



An Analysis of the History of Children and Childhood in Secondary Education History Textbooks Through Narration of Social Events

Orta Öğretim Tarih Ders Kitapları İçerisinde Çocuk ve Çocukluk Tarihinin Toplumsal Olayların Anlatımı Üzerinden İncelenmesi

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AN ANALYSIS OF THE HISTORY OF CHILDREN AND CHILDHOOD IN SECONDARY EDUCATION HISTORY TEXTBOOKS THROUGH NARRATION OF SOCIAL EVENTS

ABSTRACT

The child is one of the most essential members of the family, which is society's core. The continuation of the human race was possible with the birth of new children. In addition, the transfer of the progress and cultural accumulation achieved to generations was also possible with the existence of children. Children, who have been essential members of clans or communities since the earliest times of history, have always existed in society as individuals, even if they have a passive appearance under the hegemony of their families or historical records and documents provide little information about them. Understanding the child's position in history has only been possible through studies conducted in this field. Unfortunately, research on childhood history and children began very late. In light of the information obtained, children and childhood are now included in history education. It is thought that having students see people like themselves in history serves the purpose of history education. By researching and conveying the history of children and childhood, the student can see and understand those who are like him in the historical period. This contributes to the student's historical empathy ability. In addition, explaining history lessons through their peers' eyes will attract the student's attention. Seeing people like themselves may make it easier for the student to understand life and events in historical periods. The research is a qualitative study in which the texts and images in the secondary school history textbooks prepared by the Board of Education and Discipline of the Ministry of National Education are examined using the document analysis method.

Keywords: History Education, Child, History of Childhood, Social Event, History Textbook.



ORTA ÖĞRETİM TARİH DERS KİTAPLARI İÇERİSİNDE ÇOCUK VE ÇOCUKLUK TARİHİNİN TOPLUMSAL OLAYLARIN ANLATIMI ÜZERİNDEN İNCELENMESİ

ÖZ

Çocuk toplumun çekirdeği olan ailenin en önemli üyelerinden birisidir. İnsanlığın neslinin devamı olacak yeni çocukların varlığıyla mümkün olmaktadır. Bunun yanında elde edilen ilerlemenin ve kültürel birikiminde nesillere

akrarımı da çocukların varlığıyla mümkün olmaktadır. Tarihin en eski devirlerinden itibaren klanlar ya da toplulukların önemli bir üyesi olan çocuklar ailelerinin hegemonyası altında pasif bir görüntü çizseler de ya da tarihsel kayıtlar ve belgeler onlara dair az bilgi sunsa da onlar birey olarak toplumun içinde hep vardılar. Çocuğun tarihsel süreç içerisindeki konumun daha iyi anlaşılabilmesi bu alanda yapılan çalışmalarla mümkün olabilmektedir. Ne yazık ki çocukluk tarihi ve çocuklara dair araştırmaların başlaması çok geç dönemlerde olmuştur. Edinilen bilgiler ışığında çocuk ve çocukluk bu sefer tarih eğitimi içerisine alınır. Öğrencilerin kendi gibi olanı tarih içerisinde görmesinin, tarih eğitimin amaçlarına hizmet ettiği düşünülür. Çocuk ve çocukluk tarihinin araştırılıp aktarımı ile öğrenci tarihsel dönem içerisinde kendi gibi olanı görebilir, anlayabilir. Bu da öğrencisinin tarihsel empati yeteneğine katkı sağlar. Tüm bunların yanında tarih derslerinin kendi yaşının gözünden anlatılması öğrencinin dikkatini çekeceği düşünülür. Öğrencinin kendi gibi olanı görmesi ile tarihsel dönemler içerisinde yaşamı ve olayları anlaması kolaylaşabilir. Araştırma, Millî Eğitim Bakanlığı Talim Terbiye Kurulu tarafından hazırlanan ortaöğretim tarih ders kitapları içerisinde bulunan metin ve görsellerin, doküman analizi yöntemiyle incelendiği nitel bir çalışmadır.

