

| Research Article / Araştırma Makalesi |

The teaching of historical events in terms of change and continuity in high school history courses: An Application Example for 9th Grade

Ortaöğretim Tarih Derslerinde Tarihsel Olayların Değişim ve Süreklilik Açısından Öğretimi: 9.Sınıf Uygulama Örneği¹

Hülya Sadık Yılmaz², Hamza Keleş³

Keywords

1. History teaching
2. Historical thinking
3. Chronology
4. Change
5. Continuity

Anahtar Kelimeler

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Abstract

Purpose: The aim of this study is to determine the effect of high school students' (15–16-year-old) activity studies on the concept of historical change and continuity in the classroom environment in terms of historical change and continuity teaching.

Design, Methodology, and Approach: The experimental design model with a pretest and posttest control group is used in this study. The model of the study is a mixed research method. The research group consisted of 9th grade students from a high school affiliated with the Çanakkale Provincial Directorate of National Education, as determined by an easily accessible sampling method. In the high school where the research was carried out, the A and B branches, consisting of 9th grade students, were divided into experimental and control groups, randomly. 20-21 in the experimental group; the control group consisted of 25 students. No application in the study was made to control group. The invention of writing was explained to the students in the experimental group for 6 weeks (24 hours at total), accompanied by historical change and continuity activities. A total of 40 minutes was given for each of the activities given to the students in the study. He used visual material in each given activity. In the study, data were collected and analyzed in accordance with quantitative and qualitative research techniques. The quantitative data of the scores consisted of the scores given by the raters for the historical change and continuity texts prepared by the students in the experimental and control groups about the invention of writing before and after the application.

Findings: The findings of this study clearly showed that the activities given in the application led to significant differences between the pre-test and post-test texts of the students for an effective understanding of historical change and continuity. At the same time there were significant differences between experiment and control groups for this skills. After the application, experiment group adopted a more systematic approach in their texts. The means and standard deviations of the experimental and control group text analyzes before the application were 3.87±2.16 and 2.95±1.19, respectively. There were no statistically significant differences between the experimental and control groups before the application (p: 0.098). After the application, the means and standard deviations of the experimental and control groups were 10.36±3.06 and 2.88±1.46, respectively. The differences between post-test and pre-test results, as well as the t-test results, were found to be highly significant (p<.001). Similarly, the differences between the pretest and posttest are statistically significant (p<.001).

Highlights: In this study it was obviously seen that student's historical change and continuity perception can be developed with effective methods and techniques in high school history courses, especially using historical change and continuity visual activities. At the same time, no matter what historical issue, historical change and continuity in history courses can be taught at earlier age. In this study, the students of experiment group were able to build their own historical knowledge using the invention of writing as an example when compared to control group.

Öz

Amaç: Bu araştırmanın amacı ortaöğretim öğrencilerinin (15-16 yaş) sınıf ortamında tarih dersinde tarihsel değişim ve süreklilik kavramına yönelik yaptıkları etkinlik çalışmalarının tarihsel değişim ve süreklilik öğretimi bakımından etkisini belirlemektir. Araştırma modeli ön test ve son test kontrol gruplu deneysel desen modelidir.

Materyal ve Yöntem: Araştırmanın çalışma grubunu kolay ulaşılabilir örnekleme yöntemi ile belirlenen Çanakkale il Milli Eğitim Müdürlüğüne bağlı bir ortaöğretim okulunun 9. Sınıf öğrencileri oluşturmuştur. Araştırmanın yürütüldüğü ortaöğretim 9.sınıf öğrencilerinden oluşan A ve B şubeleri şansa bağlı olarak deney ve kontrol grubu olarak ayrılmıştır. Araştırma grubunu deney grubunda 20-21; kontrol grubunda ise 25 öğrenci oluşturmuştur. Kontrol grubu öğrencilerine herhangi bir uygulama yapılmamıştır. Araştırmada deney grubu öğrencilerine 6 hafta boyunca tarihsel değişim ve süreklilik etkinlikleri eşliğinde yazının icadı konusu anlatılmıştır. Araştırmada öğrencilere verilen etkinlikler için toplam 40 dakika süre verilmiştir. Verilen her bir etkinlikte görsel materyal kullanılmıştır. Araştırmanın verilerini deney ve kontrol grubu öğrencilerinin yazının icadı ile ilgili hazırladıkları tarihsel değişim ve süreklilik metinlerinin puanlayıcılar tarafından verilen puanları oluşturmuştur. Araştırmada öğrencilerin uygulama öncesi ve sonrası yazının icadı ile ilgili hazırladıkları tarihsel değişim ve süreklilik metinlerin analizinde değerlendiricilerin puanları arasındaki intrakorelasyon katsayısı yüksek güvenilirliğe sahip bulunmuştur.

Bulgular: Bu çalışmanın bulguları tarihsel değişim ve sürekliliğin etkili bir anlamı için deney grubu öğrencilerine verilen etkinliklerin deney öncesi ve sonrası metinleri arasında önemli farklılıklara yol açtığını açık bir şekilde göstermiştir. Aynı zamanda deney grubu ve kontrol grubunun metin analizleri arasında istatistiksel olarak önemli farklılıklar bulunmuştur. Gerçekten, uygulamadan sonra, deney grubu metinlerinde daha sistematik bir yaklaşım benimsemiştir. Uygulama öncesi deney ve kontrol grubu metin analizleriyle ilgili ortalamalar ve standart sapmalar sırasıyla 3.87±2.16 ve 2.95±1.19'dir. Uygulama öncesi deney ve kontrol grupları arasında istatistik olarak anlamlı farklılıklar bulunmamıştır (p: 0.098). Uygulama sonrası deney ve kontrol grubuna ilişkin ortalamalar ve standart sapmalar sırasıyla 10.36±3.06 ve 2.88±1.46'dir. Ön ve son testler arasındaki farklılıklar ve t-testi sonuçları çok önemli bulunmuştur (p<.001). Aynı şekilde ön test ile son test arasındaki farklar istatistik olarak çok önemlidir (p<.001).

