

7342

AN ANALYSIS OF TURKISH SOCIAL STUDIES TEXTBOOKS IN TERMS OF CULTURAL AND NATURAL HERITAGE, AND TOURISM

Tuba Çengelci Köse

Associate Professor

Department of Turkish and Social Sciences Education, Anadolu University

Eskisehir, Turkey

tubacengelci@anadolu.edu.tr

Nazlı Gökçe

Professor

Department of Turkish and Social Sciences Education, Anadolu University

Eskisehir, Turkey

nazliu@anadolu.edu.tr

Ömür Gürdoğan Bayır

Assistant Professor

Department of Primary Education, Anadolu University

Eskisehir, Turkey

ogurdogan@anadolu.edu.tr

Abstract

Social studies is a part of school curriculum concerned with the study of functioning of society and the social relationships based on social sciences such as history, geography, , economics, psychology sociology, and anthropology. Both historical events, current events, and future are included in the social studies course. In this regard social studies course play a crucial role in introducing new generation cultural and natural heritage in primary and secondary schools. Also, tourism helps societies present their own cultural and natural heritage to the other countries. Therefore, issues about cultural and natural heritage, and importance of tourism should be taught in the social studies course. Purpose of this study is to analyze 5th grade Turkish Social Studies Textbook in terms of cultural and natural heritage and tourism. Documentary analysis technique, one of the qualitative research methods, was used in this study, and the data were analyzed with content analysis. The results of the study revealed that issues related cultural and natural heritage, and tourism were mostly took place in the learning domains of “Culture and Heritage”, “Production, Distribution, and Consumption”, and “Global Connections” in the 5th grade social studies textbook. Suggestions were put forth in light of the findings.

Keywords: Social Studies, Textbook, Tourism, Cultural Heritage, Natural Heritage

Introduction

Culture can be defined as the shared behaviors, beliefs and values of a group of people. It is generally created, shared and learned by a group of people. Therefore, each person belongs to a cultural group; the group shares culture (Zarillo, 2004, p.37). Social Studies Education program should provide experience to students about the studies on culture and cultural variations. It is a fact that human beings construct culture, learn and adapt to that culture. Culture enables us to see ourselves as an individual and member of different groups. The cultures of human beings resemble and differ. (NCSS, 1994).

Social Studies program helps students learn about cultures in various learning units with connection of different social sciences such as Sociology, Anthropology, Geography, and History. Social Studies Program aims to introduce the basic components of Turkish culture, and to adopt the necessity of development and protection of the culture to develop the national awareness. There are values in the program which are formed in our cultural heritage. Beside cultural heritage Social Studies Education Program (MEB; 2018) deals with the natural heritage and tourism subject in various learning domains. Cultural and natural heritage are classified in different ways. However, UNSECO made one of the main classifications about this issue.

World Heritage Convention accepted General Conference of UNESCO in 1972 defines cultural and natural heritage as follows (unesco, 2005, pp.45-46):

For the purposes of World Heritage Convention, the following shall be considered as “cultural heritage”:

- monuments: architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding universal value from the point of view of history, art or science;
- groups of buildings: groups of separate or connected buildings which, because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science;
- sites: works of man or the combined works of nature and of man, and areas including archaeological sites which are of outstanding universal value from the historical, aesthetic, ethnological or anthropological points of view

Similarly, for the purposes of World Heritage Convention, “natural heritage”. In this context natural features consisting of physical and biological formations or groups of such formations, geological and physiographical formations and precisely delineated areas, and natural sites or precisely delineated natural areas of outstanding universal value from the point of view of science, conservation or natural beauty were included in natural heritage. Also, another title was Mixed Cultural and Natural Heritage in UNSECO’s classification. Properties shall be considered as “mixed cultural and natural heritage” if they satisfy a part or the whole of the definitions of both cultural and natural heritage.

