

Anachronic Errors in Social Studies Textbooks

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Makale Geliş Tarihi: 19/01/2023

Makale Kabul Tarihi: 31/05/2023

DOI: 10.35675/befdergi.1239190

Abstract


The aim of the study is to identify anachronistic errors in social studies textbooks. Document analysis method was used in the research. The obtained data were analysed by "descriptive analysis. The data of the research consisted of the Ministry of National Education (MNE) primary school 4th grade and secondary school 5th, 6th, and 7th grade social studies textbooks in 2021. The relevant textbooks were examined by focusing on the criteria prepared in line with expert opinions. As a result of the research, the following findings were reached: In the course texts, mostly due to the logical errors in the use of place names, anachronistic errors occurred. In the fictional texts, the views of the course book author are included as if they were the discourses of historical characters. Course book authors do not pay attention to time and space; they interpret the past with contemporary perspective, which causes anachronistic errors. There was no finding that could cause anachronistic errors in the "photographs and pictures" in the textbooks; however, it has been concluded that there are anachronic errors due to the careless use of place names in historical maps.


Keywords: Anachronism, anachronic errors, social studies textbooks.

Sosyal Bilgiler Ders Kitaplarında Yer Alan Anakronik Hatalar

Özet

Çalışmanın amacı; Sosyal bilgiler ders kitaplarında yer alan anakronik hataları belirlemektir. Araştırmada "doküman analizi yöntemi" kullanılmıştır. Elde edilen veriler "betimsel analiz" ile çözümlenmiştir. Araştırmanın verilerini 2021 yılı MEB ilkökul 4. sınıf ile ortaokul 5, 6 ve 7. sınıf sosyal bilgiler ders kitapları oluşturmuştur. Bu bağlamda uzman görüşleri doğrultusunda hazırlanan kriterler odak alınarak ilgili ders kitapları incelenmiştir. Araştırma sonucunda şu bulgulara ulaşılmıştır: Ders metinlerinde çoğunlukla yer isimlerinin kullanımındaki mantık hatalarından dolayı anakronik hatalar meydana gelmiştir. Kurgusal metinlerde tarihi karakterlerin söylemleriymiş gibi ders yazarına ait görüşlere yer verilmiştir.

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Kaynak Gösterme: Marancı, Ş. & Akkuş, Z. (2023). Anachronic errors in social studies textbooks. *Bayburt Eğitim Fakültesi Dergisi*, 18(39), 632-657.

Ders yazarları bunu yaparken zaman ve mekâna dikkat etmemekte bugünün bakış açısıyla geçmişi yorumlamakta bu durum da anakronik hatalara neden olmaktadır. Ders kitaplarındaki "fotoğraf ve resimlerde" anakronik hataya neden olabilecek bir bulguya ulaşılmamıştır; fakat tarihi haritalarda yer isimlerinin dikkatsiz kullanımından kaynaklı anakronik hataların olduğu sonucuna varılmıştır.

Anahtar Kelimeler: Anakronizm, anakronik hata, sosyal bilgiler ders kitapları.

Introduction

The origin of the term anachronism is the Greek word "anachronismos" used in the scholarly review of classical texts such as the Iliad (Umachandran, Rood, 2020). The word anachronism comes from the Greek words "ana" meaning back, old, against, and distant and "chronos" meaning time (Kanat, 2012). The word anachronism emerged in the local language towards the middle of the seventeenth century and was associated with chronology (Grazia, 2010). This word was originally used in literary exegesis, but in the sixteenth century it was used to denote an "error in determining a date or chronology". At the beginning of the nineteenth century, the word had many meanings. After Greek, the word anachronism gained meaning in Latin, Italian, French and English (Umachandran, Rood, 2020) and started to be used in a wide area.

"Anachronism is an error of chronology or timeline, that is, not considering the time when the event took place while evaluating the causes and consequences of an event that took place in the past and became the subject of history" (Şimşek, 2022). In a paradigmatic sense, anachronism refers to the chronological misplacement of a historical event. In other words, it is the wrong perception of the date or time of any situation (Condren, 2004). Anachronism is also defined as an attempt to reconstruct the chain of historical events and meanings and to bring a new interpretation to events (Verbeeck, 2006). According to another definition, anachronism is the act of locating a situation or characters at a time when they could not have existed or occurred (Rancière, 2015) or attributing the characteristics of one period to another period. In more general terms, it is the imposition of stereotypical judgments and behaviours originating from a culture or society on the actions or works of a culture that is foreign to these patterns and behaviours (Jardine, 2000). "Anachronism refers to an error about the history and period of a phenomenon. This mistake can be not only about factual information, but also about concepts, perspectives and mentalities" (Öztürk, 2011:37).

Anachronism by definition and naturally of course comes into existence in historical or historical texts/discourses. Anachronism, which we encounter include sometimes making a historical character live in a different period from the time he lived, making him do "things he cannot do", sometimes a certain object (abstract or concrete historical, in other words, any temporal and spatial thing) is separated from its historicity and installed into another historicity (for example, showing the date of a known war differently from its original date contrary to its historical reality, or

snowing in a geography where it is known that there is no snow at all)... This is a situation that has many examples in historical novels (Kanat, 2012:52, 53).

There are different types of anachronism. Vico (1993) defined the types of historical errors in connection with anachronism as follows: Errors that occur because of associating a period that is irrelevant to an event with the event, describing a period when the event occurred as if it did not occur, combining two periods of time that should be expressed separately, and dividing two periods of time that need to be combined.

Lorenz examined anachronism by dividing them into three groups including anachronism of facts, anachronism of language, and anachronism of perspective (Verbeeck, 2006).

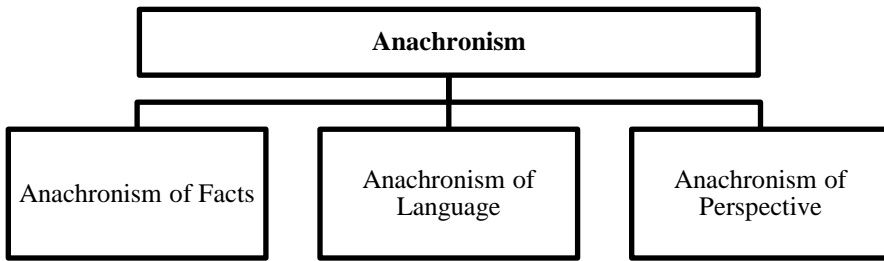


Figure 1. Classification of anachronism by Lorenz

Anachronism of Facts: It is the presentation of a situation as if it happened although that does not actually exist in a historical phenomenon or event.

