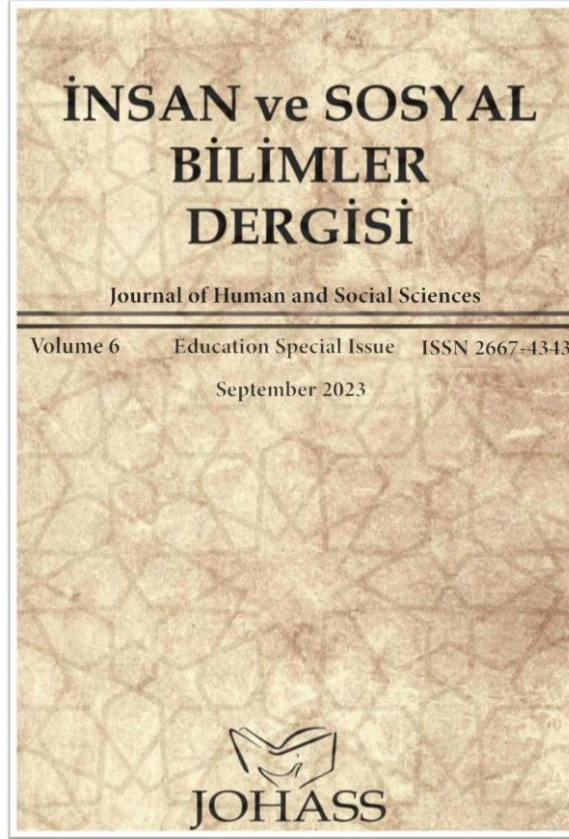


## JOURNAL OF HUMAN AND SOCIAL SCIENCES (JOHASS)



<https://dergipark.org.tr/tr/pub/johass>

### The Use of Miniatures in Social Studies Lessons from the Perspective of Historical Literacy

**Büşra ÇAĞLAR KARAPINAR<sup>1</sup>**

*Niğde Ömer Halisdemir University, Institute of Education Sciences, Social Studies Education Department*

*PhD. Student*

*bckarapinar@gmail.com*

*Orcid ID: 0000-0003-3702-2214*

**Article Type:** Research Article

Received: 10.09.2023

Revision received: 26.09.2023

Accepted: 27.09.2023

Published online: 28.09.2023

**Citation:** Çağlar Karapınar, B. (2023). The use of miniatures in social studies lessons from the perspective of historical literacy. *Journal of Human and Social Sciences*, 6(Education Special Issue), 599-615.

## **The Use of Miniatures in Social Studies Lessons from the Perspective of Historical Literacy**

**Büşra ÇAĞLAR KARAPINAR<sup>1</sup>**

*Niğde Ömer Halisdemir University, Institute of Education Sciences, Social Studies Education  
Department*

---

### **Abstract**

Various visual images are used in history teaching in social studies course. One of them is miniature. However, miniatures do not have meaning on their own. Their functions, meanings, periods and authors should be understood (Acun, 2004). This understanding is also possible with historical literacy. Because a student studying miniatures should have the skills of historical empathy, chronological thinking, understanding, interpreting, expressing historical language, and establishing cause-effect relationships. In this context, the main purpose of the research was to determine on which subjects social studies teachers use miniatures. Phenomenology, one of the qualitative research methods, was used in the study. The study group of the research consists of a total of 10 social studies teachers, 7 male and 3 female, working in secondary schools in the central district of Afyon province in the fall semester of the 2022-2023 academic year. In the research, the data were collected with a semi-structured interview form, one of the qualitative research methods. The semi-structured interview form used in the research was composed of 4 open-ended questions. The data obtained in the research were analyzed by content analysis method. When evaluating the research findings, it was concluded that miniatures could be generally used to address topics related to the Ottoman Empire and Civilizations. Within the scope of the research, it was concluded that the use of miniatures in the social studies course has positive effects on historical literacy. As a result of the study, suggestions can be made to establish activities that support the use of miniatures in textbooks and MEB teacher portals.