Anahtar Sözcükler: Tarih Eğitimi, Çocuk, Çocukluk Tarihi, Toplumsal Olay, Tarih Ders Kitabı.



INTRODUCTION

For a long time, historical studies have been based on state policies and the writing of influential personalities. These studies are called political history over time. The changing world order and the eighteenth century added new topics to political historiography. Historiography began to focus on individuals, families, and society itself. Marc Bloch and Lucien Febvre, founders of the Annales School, pioneered these studies (Freitag and Lafi, 2011). In the following years, Burke defined social history as studying all human activities and structures (Burke, 2013). Within social history, topics such as women, family, and education begin to stand out. Studies on the history of women and education led to the emergence of the history of children and childhood in the literature (Onur, 1994).

Childhood is one of the most critical periods in the human life cycle. In the early years of history, Aristotle described childhood as a disaster in human life (Tan, 1989). Just like Aristotle, European thinkers living in the Middle Ages defined the child as sinful. Islamic scholars such as al-Ghazali see childhood as a period of innocence in need of defense. As Postman (1995) notes, the printing press enabled people to think and talk about themselves. This led to the formation of a sense of self and childhood. Childhood now enters a new era defined in modern terms.

Wyness defines childhood as an abstraction, a set of ideas or concepts that define the nature of children and the types of their relationships with other members of society (Onur, 2007, p. 36). Thanks to the work of J. J. Rousseau (2002), changes in the perception of the child have emerged. With new perspectives, it is seen that the concepts of child and childhood were defined as separate concepts. The wave of change in Europe was also reflected in the Turkish-Islamic world. However, before this, it should be said that Farabi and İbn Sina, especially in the Turkish-Islamic world, mentioned their views on child care, health, and education in their studies (Akyüz, 2020). A. Hamdi Tanpınar, one of the first to recognize modernization and childhood consciousness in Turkish society, said: “*The child is a discovery of our century. In fact, until yesterday, we used to look at the child only as the younger, the older, as the one who needs to be brought up. Today, we have begun to think of the child and childhood as a matter and a world*” (Onur, 2007, p. 161) emphasizing that it is worth discussing.

The concept of childhood has various definitions in different societies in different periods. Based on the different definitions of societies, childhood can be considered a social phenomenon. Childhood as a social concept has its history.

The history of childhood was first explored in *Philippe Ariès’ Centuries of Childhood*. Over time, the history of childhood continues to be researched from two perspectives: Emotions and institutions (James, 2001). The history of children and childhood is essential in history education as it can improve the student’s perspective on the people and events of the period. As Demircioğlu (2007) states, history education in developing countries is used for identity development and culture transfer with a traditional understanding. In addition to this view, education programs in developed countries include history education programs (Dilek, 2007) to develop mental skills (Demircioğlu, 2007). Students who can connect with the past contribute to their mental skills by developing historical empathy.

One of the most effective guides for teachers and students during history education is history textbooks. History textbooks are prepared in line with the teaching programs determined by the Ministry of National Education. In other words, history textbooks appear as materials that play a crucial role in shaping students’ values, beliefs, personalities, and perspectives on life in the light of history curricula prepared by the government (Demircioğlu, 2013, p. 120). For this reason, history textbooks should be prepared to attract students’ attention and meet their needs (Şahin and Köksal, 2003).

In 2018, it was aimed to gain historical empathy skills, which is included in the history teaching outcomes published by the Ministry of National Education. With the skill mentioned above, it becomes easier for the student to evaluate the events in historical periods by seeing them through people’s eyes. It is thought that

students can comprehend historical empathy skills faster through the lives of their peers in historical events.

It is aimed to examine the narration of social-historical events described in the Ministry of National Education Secondary History Textbooks of 2019-2020 through the history of children and childhood. The research is aimed to examine the texts, figures, and templates in secondary history textbooks.