Anachronism of Language: It is a type of anachronism that emerges as a result of using contemporary vocabulary or concepts in order to understand and describe past phenomena.

Anachronism of Perspective: It is an evaluation of the past using a contemporary perspective. It is formed as a result of considering that people in the past have the values of today's people or evaluating the events that took place in the past from their own contemporary perspective, but not from their own period's characteristics.

Condren (2004) examined the types of anachronism in his study by dividing them into categories and defined them as follows: "Judgmental anachronism" is to impose later values on life in the past, "descriptive anachronism" refers to the definition of a later idea of moral value as if it belonged to an earlier period, "traditional anachronism" is to use a later tradition in works written at a time when such a tradition had not existed yet, "sequential anachronism" is to make a chronologically logical error while locating a series of events or situations, "discursive anachronism" is to replace or ignore the modes of thought belonging to a certain period and "structural anachronism" occurs when relationships between two modes of thought become

mixed with the later one. In addition, Condren (2004) stated that anachronism appears when stereotypes are not suitable for any period and situation, and they are refuted with evidence.

At the root of anachronism is the concept of “presentism”. Presentism emerges as a result of the interpretation of the past using the knowledge and perspective of the present. This is one of the causes of anachronism because the past and the present are different from each other. An awareness should be raised about the fact that the past is different from the present and the various periods of the past are different from each other (Grazia, 2010). The understanding and culture of the period in which the historical events took place differ from the period in which the historian lived. For example, a word used in any period of history may have a different meaning in other periods or may be used with different meanings in different geographies. The place where the event takes place also changes over time. In this respect, these factors should be considered in order not to make an anachronistic error (Turan, 2018). Anachronism is often considered as a major mistake in historiography. It is believed that good writing of history should avoid anachronism (Verbeeck, 2006). Anachronism is caused by writers who tell the “past” rather than the writers who describe the period they live in (Kanat, 2012). This situation raises the problem of anachronism in historiography. Presenting objective and accurate information in historiography is the common view of all historians; however, history can be written inaccurately either intentionally or unintentionally for various reasons. These mistakes can be encountered from time to time in books written on history. In this context, these errors are also encountered in textbooks (Öztürk, 2011).

Textbooks “are teaching tools that are written within the framework of certain pedagogical principles to support a course’s curriculum.” Textbooks are developed and designed considering certain criteria. These include the physical features of textbooks, educational design in textbooks, assessment and evaluation, teaching-learning process, visual design, language, and expression. The textbooks evaluated under these criteria are required to be scientific and lack errors. The following criteria have been taken into consideration regarding the scientific content and lack of errors in the textbooks (MNE Board of Education, 2022:11,12):

- Content should be based on valid, reliable, up-to-date, and objective information; it should not contain information and expressions that may lead to misconceptions, faulty generalizations, inconsistencies, and contradictions.
- Content should be based on correct, valid, and reliable sources that are scientifically accepted.
- The source of the information that serves as an opinion and belief other than scientific knowledge should be specified and these should be included in the bibliography.
- Scientific and generally accepted interpretations should be preferred.
- Lack of knowledge or knowledge errors should not exist in the content.

- Concepts and terms appropriate to the area and subject-matter should be used.
- Visuals should reflect real situations depending on the nature of subject-matter.

The textbooks must be free from errors to comply with scientific criteria. It is considered that the presence of errors in the books may lead to mislearning. One of these types of errors is anachronistic errors and they can be encountered in books containing history.

When the literature is examined, it is seen that the textbooks are handled from many different perspectives. For example, ideological representations and national identity (Anyon, 1978; Yılar & Çam, 2021), human rights (Kort, 2017), values (Çam, Yılar & Ünal, 2020; Kuş, Mery & Karatekin, 2013; Shaver, 1965), gender bias (Sumalatha & Ramakrishnaiah, 2004), entrepreneurial skill (Yılar & Çam, 2023), curriculum, content and content design (Gordy & Pritchard, 1995; Tomal & Yılar, 2019). However, it has been observed that textbooks lack a close attention on anachronistic errors. In this context, the following results were obtained in the social studies books evaluated by the researchers.

Öztürk (2011) in his study found that many obvious and serious anachronistic mistakes were made in fictional texts describing historical events because they were told using the heroes of the period as narrators in social studies and history textbooks. In these books, historical heroes were made to speak using the expressions of the textbook author. In other words, his perspective, interpretation, concept, perception of time and space belonging to the modern period was attributed to the people of the period. This situation caused anachronisms of language, perspective, and facts. Time perception was not considered in the books. In addition, avoiding the changes in space perception and names and the differences between the past and present about naming political units were not considered. Syrjämäki (2011) has explored the relevance of Quentin Skinner's disputing writings to the problem of anachronism. He concluded that it was not impossible to avoid anachronism. Rancière (2015) explored what precautions to take and what rules to follow to avoid anachronism. Verbeeck (2006) argued that there is anachronism in historiography and that the abuse of anachronism is at the core of historiography. Umachandran and Rood (2020) explored the concept of anachronism and the role played by the idea of anachronism in the formation of antiquity. Gülersoy (2013) examined the 6th grade social studies textbooks in terms of physical, educational, visual, and language and expression features through a sample analysis and determined that there were remarkable deficiencies in these features. Demir & Atasoy (2018) in their study examined the 5th grade social studies textbook in terms of physical, educational, visual design, language, and expression features, and concluded that the book was prepared at such a level that it could positively affect educational activities. Şahin (2014) carried out a study to evaluate social studies textbooks in terms of visual design principles and concluded that visual elements are not effective in terms of message design principles. It is very important

that the textbooks are error-free. Although there are various studies on textbook review, research on anachronistic errors in these books is limited. In this respect, it is thought that the study can eliminate an important deficiency in the field and contribute to the field. The purpose of the study is to identify anachronistic errors in social studies textbooks. In this direction, the study sought to answer the following research questions:

1. What are the anachronistic errors in the texts in the social studies textbooks?
2. What are the anachronistic errors in fictional texts in social studies textbooks?
3. What are the anachronistic errors in the visuals (photographs, pictures, maps) in the social studies textbooks?