---

### **Research Article**

*Received: 10.09.2023*

*Revision received:*

*26.09.2023*

*Accepted: 27.09.2023*

*Published online:*

*28.09.2023*

**Keywords:** Social studies course, historical literacy, use of miniatures

---

---

<sup>1</sup> *Corresponding author:*

*PhD Student*

*bkarapinar@gmail.com*

*Orcid ID: 0000-0003-3702-2214*

## **Introduction**

Social studies education has played an important role in the educational policies of societies from the past to the present. Through social studies teaching, which aims to transmit the culture and information from the past, governments primarily want to educate citizens who will preserve and protect their culture and be connected to their country. In addition to this goal, another important task that burdens social studies education has emerged in the curriculum in recent years, and this curriculum has been restructured toward this goal. In accordance with this goal, social studies instruction aims to teach children certain thinking skills, especially historical thinking.

Looking at the conditions brought by the information and technology age from a different point of view, we live in a world where information is easily accessible. In this context, it is becoming increasingly important in modern educational institutions to educate children who have thinking skills and can use information effectively, rather than imparting information directly. This perspective is also one of the basic principles of constructivism. In this sense, some teaching methods, strategies and techniques are developed in terms of constructivism (Körükçü, 2021; Açıkalın, 2017). According to Duran (2011:178), social studies exhibit a structure intertwined with other disciplines. It is a comprehensive educational program that aims to pass on knowledge and skills to future generations through a predetermined framework. This program emphasizes the importance of exploring various research areas and integrating them into a unified theme, while simplifying the content selected from diverse social and humanities disciplines to make it accessible to students.

Evidence based learning, which is used effectively in teaching social studies and a constructivist method, allows the child to make inferences about the incident by questioning evidence sources in his / her possession like a historian. The student displays higher level thinking skills effectively during this process. In addition, there are great deals of document, object or work suitable for use in social studies class. However, the observations and researches which have been done shows that the evidences are not used in effective way in social studies education, in fact due to situations such as the fact that social studies courses consists of abstract concepts and the selection of memorization-based methods, it is found the lessons incomprehensible and boring and develops a negative attitude towards the lesson. (Yildiz, 2003)

The word miniature is derived from the terms minium and miniare. This term, which was used to decorate and highlight letters at the beginning of a chapter, was influenced by the words "minor" or "minus," which mean small over time, and started to be used for small pictures that adorn manuscript books. In miniature art, it has been observed that the artists incorporate the customs of the society they were raised in, as well as the clothing styles and historical events of the people from that time period, into their work up to the present day (Elmas, 1998). Considering these existing problems and proposed solutions, it is believed that miniatures can be utilized as historical evidence. This approach serves two purposes: providing students with a scientific perspective and effectively representing the subjects, making them suitable for social studies education. It is necessary to briefly mention what "miniature" means. It is the name given to small-sized paintings and the art of painting finely embodied on small-sized objects such as manuscript books and medallions. In Medieval Europe, the first letters at the beginning of a chapter in manuscript books were decorated by painting them red. Lead oxide, known as minium in Latin, was used to achieve this red color for the ornamentation.

Scheiber (1978) first introduced the concept of historical literacy. Scheiber drew attention to the content and method points in history education. According to Scheiber, historical evidence and materials should be brought into the classroom. The student must learn history using concrete resources (Ata, Keçe: 2014). Historical literacy encompasses the concepts of history and literacy. It refers to the study, interpretation, and evaluation of historical events. It goes against the principles of history education to rely solely on memorization. History teaching programs should be prepared according to historical literacy skills. According to Taylor and Young, these skills are as follows:

- Information on historical events
- Chronological Thinking Skill
- Ability to establish a cause-and-effect relationship
- Ability to understand historical languages
- Historical Research Skills
- Ability to use information and communication technologies
- Ability to have historical empathy
- The ability to express historical events in narrative form
- Ability to associate the past with the present

- Ability to distinguish conflicting comments
- Expressive expression skills
- Moral Reasoning Skills

Various visual images are used in the teaching of history in the social studies course. One of them is miniature. However, miniatures alone do not make sense. Its functions, meanings, periods, and authors need to be understood (Acun, 2004). This understanding also applies to historical literacy. Because a student studying miniatures must possess skills such as historical empathy, chronological thinking, understanding historical language, interpretation, expression, and establishing cause-and-effect relationships.