In 2018, the Ministry of National Education aimed to develop historical empathy skills in History Education outcomes (Milli Eğitim Bakanlığı, 2018). In the learning outcome mentioned above, historical empathy is defined as understanding the social, cultural, intellectual, and emotional factors that surround and guide the lives and actions of people in the past and taking them into account when making inferences or evaluations about the past (Milli Eğitim Bakanlığı, 2018, p. 17). With this skill, the students can facilitate the comprehension of the subject by putting themselves in the person's place (Tekeli, 2002). The development of historical empathy skills enables human beings to recognize and understand their fellow human beings, which is one of the primary purposes of history narration (Steele, 1976, p. 197). The history of children and childhood makes it easier for students to understand their peers and their ways of life, roles, and place in society.

Including the history of children and childhood in educational programs and textbooks can increase student interest and enthusiasm. As Herbart points out, increased student interest and enthusiasm contribute to patriotic consciousness (Ata, 2009)

Students can be interested in the subject by using heroes' biographies. This interest ensures that the information is followed behind the subject evaluation with various discussions (Demircioğlu and Tokdemir, 2008). In order to increase this interest, childhood memories of heroes and essential personalities can be included.

METHOD

Research Methodology

This study examines the Republic of Turkey Ministry of National Education 2019-2020 secondary school history textbooks and curricula in terms of the history of childhood. The qualitative research method, one of the research methods, was used in this study. Qualitative research is research in which the activities, situations, or the quality of materials are examined (Büyüköztürk, 2018, p. 252).

Document analysis was used in this study, which was conducted by examining textbooks, which are the most critical documents in education. Document analysis

involves the analysis of written materials containing information about the phenomenon or phenomena targeted to be researched (Yıldırım and Şimşek, 2016).

Data Collection Tools

In this study, following the document analysis in qualitative research, the Ministry of National Education and secondary history textbooks used in the 2019-2020 academic year was examined. This study is limited to the Ministry of National Education Secondary Education History Textbooks taught as textbooks in schools affiliated with the Ministry of National Education in 2019-2020.

Data Analysis

In this research, the content analysis method is used to analyze the data obtained from the documents. Content analysis, a frequently used method among qualitative data analysis types, is generally used to analyze written and visual data (Özdemir, 2010, p. 335). The main purpose of content analysis is to reach concepts and relationships that can explain the data subject to research. The data interpreted in the descriptive analysis method are examined in depth in content analysis (Yıldırım and Şimşek, 2016, p. 162). In this study, the data was obtained and analyzed in terms of the narration of the history of children and childhood with the document analysis method. Anecdotes about children and expressions in the text were evaluated based on the words used and phrases. In addition, images of the child in the textbooks were identified, and their relationship with the written text was revealed.

FINDINGS

History teaching is the story of the achievements and moral inconsistencies of heroes, great men and women, and the courageous efforts or useful objections of ordinary people (Stern, 2007, p. 172). Events in society affect every segment of society to a different extent. These events also affect children and childhood as a part of society. It is necessary to examine the events experienced by societies in terms of the history of children and childhood in history textbooks. In the 2018 Secondary Education History Textbooks, the history of children and childhood in social events are expressed in tables and texts.

In the figure (Figure 1) titled “Migration from Jerusalem” in the acquisition numbered “2.4. Human and Migration” in the Secondary Education 9th Grade History Textbook, children affected by the mass events experienced by the society are seen.



Figure 1. Migration from Jerusalem. (Yüksel, et al., 2019a)

Again, a cross-section of children's daily life is seen in the figure (Figure 2) given during the narration of nomads in the same acquisition.



Figure 2. The living space of the nomads. (Yüksel, et al., 2019a)

Stearns (2018) states that during childhood history research, between 9000 and 8000 BC, nomadic gathering societies in Europe and Asia restricted the number of children. He argues that this restriction stems from food scarcity, regular migra-

tions, and the difficulty of carrying children during hunting. However, Çobanoğlu (2003) states that changes were observed in family structures with the transition of Turks from hunting to animal husbandry. With the change in family order and planning, the perspective on children and childhood also changes as a symbol of fertility, abundance, and family. Jean-Paul Roux's (2007) statement that there was a revolution in the lives of the Turks with their migration from the forest to the steppe supports this view.

