

The Impact Strategy Mapping Your Ideas in the Collection and Synthesis Strategy on Achievement and Development of Archaeological Awareness among Fifth Grade Literary Students in History

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Abstract:

The current study aims to know the impact of the strategy of sketching your ideas on achievement and development of archaeological awareness among fifth-grade literary students in history.

Keywords: draw your thoughts, attainment, archaeological awareness

I. Introduction:

By verifying the validity of the following null hypotheses: (1)There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary history of Europe and America according to the strategy of drawing your ideas and the average scores of the control group students who study the same subject in the usual way in the post-achievement test.(2)There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to the strategy Draw your ideas and the average scores of the control group students who study the same subject according to the usual method in the archaeological awareness scale Dimensional.(3)There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to a strategy. Draw your thoughts in the pre and post applications of the archaeological awareness scale. (4)There is no statistically significant difference at a significance level (0.05) between the average scores of the control group students who study modern and contemporary European and American history according to the usual method in the pre and post applications of the archaeological awareness scale.

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To verify this, the researcher used an experimental design with partial control with the experimental and control groups, and the pre and post tests. And modern and contemporary America according to a strategy, draw your ideas, and Division (A) represents the control group that studies in the usual way. The number of female students in the two groups reached (60) students, of which (30) students are in Division (B) and (30) students in Division (A), and the researcher did not find female students. Raspat in the same phase, Kafa, the researcher between the two groups of research in the following variables (the academic achievement of the fathers, the academic achievement of mothers, the chronological age calculated in months, the scores of the tribal archaeological awareness index, the IQ test scores, the degrees of modern and contemporary Europe and America history for the first course of the academic year 2015 / 2016).

The scientific material: The last three chapters (fifth, sixth and seventh) of the book on the history of Europe and America, modern and contemporary, scheduled for teaching for fifth-grade literary students by the Ministry of Education for the academic year (2016-2017). Then the researcher formulated (132) behavioral goals, and prepared daily instructional plans, which reached a number of (48) plan for each group (experimental and control).

As for the two research tools, the researcher prepared an achievement test consisting of (40) objective test items of a multiple choice type distributed according to the six levels of (BLOOM) classification (knowledge, understanding, application, analysis, synthesis, evaluation), then the researcher verified the validity of the test The apparent and validation of the content through exposure to a group of specialists as well as extracting the psychometric characteristics of the test (difficulty factor, strength of distinction, effectiveness of false alternatives) and the researcher applied the test on the two research groups (experimental and control) at the end of the experiment that lasted (13) weeks. The dependence on the half-segmentation equation using the Pearson correlation coefficient reached its value (0.68) and after correcting it using the Cyberman-Brown equation became (0.80), then the researcher adopted the archaeological awareness scale prepared from plastic (Sharabi, 2018), which consists of (30) test items. The test was applied before the start of the experiment and after its completion, and its validity and reliability were confirmed. The researcher adopted the statistical methods from the statistical package (SPSS), including the T-test for two independent samples equal to the square number Ka2 and Spearman Brown's equation Alpha Cronbach's equation and the stability equation, after correcting the answers and treating the data statistically, the results resulted in a statistically significant difference between the mean achievement and the archaeological awareness measure between the students of the two research groups (experimental and control) at a significance level of (0.05) in favor of the experimental group that studied modern and contemporary European and American history According to a strategy, map your ideas, so the researcher rejects the hypotheses and accepts alternative hypotheses for the current research.

Conclusions of this study are:

- Adapting a strategy to draw your ideas to teach the modern and contemporary European and American history curriculum to fifth-grade literary students.

- This strategy has had a positive effect on increasing the literary achievement of fifth-grade students in the modern and contemporary European and American history curriculum more than the usual method.

Recommendations, included in the current study, are:

- Emphasize the use of a strategy to draw your ideas in teaching the modern and contemporary European and American history curriculum because of its importance in increasing the achievement and developing archaeological awareness.
- The acquisition of psychomotor skills requires training and practice, and this in turn requires the history curriculum teachers to use methods and strategies that are learner-centered.

The proposals of current study are:

- Conducting a similar study to identify the effect of a strategy. Draw your ideas in other curricula and other study stages
- Conduct a comparative study between a strategy, draw your ideas, and other strategies that are derived from active learning strategies.

II. Background of Study

First: the problem of study:

Despite the changes that have occurred in the society of the twenty-first century, these challenges and many transformations, including the challenges of rapid transformations and rapid changes in various areas of technological and cognitive life, the reality of the educational process in our schools remains traditionally in relation to the developments and trends in teaching methods (Al-Hasnawi, 2019: 13).

In addition to what the results of educational studies and research have shown in the presence of obstacles facing the process of teaching the history curriculum, she attributed this to the weak interest of history teachers in modern methods and strategies and their reliance mainly on traditional methods, which in turn lead to a decrease in the level of historical information collection for learners without focusing on activating the role of Students and their participation in the teaching process and this is confirmed by the study (Abd al-Kazim, 2005) and the study (Al-Azzawi, 2012).

In light of the foregoing, the researcher sees the prevalence of traditional methods of teaching, this was reflected in the achievement and the level of archaeological awareness among the students, and this was also evident through the interview that the researcher conducted with a sample of female students, as the researcher asked questions about what is archaeological awareness and the importance of archeology in our country and given the scarcity of studies I dealt with the archaeological awareness. It turned out that the archaeological awareness in our schools as well as in the schools of the countries surrounding us according to what was available from previous studies as far as the researcher knows is weak. , 2018).

Based on this, the researcher believes that it is necessary to use a modern strategy in teaching, which is (a strategy to draw your thoughts) that may help raise the level of student achievement and develop their

archaeological awareness in the curriculum of modern and contemporary European and American history. The problem of the current research can be expressed by the following questions:

What is the impact of the strategy of sketching your ideas in the achievement and development of the archaeological awareness of the fifth-grade literary students in the subject of history?

