

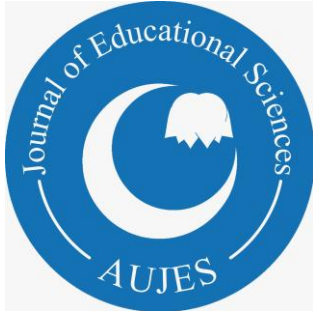
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**Analysing the 4th Grade Social Studies
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Genres**

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Analysing the 4th Grade Social Studies Book in Terms of Including Literary Genres

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Abstract

Textbooks are a decisive and guiding tool in teaching lessons for reasons such as being prepared according to learning outcomes and being accepted by the Ministry of National Education Board of Education and Instruction. The Social Studies Curriculum mentions that the course should be supported with literary products “by using genres such as legends, epics, tales, proverbs, true stories, folk songs and poems”. In this framework, literary genres should be utilised in the content of textbooks to set an example. This study examines the social studies textbooks taught in the 4th grade regarding the number of literary genres and their contexts. The document analysis method, a qualitative research method, was used in this study. The collected data were analysed via content analysis. As a result, it was determined that the most common genres in the textbook were interviews, anecdotes, and biographies. The interview, the most common literary genre found in all units, was analysed in terms of the contexts it addressed. The program's acquisitions, basic skills, values, and explanations were considered.

Key words: Social studies, Textbook, Literary Product, Interview

Introduction

The social studies course utilises different disciplines. These disciplines comprise the social sciences, integrated under the name “social studies” under a course title (Değirmenci Toraman, 2018). It is one of the most essential courses that addresses concepts such as society, citizenship, interpersonal relations, and national and global values (Aykaç, 2007).

Curricula are prepared based on the “General Objectives of Turkish National Education” and the “Basic Principles of Turkish National Education” stated in Article 2 of the Basic Law on National Education No. 1739. In the Social Studies Curriculum (2018), the primary purpose of education system is to raise individuals with knowledge, skills, and behaviours integrated with our values and competencies, as well as the importance of cultural awareness within the Turkish Qualifications Framework. In addition, regarding the measurement and evaluation approach in curricula, education should include not only knowing (thinking) but also feeling (emotion) and doing (action). Adolescence is a critical period for identity acquisition, and the importance of taking individual development into account is emphasised by the statement that education increases and manages social interactions that support identity acquisition in this period. Among the specific objectives of the Social Studies Curriculum is to align with the identity acquisition processes of adolescents by enabling them to “comprehend the fundamental elements and processes that shape Turkish culture and history, recognize the importance of preserving and developing cultural heritage for fostering national consciousness”, and “understand the significance of becoming virtuous individuals by embracing national, spiritual, and universal values”. One of the issues expected to be considered in the implementation of the programme is stated as follows:

“Social studies lessons should be supported with literary products using genres such as legends, epics, tales, proverbs, folk tales, folk songs and poems. Students should be encouraged to read literary products such as novels, historical novels, stories, memoirs, travelogues, and anecdotes. In addition, gains deemed appropriate should be supported with traditional or modern art products such as painting, music, miniature, engraving, calligraphy, sculpture, architecture, theatre, and cinema.” (MEB, 2018).

Human life is the primary source of literary products. As a result of being so intertwined with life and being used for educational purposes throughout history, it has also found its place in formal education. When social studies are considered a preliminary presentation of life in the classroom, the importance of using literary

products can be understood more clearly. Both oral and written products allow the disciplines that make up social studies to be transferred to the individual and the course to be taught in a way linked to life (Şimşek, 2015).

Education is an endeavour and even the art of gaining a perspective. When it is desired to create sensitivity in the child and to raise cultural awareness, communication with literary texts provides an opportunity to educate the children about their feelings and thoughts. Literature is a process that can help children acquire democratic behaviour through intuition. Through literature that offers examples of different experiences and ways of thinking, students can gain respect, tolerance, empathy, and identification skills for other personalities. In this process, new experiences are acquired, and the children realise they can improve their personality or make changes (Sever, 1998). In addition, Social Studies educators acknowledge that literary studies help teach the course (Öztürk et al., 2014).