Textbooks are important tools for teachers which guide them what to do in the classroom prepared in light of the Social Studies Education Program. Therefore, informative texts, visuals, and activities which are suggested in the textbook help teacher design learning activities for students. There are many studies analyzing social studies textbooks in the literature in terms of different issues such as global citizenship and human rights, sex bias, and environmental discourse (Bromley, Meyer, & Ramirez; 2011; Kepenekçi ve Ökdem, 2013; Moon & Koo, 2011; Sumalatha, & Ramakrishnaiah, 2004). However, there is not any study focusing on cultural and natural heritage, and tourism in the social studies textbooks. In this context, purpose of this study is to analyze 5th grade Turkish Social Studies Textbook in terms cultural and natural heritage and tourism. The following questions were addressed in the study:

- What kind of components related with cultural and natural heritage, and tourism take place in the 5th grade social studies textbook?
- What kind of activities are presented in the 5th grade social studies textbook?

Method

In the present study, out of qualitative research methods, “document analysis” method is used. The document analysis contains analysis of the written documents involving information about fact or facts aimed to investigate. As it can be used singly as research method, it can be applied as extra information

source when other qualitative research methods are employed. In line with the research problem, which documents are important and which can be used as a data source are determined. In the studies related to education, documents such as curriculums, student and teacher hand books, course books, student registrations, correspondence within and outside the school, student assignments and exams, lesson and unit plans can be used as data sources (Yıldırım and Şimşek, 2013).

In this study, 5th grade social studies textbook approved by National Education Ministry (MEB, 2017) is based on as a data source. In the literature some studies (Gürkan, 2015; Pehlivan and Kolaç, 2016) generally revealed that cultural heritage components were mostly emphasized in the 5th grade social studies program and textbook. Therefore, the 5th grade textbook was selected to analyze in terms of cultural and natural heritage and tourism in the study. The data were analyzed with content analysis technique. As for the reliability study of the study, two researchers analyzed 5th grade social studies textbook separately. After this procedure, the researchers compared the themes related to cultural and natural heritage, and tourism in the textbook and reached a consensus on the defined themes.

Findings

Findings of the study were presented in two titles parallel with the research questions. Firstly, findings regarding components related with cultural and natural heritage, and tourism in the social studies textbook were explained. Secondly, findings regarding activities on cultural and natural heritage, and tourism in the social studies textbook were presented. Also, distribution of the codes according to learning domains were showed in Table 1. Samples from textbook were given in pictures. In the text pictures were cited.

Table 1: Distribution of the Codes According to Learning Domains/Units

Learning Domain/Unit	Text	Visual	Activity
Culture and Heritage	Mesopotamian Civilizations	Sumerian Stone Relief	Using news
	Anatolian Civilizations	Ziggurat in Ur/Iraq	Interpret a historical evidence (a text or a visual)
	Intangible Cultural Heritage	The main gate of the city in Babylon in Iraq	Virtual tour
	Cultural Features	Wall board of the Assyrians	
	Transferring Cultural Heritage from Past to Present	Kadesh Treaty tablets	Investigating contributions of Anatolian and Mesopotamian Civilizations to the humanity
		Van Urartu Castle	Examining common characteristics of historical and touristic places
		Eskisehir Midas Monument	
		İzmir Ephesus Theatre	Investigating intangible cultural heritage in the local environment
		Anatolian Civilizations Archeological Elements: Vase, Sculpture	Comparing past and present
		Bursa Cumalıkızık Village	

		Edirne Historical Fountain	
		İstanbul Süleymaniye Mosque	
		İstanbul Topkapı Palace, Tile Panel	
		Bolu Abant LAke	
		Antalya Manavgat Waterfall	
		Pazırık carpet	
		Folk dance	
		Antalya teke house	
		Beypazarı House	
		Turkish Delight	
	Tourism as Economic Activity Kartalkaya Winter Tourism	Kartalkaya Ski Resort	Using news
	Contributions of Tourism to the Economy Case of Kindıra Village	Kindıra Village	
	Professions regarding Tourism		Relating Professions with Economic Activities
Global Connections	Contributions of my Town to the Economy	Fairy Chimneys (Goreme)	
		East Blacksea	Using news
	Tourism Changes Bias	Kaş Town	Using news
	Common Heritage of Humanity	Göbeklitepe	Using news
		Divriği Ulu Mosque	
		The Ancient City of Ephesus	
		Mostar Bridge	

Findings regarding Components related with Cultural and Natural Heritage, and Tourism in the Social Studies Textbook

Texts and visuals were examined to figure out themes regarding components related with cultural and natural heritage, and tourism in the social studies textbook. After this analysis four themes were determined regarding with cultural and natural heritage, and tourism. This themes were listed as natural heritage, cultural heritage, mixed natural and cultural heritage, and tourism. These themes were shown in Figure 1.