Second: The importance of study:

Our contemporary world is witnessing tremendous scientific and technological developments, which impose upon us attention to different fields of science and methods of teaching it at all educational levels, so that we can keep pace with the path of civilization, and keep ourselves and our learners away from lagging behind it, my mandates for that except through purposeful planning that seeks to advance the educational process at all levels What enables us to build a new generation that is conscious, believing in science and its role in the advancement of society and capable of facing the challenges of the times (Wafa, 2009: 219). This calls us to the necessity of keeping pace with these developments, by doubling the efforts of those in charge of education in the community and those demanding to raise the efficiency of the educational process, including It is commensurate with the requirements of the age by preparing learners who are able to keep pace with this continuous scientific development and keep pace with it, and have the ability to adapt successfully to the rapid changes that are imposed on society (Al-Helah, 2003: 18).

The school is the effective tool through which learners obtain various types of knowledge and information as it enables them to obtain information in various fields(Zidane and Shaker, 2015: 18).

The modern curriculum is not curriculum, but rather is all the experiences and activities that learners undertake under the supervision of the school through good education that takes into account individual differences between them and helps them to achieve educational goals (Faris, 2011: 19).

Social subjects are important in school curricula because their general topic is mainly focused on the study of human beings and human relations from their various dimensions in their past and present in their local, national and global context. It is not limited to that only, but goes beyond to an investigation of the conditions and factors that would lead to the development of these human relations. 2014: 33) and history takes a great place among social studies, embodied by society's perception of it, as it not only cares about the past, but works to link the past with the present in order to clarify it, and link the present with the future to clarify the directions of progress and development and direct them to the appropriate direction (Shaker, 2008: 3). The teacher of social subjects has great importance in the educational process, as he plays an important role in the renaissance of society, that is, it is the basis for the development of society and the preservation of the continuation and prosperity of its heritage, and has an effect in helping learners acquire experiences, knowledge and information, and modify learners' ideas. People, especially teachers, and through them education is done, so the teacher's personal and professional qualities are with enthusiasm His sincerity affects the education of learners, as he is a contributor, encouraging and supportive of the learners, and he interacts with the learners and provides them with effective and effective skills and experiences more than just collecting, preserving and memorizing information (Jiyad, 2016: 5).

A good teaching method contributes to the success of the learning process through the teacher's awareness and appreciation of his responsibilities, duties and tasks, so the educational material and method of

teaching and the learner's need for the teacher should be linked, and when the proper connection between these three things is made, we can achieve an educational goal by successfully passing the educational position. Therefore, education men always stress that the teaching method is very important because the success of the teacher depends on it in his performance and work, and teaching methods vary according to the multiplicity of philosophies, theories and educational principles (Al-Subhi and Al-Qassima, 2010: 23-24).

Third: The aim of study and its hypotheses: The current study aims to achieve:

-The effect of a strategy, sketch your thoughts on the literary achievement of fifth-grade students in the subject of modern and contemporary European and American history.

-The effect of a strategy, sketch your ideas in developing the archaeological awareness of fifth-grade literary students in the subject of modern and contemporary European and American history.

To achieve the goal of the study, the researcher formulated the following null hypotheses:

1 -There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary history of Europe and America according to the strategy of drawing your ideas and the average scores of the control group students who study the same subject in the usual way in the post-achievement test.

2 -There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to the strategy Draw your ideas and the average scores of the control group students who study the same subject according to the usual method in the archaeological awareness scale Dimensional.

3 -There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to a strategy. Draw your thoughts in the pre and post applications of the archaeological awareness scale.

4 -There is no statistically significant difference at a significance level (0.05) between the average scores of the control group students who study modern and contemporary European and American history according to the usual method in the pre and post applications of the archaeological awareness scale.

Fourth: The Limitation of study: The present study limited to:

1 -Human borders: a sample of fifth-grade literary students who study in one of the governmental secondary or middle school day schools affiliated to the General Directorate of Education in Diyala Governorate / Baquba Center.

2 -Spatial boundaries: Governmental secondary and middle school day schools for girls affiliated to the General Directorate of Education Diyala / Baquba Center.

3 -Temporal boundaries: the second semester (first course) of the academic year (2016-2017).

4 -Scientific Frontiers: The last three chapters (fifth, sixth and seventh) of the book on the history of Europe and America, modern and contemporary, scheduled for teaching for fifth-grade literary students by the Ministry of Education for the academic year (2016-2017).

Fifth: Defining terms:

First: Impact

Knownby:

- deterministic: it is “the amount of change that takes place in the dependent variable after being exposed to the influence of the independent variable” (deterministic, 1991: 25).
- Sabri: “The ability to achieve the intended goals and reach the desired results. This term is used in the field of educational learning treatments, methods, strategies and teaching models” (Sabry, 2002: 410).

The procedural definition of the effect: It is the amount of change that a dual-analysis and synthesis strategy causes among the students of the experimental group as a result of their exposure to the independent variable and it is measured by the grades obtained by the students in the achievement test and the future thinking test.

Second: Strategy:

Known by:

- The Wakeel and the Mufti: “It is a homogeneous and sequential group of steps that the teacher can translate into methods of teaching and teaching skills that are compatible with the characteristics of education, the nature of the course and the available capabilities in order to achieve a goal or a set of educational goals.” (Al-Wakeel and Mufti, 2005: 70).

To Abu Jadu: It is "a procedure or group of measures that the teacher and the learner perform to make the learning process more rapid and easy in the teaching-learning situation and is characterized by being more self-directed and can be transferred to other situations." (Abu Jadu, 2016: 177).