Önemli Vurgular: Bu çalışmada öğrencilerin tarihsel değişim ve süreklilik algıları tarihsel derslerinde, özellikle tarihsel değişim ve sürekliliğin görsel aktiviteleri olmak üzere etkili yöntem ve tekniklerle iyileştirilebilir. Aynı zamanda hangi tarihsel olay olursa olsun tarih derslerinde tarihsel değişim ve süreklilik daha erken yaşlarda öğretilmelidir. Böylece bu araştırmada deney grubu öğrencileri kontrol grubu ile karşılaştırıldığında yazının icadını kullanarak kendi tarihsel bilgilerini inşa edebildikleri görülmüştür.

¹ This research has been prepared based on the doctoral thesis titled "Ortaöğretim Tarih Derslerinde Tarihsel Olayların Değişim ve Süreklilik Açısından Öğretimi: 9. Sınıf Uygulama Örneği"

² Corresponded Author, Hülya Sadık Yılmaz, Türkiye, <https://orcid.org/0000-000-1593-7798>

³ Gazi Üniversitesi, Eğitim Fakültesi, Tarih Eğitimi, Ankara, Türkiye <https://orcid.org/0000-0002-8739-1619>

INTRODUCTION

In the reform efforts in history education and teaching, attention is drawn to the handling and reading of history with a disciplinary approach, and the groundwork needed for this is revealed. The main purpose of these reform efforts is to help students form their own historical meaning, develop methods that will help them question the past and acquire different perspectives, and enable them to make judgments and decisions based on historical evidence and reason. History is a scientific discipline, which makes methodological research inevitable (Lee, 1983; Holt, 1990; Cooper, 1991, 1995; Wineburg, 1991; Lowenthal, 2000; Seixas & Peck, 2004; Seixas & Morton, 2013; Monte-Sano & Reisman, 2016).

Historical thinking is also methodologically a thinking strategy; it requires a set of skills. Historical thinking is a pedagogical strategy; it envisages approaching historical events with the style and behavior of a historian in history teaching. With this thinking strategy, the essentials needed in historical studies are put forward with a systematic approach, and each student is provided with the tools to construct a historical argument following a set of skills. Thus, history is no longer a field where our prejudices, truths, and wrongnesses are confirmed, and it is ensured that history makes important contributions to a healthy and sustainable present and future. Historical thinking as a thinking strategy, rather than being a collection of historical events, improves students' critical thinking skills, teaches them to use historical evidence, enables them to distinguish important from unimportant historical events, develops the ability to relate historical causes and effects, the nature of historical change and continuity, and enables them to understand the degree and speed of historical empathy (Karabağ, 2003; Counsell, 2004, 2011; Havakes et al., 2012; Foster, 2013; Gültekin, 2013; Er Tuna, 2014; Levisohn, 2017; Huijgen et al., 2019).

Historical thinking saves historians and students from making the mistake of *presentism*. Thus, students are provided with the equipment to develop their own historical arguments, and they are provided with the necessary skills to build their future. Although there are significant academic projects for historical thinking as a thinking strategy, it has been observed that history lessons in schools at various educational levels around the world and in our country cannot go beyond classical teaching. There are also very few studies on the observation of these thinking skills in the classroom environment (Wineburg, 1991; Wineburg & Wilson, 2001; Prickette, 2002; von Heyking, 2004; Counsell & Mastin, 2015; Palacios, 2021). One of the most important elements of historical thinking is historical change and continuity (Seixas & Peck, 2004). Runia (2014) stated that historical continuity is one of the most basic epistemological assumptions of the discipline of history and that historians should focus on continuity rather than *discontinuity* in history. According to her, in the real world, history is no longer studied in this way, and history has become a *discontinuity*. This can lead to unforeseen disasters and unpredictable breaks. However, in historical thinking processes, when we look at history as a complex component of historical change and continuity, then different meanings of the past can be reached. Considering that there are a lot of things flowing and continuing from the past to the present, it is important to know those who remain the same in history and those who change rapidly in the context of historical change and continuity when establishing scientific historical knowledge.

Historical change and continuity are concepts that cannot be considered separately. It has to be defined together; if nothing has changed from the past to the present and if there is continuity, then the things that have changed are investigated. Conversely, if change is assumed, then a search is made for things from the past (continuity). In other words, understanding historical change can only be achieved with the assumption of continuity. Social, political, and economic changes that have occurred in a society from the past to the present only manifest in the unchanging. When we discuss religion, for example, we consider the relatively fixed conceptual category of religion; this is where change occurs within. To define the change in this subject, one must understand that the previous category is not sufficient to express the same phenomenon we desire (Seixas & Peck, 2004, p. 112; Levesque, 2008; Sel & Sözer, 2020).

The concepts of change and continuity are two concepts that are important for people to understand historical events and processes. They are quite difficult to grasp. First of all, students should understand the difference between two or more changes and put them in a certain order, and they should have the necessary mental abilities to explain change and continuity. Activities such as using timelines, graphics, and diagrams, asking questions based on various assumptions, and engaging in sequencing activities are important activities in teaching these concepts (Seixas & Peck, 2004). An important point in understanding historical change and continuity is that this concept should be taught together with other concepts of historical thinking. Historical change and continuity should be taught together with historical thinking concepts such as historical significance, historical cause and effect, empathy, and evidence. Regardless of the historical thinking models used in the research, these concepts should be considered together, and their basic relationships should be considered (Seixas, 2017, p. 603).