Research Method

Qualitative research approach was adopted in the study and thus document analysis method was used. It is possible to define qualitative research as "research in which qualitative data collection techniques such as observation, interview and document analysis are used, and a process which follows a naturalistic inquiry to reveal perceptions and events within their natural settings in a realistic and holistic manner" (Yıldırım & Şimşek, 2013). Document analysis is a systematic procedure used to analyse written documents (Wach, 2013). Document analysis contains a process involving certain stages. Forster (1994) divided this process into the following steps including collecting documents, ensuring the authenticity of documents, document coding and categorization, data analysis and using data; Fraenkel and Wallen (2006) used the following steps: determining the purpose of document analysis, determining coding categories, identifying concepts, identifying analysis units, locating data, creating the logical structure, developing sampling plan, and analysis. In addition, Altheide (1996) had the following steps including identifying criteria, collecting data, determining areas of analysis, coding, verification, and analysis. Considering these, the research was constructed in line with the plan given below:

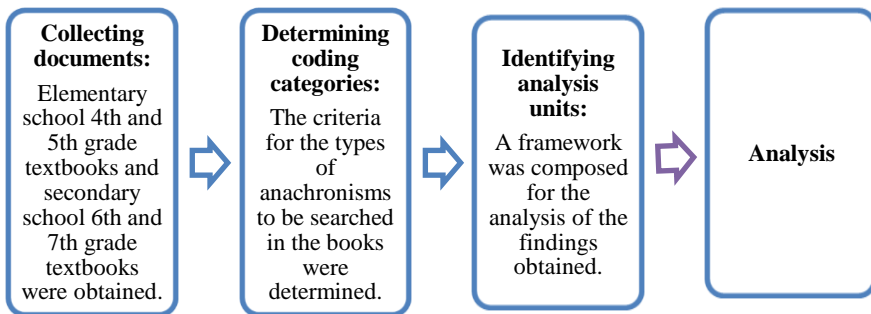


Figure 2. Research plan

In this direction, the MNE social studies books for the 2021-2022 education year were obtained. Then, considering expert opinions, the categories related to the anachronism to be searched in textbooks were prepared as a data collection tool. Next, analysis units were formed for the analysis of the relevant outcomes. Finally, the obtained data were analysed.

Materials and Data Analysis

The data obtained in the study were analysed via descriptive analysis. Descriptive analysis is a type of qualitative data analysis that includes summarizing and interpreting the data obtained through various data collection techniques according to the predetermined themes. Descriptive analysis has four stages. In the first stage, a framework is created to determine under which themes the data will be organized. Then the data is read and organized based on the framework. After this stage, the organized data are described and finally the described findings are explained, correlated, and interpreted (Yıldırım & Şimşek, 2013).

In this context, firstly, codes and categories were created in line with expert opinions regarding factual, conceptual and approach anachronism. Anachronic errors in social studies textbooks were determined by two different researchers in line with these codes and categories. Afterwards, a common conclusion was reached by comparing the anachronistic errors found by the researchers. In this direction, the anachronistic errors in the textbooks are tabulated. Finally, the obtained findings were explained in the cause-effect relationship and interpreted. In the table below, the examined social studies books are included.

Table 1.
Social Studies Textbooks

Book Name	Publication Year
MEB 4 th grade social studies textbook	2021
MEB 5 th grade social studies textbook	2021
MEB 6 th grade social studies textbook	2021
MEB 7 th grade social studies textbook	2021

Findings

The findings related to the anachronistic errors in “course texts, fictional texts, and visuals” included in social studies books were structured in line with the research problems.

Findings about the anachronistic errors in texts included in social studies textbooks: It is a well-known fact that history must be purified from anachronism to understand the past accurately. Explaining historical events with contemporary perspective and concepts in the texts in the textbooks and lack of attention to the chronology cause anachronism. In this context, the following examples of anachronistic errors were encountered in the texts examined in the social studies books.

Table 2
Findings About The Anachronistic Errors In Texts Included In Social Studies Textbooks

Findings About the Anachronistic Errors in Texts Included in 4th Grade Social Studies Textbooks			
There were no findings related to the anachronistic errors in the texts.			
Findings About the Anachronistic Errors in Texts Included in 5th Grade Social Studies Textbooks			
Learning Area	Anachronistic Errors	Type of Anachronism	Explanation
Culture and Heritage	Gordius, king of Phrygia came to Ankara and settled there with his people and the city he founded was called Gordium. (MNE 5th grade textbook p.42).	Anachronism of Language Anachronism of Facts	Before Ankara was given this name, it was called “Ankyra, Ancyre, Enguriye, Engürü, Angara, Angora” (Erdem, 1991 as cited in Güner& Ertürk, 2004). The author meant as if the name of the city of Ankara existed before the name Gordium. A concept that didn’t belong to that period was used and thus a language that was out of its natural time was used as if it existed (the name Ankara was used as if it appeared). Therefore, anachronism of facts was exemplified.
Findings About the Anachronistic Errors in Texts Included in 6th Grade Social Studies Textbooks			
Learning Area	Anachronistic Errors	Type of Anachronism	Explanation
Culture and Heritage	The Fourth Crusade: The Crusades occupied İstanbul instead of retaking Jerusalem. (MNE 6th grade textbook p.76).	Anachronism of Language Anachronism of Facts	The name of İstanbul in that period is Constantinople. Because a word that did not belong to that period was used, anachronism of language appeared. As the name of the city was presented inaccurately, anachronism of facts occurred.

Findings About the Anachronistic Errors in Texts Included in 7th Grade Social Studies Textbooks

Learning Area	Anachronistic Errors	Type of Anachronism	Explanation
Culture and Heritage	Murad II sieged İstanbul but he could not conquer it. Bayezid I is the first Ottoman sultan who sieged İstanbul . He sieged İstanbul for the second time. He defeated the Crusades that came to capture İstanbul in the Battle of Nicopolis (MNE 7 th grade textbook p.50)	Anachronism of Language Anachronism of Facts	Because İstanbul was called Constantinople at that period, both anachronisms of language and facts occurred.
Culture and Heritage	When the history of İstanbul was examined, the city served as the capital for 1600 years during the Roman, Byzantine, and Ottoman empires... (MNE 7 th grade textbook p.50)	Anachronism of Language Anachronism of Facts	İstanbul was the capital of Ottoman empire. The other capital was Constantinople. By writing the city's other name in parenthesis, the ambiguity could have been avoided. Because a wrong term was used, there appeared an anachronism of language; anachronism of facts appeared because a situation that did not exist was presented as if it existed.