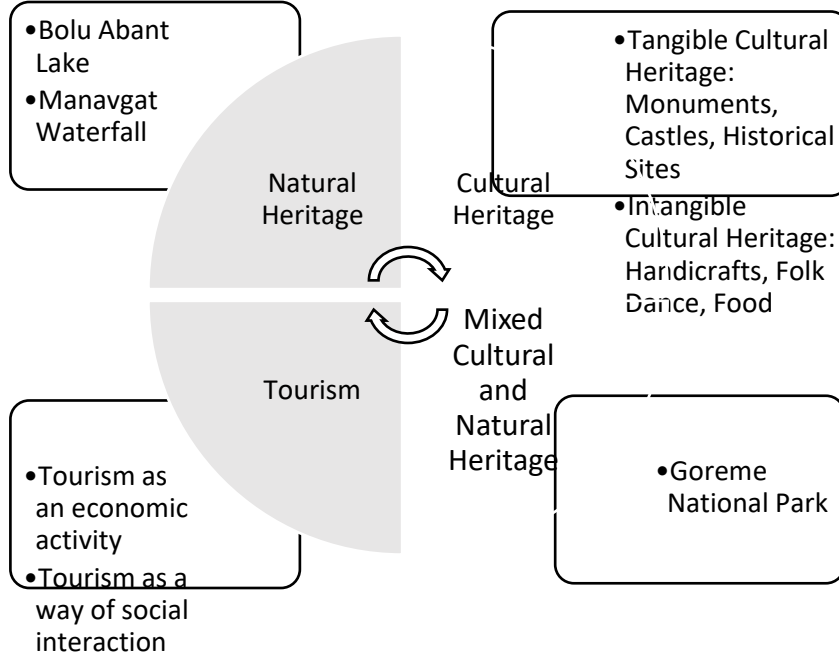


Figure 1: Components related with Cultural and Natural Heritage, and Tourism

Findings regarding natural heritage

Bolu Abant Lake and Manavgat Waterfall were identified as a natural heritage in the 5th grade social studies textbook in the unit of Culture and Heritage under the title of My Beautiful Country. However, these were not introduced in the text. There were only visuals about them. Visual regarding Bolu Abant Lake was presented in Picture 1.



Picture 1: Bolu Abant Lake

Findings regarding cultural heritage

Components regarding cultural heritage were mostly given in the unit of Culture and Heritage, and then Global Connections unit. Cultural heritage was figured out as tangible and intangible cultural heritage in the 5th grade social studies textbook. Objectives of the unit of Culture and Heritage were listed as below:

- You will learn contributions of Anatolian and Mesopotamian civilizations to the humanity.
- You will learn natural features, historical sites, and architectural works in your environment.
- You will compare your local environment to your country in terms of cultural characteristics.
- You will be aware role of the culture for social unity.
- You will understand development of cultural components from past to today.

In this context, in the subject titled Travel to Past there was an informative text about Anatolian and Mesopotamian Civilizations. In the Culture and Heritage unit, there were so many informative texts and visuals about historical architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features etc. Also, cultural heritage was examined as tangible and intangible cultural heritage. Van Urartu Castle (Picture 2) and Mesopotamia Wallboard (Picture 7) were samples of tangible cultural heritage took place in the textbook. Intangible cultural heritage components such as handicrafts and folk dance were presented under the title of Our Cultural Features. Additionally, Turkish delight was given as an example for traditional Turkish desert.



Sıradaki medeniyet Doğu Anadolu'da güçlü bir devlet kurmuş olan Urartular. Urartular Van sınırlarındaki başkentleri Tuşpa'ya kale, su kanalları, barajlar inşa ettiler. Usta madenciler olan Urartular, çanak çömlek ve mobilya yapımında başarılıydılar.