VanSledright (2002) reports that there is a gap between this new understanding of history teaching and school history. According to the research, historical information content is mostly dealt with in history lesson classes, and these skills are neglected. In the few studies mentioned, observation tools are being developed for observing historical thinking skills in classroom environments, and the competencies of both teachers and students are measured in terms of historical thinking skills.

The aim of this research is to determine the effect of secondary school students' (15-16-year-old) activity studies on the concept of historical change and continuity in the classroom environment in terms of historical change and continuity teaching.

The research question is, "Are there significant differences in teaching change and continuity of historical events in history lessons between the experimental and control groups?"

MATERIAL AND METHOD

The experimental design model with a pretest and posttest control group is used in this study. In this experimental design study conducted with 9th grade students in secondary education institutions, it was aimed to teach the concept of historical change and continuity, which has a central importance in historical thinking, and both qualitative and quantitative data collection tools were used together. For the quantitative dimension of the research, the pretest-posttest control group experimental design (OSKD) model was designed. In this model, subjects are evaluated in terms of the dependent variable before the experimental study. Then, the subjects are divided into two groups, and the experimental method is applied (Karasar, 1999, p. 97; Büyüköztürk, 2001, p. 21; Creswell, 2003).

The research group consisted of 9th grade students at a secondary school affiliated with the Çanakkale Provincial Directorate of National Education, which was determined by the easily accessible sampling method. In the fall period when the research was conducted, the closure periods were just lifted due to Covid-19 measures, and some Covid-19 measures were being continued. Therefore, the choice of school and study group had to be limited. Before the application, the school administration was contacted about the permissions obtained, information was given, interviews were held with the history teacher, information was given about the research, and the activities were introduced.

In the secondary education institution where the research was conducted, A and B branches consisting of 9th grade students were divided into experimental and control groups depending on chance. The experimental group consisted of 20-21 students, and the control group consisted of 25 students. In the research, the experimental group students were taught historical change and continuity over the historical event of the invention of writing, accompanied by historical change and continuity activities for 6 weeks. In the study, a total of 40 minutes were given for the activities given to the students. Visual material was used in each given activity (Table 1). Foster (2013) model was used in the teaching of historical change and continuity to 9th grade students.

A one-week pilot application was carried out on November 9, 2021, following the research permit acceptance letter for the 9th grade students at the secondary school that allowed for the research. Within the scope of the pilot application, it was ensured that the expressions that would make it difficult to understand, especially the spelling mistakes, were reviewed in the activities to be given to the students over a 6-week period. As a matter of fact, some activities foreseen to be given in the pilot application were revised in terms of language, and the expressions that would make it difficult to understand were corrected. After the pilot implementation, the research was launched on November 25, 2021. At the beginning of the course, some metaphors about historical change and continuity were used (Appendix 1). In each lesson and activity, the instructions for the purpose of the activity were also verbally conveyed to the students for 5 minutes.

Data Collection Tools

In this research, in which mixed research methods were used, the questions "What was different before the invention of writing?" "What changed with the invention of writing?" "What remained the same?" and "What changed and what did not stay the same after the invention of writing?" were asked to 9th grade students studying at secondary education institutions. For this, 6 lessons are planned. Foster's (2013) historical events and lesson plans prepared for historical change and continuity were used in the Lesson Plan. The lesson plan was evaluated and revised by four field experts. Thus, it is aimed at enabling the 9th grade students of secondary education institutions affiliated with the Ministry of National Education to build their own knowledge and arguments. In the said lesson plan, it is planned to teach historical change and continuity to 9th grade students at secondary education institutions affiliated with the Ministry of National Education, accompanied by some historical change and continuity activities (Foster, 2013):

Before the application, the main questions, "What made the invention of writing different?" "What changed?" and "What remained the same?" were asked to the students regarding historical change and continuity. For this, they were asked to prepare an article. Then, the students' answers to the main questions were collected and controlled. Before the application, both the experimental and control groups were given 40 minutes to answer the main questions about the invention of writing. In practice, the experimental group was taught historical change and continuity in the context of the invention of writing, accompanied by various activities in the 6-week lesson plan. The activities in each lesson and the purpose of the activities are given below:

Table 1. Lesson plan of teaching historical change and continuity to 9th grade students at secondary education

"What made the invention of writing different" "What changed with the invention of writing", "What remained the same"		
Week 1	Aim	Activity
What is the invention of writing? What was going on before the invention of writing? (chronological, geographical, political, economic and social cultural context)	Change with the invention of writing (type and nature of change)	Use a metaphor at the beginning Activity 1: Show an archaeological find/finds as a primary source (such as a rock painting and a Tablet Recording Grain-Related Calculations)
Week 2		
What events occurred after the invention of writing? What has changed and what has remained the same?	Changes after the invention of writing (chronological activity)	Activity 2: Historical events that occurred after the invention of writing (create a history strip for this, materials used in writing, establishment of libraries, discovery of paper, etc.).
Week 3		
What were the reasons that led to the invention of writing?	Understanding the multiple causes and consequences of change and continuity	Activity 3: Read the A, B, C comments given by the invention of the manuscript and answer the questions provided (Source Analysis)
Week 4		
What made the invention of writing different?	Identify people's reactions to the new situation	Activity 4: Going to the beginning of the invention of writing, characterize people's reactions to the nascent situation (Role play).
Week 5		
What happened after the invention of writing?	Identify the nature and degree of change that has occurred in terms of people	Activity 5: Using the words of continuity of change Write 3-4 sentences using at least one word from the dictionary of change and continuity related to the invention of writing. Activity 6: Identifying the characteristics of change and continuity Rank from slowest change to fastest change using events that occurred with the invention of writing
6.hafta		
What has changed or remained the same with the invention of writing thousands of years later?	describe the short, medium and long term effects of the invention of writing	Activity 7: Identifying the effects of change and continuity Show visual material and ask what has changed, what has remained the same
What difference did the invention of writing really make? What has changed and what has remained the same after the invention of writing?	Identify the change caused by the invention of writing	Activity 8: Preparing an article What difference did the invention of writing really make? What has changed and what has remained the same after the invention of writing?