When Table 2 was examined, it was found that there were factual and logical errors that would be accepted as “anachronistic error” in social studies textbooks. This situation mostly appears in “culture and heritage” learning area. Anachronism emerges in historical subjects due to its structure. This situation is considered normal since culture and heritage contain more history subjects than other learning areas. It is seen that especially geographical names are not taken into consideration in the books and as a result, errors occur. Different cultures have had settlements at different times throughout history and have shaped this geography with their own identities. When evaluated in this direction, it is a known fact that İstanbul (Constantinople) has been the capital of different cultures. In this process, although the geographical

location did not change, name changes occurred. In the books, these name changes were avoided, and the name Istanbul was used for all periods. Its use in that way is of course correct in terms of understanding the subject; however, it is considered that this situation may cause the reinforcement of wrong conceptual knowledge. For example, students may assume that the name Istanbul was used by the Byzantine and Roman Empires and that people living in this period knew this name. Thus, this situation can cause anachronistic error.

Findings about the anachronistic errors in fictional texts included in social studies textbooks: In social studies courses, literature and literary genres are used to gain skills such as critical thinking, empathy, language use, time, and chronology (Kaymakçı, 2013). One of these types is fictional texts. There are fictional texts created by the authors of the books in social studies textbooks. In these fictional texts, historical characters who lived in the past tell the historical events that took place in their period with their own discourses. However, writers often try to interpret past events from a contemporary perspective and shape events accordingly. Thus, in fictional texts, especially the element of “time and space” does not reflect the reality of that period and thus cause historical errors that we can describe as anachronism. The anachronistic errors that could be made in fictional texts can be listed as follows:

- Historical characters could be depicted using an object in their period that has not been invented yet.
- Every historical period has its own unique clothing culture. Historical characters can be depicted with a style of clothing that is contrary to their period.
- Some periods have been named by historians to make history more understandable. Since this naming is made much later, it is not possible for people who lived at that time to know about this situation. Historical characters in fictional texts can be depicted as if they knew this situation.
- Any concept can have different meanings in different historical periods. Historical characters can be described as if they are using the present-day meaning of these concepts which had different meanings in the semantic world of the period in which they lived.
- The same geographical structure was mostly called with different names in different historical periods. It can be assumed that the historical characters know these geographical names which were not used in their periods and were unlikely to be known.
- Descriptions in which historical characters interpret any historical event from a contemporary perspective can be made.

It was found that there are anachronisms of “facts, language, and perspective” in the fictional texts in the social studies books examined in this direction.

Table 3
Findings About the Anachronistic Errors in Fictional Texts Included In Social Studies Textbooks

Findings About the Anachronistic Errors in Fictional Texts Included in 4th Grade Social Studies Textbooks			
There were no findings related to the anachronistic errors in the fictional texts.			
Findings About the Anachronistic Errors in Fictional Texts Included in 5th Grade Social Studies Textbooks			
There were no findings related to the anachronistic errors in the fictional texts.			
Findings About the Anachronistic Errors in Fictional Texts Included in 6th Grade Social Studies Textbooks			
Learning Area	Anachronistic Errors	Type of Anachronism	Explanation
Culture and Heritage	Narrated by Mete Khan ...My father Teoman is the first emperor of Asian Hun Empire, founded in Inner Asia and known as the first Turkic state. ... It is Ötükan, which is located between the Orkhon and Selenge rivers in Inner Asia and is considered sacred. He fought against the Chinese for the Silk Road . Upon my father Teoman's constant raids, the Chinese built the Great Wall of China to stop these raids. ... I took control of the Silk Road . (The Silk Road is a trade route that links China to Europe.) I strengthened the Hun economy by controlling the Silk Road (MNE 6th grade textbook p.50)	Anachronism of Language Anachronism of Facts	It is impossible for Mete Khan to know the concepts of Inner Asia, Silk Road, Europe, and the Great Wall of China because these concepts were used much later. Anachronism of language occurred because the concepts that did not belong to the period were used. Because it is assumed that Mete Khan knew these concepts, that is, the situation that did not really occur at that time was depicted as if it happened, anachronism of facts occurred
Culture and Heritage	Narrated by Mukan Qaghan Atam Bumin Qaghan gathered all Turkic tribes in	Anachronism of Language	The concepts of Inner Asia and the Silk Road were not used in Mukan Qaghan's time. Because of using concepts that

	Inner Asia under one flag and established our state. We had to fight against the Akhuns and Sassanids to seize the Silk Road (MNE 6th grade textbook, p.55).	Anachronism of Facts	that were out of time, the author caused anachronism of language. In addition, because it is assumed that Mukan Qaghan knew these concepts, the author caused anachronism of facts.
Culture and Heritage	Narrated by Bilge Qaghan My ancestor Kutluk Qaghan rebelled against the Chinese slavery and in 682 he founded the Second Turkic (Göktürk) Empire (MNE 6th grade textbook p.56)	Anachronism of Language Anachronism of Facts	The Göktürks used the twelve-year animal cycle Turkish calendar. It is more accurate that Bilge Qaghan who lived in this period told a date belonging to his own calendar instead of 682, the Gregorian calendar date. In addition, the Second Göktürk Empire was founded under the name of “Kutluk”. This word caused both factual and linguistic anachronisms.
Culture and Heritage	Narrated by Kutluk Bilge Kül Qaghan ... Meanwhile, the Muslim Arabs with the support of the Karluk Turks won the Battle of Talas, which was fought in 751 between the Arabs and the Chinese in the west of the country. The Chinese who lost the war withdrew from Inner Asia and Muslim Arabs dominated this region... my state weakened; it was destroyed by the Kyrgyz, a Turkish tribe, in 840 . (MNE 6th grade textbook p. 61)	Anachronism of Language Anachronism of Facts	Because it was not possible for Kutluk Bilge Kül Qaghan to use the dates of 751 and 840 belonging to the Gregorian calendar, the writer caused factual anachronism. Using the term Inner Asia caused linguistic anachronism.
Culture and Heritage	Narrated by Satuk Buğra Khan ... It was founded by my ancestor Bilge Kül Kadir	Anachronism of Language	Because Satuk Buğra Khan also used the year 840 in the Gregorian calendar and the term Inner Asia, factual