The main purpose of the study in question is to investigate the Use of miniatures in Social Studies courses in terms of Historical Literacy. Within the scope of this main objective, answers to the following sub-problems were sought:

1. In which subjects do social studies teachers use miniatures?
2. What methods and techniques do social studies teachers use in their instruction when utilizing miniatures?
3. According to teachers, what are the advantages and disadvantages of using miniatures in social studies lessons?
4. According to social studies teachers, what skills does the use of miniatures in classes support?
5. According to social studies teachers, how does the use of miniatures in lessons affect historical literacy?

### **Method**

A phenomenological pattern was used, which is one of the qualitative research methods. The factology pattern aims to identify facts that we are aware of but do not have detailed information about. In this study, the aim is to uncover the individual perceptions of the participants regarding a phenomenon (Yildirim & Simsek, 2015).

### **Model**

The research study group consists of 7 men and 3 women who work as social studies teachers in secondary schools in the central district of Afyon province during the fall semester of the 2022-2023 academic year. The total number of participants is 10. An easily accessible

sampling technique was used to select teachers. The easily accessible sampling method accelerates research and provides convenience in practice. With this method, the researcher takes samples from the environment he/she knows (Yildirim & Simsek, 2015). The information for the study group is displayed in Table 1.

**Table 1**

*Personal information of participants*

<b>Participant</b>	<b>Gender</b>	<b>Professional Seniority</b>
1	Male	17
2	Female	3
3	Female	22
4	Female	5
5	Male	12
6	Male	2
7	Male	10
8	Male	22
9	Male	3
10	Male	20

### **Data Collection Tools**

In this study, data were collected through a semi-structured interview, which is part of the qualitative research method. In preparing the interview form, preliminary interviews were conducted with three social studies teachers who were not part of the sample and the area related to the topic is studied. Based on the obtained data, the interview form was prepared and discussed with two teachers from the field of social studies teaching and finalized taking into account their opinions and suggestions. The semi-structured interview sheet used in the research consists of 6 open-ended questions. The questionnaire is divided into two sections. The first section contains questions about the place of service, gender, and professional seniority. The second section contains the interview questions. The interviews were conducted online or in person, depending on where the informant lives. Each interview lasted 30 minutes.

### **Collection of Data and Analysis**

The data obtained in the research was analyzed using the content analysis method. Content analysis aims to present these concepts to the reader by organizing the data into themes that will specify them. It is a systematic and repeatable technique (Yildirim and Simsek, 2015).

## Compliance with Ethical Standart

The meeting numbered 2023/11-07 of Niğde Ömer Halisdemir University Ethics Committee dated 12.09.2023 and numbered 11 decision.

## Findings

### 1. Findings o The First Sub-problem of The Research

The main purpose of the research is to investigate "the use of miniatures in social studies courses in relation to historical literacy." In this regard, the first sub-problem of the study is "Which subjects do social studies teachers utilize miniatures for?" The answers to this question are shown in Table 2 below.

**Table 2**

*Topics that Social Studies Teachers Explain Using Miniatures*

Participants	Answers
1	It can be used in many subjects, from Ottoman to teaching values.
2	I think it can be used in the subject Civilizations in 5th grade and Ottoman Empire in 7th grade.
3	I usually use miniatures in my slides about battle scenes in the Ottoman period.
4	I think it can be used in any social studies class subject.
5	I am satisfied that it can be used in many subjects such as occupations, Mesopotamian civilizations, Ottoman and Seljuk periods
6	I used it once about the conquest of Istanbul (Constantinople) in 7th grade, but other than that I think I can use it in other subjects.
7	I think it is effective to interpret especially historical places, war and social life.
8	Some events in the history of the Ottoman Empire were told with miniatures. Especially the use of miniatures of historical places is helpful.
9	I think it can be used about the empires and civilizations that were founded in the past, and the Ottoman Empire.
10	In my opinion, it can be used for teaching about the Uighurs and the Ottoman Empire.