According to Oğuzkan (2006), children need literature because it provides numerous benefits. Literature not only fosters a love of reading but also helps children become good citizens, discover life, and develop their language skills. Additionally, it serves as a guide for behavioral change, encourages creative activities in other areas, and enables readers to reflect on meaningful experiences.

The use of literary genres not only enables students to increase their knowledge of the subject but also serves as a practical task in concretising abstract subjects, attracts students' attention to the lesson, increases their motivation and thus their success in the course, and helps them gain various skills, such as critical thinking (Kaymakçı, 2013).

This research aimed to examine the use of literary genres in the Social Studies textbook and sought to answer the following questions:

1. How are literary genres used in the 4th-grade Social Studies textbook?
2. In which contexts are literary genres used in the Grade 4 Social Studies textbook?

Method

Research Model

Research model is a plan developed by the researcher in order to answer the questions or test the hypotheses of the research. Research model is the organisation of the necessary conditions for collecting and analysing the data in accordance with the purpose of the research and economic opportunity (Büyüköztürk et al., 2013). In this study, the survey model was used as the research model. Survey model is a research approach that aims to describe a past or present situation as it exists. The individual or object that is the subject of the research is tried to be defined within its own conditions and as it is. No effort is made to change or influence the variables in any way (Karasar, 2012).

Data Collection

The research data were collected through document analysis, a qualitative research method. Document analysis involves the analysis of written materials containing information about the phenomenon or phenomena targeted for investigation (Yıldırım & Şimşek, 2018). In this study, the Social Studies Textbook taught in the 4th grade was analysed regarding the use and context of literary genres.

Data Source

The study's data source consists of one 4th-grade Social Studies textbook of Tuna publications distributed free of charge in primary schools by the Ministry of National Education. The texts constituting the content of the seven learning areas in the textbook were analysed in terms of their literary genres, quantity, and context. Table 1 below shows the distribution of these seven learning areas and subject headings.

Table 1. Seven Learning Areas and Subject Headings

Sequence No	Learning Area	Subject Headings
1	Individual and Society	Everyone Has an Identity
		Everyone Has a Story
		What Do I Like? What Can I Do?
		If I were him
		I am Aware That I Respect Differences
2	Culture and Heritage	My Family History
		National Culture Elements
		Children's Games from Past to Present
		An Epic of Heroism: National Struggle

3	People, Places and Environments	Our Directions Let us Make a Location Recipe What is Around Us? Weather forecast Where I Live Let Us Be Ready for Natural Disasters Technological Products
4	Science, Technology and Society	Technology from Past to Present Technology in Time Let us Invent Let Us Use It Without Harming It Our Wants, Needs Economic Activities in My Family and Neighbourhood
5	Production, Distribution and Consumption	Let us Be Conscious Consumers Let us Get Our Certificate Let Us Put Our Feet According to Our Duvet Yes to Consumption, No to Waste I am a Child; I Exist with My Rights
6	Active Citizenship	Taking Responsibility I Participate in Educational and Social Activities Freedom and Independence Recognise Countries
7	Global Connections	Our Neighbours Turkic Republics Different Cultures The World is Beautiful with Differences

Analysing The Data

The collected data were analysed via content analysis. Content analysis is the qualitative and quantitative analysis of the meanings hidden in texts or transcripts or the messages intended to be given there by following a specific systematic approach in the form of concepts, and categories and analysing these concepts and categories qualitatively and quantitatively. In qualitative content analysis, the researcher tries to understand the phenomenon under study instead of generalising from the sample to the universe based on statistical inferences (Güler et al., 2015). The literary genres analysed are mentioned in the introduction of this study. The contexts in which they were used were identified during the readings and are given in the findings section.

