

**THE USE OF CHILDREN'S LITERATURE IN SOCIAL STUDIES: A  
COMPARATIVE STUDY IN THE USA AND TURKEY**

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**ÖZET**

In this study the importance of giving place to children's literature in Social Studies in the USA and Turkey has been described upon briefly. It has been observed that social studies instruction fields in the USA have highly affluent studies in regard to making use of children's literature. The new Social Studies Curriculum put into practice in Turkey in 2005 have been found to be better than the old curriculum. However, according to practices carried out it has also been observed that the use of literature materials had limited contribution during class application and in the instruction books prepared for teacher candidates. It is noticed that the importance given to the subject isn't still sufficient enough. Particularly, it was determined that the academic studies regarding the issue couldn't proceed beyond offering general ideas to teachers due to the fact that they approached the issue totally with a benefit-advantage approach.

**Key Words:** social studies, children's literature, elementary school.

**ÖZET**

Bu çalışmada, Sosyal Bilgiler derslerinde çocuk edebiyatı ürünlerine yer vermenin önemine kısaca değinilerek önce, çağdaş dünyadaki örnekleri açısından ABD'deki durum betimlenmeye çalışılmıştır. Bu betimleme, ABD'de bulunan NCSS'nin yayınladığı dergilerdeki makaleler, her yıl öğrencilere önerilen "Notable Trade Books" listelerinin anlamı ve öğretmenler için yazılmış Sosyal Bilgiler öğretimi kitapları açısından yapılmıştır. Sonra bunlara paralel olarak Türkiye'de, 1998 ile 2005 Sosyal Bilgiler Öğretim Programları, öğretmen adayları için eğitim fakültelerinde yaygın olarak okutulan Sosyal Bilgiler öğretimi kitapları ve konuyla ilgili yapılmış akademik çalışmalar incelenmiştir. Bu verilerden yola çıkarak ABD ve Türkiye arasında bir karşılaştırma denemesi yapılmıştır. Sonuçta, ABD'deki sosyal bilgiler öğretim alanının çocuk edebiyatından yararlanma konusunda oldukça zengin çalışmalara sahip olduğu görülmüştür. Türkiye'de ise 2005 Sosyal Bilgiler Öğretimi Programı ile yaşanan gelişmeler umut verici bulunmuş ancak, gerek konuyla ilgili yapılan çalışmaların sınıflardaki uygulamaya yaptığı sınırlı katkı, gerekse öğretmen adayları için yazılmış kitaplarda konuya hâlâ yeterince önem verilememesi durumuna dikkat çekilmiştir. Özellikle konuyla ilgili akademik araştırmaların -birkaçı dışındakilerin- top yekûn fayda-yarar yaklaşımı ile bakması nedeni ile öğretmenlere genel fikirler vermekten ileri gidemediği belirlenmiştir.

**Anahtar Kelimeler:** sosyal bilgiler, çocuk edebiyatı, ilköğretim okulu

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## INTRODUCTION

Social Studies in primary schools aim to contribute to the socialization of children and acquire them with certain skills, that will help them in solving problems that they may encounter in their daily lives. With this aspect it can be considered that this will enable the socialization of children. Thus, Social Studies perceive schools as a real community environment and the children as a living part of this community and aims to determine the problems that they have encountered/ or will encounter in their lives and to enable them to demonstrate their own solutions. Materializing this education with the aim of achieving this goal with information selected only from the field of social sciences can be dull for students. It is known that most students tend to ignore information listed clause by clause by pretending to either be memorizing or reading. At this point literature materials that draw the attention of children are which children enjoy to intervene.

Using short stories or “anecdotes” as called in Eastern cultures which have a message to acquire a traditionally social behaviour or which provide advise regarding human relations has been known to be an effective method for a long time. These anecdotes are means of communication, which cheer people up and give the message they intend politely. This situation continues even today in traditional societies in the East. Due to these products of oral culture, it can be estimated that similar situations exist in traditional Western societies. However it can be stated that the short story method, which seems to have been abandoned for a long time with modernization, started to be reused as an instrument in education in the second half of the 19th century. In this context, Rousseau’s work titled “Emile” should be considered in terms of making use of children’s literature material as an instructional tool for courses with social contents<sup>1</sup>. The issue in relation to making use of children’s literature products as instructional materials in the field of Social Studies instruction in modern senses is an issue which has been dwelled upon for a long time particularly in the USA, inventor of Social Studies. However the use of these products in Turkey can be regarded as rather new.

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<sup>1</sup> The ancient idea known within this context in the West can be considered that although Rousseau thought that Fables of La Fontaine in the book titled Emile (1762) were not appropriate for children and emphasized the importance of instruction Robinson Cruose to children, Johann Friedrich Herbart, a philosopher of education, expressed in the beginning of the 19th century that teachers should associate history with literature to develop positive social attitudes in children (Ata, 2000: 159; Mc Gowan and Guzzetti, 1991: 36). The oldest study regarding the issue we attained via internet is “History: History and Fiction” published with the abbreviation of H.B. in the magazine Parents' Review in 1894.

### **PROBLEM**

To determine what the situation is in regard to the use of children's literature as an instructional material in Social Studies, in the USA and in Turkey

### **METHOD**

This study is a descriptive one where the situation of an issue in the two countries is analyzed. Documents obtained through literature screening have been analyzed. Initially, Turkish and English literature regarding the issue have been screened and data that was considered useful for our objective was gathered. Thereafter, issues regarding the benefits of making use of children's literature in the field of Social Studies instruction in the USA and Turkey was discussed comparatively. This comparison was carried out in terms of the situation of studies -including academic articles, statements and books- elaborating use of the issue in instruction, instruction programmes, professional unions of teachers in relation to social studies instruction and applications of senior organizations.