	Khan in 840 My state was the first Turkic state that accepted Islam in Inner Asia (MNE 6th grade textbook p.73)	Anachronism of Facts	anachronism occurred. In addition, the term Inner Asia caused linguistic anachronism.
Culture and Heritage	Narrated by Mahmud of Ghazni The Ghaznavids were founded by my ancestor Alp Tigin on the territory of present-day Afghanistan . My state was defeated in the Dandanaqan War with the Seljuks in 1040 and this led to the collapse of the dynasty. (MNE 6th grade textbook p.74)	Anachronism of Language Anachronism of Facts	Because Mahmud of Ghazni knew the name Afghanistan belonging to our time and used the year 1040 belonging to the Gregorian calendar, factual anachronism occurred. The name Afghanistan caused linguistic anachronism.
Culture and Heritage	Narrated by Tugrul Bey (or Toghril) We fought against the Byzantine army in 1048 at the plain of Pasinler (Kapetron) in Erzurum and we won that war to make Anatolia a homeland. We opened the doors of Anatolia with the Battle of Pasinler (Kapetron), the first great battle against Byzantium . (MNE 6th grade textbook p.80).	Anachronism of Language Anachronism of Facts	Tugrul Bey's use of the name Byzantine and the date of 1048, which belongs to the Gregorian calendar, caused factual anachronism, and the use of the name Byzantine, which does not belong to that period, caused linguistic anachronism.
Culture and Heritage	Narrated by Sultan Alparslan... ...I learned that the Byzantine Emperor Romanian Diogenes was advancing to the east of Anatolia. ... The Byzantine army had outnumbered us. The doors of Anatolia completely opened to the Turks.	Anachronism of Language Anachronism of Facts Anachronism of Perspective	Since "Byzantine, History of Turkey, The First Period of Beyliks in Anatolia" were created by historians later, the fact that Sultan Alparslan knew about this situation caused factual anachronism and the use of these concepts caused linguistic anachronism. In addition, situations such as "the beginning of history of Turkey

	<p>Byzantium asked help from Europe and the Crusades began.</p> <p>The history of Turkey began.</p> <p>The First Period of Beyliks started in Anatolia (MNE 6th grade textbook p.82).</p>		<p>and the beginning of the First Period of Beyliks in Anatolia” have occurred in a long period of time. The evaluation of this situation by a historical character with a contemporary perspective led to an anachronism of perspective.</p>
Culture and Heritage	<p>Narrated by Sultan Alparslan... Our victory in the Battle of Manzikert, which was a turning point in terms of the Turkification and Islamization of Anatolia, where we started to settle in, led to the following results... (MNE 6th grade textbook p.82).</p>	Anachronism of Perspective	<p>The fact that the Battle of Manzikert was a turning point in terms of the Turkification of Anatolia occurred as a result of a long process. Since it is not possible for Sultan Alparslan to know about this situation, it caused an anachronism of perspective</p>
Culture and Heritage	<p>Narrated by a crusader I am a knight living in Europe in the Middle Ages. The Byzantine Empire fails to stop the Turks coming from the east</p> <p>The fall of Byzantium means that the Turks conquer Europe.</p> <p>The Byzantine Empire asked for help from the kings in Europe against the Turks.</p> <p>In the first crusade, we captured Antakya, Urfa and Jerusalem, and then Iznik.</p> <p>Turkish Seljuk State moved its capital to Konya</p> <p>In the Fourth Crusade, we captured Istanbul. (MNE 6th grade textbook p.90).</p>	<p>Anachronism of Language</p> <p>Anachronism of Facts</p>	<p>It is not possible for a Crusader to know the concepts of the Middle Ages, Byzantium, Antakya, Urfa and Iznik, Turkish Seljuk State and Istanbul. Thinking that the crusader knew these concepts caused factual anachronism and the use of concepts that did not belong to its period caused linguistic anachronism.</p>

Findings About the Anachronistic Errors in Fictional Texts Included in 7th Grade Social Studies Textbooks			
Learning Area	Anachronistic Errors	Type of Anachronism	Explanation
Science, Technology, and Society	My name is Sumerian Ludingirra We are engaged in agriculture because we have very fertile lands in Mesopotamia (MNE 7th grade textbook p.126).	Anachronism of Language Anachronism of Facts	Considering that the Sumerian child in the fictional text knew the concept of Mesopotamia, a factual anachronism appeared and using a concept that did not belong to the period led to a linguistic anachronism.

The terms “Inner Asia, Mesopotamia, Byzantine, The Silk Road, The Great Wall of China” are the geographical concepts that are used later. For example, it is not possible for a historical character living in the 6th century to know these concepts. At the same time, it is not possible for these historical characters to have a contemporary perception of time. When Table 3 is examined, it is seen that such anachronistic errors are made in fictional texts in social studies textbooks. Since fictional texts are much more involved especially in the 6th grade "Culture and Heritage" learning area, such anachronistic errors are more common. Since the fictional texts are not included a lot in the 4th and 5th grade social studies books, there is no finding that such anachronistic errors exist.

The anachronistic errors in fictional texts in social studies books can be explained as follows: Perceiving and defining "Inner Asia" as a geographical unit is a modern situation that belongs to the present, not the past (Öztürk, 2011). It is seen that Mete Khan, Mukan Qaghan, Kutluk Bilge Kul Qaghan and Satuk Buğra Khan used the concept of "Inner Asia" in fictional texts. However, the name Inner Asia was not used in the period when these historical characters lived. Considering that they knew this concept caused an anachronistic error.

The term “The Silk Road” was first used in an article written by a German geologist called Ferdinand von Richthofen in 1877 (Yıldırım, 2016). This means that the name “Silk Road” has not existed before and it is impossible for the people who lived before this period to know and use this term, but in the fictional text, Mete Khan and Mukan Qagan, who are supposed to describe their own period, used the term "Silk Road". This situation caused an “anachronistic error” to occur.