In the textbook analyzed in this study, the use and contexts of the literary products listed in the table below were examined:

Table 2. Oral and written literary products that can be used in social studies teaching (Ata, 2017; Kaymakçı, 2013; MEB, 2005; Öztürk et al, 2014; Tokcan, 2016; Topkaya & Şimşek, 2017; Ulu Kalın, 2017; Değirmenci Toraman, 2018)

• Lamentations	• Criticisms	• Letters
• Clapping, Clapping, Proverbs	• Melodies	• Menakıpnamas
• Almanacs	• Fables	• Humour
• Anecdotes	• Jokes	• Monographs
• Encyclopaedias	• Receipt catalogues	• Lullabies
• Treaty texts	• Newspaper clippings	• Autobiographies
• Atlases	• Gazavatnamas	• Were Dead
• Documentaries	• Types of Traditional Turkish Theatre	• Guides
• Bibliographies	• Travel articles	• Roma
• Riddles	• Diaries	• Interviews
• Biographies	• Folk tales Memoirs	• Siyasetnamas
• Biographical novels	• Stories	• Conversations
• Cenknamas	• Cartoons	• Discourses
		• Dictionaries

• Children's songs	• Catalogues	• Songs
• Analysed stories	• Discoveries	• <i>Poems</i>
• <i>Essays</i>	• <i>Chronologies</i>	• Definitions
• Magazine articles	• Compositions	• Historical novels
• Textbooks	• Articles	• Nursery Rhymes
• Epics	• Manis	• Theatre texts
• Indexes	• Anthems	• <i>Folk Songs</i>
• <i>Legends</i>	• Tales	
• Educational comics		

Twelve of the sixty-five literary text types in Table 2, namely interviews, anecdotes, poems, chronologies, biographies, essays, discourses, letters, Karagöz plays (a traditional Turkish theatre genre), folk songs, legends, and stories were included in the textbook. The genres included are italicised in Table 2.

To ensure validity and reliability within the research, the texts were read repeatedly and in detail, and the results were compared with each other and with the data obtained from a different researcher's examination of the book. In addition, the data obtained as a result of the analysis were presented to another person who is an expert on literary genres, and necessary corrections were made.

Findings

The Table containing the number of genres and texts in the learning areas in the book analysed within the scope of the research is given below.

Species and Densities

Table 3. Number of genres and texts in the learning areas

Learning Area	Literary Genre	Number
1. Individual and Society (3 Types/15 Texts)	Interview	12
	Chronology	1
	Poetry	2
	Interview	3
2. Culture and Heritage (5 Genre/21 Text)	Chronology	1
	Biography	7
	Anecdote	9
	Letter	1
	Karagöz Game	1
3. People, Places and Environments (6 Genre/13 Text)	Anecdote	2
	Interview	7
	Folk Song	1
	Poetry	1
4. Science, Technology and Society (2 Types/7 Texts)	Legend	1
	Anecdote	1
	Interview	6
5. Production, Distribution and Consumption (3 Genres/8 Texts)	Interview	4
	Anecdote	3
	Poetry	1
	Discourse	2
6. Active Citizenship (4 Genres/16 Texts)	Interview	12
	Story	1
	Essay	2
7. Global Connections (1 Genre/1 Text)	Interview	1

According to Table 3, there are twelve literary genres in the 4th-grade Social Studies textbook. Interviews were the most preferred genre regarding their number and inclusion in different learning areas. The interviews were conducted in all seven learning areas, with fifty-five interviews. Anecdotes were included in a

total of fifteen texts across three different learning areas, while poems appeared in four texts within three learning areas. Chronologies were featured in two texts across two learning areas. Biographies were included in one learning area but represented by seven different texts. Essays and discourses were presented as two texts in a single learning area. Other genres, such as letters, Karagöz plays, folk songs, legends, and stories, were each included as one text in one learning area. The frequency table below provides a summary of these genres based on the number of texts.

Table 4. Frequency and Percentage Table According to the Number of Texts

Literary Genre	Frequency	Per cent
Interview	55	%60.4
Anecdote	15	% 16.4
Biography	7	%7.6
Poetry	4	%4.3
Chronology	2	%2.2
Essay	2	%2.2
Discourse	2	%2.2
Letter	1	% 1
Karagöz Game	1	% 1
Folk Song	1	% 1
Legend	1	% 1
Story	1	%1

According to Table 4, interviews are the most common genre in the 4th-grade Social Studies textbook.

Context

The 4th-grade social studies textbook has seven learning areas (units). These are presented in the methods section of the research with their subject headings. Below, the interview genre, which is the most common literary genre among the literary genres identified by scanning the texts in the learning areas, is given with its context. Analysing this single genre in all areas would provide a broad perspective.