In the same book, in the acquisition "4.3. Lifestyle Formed by Geography in Turks", which describes the lifestyle of Turks, the presence of the child, who is accepted as an individual in the society, in the migration route is expressed in the following sentences. "These wagons were like a real dwelling in which women spun wool, sewed, gave birth, and breastfed their children" (Koca, 2002; Yüksel, et al., 2019a).

Wars take place in the lives of societies. It is thought that only adults are affected by wars. However, the effects of war are inevitable for childhood and children. Children stand out in the "Pioneer Crusade (Representative)" figure (Figure 3) given in the acquisition of "1.5. Turks against Crusaders" in the Secondary Education Grade 10 History Textbook.



Figure 3. Pioneer Crusade. (Yüksel, et al., 2019b)

Amin Maalouf's (2006) reading text "The Fall of Jerusalem" is given in the same acquisition. The text describes what happened during the occupation of Jerusalem. In this narrative, children are mentioned in the following sentences: "...they had slaughtered men, women, and children, looted houses, and plundered mosques" (Yüksel, et al., 2019a, p. 32).

Again, in the same acquisition, the representative figure of the occupation, which is narrated verbally, is used. In the figure (Figure 4) called “The Massacre of the Crusaders in Jerusalem (Representative),” children are again encountered.



Figure 4. The Massacre of the Crusaders in Jerusalem (Representation)
(Yüksel, et al., 2019a).

Their presence is felt in the fields of politics and justice behind the frontlines as well as on the frontlines. The effect of the mobilization decree dated August 23, 1793, which was announced in France in the acquisition can be seen in “4.2. Transition to the Modern Army in the Ottoman Empire” in the Secondary Education Grade 11 History Textbook, which deals with the transition to the modern army, on the lives of children with the following sentences. “...children will make dressing cloths from old linen; old men will increase the courage of soldiers by making speeches in favour of the republic and against kings in the squares” (Yüksel, et al., 2019, p. 139; Earle, 2003)). It is seen that children are a part of society with the duties assigned to them and are affected by the events experienced.

In the same book, the mass dimensions of the spread of religions, which are as crucial as migrations, wars, or peace, are impressive regarding childhood history. It is possible to see this in the figure (Figure 5) in the acquisition numbered “5.2. Industrialization Effort in the Ottoman State” of the Secondary Education 11th Grade History Textbook. The figure 4 shows that the children standing next to and on their mother’s lap are exposed to every event experienced by society in an uncensored figure.



Figure 5. “Missionary Activities. (Yüksel, et al., 2019)

There is a learning outcome, “5.3. Efforts to Correct the Economy” in the Grade 11 History Textbook, which deals with the narrative of Ottoman society long after the narrative of nomadic societies. In the learning outcome, a figure (Figure 6) depicting children wandering the streets in their daily lives stands out. It is seen that the children are dressed just like little adults and wander the streets with their parents.



Figure 6. An Ottoman Bazaar. (Yüksel, et al., 2019)

Migration is a mass event that affects societies deeply and spreads its effects to the lower and upper generations. The figures (Figure 7, 8 and 9) taken in the acquisition “6.1. Population in the Process Leading to the Nation-State” in the Grade 11 History Textbook, where the subject of migration, which is highly affected by future generations, namely children, shows the situation of children during migrations. Figures depicting Balkan and Caucasian migrations are available in the related textbook.



Figure 7. Turkish Migrations from Bulgaria (Yüksel, et al., 2019)



Figure 8. Caucasian Migrations (Yüksel, et al., 2019).



Figure 9. Muhajirs in Anatolia. (Yüksel, et al., 2019)

The subjects mentioned in the lecture sections of the textbooks are evaluated with assessment and evaluation sections at the end of the unit. In these sections, just like in the lectures, there are figures and written texts. Immediately after the topic of migration, there is a figure (Figure 10) with children in the assessment and evaluation section of the relevant chapter.



Figure 10. Balkan Migrations. (Yüksel, et al., 2019)

It is seen that the subject of migration continues in the Grade 12 Turkish Republic and Revolution History Textbook. In the figure (Figure 11) included in the learning outcome “1.2.2. Social Situation”, there are children during the migrations to Anatolia. These children are timid and unaware of what happened during the migration and try to survive with their mothers and grandmothers during the struggle.



