



! "#\$%&' &&()* *

)' *(' \$ + ' ,(' -#.!/\$#0-(-&!#-%!1(2, ' 0(*#.13 + 4#, 567!384.' 0(-&!90\$#, (: \$!), 0#, \$&(\$2!;' 0!
<\$#*5(-&!1(2, ' 06!(-!#!1(&5!)*5' ' .!9' -, \$8,!

!

=\$, 5# - 6!>?!@\$AB6!!

,

()))&&'&&+, "-, . / . 0, ;

emotionally experience, and contextualize a historical figure's lived

is studied, as well as develop students' ability to empathize across all areas of their lives. With the

day and students' lives, deepening

(12&&'+, "-. / . 0, ;

and academic achievement (Taylor et al. 2017). Developing students' emotion

understanding of content. Güney and eker

(13&&+,"-. /. 0,;

! "#\$%&'&&(14

(15&&'&&+, "-, . /. 0, ;

responses said that history "can" repeat itself, or history "sometimes" repeats itself, but with

—

—

(17&&'&&+, "-, . / . 0, ;

: "Learning about the history of Mexico because it is important to learn about other

Mexico where it was a long time ago and there were things like empires involved."

: "Because learning about Mexico and its

outsiders and African empires fell to the death of their emperor."

! "#\$%&' && (1*

teaching was adjusted to the uncertainty of my cooperating teacher's return,

to surveys and students' overall

-

-

-

-

GÜNEY, B. G., & EKER, H. (2012). The Use of History of Science as a Cultural Tool to Promote

