

## Social Services in the Context of 2018 Social Studies Curriculum and Textbooks

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### Abstract

The purpose of this study is to investigate and evaluate which subjects related to "Social Services" are covered in the Social Studies textbooks in grades 4th, 5th 6th and 7th according to the Learning Domain / Unit and Subject headings in the Social Studies curriculum revised in 2018. The document analysis method, one of the qualitative research methods, was used in this study. The study was conducted on the 4th, 5th 6th and 7th grade Social Studies textbooks, which were approved to be taught in public schools by the Ministry of National Education in the 2020 and 2021 academic year. The obtained data were analyzed by content analysis technique. When the results of the study were evaluated in general, it was observed that the subjects described were in a clear and understandable way in terms of language and wording appropriate for the students' levels. In the Social Studies curriculum and Social Studies textbooks, while the subject headings related to "Social Services" are mostly included at the 4th grade level in terms of subject diversity, it was observed that children's rights and refugee issues were covered at the four grade level as well (4th, 5th 6th and 7th). It was observed that specifically within the scope of the project works carried out at the 4th grade level in schools, citing the cases of the "Talking Medicine Box" developed by students for disabled citizens, one of the target groups of "Social Services" the "Lifeguard Balloon Bracelet" in the 4th grade textbook, which would minimize the loss of life in drowning incidents constituted an important example to the students in terms of being sensitive and conscious citizens in society within the scope of the Social Studies course. However, it was also observed that "Drug-Substance Addiction and Animal Abuse", that were among the important subject headings of Social Services were not included at any class level, and violence against women was rarely addressed. It was recommended that children would start to grow awareness from an early age if the knowledge and information on these issues was taught appropriately considering the development levels of the students.

**Keywords:** Social Studies, Social Services, Textbook, Child Abuse, Rights

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## Introduction

It is possible to say that today's world has been gradually evolving into a different route. Especially within the last 10 years, when the events happening in the world and Turkey (The changes experienced in many areas mainly Covid-19 and afterwards especially education, health, and social changes including the economy, wars, racism rhetoric, refugee problems, social life in the digital conversion, etc.) are taken into consideration, it is seen that this situation confirms the existing reality. These changes and transformations experienced have not only changed the habits of societies, but also made it necessary to consider the future from a different perspective. Therefore, this situation paved the way for new areas to be opened to societies and people in many ways. One of these areas where balances are re-established in the new world order is undoubtedly the phenomenon of profession. The political, social and economic structures in the modern world position people at the center of all their projects today, as they did in the past. It is simply because the world gains a meaning with the existence of human beings. Therefore, the main purpose is to increase the well-being of individuals and to include them in a more livable world order.

People in almost every country of the world throughout the history have had to cope with many problems. These problems can be listed as domestic or social violence, rape, poverty, racism, health problems, substance abuse, racism, unemployment, sex discrimination, abortion, children born out of wedlock, disabled individuals in society, hunger and thirst, plague, AIDS, animal massacres, murders etc. (Web1: [https://cdnacikogretim.istanbul.edu.tr/auzefcontent/19\\_20\\_Bahar/dunyada\\_sosyal\\_hizmet\\_uygulamalari/14/index.html](https://cdnacikogretim.istanbul.edu.tr/auzefcontent/19_20_Bahar/dunyada_sosyal_hizmet_uygulamalari/14/index.html)). Resolving these problems scientifically and performing it as a profession brought about the science of Social Services.

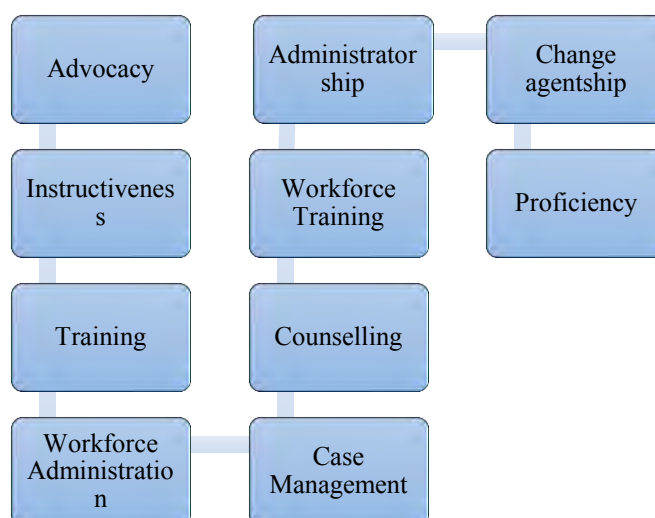
Social service, which is defined as both art and science, emerges as one of the humanitarian service professions that attempts to provide the necessary support in order to improve the living standards of all people (Duyan, 2003). The legal ground related to social services in Turkey, dated 27/05/1983 and 2828 was defined lawfully by the Social Services and Child Protection Agency Act (Consult, 2017, p.7). If the concept of social services is defined as a discipline and profession, it can be articulated as follows: "Social Services" represents the totality of a systematic and programmatic set of services aimed at eliminating the material, spiritual and social deprivations of individuals and families arising from their own constitution and environmental conditions and meeting their needs, preventing and solving their social problems, and improving and raising their living standards (Web 2: 2828 law of SHÇEK (Turkish Social Service and Children Protection Institution) <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2828.pdf>).

According to Kongar (1972), social service is defined as a field that contributes to the solution of human contradictions with the nature and himself/herself, and while doing this, it tries to achieve

this through the method of creating and changing process by considering the situation in the equation of individual, group and society. The idea that the individual and society should develop more constitutes the scientific function of the field of social service to produce information about developmental knowledge, methods and techniques of development (Cilga, 2004). Based on these definitions, social services can be redefined as activities being put flesh on the bones of an organized and professional occupation of thoughts aimed at improving the quality of human life or solving existing problems in society. People who have been trained in this profession and perform it are given the title of social worker. According to Kut (1988), the profession of social work is an individual's awareness of the decisions to be taken for his / her own benefit, his/her ability to adapt to all psychosocial changes of the environment in which s/he was brought up; on the other hand, it is his/her ability to gain skills that can make necessary interventions in order to gain professional knowledge, skills and social functionality that may be necessary and useful for the society.

Social work is a profession that should maintain the production of knowledge constantly dynamic in order to produce services that can meet the needs of the client at micro, mezzo and macro levels, as well as to develop professionally and improve their scientific identity. The continuation of the development of this profession, which has an academic basis and internal discipline, depends on this continuity (Tekindal, Ege, Erim, 2019, p. 797).

Social services, which act on the basis of human and society, develop in parallel with human needs. Events taking place at both national and global levels, by expanding it, make the scope of social service more dynamic (Yıldırım Aykurt, 2017, p. 140). The issues such as poverty, unemployment, cultural erosion, migration, disabled individuals, youth problems, violence against women, child abuse, problems and abuse of elderly people, intergenerational conflict, criminals, people in need of care and protection, animal rights, domestic problems, rape, substance addiction, refugee problems etc. are the issues included in the scope of social work. Generating solutions to these problems both individually and nationally constitutes the main focus of attention of social workers in terms of profession. The main roles of social workers are given below.



**Figure 1:** The Roles of Social Worker Professionals

Source: (Ambrosino, Heffernan, Shuttlesworth, Ambrosino, 2001).