Figure 11. Turks migrated from the Balkans to Anatolia.
(Çevik, Koç and Şerbetçi, 2019)

Children are also mentioned in the reading box in the same textbook in which the incident in a village during the Armenian raids described in the learning outcome “1.3.3. The Ottoman State on the Fronts” is described. “...More than two thousand women, elderly, and children living in villages in the region, such as Gülsünler, took refuge in the village of Zeve. Lacking weapons to defend themselves, the villagers, including women, older people, and children, fought intensely with the Armenians. They continued to fight until they ran out of ammunition” (Çevik, Koç, and Şerbetçi, 2019, p. 35). As can be understood from the narrative, it is seen that children were affected by the massacres at least as much as adults and struggled against them.

Starting in 1919, World War I undeniably impacted the whole world. In “1.3.5. Anatolia in World War I”, a situation witnessed by Mustafa Kemal is described in the reading texts.

In Mustafa Kemal Pasha’s diaries, which he wrote based on his observations, there are obvious statements about the sad situation children were in (Gözcü, 2016, p. 140) “November 9, 1916, Departed from Veyselkarani... We saw many muhajir on the roads; they were returning to Bitlis. All of them were hungry, miserable, and doomed to die. A 4-5-year-old boy was abandoned by his family on the road, and he

followed a husband and wife. He follows them for 100 meters crying. I reprimanded them for not taking the child, and they said, 'He is not our child' " (Çevik, Koç, and Şerbetçi, 2019, p. 43).

One of the first concepts that comes to mind regarding the War of Independence period is Kuvay-i Milliye. While explaining the Kuvay-i Milliye in the textbooks, broad examples covered the society through children, women, and men. The first subject that contains information about children and childhood is "2.1.3: Spirit of Independence". In the text titled "Şerife Bacı" there is an expression about the child in the acquisition:

"Cemil Sergeant, one of the officers, was surprised to hear a child's voice crying from under the quilt while sweeping the snow off the martyr and lifting the woman in tears. When they pulled the martyred mother to the side and immediately lifted the quilt, they saw that a girl wrapped in swaddling clothes in the sackcloth placed between the cannonballs wrapped in grass was saved from freezing, and upon intervention, she woke up and started crying" (Çevik, Koç and Şerbetçi, 2019, p. 58; Sarıhan, 2010, p. 229)

After the spirit of Kuvay-i Milliye, the narration of the National Struggle begins. Contributions were made from all segments of society to the battles fought during the struggle, both at the front and behind the front. Especially the heroic stories made by our female heroes also include children. Children are mentioned in the reading texts used during the expression of the acquisition "2.5.4. The Battle of Küta-hya- Eskişehir". First of all, the text describing the dialogue between Yusuf Kemal Tengirşek, the Minister of Foreign Affairs of the period, and Franklin Bouillon, the Chairman of the Foreign Affairs Committee of the French Parliament, stands out:

"On the roads, villagers, men, women, and some even with their children were carrying ammunition in oxcarts. The French deputy and officer were watching them from their car. A villager sat playing with his pipe, and a few others gathered around a fire and cooked something. A woman was breastfeeding her child. We stopped our car and watched them for a while... Monsieur Franklin: - I beg you, let's stop the idle talk and start talking seriously. First of all, let me inform you of this. You will definitely succeed in this war, he said. - I said, "Why?" - Whenever a nation takes up a task with young and old, and children, it will surely succeed. This is what I saw in the places I passed, he said" (Çevik, Koç, and Şerbetçi, 2019, p. 84; Sarıhan, 2010, p. 247).

As can be understood from the text, it can be observed that children are involved in the struggle by taking the appropriate shape in social events.

