A CONTENT ANALYSIS OF TURKISH SOCIAL SCIENCE TEXTBOOKS WITHIN THE SCOPE OF MULTICULTURAL EDUCATION

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Society consists of various groups that belong to culturally different domains. In order to provide the unity of the community every individual must have equal opportunities, which are a necessity in the field of education. Multicultural education defends the requirement of having equal opportunities in education for every child from different race, ethnicity, gender and culture. Throughout the world, developed countries are in the process of rearranging their curriculum in order to integrate multicultural education policies into their educational system. Since last decade, Turkey also took a place among these countries making a revision on its Social Science curriculum. At the scope of this revision a new objective has been defined and new learning units were added to the curriculum. Therefore how much Social Science textbooks cover multicultural items is an issue of interest after these changes. With this context, the purpose of this study is to investigate the multicultural items in Social Science textbooks of 4th, 5th, 6th and 7th grades. In this research a mixed method has been used and both qualitative and quantitative content analyses have been applied. The results of the analyses showed that people with disabilities and people from different ethnicity in Turkey have been represented insufficiently in Social Science textbooks.

Keywords: Multicultural education, Content analysis, Social science textbooks.

Introduction

Society consists of variety of groups; not only it does seem as a whole piece, but also it houses many distinct small groups. If each individual in the society does not have equal opportunities, the values shared cannot be in common. Dewey (1916) argued that the experiences must be shared; otherwise, while education turns one to a master, it turns another to a slave. The multicultural education supports equal distribution of rights among students coming from different races, ethnicity, and social groups (Banks, 2004). In addition, Bishop (1997) emphasized that when the students do not encounter with any reflection from their culture in their education system or face some distorted and false statements about their own culture, they are seized with the idea of their being a worthless part of the society, which leads to a fall in their self-confidence. Thus, the multicultural education backs the representation of each individual in the education system. Like many other nations, Turkey is a country that also houses variety of ethnic and other minority groups in addition to disabled ones. Hence, the movement multicultural education in Turkey has a great role in providing equal chances of education for each individual and at the same time it triggers a great contribution to the globalisation of the country and having an effective role in the international arena blended with all different cultures (Cirik, 2008). However, not a great importance on multicultural education is paid in Turkey. Arslan (2009) stated that national education system of Turkey
does not regard a multicultural education as a principle when viewing the educational programs adopted and the content of the books approved by the Ministry of National Education.

The education program is like a frame that leads all the education community in countries particularly as Turkey adopting national education. The books that are assigned to be read in classes are distributed to the schools after they have been prepared in accordance with the education program and approved by The Board of Education and Discipline. Hence, the books have content parallel with the education program. Several researchers underlined that the education program in Turkey should be prepared in a way that represents all the ethnic and cultural units not the only dominant and majority culture (Kaya & Aydin, 2013). Coskun (2006) stated that in future, with the increase in the number of foreign people in Turkey, the education program and, for sure, the books need to be reconstructed to meet the needs of all units.

The revision of books turns out a must to preserve the rights of disabled people in society and to meet their needs. In that aspect, the first movement by The Ministry of National Education was to add some units with an achievement in Social Sciences Curriculum for Middle School considering the multicultural education (TTKB, 2009a, 2009b) to research this program is of essence in terms of shedding lights on policies of multicultural education in Turkey.

In this vein, the purpose of this study is to examine and evaluate the curriculum of Social Sciences in Middle Schools in Turkey in terms of multicultural education. In the study, the approaches of Sleeter and Grant (2009) to multicultural education and the aspects of multicultural education according to Banks (2004) were taken into consideration. Hence, the study shed light on the approach of the country to the multicultural education and how the country defines the multicultural education. In this context, the following research question was addressed for this study;

How multiculturalism is covered in Turkish Social Sciences books in Middle Schools and what groups are mentioned and adopted while some are alienated by ignoring their needs?