### **Purpose of Social Services**

The ultimate aim of the social work profession is to empower people who live in poverty, are despised, oppressed and likely to be hurt, to improve their welfare and help the individuals in meeting the basic needs of all people (Gökçearslan Çifçi, Gönen, 2011, p. 149). Social work aims to respond to the problems and unfulfilled needs of the applicant groups coming from different segments of the society and have various living conditions, as well as to strive to raise the living standards of individuals. Therefore, it benefits from the different knowledge and experience of different disciplines in order to materialize various applications that may be beneficial for the applicants (Korkmaz, Özbesler, 2020, p.1251).

The National Association of Social Workers (NAWS) gathered the objectives of social work practice under 4 main headings:

- 1) Activating the problem solving process, overcoming problems and improving the development capacities of individuals.
- 2) Affiliating people with a variety of systems that provide services and opportunities that can source them.
- 3) Encouraging people for the activities of various systems that provide resources and services for humanitarian work.
- 4) Encouraging individuals' and society's welfare (Zastrow, 2014).

### **Social Services and Social Studies**

It is commonly known that the Social Studies as a school course emerged in the world as a concept for the first time in the early 19th century in America. In this period, it was observed that people from many countries of the world with different languages, religions, races, cultures, etc. migrated to America. However, this particular situation pushed these people, who had different characteristics, to have to live together. After a certain period of time, with the acceleration of this social change and the spread of socio-cultural conflicts, the Social Studies course started to gain serious importance (Erden, 1998; Tabachnick, 1991).

The main purpose of the Social Studies course is to train healthy and conscious individuals, who adapt to society and the environment within the framework of the state-nation consciousness, are sensitive to the period they live in and social problems and can generate solutions to them. Considering the definition of the concept of social services, on the other hand, the ultimate goal is to improve the welfare and happiness of the individual and produce solutions to many problems experienced in the society. Therefore, when assessed from this perspective, it is possible to state that social services are a field of study that coincides with the Social Studies program or supports the social studies program. Considering the principle of adaptation of the individual to the society that is frequently emphasized in the definition of Social Studies, especially in the process of integrating the disadvantaged groups (the disabled, outcast, person in need of protection, elderly, etc.), it is possible to say that it is a school course that accomplishes an important mission in realization. The Social Studies course pay attention to the interaction of the individual with the living and non-living environment and attaches importance to placing the necessary applications in the program and updating them for the individual to be trained sensitively.

For this, it is supported by many disciplines. Thus, it deals with many issues and facts about society and people. Therefore, it is expected to address many issues within the scope of social services. From this point of view, it is thought that the teaching the issues related to social services to individuals from an early age will generate a serious sensitivity to these issues in children and a positive change in behavior. Therefore, the extent to which social work subjects are included in the Social Studies curriculum and textbooks is significant. Consequently, it is thought that this particular study will contribute to the relevant field and fill a serious gap.

### **Purpose of the study**

The purpose of this study is to reveal the usage of subjects related to Social Services in Social Studies textbooks (4th, 5th 6th and 7<sup>th</sup> grades) prepared within the scope of Social Studies curriculum. For this purpose, answers were sought for the sub-problems given below.

- 1) According to the Learning Domain / Unit and Subject headings, which subjects related to Social Services were covered in the 4<sup>th</sup> Grade Social Studies textbook?
- 2) According to the Learning Domain / Unit and Subject headings, which subjects related to Social Services are covered in the 5<sup>th</sup> Grade Social Studies textbook?
- 3) According to the Learning Domain / Unit and Subject headings, which subjects related to Social Services are covered in the 6<sup>th</sup> Grade Social Studies textbook?
- 4) According to the Learning Domain / Unit and Subject headings, which subjects related to Social Services are covered in the 7<sup>th</sup> Grade Social Studies textbook?

## **Method**

### **Research Model**

The document analysis method, which is one of the qualitative research methods, was used in the research. Document analysis encompasses the analysis of written materials containing information about the phenomena aimed to be investigated (Yıldırım, Şimşek, 2013). In the document analysis method, different written and visual sources such as archive records, books, journals, biographies, diaries, letters, films, radio and television programs, materials etc., are examined (Balcı, 2001; Creswell, 2013).

### **Study Group**

In this study, since the data have been obtained through documents (books), the researcher, as the only member of the study, constitutes the study group of this research.

### **Data Collection Tools**

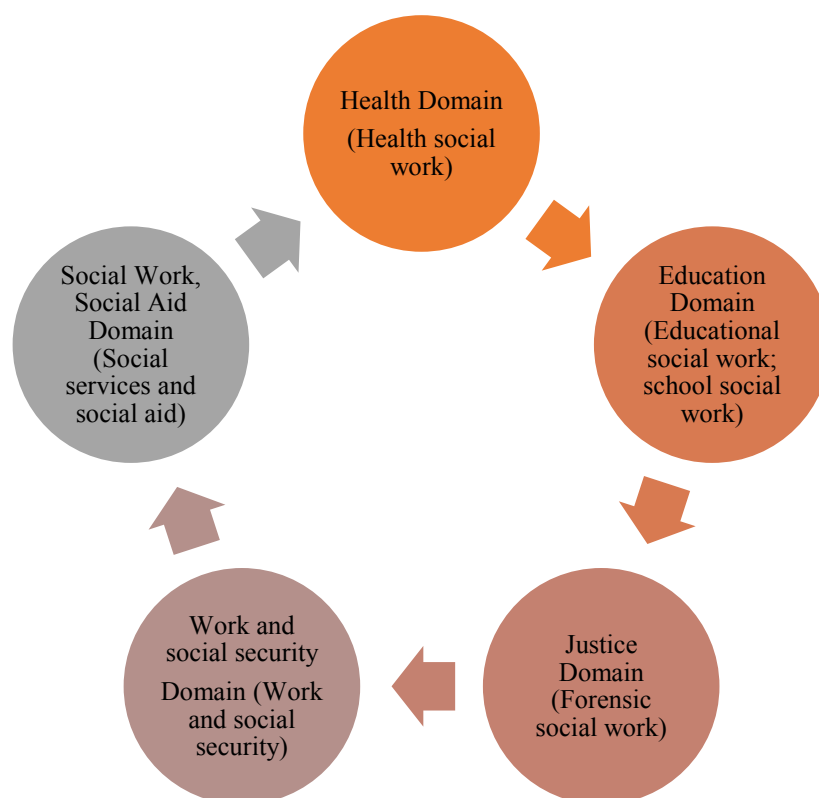
In this study, 4th, 5th 6th and 7th grade Social Studies textbooks designated by the Board of Education and taught in public schools in the 2020 and 2021 academic year were used as the data collection tools. The tags of these books, which were used as data collection tools, are given below.

- 1) Sami Tüysüz (2019). *4<sup>th</sup> Grade Primary School Social Studies Textbook* (Tuna Publications).
- 2) Seçil Büket Harut (2019). *5<sup>th</sup> Grade Secondary School and Imam Hatip (Theology) Secondary School Social Studies Textbook* (Ata Publications).
- 3) Cengiz Yıldırım, Fatih Kaplan, Hayriye Kuru, Mukaddes Yılmaz (2019). *6<sup>th</sup> Grade Secondary School and Imam Hatip (Theology) Secondary School Social Studies Textbook* (State Textbooks of the Ministry of National Education, Republic of Turkey Çağlayan Publications).

- 4) Hikmet Azer (2019). *7<sup>th</sup> Grade Secondary School and Imam Hatip (Theology) Secondary School Social Studies Textbook* (EKOYAY Education Publications).

### Data Analysis

The data collection process of the study started on September 15, 2020 and was completed on November 20, 2020. During the study period, literature review on the relevant subject was carried out and within this framework, a search list was created that constituted five main headings directly related to social services and its sub-titles, and data sources were evaluated according to these criteria.