The procedural definition of the teaching strategy: It is a set of steps, procedures and activities that the researcher will follow with the students of the experimental group of the research sample to teach the course on modern and contemporary European and American history.

Third: Strategy Draw your ideas

It was known by:

- (Shawahin and Badandani): It is a strategy that helps thinking, learning and building and is based on the learner drawing what he wants from the content on a paper in an organized manner and this helps to focus and remember and this is by linking the thing to be learned with a specific drawing (Shawahin and Badandani, 20210: 35).
- Al-Shammari: An educational strategy that requires a mental perception from the learner based on reading the content and focusing on the ideas and concepts contained in it. The learner connects ideas and deepens thinking for comprehension through drawing (Al-Shammari, 2011: 65).

The procedural definition of the strategy Draw your ideas: It is a strategy that the researcher uses to explain the topics to the fifth grade literary students from the research sample in an organized and arranged

manner in order to help them organize their knowledge building and help them to raise the level of historical information collection and develop their archaeological awareness

Fourth: Collection:

Known by:

- Zayer and inside: It is "the capabilities that the learner possesses in terms of experience and information that he can employ in solving the largest number of questions directed to him" (Zaire, 2012: 153).
- Al-Makdami: It is "the level that the learner learns to perform on a specific skill, and achievement is usually related to the total information, skills, exercises and ideas that he acquired during a specific year or stage of study" (Al-Makdami, 2016: 292).

Procedural definition of achievement: the amount of information, knowledge and experiences that students receive in the same research, represented by their answers to the items of the post-achievement test prepared by the researcher to achieve the research objectives, as measured by the grades they obtain after studying the modern and contemporary history of Europe and America.

Fifthly: Development:

Known by:

Ibrahim that "the apparent positive change that is achieved as a result of using the previously used factor, determining it and planning its use. This change can be measured by achievement tests or other measuring tools" (Ibrahim, 2009: 495).

- Yusef that it is "a relativistic, ever-changing question that is required by the surrounding circumstances within the data that can be achieved in successive periods of time" (Yusef, 2016: 19).

The procedural definition of development: It is the amount of change that occurs between the average scores of the archaeological and remote awareness scale of the students of the two research groups (experimental and control), and it is measured by the degree obtained by the students in the post-test of archaeological awareness.

Sixth: Archaeological Awareness

Known by:

- Shehata, Al-Najjar: The level of awareness is the first step in the formation of the emotional aspects, including the values and trends it contains (Shehata, Al-Najjar, 2003: 339).
- Al-Tababi: that it is a strong emotional and emotional charge that controls most aspects of the individual's behavior, and awareness is formed through the educational work stages in the various stages of education, and the more mature and proven awareness, the more likely it is to support and direct rational behavior in the desired direction (Al-Tabi'i, 2012: 30).

The procedural definition of archaeological awareness: the extent to which the students of the research sample perceived the experimental and control group of knowledge and historical facts of Iraqi antiquities and its importance for Iraqis and the development of positive feelings and values towards antiquities and the duty of students to preserve.

Seventh: History

Known by:

- Hamida and others: that he “records the events of life and their sequence and sequence, so it is truly a mirror that reflects the conditions of nations and peoples” (Hamida and others, 2000: 55).
- Abu Saree: It is “a branch of knowledge that aims to collect, verify, analyze and interpret information about the past” (Abu Saree, 2008: 33).

Procedural definition of history: the information, topics, knowledge, facts and events contained in chapters five, sixth and seventh of the book on modern and contemporary Europe and America history to be taught by the Ministry of Education for fifth-grade literary students, the second edition of the 2016-2017 academic year, which the researcher will study.

Eighth: Fifth Literary Grade:

The second grade of the three preparatory school classes in which the student who holds a middle school diploma is accepted, and it is part of the secondary phase that represents the grades: the fourth in its scientific and literary branches, the fifth in its scientific (biological and applied) and literary branches, and the sixth in the scientific (biological and applied) and literary branches (Republican) Iraq, 2012.

First: The first axis: Theoretical Aspects and Previous Studies:

1 -Map your ideas strategy:

It is a strategy in which the learner builds new ties and relationships so that the information is organized in a clear and visual manner using shapes, illustrations or tables. One of the reasons for using these drawings is to convey the learner to the highest degree of focus, as it helps to convert the verbal material into drawings and pictures so that the learner interacts with the scientific material To a large extent, as the learner finds in this activity a change from the usual routine for presenting the lesson material, and the drawings drawn by the learner cannot be similar between one learner and another, as each learner has his own ideas that can only be used by himself (Buzan& Mary, 2006: 4).

Strategic steps draw your thoughts:

There are several steps for the strategy, including:

- Read the text or content and then ask the students to close their eyes and imagine that they are watching a movie
- After reading the story, text, or scientific content, explain to them that you have imagined the content and that you will draw what is in your mind

Explain to the students that the goal of this artistic ability is not to draw, but rather to assimilate the content more deeply

- Divide the female students into small groups of 4-5 students per group
- Ask students to participate in the discussion on the condition that the one who arrives at the turn to present her drawing does not explain it until at the end after each student explains what is meant by this drawing and contains drawings that clarify ideas related to the content (Al-Shammari, 2011: 65).

The teacher's role in mapping your ideas strategy:

From the researcher's point of view, the teacher's role in drawing your ideas strategy can be summarized as follows:

Divide the students into small groups

Clarify the concept of strategy and its steps for students

A guide and a guide for female students and encouraging them to interact with each other. She explains the concepts mentioned in the text and asks the students to draw their ideas through what they hear.