### **SOCIAL STUDIES AND CHILDREN'S LITERATURE IN THE USA**

Social Studies emerged in the United States of America in the 20th century on the basis of a political objective "raising good citizens" (Saxe, 1990: 150-155) as much as educational approaches such as "development of child's perception is wholistic". This situation provided two instructional inferences to be taken as a basis for Social Studies instruction. One of these is value transfer for raising good citizens and the other is an inter-disciplinary approach, where particularly historical and geographical issues are focused, for wholistic perception. This development was experienced more after the Second World War particularly in the 1950's. Theory of learning with invention of Bruner was attempted to be adapted to Social Studies in the 1960's and 1970's, but failure experienced in the application resulted in returning to traditional Social Studies instruction in the 1980's Social Studies in those years included studies regarding past, present and future political, economical, cultural and the environmental outlook of societies and aimed to offer skills to students in relation to problem solving, decision making as well as evaluating issues and respecting other value judgements. It was considered that the Social Studies programme will help children understand their personal and social worlds (Michaelis and Garcia, 1996:22). In parallel with pre-acceptance that children need to understand current heritage of their countries, it has been dwelled upon that this can develop through historical representations based on the truths, biographies of famous people and historical fictions (Report 1).

It has been observed that materials regarding Social Studies education in the USA in the 1990's focused development of democratic citizenship a basic goal; a central place for history, geography, and civics; infusion or integration of content from other social science and literature (Michaelis and Garcia, 1996: 23).

In parallel with the fact that only textbooks cannot provide sufficient instructional support to achieve all these objectives in Social Studies instruction in the USA, children's literature products had an important place in offering an alternative instructional tool for teachers and teacher candidates. It is known that many studies on children's literature products that offer opportunities for drawing the attention of students, make contributions to their socialization as well as successfully implementing an inter-disciplinary approach in relation to issues they elaborate and which are important instructional materials for instructing certain values to new generations, in a course which envisages determination of problems the child encounters in his/her social life and the development of several skills regarding finding solutions to their problems have been carried out for a long time. However, despite this and since instructional materials used most in the field of Social Studies teaching throughout the world are still textbooks (Mc Gowan and Guzzetti, 1991: 36) maintained to continue introducing publications which aimed to introduce new materials to teachers.

It has been observed that Social Studies educators, whose number is gradually increasing, started to accept that literary works had important contributions to Social Studies instruction particularly in the 1990's. The strong relationship between Literature and Social Studies was emphasized in the guiding principles which took place in education programmes, particularly in primary schools and in many provinces of the USA. Publishers starting putting examples of literature partitions in their course books. Editors went further by while evaluating method books they wanted to take into consideration whether they emphasized the relationship between Social Studies-Literature as a criteria. Statements in relation to use of literary books in Social Studies instruction in methodical meetings have gradually increased (Mc Gowan and Guzzetti, 1991: 36).

### **Reflections to Publications of NCSS**

It is possible to encounter many publications upon use of children's literature products -particularly stories- as instructional materials in Social Studies in the USA. Examining "The Social Studies" and "Social Education" periodicals published by NCSS being the main determinator in Social Studies instruction in the country can render an opinion about the issue. In addition to presenting examples in regard to making use of children's literature materials within the

scope of Social Studies, many articles in Social Studies magazines in the fields of history education and instruction, geography instruction, archeological instruction, environment instruction, character and moral instruction, social consciousness, social values instruction, instruction of economy and social issues [immigration, slavery, multiculturalism, genocide, getting acquaintance with other cultures, war, etc.] writings upon the value and importance of children's literature in instructions of history, geography or Social Studies have taken place and have been published since 1992 on the internet.

It was determined that issues about history instruction, heritage and social justice within social studies, West African women, women and their rights in history, Africa Literature, child labor have been discussed in Social Education magazines over the past ten years.

Undoubtedly, these works published in these two magazines offer an alternative to teachers for Social Studies in the USA. General evaluations have been made upon what kind of benefits there are in making use of children's literature materials taking place in Social Studies, history and geography and archeological instruction. Besides, as can be seen above, studies have been carried out and put forward in regard to when, how and with which purposes these products are made use of even in specific fields and what kind of benefits they provide including their restraints. This situation has provided teachers to have a general knowledge and aptitude regarding the issue and to realize some ideas regarding how they can make use of these materials.

### **Trade Books In Social Studies Instruction**

It is necessary mention another application that NCSS has performed in the USA since 1972. NCSS is a senior institution involved in determining national Social Studies standards. Within this context, every year it suggests a series of children's literature products in accordance to its Social Studies instruction programme to develop children's reading skills and to ensure that they receive the necessary support in Social Studies courses. The centre of these series is composed of biographies and stories. It aims to support the project called "Notable Trade Books" with five different topics. These being: Disparity in Level, Awareness, Comprehensiveness, Compatibility and Citizenship (Mc Gowan and Guzzetti, 1991: 36-38). The selection of the books are performed every year with the co-operation of the Book Review Committee appointed by NCSS and the Children's Book Council. The Selection Council materializes the selection considering whether the books are sensitive to human relations and cultural experiences, which represents differences in social groups, whether it is an original

topic or a fresh slant on a traditional topic, if they are easy to read and of a high literacy quality, if they have a pleasing format and whether the illustrations take appropriate places. Subjects of books certainly should be related to the issues in the Social Studies Curriculum ([http:1](#)). Every year in April the Social Education magazine, which is the publishing body of NCSS, publishes a catalogue of important trade books for children interested in the Social Studies field.

When the list published in 2005 is evaluated, it has been observed that books are categorized according to beginner, elementary, intermediate and advanced reading levels. Names of 24 books under the title of biography, 16 books related to contemporary concerns, 6 books related to folk tales, 8 books related to geography, peoples and places, 27 books related to history, life and American culture, 2 books for reference, 9 books in the field of social interactions and relationships and 11 books about world history and culture have taken place in the list. It can be suggested that the application of Notable Trade Books supports the use of children's literature products in Social Studies courses ([http:2](#)).