**Figure 2:** Subject Heading Criteria in the Review List

The data collected in the study were analyzed through content analysis. While content analysis can be defined as the quantification of the uncountable (Aziz, 2011), it can also be presented as data similar in a way that the reader can understand by bringing them together around certain concepts and themes (Yıldırım, Şimşek, 2013). During the analysis of the data, two field experts were consulted by the researcher in order to warrant the reliability of the study. The data were analyzed independently by the experts. In order to appreciate the compatibility between the opinions of the experts involved in the analysis process of the study, the formula (consensus /consensus + disagreement) was used (Miles & Huberman, 1994, p.64). According to the calculation carried out, it was found that the coefficient of agreement between the opinions of the experts was 0.92. Based on this result, it is possible to say that the analysis process of the study was highly reliable in terms of scoring reliability.

## Findings

This part of the study includes the data obtained within the scope of this study, sample texts and the relevant comments made.

### Findings Related to the First Sub-Problem

**According to the Learning Domain / Unit and Subject headings, which subjects related to Social Services were covered in the 4<sup>th</sup> Grade Social Studies textbook?**

**Table 1:** Topics Related to Social Services in the 4<sup>th</sup> Grade Social Studies Textbook by the Individual and Society Learning Domain and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
4 <sup>th</sup> Grade	INDIVIDUAL and SOCIETY	Everyone Has an Identity	
		Everyone Has a Story	
		What Do I Like? What Can I Do?	
		If I Were in His/Her Shoes	
		I am Aware, I Respect Differences	

When the 4<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services is covered under many headings in the "Individual and Society" learning domain. When one of these headings, "*What Do I Like and What Can I Do*", the problems experienced by stray animals, which is one of the important problems in the field of social services, were presented under this heading, based on the anxious thoughts of a student named Efe regarding the stray animals.



**Figure 3:** A Photo of a Stray Animal in the 4<sup>th</sup> Grade Social Studies Textbook

**Source:** 4<sup>th</sup> grade Social Studies textbook (Tüysüz, 2019, p.20).

Under the heading of "*If I Were in His / Her Shoes*", while the sensitivity a female student expressed in relation to the empathy she experienced about people living alone, the elderly and the people in need of care was highlighted, in relation to the dialogue that another student had with refugee students under the same topic, the problems that refugee students experienced were revealed.



Under the heading of *“I am Aware, I Respect Differences”*, it was stated that people with different qualities, characters, race, beliefs, physical characteristics etc. living together in the society should acknowledge each other and this situation should be regarded as natural, and that the differences should be perceived as wealth rather than danger. In order to support this view, two sample poems reflecting our differences (*given in Figure 4 below*) were included in the text. Similarly, it was also emphasized that individuals who were physically different in terms of emotions, thoughts and appearance should not be segregated in the society, and this situation of disabled individuals should not be seen as a cause of superiority or deficiency among individuals. It is because it was stated that being physically disabled was not a deficiency, but a difference and diversity. This beautifully laid-out subject, dignified and meaningful manner in the book was crowned by the example of the Turkish National Team’s victory in European Champion defeating England 2-1, the European Amputee Football Championship held in Turkey in 2017. The relevant text is given in figure 4.

### **Differences and Harmony**

*Of course we all have a different characteristic,  
In a world where we live together  
Even though we all live in different places  
We have a respect for each other.*

*Thoughts, races, languages  
Are the features that distinguish us from each other  
We have one thing in common  
That we are human*

*We are safe when we are all together  
Our features reveal our differences  
If we become powerful together  
We can achieve anything together.*

*Why don't we hold hand in hand  
Our differences cannot be the obstacle  
Let's get together again  
We are always together, let's not forget this.*

*According to poem, what are our differences and similarities?
--

*What does the poet ask of the people?
--

*What could be the benefits of individuals having different characteristics
---

**Figure 4:** The Poems on the Theme of Our Differences in the 4<sup>th</sup> Grade Social Studies Textbook

**Source:** 4<sup>th</sup> grade Social Studies textbook (Tüysüz, 2019, p.28-30).



**Osman Çakmak**

(Team Captain-Veteran)

He lost his left leg below the knee by stepping on a mine.



**Serkan Dereli**

Congenially without a left foot.



**Barış Telli**

When he was 5 years old, his foot was crushed by a car.



**Rahmi Özcan**

Congenially without a right foot.

**Figure 5:** The Amputee Football National Team Players under the Theme of Our Differences in the 4<sup>th</sup> Grade Social Studies Textbook

**Source:** 4<sup>th</sup> grade Social Studies textbook (Tüysüz, 2019, p.29).

**Table 2:** Topics Related to Social Services in the 4<sup>th</sup> Grade Social Studies Textbook by the Cultural and Heritage Learning Domain and Topics

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
4 <sup>th</sup> Grade	CULTURE and HERITAGE	History of my Family	
		Elements of our National Culture	
		Children's Plays from Past to Present	
		A Heroic Epic: War of Independence	

When the 4<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to Social Services was given under the title of “**A Heroic Epic: War of Independence**” in the learning domain of "Culture and Heritage". Under this heading, the theme of orphans, one of the fundamental issues in the field of social services, was associated with a sample text presented about Kazım Karabekir, one of the leading commanders of the War of Independence period, and this situation was emphasized.

In the text given, it was mentioned that during the years of the war of independence, nearly two thousand orphan Turkish children between the ages of 4 and 14, whose mother and father were killed in Erzurum and Erzincan regions, were adopted by Kazım Karabekir and their training and education was emphasized. The text on the relevant subject given in the book is presented below.



Kazım Karabekir Pasha adopted two thousand orphans whose parents were killed in Erzurum and Erzincan regions. These were children aged 4-14. Kazım Karabekir raised the children in such a way that they eventually learnt an art and a profession. Some of these children learned carpentry very well. They could draw beautifully and carve childishly and artistically. Kazım Pasha abolished the criminal procedure. However, it established a discipline that would enable children to develop their personality freely. He would take the child with bad behavior aside and talk to him/her directly. The kid that the "Pasha Baba" had pulled aside and advised would not have been up to any mischief one again. The most striking thing in children was honesty and straightforwardness. They learnt these characteristics not by advice, but from the environment and atmosphere they lived in.

**Figure 6:** The Reading Text about Kazım Karabekir in the 4<sup>th</sup> Grade Social Studies Textbook

**Source:** 4<sup>th</sup> grade Social Studies textbook (Tüysüz, 2019, p.51).

**Table 3:** Topics Related to Social Work in the 4<sup>th</sup> Grade Social Studies textbook by the People, Places and Environments, Learning Domain and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
4 <sup>th</sup> Grade	PEOPLE PLACES and ENVIRONMENTS	Our directions	
		Let's Give Directions	
		What's Around Us?	
		Weather Forecast	
		Where I live	
		We Should Be Ready for Natural Disasters	

When the 4<sup>th</sup> grade Social Studies textbook is examined, it was seen that the subject of social services was given under the title of *“What's Around Us”* in the "People Places and Environments" learning domain and the subjects of natural beauty and love of animals that had positive effects on human psychology were covered. It was stated that individuals should be sensitive about animal rights issues, as well as internalizing consciousness for nature, which is one of the interest areas of social services in the textbook.