At the end of the application, going back to the beginning, the questions "What made the difference in the invention of writing?" "What changed?" and "What remained the same?" were asked again and again to the students in the experimental group. They were asked to write a text again (Straaten, 2018).

Data Analysis

Analyses were performed using the SPSS package program, Version 26. In order to determine the effectiveness of the education, the averages of both the experimental and control group students before and after the experiment and the difference between the post-test score and the pre-test score on how much the students' scores changed between the pre-test and the post-test were compared with the t-test.

RESULTS

In the research, the main problem question was formed by asking the question, "Are there any significant differences between the text analyses of the secondary school students regarding the historical change and continuity before and after the experiment on the invention of writing?" For the text analyses prepared by the experimental and control groups before and after the application, an expert lecturer (Prof. Dr.) and a history teacher with 15-20 years of professional experience were determined to be raters. The history teacher is trained in the criteria of historical change and continuity. After the text analysis, the intraclass correlation coefficient between the scorers' scores was calculated (Shrout et al., 1979). The intraclass correlation coefficient values between the two raters in the experimental and control groups are given in Table 1.

In the study, the intra-correlation coefficient and the percentage of agreement between the two raters were found to be high in the experimental and control groups both before and after the experiment (Shrout et al., 1979). The intra-correlation coefficients between the scores of the two raters in the experimental and control groups before the experiment were 0.88 and 0.85, respectively. After the experiment, the intraclass correlation coefficients in the experimental and control groups were 0.89 and 0.85, respectively. In the literature (Shrout et al., 1979), the intraclass correlation coefficients that were found were among the most reliable ones.

Table 2. Intraclass correlation coefficient values between two raters in the experimental and control groups

Gruplar	Intra-korelasyon rate
Before experiment (experiment group)	0.88
After experiment (experiment group)	0.89
Before experiment (Control group)	0.85
After experiment (Control group)	0.90

The means and standard deviations of the experimental and control groups before the experiment are given in Table 13. The mean values of the experimental and control groups before the experiment were 3.87 ± 2.16 and 2.95 ± 1.19 , respectively. There were no statistically significant differences between the groups before the application ($p: 0.098$).

Table 3. Means and standard deviations of the experimental and control groups before the application

Grup	N	\bar{x}	Standard Deviation (Sd)
Experiment	23	3.87	2.16
Control	20	2.95	1.19

The means and standard deviations of the experimental and control groups after the application are given in Table 14. The mean values of the experimental and control groups before the experiment were 10.36 ± 3.06 and 2.88 ± 1.46 , respectively.

Table 4. Post-application means and standard errors of the experimental and control groups

Grup	N	\bar{x}	Standard Deviation (SD)
Experiment	21	10.36	3.06
Control	24	2.88	1.46

The means and standard deviations of the experimental and control groups based on the post-experimental and pre-experimental differences are given in Table 15. The means based on post-experimental and pre-experimental differences were 6.53 ± 3.73 and -0.03 ± 1.33 , respectively.

Table 5. Means and standard deviations of the experimental and control groups based on the post-experimental and pre-experimental difference

Grup	N	\bar{x}	Standard Deviation (SD)
Experiment	21	6.53	3.73
Control	19	-0.03	1.33

The t-test results regarding the comparison of the experimental and control groups are given in Table 16. The differences between post-test and pre-test results, as well as the t-test results, were found to be highly significant ($p < .001$). Similarly, the differences between pretest and posttest are statistically significant ($p < .001$).

Table 6. t-Test results based on comparison of experimental and control groups *

Dependent variable	Average difference	Freedom degree	t	p	%95 confidence interval
Pro-test	0.92	41	1.692	.098	(-0.18, 2.02)
Post-test	7.48	27.83	10.24	<.001	(5.98, 8.98)
Difference between pro-test and post-test	6.55	25.32	7.54	<.001	(4.76, 8.34)

* For all three tests, the assumption of equality of variance was tested with the Levene test. In the analyses based on the difference between the post-test and the pre-test, it was determined that the assumption of equality of variance was not true, and Welch's t-test results were reported.

