ABSTRACT

Research title: Using Uprising Strategy in Teaching History for Developing Productive Thinking Skills and Engagement in Learning for Primary School Students

The research problem was represented in the weak skills of productive thinking and learning engagement among primary school students. This is evident in the absence of the use of appropriate modern teaching strategies and models for their development and advancement among learners. .

The aim of the research is to measure the effectiveness of using Uprising Strategy in teaching history to develop productive thinking skills and engagement in learning among sixth-grade students. The group of the study consisted of 80 students divided into two groups: one experimental group (40 students), and a control group (40 students).

 In order to find a solution to the problem, a set of steps were followed, the most important of which are: preparing a list of productive thinking skills, and another list of the dimensions of engagement in learning, as well as preparing a teacher's guide according to Uprising Strategy, as well as a booklet for student activities.

To find out the effectiveness of the strategy, the measurement tools were prepared, which consisted of: Productive Thinking Skills Test and the learning engagement scale. The experimental and control groups were pre-tested on the two dependent variables, the experimental group was taught the suggested unit using the suggested strategy, then the two groups were post tested using the measurement tools. The results were analyzed and statistically processed. By calculating the adjusted gain ratio of Black and its significance, the results confirmed that the Uprising Strategy is highly effective in developing productive thinking skills and engagement in learning for the students of the experimental group. Accordingly, the research presented a set of recommendations and suggestions for further research based on the results.

 Keywords: Uprising Strategy - *productive thinking - engagement in learning.*