Fromm (2017) states that words have no meaning on their own except in the context in which they are used, except in the character and intention of the person who uses them. If read one-dimensionally without a deep perspective, they conceal rather than convey ideas. In the dictionary, context is defined as a bundle, a pattern or connection of events, situations, or relationships in any phenomenon; context is a unit or a set of units that surrounds a language unit, which comes before or after it, affects the unit in question in many cases, determines its meaning and value; bent (TDK, 2019). When the Social Studies textbook is examined, the interview type is prepared within contexts such as fourth-grade achievements and explanations, basic skills, values education, and the programme's structure.

There were 12 interviews in the Individual and Society unit of the Social Studies book. On pages 16 and 17 of the unit, there is a fictional interview under "Everyone Has a Story". Büşra provided information about her life from birth until she reached fourth grade. In the interviews, the acquisition of the unit "puts the major events of her life in chronological order"; explanations were made on topics such as the date of birth, when she started walking, talking, eating her food, kindergarten and primary school, the birth of her sibling, and getting on a plane for the first time. In connection with the learning outcome "Recognises individual interests, needs and abilities", it was stated that he participated in theatre activities and wanted to be a dentist. What do I like about this outcome? What Can I Do? topic, there are six fictional and two actual interviews. The first natural person was April Deniz, a 13-year-old painter. The questions asked to April Deniz in an online magazine, and her answers are found on pages 21 and 22 of the textbook. Initially, the reader's attention was drawn to the necessity of discovering and using talent. In his responses, he described how he began painting, how his family supported and understood him, and how he struggled to restore his work when his teacher interfered with his choice of colors or directly intervened in the painting. He also shared how he won second place with that painting, discussed his favorite painters, and mentioned his other areas of interest. On pages 23 and 24, the interview with Spanish designer Carlos Tiscar is described as a success story by the character Bilge at the very beginning. In this interview, the person mentioned his family's contribution by saying, "I think my mother and father influenced my design choice". Apart from this, he describes the designs he made in his childhood.

Again, from the gains of individuals and society, "They put themselves in the place of other individuals with different characteristics." It is addressed in a fictional interview titled "If I were in his place". This character, whose name was introduced as Bilge in the first topic of the Social Studies book, explains different subjects throughout the book, sometimes through interviews and sometimes through didactic speeches. On

pages 25, 26 and 27, it is first emphasised that people differ from each other in terms of their physical or personality characteristics, such as face shape, fingerprints, talent, and tastes. Then, in the context of the learning outcome “Recognises individual interests, needs and abilities”, listening to music, playing chess, and liking cherries and tomatoes were mentioned. Bilge mentioned that her classmate Yağmur shared a common interest in chess, painting, and creating beautiful artwork. However, Bilge criticized Yağmur, pointing out that despite her interest in painting, she did not make sufficient effort to improve or address her strengths and weaknesses. In the continuation of the text, Bilge describes how she met children who had fled their war-torn countries and found refuge in their homeland due to civil unrest. She provides examples of the challenges they faced in developing empathy and offers advice to children who have lost a parent, urging them to avoid actions that may remind them of their grief. Additionally, Bilge shares examples related to children with physical disabilities, emphasizing their struggles and the importance of understanding and supporting them. In addition, examples of real and fictional campaigns related to these situations were presented. In the real campaign example, the students helped an orphan student under the leadership of their teacher. The fictional example is about starting a campaign to collect plastic caps for wheelchairs. The concept of empathy was introduced as one of the 27 essential skills in the Social Studies Programme. The Turkish Qualification Framework selected these skills.

There were three interviews in the culture and heritage unit. Bilge's oral history study with her grandmother is detailed on pages 35, 36 and 37 in the context of the learning outcome: “Conducts a family history study by making use of oral, written, visual sources and objects”. Bilge describes the stages of her study in her language as itemised in the information box on page 35. For example, the item “The interview records are organised and written down.” The information box is expressed in Bilge's interview with the sentence “At the last stage of my oral history study, I sat down at my computer and started writing my family history, which you will read below.” The photo album was viewed as a visual source, the grandmother showed the primary school diploma of Bilge's grandfather, and it was stated in the diploma that her grandfather was most successful in mathematics.