The role of the learner in the strategy Draw your thoughts:

The researcher believes that the learner's role is summarized as follows:

Understand strategic steps chart your ideas

She takes responsibility for achieving her group goals

- Contribute to drawing his ideas that are generated to him through what he hears from the teacher.
- Help his female colleagues if necessary

Advantages and Benefits of Draw Your Thoughts Strategy:

- Help the learner to clarify the main idea of the topic and contribute to the process of raising the level of intelligence, recalling previous information and using it in a better way, and focusing on the learner.
- It has a great role in linking the basic idea of the topic with the rest of the ideas and topics in the curriculum in a sequential manner, which helps the learner to find solutions to problems in an easier and faster manner.
- Help the learner to visualize the relationships between ideas and link them, and thus the correct use of the two sides of the brain and activate their work together, stimulate creativity and stimulate memory.
- Help the learner to recall ideas and follow them in a sequential manner and provide a measure of psychological comfort and pleasure for the learner during the learning process and thus work to raise her motivation towards the learning process.

- It has a great role in presenting the content of the subject in an interesting and easy-to-learn way, and thus it contributes to helping the learner to think creatively (Mahmoud, 2006: 304).

2 -Achievement: Achievement is one of the concepts that are widely used in the field of education and psychology in particular, because of the importance it represents in evaluating the academic performance of the learner, as it is seen as a basic criterion in the light of which it is possible to determine the academic level of the learner and judge the volume of educational production Quantitatively and qualitatively (Al-Jalali, 2011: 22).

Academic achievement has a great place in the educational process, as it is one of the most important educational outcomes that learners seek, and its importance in the educational process lies in being treated as a criterion for measuring the efficiency of the educational process in developing talents and abilities in society, which paves the way for investing these capabilities in community service. The study is one of the preventive measures for not falling into the security and disruptive problems that many societies suffer as a result of the decline in the academic level, weak academic analysis and the dropout of many learners from the study (Ahmad, 2010: 94).

Factors affecting academic achievement:

There are several factors that affect academic achievement, and among these factors is what is individual related to the learner himself, such as intelligence, motivation and psychological state, and some of them are peripheral, meaning the environment in which the learner lives, such as the family, school and society, and what matters to us about this are factors related to the learner, which can be summarized as follows:

- Intelligence: This matter relates to the level of intelligence of the learner, and it differs from one person to another, there is the smart learner and the medium-intelligence and low-intelligence learner, and experiments and research have shown that smart learners absorb the lessons well, which is 1 that affects their achievement positively and on the contrary, we find among the weak learners lack of ability On comprehension and good understanding of the academic subjects they receive, which negatively affects their academic achievement (Abdel-Latif, 1999: 115).

- Psychological factors: The psychological factors of the learner are among the individual factors that affect his academic achievement, as the psychological state of the learner affects his behaviors, relations and attitudes with others and thus affects with others, and thus affects his academic life, because the person is an interactive and integrated psychosocial unit, so the learner is characterized by extravagance The spirit of the group, the movement and the tendency to desire to participate with others in their work, we find that he is compatible and adapts to the different situations he faces, and thus his relations are good with his teachers and colleagues so that he accepts and understands what may come from them without feeling inferior and fearful, and this develops in him the desire and willingness to learn and pushes him to the love of knowledge and knowledge. Consequently, this leads to a good academic achievement, unlike the learner who is psychologically disturbed and suffers from psychological problems that affect his academic achievement(Fahim, 1997: 73).

- Physical or organic factors: This matter relates to the learner's organic status, which plays a major role in the academic achievement process. The learner who has good health and does not suffer from chronic diseases has a healthy mind so that he can practice and follow the study without interruption, and this is the opposite of the learner who suffers. Among some diseases, especially those closely related to public activity, such as malnutrition, anemia, hysteria, and other diseases that prevent the learner from practicing his studies on a regular basis and hinder his achievement of a good achievement (Tayhi, 2015: 48-49).

Motivation: The motivation for academic achievement is one of the important and influencing factors in achievement and that pushes the learner to exert his utmost efforts to achieve his goals. Learners differ in terms of the strength of their desires to set future goals rather than themselves, and in the efforts they devote to achieving them. This difference is attributed to their variation in the levels of motivation they possess. Researches and studies have proven a strong relationship between motivation level and academic achievement (Ahmad, 2010: 104).

1 -Archaeological awareness:

Introduction:

Archaeological awareness in its simplest words means a real awareness of the meaning, importance and value of heritage, and it is one of the achievement of the ancient ancestors, and this awareness opens all avenues for the care and preservation of heritage, and then this archaeological awareness depends on the awareness of individuals (Ahmad Al-Tabai'i, 2012: 89).

The concept of archaeological awareness:

Sharabi(2018: 70) defines awareness: that the individual's awareness of his emotion is the manifestations of behavior, and awareness is formed through the educational work stages in the various stages of education, and the more mature and steady awareness is, the more likely it is to support and direct rational behavior in the desired direction and protect awareness in the lowest Levels of the affective side Awareness is referred to the stimuli that inform the emotional behavior and it fits the context in which this behavior takes place (Saadeh, 2005: 550).

The goals of developing archaeological awareness can be identified as follows:

Development of innovative thinking: the effects work on the development of thinking in general and critical and innovative thinking in particular

- Development of national belonging: as antiquities contribute to developing the feeling and pride of national belonging, developing the virtue of loyalty to others, and perpetuating the civilized contribution made by the predecessors, as antiquities are considered the living history of every society, and these relics reflect the civilizations of the ancients and thus represent a sincere expression of the ideas and beliefs of the ancestors at every stage of the The stages of history, the preservation of the remnants of the past that constitute the human heritage (Al-Tabi'i, 2012: 91).