This is followed by a dialogue between Mustafa Necati, one of the members of the Independence Court, and a peasant woman:

“When I saw a grandmother walking barefoot while we were shivering from the cold, even under the patches, I felt pity mixed with admiration; I had the idea to ask her why she had spread her quilt on the car without even covering a child who was sobbing in the loincloth she had wrapped around him. - Aren't you cold, grandma? Look, the child will freeze; cover him with your quilt! I pointed to the top of the car. She strangely received this remark. I guess she didn't think it was something worth asking! When she realized that I was waiting, she spoke towards the cart as if turning her face towards something sacred:- It is snowing; it is the property of the nation, don't let it get damp, my son, she said and stretched the ends of the quilt” (Sarıhan, 2010, pp. 228-229; Çevik, Koç and Şerbetçi, 2019, p. 85)

There was only one meaning in the grandmother's answer. It shows how children who are seen as in need of protection can be sacrificed for the sake of their homeland and nation.

CONCLUSION AND SUGGESTIONS

As a result of the findings, there is no history of childhood in history textbooks. However, children and childhood are included in the texts and figures used in the narration of social events.

In particular, information about children and childhood is given on migration and war, among history's most significant social events. Images of children and childhood are more prominent in narrative texts and figures. Small dialogues with children during the war are included. In addition to mass events, the child is defined as an element that helps the family in daily life. In the figures, children and childhood are more often seen as complementary elements on the edge of the main image.

In order to understand children and childhood, which is one of the elements in our understanding of societies, some suggestions can be made for secondary school history textbooks. After examining secondary school history textbooks, it is seen that they are lacking in terms of the history of children and childhood.

Childhood, which is a social definition, is one of the groups most affected by the experiences of societies. This influence is not one-sided. Childhood affects society as much as it is affected by it. Especially children, who quickly adapt to changes, are significant in the continuity and development of the changes experienced. For this reason, the history of children and childhood should be included more in the social events and lives described in secondary school history textbooks. As Onur (2005) states, a living history narrative based on children and childhood can be added to history textbooks. During the processing of the subject in the textbooks, the narratives can sometimes be supported with a reading text and sometimes with a figure.

In the 9th-grade secondary history textbook, first of all, information about the lives of children in Turkish culture and the perspective of children can be given in the acquisition of “4.3. Lifestyle Formed by Geography in Turks”. In addition, children who have been trained in the Turkish army since a young age can be described. In the 10th-grade secondary history textbook, firstly, narratives and figures about children and childhood in the state can be given during the narration of the Anatolian Seljuk State in Unit I. In the 11th-grade secondary history textbook, figures about childhood and children can be given during the narration of colonial activities in the acquisition “5.2. Industrialization Efforts in the Ottoman Empire” in Unit V.

Texts and images related to children and childhood history need to be increased in history textbooks. The visual and the text are considered disconnected from each other and within specific patterns; thus, the visual element is not allowed to integrate with the text. However, attention should be paid to the harmony between the text and the visuals and their mutual support to achieve the educational aim. (Aslan, 2020). It should not be forgotten that the knowledge factor is essential in order to evaluate historical visuals correctly; basic information about visuals should be given in the texts, and conditions should be provided to enable students to use visuals more effectively (Aktaş and Aslan, 2021, p. 804). While texts provide direct information transfer, visuals can contribute to a better understanding of their situation. At this point, the use of visuals is essential for the book’s appearance and the course’s educational nature (Oğuzoğlu, 2003). Using images in books supported by accurate information can help students develop a different perspective on the subject and reach conclusions about what is going on by questioning these images. (Erol Şahin, 2020, p. 315-316). In addition, visuals can contribute to developing students’ historical empathy skills, reveal different dimensions of historical facts, and allow the students to reach new interpretations (Aslan, 2020, p. 3008). At this point, increasing the visuals of children and childhood history is recommended, especially in history textbooks. Thus, it will contribute to a better understanding of their historical place.

CONFLICT OF INTEREST

There was no personal or financial conflict of interest between the article’s authors within the study’s scope.

AUTHOR CONTRIBUTIONS

Design of Study: GG(50%), KT(50%)

Data Analysis: GG(70%), KT(30%)

Writing Up: GG(50%), KT(50%)

Submission and Revision: GG(50%), KT(50%)

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