"For which topic is the use of miniatures appropriate in social studies classes?", the participants are asked and they think that the use of miniatures is appropriate for the topics about the Ottoman Empire. Teachers present different perspectives in their lessons from 5th grade to 7th grade. In addition to the increase in curiosity among the students, they mentioned that they shared the materials they had with 8th-grade students during Museum Week. The images used by our teacher are shared in the attachments section. (Attachment 1).

## 2. Findings on the Second Sub-problem

The second sub-problem of the research is "What methods and techniques do social studies teachers use in their instruction?" The question was directed to the teachers. The data for the first subproblem is given in Table 3.

**Table 3**

### *Methods and Techniques Used in the Use of Miniature*

Participants	Answers
1	I prefer an activity with demonstration.
2	I prefer an activity with demonstration.
3	I prefer an activity with demonstration.
4	It can be demonstrated by reflecting to the board.
5	I prefer an activity with demonstration.
6	I prefer an activity with demonstration and questions for the students.
7	I prefer to use appropriate imagery that establishes coherence between the relevant topic and the learning outcome.
8	I prefer an activity with demonstration.
9	I prefer my students to paint miniatures.
10	I prefer my students to paint pictures.

"Which activity do you prefer when using miniatures?" the participants are asked in the survey. The analysis of the given answers shows that 8 participants, the majority, teach by demonstration and 2 participants prefer that students paint pictures.

## 3. The Third Sub-problem

The third subproblem of the research is the advantages and disadvantages of using miniatures in social studies lessons for teachers. The data for the third sub-problem is given in Table 4 and Table 5.

**Table 4**

### *The Advantages of Using Miniatures in the Social Studies Lessons*

Participants	Answers
1	The students do not forget what they have learned visually.
2	It can be used as illustrative material. I think it is beneficial in that it allows students to make inferences and students learn about a traditional art.
3	Students can analyse visuals and express this. Students like to see pictures. It attracts attention. Children can interpret what they have seen.
4	I think that it attracts the attention of students and permanent learning takes place.
5	I think it is beneficial that improve the permanence of the subjects and understanding
6	During class, it quickly attracts students' attention and they willingly participate in class. It



---

	ensures permanent learning.
7	Since it is a visual material, it increases memorability.
8	Students' views of events during the Ottoman Empire can be changed by viewing a miniature.
9	I think it provides convenience and permanence by improving the visuality of understanding depending on the subject.
10	I think it will provide an advantage in terms of giving information about the period taught.

---

Responses to the question "What are the advantages of using miniatures in the social studies classroom?" were analysed. One of the teachers who participated in the survey believes that the use of miniatures provides an advantage in terms of giving information, while the others believe that learning with visuals promotes permanent learning.

**Table 5**

*The Disadvantages of Using Miniatures in the Social Studies Lessons*

---

<b>Participants</b>	<b>Answers</b>
1	It may take some time to find an appropriate miniature and use it in the context of the topic, or students may have difficulty understanding the visual.
2	It may take some time to find an appropriate miniature and use it in the context of the topic, or students may have difficulty understanding the visual. Also, we have limited time to complete the topics.
3	It is hard to find what is appropriate for the level of the students. Instead, I prefer to use photographs because they are easily accessible
4	I think it is a disadvantage that it is time consuming because it requires prior preparation.
5	I do not know how and where to get the miniatures. Also, I think it is time consuming to select and decide.
6	It is so hard to use miniatures while teaching. I should know well the conditions of time as a teacher. I had to spend more time while practicing. I spent a lot of time. It was not easy to find a suitable miniature for the topic and ask the students the right questions. That's the reason why I never do this.
7	When instructional time is insufficient, it results in wasted time in learning outcomes.
8	Since the miniature is different from the real images, it may not reflect what is desired.
9	I think it is difficult to understand because of the small drawings.
10	---

---

"What are the disadvantages of using miniatures in the social studies classroom?" participants are asked as part of the survey. Analysing the answers, one participant thinks that it is a disadvantage because the drawings are too small, and another participant thinks the same, because the miniature is different from the real pictures, it may not be understood. Other research participants think it is a waste of time.