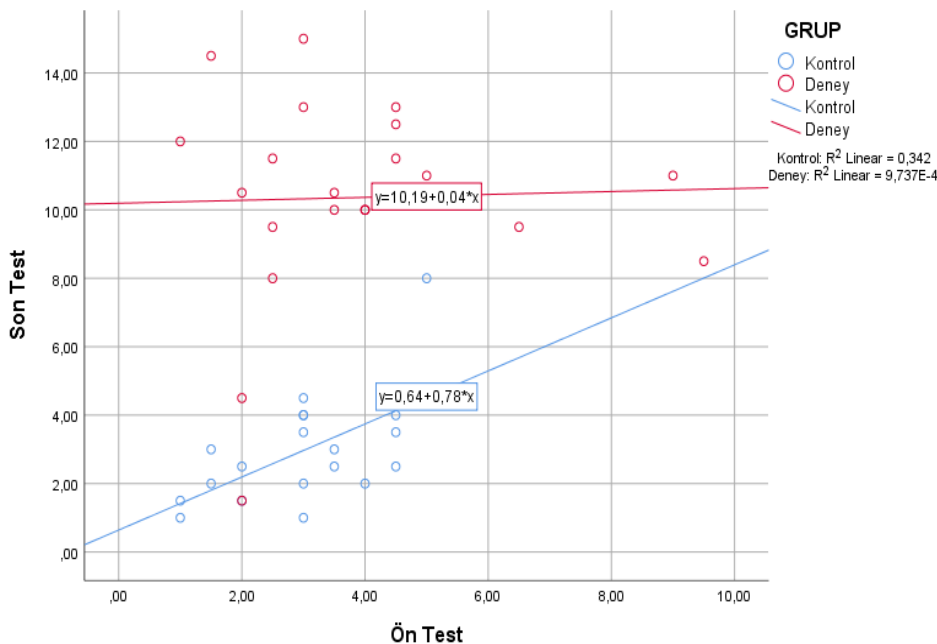


Figure 1. Differences before and after application

Among the students in the research group, the remarkable views of some students regarding the question "What made the invention of writing different?" "What has changed?" and "What has remained the same?" before and after the application were as in the following. After the application, the opinions of the students coded ÖĞ14, and ÖĞ18 in the experimental group are given below:

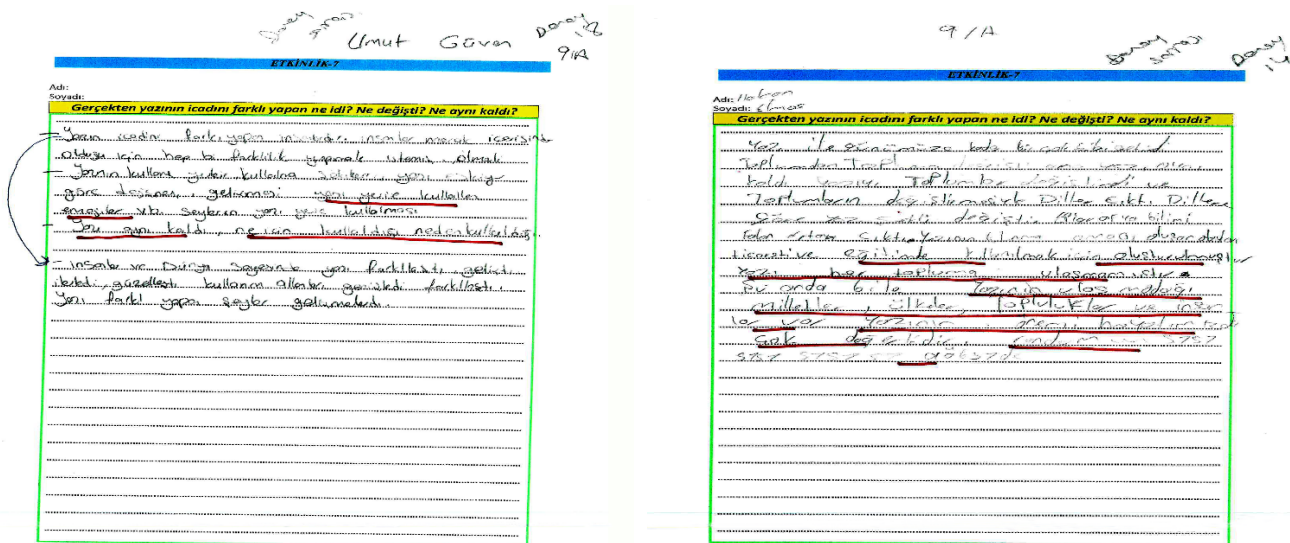


Figure 2. Opinions of the student coded [ÖĞ14, ÖĞ18] in the experimental group after the application

The opinions of students coded ÖĞ20 and ÖĞ21 in the control group are given below:

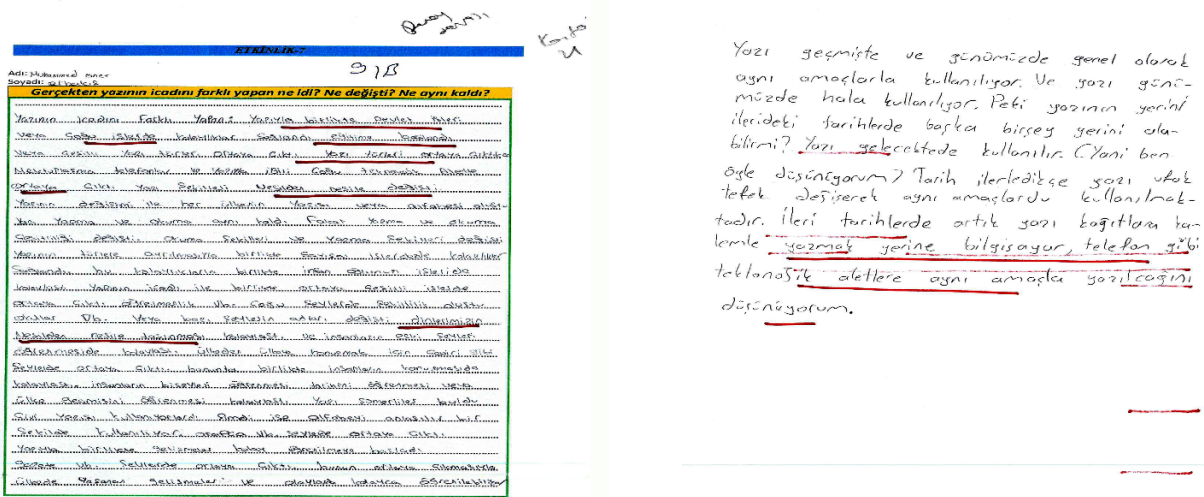


Figure 3. Opinions of students coded [ÖĞ20, ÖĞ21] in the control group

DISCUSSION

The questions were, "What made the invention of writing different from the experimental and control groups in the current research?" "What changed?" and "What remained the same?" and students from both the experimental and control groups were asked to write a text on this subject. After the experimental study, the same questions were asked again to the experimental and control groups, and they were asked to write a text on the subject. The text analyses were evaluated and scored by two raters using historical change and continuity items prepared by two experts. The intra-correlation coefficients between the scores of the two raters in the experimental and control groups before the application were 0.88 and 0.85, respectively. After the experiment, the intra-correlation coefficients in the experimental and control groups were 0.75 and 0.85, respectively. The means and standard deviations of the experimental and control groups before the experiment were 3.87 ± 2.16 and 2.95 ± 1.19 , respectively. The differences between the experimental and control groups in terms of change and continuity texts before the application were not found to be statistically significant ($p: 0.098$). After the application, the averages of the experimental and control groups were 10.36 ± 3.06 and 2.88 ± 1.46 , respectively. The means based on post-experimental and pre-experimental differences were 6.53 ± 3.73 and -0.03 ± 1.33 , respectively. The differences between post-test and pre-test results, as well as the t-test results, were found to be highly significant in favor of the experimental group ($p < .001$). Similarly, the differences between pretest and posttest are statistically significant ($p < .001$). In our study, the difference between the experimental and control groups in terms of the text analysis of the students after the application showed that the application was successful. With the given activities, it was seen that the students in the experimental group used the features of historical change and continuity in their evaluations about the invention of writing, and the activities contributed to the development of the students' historical change and continuity skills.

It has been emphasized that change and continuity skills can be developed in preschool children and students by using different methods and techniques in Türkiye. It is stated that especially using visual materials in lessons contributes to students' perception of change and continuity. For example, Özen and Sağlam (2010) evaluated the change and continuity skills of secondary school 7th grade at Social Studies course. Although it was stated in the study that students had difficulties in defining change, it was shown that half of the students were able to define change based on the visual materials shown. Tangü, Tosun & Topkaya (2015) reported that they were successful in comprehending change and continuity in their study evaluating the change and continuity skills of 7th grade students at Social Studies course. In addition, it was stated that it was an important finding that students gave examples about the Muğla region where the research was conducted. This shows that students can comprehend historical change and continuity based on their families and environments (Levstik & Barton, 1997). In their study, Akçalı and Aslan (2007) also found that teaching the lessons within the scope of local history and activities contributed positively to the attitudes of the students compared to the traditional method and improved their skills of perceiving change and continuity as well as understanding time. Therefore, it is understood that giving priority to the subjects related to the students' own lives and local histories in the teaching of historical change and continuity makes an important contribution. It is stated that using oral history methods and techniques in teaching historical change and continuity improves students' ability to perceive change and continuity. For example, Van Oteghen (1996) found in his research that oral history activities will contribute to the development of students' change and continuity skills. Likewise, Dere (2017) concluded that oral history contributed to the development of students' abilities to perceive change and continuity. In her study, Kara (2019) states that the oral history method makes a significant contribution to the development of students' change and continuity skills in the unit called "Türk Kadını Haklarına Kavuşuyor" within the scope of the 11th grade Turkish Revolution History and Kemalism course. Çelik, Karadeniz & Çabul (2018) investigated the students' ability to perceive change and continuity based on the example of hospitality in social studies courses. In the research, activities such as village room games, giving different treats from the past to the present, and using stories and videos were included, and it was stated that the students found these activities remarkable. The researchers stated that the students had difficulty in writing a

report and stated that they noticed the change and continuity in the oral history process at the most in the interviews they made with people aged 60 and over. In addition, in the research, students made inferences about how hospitality will change in the future.

In our research, students' text analysis included the changes that occurred with the invention of writing in the texts of historical change and continuity, while they also included statements stating that the writing itself still remained the same:... *"Today, writings came, like the alphabet; with the arrival of writing, trades, and similar things remained. What remained the same are things like scripting and commerce."* The student with code (12) [ÖĞ15], who got a high score according to the historical change and continuity inventory, stated that writing with pictures still exists: *"People were expressing what they wanted to say about their feelings and what they did daily by drawing pictures. By finding the alphabet, they were able to explain it easily with the help of cuneiform. They were able to communicate more easily thanks to the technology that would develop. What remained the same? **There were many people who expressed themselves and their feelings by drawing pictures or keeping diaries.**"* It was observed that although the student with the code [ÖĞ20] received fewer points (6 points), the student achieved historical continuity by expressing that the writing was still used: *"The invention of writing had a positive effect on things such as trade and communication. Writing brought people together. Many things have improved, such as correspondence. Thanks to this, people became pen pals with each other. The alphabet appeared. The sultan was sent to the kings prior to the wars. **The script is still used today.**"* The student with the code [ÖĞ5] said, *"The text remained the same."* There used to be cuneiform. The Sumerians found the writing in 3200 BC. The student with the code [ÖĞ6] said, *"The change in the way of writing and the change of the written surface of the writing, which make the invention of writing different, are examples of the difference in writing. Of course, each person's writing style is different, but at the same time, the development of technology has reduced the use of paper. Therefore, the wording of technology can now be replaced by emoji. Thanks to phones, you no longer need a pen or eraser to write. Now writing has become easier."* According to the above, it was an important finding that the student associated people's communication using emoji from the past to the present with the caption before the invention of writing. In addition, it was extremely important that the student coded [ÖĞ14] drew attention to the following detail in terms of historical change and continuity: *"The writing has brought a lot of things to today. It changes from society to society, but the writing remains the same. Societies changed writing, and languages emerged as societies changed. The writing style has changed according to the languages. The purpose of the writing was to be used in events, trade, and education. **The writing did not reach every society.** Even now, there are nations, countries, communities, and peoples that the writing has not reached. The importance of writing is very valuable in our lives."* It was an important finding of our research that students drew attention to historical continuity as well as the changes that occurred with the invention of writing.