- Preserving the remnants of the past that constitute the human heritage

Developing the virtue of loyalty to others and perpetuating everyone who has done great deeds to humanity (Al-Saidi, 2007: 63). According to the foregoing, and through the researcher's acquaintance with the goals and studies that dealt with archaeological awareness, the importance of the following can be determined:

Contributing to the development of the feeling and pride of national belonging, thanks to the civilized contribution made by the former

Developing the virtue of loyalty to others and perpetuating everyone who has provided service to humanity

Stirring up motivation to work in order to achieve cultural continuity and human creativity

- Investigate the material assets of human civilization

Pay attention to the material objects and works of art left by ancient civilizations, which were and still are of interest to the human sciences (Rizk, 1996: 24).

The second axis: previous studies:

First: Studies that dealt with the independent variable:

1 -Study (Al-Abadi, 2006)

This study was conducted in Iraq, aiming at knowing (following an educational strategy in real-time drawing and explanation in achievement, motivation and developing the skill of historical cartography among intermediate school students) among students of the second intermediate grade in the subject of history and the sample size was 64 students. It was a pre and post test for the skill of drawing and testing. In this experimental research it is the achievement test, the measure of achievement motivation, the test and the statistical methods is the T-test for two independent samples and the difficulty factor, and the results of the study reached the superiority of the experimental group students with the skill of mapping over the control group students that studied in the usual way.

2 -Study (Al-Karkhi, 2017)

This study was conducted in Iraq (the effect of the aesthetic approach in the collection and development of the skill of historical mapping among first-grade intermediate students). It was conducted on the first intermediate grade on females and with a sample size of 80 students. The independent variable is the aesthetic entrance. The dependent variable is achievement and the second dependent is historical mapping. The statistic is the statistical program for two independent samples and the results of the study reached the superiority of the students of the experimental group in the achievement test over the control group in the achievement test and the test of the skill of drawing historical maps

Second: Studies that dealt with the dependent variable:

First: Collection: (Al-Hijami, 2018)

The study aims to know the effect of the digital stories strategy on the achievement of first-grade intermediate students in the history subject, and the researcher adopted the experimental approach as his approach, and the researcher applied the research experiment on a randomly selected sample of female students of the first intermediate grade in average dusk for girls of the General Directorate of Education in DhiQar Governorate / Department Educating the Senate market for the academic year 2017/2018, which numbered (60) students, by (30) students for the experimental group that taught according to the strategy of digital stories, and (30) students for the control group that taught according to the regular method and for analyzing the results data were collected and from Then it was treated statistically through the statistical package (SPSS). When applying the post-achievement test, it showed superiority in favor of the experimental group that was studied according to the digital story strategy without the usual method (Al-Hijami, 2018).

Second: Archaeological Consciousness (Al-Saidi, 2007)

This study aims to know the effectiveness of museum activities in social studies to develop historical concepts and archaeological awareness among first-grade middle school students. The researcher adopted the experimental approach as an approach to it. The researcher applied the research experiment on a randomly selected sample of Egyptian Museum students for the 2006/2007 academic year, which reached the number of students (10) Students, and in order to achieve the objectives of the research, the researcher has prepared two research tools, namely the achievement test and the archaeological awareness measure through the statistical package (SPSS). When applying the post-achievement test, he showed superiority in favor of the post test (Al-Saidi, 2012).

Search procedures

- **Research methodology:**

The researcher followed the experimental method of research because it fits into the nature of the current research, as it is not limited to describing the current situation of the event or phenomenon, but goes beyond it to a clear and intentional intervention with the aim of reshaping the reality of the phenomenon or event through the use of certain procedures or changes, and then observing the results, analyzing and interpreting them (Alian, 2004: 55(

□ Research procedures: This chapter includes a description of the procedures used in this research in terms of adopting the experimental design, describing the community, selecting the research sample, conducting the process of statistical equivalence between the two research groups, controlling the extraneous variables that may affect the safety of the experiment, and an outline of the research requirements and tools, and how to apply them, and it includes a presentation of statistical methods. Used in analyzing the results. As shown below:

1 -Experimental design: The experimental design is an important step in the method of experimental research, because it represents a written guide for the researcher, and gives a clear vision of the research expected to be completed, and the implementation and completion of any research in a good and sound implementation depends on the design and preparation of an integrated and sound plan (Al-Hamdani et al., 2016: 71) It requires a high degree of skill and competence because it is necessary to list all the factors and variables related to the studied phenomenon, as well as to identify the independent factor whose effect and role in the phenomenon are to be identified and to control other factors, but the control process in such research

remains partial regardless of the measures taken in it that cause difficulty in control In all variables by virtue of the nature of complex human phenomena (Alyan and Ghoneim, 2004: 52).

2 -Therefore, the researcher adopted the experimental design with partial control, as in the Figure (1) :

The Group	The pretest	The Independ-ent variable	The Dependent variable	The Search tool
Experimental	Archaeological Consciousness Scale	Strategy Draw Your Thoughts	Achievement + Archaeological Awareness Scale	Achievement test + archaeological awareness measure
Control				

The experimental design for micro-tuning research

1 -Research community: It is meant by the research community all the individuals or things who constitute the topic of the research problem or all the elements related to the study problem that the researcher seeks to generalize to the results of his study (Muhammad and Abdul-Azim, 2012: 47). Attention should be given to defining the research community precisely. Sample selection is difficult when it is not possible to fully define the population (Jaber and Kazem, 1979: 231).

The current research community is determined by fifth-grade literary students who study in secondary and middle school day for girls of the General Directorate of Education in Diyala Governorate / Baquba / Center for the academic year 2017/2018, of which there are (15) schools, (9) secondary schools and (6) middle schools. The researcher obtained the statistics from the Department of Educational Planning and Statistics of the Diyala Education Directorate.