#### **4. The Fourth Sub-problem**

The fourth sub-problem of the research is how social studies teachers perceive the skills that the use of miniatures in lessons can enhance. The data for the fourth sub-problem is given in Table 6.

**Table 6**

*Skills to Improve the Use of Miniatures in Social Studies Class*

---

<b>Participants</b>	<b>Answer</b>
<b>1</b>	I think it will enhance the children's visual memory.
<b>2</b>	I think this will enhance metacognitive skills as children infer what they see.
<b>3</b>	I think that children's visual memory, inferences from what they see, and comments on it will progress.
<b>4</b>	I think it will improve the ability to look at an event from multiple angles, and provide a permanent learning process.
<b>5</b>	It will help children's visual memory. At least it will make them think that there is such an art.
<b>6</b>	You start the class with excitement and you do not have to make a special effort to draw attention. I think it makes for permanent learning as a visual.
<b>7</b>	It can create the ability to make miniature pictures in students. They can try to learn and look at a picture from different angles.
<b>8</b>	I think that students' hand skills will improve as a result of drawing, and that the subject matter will become more comprehensible if it takes a place in visual memory.
<b>9</b>	I think since the visual content is more dominant, it can affect the children's perception, and it will provide to feel empathy with history by traveling through that time.
<b>10</b>	I think it will develop children's visual memory.

---

"What skills do you think are most enhanced by the use of miniatures in the social studies classroom?" participants asked. In evaluating their responses, they generally expressed the opinion that children will improve their visual memory. One of the participants stated that it would help students develop the ability to create miniatures and try to learn and look at a picture from different angles. Another participant stated that the students would develop the ability to look at an event from different angles.

#### **5. The Fifth Sub-problem**

The fifth sub-problem of the research is how the use of miniatures in lessons affects historical literacy, as perceived by social studies teachers. The data for the fifth sub-problem is given in Table 7.

**Tablo 7**

*Use of Miniature and Historical Literacy*

<b>Participants</b>	<b>Answer</b>
1	It enhances the historical literacy.
2	It increases historical literacy and historical thinking.
3	It increases interest in historical literacy, and the information becomes more tangible.
4	It enhances the historical literacy.
5	It increases historical literacy and curiosity about history.
6	It positively affects historical literacy.
7	It makes you like historical literacy.
8	It directs historical literacy.
9	It draws attention to the historical literacy.
10	It makes you like historical literacy and makes history more tangible.

### **Discussion and Results**

When evaluating the research findings, it is stated that miniatures can be generally used to address issues related to the Ottoman Empire and Civilizations. Eight of the teachers participating in the study preferred an activity with a demonstration, and two participants preferred painting pictures. Another finding of the study is that the use of miniatures improves children's visual memory and ensures permanent learning (Table 7). Related research on this topic can be found below.

Lynn (1993), the author of the study about Turkish miniatures, planned an activity using Turkish miniatures to improve the student's reading and research skills and encourage them to think in a primary school in the U.S. The cat miniature, which was drawn on a manuscript written in the 15th century during the Ottoman Empire period, grabbed students' attention. The teacher asked the students why this cat might have been pictured on such an important document. Students have effectively used their reading, writing, and interpreting skills by exhibiting high-level thinking skills, especially creative and critical thinking skills. According to the students' exam points given by the researcher, it can be concluded that the students improve their thoughts about Türkiye and Turkish culture, make creative inferences based on paintings, and are active and motivated during this period. The same effects are expected to be observed in students during this research process.