**Figure 7:** Images about Love of Animals and Natural Beauties in the 4<sup>th</sup> Grade Social Studies Textbook

**Source:** 4<sup>th</sup> grade Social Studies Textbook (Tüysüz, 2019, s. 71 - 72).

When the topic of *“We Should Be Ready for Natural Disasters”* is examined, it is seen that the subject of natural disasters, one of the leading topics in the field of social services, was examined in detail. In the textbook, initially, natural disasters were described, and then the types of natural disasters were explained to the readers in an informative monologue style speech through different students. The students explained the natural disasters they experienced according to the geographical conditions of the region they lived in, the devastating situations experienced by the individuals living in those regions, the material and moral losses and the measures to be taken in this regard, respectively.



**Figure 8:** The Image on Natural Disasters in the 4<sup>th</sup> Grade Social Studies Textbook

**Source:** 4<sup>th</sup> grade Social Studies textbook (Tüysüz, 2019, p.85 - 87)

**Table 4:** Topics Related to Social Services in the 4th Grade Social Studies Textbook by Science, Technology and Society Learning Domain and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
4 <sup>th</sup> Grade	SCIENCE, TECHNOLOGY and SOCIETY	Technological Products	
		Technology from Past to Present	
		Technology in Time	
		Let's Make an Invention	
		Let's Use it Without Damage	

When the 4<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was given under the heading of ***Let's Make an Invention*** in the "Science, Technology and Society" learning domain. Under this heading, it was observed that the problems of disabled and illiterate individuals, which were one of the important areas of interest in the field of social services and who were considered as disadvantaged groups in society, were emphasized.

Furthermore, in today's technology world, the inventions made to facilitate the lives of these individuals and increase their living comfort were introduced. An invention named "Talking Medicine Box" developed by a student named İlker for visually impaired individuals in a project competition organized within his own school, and the wristband named "Lifeguard Balloon" developed by the student named Dilek in the same project to reduce the death rates against drowning in the summer season, emerged as exemplary products that served the purpose of the Social Services discipline. Relevant sample texts are given below.





Ingredients of the drug and how to use it are explicated in the prospectus available inside the medicine boxes. Pharmacists also write on the boxes when and how the drugs will be used. Thus, pharmacists help patients to use their medicines in the most correct way. However, all these may be insufficient in some cases. It is because the patient may be illiterate or visually impaired. These people cannot read the warnings and explanations on the medicine boxes. As such, they may be harmed by using the drug incorrectly.

I designed a new product thinking that such situations may occur. I participated in the project contest held at our school with this product, which I call the "Talking Medicine Box". According to my design, a flat device with the capacity to record and play the recorded sound is attached to the medicine box. The pharmacist explains how to use the medicine by pressing the button on the medicine box when a visually impaired person comes into the pharmacy. The patient also listens to the pharmacist's warnings and explanations by pressing the same button when s/he will use the drug. Thus, s/he learns whether the medicine s/he has taken is the right medicine and how to use it.

If it were you, how would you find a solution to this problem of visually impaired patients?



Every year in summer, people go for swimming in the seas, pools and lakes to cool off. Unfortunately, many people drown and lose their lives due to inexperience and negligence. I wanted to minimize these sad events with a bracelet I designed. Inside this bracelet, which I call "Lifeguard Balloon", there is a small gas tube attached to the balloon. When the person in danger of drowning pulls the knob on the wristband, the gas coming out of the tube expands and fills the balloon. The rapidly inflating balloon saves its owner from drowning by quickly bringing him/her to the surface of the water.

**Figure 9:** The Reading Text on Inventions in the 4<sup>th</sup> Grade Social Studies Textbook

**Source:** 4<sup>th</sup> grade Social Studies textbook (Tüysüz, 2019, p.112).

**Table 5:** Subjects Related to Social Services in the 4<sup>th</sup> Grade Social Studies Textbook by Production Distribution and Consumption Learning Domain and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
4 <sup>th</sup> Grade	PRODUCTION DISTRIBUTION and CONSUMPTION	Our Requests, Our Needs	
		Economic Activities in My Family and Circle of Friends	
		Let's Become Conscious Consumers	
		Let's Get Our Document	
		Let's Accommodate ourselves to the existing circumstances	
		Yes to Consumption, No to Waste	

When the 4<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was covered under the title of ***“Our Requests, Our Needs”*** within the "Production, Distribution and Consumption" learning domain. Under this heading, one of the important areas of interest in the field of social services, the aids that needed to be made to people in need was addressed. In the textbook, the information that the basic needs of people (Nutrition, Dressing, Housing, etc.) were common in general and the assistance provided by the Turkish Red Crescent to the individuals living in different parts of the world and people in need was mentioned in the textbook. Sample text is given below.

**The Very First Humanitarian Aid to Mosul comes from the Turkish Red Crescent**

The Turkish Red Crescent, which has been helping the needy in Iraq for many years, sent a total of 500 tons of aid material consisting of 20 trucks to be distributed to those in need in Mosul and Tal Afar.

Among the humanitarian aid materials sent to Mosul are clothing, sleeping bags, hygiene items, dry food (flour-pasta), cracked wheat, rice, cake, blankets, tents and beds.



**Figure 10:** The Reading Text about Turkish Red Crescent in 4<sup>th</sup> Grade Social Studies Textbook

**Source:** 4<sup>th</sup> grade Social Studies textbook (Tüysüz, 2019, p.123).

**Table 6:** Topics Related to Social Services in the 4<sup>th</sup> Grade Social Studies Textbook by Active Citizenship Learning Domain and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
4 <sup>th</sup> Grade	ACTIVE CITIZENSHIP	I am a child, I exist through my rights	✓
		I take responsibility	
		I Participate in Educational and Social Activities	
		Freedom and Independence	

When the 4<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was given under the topic of ***“I am a child, I exist through my rights”*** in the "Active Citizenship" learning domain. Under this heading, it was that the different aspects of the issue of children’s rights, which was one of the important areas of interest in the field of social services, were highlighted. Under this heading, it should be made sure that children have the right of a balanced and healthy diet, getting a good education, growing up in a healthy environment, dressing, sheltering, playing games, etc. It was stated that they had rights and these rights were protected by laws both at national and international level. Furthermore, it was stated that the steps that should be taken to ensure that children receive a good education, to protect them from violence, abuse, various dangers and negligence, to prevent children from working, to protect them from wars and to facilitate their lives were among the fundamental duties of the state. Additionally, it was emphasized that children had the right to express their opinions freely and to express their opinions in decision-making processes in families, schools, etc.



**Figure 11:** Images on Children's Rights in the 4<sup>th</sup> Grade Social Studies Textbook

**Source:** 4<sup>th</sup> grade Social Studies Textbook (Tüysüz, 2019, p. 153 -154 - 155).



### Findings Related to the Second Sub-Problem

**According to the Learning Domain / Unit and Subject headings, which subjects related to Social Services are covered in the 5<sup>th</sup> Grade Social Studies textbook?**

**Table 7:** We Are Part of a Whole Unit and Topics Related to Social Services in the 5<sup>th</sup> Grade Social Studies Textbook by Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
5 <sup>th</sup> Grade	WE ARE PART OF A WHOLE	I am an Active Citizen	
		Multidimensionality of Events	
		We Have Our Roles, Rights and Responsibilities	
		I exist through my rights	

When the 5<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was given under many headings in the unit “We Are Part of a Whole”. When one of these titles, *“I am an Active Citizen”*, was examined, it is seen that the issue of children’s rights, which was one of the important areas of interest in the field of social services, was emphasized. When the text given was examined, a student named Aslı stated that she learned many rights as a child through the Social Studies course. The relevant text is given below.