2.11 Van Urartu Kalesi

Picture 2: Van Urartu Castle

Similarly, tangible cultural heritage components were explained in the Global Connections unit. In this context, Internet news and visual about Göbeklitepe (Picture 3) which was accepted by UNESCO for World Heritage List were presented in the subject of Common Humanity Heritage. Additionally, Divriği Ulu Mosque and The ancient city of Ephesus were mentioned in the unit in the text and visuals were presented regarding these heritage which took place in UNESCO World Heritage List (MEB, 2017, p.181). Lastly, an informative text and visuals were showed about Mostar Bridge which was built by the Architect Hayreddin who was student of Architect Sinan.



Picture 3: Göbeklitepe, Global Connections

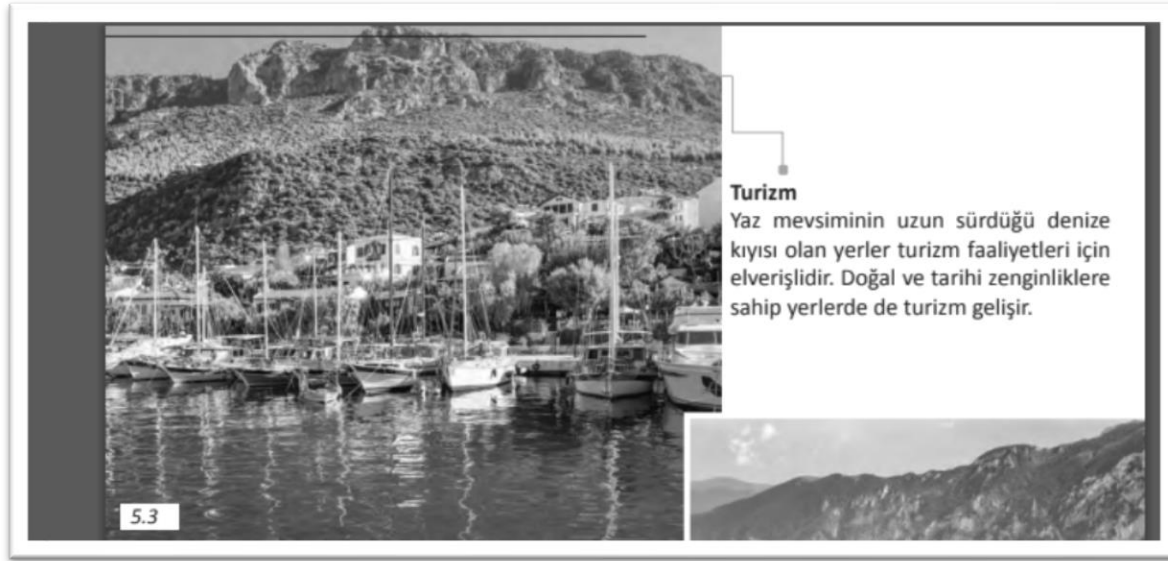
Findings regarding mixed cultural and natural heritage

Göreme National Park (Fairy Chimneys) which was accepted as mixed cultural and natural heritage by UNESCO in the World Heritage list was shown in the cover page of the Global Connections unit (MEB, 2017, p.156). However, there was not any explanation or information about the visual.

Findings regarding tourism

It is seen that the theme tourism took place in the Production, Distribution and Consumption, and Global Connections units. Tourism theme was examined in two different dimensions. One of them was tourism as an economic activity, and the other one was tourism as a way of social interaction. In this context, in the Production, Distribution and Consumption, tourism was introduced as an economic activity (Picture 4). And contribution of tourism to the country's economy was explained in detail. For instance, in this unit winter tourism in Kartalkaya, Bolu, and its' positive economic effect on the nearest village Kındıra were introduced in the text with a current news and visual in the textbook. This news and visual were given in Picture 5. Additionally, in the same unit there was a subject titled Professions in my Environment. In this title, professions related with tourism were introduced in the text (MEB; 2017, p. 141). However, tourism was explained also as a way of social interaction in the Global Connections unit. In this unit, role of tourism

in learning about different cultures and developing tolerance for them was explained. Under the subject title of Tourism Changes Bias, firstly concepts of tourism and tourist were identified, then text and case were presented about role of tourism in social interaction between people from different cultures (MEB, 2017, p.175). News about increasing visits between Kaş, Turkey and Meis Island, Greece were told after the visa problem solved between two countries.