Literature Review

The effect of the movement for citizenship in the United States, the movement of, multiculturalism, gained importance after the decision known as “Brown Case” that opened way for the black and white to be educated in the same ground (Kahn, 2008). Since its foundation, the USA has housed many different ethnic groups. Ramsey (2008) stated that the Anglo-Saxon immigrants playing a great role in the phase of founding the country and the people migrating from Northwestern European countries have a great role in governing the country for economic reasons. In addition the immigrants coming from other countries (China, South America, the natives of America- American Indians) are suppressed in cultural aspects and exposed to discrimination. Enforcing new laws against discrimination to block the assimilation of minorities having variety of ethnic origins is not adequate; furthermore, while protecting the rights of these groups, their cultural differences must be taken into consideration instead of their being individuals (Resnik, 2010). Therefore, in such an atmosphere, the multiculturalism gives great help in the construction of societies where individuals are tolerant of each other and where with its differences harmony prevails and helps the society together (Kymlicka, 2007) stand. Therefore, many people from different ethnic groups live in our country. Turks make up the majority of the country in addition to minority groups like Kurds, Arabs, Laz and Armenians. The vast ethnic group in minoritievhaving high percentage all over the country is Kurds (Acikalin, 2010). Therefore, it is quite clear that there are major cultural differences among individuals in Turkey. At the same time, there are 8.5 million disabled citizens in Turkey (Ozturk, 2011). This shows that the movement, multiculturalism, must play an active role in Turkey (Damgacive Aydin, 2013 ;Çoban, et. al., 2010).

In this cultural mosaic, educators encounter with a serious problem, how does a teacher respect all these cultures, define each in the class and at the same time create a democratic classroom environment? (Banks, 1998). Many policy makers and politicians regard the multicultural education as a perspective compatible with democratic countries. There are two principles of multicultural education, the
first one is equal opportunity in education for everyone; in other words, everyone has the same rights and opportunities to learn and improve himself / herself and the second one is cultural pluralism; namely, acceptance of other cultures in a society and respecting them (Eide & Heikkinen, 1998). Parker (2003) stated that the aim of multicultural education is to boost the communication among races and to make students acquire the skills and knowledge enabling them to join the intercultural organizations and be active there. In addition, the goal of multiculturalism is to renew schools and other academic institutions in accordance with an atmosphere where everyone from different races, social and ethnic groups has equal opportunities in education and alongside with this, to provide an equal distribution to reach these educational opportunities among male and female students (Banks, 1993).

Another eye-catching point the multiculturalism points out is disabled people in the society. Disabled people have their own culture. According to Brown (2002), the disabled people are obliged to adopt an identity or a group culture in the society. Sapon-Shevin and Zollers (1999) in their studies point out that in the books disabled people were not touched on. Generally, the topics about the disabled are where they stand in the society and not any information is given about who these individuals are, indeed (Sapon-Shevin and Zollers, 1999).

Multicultural education is an innovative approach to education that attracts attention on inequality and discriminatory actions and after puts effort to criticize and change these actions (Mwonga, 2005). Scholarly argued that, multicultural education program must be integrated into three main heading; to change the curriculum by covering multicultural education, to improve pedagogical practices, and to construct a positive classroom atmosphere to create a school environment having cultural sensitivity (Mwonga, 2005). As well as, many different approaches have been developed for the integration of multicultural education with school curriculum. For instance, Sleeter and Grant (2009) developed five different approaches for multicultural education. Culturally Different approach involves creating a classroom atmosphere where all students will be successful and in cultural harmony and also adapting the ongoing curriculum considering the atmosphere. Human Relations approach necessitate importance on respect for everyone from different races, genders, and religions. The Single Group Studies indicates that while explaining a group, an instructor must put himself in that group’s shoes and perspective. In addition, Grant and Ham (2013) affirmed that single-group studies, the societal goal is to help students learn the basics but in a way that promotes critical inquiry, structural equality, and recognition of the identified group. Multicultural Education approach contains new changes for the whole students in the classes and schools. Lastly, Multicultural Education and Social Justice backs upon the notion of acquiring political awareness at schools. Approaches developed by Sleeter and Grant share some points with aspects of multicultural education developed by Banks (Hsu, Chepyator-Thomson, 2010).

Banks went through the aspects of multicultural education in five dimensions 1- Content Integration, 2- Knowledge Construction 3- Prejudice Reduction 4- Equity Pedagogy, 5- Empowering School Culture and Social Structure.