*Hello, I'm Aslı. I learned that we have many rights as children in the Social Studies course. Moreover, the rights we have are protected by both national and international documents. For example, we use our right to education by coming to school, and when we get sick, we use our right to benefit from healthcare institutions by going to the hospital.*

**Figure 12:** Speech Text on Children’s Rights in the 5<sup>th</sup> Grade Social Studies Textbook

**Source:** 5<sup>th</sup> grade Social Studies textbook (Harut, 2019, p.12).

When the topic *“We Have Roles, Rights and Responsibilities”* is examined, it is seen that the issue of children’s rights, which was one of the important areas of interest in the field of social services, was emphasized again. When the given text is examined, it was stated that children had some basic rights as stated below;

- ✓ Being in a safe and healthy school environment
- ✓ Being able to express your thoughts freely

When the topic of *“I Exist through My Rights”* is examined, it is seen that the historical process of the child rights issue was covered in detail. However, it was observed that the following points regarding children’s rights were addressed.

- ✓ Why was a children’s rights convention needed?
- ✓ Legal Formation Process of the existing contracts regarding children’s rights
- ✓ 12 June, the World Day Against Child Labor
- ✓ 2015 World Child labor report published by the international labor organization (ILO)
- ✓ Problems of refugee children in the world, especially in Syria
- ✓ The malnutrition problem of many children living in different parts of the world, especially in Africa



**Figure 13:** Images on Children’s Rights in the 5<sup>th</sup> Grade Social Studies Textbook

**Source:** 5<sup>th</sup> grade Social Studies textbook (Harut, 2019, p.25-26-27).

**Table 8:** The Human and Environment Unit and Subjects Related to Social Services in the 5<sup>th</sup> Grade Social Studies Textbook by Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
5 <sup>th</sup> Grade	HUMAN and ENVIRONMENT	What Do Maps Say?	
		The Effect of Climate on Our Lives	
		Population and Settlement	
		Why did it happen?	
		Natural Disasters and their Effects	

When the 5<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was covered under many headings in the unit of “Human and Environment”. Under the headings of “Why did it happen?” and “Natural Disasters and Their Effects”, students’ attention was drawn to the natural disasters and environmental problems in our country and in the world. It was observed that natural disasters especially earthquakes, floods, avalanches, landslides, erosion, tornadoes, and environmental problems such as forest fires, water pollution, soil pollution and noise pollution were the topics that were addressed in detail. Furthermore, the negative effects of natural disasters on humans and the environment (*loss of life, material damage, destroyed nature, perished animals*) were presented to the students from a wide perspective based on the real cases experienced. Additionally, the negative effects of natural disasters were exemplified by the great folk poet Aşık Veysel’s poem “*Kızılırmak Seni Seni*”.

**Table 9:** Topics Related to Social Services in the 5<sup>th</sup> Grade Social Studies Textbook by Subject Headings with the Unit of I am Active and Responsible

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
5 <sup>th</sup> Grade	I AM ACTIVE and RESPONSIBLE	Those Serving the Community	
		Governance Where We Live	
		Our Basic Rights	
		Symbols That Make Us Who We Are	

When the 5<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was covered under the title of “*Our Basic Rights*” in the unit “I am Active and Responsible”. Under this title, by pointing to the 12<sup>th</sup> article of the Convention on the Rights of the Child, it was stated that the students could express their opinions freely in all matters that concerned them and that they could make demand for the students’ opinions to be taken into account.

### Findings Related to the Third Sub-Problem

**According to the Learning Domain / Unit and Subject headings, which subjects related to Social Services are covered in the 6<sup>th</sup> Grade Social Studies textbook?**

**Table 10:** Subjects Related to Social Services in the 6<sup>th</sup> Grade Social Studies Textbook by the Unit Us and Our Values and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
6 <sup>th</sup> Grade	US AND OUR VALUES	My Roles in the Community	
		Those Who Make Us ‘Us’	
		We Are Colorful Like Wildflowers	
		Two Heads Are Better Than One	
		Rights, Freedom, Responsibility	
		Let's Play and Learn	

When the 6<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was covered under the title of *“Those Who Make Us ‘Us’”* in the unit “Us and Our Values”. Under this heading, the sensitivity, predictions and encouragement of the religion of Islam regarding social solidarity and solidarity in the society were included, and the subject was highlighted over the concepts of zakat, neighbor rights, mercy, benevolence, justice, courage and human love.



**Figure 14:** Photo Related to Neighbor Rights and Solidarity in 6<sup>th</sup> Grade Social Studies Textbook

**Source:** 6<sup>th</sup> grade Social Studies textbook (Yıldırım, Kaplan, Kuru, Yılmaz, 2019, p.19).

Under the title of *“We Are Colorful like Wildflower”*, the concepts of “Discrimination, Differences, Stereotypes, Prejudices, and Respect” were addressed, and the important sub-headings of the social services field were disabled individuals, children who were deprived of their right to education, people who were victims of prejudice due to their jobs, etc. topics were covered. People who were prejudiced against and found it odd in the child who had to provide for his mother and three siblings by collecting garbage paper from the streets, who later lost his mother, but never lost their love of reading and studying; on the other hand, the story of a mother who reproached that society’s attitude and prejudice against children with autism should be changed, the perspective of Yunus



Emre, one of the leading names of Turkish poetry and the world of thought, on our differences, etc. are some of the examples related to social services covered in the book.



**Figure 15:** The Photo of Children with Autism in the 6<sup>th</sup> Grade Social Studies Textbook

**Source:** 6<sup>th</sup> grade Social Studies textbook (Yıldırım, Kaplan, Kuru, Yılmaz, 2019, p.30).

It is possible say that under the heading of *“Two Heads Are Better than One”*, many topics ranging from domestic solidarity to social solidarity were covered again here within the framework of social services. Based on the hadith of Islam, “The one who lay full while his/her neighbor is hungry is not one of us”, the function of the charitable foundations, the purpose of charitable soup kitchens, zekat and charity, and social aid and solidarity movements such as Sadaka Taşı (Charity Stone) were explicated and addressed. Similarly, the aid campaigns organized in unity and solidarity across the country for the disaster victims after the two major earthquakes that took place in Van on 23 October 2011 and 9 November 2011 constituted another crucial social service issue highlighted in the textbook. Correspondingly, the missions of the of institutions and organizations named General Directorate of Social Assistance and Solidarity (Social Assistance and Solidarity Foundation), Red Crescent, Darülaceze (Poorhouse), Turkish Armed Forces Mehmetçik (Robin) Foundation, and professional support was provided to citizens in need of social assistance through the free phone “144 Social Help Line”.



**Figure 16:** The Photo of the Van Earthquake in the 6<sup>th</sup> Grade Social Studies Textbook

**Source:** 6<sup>th</sup> grade Social Studies Textbook (Yıldırım, Kaplan, Kuru, Yılmaz, 2019, p.36).

**Table 11:** Subjects Related to Social Services in the 6<sup>th</sup> Grade Social Studies Textbook by the Unit of Journey to History and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
6 <sup>th</sup> Grade	JOURNEY to HISTORY	Central Asia, Homeland of the Turks	
		The Birth of Islam	
		Turks Meet Islam	
		Anatolia, the New Homeland	
		Historical Routes	
		Let's Play and Learn	
		Measurement and Evaluation	

When the 6th grade Social Studies textbook is examined, in the "Journey to History" unit of the subject related to social services, under the title of "The Birth of Islam", following the Migration (of Prophet Muhammad) incident in 622, the troubles of Muslims who migrated from Mecca to Medina and the attitudes of Medinan Muslims against these people in this situation, and were explicated and covered through the triangle of brotherhood, solidarity and unity. Nonetheless, in the "Farewell Sermon" in which Muhammad (Peace be upon Him) addressed the Muslim people during his last pilgrimage; it was stated that he mentioned about women's rights and rejected discrimination, racism and the conception of slavery.