### **Social Studies Instruction Books for Teachers**

One of the sources examined regarding the issue in the USA is the Social Studies Instruction Books written for teachers and teacher candidates. For example, one of the best known of these in Turkey is "Social Studies For Children" written by Michaelis and Garcia. When we take this book into consideration, although a special title regarding making use of children's literature materials in courses isn't encountered, it was observed that this issue has been mentioned in different sections of the book. The first one being "Identifying and Using Instructional Media" and under this main title, contributions of literature products, trade books, poems, stories, biographies, fiction works, letters, myths, travel guides, which are considered among reading materials, have been mentioned. Followed by, which children's stories will be used in courses and with which purpose in accordance to quantity and quality of instruction groups is described with examples. Brief information on what should be considered when selecting these books has also been provided (p. 62-63). Also under the title "Integration of Learning Activities in Basic Instruction" draws attention to the contributions of stories, folk tales, poems and other texts related to literature in understanding feelings (p. 161). Besides, suggestions on developing critical writing skills in the context of increasing critical thinking skills and activities regarding creating children's literature products such as writing stories, poems, songs have also been mentioned (p. 132).

**LITERATURE PRODUCTS IN SOCIAL STUDIES IN TURKEY**

It is known that in Turkey literature products particularly historical stories, anecdotes, and reading passages with social contents have been used for drawing attention in history classes for a long time. The book which was effective in shaping history instruction in primary schools was the book "History Education Appropriate for Children" written by Andraess and translated into Turkish by Kaya in 1939. The composition formed the basis for the "History Instruction" book written by Baymur which was used in teacher training schools. This book divided the child's mental development into three stages. These being firstly "Folk Tales Period" for children between the ages of 3-8 whom can understand folk tales either by listening or reading, secondly the "Robenson Period" for children between the ages of 9-10 can understand history in the form of a story and then thirdly the "Transition into Reality Period" where biographies, memories, chronicals and historical stories are offered to the child between the ages of 11-13 (Andraess, 1939:5- 16). Afterwards as a result of long discussions in the II. National Education Council held in 1943 the issue of how history courses should be instructed in primary schools was determined in the following way: "Primary school history programmes and course books should detach their relation with geography and civics, since tight chains of information are given in secondary and high school course books. Thus, typical myths, events and individuals, which can be considered as examples, should be selected from all periods of history. Stories which will draw attention of children should be narrated in a simple but vivid and colourful style excluding unnecessary dates, names in composition, chronology of issues, abstract or general concepts." (II. National Education Council, 1943: 199).

Although the effects of Andraess' ideas are recognized in the above decision, it is important that the importance of literary products in handling history issues in primary school was recognized also in those years. In the following years, to set an example to students in history programmes to be instructed in primary schools it was suggested that important roles of famous individuals that held place in history should be presented in a manner resembling a story (Simsek, 2000: 13). The issue was brought to the context of Social Studies in 1968. Social Studies courses instructed in the 4th and 5th classes since 1968 in Turkey was rearranged as to cover 4th and 7th classes finally in 1998 when primary school education was increased and made compulsory to 8 years. But this wasn't an integration in the proper sense and history, geography and citizenship issues maintained their existence independently. Thus, Social Studies instruction in Turkey portrayed a distant picture from the universal situation. An important component of this is that the 1998 Social Studies Curriculum was far from content

and arrangement in allowing the child to read or tackle the activity with pleasure as it didn't consider the child's interest and development. This situation demonstrated itself as deficient in making use of children's literature products.

### **Literary Products in Social Studies Curriculums in Turkey**

When we look at the 1998 Social Studies Curriculum (MNE, 1998) we can observe that certain explanations have been touched upon. For example; while teaching this subject it was suggested that it would be good to set examples of events of individuals who shaped historical events by demonstrating their "far-sightedness, highly developed perceptives, courage, sacrifice and the bravery they displayed." Also it was stated that while teaching using "plain narrative expression or question-answer methods was insufficient and that methods which created students to be more active, urged them to research and examine, encourage discussion opportunities in the classroom, assessment of events and problem solving should be directed." (Tebliğler Journal, 2487: 535). This situation is an indication that children's literature products aren't presented directly in the 1998 Social Studies Curriculum and that teachers are expected to indirectly make use of exemplar events by creating a situation in their classes as and when required. Although the 1998 Social Studies Curriculum, has a tradition of "transferring citizenship information" in terms of content and handling, it is actually an instrument of information and value transfer that hasn't considered benefiting from the use of children's literature even for this purpose.

At the same time when we consider the 2005 Social Studies Curriculum (MNE, 2005), we can recognize that there are still many areas where children's literature products are made use of. The first one of these is recognized in the suggestions such as "examining literary texts (historical novels, stories...) to enrich meaning" under the title "Research Skills" and subtitle "Understanding Comprehension" (p. 49). It is suggested that biographies and historical novels are instructed as well as many other activities to establish empathy under the title "Historical Empathy Education" (p. 70). Historical stories under the title "Perceiving History and Chronology" have been presented as an instrument supporting chronology instruction and how they will be handled has been specified. Children's literature books and their effectiveness in the formation of history perception in children have also been specified under the same title. Besides, it has been stated that famous singers of the particular period can be made use of for the "time capsules" activity that is suggested to be performed within chronology instruction (p. 75). A well-known story which enlightens a "moral situation of a man who couldn't afford to buy medicine for his ill wife and



who had to steal medicine” was interpreted to enable students to make moral judgment under the title “New Approaches towards Value Instruction”. Another story was presented and its analysis was conducted under the title “Value Analysis” (p. 91- 93). It is mentioned in the explanation in the “Culture and Heritage” learning field that “students in 6th grade will comprehend lives of the first Turkish societies that lived in Central Asia and their contributions to the Turkish culture by examining written and oral literature products of Turkish culture” (p. 99). Again in the Program it is emphasized that teachers acquire students with certain skills and attention has been drawn to certain activities that they can benefit from and use in their classroom environments. One of the activities regarding is the “Creativity in Poem-Story Writing/Song ” activity. “Interpretation” activity has been mentioned in the following section of the same subject and estimating the conclusion of a story or a historical event has been presented with examples. “Story Completing” has been provided as an additional activity (p. 105- 106). “Allowing students to write a short story based on their own concepts” is stated under the title of concept maps in the measurement-evaluation section (p. 118). It was also stated that the “story telling method can be benefited from for evaluating attitudes” under the title “Attitude Evaluating” in the following section of measurement-evaluation (p. 118, 135). Apart from an instructional material this situation could be considered as an indicator of qualifying stories as an instrument which can be made use of and included only in the course of instruction.