The interview on page 40 was prepared as fiction for the learning outcome: “Gives examples by researching the elements reflecting the national culture in their families and environment”. The character Merve, created by selecting a photograph of a child of the same age as fourth-grade students, describes the characteristics of Isparta, the city where she lives. She talks about the artefacts exhibited in the ethnography museum in the town and the scenes where customs are animated. She talks about items such as carpets from different regions or henna nights, earthen houses belonging to Yoruks, Yoruk women rolling dough on dough boards, young girls weaving carpets, Yoruk men spinning rope on spinning wheels, censers, and clothes. On pages 41 and 42, there is an interview with a child named Mehmet about the city of Mardin and its architecture. Information is given about the fact that the historical Mardin houses do not block each other's views or respect for the rights of the neighbourhood and that the classroom doors of the Kasımiye Madrasah, which are slightly more than a metre high, are intended to ensure that the student bows his head when entering the presence of his teacher.

In the People, Places, and Environments unit, an interview with a character named Rüzgâr on page 74 addresses the objective of “Observing weather events occurring around him and transferring his findings into pictorial graphics”, as outlined under the section on Weather. The photograph used for the fictional character belongs to the child singer Alper Erözer. This photograph was taken from the publishing house's archive in the visual bibliography. Rüzgâr talks about how he observes weather events and shows them in tables and graphs. In addition, it is stated in the visual bibliography of the textbook that the character Bilge and most of the photographs used in the fictional interviews were taken from shutterstock.com by paying the copyright. On pages 78 and 79, an interview with a character named Kübra about how she uses the information about the physical map, which has been previously covered while working with her friends, is given under the acquisition of “Makes inferences about the landforms and population characteristics of the place where she lives and its surroundings” within the subject of “The Place I Live” in the same unit. In the text, Kübra states that the dark green colours on the map she examined express heights up to 200 metres and where these are. She then provides comments on other color indicators.

In the same unit, five different fictional interviews were given on pages 83, 84, 85 and 86 about the learning outcome “Makes necessary preparations for natural disasters” under the topic of “Let us Be Ready for Natural Disasters”. Eda, fictionalised as a child living in Trabzon, made speeches containing information about natural disasters: landslide; Özcan, living in Bingöl, avalanche; Büşra, living in Rize, flood; Arda, living in Antalya, storm; and Esmâ, living in Van, earthquake. This information includes an explanation of the disaster, the events, and the protection methods used.

In the Science, Technology and Society unit, there are four interviews on pages 111 and 112 under the subject heading “Develops ideas for designing unique products based on the needs of the environment”. Three

girls and one boy developed inventions by making additions to the objects they use based on daily life needs. These inventions, all of which are fictional, are in the form of shoes with heating, a new brush design to facilitate hairbrush cleaning, a talking medicine box that warns and explains to patients, and a lifeguard balloon worn on the wrist that can be easily operated in the case of drowning in the sea. The texts explain why this invention is needed and the device's working principle. Although it is stated in the learning outcome description that "Exemplary entrepreneurs and their success stories are emphasised", there is no example from real life.

In the same unit, there are two interviews on pages 115, 116, and 117 under "Let us Use Without Harm" under the acquisition of "Uses technological products without harming himself, others and nature". With the character Hakan, it aims to draw attention to the misuse of computers, mobile phones and televisions. The text provides suggestions on the appropriate use of mobile phones, such as utilizing them only when necessary and for short periods. Emre talked with the character Emre about not calling 112 emergency services unnecessarily.

On pages 127, 128, 129 and 130, under the acquisition of "Recognises the main economic activities in their families and their immediate surroundings" in the subject of "Economic Activities in My Family and Environment" within the unit of Production, Distribution and Consumption, Adam, who lives in Zonguldak, explained the importance of coal mining; Coşkun, who lives in Ordu, explained the significance of hazelnuts; Selin, who lives in Antalya, explained the importance of tourism and greenhouse cultivation; and Nihat, who lives in İzmit, explained the importance of industrial facilities for the city and the country. It was mentioned why the business lines formed within the economic activity framework were developed in these cities. "My father works as a mining engineer in a hard coal quarry within the borders of our province.", "My father does not spend all of our income but saves some of it to use when there is a product shortage". "There are many hazelnut experts in our neighbourhood, including my uncle". "My sister works as a food engineer in one of these facilities." and "My father is a tourist guide working in and around Antalya". The families of the fictional characters are shown working in a business sector in the mentioned economic activity. The examples given mainly were about men.