Similarly, student coded as Ö21 reached an understanding of historical change and continuity for inventing of writing: *...Writing is still used very intensively today. So what has changed in writing from past to present and what has remained the same? In the past, writing was carved on clay tablets with nails and written with shapes and pictures. Today it has taken a different form. Now the alphabet started to be used instead of shapes and pictures. This situation started to change day by day. Today, emojis have started to be used apart from the alphabet and the word. In the past, they used to be written on clay tablets, but today they started to be written on papers, phones and electronic equipment with pens. Concepts such as emoji abbreviation are used in electronic devices.* Another student (Ö20) mentioned that the inventing of writing provides significant facilities in human being life. He/she stated that historical knowledge and history discipline simultaneously developed with this inventing: *"...Writing forms changed from generation to generation. With the change of writing, the writing and alphabet of each country was formed. Writing and reading remained the same. But the variety of writing and reading changed. Reading styles and writing styles changed. With the division of writing into types, numerical works were also facilitated. With these conveniences, the work of human beings became easier. With the invention of writing, various jobs emerged. Teaching, etc., became formalized in many things, etc. or the names of some things changed. It became easier to pass on our religions from generation to generation. And it became easier for people to learn old things. There were things like translations to talk from country to country"* (Figure 3).

An acquisition that historical change and continuity should be understood simultaneously is extremely important for students to reach a historical meaning. Both Foster (2013) and Seixas (2017) refer to this distinctive feature of historical change and continuity as a new strategy in historical thinking. According to them, it is important to simultaneously consider change and continuity in a historical event (Foster, 2013). It has been seen that in the research on historical change and continuity, the processes of change are mostly discussed, and these changes are defined in terms of progress and regression. In other words, in this type of research, emphasis is placed on change rather than continuity. Blow (2011) proposed a progression model in which the two parts of the concept are handled separately at the lower levels of the model and simultaneously at the higher levels. Rosenlund (2021) examined the students' strategies for dealing with the concept of historical change and continuity together (concomitantly) in 9th grade students and investigated the effect of gender in terms of using this strategy. The researcher states that it is very important for students to consider change and continuity together in order to understand the historical process and establish a relationship between the past and the future (Blow, 2011).

With some activities, we hope to teach historical change and continuity using historical thinking skills in the classroom environment. Historical change and continuity, which are included in MEB's (2018) history teaching curriculum, are explained in important historical thinking skills. However, it is understood that the necessary guidance on how to teach these skills is not included both in Türkiye and in the rest of the world; it is not explained what kind of activities should be supported. In our research,

we have tried to teach historical change and continuity with a series of activities related to the invention of writing. In particular, students' understanding that the type, speed, and degree of change are in balance simultaneously and that change and continuity are found at historical turning points is considered an important achievement of historical change and continuity. Before and after the application, the questions of "what made the invention of writing different," "what changed," and "what remained the same" were asked to the students, and they were asked to write an essay on this subject (Foster, 2013). In the research, the activities given to the students were evaluated separately, and it was aimed to reach the goal stated in the lesson plan in each activity. In the first activity, students answered the question about the chronological and spatial context within the historical context but partially answered the questions about the political, economic, and social cultural context. In the second activity, it was understood that in the history line processing and historical significance activities, the students were partially successful in creating a history line related to the invention of writing and gave equal importance to the historical events related to the invention of writing. In the resource analysis activity, the students in the research group were asked their opinions on the effectiveness of the writing, and they were asked to indicate which opinion they agreed with on the grounds. Although the students stated that they participated in the opinions presented, they could not justify it. In addition, in the same activity, the question of why historians have different views about the past was given to the students. Students did not respond adequately to this open-ended question item.

CONCLUSION AND SUGGESTIONS

The study's goal is to teach historical change and continuity in secondary education institutions using a specific historical event. For this, the Foster (2013) model was used. In his teaching model of historical change and continuity, Foster especially draws attention to students' understanding of the speed, degree, and direction of change and ultimately aims to help students find the balance between change and continuity. Although these skills are included in the history teaching curriculum in Türkiye for historical thinking skills, it is understood that students cannot benefit from effective methods and techniques in constructing their own knowledge. In other words, the student remains disconnected from the given historical event. In our research, the activities and visual materials we applied to the students enabled them to perceive the change that occurred with the invention of writing. On the other hand, by drawing attention to continuity, it was stated that the writing itself remained the same even if its tools changed. Considering the findings of the research, suggestions are made under the following headings:

1) Students should first make historical context evaluations about the historical event presented in history class. It was observed that by answering the question about the chronological and spatial context, the students were able to partially answer the questions about the political, economic, and social-cultural context. Instead of teacher-oriented methods and techniques in history teaching in Türkiye, students' ability to associate the given historical event with their experiences and enable them to benefit from historical places and museums will make it easier for them to reach historical meaning. Therefore, it is recommended not only to define these skills and draw attention to their importance but also to develop practical approaches that will enable students, especially teachers, to acquire these skills. In this regard, teacher training is especially important. There is a need for teachers to have the pedagogical skill of learning to teach and to be trained in this regard. It is necessary to develop pedagogical strategies in teaching, and this should be considered a pedagogical process. The readiness of the students is mostly based on this, and a general strategy is developed. In teaching, direct narration is included. However, the diversity of students should be encouraged, and the student himself becomes an important element of the teaching strategy. All these require continuous improvement in the teacher. In other words, in this teaching strategy, learning to teach is continued as a continuous action, and education projects are included for this.