It has been acknowledged that children’s literature was made use of rather more in the activities of the 2005 Social Studies Curriculum<sup>2</sup>.

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<sup>2</sup> This situation is observed in the following activities:

**4<sup>th</sup> Grade ;**

- Stories related to tolerance from Mevlana under the “Everybody Has An Identity” unit,
- Kahve Fincani Song from Baris Manco” and “Letters and Poems related to National Struggle” under the “I’m Learning My History” unit,
- Myths, stories, folksongs and poems related to the place we live” under “The Place We Live In” unit,
- “Narrating the transformation of raw material into a product through empathy” and the “Story of Money” under the “From Production To Consumption” unit,
- “Biographies of people who affected many people’s lives and achieved important successes” under the “All Together ” unit,
- “Compositions regarding completion of short features” under the “People and Administration” unit are suggested.

**5<sup>th</sup> Grade ;**

- “Stories, tales, myths or epics for tracking cultural traces” under the “Step by Step Turkey” unit,

It has been recognized that the situation of making use of children's literature products in 2005 Social Studies Curriculum is different from the programme of 1998 in terms of both quantity and quality. The 2005 curriculum planned to make use of children's literature products both in general explanations, in activities suggested and almost in all incentives of each unit. However, the most striking difference in their way of making use of children products is that they have been under the effect of the reflective examination approach of Social Studies instruction and that the 2005 curriculum hasn't evaluated children's literature products merely as to transfer certain knowledge, skills and values. On the contrary, analysis, synthesis and evaluation levels of these products have suggested that they should be practiced with intellectual activities. It is aimed to enable children to develop advanced rational skills. This situation overlaps with the aim of acquiring attitude, skill and knowledge for dealing with challenges the child encounters in his social life, which is one of the basic objectives of contemporary Social Studies instruction.

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- "Kizilirmak Folktale from Asik Veysel" under the "Know Our Region" unit,
  - "Book of Travels of Evliya Chelebi" under the "Our Products" unit,
  - "Research report about life of a scientist" and "a story explicating respect to works of scientists" under the "Dreams Realized" unit,
  - "Preparing a story of any object used by the student from the stage of production until it reaches the end user" under the "The World Belong to All of Us" unit.

#### **6<sup>th</sup> Grade ;**

- "Benim Sadik Yârim Kara Topraktir folksong" and "biography of Mehmet Ali Kagitci" under the "Resources of Our Country" unit,
- "Text selected from the legend of Oguz Khan", "Legends of Tureyis and Ergenekon", "a text created from Gokturk Scripture", "scripture and legends of Uyghur period", "texts related to Gazneli Mahmut's life" and "life and work of Nizamulmulk, Vizier of Great Seljuks" under the "Turks in Silk Road" unit,
- "Stories of people who changed the course of a few people's lives with organs they donoured" under the title "Electronic Century" unit.

#### **7th Grade ;**

- "Hacivat and Karagoz", "poem of Yunus Emre", under the "Communication and Human Relations" unit,
- "A story on immigration" in "Population in Our Country" unit,
- "A story related to the return of a knight who participated in the Crusades", "texts selected from books of travels belonging to various periods" under the "Journey In Turkish History" unit.

### **Academic Studies Regarding Literary Products in Social Studies Instruction**

One of the methods in describing the situation regarding making use of literary material in Social Studies instruction in Turkey is to examine academic studies such as articles, statements, thesis and books. When these studies are considered, generally it was acknowledged that there are a very few and they have been conducted in the last 7-8 years.

The first study conducted is a master thesis by Simsek (2000). The studies title is "Using Storytelling Methods in The Instruction of History Issues in Social Studies in Primary Schools (22)"<sup>3</sup>. It was revealed in the experimental study conducted within the scope of the thesis that storytelling causes a positive differentiation in children's academic success compared to the traditional methods used in 6th and 7th grades.

It is promising to take into account the article "Historical Novels As An Instrument For History Instruction" of Bahri Ata in 2000 as it had made important contributions to the issue<sup>4</sup>. In this study, definition, development and different sorts of historical novels have been dwelled upon and some practical clues for people who would like to write historical novels for educational purposes have been provided.

Another study regarding this issue is the "Role of Myths and Legends in History Education" which was also conducted by Simsek (2001)<sup>5</sup>. The study

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<sup>3</sup> As the study is the first in its field, initially Turkish literature was composed and within this context the value of stories in terms of instruction was discussed in detail. Later, its position amongst Social Studies, its possible contributions and restraints were measured. It was revealed in the experimental study conducted within the scope of the thesis that storytelling causes a positive differentiation in children's academic success compared to the traditional methods used in 6<sup>th</sup> and 7<sup>th</sup> grades. It was also observed that this differentiation occurs in knowledge and comprehension levels and because the study was conducted by using pre-test and final test models, the cause for the differentiation haven't been explained.

<sup>4</sup> Using historical novels as an instrument for history instruction and programme development perception based on the terms of the philosophy of education and pedagogical bases were dealt with in the study. Definition, development and different sorts of historical novels have been dwelled upon and some practical clues for people who would like to write historical novels for educational purposes have been provided. Also the effectiveness and restraints of making use of historical novels have been explained for teachers who consider using them in their classes.

<sup>5</sup> It aims to draw the attention of teachers to the importance of legends in acquiring consciousness of national history, in providing a positive opening to the child into the field of history and in offering opportunities to the child for perceiving certain cultural codes that take place in legends and myths. The study presents legends and myths as an alternative instrument in terms of value transfer of Social Studies which aims to raise

presents legends and myths as an alternative instrument in terms of value transfer of Social Studies which aims to raise effective citizens.