In the Active Citizenship Unit, six fictional child interviews were included on pages 154, 155 and 156 under the title "I am a Child, I Exist with My Rights" under the acquisition of "Gives examples of the rights he/she has as a child". The character Şevval talked about the right to life; Fatih spoke about freedom of thought and the right to have a say in decisions; Eda talked about children not being employed and the right to education; Duru talked about her request for children's rights lesson and the rights to shelter, nutrition and health care; Yusuf spoke about the rights to name, identity, citizenship, and living with family; Batuhan talked about the protection of the dignity of children with disabilities, the development of children's personalities, mental and physical abilities, equality, freedom of expression and the right to live their culture. Fatih talked about his own life, and Eda talked about a child she witnessed: "My father is a teacher. He has been a very successful student. However, he has difficulty attending school because he works as a mechanic." In other narratives, the character Fatih mentioned, "The state observes the right of children to develop their personalities, mental and physical abilities. For this purpose, states have built parks and gardens for children to utilise their free time, play games, and have fun. They open children's clubs, libraries and sports facilities." A mainly didactic style is adopted.

In the same unit, there are three interviews on pages 159, 160, and 161 under the title "I Take Responsibility" and the learning outcome "Takes responsibility for their words and actions in family and school life". After describing his responsibility, the character Mutlu talks about his dream of keeping animals and how he started to look after budgies by proving to his family that he has a sense of responsibility. He explains in detail the additional responsibilities of caring for an animal. The character Özgür talks about how he first ran for class president and then was elected by receiving the highest number of votes and how he fulfilled the duties that came with it. On the other hand, the character Melih explains how he acted responsibly after joining the school's table tennis team and says that one of his friends who did not attend the training twice without an excuse and did not bring his tracksuit was removed from the team by his teachers. All examples are given to male students, and these students are people who never neglect their duties and never make mistakes.

In the continuation of the same unit, there are three interviews on pages 163, 164 and 165 under the acquisition "Suggests educational and social activities that are deemed necessary in school life" on the pages under the heading of Participation in Educational and Social Activities. The character Ezgi talks about the community they established with their friends and the aims of the community, the concept of Maker Child, which means a child who does not consume and produce and explains the concept in detail. Sevgi character provides an interview on a bazaar organised for the benefit of a sister village school. Sevgi talks about her volunteer work on the bazaar organising committee. The structure of the Social Studies Programme focuses on learning ways of participating in social services under the unit of Active Citizenship. Solidarity is one of the values in the sentence, "We left our sister school feeling that our feelings of friendship and solidarity had

become stronger.” At the end of Ezgi's interview, one of the 18 values was selected for value education in the Social Studies Curriculum.

An interview on pages 174, 175, and 176 addresses the acquisition of ‘Introducing various countries around the world’ under the “Let Us Know Countries” topic in the Global Connections unit. The last interview of the textbook was conducted with the character Bilge, who has been making occasional speeches since the beginning of the book. Bilge provides information about Finland and Jordan that she has learned from her research. Finland's capital, population, neighbours, meaning of the country's name, the similarity of its language with Turkish, geographical, and climatic characteristics, culinary and social relationship cultures, and exciting practices in Finnish education, such as reading books to cows and dogs, are mentioned. Information about Jordan includes its capital, population, language, geographical location, food, customs, similar cultural characteristics, lakes, and tourist places.

Conclusion

In Article 8 of the Social Studies Curriculum, under the heading “Considerations in the Implementation of the Social Studies Curriculum”, it is stated that the course should be supported with literary products “by making use of genres such as legends, epics, fairy tales, proverbs, folk tales, folk songs and poems”. Öztürk and Otluoğlu (2002) state that if written literature is used as a teaching tool in social studies teaching, the acquisition of affective behavioural characteristics increases significantly, but this can only be possible using different, qualified, and imaginative works. Only 12 of the 65 literary genres in Table 2 are in the fourth-grade Social Studies book. Among the genres in the eighth item, only legends, folk songs and poems are included in small amounts, and genres such as epic, fairy tales, proverbs, and folk tales are not even included. In this case, the ability of literary products to gain affective behavioural characteristics cannot be used sufficiently.