The Great Wall of China was called "the Purple Frontier" and "the Earth Dragon" in ancient times (Waldron, 1988). The Great Wall of China took its name at the end of the 19th century (Hessler, 2007). In this case, the use of the name "The Great Wall of China" by “Mete Khan” in the fictional text caused an anachronistic error because

it is not possible for a historical character who lived between 234 BC and 174 BC to know and use a 19th century concept.

The name Mesopotamia today is used to describe the area surrounded by the Taurus Mountains in the north, the Persian Gulf in the south, the Zagros Mountains in the east, and the Syrian Desert in the west. But Mesopotamia did not originally have a single name; the south of the region was called as Babylon during and after the Sumerians, and the north as Assyria (Köroğlu, 2018). When considered in this direction, it is possible for people who lived in the Sumerian period to define this region as Babylonia. But "Ludingirra", a Sumerian boy mentioned in the fictional text, used the name Mesopotamia. The author expressed his point of view and world of thought through a historical character. In this case, it caused an anachronistic error to occur.

The concept of "Byzantine Empire" was not used during the reign of the Empire. This concept was later coined by historians. The name of the empire in this period was the "Roman Empire" (Ortaylı, 2006). In this context, the use of the concept "Byzantine" as mentioned by "Tugrul Bey, Sultan Alparslan and a crusader" in the fictional text has caused an anachronistic error.

The place names in fictional texts are also described with their current usage (Afghanistan, Istanbul, Antakya, Urfa, Iznik) instead of their use in their own period. "The Turkish Seljuk State, the period of the first beyliks, and the History of Turkey" were produced by historians at a later time. In this context, these uses have caused anachronism.

Every culture has its own sense of time. For this reason, various calendars have been created throughout history. Turks used the "Turkish Calendar with Twelve Animals, Hijri, Jalali, Julian and Gregorian" calendars. However, these calendars were used in certain periods of history. For example, the Turkish Calendar with Twelve Animals was used by the Inner Asian Turks, the Hijri calendar was used after the adoption of Islam, the Jalali Calendar was used in the Ottoman period, and the Gregorian calendar was used in the Republican period (Çağatay, 1978). When evaluated in this direction, it was found that Turkish Calendar with Twelve Animals was used during the periods of Bilge Qaghan, Kutluk Bilge Kül Qaghan, Satuk Buğra Khan, and Mahmud of Ghazni. However, it was seen that these historical characters used dates belonging to the Gregorian calendar such as "682, 751, 840, 1040" in the fictional texts. Similarly, during the reign of the Great Seljuk Empire, both Hijri and Jalali calendars were used. It is seen that Tugrul Bey who lived in this period used the year 1048 belonging to the Gregorian calendar. Thus, the historical characters were depicted as if they knew a situation which they did not know. Therefore, when a situation that does not exist in fictional texts is presented as if it existed, an anachronistic error occurs.

Although the idea of dividing history into ages dated back to ancient times, it was Christoph Cellarius (1634-1707) who gave its final shape to the existing trilogy -

"Ancient Age, Medieval Age and New Age". While determining the ages, Cellarius preferred concrete historical events for the beginning and end of each age (Alkan, 2014). Thus, another situation that is accepted as an anachronistic error is that a crusader mentioned in the fictional text knew that he lived in the Middle Ages.




The results and effects of some historical events occur in the long term. It is not possible for historical characters who lived in the period of these events to know the subsequent consequences and effects of these events. Such errors made in fictional texts have led to an anachronism of perspective. For example, the knowledge that the Battle of Manzikert was a turning point in terms of the Turkification and Islamization of Anatolia could be understood with the evaluations made after a long time. It is unlikely that Sultan Alparslan had such clear information at the time of the incident. When a general evaluation is made, it has been concluded that there are anachronisms of facts, language, and perspective in fictional texts in social studies books.

Anachronistic errors in historical maps included in social studies textbooks: In addition to improving the sense of space, maps contribute to the development of "historical comprehension, historical analysis and interpretation skills". For the development of historical comprehension skills, where and between whom a historical event takes place should be evaluated correctly. In the development of historical analysis and interpretation skills, the elements of the place where the event takes place are important (Şengül Bircan & Safran, 2013). Maps used for the development of historical comprehension, historical analysis and interpretation skills should also contain correct information. It is thought that errors made in place names as well as geographical boundaries on historical maps may prevent the development of these skills. Such errors made can also lead to anachronism. Anachronistic errors that are found on historical maps can be listed as follows:

- Countries that ruled at different times can be depicted as if they existed at the same time (contemporary).
- Countries may have reigned at the same time (contemporaries, but one of them may not be included on the map as if they were in different time zones).
- The names of mountains, seas and rivers or place names such as countries and cities located in any geography can be called by different names at different times. Another error is to include a name that is not likely to be used at the time illustrated by the maps.
- The boundary of the region, such as any country, city, town, and village may be shown differently, contrary to the time zone represented by the map.

Within this context, the following anachronistic errors were found in the social studies books examined.

Table 4
Anachronistic Errors in Historical Maps Included in Social Studies Textbooks

Learning Area		
6th Grade Culture and Heritage	6th Grade Culture and Heritage	6th Grade Culture and Heritage
		
Map 1. Asian Hun Empire (MNE 6th grade textbook p.50)	Map 2. The Spread of Islam in the Time of Prophet Muhammad (MNE 6th grade textbook p.68)	Map 3. The Spread of Islam (MNE 6th grade textbook p.71)
Type of Anachronism		
Factual anachronism, Linguistic anachronism		
Explanation		
<p>While the name of Iran was known by names such as Persian Empire and Acemistan from the 6th century BC to 1935 (Ivanov, 2021), the name changed after 1935 when Reza Shah requested the international community to call the country "Iran" (Lewis, 2015). That is, describing this geography as Iran before this year may cause anachronism. The presence of the Asian Hun Empire and Iran in map 1, and the Byzantine Empire and Iran in maps 2 and 3 cause the two non-contemporary countries to be perceived as if they existed at the same time. In map 3, the name of the Aegean Sea and the Byzantine Empire are on the same map. However, this name was given to the Aegean Sea in 1941 (Turkish Republic, Ministry of Education, 1941). People who lived at that time probably called this sea by another name. It is another mistake to include this name on a map which exemplified a date before this date. Depicting a situation that did not exist as if it appeared on maps caused factual anachronism and using a wrong concept led to linguistic anachronism.</p>		
Learning Area		
6th grade Culture and Heritage	6 th grade Culture and Heritage	7 th grade Culture and Heritage