Another study is a master thesis titled "The Effects of Using Literature Products As A Tool in Social Studies Instruction in Primary School 5th Classes to Acquire Characteristics of Emotional Behaviour" by Otluglu (2001)<sup>6</sup>. As a result of the study, a meaningful differentiation in terms of accessing emotional behaviour was observed in the experimenting group on which the application was applied with the supply of literary texts

Again another study is the statement presented by Simsek (2003) titled "Teachers' Opinions towards Historical Stories in Social Studies of Primary Schools"<sup>7</sup>. In this study where survey data collection method was used it was discovered that the teachers' opinions towards historical stories were very positive.

The necessity of history classes in primary school as well as how it should be instructed have been discussed in the article prepared by Dewey under the title "History's Objective in Basic Education" and translated by Ata into Turkish<sup>8</sup>. This

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effective citizens. With this aspect, it is lacking literary text analysis activities in modern meaning.

<sup>6</sup> Experimental pre-test and final test models were adopted in the study. Two distinctive groups were established and one of them being the experimenting group where provided with literary texts appropriate for the subject to read in class in addition to the traditional methods used in terms of cognateness (p. 45). As a result of the study, a meaningful differentiation in terms of accessing emotional behaviour was observed in the experimenting group on which the application was applied with the supply of literary texts (p. 51). The differentiations on how the course is conducted is beneficial for the student in terms of understanding the events, raising their interest, increasing their desire in class participation, allowing them to feel more comfortable in the classroom, good remembrance and establishing a relation with what has been learnt, better visualization, finding other examples easily and adds what has been learnt to his/her personality (p. 62-67). This situation has been considered as an indicator that literary texts create highly positive results in emotional domain of Social Studies. However the reasons for the differentiation hasn't been explicated due to the fact that the research has a rationale of general evaluation.

<sup>7</sup> In fact Social Studies teachers believe in the nature of historical stories and its importance in instruction. Additionally, teachers have expressed that they give place to stories in their classes however historical stories are insufficient in terms of numbers and they enlightened that the preparation of a reference book regarding historical stories in accordance to the subject is necessary. Moreover, teachers wanted appropriate story books related to the issue to be written for their use in the classroom.

<sup>8</sup> Within this context, an aspect of the research is based upon the question "What Should the Role of Fiction be in History Classes in Primary Schools". Dewey objected to Herbert's approach towards making use of literature products in history classes in primary schools

article is important as it strongly expresses that when literature materials aren't dealt with care, they will cause more harm than benefit, a fact expressed delicately in studies conducted so far.

Another important study is the statement presented with the title "Approaching History Instruction with Stories" by Dilek ve Sogucaklı Yapıcı (2003)<sup>9</sup>. It was emphasized at the end of the study that stories have an important function in the development of historical comprehension of students.

The study by T. McGowan ve B. Guzzetti titled "Literature Based Social Studies Intruccion" translated into Turkish by Doganay is important in terms of the subject. The study presents English literature based instruction in Social Studies that dwells upon "Notable Trade Books" lists that is published very year by NCSS and the importance of this project<sup>10</sup>. Issues regarding selection of qualitative trade books, introduction of books to children and defining the limits of using qualitative books in courses have been revealed .

In another article titled "Students' Opinions towards Historical Stories in Social Studies in Primary School" conducted by Simsek (2006), it was observed in this study that students have positive attitudes and interest towards historical stories in Social Studies. It was also stated that students desire historical stories to take place in their courses.

### **The Situation of Books Prepared for Social Studies Teachers**

Other instruments which should be examined are the Social Studies instruction books written for teachers'. "Literature Products and Written Materials

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and stated that this would result in the "confusion between history and myth" and even stated that it would be wrong with a better metaphor such as "putting the cart before the horse".

<sup>9</sup> In this study, the question towards what are the possible benefits of making use of stories in classrooms has been discussed. Moreover, what the teachers and students should pay attention to and qualitative experimental studies that have been conducted have been revealed. It was emphasized at the end of the study that stories have an important function in the development of historical comprehension of students. In the study, it is stated that the results revealed that during childhood children thought in more of a specific abstract way. With its stories in the field of history, the study is different in terms of the method it adopted and the approach it introduced and it is distinguished from other studies in this respect. Although the fact that a part of the study's development was directly reflected to the study it renders an opinion on how history classes can be instructed with stories, these remained within a general framework.

<sup>10</sup> Although this article deals with the use of books in Social Studies courses suggested in the USA, information regarding how such books can be made use of in Turkey, how they should be selected and how they should be used have also been presented. The study is in a different position from other studies conducted so far.

for Social Studies Instruction” by Ozturk ve Otluglu<sup>11</sup>, “Social Studies Instruction” by Sonmez<sup>12</sup>, “Social Studies Instruction in Primary Schools” prepared by Turkish Council of Higher Education (YOK)/ World Bank<sup>13</sup>, “Social Studies Instruction” by Erden<sup>14</sup> and “Life Knowledge and Social Studies Instruction” written under the editorship of Ozturk and Dilek<sup>15</sup>, all of which are best known course books in Turkey, have all been examined during this study. Another book prepared for teachers or teacher candidates is titled “New Approaches in History

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<sup>11</sup> “Literature Products and Written Materials for Social Studies Instruction” written by Ozturk ve Otluglu and “Social Studies Oral and Written Literature Examination” course books instructed in the Department of Social Studies Teacher Faculties in Turkey. Conceptual relationship between Social Studies and Literature, the use of literature products in Social Studies, the place and determinism of philosophical movements in instruction planning, what should be considered in selection of literary materials, exemplar course planning with literary genres and written materials which can be used in the course are all areas covered in the book. The book will be highly valuable for teachers during application.

<sup>12</sup> Another book belonging to Sonmez which considers the issue of making use of literary products is expressed only with a few sentences under the title “Supportive Elements Used in Narrative Methods”. It is presented under the title “Activities such as witty remarks, short features, jokes, chaffs, stories, daily events, memoirs etc.” and states that these are elements which make students feel comfortable and keep them focused (p. 167).

<sup>13</sup> Another instruction book for teacher candidates is the guidebook prepared with the joint cooperation of YOK and the World Bank. Children’s literature products in Social Studies have not been provided independently, but statement are made under the activities of strategy, method and activities unit (p. 4.12, 4.16, 4.18) towards “listening to stories provide 10% learning, preparing biography 80% and story collection within the scope of oral history works 80%”. Moreover it is stated in the subtitles of history, geography and citizenship instruction that novels, stories, biographies, poems can be used and that “they can teach more than course books” (Barth and Demirtaş, 1996: 4.24, 4.26, 4.31).