Picture 4: Tourism as an economic activity



Picture 5: Using news about tourism

Findings regarding Activities on Cultural and Natural Heritage, and Tourism in the Social Studies Textbook

Using news, research questions, using historical evidence, virtual tour, and comparing past and present were identified as the activities which were presented in the 5th grade social studies textbook. It can be claimed that mostly using news activity was repeated in the textbook. In these activities generally redesigned Internet news was given to the students, and then they were required to answer some questions regarding the news. A sample news was showed in Picture 6. In the news, it was explained that historical fountains were damaged with graffiti in the city of Edirne. In the questions, students were asked if they saw this kind of damaged historical heritage in their environment, and what kind of precautions should be used to protect historical heritage.



Sıra Sizde

Tarihî eserler ülkemizin kültür hazineleridir. Bu hazinelere zarar verenleri uyarmalı, tarihi mirasımıza sahip çıkmalıyız. Bu konuyla ilgili aşağıdaki haberi okuyunuz. Haberin altında yer alan soruların cevaplarını defterinize yazınız.



Edirne'deki Tarihî Çeşmeler Tehdit Altında!

Osmanlı dönemi mimarisini günümüze taşıyan tarihî çeşmeler üzerlerine yazılan duvar yazıları nedeniyle tehdit altında.

İnternet haberi, 13 Şubat 2017

1. Sizin çevrenizde de zarar gören eserler var mı? Varsa kimler, nasıl zarar vermiştir?
2. Tarihî eserleri korumak için hangi önlemler alınmalıdır?

Picture 6: Activity, Edirne Historical Fountain

Research questions were used in the 5th grade social studies textbook to support students' learning by investigation. The following sample can be referred as a sample which was presented in the Culture and Heritage unit:

“Choose one of the cultural component from your environment which is related with celebration as wedding ceremony, and feasts. Write details about this celebration in your notebook. Explain importance of this celebration in terms of social unity and continuity” (MEB, 2017, p.54).

As seen in the sample research activity, students were asked to do research about intangible cultural heritage in their local environment and understand why this heritage is important for their society. Using historical evidence was another activity given in the textbook. Activity regarding Mesopotamian wallboard can be given as an example for this theme which was shown in Picture 7. In this activity, students were asked to analyze wallboard and then answer some questions. These questions were about economic activities, and socio-economic structure of society in Mesopotamia. Activity makes student firstly examine wallboard, use the historical evidence and then interpret answers of the questions.

2.8 Asurlular

Sıra Sizde

Aşağıdaki duvar panosunu inceleyerek yanında yer alan soruların cevaplarını defterinize yazınız.



2.9 Mezopotamya duvar panosu

1. Mezopotamya'daki ekonomik faaliyetlerle ilgili hangi bilgilere ulaşabiliriz?
2. Üst sırada oturanlar kimler olabilir? Sizce bu kişiler neden üst sıradadır?
3. Üst sırada sağdan ikinci kişi elinde ne taşıyor olabilir?

Picture 7: Activity

There was a virtual tour activity in the 5th grade social studies textbook. In the virtual tour students were asked to visit website of the Anatolian Civilizations Museum and make a virtual tour in the museum. Also, there were some questions which should be answered after the virtual tour activity. Questions were about what they saw in the museum, and how historical heritage could be protected in the museums. It can be claimed that technology integration made activity different and attractive for students.

There were some activities in the textbook which required students compare past and present. One of the examples for these comparison activities was given in the Culture and Heritage unit. In this unit, students were asked if they would like to live in Sumerians times or not, and why? (MEB, 2017, p.38). In this activity, students were required to compare past and present from various dimensions, and explain their decision with reasons. It can be claimed that various activities which help students think, compare, research, and make decisions may be useful in terms of learning cultural and natural heritage, and tourism.

Conclusions

The results of the study showed that issues related cultural and natural heritage, and tourism were mostly took place in the learning domains of "Culture and Heritage", "Production, Distribution, and Consumption", and "Global Connections" in the 5th grade social studies textbook. Themes titled natural heritage, cultural heritage, mixed natural and cultural heritage, and tourism were found in the textbook. As a conclusion it can be said that cultural heritage was mostly included in the unit of Culture and Heritage. Tourism was analyzed as an economic activity in the Production, Distribution, and Consumption unit. In the Global Connections unit, beside economic contributions, role of tourism in facilitating social interaction and intercultural communication was explained. Moreover, in the same unit some information and visuals were presented regarding heritage of our country which were accepted as World Heritage by UNESCO.