In the research carried out by Akahmet in 2015, the participation of students studying at the secondary school level carried out a study in order to examine the contribution and importance of miniatures to the art history course. Starting from the miniatures that passed in Surname, the aim was to reach the goals with some questions that would allow children to

interpret, solve, define, and reach proof of these works. As a result of the study, miniatures contribute to esthetic education and it provides the transfer of cult heritage in the students. In the same study, it was concluded that miniatures can be used effectively in social studies and training due to their learning outcomes such as making inferences, visual literacy, aesthetics, perception awareness, sustaining traditional arts, and the transfer of traditional arts as a result of the examination of objects through miniatures. (Akmehmet, 2015).

A study was carried out by Akinci and Dilek in order to examine the effect of representative paintings used in the 7th-grade Social Studies course on children's historical thinking skills in 2012. When the research results are evaluated, students' reasoning skills, chronological thinking skills, historical questioning skills, and interpretation and analysis skills have been dramatically improved as a result of four-week course activities using representative pictures.

In research carried out by Akbaba in 2005, the effect of painting usage on the social studies class achievements of children studying in the 8th grade was examined. When the research results are evaluated, it has been concluded that the use of art positively affects children's academic achievements and proves that students are more motivated to attend social studies lessons and that they have high-level mental performance in matters such as empathy, critical thinking, creative thinking, chronology knowledge, and problem-solving.

Within the scope of the research, it was concluded that the use of miniatures in the social studies course has a positive effect on historical literacy. Thanks to miniatures, history topics in social studies lessons become more tangible. Students' awareness of history, past events, chronology, and historical literacy increases.

It is believed that in order to effectively and efficiently use miniatures in social studies lessons, teachers should first recognize the importance of using miniatures in relation to the lesson's objectives and be knowledgeable about their benefits. In addition, the study revealed that even if the teachers involved in the research desired to incorporate such materials into their lessons, the preparation process for the lesson could be lengthy and exhausting for them. For this reason, next time they may prefer to choose materials that are easy and simple to prepare.

### **Recommendations**

As a result of this study, the following suggestions can be made:

- In this study, 10 social studies were discussed regarding the use of miniature teachers. More social studies teachers can gather opinions on the subject.
- The study is based on gathering opinions from teachers on the use of miniatures. Experimental studies can be conducted with secondary school students on the use of miniatures.
- In the study, it is seen that teachers support the use of miniatures. Activities that support the use of miniatures in textbooks or MEB teacher portals can be established.

### **Compliance with Ethical Standart**

The meeting numbered 2023/11-07 of Niğde Ömer Halisdemir University Ethics Committee dated 12.09.2023 and numbered 11 decision.

### **References**

- Açıklan, M. (2017). *Araştırmaya dayalı sosyal bilgiler öğretimi*. Yeni İnsan Yayınevi.
- Adıgüzel Toprak, F. (2015). Minyatürde ‘Çizgi’: Rızâ-Yi Abbâsî’nin tek sayfa minyatürleri. *Art-Sanat Dergisi*, 0 (3), 123-146.  
<https://dergipark.org.tr/tr/pub/iuarts/issue/8771/109657>
- Akçay, R. C. (16 Mayıs, 2008). *Sosyal bilgiler eğitiminin amaçları ve işlevleri açısından değerlendirilmesi ve ders dışı etkinlikleri kapsayan bir model önerisi*. O. Yaşar (Haz.), *Uluslararası Sosyal Bilimler Eğitimi Sempozyumu Çanakkale, On Sekiz Mart Üniversitesi, Türkiye*
- Ambarlı, A. (2010). *Türkiye’de Cumhuriyetten günümüze sosyal bilgiler programları değişiklikler, düzenlemeler, güncellemeler*. [Yayımlanmamış yüksek lisans tezi]. Selçuk Üniversitesi  
<http://acikerisimarsiv.selcuk.edu.tr:8080/xmlui/bitstream/handle/123456789/2771/278683.pdf?sequence=1&isAllowed=y>
- Anmaç, G. (2017). *Nakkaşname*. Zeytinburnu Kültür ve Sanat Merkezi Yayınları.
- Arseven, C. E. (1950) *Minyatür*. *Sanat ansiklopedisi*, 3,1415-1424. Milli Eğitim Basımevi.
- Aslan, E. (2016). *Geçmişten günümüze sosyal bilgiler*. D. Dilek (Ed.), Sosyal bilgiler eğitimi, 3-48. Pegem Akademi.