<sup>14</sup> Children’s literature books are mentioned partially under the title of printed materials in “Social Studies Instruction” book by Erden which was printed without date. Erden states that these books are “novels and biographies” and that they increase the students interest towards the subject, enable students to view events from different perspectives and the famous heroes in the book affect students as they set a model (p. 183). It is possible to interpret this assessment of the author within the framework of value transfer in literary products.

<sup>15</sup> An additional course book written under the editorship of Ozturk and Dilek is “Life Knowledge and Social Studies Instruction” and there is another study titled “Analysis on Instruction Methods to be used In Life Knowledge and Social Studies Courses in Primary Schools”. This fragment written by Kabapinar deals with Analysis of Story Method to acquaint the three elements in parallel with the situation in England. These are moral analysis, intellectual study and emphatic thinking. Kabapinar presents an application for each element and has analysed their possible consequences in his study (p. 225- 243).

Instruction” published by Demircioglu in 2005. The issue of making use of stories in history instruction has been covered in a section of the book<sup>16</sup>.

### INTERPRETATIONS

After stating the situation of making use of children’s literature materials in Social Studies in the USA, the situation in Turkey has been put forward through screening of Social Studies curriculums, academic studies and Social Studies instruction books prepared for teacher candidates. Consequently it is possible to verify the results obtained in the following way:

1. In traditional education in Turkey, the use of stories, short features or exemplar events towards drawing the attention of children has been known for a long time. However making use of children’s literature materials in Social Studies instruction can be considered as rather new in modern meaning. While, observations show that all forms of children’s literature have been used in the instruction of Social Studies in the USA, the situation between the two countries is inadequate exclusive of making a comparison in terms of quantity and quality.

2. Although the situation in Turkey, in making use of children’s literature products in Social Studies in terms of quantity and quality isn’t sufficient, the initiation of new literature has been created. Most of the current studies provide general information on the subject for the teachers and a few of them have exemplar activity plannings. However, the importance of activity planning which teachers can use in class application have priority towards the theoretical part of the issue. It is possible to state that most of the articles published particularly in Social Studies magazines in the USA are complete examples of applications in the class.

3. Studies conducted particularly upon stories and their use in history instruction have been the midpoint in Turkey. However Simsek used the “storytelling method” suitable to the “storytelling” concept, while Dilek used the “history instruction approach with stories”, Kabapinar used the “analysis story method” and Demircioglu used “storytelling” concepts. It can be stated that the different conceptualizations are results of distinct treatments of literary materials .

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<sup>16</sup> General information regarding benefits of history instruction based on stories, what some historical skills and qualities acquired through stories are and points out what to pay attention to in storytelling in history classes (134-144). Although two examples regarding storytelling in history classes have been presented in the book, planning couldn’t achieve its goal due to the fact that illustrations mentioned haven’t taken place in the book (144-146).

4. Besides making use of childrens literature materials in history instruction it is interesting that no studies have been conducted regarding the use of children's literature materials which can also be used in the instruction of other subjects of Social Studies for example; (social relations, geography, politics, economy, cultural issues etc.). However, in the USA the use of literature materials even in very special fields ranging from history to geography and economy to cultural studies has been discussed.

5. It can be stated that a positive initiation has been made in the 2005 Social Studies curriculum towards making use of children's literature products in Turkey, and it is expected that this will be maintained in the following programme development practices yet to come.

### SUGGESTIONS

1. Studies that are conducted in Turkey should be qualitative studies that provide in-depth information and details of experience as in the USA., Also the use of any sort of children's literature material that is appropriate to the specific subject and its consequences should take place in the studies conducted in Turkey.

2. Studies should also be conducted upon other children's literature products such as songs/folksongs, biography, travel memoirs, tales, short features, discovery writings and novels.

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## GENİŞLETİLMİŞ ÖZET

Sosyal Bilgiler, 20. yüzyılın başında Amerika Birleşik Devletleri'nde "iyi vatandaş yetiştirmek" (Saxe, 1990: 150-155) şeklinde politik bir amaçla olduğu kadar olduğu kadar "çocuğun 15-16 yaşlarına kadar algı gelişiminin bütüncül olduğu" gibi eğitsel yaklaşımlardan da kaynaklı olarak ortaya çıkmıştır. Sosyal Bilgiler programının, çocukların kişisel ve sosyal dünyalarını anlamalarına yardım etmesi düşünülmüştür. İlköğretimde bir ders olarak yer alan Sosyal Bilgiler, çocuğun toplumsallaşmasına katkı sağlamak ve gündelik yaşamda karşılaştığı sorunları çözmesine yardımcı olacak bir takım becerileri kazandırmak amacını taşımaktadır. İşte burada devreye çocukların ilgisini çekebilen, okurken ya da dinlerken keyif aldıkları edebiyat ürünleri girmektedir.

Bu çalışmada Sosyal Bilgiler öğretim alanında bir öğretim materyali olarak çocuk edebiyatı ürünlerinden yararlanma konusunun ABD'de ve ülkemizde nasıl olduğu ortaya konmaya çalışılmıştır.

### Problem

Bir öğretim materyali olarak çocuk edebiyatının Sosyal Bilgilerde kullanımı konusundaki durum ABD'de ve Türkiye'de nasıldır?

### Yöntem

Bu çalışma betimseldir. Çünkü bir konunun iki ülkedeki durumu analize tasviri amaçlamaktadır. Bunun için önce tarihsel tarama yoluyla elde edilen dokümanlar sonra analiz edilmiştir. Önce, sosyal bilgilerde çocuk edebiyatı konusunda Türkçe ve İngilizce literatür taranmış, probleminin çözümüne yardımcı olabilecek veriler toplanmıştır. Daha sonra ABD ve Türkiye'de Sosyal Bilgiler öğretim alanında çocuk edebiyatından yararlanma konusu karşılaştırmalı olarak tartışılmıştır. Bu karşılaştırma; konunun öğretimde kullanılmasını işleyen çalışmaların durumu -ki buna akademik makaleler, bildiriler ve kitaplar dahildir- öğretim programları ve sosyal bilgiler öğretimine ilişkin öğretmen meslek birlikleri ya da üst kurumların uygulamaları açısından yapılmıştır.