In the fifth grade social studies textbook, some activities such as using news, research questions, using historical evidence, virtual tour, and comparing historical times and present were presented to support learning process. It can be claimed that using news is a beneficial activity for students. News may concretize issues through real cases for students. Additionally, activities which include some research questions help students relate subjects with their local environment and daily life. Virtual tour activities aim at integrating instructional technologies with subjects. In light of findings of the study following suggestions can be put forth:

In the social studies textbook

- relationship between introducing and protecting cultural and natural heritage, and tourism can be emphasized,
- beside economic dimension, cultural and social contributions of tourism can be presented in detail,
- various activities can be prepared to help students learn cultural and natural heritage, and tourism actively.

References

- Bromley, P., Meyer, J. W., & Ramirez, F. O. (2011). The worldwide spread of environmental discourse in social studies, history, and civics textbooks, 1970–2008. *Comparative Education Review*, 55(4), 517-545.
- Gürkan, B. (2015). Sosyal bilgiler ders kitaplarının somut olmayan kültürel miras açısından incelenmesi. [An examination on the books of social sciences lesson in terms of intangible cultural heritage]. Yayınlanmamış yüksek lisans tezi, Cukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Kepekci, Y. K., & Ökdem, M. (2013). Consumer rights in elementary school life studies and social studies textbooks. *Ilkogretim Online*, 12(3), 674-686.
- MEB. (2018). Sosyal bilgiler dersi (4–7. sınıflar) öğretim programı ve kılavuzu. [Elementary school social studies curriculum grades 4–7]. Retrieved from <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=155>
- MEB. (2107). Ortaokul sosyal bilgiler ders kitabı 5. [Secondary school social studies textbook 5]. İstanbul: Milli Eğitim Bakanlığı Yayınları.
- Moon, R. J., & Koo, J. W. (2011). Global citizenship and human rights: A longitudinal analysis of social studies and ethics textbooks in the Republic of Korea. *Comparative Education Review*, 55(4), 574-599.
- NCSS. (1994). *Expectations of excellence: curriculum standards for the social studies*. Washington, DC: National Council for the Social Studies.
- Pehlivan, A., & Kolaç, E. (2016). Açık-örgün eğitim sosyal bilgiler ders kitapları ve öğretim programında somut olmayan kültürel miras öğeleri. [Elements of the intangible cultural heritage in open - formal education social studies textbooks and curriculum]. *Turkish Studies*, 11(19), 655-670.
- Sumalatha, K., & Ramakrishnaiah, D. (2004). Sex bias in secondary school social studies textbooks: A case study in India. *American Journal of Applied Science*, 1 (1), 62-63.
- UNESCO. (2005). Basic text of the 1972 World Heritage Convention. Retrieved from <http://whc.unesco.org/uploads/activities/documents/activity-562-4.pdf> August 28, 2018
- Yıldırım A. ve Şimşek, H. (2013). Sosyal bilimlerde nitel araştırma yöntemleri. [Qualitative research methods in social sciences]. 9. Baskı. Ankara: Seçkin Yayıncılık.
- Zarrillo, J. J. (2004). *Teaching elementary social studies principles and applications*. (2nd ed.). New Jersey: Prentice Hall.

Biographical Notes

Tuba Çengelci Köse is an Associate Professor in the Department of Turkish and Social Sciences Education, Anadolu University, Turkey where she teaches courses on values education in the social studies, and examinations of social studies course book. Her research focuses on social studies education, values education in the social studies course.

Nazlı Gökçe is a Professor in the Department of Turkish and Social Sciences Education, Anadolu University, Turkey where she teaches courses on General and Physical Geography, developing social project, and science ethics, and research methods. Her research focuses on social studies education, and environmental education.

Ömür Gürdoğan Bayır is an Assistant Professor in the Department of Primary Education, Anadolu University, Turkey where she teaches courses on teaching life sciences, and social studies education. Her research focuses on social studies education in the primary education, peace education and values education.