2 -The research sample: The selection of the research sample by the researcher is one of the important steps in the research stages that reveal the extent of consistency and correlation between the research problem and its objectives and tools on the one hand, and the extent of the researcher's skill on the other hand (Omar, 2009: 111). The research sample can be defined as a model. It includes part or part of the determinants of the original community concerned with the research that is representative of it as it carries its common characteristics. This model enriches the researcher about studying all units and vocabulary in the original community, especially in the case of the impossibility or difficulty of studying all of these units (Al-Dulaimi and Ali, 2014: 74). The researcher is a school (Masarah High School for Girls), intentionally from among the schools to be the sample for the purpose of applying the experiment in it for the following reasons:

1 -The school administration showed willingness to cooperate with the researcher

2 -Its proximity to the researcher's residence

3 -It contains two sections for the fifth literary class

By the simple random drawing method, the Division (B) became the experimental group that studies the history of modern and contemporary Europe and America according to the strategy of drawing your ideas, and Division (A) represented the control group that taught in the usual way. The number of students in the two groups reached (60) students, of which (30) students in the division (B) and (30) female students in class (A), and the researcher did not find female students who had failed in the same stage in both groups (experimental and control) as shown in Table (1).

Table (1)

Number of female students in the experimental and control groups

The Group	Section	No. of Students
Experimental	B	30
Control	A	30
Total		60

1 -Equivalence of the two research groups:

The researcher was keen on the statistically equal of the two research groups in a number of variables that she thinks may affect the safety of the experiment before starting it, and these are the variables:

1 .1Parents' Academic Achievement

2 .2the academic achievement of her mother

3 .Chronological age calculated in months

4 .The degrees of tribal archaeological awareness scale

5 .IQ test scores

6 .The degrees of the modern and contemporary history of Europe and America for the first course of the 2015/2016 academic year.

2 -Research requirements:

1 -Determining the scientific subject: The researcher specified the scientific material that the female students will study (the research sample), which included the last three chapters (the fifth, sixth and seventh) of the book on the history of Europe and America, modern and contemporary, which will be taught for fifth-grade literary students for the 2016/2017 academic year

2 -Formulation of behavioral goals: The researcher prepared behavioral goals according to Bloom levels in the cognitive domain by (132) behavioral goals in the six levels, and they were presented to a group of specialists, to know their validity and coverage of the content of the subject.

3 -Preparing the teaching plans: The researcher prepared a set of teaching plans for the topics of history in Europe and modern and contemporary America that will be taught to the students of the two research groups

according to the strategy of drawing your ideas for the experimental group and according to the usual method of the control group.

3 -The First Research Tool: (Achievement Test)

The achievement test is defined as the method that is used after conducting the experiment to measure the impact that the application of the independent variable has on the dependent variable. (Al-Assaf, 2006: 307) The researcher prepared an achievement test for the historical topics that the students studied during the experiment period according to the research objective and the content of the specific scientific subject, followed by the following:

1 -Preparing the test map: The test map is one of the basic requirements in preparing achievement tests because it includes the distribution of the test items between the main ideas of the content of the subject and the behavioral goals that the test seeks to measure, and usually indicated in this table to percentages that reflect the relative importance of each content area and each A pattern of behavior in it (Al-Dulaimi and Al-Mahdawi, 2005: 27-28), so the researcher prepared a test map based on the number of objectives included in the content of the six levels of Bloom's classification (knowledge, understanding, application, analysis, synthesis, evaluation) by following the appropriate steps for that.

2 -Formulation of the test paragraphs: The researcher prepared the test items of the objective type, the multiple choice type, and it consisted of (40) paragraphs followed by a number of proposed alternatives representing answers, one of which is correct. This type of test paragraphs allows measuring and evaluating multiple abilities of the learners as they are more Firmer than others (Al-Zahir, 2002: 22).

3 -Validity of the test: For the purpose of verifying the test's ability to measure what was put to measure it, the researcher used two types of validity:

- Outward honesty: the test was presented in its initial form to the specialists, to express their opinions regarding the validity of its paragraphs and in light of their opinions, the apparent validity of the test was achieved.
- Authenticity of the content: This was verified through the test map, and upon this, the test is valid.

4 -Preparation of test instructions: The researcher laid down instructions for answering the test items, as well as instructions for correction.

5 -Exploratory application: To find out the clarity of the test items and their level of difficulty, the distinctive strength and the effectiveness of their erroneous alternatives, as well as the time taken to answer them, the researcher applied the test on an exploratory sample consisting of (40) students from the fifth grade of literary students in the (Al-Amal Girls) secondary school affiliated to Baquba District On Sunday, January 8, 2017, after confirming the completion of the study of the scientific material under test, and after applying the test, it became clear that the average time that took to answer all the test items was (40) minutes according to the following equation:

Average response time = first female student + second female student time + last female student time

The total number of female students

6 -Statistical analysis of the achievement test items: The analysis of the test items is intended to reveal the difficulty factor, the coefficient of distinction and the effectiveness of incorrect alternatives for the achievement test items, and then use the results of the analysis to evaluate the test items in order to judge whether or not they are valid in achieving the test objectives (Abu Nahia, 1994 : 302).

To achieve this, the researcher applied the test on Monday 9/1/2017 on a second exploratory sample of the fifth year middle school students, which numbered (200) female students from schools belonging to the research community after the researcher made sure that they had completed the subject covered by the experiment and after correcting the answers, the researcher arranged The grades are descending from the highest degree to the lowest degree, then I chose the upper and lower interceptors at a rate of (27%) for each group as the best ratio for the balance between two disparate groups from the total sample total to study the statistical psychometric characteristics (Al-Dulaimi and Al-Mahdawi, 2005: 81), thus the number of the two groups reached The higher and lower ones are (108) students, of which (54) are students for each group.