Content Integration: Content integration is teachers’ conveying information, and examples from different cultures and groups while lecturing a topic and using resources and texts from various cultures as teaching tools (Banks, 2008).

Knowledge Construction: It is the discussion and realization by students about how some cultures, assumptions and reference points are effective in the process of constructing input as well as Banks defined that the knowledge construction process relates to the extent to which teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it.

Prejudice Reduction: This aspect concentrates on students’ racial attitudes and strategies for students to improve more positive racial and ethnic attitudes. Moreover, Banks identified that this dimension is important in creating a "more positive racial and ethnic attitudes." Basically, this dimension is the aspect of education where the teacher helps to lessen the amount of prejudice within students.

Equity Pedagogy: It is teachers’ adapting their teaching style in a way that leads to success of all students who are coming from different races, groups and ethnicities. It’s embracing linguistic diversity in journal work, fonctionwirting, free writing, and in-class discussion.
Strengthening School Culture and Social Structure: It is to rearrange the school structure and culture considering the equal opportunity in education for the students from different ethnic origins, races or social groups. Furthermore, Banks argued that using the other four dimensions to create a safe and healthy educational environment for all because it encourages diversity in school activities (i.e. prom, sports, academic clubs, etc.).

Sleeter and Grant point out that some changes on school curriculum and program needed to be done for multicultural education work actively at schools. Curriculum is a planned learning experiences determining what should be learnt and under what circumstances have been made (Nieto & Bode, 2008). Nieto and Bode (2008) claimed curriculums as political structures since they make it clear about what students need to learn and at the same time they house knowledge and the traditions of the public.

Therefore, researchers emphasized that the curriculum has been planned according to the values and truths of the dominant culture in the society.

Course books take their place as a vital role in our curriculum and education system (Venezky, 1990). In many aspects, course books take over the role of leading teacher before and during classes in addition to clarifying topics in an ordered list (Tyson & Woodward, 1989). In the United States, it was noticed that course books covered 75% of the whole class time (Young & Riegeluthm, 1988). Despite their having an active role in teaching, they fail to cover and notice racial, cultural or socio-cultural differences and they are irrelevant and not enough to inform future and working teachers about this issue (Nieto & Bode, 2008).

Although the several scholars put some pictures of the black, the disabled and women in their works (Hsu, Chepyator-Thomson, 2010) and consider it as a way support for the multicultural education and equal opportunities in it, the course books only reflect the world of majority or the ones with economic power (Apple, 1986; Banks, 2006). Hence, in this globalized world, it is very crucial to study how social science text books cover the terms like gender, culture, ethnicities and religious (Hsu, Chepyator-Thomson, 2010). The number of studies in this field is limited and it does not meet the needs. Therefore, this study has a vital role to compensate or narrow the gap in this field to some extent. In addition, this study also contributes to shedding lights on this issue by going through how social science course books cover multicultural education.

Turkey, is a nation having many student profiles based on racial, cultural, and linguistics in its educational system. While the students from different parts of the country with different ethnic origins and cultures act as a part of this diversity, with “students with disabilities or special needs” the disabled or students with special needs contribute to this diversity, as well.

Arslan (2009) claimed that Turkish national education system does not meeting standards about the students from different cultural background, the social science course books also do not cover any from different ethnic groups and cultures but Turkish. Within this vein, Turkey carried out many reforms in education in accordance with the laws of European Union and shaped some curriculums to integrate ethnic groups and religions in Anatolia region into. The curriculum for Social Sciences is one of these curriculums constructed again. The Ministry of National Education - The Board of Education and Discipline added a topic field as Cultural Bonds in the curriculum of Social Sciences in 2009. This topic aims at students’ being knowledgeable about life style of people and cultures them surrounding the world (TTKB, 2009a, 2009b).

In the scope of this topic field, a unit, “My Friends Away and Our World” was added in the curriculum for 4th and 5th grades and likewise these two units “Our Country and the World” and “Bridges between Countries” were added into the curriculums for 6th and 7th grade. The purpose of this study, in the light of these added units, is to examine the principles and terms of multicultural education in the course books proposed in the curriculum for Social Science Classes at Middle Schools.

