trk ders kitaplarında nasıl anlatılmaktadır?

- Eski ve yeni Yunan ders kitapları arasında farklılıklar (konunun anlatımı, kaynakların kullanımı, vurgu vb.) var mıdır?
- Eski ve yeni Türk ders kitapları arasında farklılıklar (konunun anlatımı, kaynakların kullanımı, vurgu vb.) var mıdır?

Bulgular ve Yorumlar

Yunan ders kitaplarına ilişkin bulgular; kitaplar genel olarak değerlendirildiğinde eski ve yeni kitapların kâğıt kalitesi, ebat, ilüstrasyonlar ve resimler açısından önemli farklılıklara sahip oldukları anlaşılmaktadır. Eski kitapta, konu, 4. Ünite’de “The Last Flash of Byzantium (1402-1453)” başlığı altında yer almaktadır. Konu tüm ayrıntıları ile geniş bir şekilde anlatılmaktadır. Öncelikle, kitapta İstanbul’un düşmesinden önce Bizans’ın genel durumu hakkında bilgi verilmektedir. Sonrasında II. Mehmet’in Osmanlı tahtına geçmesi ve savaş için yapılan hazırlıklar anlatılmaktadır. Bu noktada Türklerden “düşman” olarak söz edilmekte ve Osmanlı askerlerin 300.000 kişiyken Bizans askerlerinin sadece 8.000 kişi olduklarına vurgu yapılmaktadır. Düşüş ayrıntılı bir şekilde anlatıldıktan sonra Palaiologos’u bir daha kimsenin görmediği söylenerek duygusal bir tonla olay açıklanmaktadır. Yeni ders kitabında ise, “The Siege of Istanbul” ikinci ünite olarak karşımıza çıkmaktadır. Olay daha az ayrıntıya yer verilerek anlatılmaktadır. Öncelikle Osmanlıların II. Murat’ın yaptığı hazırlıklarla ne kadar fetihe hazırlıklı oldukları belirtilmektedir. Daha sonra II. Mehmet’in yaptığı hazırlıklar anlatılmaktadır. Olay yeni ders kitabında eskisi kadar ayrıntılı bir şekilde anlatılmamaktadır. Yeni ders kitabında en dikkat çekici nokta, olayın sadece Bizans açısından değil tüm dünya açısından sonuçlarına vurgu yapılması ve özellikle Bizans mirasının Avrupa, Balkanlar, Rusya ve Osmanlı üzerine etkilerinin öne çıkarılmasıdır.

Türk ders kitapları incelendiğinde öncelikle eski ders kitabında, ikinci ünite “İstanbul’un Fethi ve Sonrasındaki Gelişmeler” başlığı altında olayın anlatıldığı görülmektedir. Kitapta öncelikle İstanbul’un Osmanlılar için neden önemli bir yer olduğu anlatılmakta ve Bizansla Osmanlı arasındaki kötü ilişkinin sebeplerine yer verilmektedir. Fetih için yapılan hazırlıklar, fetih süreci ve fethin sonuçları ayrıntılı şekilde anlatılmaktadır. Yeni ders kitabında ise konu “Türk Tarihine Yolculuk” başlığı altında verilmektedir. Bu ders kitabında fetih için yapılan hazırlıklar, fetih süreci ve sonrasına ilişkin olarak eski ders kitabına göre daha az ayrıntıya yer verilmiştir. Yeni kitapta aktif öğrenmeyi destekleyecek etkinlikler ve kanıt çalışmalarına rastlandığı,

özellikle İstanbul'un bugünü ve geçmişi arasında köprü kurulmaya çalışıldığı ve öğrencilerde sadece zaman değil, değişim ve süreklilik kavramlarını da geliştirmeye çalışıldığı söylenebilir.

Sonuçlar

Araştırma sonucunda her ülkenin de iki ders kitabında tarihsel kanıtların kullanımının ve aktif öğrenme etkinliklerinin arttığı ve daha barışçı bir tarih yazımının tercih edildiği görülmüştür.