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Social Studies Curriculums In The Context Of National Unity And Solidarity And Patriotism

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Abstract

Social studies lesson aims to raise individuals who are committed to their homeland and nation in philosophical terms. In this context, it emerges as an important lesson where the foundations of national unity and solidarity are laid. Considering the 2005 social studies curriculum; it is seen that values like respect for the Flag and the Turkish National Anthem, Patriotism, sensitivity to historical heritage and Independence should be brought in students. In our study, we will be evaluating the social studies curriculum of 1998 and 2005. The study was conducted using document review technique, which is among qualitative research methods. Document review comprises the analysis of written materials. In the end, the study will reveal the evaluation of social studies curriculums of 1998-2005 in the context of national unity and solidarity and patriotism.

Key words:social studies, patriotism, national unity and solidarity.

Introduction

Social studies lesson is a multi-directional lesson that allows individuals to socially, politically and historically recognize their environment better, raises an awareness in them to realize their national consciousness and responsibilities and become sensitive citizens and also aims to create a sensitivity in them toward issues that concern both their nation and the world by making them realize that they are not only good Turkish citizens, but also a part of humanity (Ministry of National Education, 2007). In this context, considering the basis of social studies lesson; it could be suggested that the lesson aims at national unity and solidarity and patriotism. Turkish Language Society (2015) defines patriotism as “loving the nation, home and the village within the boundaries of the self-contained government”. Patriotism is considered among the values taught in the social studies lesson. Accordingly, it is aimed to guarantee the national unity and solidarity. Individuals who are not mature enough in terms of values or whose values are not developed may be involved in harmful actions against both themselves and others in their environment (Doğanay, 2006: 257). As a result of recent political, social, cultural changes and developments; values education has become quite important for individuals to establish an effective and efficient communication and generate solutions to problems according to ethical rules (Kale, 2007; 316). Because values like patriotism, righteousness, respect for elders, obeying customs and proprieties, assisting the

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young and the needy, being fair and looking after rights are among qualities that are required by human beings in every society and every era (Yörükoğlu 2003; 221). Considering from this aspect; it is very important to teach values as from the first years of academic life, which makes it also important to involve them in curriculums. Our study will determine how patriotism and national sovereignty are reflected in social studies curriculums.

Method

This study was designed as a qualitative research in the screening type. Being among qualitative research techniques; document review was used as a data collection tool as it was considered appropriate to the study and the documents of 4th, 5th, 6th and 7th grade social studies curriculum (1998-2005) were used in the study. Descriptive analyses were involved on the basis of the findings obtained. One of the important information sources in qualitative researches is documents (Creswell, 2012; 223). Document review includes an analysis of written materials that contain information about phenomenon targeted for investigation (Yıldırım and Şimşek, 2008; 187). In the study, we examined the goals of the 1998 social studies curriculum and the acquisitions of the 2005 social studies curriculum (4,5,6,7. grades) that were accessed from the official website of the Board of Education and the journal of notices. In qualitative researches, one of the procedures in validity and reliability studies is to refer to expert opinion (Creswell, 2007). In that stage, opinions were received from 2 domain experts concerning the analyses. The study was finalized in the light of the feedbacks received from them.

Findings And Interpretation

Findings Concerning the Goals of the 1998 Primary Education Social Studies Curriculum

- They will be raised as hardworking, investigative, self-sacrificing, virtuous, enterprising and good individuals and citizens who are committed to their family, nation, homeland and Atatürk's principles and reforms.
- They will apprehend the importance of the Turkish nation in the world history, as well as their honorable past within the family of nations and services to humanity; understand that they are the descendants of a great nation; have a higher trust in the nation's future and be able to face all kinds of sacrifices to achieve the goal of the Turkish nation.
- They will know that Republic of Turkey is a national, democratic, secularistic and social constitutional state based on human rights and apprehend the characteristics and the importance of the republican regime.
- They will apprehend the necessity of living in community, the concept of nation and the character of the Turkish nation and have stronger love and respect for and confidence in the Turkish nation, Turkish flag, Turkish soldiers and army.
- They will adopt the intelligence, talent, industriousness, knowledge, artistic sympathy, aesthetic pleasure and high humanity sense of the Turkish nation and turn these superior features into behaviors.
- They will treasure the nation and homeland issues the most and serve their nation and homeland with heart as a habit and a principle.

- They will recognize the great Turks that had served our nation and humanity in history and apprehend how these people that had directed historical incidents affected the course of history with their timely farsightedness, high comprehension, courage, self-sacrifice and heroism.
- They will comprehend and appreciate both the national and universal aspects of Mustafa Kemal Atatürk and other great Turks that had directed the society and realize the humanity tasks of our nation, as well as the consciousness of human love, respect and service.
- They will apprehend the meaning and importance of the Turkish Revolution from all aspects and its effect upon the prosperity, happiness and the future of Turkey, and become self-sacrificing Turkish citizens who are committed to the values of the Turkish Revolution and always ready to protect these values.
- They will apprehend that today's civilization has a well-established past; understand the service and role of the Turkish nation in this civilization and acquire an awareness of facing all kinds of sacrifices in the way of "raising our national culture above the modern civilization level" in accordance with Atatürk's directives.
- They will apprehend the importance of our homeland in the world and willingly take responsibility in developing our nation.
- They will gain knowledge about the relationships of Turkey with close and far neighboring countries and the rest of the world.
- They will get to know the geographical features of other countries and regions where the Turks live and apprehend that the Turks are a great nation dominating a wide area (Ministry of National Education, 1998).