2) It was observed that the students were unsuccessful in processing the historical times in the chronology activity, especially in the ancient divisions. In research, historical time is both a necessity and an important beginning for the formation of a historical sense in students. Children experience change and continuity around them and even in their bodies through historical time. In the teaching of the concept of historical time, activities that will enable students to gain experience on the subject should be included instead of verbal expressions. In the literature, it is reported that very young children are not only able to relate the past to the future but also to the past. For this reason, it is clear that teaching historical time concepts in a way that students can establish connections with their own experiences contributes to the permanence of knowledge. However, there are a lot of factors that affect how we understand historical time, so it is important to develop strategies that take these factors into account.

3) In the research, it was understood that the students could not adequately evaluate the criteria regarding the importance of change in the historical events given about the invention of writing in historical change and continuity teaching. In addition, it was understood that they could not adequately justify their answers to the open-ended question as to why they determined the given historical events to be important or unimportant. In the source analysis, although the students expressed their participation in the opinions given about the invention of writing, they did not answer the question of why. There is a need to develop approaches that will help students determine the criteria of historical importance and evaluate different sources and opinions on given historical events. History lessons should include teaching, methods, and techniques that will enable students to use sources, compare different sources with each other, and ultimately go to the context. As a result, both determining the criteria of historical importance and providing different perspectives on the given historical event will help students arrive at a historical meaning. In history teaching, it is necessary to overcome the understanding that students should have knowledge of all the historical events given. Students should be able to distinguish historical events according to their importance within a discipline. As a matter of

fact, in our research, some students included the change in the alphabet with the proclamation of the republic as the biggest change. However, one of the main criteria for determining the importance of a historical event is its widespread effect.

4) In the research, it was observed that the students in the experimental group were mostly successful in defining the historical period in their activities. Only a few students evaluated the historical event given in the present context. For example, they used the expressions prayer, prayer rug or dollar. In the teaching of historical change and continuity, it is critical that students make evaluations in the context of the period's conditions in order to characterize the change. Therefore, it will be important for students to understand the change that has taken place by making use of the prominent characters of the period in the given historical event. In Foster's (2011) black plague example, students are asked to experience the death story of John Chapman during the period. Thus, students are given a task to characterize the effects of the Black Plague at an individual, familial, and societal level. It is thought that such activities will make a great contribution in terms of historical change and continuity in history teaching.

5) In the research, students are successful in constructing historical change and continuity sentences, which are among the activities that determine the nature, effect, speed, and duration of the change that occurred with the invention of writing. However, they were found to be partially successful in their responses to the nature, impact, speed, and duration of change. And, in the visual materials given about the invention of writing, "What has changed?" and "What has remained the same?" it has been understood that they have captured historical change and continuity in their answers to the question. For example, they have included the phrase "everything has changed, but the writing has remained the same." Their approach to the fact that today's communication still includes captions has also been evaluated as an important success. Or their association of emojis with captions could be considered a major achievement. On the other hand, as stated in the literature, the use of visual materials in history lessons makes an important contribution to the success of students. In this research, students were successful in the activities given through the presented visual materials.

6) In the research, it has been revealed that the application causes statistically significant differences in the historical change and continuity texts prepared by the students about the invention of writing, which is the main subject of historical change and continuity teaching in history lessons. Compared to before the application, the texts prepared by the students after the application were more satisfying in terms of historical change and continuity. In the text analysis of the students, the factors leading to the invention of writing were taken into account by first going to the period with a systematic approach; in part, the economic, political, and social-cultural characteristics of the period were evaluated. The importance of change was understood in the texts they prepared, and the changes in the writing style and writing surface were included. They perceived the writing itself as having a sense of continuity with all the changes related to the given historical event.

As a result, the activities given in the application group in the present study led to significant differences between the pre-test and post-test texts of the students. After the application, it was observed that the students adopted a more systematic approach in their texts. Thus, it was clearly seen that effective methods and techniques were developed in the school where the research was conducted, and if sufficient visual material was included, it contributed to the development of the student's perception of historical change and continuity.

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APPENDIX-1



APPENDIX-2

ZAMANLA DEĞİŞİM VE SÜREKLİLİĞİ METİN ANALİZ ETME (CCOT)

Ölçütler	Puan	Tanım
Kabul edilebilir bir tezi vardır.	4	Özel olarak anahtar sözcüklere 1- Coğrafik bölge/uygarlık ismi 2- Kronoloji 3- Dönemselleştirme (tanzimat dönemi, yüzyıl, M.Ö., M.S.) 4- Tarihsel bağlama uygunluk (yani çivi yazısı derken yazı öncesi dönemi mi kastediyor yoksa yazının bulunmasıyla ilk çivi yazısının kullanıldığını mı veya doğru tarihsel bilgi veriyor mu?)
Değişim ve Süreklilik	11	1. Belirtilen zaman periyodunda sürekliliklerin fark edilmesi gerekir (aynı kalan şeyler). 2. Belirtilen zaman periyodunda değişen şeylerin gösterilmesi gerekiyor. 3. Değişimin hızı için hızlı ya da yavaş ilerlemeden bahseder. 4. Değişimin tipini (siyasi, ekonomik, sosyal ve kültürel) ele alır. 5. Herkes/bazıları için ilerleme ve gerileme olduğunu değerlendirir. 6. Yazının icadı bir dönem noktasıdır. 7. Değişim uzun dönemli mi kısa dönemli mi 8. Değişim olumlu mu olumsuz mu? 9. Farklı toplumlar için bir anlamı var mı yoksa sadece küçük bir topluluğu mu etkiledi 10. Değişim bilerek/İhtiyaçtan mı yoksa istemeyerek mi oldu? 11. Tarihsel değişim ve sürekliliğin sebep ve sonuç ilişkisi içerisinde açıklama.
Kanaat	1	1. Yeni bir şey sunulur.
Toplam	16	