Research Questions

1) How often do Social Science course books for 4th, 5th, 6th, 7th grades cover the multiculturalism elements such as gender, ethnic origins, being a disabled, cultural and global values?
2) How are the multiculturalism elements such as gender, ethnic origins, being a disabled, cultural and global values covered in Social Science course books for 4th, 5th, 6th, 7th grades?

Method

Multiculturalism and multicultural education have started to become an important issue in last several decades throughout the world. Most of the countries, specifically, US, Canada, Australia and European Countries have started to adapt multicultural education into their curriculum and text books. Turkey also takes place among these countries. In recent years, Turkey introduces some changes in their social science text books at 4., 5., 6. and 7th grade level purposing to enrich curriculum and materials in terms of multicultural elements. For this reason researchers investigated four textbooks in order to understand how multicultural education is held in 4., 5., 6. and 7th grade social science curriculum. In this study, explanatory mixed method design is used. Creswell et. al., (2012) argued that explanatory mixed method can be explained as first collecting and investigating quantitative data and after that gathering and analyzing qualitative data. Quantitative content analysis is systematic, objective and qualitative investigation of the material, which will be used during research (Neuendorf, 2002). Qualitative content analysis, on the other hand, is defined as a research method which contains subjective interpretation as a result of identifying the elements of the written materials to be used and the relationships among those elements after classifying them systematically (Hsieh & Shannon, 2005).

Instruments

In this study 4th, 5th, 6th and 7th grade social science textbooks were investigated. Those books were written by a comission formed by Minister of National Education (MoNE). The reason behind selecting those books is that MoNE distributes the books for free to every student who enrolled in a public school. Due to the fact that those books are being used in all public schools and in some of private schools. Table 1 shows the unit headings of the books.

<table>
<thead>
<tr>
<th>Books</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Knowing Myself</td>
<td>Learning my Rights</td>
<td>Learning Social Sciences</td>
<td>Communication and Human Relations</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Learning my Past</td>
<td>Step by Step Turkey</td>
<td>Life on Ground</td>
<td>Population in our Country</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Environment that We Live</td>
<td>Knowing our Region</td>
<td>Turks on Silk Way</td>
<td>A Journey among Turkish History</td>
</tr>
<tr>
<td>Unit 4</td>
<td>From Producing to Consuming</td>
<td>Our Products</td>
<td>Sources of Our Country</td>
<td>Science throughout the Time</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Fortunately Exist</td>
<td>Dreams Coming True</td>
<td>Our Country and the World</td>
<td>Economy and Social Life</td>
</tr>
<tr>
<td>Unit 6</td>
<td>All Together</td>
<td>Workers of Society</td>
<td>The Journey of Democracy</td>
<td>Living Democracy</td>
</tr>
<tr>
<td>Unit 7</td>
<td>People and Government</td>
<td>One Country, One Flag</td>
<td>Electronic Century</td>
<td>Bridges between Countries</td>
</tr>
<tr>
<td>Unit 8</td>
<td>My Friends Away</td>
<td>Our World</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Analysis

Data Analysis process consists of two main steps. First of all multicultural education dimensions that developed by James Banks (2004c) and multicultural education approaches that developed by Sleeter and Grant (2009) have been examined and in both literature Gender, Disabled and Ethnicity stand as three main important themes. Beside these three themes, researchers decided to add two more themes global values and culture due to the feature of the subject area of the research. As a next step, the researchers divided gender main theme into two sub-themes as male and female, ethnicity main theme into 3 sub-themes as dominant ethnicity, local ethnicities and world ethnicities. Religious culture and daily culture were determined as two sub-themes of the culture main-theme. As a second step researchers read the social science textbooks within the scope of these 5 main themes (gender, ethnicity, disabled, global values and culture) and sub-themes. The researchers identified the related words in the books. Descriptive content analysis has been applied by counting the words one by one in each textbook. The frequencies of each main theme and sub-theme were calculated by a computer program (excell). Female was a sub-theme of the gender main theme, the words like women, girl, female, etc. fell into this category. The words like man, male, uncle etc. represented the male sub-theme. For ethnicity main theme the words like Turk and Turks, the words belonging to the dominant ethnicity in Turkey, were placed under dominant ethnicity sub-theme, the words which represent the other ethnicities settled in Turkey as Arab, Rum, Laz, Kurd, etc. were used for local ethnicity. Finally ethnicities in the World ethnicities sub-theme was represented by the words German, French, Uzbek etc. Disabled was the third main-theme the words as disabled, handicapped, spastic were used to represent this theme. Religious culture was the sub-theme of culture main theme, researchers counted the words belonging to religious based cultural activities like Ramadan (a holy month of Muslim Tradition), circumcision etc. under this sub-theme. In addition the words Nawruz, tradition, folk dance names represented the daily culture sub-theme. As final main theme global values is represented by the words as equality, respect, empathy, etc.