Examining the 1998 social studies curriculum; it is seen that 14 out of 34 goals included in the goals part of the curriculum are about patriotism and national unity and solidarity.

Findings Concerning the Goals of the 2005 Primary Education Social Studies Curriculum

- They will love their homeland and nation, know and protect their rights, fulfill their responsibilities and have a national consciousness as the citizens of the Republic of Turkey.
- They will apprehend the importance of Atatürk's principles and reforms in the social, cultural and economic development of the Republic of Turkey and volunteer in maintaining the secular, democratic, national and modern values.
- They will know by reason that legal rules are binding for everyone and all persons and organizations are equal before the law.
- They will apprehend basic elements and processes that constitute the Turkish culture and history, and accept the necessity for protecting and developing the cultural heritage that creates the national consciousness.
- They will explain the relationships between individuals, society and government by using the basic concepts of social sciences.
- They will believe in the importance of participation and suggest distinctive opinions for the solution of personal and social problems.
- They will apprehend the historical processes of the concepts of human rights, national sovereignty, democracy, secularism, republic and their effects upon today's Turkey, and arrange their lives according to democratic rules.

- They will realize that they are a part of humanity and show a sensitivity toward issues that concern both their nation and the world (Ministry of National Education, 2005).

Examining the 2005 social studies curriculum; it is seen that 8 out of 17 goals included in the goals part of the curriculum are about patriotism and national unity and solidarity.

Findings Concerning the Goals of the 1998 Primary Education Social Studies Curriculum

4th GRADE

Unit 1

FAMILY, SCHOOL AND COMMUNITY LIFE

Semantic knowledge of the concepts mentioned in the unit of “Family, School and Community Life”

- Apprehend the importance of families
- Apprehend the importance of forming a democratic life within family
- Get disposed to obeying the requirements of the democratic life within family
- Apprehend the importance of forming a democratic life at school
- Get disposed to obeying the requirements of the democratic life at school
- Apprehend the importance of community life
- Apprehend the importance of neighbourhood relations in society
- Apprehend the importance of the democratic life in society
- Get disposed to obeying the requirements of the democratic life in society
- Get disposed to listening to individuals with different thoughts
- Apprehend the importance of solidarity in society
- Know the rules organizing the community life
- Obey the rules organizing the community life
- Realize the tasks in the community life (Ministry of National Education,

2005).

Unit 3

LET’S RECOGNIZE OUR PROVINCE AND REGION

Obtain information about important historical events in the province

Apprehend the importance of historical monuments (Ministry of National Education, 2005).

Unit 4

HISTORY, OUR FIRST HOMELAND AND ANATOLIA IN HISTORY

Semantic knowledge of the concepts mentioned in the unit of “History, Our First Homeland and Anatolia in History”

Obtain information about history

Apprehend the necessity of history teacher

- Obtain information about abbreviations concerning the time in history
- Obtain information about the phenomenon of the first homeland of Turks and migrations
- Explain the phenomenon of the first homeland of Turks and migrations
- Recognize the Turkish states that had been established in the first homeland
- Obtain information about the features of the civilization in the Turkish states that had been established in the first homeland
- Obtain information about the features of the culture and civilization in Anatolia
- Apprehend the importance of protecting historical monuments (Ministry of National Education, 2005).

Examining the 4th grade goals of the 1998 primary education social studies curriculum; it is seen that there are 27 goals in 3 units. There are 15 goals in the unit of Family, School and Community Life; 2 goals in the unit of Let's Recognize Our Province and Region and 10 goals in the unit of History, Our First Homeland and Anatolia in History.

5th GRADE

Unit 1

HOMELAND AND NATION

- Semantic knowledge of the concepts mentioned in the unit of “Homeland and Nation”
- Apprehend the importance of homeland love
- Obtain information about elements that form a nation
- Apprehend the importance of nation love
- Obtain information about the features of the Turkish nation
- Love homeland and nation
- Have a consciousness of sacrificing for the integrity and unity of homeland (Ministry of National Education, 2005).

Unit 2

HOW DID WE REACH THE REPUBLIC?

- Semantic knowledge of the concepts mentioned in the unit of “How Did We Reach the Republic?”
- Obtain information about the core phenomenon in the period of Independence War
- Explain the core phenomenon in the period of Independence War
- Apprehend the importance of the Turkish Revolution and the responsibility in the protection of reforms (Ministry of National Education, 2005).

Unit 3

TURKEY, OUR BEAUTIFUL COUNTRY



- Recognize the location of Turkey on the globe (Ministry of National Education, 2005).