According to the type of interview analysed, the information about the outcomes was addressed relatively more intensively. Yiğittir and Kaymakçı (2012), in their study examining the distribution of value education approaches according to grade level, found that, especially in activities in the 4th and 5th grades, the focus was on programme achievements rather than value education; therefore, value education was not included.

The Social Studies course has no selection of works or genres to ensure fun learning. Beldağ and Aktaş (2016) concluded that teachers prefer to use literary works that contribute to a better understanding of the subject and make the lesson more fun. Accordingly, it would be the preference of the teachers that the textbooks should be introduced to the selected works without interrupting their contact with their cultural heritage by taking into account the entertainment understanding of the children of the age.

In the book, there is a negative example of a teacher-student relationship in the April Deniz interview. The teacher is shown not as a person who guides but as someone who does not give importance to differences and dictates their taste. Demirtaş (2010) stated that a positive school culture causes students to be more committed to the school's aims, increasing academic achievement. It is, of course, more critical, and vital for students to encounter positive real-life examples. However, it is expected that providing this in the selected literary genre will support school culture, provided that it is not too perfect and disconnected from life.

In the oral history interview, it was preferred to show the grandfather's diploma instead of the grandmother's to build a future with gender equality. When discussing the ethnography museum, examples of women's work were given, except for the man spinning rope on the spinning wheel, and the examples were distributed in different ways. Similarly, the male figure was emphasised when discussing the subject of economic activities. The fields of work in which mothers participated were not mentioned. The budget was created only with the father in a family budget study given through anecdotal literary genres on pages 138, 139 and 140. The Social Studies Programme examination revealed that gender discrimination is mentioned only in the Effective Citizenship Unit of the 6th Grade. The programme's learning outcome related to this subject is “Recognise the value given to women in social life based on Turkish history and current examples.” “Positive issues such as positive discrimination, economic, political and social representation and negative issues such as violence against women and gender discrimination are emphasised”. In addition, the National Action Plan for Gender Equality (2008-2013) includes the target “Educators, education programmes and materials will be made sensitive to “Gender Equality” among the Education Action Goals and Strategies. Reviewing and revising the book's content may be appropriate in this direction.

The Social Studies Programme structure states: “Textbook writers should arrange the units' framework according to these learning areas”. Similarly, in the explanation of the culture and heritage learning area, it is stated that this unit aims to “create a national consciousness that will ensure the protection and development of a culture based on the basic elements that make up Turkish culture”. The implications of respect for the neighbourhood and respect for the teacher mentioned in the interviews about Mardin architecture are included.

It was observed that real invention examples should have been included under the subject heading Let us Invent. Laçin Şimşek and Şimşek (2010) stated that different fields of science should be taught by referring to their past and the processes/histories that led to the accumulation of knowledge. The fact that students see real-life examples invented by our country or our people in the past will increase their motivation more than the work of fiction.

Didactic discourses were emphasized, despite the inclusion of an interview on children's rights. Maden (2015) argues that event-based learning will assist children in developing strategies to cope with the challenges they may face in their daily lives through experimentation. If we want children to learn and defend their rights, it may be more appropriate to prefer a narrative based on events and conflicts rather than a narrative based on shoulds and oughts.

In line with the findings and results obtained from the research, the following suggestions were developed: In the fourth-grade Social Studies book;

1. Interviewing real people rather than fictionalised people may be preferable.
2. Images taken with permission from real people living in our geography can be used.
3. Throughout the book, texts can be created by paying attention to gender equality.
4. Students can be encouraged by including scientific developments from our history in related subjects.
5. Positive teacher-student relationships can be given more space.
6. Tales, epics, folk tales, and proverbs of our culture can also be included.
7. The number and quality of literary genres can be increased.
8. The contexts in which literary genres are included can vary.

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