As a second main step researchers examined those 5 main themes in detail. How those 5 themes are handled in Turkish social science books and how those books coincided with Banks (2004) and Sleeter & Grant’s (2009) multicultural education criteria were the two main questions during this process.

In order to provide reliability of the study the word lists derived from the books and analysis of sample texts were studied by the researchers separately and at the end researchers agreed on the list and analysis at 90%. Hall and Houten (1983) claimed that in order to have a reliable content analysis minimim 70% of agreement among the researchers must be maintained. This study satisfies the reliability conditions of Hall and Houten.

Limitations

In this study the selected books were limited with the ones distributed by MNE. In Turkey there are also other social science textbooks prepared by private publications. Some private schools may prefer those alternative books. Therefore it is important to investigate those books in another study. In addition to this, the list of words is prepared by only two researchers. This may decrease the general validity of this study.

Findings

In orders to find an answer to the first research question the percentages of the multicultural elements like gender, disabled, ethnicity, culture and global values were calculated. Words were counted in predetermined social science textbooks and the percentages estimated both for main themes and sub-themes. During the calculation decimal part of the numbers was rounded to a whole number. If a percentage was smaller than 1 then it was left as a decimal number.

Table 2 shows the percentage distribution of the words with respect to main and sub themes in 4th, 5th, 6th and 7th grade social science textbooks.
Table 2. Percentage Distribution of the Selected Words in Social Science Textbooks.

<table>
<thead>
<tr>
<th>Books/Themes</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>229 (20%)</td>
<td>81 (11%)</td>
<td>140 (10%)</td>
<td>52 (4%)</td>
<td>502 (11%)</td>
</tr>
<tr>
<td>Male</td>
<td>190 (26%)</td>
<td>59 (8%)</td>
<td>107 (7%)</td>
<td>150 (12%)</td>
<td>506 (11%)</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dominant</td>
<td>62 (5%)</td>
<td>71 (10%)</td>
<td>360 (25%)</td>
<td>187 (15%)</td>
<td>680 (15%)</td>
</tr>
<tr>
<td>Local</td>
<td>5 (0.4%)</td>
<td>2 (0.2%)</td>
<td>16 (1%)</td>
<td>16 (1%)</td>
<td>39 (1%)</td>
</tr>
<tr>
<td>World</td>
<td>55 (5%)</td>
<td>1 (0.1%)</td>
<td>67 (5%)</td>
<td>112 (9%)</td>
<td>235 (5%)</td>
</tr>
<tr>
<td>Disabled</td>
<td>13 (1%)</td>
<td>6 (0.8%)</td>
<td>10 (1%)</td>
<td>13 (1%)</td>
<td>42 (1%)</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious</td>
<td>21 (2%)</td>
<td>61 (8%)</td>
<td>34 (2%)</td>
<td>44 (3%)</td>
<td>160 (3%)</td>
</tr>
<tr>
<td>Daily</td>
<td>93 (8%)</td>
<td>100 (14%)</td>
<td>78 (5%)</td>
<td>180 (14%)</td>
<td>451 (10%)</td>
</tr>
<tr>
<td><strong>Global Values</strong></td>
<td>491 (42%)</td>
<td>356 (48%)</td>
<td>633 (44%)</td>
<td>523 (41%)</td>
<td>2003 (43%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1159(100%)</td>
<td>737(100%)</td>
<td>1445(100%)</td>
<td>1277(100%)</td>
<td>4618(100%)</td>
</tr>
</tbody>
</table>