### Bulgular

#### 1. Abd'de Sosyal Bilgiler Dersler İçin Çocuk Edebiyatı

Çocukların ülkelerinin mevcut milli mirasını anlamaya ihtiyaç duydukları ön kabulünden hareketle bunun gerçeklere dayanan tarihsel temsiller, ünlülerin biyografileri ve tarihsel kurgular aracılığıyla gelişebileceği üzerinde durulmuştur (Rapor:1). Çocuğun toplumsal yaşamda karşılaştığı sorunları belirleyerek çözümüne ilişkin bir takım beceriler geliştirilmesini öngören bir derste, öğrencilerin ilgisini çekmesi ve sosyalleşmeye katkı sağlaması yanında işledikleri konular açısından disiplinler arası bir yaklaşımın başarıyla uygulanabilmesine imkan tanınmasını sağlayabilen ve bazı toplumsal değerlerin yeni nesillere öğretilmesinde önemli bir öğretim materyali olan çocuk edebiyatı ürünleri üzerine uzun zamandır pek çok çalışmanın yapıldığı bilinmektedir. ABD'de

birçok eyaletin eğitim programlarında yer alan rehber ilkelerinde, özellikle ilköğretimde, Edebiyat ve Sosyal Bilgiler arasındaki güçlü ilişki vurgulanmıştır. Yayıncılar ders kitaplarına edebi parçalardan örnekler koymaya başlamışlardır. Editörler daha ileri giderek, yöntem kitaplarını değerlendirirken Sosyal Bilgiler-Edebiyat ilişkisini vurgulayıp vurgulamadıklarını önemli bir ölçüt olarak ele almaya çalışmışlardır. Bilimsel toplantılarda da edebi kitapların Sosyal Bilgiler öğretiminde kullanılması ile ilgili bildirimler gittikçe artmıştır (Mc Gowan and Guzzetti, 1991: 36).

### **NCSS'nin Yayınlarına Yansıyanlar**

Ülkede Sosyal Bilgiler öğretiminin asıl belirleyicisi olan NCSS'nin (National Commitee of Social Studies) yayımladığı "The Social Studies" ve "Social Education" adlı süreli yayınlarına bakmak bu konuda fikir verici olabilir.

The Social Studies dergisinin internette 1992'den beri yayımladığı sayılarında yer alan çok sayıda makalede, Sosyal Bilgiler kapsamında çocuk edebiyatı ürünlerinden; tarih eğitimi ve öğretimi, coğrafya öğretimi, arkeoloji eğitimi, çevre eğitimi, karakter ve ahlak eğitimi, sosyal bilinç, kültürel değerlerin öğretimi, ekonomi, sosyal konuların öğretimi (göç, kölelik, çok kültürlülük, soykırım, başka kültürleri tanıma, savaş,vb.) alanlarında yararlanmaya ilişkin örneklerin sunulması yanında genel olarak tarih, coğrafya ya da Sosyal Bilgiler öğretiminde çocuk edebiyatının değeri ve önemi üzerine de yazılar yer almıştır.

Yine son on yılda, Social Education adlı süreli yayında ise tarih öğretimi, sosyal çalışmalar içerisinde miras, sosyal adalet, Batı Afrika kadınları, tarihte kadınlar ve hakları, Afrika Edebiyatı, çocuk işçiler konularının işlendiği tespit edilmiştir.

Şüphesiz ki bu iki dergide de yayımlanmış olan bu çalışmalar, Sosyal Bilgiler, tarih ve coğrafya öğretimi başta olmak üzere arkeoloji öğretimi gibi Sosyal Bilgiler içinde yer alan unsurlarda çocuk edebiyatı ürünlerinden yararlanmanın ne gibi kazançlar sağlayabileceği üzerine genel değerlendirmeler yanında, yukarıda görüldüğü gibi çok özel alanlarda bu ürünlerden hangisinden, ne zaman, nasıl ve ne amaçla yararlanılırsa nasıl bir kazanç elde edilebileceği, sınırlılıklarıyla birlikte hem tartışılmış hem de zaman zaman yapılan araştırmalarla ortaya konmuştur. Bu durum, öğretmenlerin konuya ilişkin hem genel bilgi ve eğilim sahibi olmalarını hem de bazı özel konularda bu ürünlerden nasıl yararlanabileceklerine ilişkin bazı fikirlerin farkına varmalarını sağlamıştır.

### **Sosyal Bilgiler için Ticari Kitaplar**

ABD'de NCSS'nin 1972'den beri yaptığı başka bir uygulamayı da buraya eklemek gerekir. Ulusal Sosyal Bilgiler standartlarını belirlemekle ilgili olan NCSS, her yıl, Sosyal Bilgiler öğretim programlarına uygun, çocukların hem okumalarını geliştirmek hem de Sosyal Bilgiler derslerinde gerekli desteği almalarını sağlamak amacıyla, ağırlığı biyografi ve hikayelerden oluşan bir seri çocuk edebiyatı ürününü tavsiye etmektedir. "Notable Trade Books" (ticari kitaplar) olarak adlandırılan bu proje ile beş ayrı konunun desteklenmesi

amaçlanmaktadır. Bunlar, *Düzyer Farklılığı, İlgi, Geniş Kapsamlılık, Uygunluk ve Vatandaşlıktır* (Mc Gowan and Guzzetti, 1991: 36-38).