1 -The second tool:the archaeological awareness measure:

Archaeological awareness: It is a questionnaire in the style of reporting statements to answer it. The student chooses one response out of five responses (completely agree, agree, neutral, disagree, completely disagree).

2 -Description of the tool The archaeological awareness measure consists of (30) the phrase for each statement that represents a social position that asks the student to respond to the situation through the available alternatives for each phrase, which is (completely agree, agree, neutral, disagree, completely disagree):

3 -Correction Instructions:

The key to the answer for all the paragraphs of Al-Sharabi for archaeological awareness is divided into two types: estimating positive statements and estimating negative expressions. As for the degrees of the scale, they range between (30-150) and the average hypothetical ability (90).

4 -Test validation:

The validity of the tests is one of the most important factors regarding the quality standards of the tests, and the validity refers to the ability of the instrument to measure what it was actually prepared to measure, or for the test to measure only what was set to measure it (Al-Kubaisi, 2015: 192).

5 -Virtual honesty:

Outward honesty is not considered true in the literal and scientific sense of the word honesty, as honesty refers to the statement of how the test appears to be suitable for the purpose for which it was set, and this type of truthfulness is achieved by presenting the test items to a group of experts and arbitrators. (Najm and Kholoud, 2015: 135) Verification of the apparent validity of the test by permissible to present it to a number of specialists in teaching methods, date, measurement, and evaluation of their opinions and observations on the validity or lack thereof in measuring what was put to measure it and to demonstrate the validity of the paragraphs and their suitability

The Exploratory Application of the Archaeological Awareness Scale:

For the purpose of knowing the time required to answer the paragraphs of the Archaeological Awareness Scale and the clarity of its paragraphs and instructions, the researcher applied the scale on an exploratory sample of the students of the research community in the (Al-Amal Girls) High School of (45) students on Thursday 12/1/2017, and it became clear that the paragraphs of the scale Archaeological awareness

and its instructions were clear and that the average time spent in answering is (40) minutes, according to the following equation

Average response time = first female student + second female student time + last female student time

The total number of female students

(Radwan, 2003: 169).

6 -Test stability:

Stability is one of the psychometric characteristics necessary for its availability in building educational and psychological standards, because of its indications or indicators in knowing the consistency of the test results, and it is intended that consistency is the degree of consistency in the results that the evaluation tool gives if it is applied to a sample of the examinees more than once in applied conditions. Are similar. (Abdul-Raouf and Ihab, 2017: 100) The reliability coefficient of the archaeological awareness scale was calculated using the Alpha Cronbach equation, which is an equation suitable for use with the self-esteem test, which allows the subject to choose one answer from among several possibilities that indicate the extent of a certain behavior. (Omar et al., 2010: 227-228).

The researcher applied the archaeological awareness measure on the same sample to which the achievement test was applied on Sunday and Monday corresponding to 22-23 / 4/2018 after completing the application of the achievement test directly, and the researcher approved the answers of (100) students from the sample of statistical analysis of (180) In order to examine the answers, the researcher used the Alpha Cronbach equation to calculate the constant whose value reached (a degree, which is a good reliability coefficient).

1 -Application of the experiment: The researcher began applying the experiment at the beginning of the first course of the academic year 2016/2017 from Sunday 9/10/2016 and continued until Monday 16/1/2017

2 -Eighth: Statistical means: The researcher used the statistical methods from the statistical package (SPSS), including the T-test for two independent samples of equal number, square as 2, the difficulty factor for the objective paragraphs, the strength of distinction coefficient for the objective paragraphs, the effectiveness of the wrong alternatives, the Pearson correlation coefficient, and the Spearman equation - Brown,

III. View and interpret results

First: Display search results:

The first hypothesis:

There is no statistically significant difference at the level of significance (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to the strategy Draw your ideas and the average scores of the control group students who study the same subject in the usual way in the post-achievement test.

The researcher applied the post-achievement test on the students of the two research groups (experimental and control) and after correcting the test answers and establishing grades to find out the literary achievement of the fifth-grade students in modern and contemporary history of Europe and America and treating the grades statistically, so the average grades of the experimental group reached (31.00) degree and the standard deviation (25.50) A degree with a variation of (5.05) degrees, while the average scores of the control group reached (24.16) degrees and a standard deviation (4.77) degrees and a variation of (22.75) degrees. (5.37) is

greater than the value, Table (2) at the level of significance (0.05) and with a degree of freedom (58), meaning that the result is statistically significant in favor of the experimental group who studied according to a strategy. The first one accepts the alternative hypothesis and there is a difference of statistical significance at the level of significance (0.05) between the average scores of the experimental group students who study the history of Europe and America course Modern and contemporary according to a strategy, draw your ideas and average grades of the control group students who study the same subject in the usual way in the post-achievement test.

Table (2)

The arithmetic mean, standard deviation, variance, and T-value (favoritism and tabular) of the scores of the students of the two research groups (experimental and control) in the post-achievement test

The Group	No.	SMA	standard deviation	variance	Degree of freedom	T-value		Indication level 0.05
						Calculated	Tabular	
Experimental	30	31.00	5.05	25.50	58	5.37	2	Statistical function
Control	30	24.16	4.77	22.75				

The second hypothesis:

There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who study modern and contemporary European and American history according to the strategy Draw your ideas and the average scores of the control group students who study the same subject according to the usual method of the post-archaeological awareness test.