Map 4. The Great Seljuk Empire (MNE 6th grade textbook p.80)



Map 5. Turkish Seljuk State Map (MNE 6th grade textbook p.87)



Map 6. Anatolian Beyliks, Beginning of 14th Century (MNE 7th grade textbook p.42)

Type of Anachronism

Factual anachronism, Linguistic anachronism

Explanation

On map 4, the names of the cities (Thessaloniki, Edirne, and Istanbul) within the borders of the Byzantine Empire are different in this period. This situation caused an understanding that the city names belonged to the Byzantine Empire. on map 5, the names of cities, seas, lakes, and rivers shown within the borders of the Byzantine Empire belong to the Turks. The Byzantine equivalents of these names are probably different. Likewise, on map 6, the names of Istanbul, Iznik and Bursa in the Byzantine period were used as they are today. In addition, the names of the Aegean Sea and Byzantium were used side by side. In this case, showing a situation that is not on the maps as if it existed caused factual anachronism and using a wrong concept led to a linguistic anachronism.

It is very important to establish a relationship between “time and space” to learn a historical period. Historical events should be associated with time and space in chronological order in line with a certain logic. This association can be made through maps that reflect spatial relations (Akengin, 2015). Errors in time and space in historical maps cause anachronism. The following findings were obtained in Table 4, which was examined in this context:

The current form of geographical names is included on the maps, but the names used in the historical period they represented are not taken into consideration. For example, writing the name of a country that reigned in the 19th century on a map of the 10th century may cause an anachronistic error.

A similar situation can be seen in maps 1, 2 and 3. Iran (Ivanov, 2021), previously known as Persia and Acemistan, took this name in 1935 (Lewis, 2015). The use of the name "Iran" is correct to create a sense of space in students; but while doing this, an error occurs about teaching a wrong concept. This name of Iran means that it has been used for centuries and it causes anachronism. This situation can be corrected by using something like “Iran (Persia)”. The same situation can be seen in names such as "mountain, sea, lake, and river". The name “Aegean Sea” is included on Maps 3 and 6, but this name was used after 1941 (Turkish Republic, Ministry of Education, 1941).

There was no such usage during the Byzantine Empire and Anatolian Beyliks. Another usage that causes an anachronistic error is that the names of cities within the borders of a country that ruled in the past do not belong to its own period. The names of the cities within the borders of the Byzantine Empire on Maps 4 and 5 were included in their current usage and thus caused anachronism.

Results and Suggestions

It is seen that there are anachronistic errors belonging to “facts, language, and perspectives” in social studies textbooks, which are analysed as course texts, fictional texts, and visuals. Most of the "anachronistic errors" in social studies textbooks are in the field of learning culture and heritage. Anachronism has occurred mostly due to logical errors in the use of place names in course texts. This usage may seem correct to provide clarity; however, it is wrong to describe contemporary concepts as if they were used in the past.

In the fictional texts, the views of the course book authors are included as if they were the discourses of historical characters. While doing this, the course book writers do not pay attention to time and space but interpret the past with contemporary perspective. Chronology and the changes that occur over time are particularly avoided. In this direction, the names of concepts that are named later or changed are not taken into consideration and it is assumed that historical characters know these concepts used today. This situation causes anachronism. Another anachronistic error in fictional texts is related to the perception of time. The characters in these texts are depicted as if they used the Gregorian calendar, which was not used in their period. Öztürk (2011) analysed social studies books in his study, and he found that many obvious and serious anachronistic errors are made in fictional texts that involve historical events which are conveyed through the narrative voice of the heroes of the period. Historical heroes were made to speak the expressions of the textbook author in these books. In other words, the perspectives, interpretations, concepts, perceptions of time and space belonging to the modern period were attributed to the people of the period. It was found that similar results were obtained with this study.

There was no finding that could cause anachronistic errors in the “photographs and pictures” in the textbooks, but it was concluded that there were errors due to the careless use of place names in historical maps. Although these maps represent a specific period, some of the place names on the maps are from the past and some are from the present. In this case, because two non-contemporary countries lived at the same period or a place name that should not have existed in a historical period was depicted as if it existed for a long time, these caused an anachronism. In addition, the names of cities within the borders of a country that ruled in the past in some maps were given with the descriptions of the nation that owns these lands today. These logical errors made without considering the chronology are another situation that causes anachronism.

Interpreting the past with contemporary perspective is a possible situation for students to perceive historical periods. It is a known fact that if the concepts, place names used and the events or situations that occurred in the previous period are tried to be taught to the students with the language and perspective of the past, they will not mean anything in their semantic world and thus they will be unsuccessful. However, telling history with contemporary perspective can also cause mislearning. Thus, if the texts and visuals are structured in line with the recommendations given below, anachronistic errors can be eliminated.

1. In addition to the current usage of any concept, its past use can be included in parentheses such as Istanbul (Constantinople).

2. While including the narrative discourses of historical characters in fictional texts, historical reality should not be avoided, events should be told considering the structure of the period, and the author should not impose his world of thought on these people.

3. Place names on historical maps are given with today's concepts. This use can be considered normal; however, in order to avoid misconceptions, the past use of place names can be written in parentheses, or the course teacher can be made to make an explanation on this subject with instructions.

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Genişletilmiş Özet

“Anakronizm, geçmişte gerçekleşmiş, tarihe konu olmuş bir olayın neden ve sonuçlarının değerlendirilirken olayın geçtiği zamanın değil de başka bir zamanın koşullarının dikkate alınması yanılığısıdır” (Şimşek, 2022). Paradigmatik anlamda, anakronizm, tarihsel bir olayın kronolojik olarak yanlış yerleştirilmesini ifade eder. Yani herhangi bir durumun tarihinin veya saatinin yanlış algılanmasıdır (Condren, 2004). Anakronizmin çeşitli türleri vardır. Lorenz anakronizmi olgusal, kavramsal ve yaklaşımsal olarak 3 gruba ayırarak incelemiştir (Verbeeck, 2006). Olgusal Anakronizmi: Bir tarihi olgu ya da olayda aslında olmayan bir durumun olmuş gibi gösterilmesidir. Kavramsal Anakronizm: Geçmişteki olay ve olguların günümüzde anlaşılabilmesi için günümüz kavramlarının kullanılması sonucu ortaya çıkan anakronizm türüdür. Yaklaşımsal Anakronizm: Bugünün bakış açısıyla geçmişin değerlendirilmesidir. Geçmiş dönemdeki insanların günümüz insanının değerlerine sahip olduğunun düşünülmesi ya da geçmişte meydana gelmiş olayları kendi zaman özellikleri ile değil de günümüzün bakış açısıyla değerlendirilmesi sonucu oluşmaktadır.