The frequencies shown in table 2 are the values that are calculated by the number of the selected words. Therefore the calculated values and interpretations of researchers in this study are limited with those books. In table 2 the highest percentage belongs to Global Values theme (43%) and the lowest percentage belongs to Disabled theme (1%) and Local Ethnicity (1%) sub-theme. If the results examined with respect to grade Global Values theme has the greatest percentage (42%) and Local Ethnicity sub-theme has the lowest percentage (0.4%) in 4th Grade Social Science textbooks. At 5th grade, the lowest theme was World Ethnicity with the percentage 0.1%. At 6th and 7th grade the themes that have the lowest and the highest percentages are the same as the total results where Local Ethnicity has the percentage 1% in both grades and the Global Values has the percentages 44% and 41%, respectively.

**Theme One: Gender**

Gender is the major theme of this study, which is separated into two sub-themes as Female and Male. In the sum sub-themes has equal percentage (11%). If these sub-themes are compared with each other they both have the ratio of 50%. As a result quantitative content analysis revealed that in 4th, 5th, 6th and 7th grade social science textbooks male and female sub-themes have equal representation percentages. Following this result, researcher made qualitative content analysis and examined the characters, pictures and the texts in all books. Researchers agreed that the quantitative equality is supported by qualitative data. This equality leaned toward male sub-theme when the units are about history, since the characters in history are mainly men. On the other hand, there has a unit called ‘Turkish Women Past to Present’ placed in 6th grade social science textbook, in which the importance of women in business and their important roles throughout the history are explained. Therefore it can be observed that there exists a positive discrimination toward female with the existence of this unit. In the following picture there exist a section of the unit ‘Turkish Women Past to Present’.

**Theme Two: Ethnicity**

This theme is divided into three sub-themes as dominant ethnicity, local ethnicity and world ethnicity. In the following figure the percentage distribution of Ethnicity theme is shown in pie chart.

From the percentages, it can be observed that the highest percentage belongs to dominant ethnicity (71%). World ethnicities come as the second highest percentage (25%). The last and the lowest percentage belong to the local ethnicities (4%).
In this section of the unit it is mentioned about the fallacy of the idea that the working area for women is restricted with home. According to the passage, women should be active in every business field like art, engineering, management or teaching. This idea is supported with a report that exhibits an example from daily life.

Picture 1. ‘Turkish Women Past to Present’

Figure 1. Percentage Distribution of Ethnicity
Related with the content of the social science textbooks dominant culture was mentioned intensively in the books. The units ‘My Friends Away, Our World, Our Country and the World, Bridges between Countries’ that is added together with the alignment toward European Union acts, provided the opportunity to make the students meet with the people having different cultural backgound throughout the world.

In picture 2 a sample section from the unit ‘My Friends Away’in 4th grade social science book is shown.

\[\text{Picture 2. My Friends Away}\]

\[\text{At this part of the book an African tribe is introduced, this tribe is known as Bororo. The book mentioned life styles, physical features and traditions of this tribe above.}\]
Local ethnicity was the sub-theme, which has the lowest representation quantitatively. In the book the minority groups like Rums, Arabs and Armenians are mentioned in historical events. However, there is no additional information about their daily life and cultural values. On the other hand the other ethnic groups such as Kurdish, Laz, Georgian, Albanian and Circassian have never been mentioned in the books, however, the cultural activities of those groups are introduced as traditions belonging to different regions of Turkey.

**Theme Three: Disabled**

Disabled theme is another theme that has the lowest percentage or representation. In the passages disabled people are introduced by a third person and there is no section where disabled people have chance to express themselves. In addition to this there is no such information about the ways that we can help disabled people and make their life comfortable.

In the following picture a part of the 4th grade social science textbook from the unit called Fortunately Exist is shown.

![Picture 3. Our Projects](image)

**Theme Four: Culture**

This theme is divided by two sub-themes as Religios Culture and Daily Culture. Total percentages revealed that these two themes have the ratio 13% among the other themes. Figure 2 shows the percentage distribution of culture sub-themes as a pie chart.