- Ata, B. (2009). *Sosyal bilgiler ünitesi' kavramı üzerine düşünceler*. R. Turan, A. M. Sünbül ve H. Akdağ (Ed.), *Sosyal bilgiler öğretiminde yeni yaklaşımlar-1*, 25-42, Pegem Akademi.
- Barr R., Barth, J. L. & Shermis S. S, (2013). *Sosyal bilgilerin doğası (C. Dönmez, Çev.)*, Pegem Akademi.
- Behzat, H. T. (1953). Minyatürün tekniği. *Ankara Üniversitesi İlahiyat Fakültesi Dergisi*, 2, 1, 29). <https://dergipark.org.tr/en/download/article-file/1655345>
- Berk, N. (1972). *İstanbul resim ve heykel müzesi*. Apa Ofset Basımevi.
- Bilen, M. (1996). *Plandan uygulamaya öğretim*, Aydan.
- Bilgili, A. S. (2010). *Sosyal bilgiler programlarında sosyal bilimlerin yeri*. A.S. Bilgili (Ed.), *Sosyal bilgilerin temelleri*, 149-159. Pegem.
- Bilgili, A. S. (2012). *Geçmişten günümüze sosyal bilimler ve sosyal bilgiler*. A. S. Bilgili (Ed.), *Sosyal bilgilerin temelleri*. İçinde, 2-38. Pegem.
- Binark, İ. (1978). Türklerde resim ve minyatür sanatı. *Vakıflar Dergisi*, 2, 272.
- Çağman, F. (15-20 Kasım, 1973). *XVI. Yüzyıl sonlarında mevlevi dergâhlarında gelişen bir minyatür okulu*. I. Milletlerarası Türkoloji kongresi [Tebliğler]. İstanbul, Üniversitesi, Türkiye.
- Çalışkan, H. (2009). Sosyal bilgiler öğretiminde araştırmaya dayalı öğrenme yaklaşımının eleştirel düşünme becerisine etkisi. *Kastamonu eğitim dergisi*, 17(1), 57-70.
- Çoruhlu, Y. (2013). *Türk mitolojisinin ana hatları* (2.Baskı). Kabalcı Yayıncılık.
- Demir, S. B. (2005). *İlköğretim II. kademe sosyal bilgiler dersinin hedeflere ulaşma derecesi: Elazığ ili örneği* [Konferans bildirisi]. II. Sosyal Bilimler Eğitimi Kongresi, Yüzüncü Yıl Üniversitesi, Van, Türkiye.
- Deveci, H. (2005). Sosyal bilgiler dersinde gazete kullanımı. *The Turkish Online Journal of Educational Technology*, 4(3), 159-166.
- Doğanay, A. (2003). Sosyal bilgiler öğretimi. C. Öztürk, D. Dilek (Ed.), In *Hayat bilgisi ve sosyal bilgiler öğretimi* (15-46). Pegem A.
- Doğanay, A. (2008). Çağdaş sosyal bilgiler anlayışı ışığında yeni sosyal bilgiler programının değerlendirilmesi. *Çukurova üniversitesi sosyal bilimler enstitüsü dergisi*, 17(2), 77-96.
- Elmas, H. (1998). *Çağdaş türk resminde minyatür etkileri* [Doktora tezi]. Selçuk Üniversitesi.
- Erden, M. (2000). *Sosyal bilgiler öğretimi*. Alkım.