Under the title of "*Anatolia, the New Homeland*", the topic of the functions of the caravanserais, one of the traditions of that period, established by the Turkish statesmen in order to serve the society, to protect their people and to keep them alive in prosperity, was covered. It was stated that caravanserais were multi-purpose structures (small mosque, public bath, fountain, etc.) and they contained individuals belonging to different occupational groups such as medical doctors,

veterinarians, blacksmiths, and caretakers of animals. It was emphasized that the Turks had a wide understanding of tolerance, hospitality and service, stating that the same service was offered to everyone for free for three days without distinction between rich and poor, free-slave and Muslim-non-Muslim.

**Table 12:** Topics Related to Social Services in the 6<sup>th</sup> Grade Social Studies Textbook by Subject Headings of I Produce, I Consume, I Am Aware Unit

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
6 <sup>th</sup> Grade	I PRODUCE, I CONSUME, I AM AWARE	Resources and Economic Activities of Our Country	
		I Use Our Resources Appropriately	
		Investment and Marketing	
		Our Taxes Are Our Incomes	
		Qualified Manpower and Developing Economy	
		I Choose My Profession Consciously	
		Let's Play and Learn	

When the 6<sup>th</sup> grade Social Studies textbook is examined, in the “I Produce, I Consume, I Am Aware” unit of the subject related to social services, under the title of **“Investment and Marketing”**, it was stated that the investment projects conducted in rural areas of different regions of Turkey such as Southeastern Anatolia Project (GAP), Konya Plain Project (KOP), Zonguldak, Bartın, Karabük Project (ZBK) materializes changes and sustainability in agricultural strengthening the sectors like manufacturing, trade, transport and energy; furthermore, it made significant contributions in increasing accessibility to education, health, culture and other social services. It was also stated that this situation further contributed significantly to increasing the welfare level of the citizens by reducing the development differences both within and between the regions.

**Table 13:** Subjects Related to Social Services in the 6<sup>th</sup> Grade Social Studies Textbook by the Unit of I Take Part in the Administration and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
6 <sup>th</sup> Grade	I TAKE PART IN THE ADMINISTRATION	Administration Styles from Past to Present	
		Democratic State and its Bodies	
		I Am part of the Decision-Making Process	
		Democracy is Everywhere	
		Our Rights and Responsibilities are Safe	
		Turkish Women from Past to Present	
		Let's Play and Learn	

When the 6<sup>th</sup> grade Social Studies textbook is examined, in the “I Take Part in the Administration” unit of the subject related to social services, under the title of **“Our Rights and Responsibilities are Safe”**, the exploitation of the right to education of a female student who had to work as a seasonal agricultural worker and therefore could not go to school was debated on the basis of the responsibilities of individuals and the state.



**Figure 17:** The Photo of Educational Exploitation of Children in the 6<sup>th</sup> Grade Social Studies Textbook

**Source:** 6<sup>th</sup> grade Social Studies textbook (Yıldırım, Kaplan, Kuru, Yılmaz, 2019, p.216).

Under the title of **“Turkish Women from Past to Present”**, the concepts such as "Gender Discrimination and Positive Discrimination" were evaluated from the perspective of historical process from the moment Turks commenced to emerge in the historical stage of the world. It was indicated that women had an important place and role in society in Turkish history; there was no discrimination between men and women, during the years of the War of Independence, Turkish women took an active role and were very self-sacrificing behind the war front, and as examples names of those women cited were mentioned. It was stated that with the adoption of the Civil Code, equality of men and women in social and economic life was achieved.

On the other hand, in addition to these positive developments, it was clearly demonstrated that women in the society were exposed to some negative situations. Violence against women and gender discrimination, oppression of women in society or private life, arbitrary limitation of their freedoms, etc. were stated to be the most crucial points of this situation. It was emphasized that the state made some legal regulations in order to reduce or eliminate these negativities, but this alone would not be sufficient, however, some social responsibility projects that could include all segments of the society were developed and necessary steps were taken in order to solve the problem in a long-term and permanent way. Furthermore, it was stated that with the 183free phone line established, relevant calls from women, children, elderly, disabled, relatives of martyrs and veterans were appraised and consultancy services were provided to these people through this phone line, which was accessible 24 hours a day, 7 days a week.



**Table 14:** Subjects Related to Social Services in the 6<sup>th</sup> Grade Social Studies Textbook by Our International Relations Unit and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
6 <sup>th</sup> Grade	OUR INTERNATIONAL RELATIONS	Our National Foreign Policy	
		Import and Export	
		Turkey is Expected	
		Popular Culture and Us	
		Let's Play and Learn	

When the 6<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject of "Refugees", one of the important topics of social services, was covered under the title of "Our National Foreign Policy" in the unit of "***Our International Relations***". In the related text, due to Turkey's geographical location throughout the historical process, it was stated that Turkey was often a refugees receiving country, and it was emphasized that especially because of the situation that had been going on since 2011 due to the civil war in Syria, more than 3.5 million refugees were accepted into our country and those people were under temporary protection.

#### Findings Related to the Fourth Sub-Problem

**According to the Learning Domain / Unit and Subject headings, which subjects related to Social Services are covered in the 7<sup>th</sup> Grade Social Studies textbook?**

**Table 15:** Topics Related to Social Services in the 7<sup>th</sup> Grade Social Studies Textbook by the Journey into the Turkish History Unit and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
7 <sup>th</sup> Grade	JOURNEY INTO THE TURKISH HISTORY	Establishment of the Ottoman Empire	
		The Conquest Policy of the Ottoman Empire	
		Developments in Europe and their Effects on the Ottoman Empire	
		Reform Movements in the Ottoman Empire	
		Ottomans Through the Eyes of the Travelers	

When the 7<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was given under the title of "***Developments in Europe and their Effects on the Ottoman Empire***" in the "Journey into the Turkish History" unit. In the relevant text, it was stated that after the industrial revolution took place, many factories were opened in cities and the demand for workers increased accordingly, and as a result, it was emphasized that especially child workers were employed in factories under severe conditions. Similarly, under the same heading, it was stated that people in the exploited countries were separated from their families by force, either exiled to the war front or sold as slaves. Therefore, within the framework of the Social Studies curriculum, the two bleeding wounds of social services, human trafficking and child abuse, were brought to the agenda in the relevant text.

Under the title of *“Ottomans through the Eyes of the Travelers”*, the sensitivity of the Turks to animal rights was associated with the approach of Islam towards living beings and the positive practices of Turks to feed stray animals were highlighted.



**Figure 18:** Picture of Animal Love in the Turkish Society in the 7<sup>th</sup> Grade Social Studies Textbook

**Source:** 7<sup>th</sup> grade Social Studies Textbook (Azer, 2019, p.83).

Similarly, when the travel books were examined under the same heading, many examples were given about the assistances were provided to the people in need in the Ottoman Empire; nevertheless, it was mentioned that a spa was built to treat the patients in the Bursa province and the food and beverage needs of the people who came here for treatment were met for 3 days, and the same service was provided for people staying in caravansaries.

**Table 16:** Topics Related to Social Services in the 7<sup>th</sup> Grade Social Studies Textbook by the Population in Our Country Unit and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
7 <sup>th</sup> Grade	POPULATION IN OUR COUNTRY	Life on Earth	
		Population in Our Country	
		Migration with Causes and Consequences	
		Settlement and Travel Freedom	
		What Have I Done? What Have I Learned?	