## 2. Türkiye’de Sosyal Bilgilerde Edebi Ürünler

Türkiye’de edebi ürünlerin kullanılmasının bilinmesine rağmen, Kemal Kaya tarafından 1939’da Türkçe’ye çevrilen Eric Andraess’ın yazdığı “Çocuğa Uygun Tarih Tedrisatı” adlı eseri bir dönüm noktası oluşturmuştur. Bu eser daha sonra Fuat Baymur tarafından yazılan ve öğretmen okullarında okutulan, “Tarih Öğretimi” adlı kitabın temelini oluşturmuştur. Daha sonra 1943 yılında yapılan II. Milli Eğitim Şurası’nda ilköğretimde öğretilecek tarih derslerinde örnek sayılabilecek tipik efsane, olay ve şahıslar seçilmeli ve bunlar çocukların ilgisini çekecek hikayelerin, sade fakat canlı ve renkli bir üslupla belirtilmesi, konuların kuruluş ve sıralanışlarında gereksiz tarih ve isimlere, soyut ve genel kavramlara yer verilmesi belirtilmiştir (II. Maarif Şurası, 1943: 199).

Konu, Sosyal Bilgiler bağlamına ancak 1968 yılında taşınabilmiştir. Türkiye’de, 1968 yılından itibaren 4. ve 5. sınıflarda öğretilen Sosyal Bilgiler, en son 1998 yılında ilköğretimin 8 yıla çıkarılması ile 4-7. sınıflarını kapsayacak bir biçimde yeniden düzenlenmiştir.

## Türkiye’de Sosyal Bilgiler Öğretim Programlarında Edebi Ürünler

1998 Sosyal Bilgiler Öğretim Programına bakıldığında bazı açıklamalarda nadiren üstü örtülü olarak konuya değinilmeye çalışıldığı görülür. Ancak 2005 Sosyal Bilgiler Öğretim Programında ise, pek çok yerde çocuk edebiyatı ürünlerinden yararlanılma yoluna gidilmiştir. Bunlardan ilki, “Araştırma Becerisi” ana başlığı ve “Okuduğunu Anlama” alt başlığında “Anlamı zenginleştirmek için edebî metinleri inceleme (tarihî roman, hikâye...)” önerilmektedir (s.49). “Tarihî Empati Eğitimi” başlığı altında empatinin yapılabilmesi için bir çok etkinliğin yanında “biyografiler ve tarihî romanlar”ın okutulması önerilmektedir (s. 70). Bir diğerinde, “Zaman ve Kronolojiyi Algılama” başlığı altında çocuk edebiyatı kitaplarından söz edilerek, bunların çocuklarda geçmiş algısının oluşmasında etkili oldukları üzerinde durulmuştur. Ayrıca, çocuklarda kronoloji öğretimi kapsamında yapılması önerilen “zaman kapsülleri” etkinliğinde dönemin ünlü şarkılarından yararlanılabileceği söylenmiştir (s. 75). “Değer Öğretiminde Yeni Yaklaşımlar” başlığı altında öğrencilere ahlaki muhakeme yapabilmelerini sağlamak amacı bir hikaye yorumlatılmaya çalışılmıştır. Yine aynı konunun “Değer Analizi” başlığı altında ise başka bir hikaye verilerek çözümlemesi yaptırılmıştır (s.91-93). “Kültür ve Miras” öğrenme alanının açıklanmasında *Türk kültürünün yazılı ve sözlü edebiyat ürünlerinin incelenmesinden* bahsedilmiştir (s.99). Yine programda, öğretmenlerin çocuklara bir takım beceriler kazandırmalarına vurgu yapılarak, onların sınıf ortamında bazı etkinlikleri kullanabileceklerine dikkat çekilmektedir. Bununla ilgili etkinliklerden biri de “Şiir-Öykü Yazma/Şarkı Yapma”dır. Aynı konunun devamında “Yordama Yapma” etkinliğinden söz edilmekte, örnek olarak da bir öykünün ya da tarihteki bir olayın sonucunu tahmin etme sunulmaktadır. Yine aynı konuda ek etkinliklerden

biri olarak “hikaye tamamlama” sayılmaktadır. (s.105-106). Ölçme değerlendirme kısmında “Öğrencilerinize, kendi kavram haritalarına dayanan kısa bir hikâyeye yazdırınız.” denmektedir (s. 118). “Tutum Ölçme” başlığında ise “Tutumların ölçülmesinde hikâyeler anlatma yönteminden de yararlanılabileceği” belirtilmiştir (s. 118, 135). Bu durum, hikayelerden sadece öğretimin akışında yer verilecek birer öğretim materyali olma dışında dersin değerlendirilmesinde de yararlanabilecek bir araç olarak bakılmasının bir göstergesi sayılmalıdır. 2005 Sosyal Bilgiler Öğretim Programında çocuk edebiyatından daha çok etkinliklerde yararlanıldığı görülmüştür.

2005 Sosyal Bilgiler Öğretim Programında çocuk edebiyatı ürünlerinden yararlanma durumunun, 1998 programına göre hem yoğunluk hem de açı bakımından farklı olduğu görülmüştür. 2005 programı çocuk edebiyatı ürünlerinden, hem genel açıklamalarında hem de derslerde kullanılması önerilen etkinliklerde, neredeyse her ünitenin tüm kazanımlarında olmak üzere yararlanmayı planlamıştır. Ancak asıl dikkat çeken farklılık çocuk edebiyatı ürünlerinden yararlanma şekillerindedir. 2005 programında, çocuk edebiyatı ürünlerinde sadece belirli bilgi, beceri ve değerlerin aktarılması değil, bu ürünlerin, önerilmiş her konuda belli bir tasarım içinde belirlenmiş analiz, sentez ve değerlendirme düzeyi zihinsel etkinliklerle işlenmesi önerilmiştir. Bununla çocukların üst düzey zihinsel beceriler geliştirmelerine imkan tanınması hedeflenmiştir.

Sonuç olarak ABD ve Türkiye’de sosyal bilgiler derslerinde çocuk edebiyatından yararlanma bahsinde bilgi birikimi bakımından ciddi bir fark olsa da Türkiye’de aktif öğrenme tekniklerinin yaygınlık kazanması ve 2005 yılında değişen öğretim programı reformuyla çocuk edebiyatına daha çok yer verilmeye başlandığı, üniversitelerde de konuyla ilgili akademik ve pedagojik çalışmaların arttığı söylenebilir.