The researcher applied the post-archaeological awareness scale on the students of the two research groups (experimental and control) and after correcting the answers of the scale test and establishing grades to find out the extent of developing the archaeological awareness of the fifth-grade literary students in the course of modern and contemporary Europe and America history and treating the grades statistically, so the number of the average scores of the experimental group reached 136.700 (degree), and the standard deviation (4,956) degrees with a variance of (18.74) degrees, while the mean of the control group's scores was (131,366) degrees and the standard deviation (9.466) degrees and two variations (89.49) for the control group and when using the T-test for two independent samples of equal number) T-test) shows that the calculated T value (2.739) is greater than the table value (2) at a level of significance (0.05) and with a degree of freedom (58), meaning that the result is statistically significant in favor of the experimental group, and this indicates the superiority of the

students of the training group who studied according to the strategy Draw your thoughts on the control group students who studied according to the usual method. Thus the researcher rejects the second hypothesis and accepts the alternative hypothesis, and there is a difference of statistical significance at The level of significance (0.05) between the average scores of the experimental group students who study the modern and contemporary history of Europe and America according to the strategy Draw your ideas and the average scores of the control group students who study the same subject according to the usual method for the post-archaeological awareness test as in Table (3).

Table (3)

The arithmetic mean, standard deviation, variance, and T-value (favoritism and tabular) of the scores of the students of the two research groups (experimental and control) in the Dimensional Archaeological Awareness Scale test

The Group	No.	SMA	standard deviation	variance	Degree of freedom	T-value		Indication level 0.05
						Calculated	Tabular	
Experimental	30	136.700	4.956	18.74	58	2.739	2	Statistical function
Control	30	131.366	9.466	89.49				

The third hypothesis:

There is no statistically significant difference at a significance level (0.05) between the average grades of the experimental group students who study modern and contemporary European and American history according to a strategy. Draw your thoughts in the pre and post applications to test archaeological awareness.

To verify the validity of the third hypothesis, the researcher extracted the arithmetic mean of the scores of the students of the experimental group in the two applications, pre and post, to test the measure of archaeological consciousness. The course on the modern and contemporary history of Europe and America according to a strategy. Draw your thoughts on the pre and post applications of the Archaeological Consciousness Scale of (16,200) degrees, the standard deviation (9.27) degrees, and the degree of freedom (29) as the calculated T value was (9.56) degrees, which is greater than the adult tabular 2), which indicates that there are statistically significant differences at the level of significance (0.05) in favor of the post test. Thus, the researcher rejects the third hypothesis as in Table (4) and accepts the alternative hypothesis.

Table (4)

The significance of the difference between the pre-test scores and the post-test scores of the Archaeological Awareness Scale of the experimental group

The Group	No.	Average differences	Standard deviation of differences	Degree of freedom	T-value		Indication level 0.05
					Calculated	Tabular	
Experimental	30	16.200	9.27	29	9.56	2	Statistical function

Fourth hypothesis:

There is no statistically significant difference at the level of significance (0.05) between the average scores of the control group students who study modern and contemporary European and American history according to the usual method in the pre and post applications to test archaeological awareness.

In order to verify the validity of the fourth null hypothesis, the researcher applied the T-test for two correlated samples, and it was found that the average differences between the scores of the students of the control group who study modern and contemporary European and American history according to the usual method in the pre and post applications of the archaeological awareness test reached (12.3336) Degree and standard deviation (7.636) degree and degree of freedom (29) as the calculated T value was (8.870) which is greater than the tabular amount of (2), which indicates that there are statistically significant differences at a significance level (0.05) in favor of the post test. Statistical significance between the two applications (pre and post) to test the archaeological awareness of the control group students. Thus, the fourth hypothesis is rejected as in Table (5) and the alternative hypothesis is accepted.

Table (5)

The significance of the difference between the pre-test scores and the post-test scores of the Archaeological Awareness Scale of the Control Group

The Group	No.	Average differences	Standard deviation of differences	Degree of freedom	T-value		Indication level 0.05
					Calculated	Tabular	

						ar	
Control	30	12.336	7.636	29	8.870	2	Statistical function

Second: Interpretation of the research results:

By presenting the results of the research that led to the rejection of the null hypotheses, this means the superiority of the students of the experimental group who studied the modern and contemporary history of Europe and America curriculum according to a strategy. Sum up:

- Teaching according to the strategy, draw your thoughts, facilitated the process of accommodating the students of the experimental group of the curriculum through the various activities and tasks that the school provided to them.

- The steps of the course of the lesson according to the strategy, draw your ideas, work to organize the content of the scientific material, which helped to make learning meaningful for students.

- Teaching according to a strategy, draw your ideas, makes it easy for the students of the experimental group to understand the main ideas, sub-ideas and concepts contained, and thus gives a comprehensive view of the scientific content and through which the main idea of the material and the sub-ideas associated with it are integrated.

- The strategy of drawing your ideas achieves the process of positive and social interaction between the students themselves on the one hand and the students and the school on the other hand. The ideal, which contributes to making the student the center of the educational process and an effective participation in accessing knowledge.

IV. Conclusions, recommendations and proposals:

Based on the results of the current research, the researcher concluded Mayati:

First: Conclusions:

- Adapting a strategy to draw your ideas to teach the modern and contemporary European and American history curriculum for literary raw-class students.

- This strategy has had a positive effect on increasing the literary achievement of fifth-grade students in the modern and contemporary European and American history curriculum more than the usual method.

Second: Recommendations:

In light of the findings of this study, the researcher recommends the following:

- Emphasize the use of a strategy to draw your ideas in teaching the modern and contemporary European and American history curriculum because of its importance in increasing the achievement and developing archaeological awareness.

- The acquisition of psychomotor skills requires training and practice, and this in turn requires the history curriculum teachers to use methods and strategies that are learner-centered.

To complement and develop the current research mechanism, the researcher suggested the following:

- Conducting a similar study to identify the effect of a strategy. Draw your ideas in other curricula and other study stages.
- Conduct a comparative study between a strategy, draw your ideas, and other strategies that are derived from active learning strategies.

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