After calculating the percentage distribution among each other Daily Culture has 74% and Religios Culture has 26% of representation. In all books culture theme is intensively issued. Under the religios culture sub-theme eids and circumcision feast are mentioned however the books emphasizes the cultural aspects and how these events is held in daily life not the religios background of these events. At the same time the books highlight the unifying property of these occasions.

Under the daily culture sub-theme traditions, folk dances, traditional foods, architecture and handicrafts were the commontopics mentioned in the books. In the picture 4 there exist a part of the 5th grade social science book under the unit of ‘Step by Step Turkey’.

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3This picture belong to the unit called ‘Fortunately Exist’. Under the heading of ‘our projects’, students with visual impairments are located. The emphasis of this passage is on technological improvements therefore braille alphabet is considered another useful technological development.
The picture expresses the 4 different folk dances belonging to 4 different regions of Turkey. The book introduces folk dances as a cultural means for expressing feelings and opinions.
Theme Five: Global Values

In all social science textbooks, a great importance is given to the global values such as respect, equality, freedom, empathy. Especially having respect to individual differences is highlighted a lot. Picture 5 is an example of the part of the unit called ‘knowing myself’. The heading for this section was ‘my similar and different sides’.

In this sample the students with black hair offers another play when he learns that his friend cannot play football. Therefore the student realizes that his friend has different preferences and immediately offers an alternative activity during which they can both be happy and feel comfortable. In the other parts of the book students can gain the message that none of the different properties have superiority on others. In addition, in these textbooks students become knowledgable about human rights and democratic values. Especially the rights for children and the right to education are the topics that are mentioned the most.

Discussion and Conclusion

Multicultural education is an educational reform movement that supports the concept of equal opportunities for each student in a society regardless of their gender, social class and culture (Banks, 1994/2013). In a study, Ferguson, Ludwig and Rich (2001) found that students whose cultural traits clashed with school culture faced difficulties while achieving their goals. When going through the course approved by The Ministry of National Education for Social Science classes at 4th, 5th, 6th, 7th grades, it was noticed that the issues or terms depicting disabled students and the ones from ethnic groups were covered in books with low percentage. Therefore, these students face disadvantages on the path of reaching their goals.

In addition Sleeter and Grant (2010) pointed out that in books the following groups were covered and referred with these percentages: Asian Americans with 4%, African Americans with 11%,

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5In this picture the students are talking about their activities. They show respect toward their preferences on hobbies.
American Indians with 10%, Hispanic Americans with 3% and White Americans with 70%. Sleeter and Grant also found out that almost none references to the disabled given in books. This leads to unawareness about the contribution of disabled people to society in the eyes of the rest of the society; furthermore, they will be unaware of efforts exerted by the persons with disability to get their rights (Sleeter and Grant, 2010). In a study, Johnson and Nieto (2007) that conducted a content analysis to find out how frequently the disabled people were referred in books written on multiculturalism and as a result they came to a conclusion that with 1% disabled people were referred and mentioned in all the articles they analysed.

However, there is limited studies that having been conducted so far, covering terms of multiculturalism in course books is found in the literature, in Turkey. As a result of this study, the necessity to revise the content of course books read in Social Science classes has come up. Course books are the mainly the first in-class materials that teachers use specifically in social topics (Finkelstein, Nielson and Switzer, 1993). Therefore, in addition to their being source of information course books make up the generalization and the items learnt by students (Bednarz, 2008). If books are revised and each individual takes its place in books with their own traits identifying them, the students will feel gradually less prejudice against other groups in society.

The image depicting the disabled people in need of help from other individuals in society will lead to a conception or a misunderstanding that is to say disabled people cannot achieve anything. The disabled people must be allowed to speak about their own experiences in course books. In the same way, it is vital for other ethnic groups in Turkey to be touched on in course books. These students’ not seeing any references or points in the books reflecting them and their lives may result with a conception arise among students as being an individual ignored and not respected in society. As a final point, in this study, considering the results of the content analysis applied upon ethnic origins, gender, disability, and cultural and global values, it was noted down that there is low frequency and percent in references to disability and local ethnic origins in course books read in Social Science classes. This indicates a must and a necessity to revise course books read in Social Science classes taking multicultural terms into account.

References