When the 7<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was given under the topic of **“Migration with Causes and Consequences”** within the unit “Population in Our Country”. In the relevant texts, the issue of migrations from the Balkans to Anatolia as a result of the migrations from the villages to the cities and the wars waged in the last period of the Ottoman Empire was covered and the problems these people experienced as a result of the migrations were explicated in relation to the refugees who migrated from Syria to our country.

**Table 17:** Topics Related to Social Services in the 7<sup>th</sup> Grade Social Studies Textbook by the Economy and Social Life Unit and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
7 <sup>th</sup> Grade	ECONOMY and SOCIAL LIFE	Mother Earth	
		Production Tools From Past to Present	
		Place of Foundations in Social Life	
		Employment Providing Institutions	
		New Jobs	
		Digital World	

When the 7<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services is given under the title of **“Production Tools from the Past to the Present”** in the unit “Economy and Social Life”. In the relevant text, it was once again emphasized in this unit that the rights of children were violated by being forced to work in hard labor in order to open many factories after the industrial revolution and to meet the increasing demand for workers.

Under the title of **“The Place of Foundations in Social Life”**, the solidarity culture that the Turkish nation had exhibited in the period from the past to the present was emphasized and this situation was concretized through the example of Sadaka taşları (Charity Stone) applied in the era of Ottoman Empire. Similarly, the same title under Article 5 of the constitution within the framework of the social state, by emphasizing the social state, the activities of institutions, organizations and non-governmental organizations that provide services to improve the citizen’s level of prosperity and peace in Turkey, were covered. *“Red Crescent, Green Crescent, Darülaceze and Tema”* were exhibited as the examples of these institutions and organizations.

**Table 18:** Subjects Related to Social Services in the 7<sup>th</sup> Grade Social Studies Textbook by the Living Democracy Unit and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
7 <sup>th</sup> Grade	LIVING DEMOCRACY	Adventure of Democracy	
		Atatürk and Democracy	
		Power of the Constitution	
		More Democracy	

When the 7<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was covered under the title of "*The Adventure of Democracy*" in the unit of "Living Democracy". In the relevant text, the adventure of "Democracy" in the historical process was explicated and the issue was highlighted by the anti-racist movements and discourses in America in the 1950s, and the situation was exemplified by Martin Luther King's famous speech on racism in 1963.



**Figure 19:** A Photo from Martin Luther King's Famous Speech on Racism in 1963 in the 7<sup>th</sup> Grade Social Studies Textbook

**Source:** 7<sup>th</sup> grade Social Studies Textbook (Azer, 2019, p.182).

Under the title of "Power from the Constitution", it was explicated that the Republic of Turkey, since its formation, fulfilled its duties and responsibilities towards its citizens and made the necessary legal arrangements and constantly strived to increase the peace, confidence and happiness of its citizens. In this respect, it was emphasized that the state implemented many supports for people in need of help and care, orphans, the elderly, the disabled and disadvantaged groups. The situation was concretized with examples of activities such as general health insurance and literacy mobilization for illiterate adults across the country.

Under the heading of "*More Democracy*", the subject of "Refugees", one of the important sub-headings of social services, was re-addressed and the issue of the situation of Syrian refugees in the country was re-emphasized. Especially the fact that the refugees were stuck between two lifestyles, experienced language problems, and were consequently unable to express basic needs and problems, marginalization and exclusion etc. were the most emphasized problems. Similarly, under the same title, it was explicated that the great majority of employees in Turkey were composed those



working in the private sector; 38.262 people suffered from mobbing and as a result, those people resorted to the free phone line "170" for assistance initiated by the Ministry of Family Labor and Social Services.

**Table 19:** Subjects Related to Social Services in the 7<sup>th</sup> Grade Social Studies Textbook by the Bridges between Countries Unit and Subject Headings

Grade Level	Learning Domain	Subject	Topic on Social Services Related Issues
7 <sup>th</sup> Grade	BRIDGES BETWEEN COUNTRIES	Peace at Home, Peace in the World	
		We Are Here Too	
		We Are a Welcoming Nation	
		We Will Save the World	

When the 7<sup>th</sup> grade Social Studies textbook is examined, it is seen that the subject related to social services was covered under the title of ***“Peace at Home, Peace in the World”*** within the unit of “Bridges between Countries”. In the relevant text, the organizations and the founding purposes of these organizations affiliated with United Nations working for the benefit of people and children all over the world such as UNESCO (UN Education, Scientific and Cultural Organization), WHO (World Health Organization), UNICEF (UN Children Aid Fund), FAO (UN Food and Agriculture Organization), etc. were mentioned.

Under the topic of ***“We are a welcoming nation”***, particularly the discriminatory and discriminatory problem that the refugees in the world experienced both in Turkey and in the world were expressed, and was pointed out that culture and art played a vital role in the ability of local people and refugees to live together.

Under the title of ***“We Will Save the World”***, the subject of natural disasters was covered, and the subjects of "Flooding, Global Climate Change, Terror, Starvation and Migration" were addressed, and among these, the problems of people who were at or below the hunger threshold and refugees in the world, which was the focus of attention of social services, were emphasized once again. It was stated that around 11 million people died of starvation every year in the world; nevertheless, it was stated that more than 200 million people around the world left their homes for various reasons and tried to survive in different countries legally or illegally.



**Figure 20:** Images on Hunger and Migration in the World in the 7<sup>th</sup> Grade Social Studies Textbook

**Source:** 7<sup>th</sup> grade Social Studies Textbook (Azer, 2019, p.220).

### **Discussion and Conclusion**

In the present study, which examined the social services subjects in Social Studies textbooks (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades) within the framework of the 2018 Social Studies curriculum, the following results were obtained.

- When the topics covered in the 4<sup>th</sup> Grade Social Studies textbook were evaluated in general, it is possible to say that the knowledge and information covered was at a cognitively appropriate and understandable for the level of students. When it was examined within the scope of the 2018- 4<sup>th</sup> grade Social Studies Curriculum Learning Domains / Units, it was observed that many issues such as desolate and homeless people, elderly and needy people, animal rights, students' concerns about animal rights, love of animals among Turks, positive approaches for stray animals in the era of Ottoman Empire were covered in the textbook. Particularly, attitudes and thoughts about human love and human rights were explicated to the students through the issues of people in need of help, the needy, homeless and refugees, and the students were enabled to gain empathy skills. Similarly, under the theme of respect and awareness of differences, it was emphasized that people who lived together in the community and who had different characteristics from each other in many respects (*religion, thought, race, physical and physical characteristics, etc.*) should accept each other as they were, and a perception that this diversity was a richness in social life was generated.