- Gelişli, Y. (2006). Eğitim bilimlerine giriş. Ö. Çağatay (Ed.), In *Eğitimin işlevleri* (27-65). Ekinoks.
- Genç, A & Sipahioğlu, A. (1990)*görsel algılama/sanatta yaratıcı süreç*. Sergi Yayınevi.
- Gombrich. E. H. (2016). *Sanatın öyküsü*. çev. Ömer Erduran, Erol Erduran. (16.Bs). Remzi Kitabevi.
- Gömleksiz, M. N., & Cüro, E. (2011). Sosyal Bilgiler dersi öğretim programında yer alan değerlere ilişkin öğrenci tutumlarının değerlendirilmesi. *Uluslararası İnsan Bilimleri Dergisi*, 8(1), 95-133.
- Kançal-Ferrari, N. & Taşkent A. (2016). *Tasvir teori ve pratik arasında islam görsel kültürü*. Klasik Yayınları.
- Konak, R. (2007). Minyatür sanatında derinlik anlayışı. *Sanat Dergisi*, 0(12), 97-102. <https://dergipark.org.tr/tr/pub/ataunigsfd/issue/2600/33461>
- Köstüklü, N. (2016). *Sosyal bilimler ve tarih öğretimi*. Çizgi.
- Mahir, B. (2012). *Osmanlı minyatür sanatı*. Kabalcı Yayınevi.
- Martorella, P. H. (1998). *Social studies for elementary school children: Developing young citizens*. Prentice Hall.
- Metzger, P. (2012). *Perspektif Sanatı*. çev. Gizem Aldoğan. Hayalperest Yayınevi.
- Millî Eğitim Bakanlığı. (1998). *Millî Eğitim Bakanlığı Tebliğler Dergisi*. <http://tebligler.meb.gov.tr/index.php/tuem-sayilar/viewcategory/62-1998>
- Millî Eğitim Bakanlığı. (2005). *Sosyal bilgiler öğretim programı*. TTKB Yayınları.
- Öztürk, C. (2007). Sosyal bilgiler: Toplumsal yaşama disiplinlerarası bir bakış. C. Öztürk (Ed.), In *Hayat bilgisi ve sosyal bilgiler öğretimi yapılandırmacı bir yaklaşım* (21-50). PegemA.
- Öztürk, C. (2009). *Sosyal bilgiler öğretimi; demokratik vatandaşlık eğitimi*. Pegem Akademi.
- Öztürk, C., Keskin, S. C., & Otluoğlu, R. (2012). *Sosyal bilgiler öğretiminde edebi ürünler ve yazılı materyaller*. Pegem Akademi.
- Sakaoğlu, N & Akbayar N. (2000). *Osmanlı'da zanaatten sanata: Sanatlar ve sanatkârlar*. Creative Yayıncılık ve Tanıtım.
- Savage, T. V., & Armstrong, D. G. (1996). *Effective teaching in elementary social studies*. Prentice-Hall.
- Senemoğlu, N. (2005). *Gelişim, öğrenme ve öğretim – kuramdan uygulamaya*. Gazi.
- Sönmez, V. (2005). *Sosyal bilgiler öğretimi ve öğretmen kılavuzu*. Anı.

- Sönmez, V. (2010). *Sosyal bilgiler öğretimi ve öğretmen kılavuzu: Yeni programa göre düzenlenmiş yeni ders planı örnekleri*. Anı.
- Sözen, M. & Tanyeli U. (2015). *Sanat kavram ve terimleri sözlüğü* (14. Bs). Remzi Kitabevi.
- Sözer, E. (1998). *Kuramdan uygulamaya sosyal bilimlerin öğretimi*. Anadolu Üniversitesi.
- Sözer, E. (2008). *Sosyal Bilgiler Öğretimi*. Anadolu Üniversitesi.
- Tansuğ, S. (1992). *Şenlikname düzeni* (2. Bs). Yapı Kredi Yayınları.
- Tay, B. (2015). *Sosyal bilgiler öğretiminin dünü bugünü ve yarını*. R. Turan, K. Ulusoy (Ed.).  
In *Sosyal bilgilerin temelleri* (5-22). Pegem A.
- Tez, Z. (2018). *Yasaklı sanat olarak minyatür, resim ve grafik tarihi*. İnkılap Kitabevi.
- Tezcan, M. (1999). *Sosyal bilimlere giriş*. Şafak.
- Yeşilyaprak, B. (2006). *Eğitimde rehberlik hizmetleri*. Nobel.



Attachment 1

