SUMMARY

Introduction:

The recent tense is considered very quick and there are a lot of changes in at. These changes are not only in knowledge but also we see alot of changes in the historical events. So we can't live isolated from these consequent changes.

The historical curricula are closely related to such changes. therefore, necessary to very reconsider on curricula in the different education stages. This reconsideration should include objectives, content, methods of teaching, education aids and styles of evaluation.

Problem of the study :-

The Problem of the study may be summarized in the following questions:
1- To what extent are there historical evidences in the history curriculay at the secondary stage?
2- What is the form of a general program for using the historical evidences at the secondary stage?
3- What are the components of a study unit from the general program to be tought at the secondary stage?
4- What is the effect on using this unit on the teachers performance of some functions of history at the secondary stage?

Significance of the study:

1- Discovering any shortage in the history curricula at the secondary stage.
2- Submitting a criterion of the conditions that should be found in the history curricula at the secondary stage.
3- Introducing a general concept of the history curricula based on the historical evidence.

Procedures of the study:

Chapter one : Introduction of the significance, problem and limitations of the study.

Chapter two : Review the previous studies.

Chapter three : The historical evidences and Their importance in teaching history.

Chapter four : 1- Criteria of choosing the historical evidences.
2- Steps of using the historical evidences in teaching history.
3- The historical evidences at the different educational stages
Chapter five: The relationship between the historical evidences and the functions of teaching history.

Chapter six: Building up the criterion and applying it on the history curricula at the secondary stage.

Chapter seven: Preparing the observation checklist and measuring its validity.

Chapter eight: The general framework of the program and the unit and applying the uset.

Chapter nine: The field study and the results of the study.

**Results of the study:**

1- There are significant differences at the level of .01 among teachers in acquiring skills of using the historical evidences.

2- The level of competency of teachers before the experiment was 52.17% and 78.50% after the experiment.

3- There are significant differences between the averages of the students' grades at the level of .01 in the test of understanding the history functions.

4- The level of competency of students before the experiment was 45.95% and 80.28% after the experiment.