Anakronizm çoğunlukla tarih yazımında büyük hata olarak görülür. İyi tarih yazımının anakronizmden kaçınması gerektiğine inanılır (Verbeeck, 2006). Anakronizm yaşadıkları dönemi anlatan yazarlardan ziyade “geçmiş” hikâye eden yazarlar tarafından yapılmaktadır (Kanat, 2012). Bu durum tarih yazımında anakronizm sorununu ortaya çıkarmaktadır. Tarih yazımında objektif ve doğru bilgi verilmesi bütün tarihçilerin ortak görüşüdür; ancak çeşitli sebeplerden dolayı isteyerek ya da bilinçsiz bir şekilde yanlış tarih yazımı yapılabilir. Tarihi konu alan kitaplarda bu yanlışlar zaman zaman karşımıza çıkabilmektedir. Bu bağlamda ders kitaplarında da bu hatalara rastlanılmaktadır (Öztürk, 2011).

Çalışmanın amacı: Sosyal bilgiler ders kitaplarında yer alan anakronik hataları belirlemektir. Bu doğrultuda aşağıdaki sorulara cevap aranmıştır.

1. Sosyal bilgiler ders kitaplarında yer alan metinlerdeki anakronik hatalar nelerdir?

2. Sosyal bilgiler ders kitaplarında yer alan kurgusal metinlerdeki anakronik hatalar nelerdir?
3. Sosyal bilgiler ders kitaplarında yer alan görsellerdeki (fotoğraf, resim, harita) anakronik hatalar nelerdir?

Araştırmanın amacına hizmet edebilecek en iyi yöntemin doküman analizi olduğu düşünüldüğü için araştırmada nitel araştırma doküman analizi yöntemi kullanılmıştır. Çalışmada elde edilen veriler betimsel analiz ile çözümlenmiştir. Bu doğrultuda 2021-2022 yılı MEB sosyal bilgiler kitaplarına ulaşıldı. Daha sonra uzman görüşleri doğrultusunda veri toplama aracı olarak ders kitaplarında aranacak olan anakronizmle ilgili kategoriler hazırlandı. Bir diğer aşamada ilgili kazanımların analizi için analiz birimleri oluşturuldu. Son olarak elde edilen veriler analiz edildi.

Ders kitaplarındaki anakronik hataların büyük bir bölümünün “kültür ve miras” öğrenme alanında olduğu bulgusuna ulaşılmıştır. Ders metinleri, kurgusal metinler ve görseller olarak incelenen sosyal bilgiler ders kitaplarında “olgusal, kavramsal ve yaklaşımsal” anakronik hataların olduğu görülmektedir. Ders metinlerinde çoğunlukla yer isimlerinin kullanımındaki mantık hatalarından dolayı anakronizm meydana gelmiştir. Anlaşılabilirliği sağlamak amacıyla bu kullanım doğru görülebilir; fakat günümüze ait kavramların geçmişte kullanılmış gibi nitelendirilmesi yanlış olduğu düşünülmektedir.

Kurgusal metinlerde tarihi karakterlerin söylemleriymiş gibi ders yazarına ait görüşlere yer verilmiştir. Ders yazarları bunu yaparken zaman ve mekâna dikkat etmemekte bugünün bakış açısıyla geçmiş yorumlamaktadır. Özellikle kronoloji ve zamanla meydana gelen değişim göz ardı edilmektedir. Bu doğrultuda, sonradan adlandırılan ya da değişen kavram isimleri dikkate alınmamakta ve tarihi karakterlerin günümüzde kullanılan bu kavramları bildiği varsayılmaktadır. Bu durum ise anakronizme neden olmaktadır. Kurgusal metinlerdeki bir diğer anakronik hata ise zaman algısıyla ilgilidir. Bu metinlerdeki karakterler kendi dönemlerinde kullanılmayan miladi takvimi kullanmış gibi gösterilmiştir.

Ders kitaplarındaki “fotoğraf ve resimlerde” anakronik hataya neden olabilecek bir bulguya ulaşılamamıştır; fakat tarihi haritalarda yer isimlerinin dikkatsiz kullanımından kaynaklı hataların olduğu sonucuna varılmıştır. Bu haritalar belirli bir dönemi temsil etmelerine rağmen, haritadaki yer isimlerinden bazıları geçmişe aitken bazıları günümüze aittir. Bu durumda çağdaş olmayan iki ülke aynı zamanda yaşamış ya da tarihsel bir dönemde olmaması gereken bir yer ismi çok eskiden beri varmış izlenimi verildiği için anakronizme neden olmuştur. Ayrıca bazı haritalarda geçmiş dönemde hüküm sürmüş bir ülke sınırı içindeki şehirler isimleri günümüzde bu topraklara sahip olan milletin tanımlamalarıyla verilmiştir. Kronoloji dikkate alınmadan yapılan bu mantık hataları anakronizme neden olan bir diğer durumdur.

Ders kitaplarındaki anakronik hataların giderilebilmesi için aşağıdaki öneriler sunulmaktadır:

1. Herhangi bir kavramın günümüzdeki kullanımının yanında parantez içinde geçmişteki kullanımına da yer verilebilir. Örneğin, İstanbul (Konstantinopol) gibi bir yazım yapılabilir.
2. Kurgusal metinlerde tarihi karakterlerin söylemlerine yer verirken, tarihsel gerçeklik göz ardı edilmemeli, olaylar dönemin yapısına göre anlatılmalı ve yazar düşünce dünyasını bu kişilere mal ettirmemelidir.
3. Tarihi haritalarda yer isimleri bugünün kavramlarıyla verilmiştir. Bu kullanım normal karşılanabilir; fakat öğrencide kavram yanlışlığını önlemek için yer isimlerinin geçmişteki kullanımı parantez içinde yazılabilir ya da yönergelerle ders öğretmenin bu konuda açıklama yapması sağlanabilir.