- The results obtained in the studies to be mentioned below overlap with the results of the present study; the Social Studies curriculum and textbook prepared by Mengi (2019) was examined in terms of disability, and it was emphasized that individual differences are a normal situation; the social and economic consequences of natural disasters on society explicated in a study by conducted by Altun were discussed (2018); social studies curriculum conducted by Kalender (2020) was evaluated in terms of the relevant articles of the children's rights; the issue of child abuse (child workers, education exploitation) in a study conducted by Sallan Gül and Türkmen (2019) was discussed in the context of Syrian refugee children; in their study, Karabulut and Bekler (2019) attempted to determine the effects of natural disasters on children and adolescents; In the master's thesis conducted by Uslu (2019), the issues of child rights and child abuse were explicated in detail; Social Studies and Social Studies curriculums carried out by Dündar and Hareket (2016) were evaluated in terms of children's rights; a master's thesis conducted by AKSULU (2013) on the rights of the animals was examined in the historical process in Turkey and social media; a study by Çalışkan, Aydın, Aslanderen (2014) carried out dealt with animal rights in Turkey through the historical process; a study conducted by Gürdoğan Bayır (2019) on disadvantaged student groups in education (disabled children, child workers, refugee children, etc.) were evaluated from the perspective of teacher candidates; in the study conducted by Güner, Güner, Şahan (2010), it was found that child abuse was evaluated in medical and social aspects; in an study conducted by Karaca and Çam (2019), the social state in Turkey was evaluated in many ways; and in a study conducted by Özer, Komsuoğlu, Ateşok (2016) the education problems Syrian refugee children in Turkey were evaluated from various aspects.
- On the other hand, the skill of "Tolerance", which was one of the important skills of the Social Studies course, was tried to be taught to the students. Similarly, it is possible to say that by means of the project competitions, the secondary school students generated a significant awareness in terms of being sensitive and conscious citizens in the society through the inventions named "Talking Medicine Box" and Lifeguard Balloon Bracelet that would minimize the loss of life in drowning incidents developed for visually impaired people. Moreover, this situation is one of the ultimate goals of the Social Studies course. Consequently, in this sense, it is possible claim that the content of the program served the purpose in terms of social services and realized this. Furthermore, child rights, child abuse and the ability to help people in need, which were some of the important topics of social services, were covered within the framework of the principle of "Benevolence", one of the important values of the Social Studies program, which intended to raise the awareness of students on these issues and to create awareness successfully.

- When the topics covered in the 5<sup>th</sup> grade Social Studies textbook were evaluated in general, it is possible to state that the topics covered at this grade level were taught under fewer headings, but the headings were more detailed. At this grade level, it was seen that especially the issue of children's rights was taught in various aspects and in the texts given in the textbook, students stated that they had learned that they had many rights thanks to the Social Studies course.
- Another issue covered within the scope of social services at the 5<sup>th</sup> grade level was the issue of natural disasters. In our country, some assessments were made in terms of the type of natural disasters experienced by regions as well as their negative consequences on humans and living things; moreover, the practices that should be performed before and after disasters were specified within the framework of social services. The results of the studies conducted by Altun (2018); Kalender (2020); Karabulut, Bekler (2019), and Uslu (2019) are similar to those of the present study.
- When the topics related to social services in the 6<sup>th</sup> grade Social Studies textbook were evaluated in general, it was seen that social assistance and solidarity issues were mostly emphasized at this grade level. Various topics related to social solidarity and solidarity (zakat, mercy, neighbor right, justice) were covered and supported from the perspective of Islam. It was aimed that the fact that our individual differences in society were a wealth was re-covered at this class level, reinforcing the skill of "Tolerance" with the new subjects taught at this class level. Social assistance and solidarity skills, which were intensively covered at this class level, were taught through the example of the Van earthquake, and the institutions, organizations and foundations that served the purpose of social services were mentioned and examples were given from the historical process. The caravanserais, which had an important place in the history, especially undertook this mission and this was explained in detail with the applications carried out in that period. Similarly, negative issues such as racism, discrimination, slavery and gender discrimination that caused social segregation at this class level were criticized from the point of view of Islam; it was suggested that such behaviors, attitudes and practices be abandon as soon as possible. It was clearly seen that the issue of children's rights was re-covered at this grade level. The exploitation of children's education rights were assessed within the framework of both the problems experienced in the country and the refugee children in the world. The results of the studies conducted by Gürdoğan Bayır (2019), Sallan Gül, Türkmen (2019), Şahin (2020) also support the result of the present study.
- When the topics related to social services in the 7<sup>th</sup> Grade Social Studies textbook are evaluated in general, it was seen that, social services indexed subjects such as child abuse, slavery, racism, etc., which emerged due to the industrial revolution, we covered at this class



level. It was stated that after the industrial revolution, children started to be employed in factories in order to meet the increasing demand for workers and this situation created the problem of child abuse. Similarly, at this class level, it was stated that individuals in colonial countries were forcibly removed from their families and sold as slaves in the markets like a commodity; the idea of slavery, which eliminated human dignity and the concept of freedom, was criticized. Therefore, under the same theme, the topics of child abuse and human trafficking, which were within the scope of Social Services, were covered with a critical point of view, and the value of “Independence and Freedom”, one of the important values of the Social Studies curriculum, was emphasized. Furthermore, it was aimed that students gained the value of compassion by explaining the love of humans and animals in Turkish society from past to present through various exemplary practices. The situation was made more concrete with the issue of “Refugees”, which became a global problem in the world in recent years. It was indicated that the Republic of Turkey was an exemplary state, especially in regard to refugees, that exhibited positive attitude to all world countries, further stating that the Republic of Turkey was also a social state exerting efforts to offer the necessary support for those in need of help and homeless citizens within the country and increase their peace and prosperity by taking the necessary measures. The problem of racism, on the other hand, was associated with Martin Luther King’s anti-racist speech in 1963, and the issue of “racism” was criticized. It is possible to say that the results of studies conducted by Seydi (2014) and Tüzün (2017) comply with the general result obtained in this study.

- As far as a general evaluation is concerned, it is possible to state that the subjects within the scope of "Social Services" in the 2018 Social Studies curriculum and textbooks were mostly included at the 4<sup>th</sup> grade level in terms of subject diversity out of the four grade levels (4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades). However, it has to be noted here that children rights and refugee issues were addressed at all four grades. Nevertheless, on the other hand, the issues such as the violence against women amplified significantly in Turkey in recent years, torturing animals such as fastening a tin can to the tail of cats and dogs, cutting the legs of cats and dogs for religious rituals or spells (**Web 3:** <https://haberglobal.com.tr/gundem/patileri-kesilen-kedinin-olumunde-kanli-buyu-iddiasi-81823>), seasonal the slaughtering of the animals in the non-hunting activities (**Web 4:** <https://bianet.org/bianet/hayvan-haklari/207182-av-turizmi-yuzunden-1-yilda-2-546-hayvan-oldu>) were not addressed adequately.
- These issues might not have been included in the textbooks due to the cognitive developmental levels of children. However, a perception that children could understand and acknowledge at an early age that gender discrimination was wrong; however, men should use their physical power superiority over woman in different positive situations rather than in the

form of violence against women, can be created. For that reason, these subjects can also be covered at least at 6th and 7th grade levels. On the other hand, the inclusion of negative issues such as racism, discrimination, slavery, which differentiate societies and people at all grade levels (in this study, it was seen that they were generally covered at the 6th grade level) can generate a serious awareness in terms of understanding the nature of the subject.

As far as the results obtained from the present study is concerned, the following recommendations can be offered.

- ✓ This study is limited to the Social Studies textbooks of the publishers whose tags have been given above, which were taught in public schools within the Ministry of National Education in the 2020 and 2021 academic year. A similar study can be replicated with the Social Studies textbooks of different publishers or with new Social Studies textbooks that will be published in the future.
- ✓ The Social Studies curriculum that was revised in 2018 can be further examined in detail under the distinct headings of the Social Services (*Violence against women, Child abuse, Refugees, Stray Animals, Substance Addiction, etc.*).
- ✓ Negative issues such as racism, discrimination, slavery, and gender discrimination that differentiate societies and people can be included more at different class levels as well.
- ✓ More quantitative studies study can be carried in the future.

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