Examining the 5th grade goals of the 1998 primary education social studies curriculum; it is seen that there are 13 goals in 3 units. There are 7 goals in the unit of Homeland and Nation; 5 goals in the unit of How Did We Reach the Republic and 1 goal in the unit of Turkey, Our Beautiful Country.

6th GRADE

Unit 1

DEMOCRATIC LIFE

- Apprehend the importance of democracy
- Obtain information about the tasks of individuals in protecting democracy
- Apprehend the importance of social cooperation
- Get disposed to helping others (Ministry of National Education, 2005).

Unit 3

TURKISH HISTORY

- Obtain information about the phenomenon of the settlement of the Turks in Anatolia (Ministry of National Education, 2005).
- Explain the importance of the Battle of Malazgirt (Ministry of National Education, 2005).

Unit 5

OUR TURKEY

- Realize social rules in urban life (Ministry of National Education, 2005).

Unit 6

ESTABLISHMENT OF THE OTTOMAN EMPIRE

- Explain the phenomenon of the establishment of the Ottoman Empire (Ministry of National Education, 2005).

Examining the 6th grade goals of the 1998 primary education social studies curriculum; it is seen that there are 8 goals in 4 units. There are 4 goals in the unit of Democratic Life; 2 goals in the unit of Turkish History; 1 goal in the unit of Our Turkey and 1 goal in the unit of Establishment of the Ottoman Empire.

7th GRADE

Unit 2

CONQUEST OF İSTANBUL AND AFTER

- Explain the phenomenon of the conquest of İstanbul (Ministry of National Education, 2005).
- Semantic knowledge of the concepts mentioned in the unit of Turkey's Geographical Regions (Ministry of National Education, 2005).

Examining the 7th grade goals of the 1998 primary education social studies curriculum; it is seen that there are 2 goals in 1 unit. There are 2 goals in the unit of Conquest of İstanbul and After. It is seen that in general, sufficient goals are involved in the 1998 primary education social studies curriculum concerning patriotism and national unity and solidarity.

Findings Concerning the Acquisitions of the 2005 Primary Education Social Studies Curriculum

4th GRADE

I AM LEARNING THE HISTORY

- Realize elements that reflect the national culture in family and in the environment
- Give examples to games that used to be and are still commonly played by the Turks
- Show evidences to the changing cultural elements from past to present in the immediate vicinity
- Describe the immediate vicinity and Turkey in the process of National Struggle based on true events and visual materials
- Describe the immediate vicinity and Turkey in the process of National Struggle based on true events and visual materials
- Realize the role of Atatürk in the victory of National Struggle and the proclamation of the republic
- Realize the role of Atatürk in the victory of National Struggle and the proclamation of the republic (Ministry of National Education, 2005).

PEOPLE AND GOVERNANCE

- Associate the opening of the Grand National Assembly and the national sovereignty
- Associate the opening of the Grand National Assembly and the national sovereignty (Ministry of National Education, 2005).

Examining the 4th grade acquisitions of the 2005 primary education social studies curriculum; it is seen that there are 9 acquisitions in 2 units. As the 2005 social sciences curriculum is made according to the constructivist approach, acquisitions are involved instead of goals. There are 7 acquisitions in the unit of I Am Learning the History and 2 acquisitions in the unit of People and Governance.



5th GRADE

TURKEY STEP BY STEP

- Give examples to cultural features in various regions of our country
- Compare the cultural features of various regions of our country and their own environment in terms of similarities and differences
- Explain the importance of cultural elements in coexistence of individuals
- Compare the daily life before and after Atatürk's reforms based on evidences
- Associate Atatürk's reforms and principles (Ministry of National Education, 2005).

DREAMS THAT COME TRUE

- Show the importance attached by Atatürk to science and technology based on evidences (Ministry of National Education, 2005).

A COUNTRY, A FLAG

- Realize the existence and importance of legislation that regulate social life
- Explain the relationship between the authority in democratic government units and the national sovereignty
- Dignify the symbols of national sovereignty and independence (Ministry of National Education, 2005).

Examining the 5th grade goals of the 2005 primary education social studies curriculum; it is seen that there are 9 acquisitions in 3 units. There are 5 acquisitions in the unit of Turkey Step by Step; 1 acquisition in the unit of Dreams That Come True and 3 acquisitions in the unit of A Country, a Flag.

6th GRADE

I AM LEARNING SOCIAL STUDIES

- Realize the contribution of social studies to their development as active citizens of the Republic of Turkey
- Give examples to applications conducted by Atatürk for the development of social sciences in our country (Ministry of National Education, 2005).

TURKS ON THE SILK ROAD

- Make inferences about political, economic and cultural features of the first Turkish states in the Central Asia by using epic stories, legends and other documents
- Apprehend the importance and tasks of the Turkish Armed Forces by associating today's Turkish Armed Forces with armies of the first Turkish states
- Evaluate the relationship of celebrations and applications in our ceremonies with elements that form our culture in terms of change and sustainability via sample examinations (Ministry of National Education, 2005).

RESOURCES OF OUR COUNTRY

- Design proposals of investment and marketing projects based on Turkey's geographical features
- Advocate the necessity and importance of paying taxes in terms of civic responsibility and its contribution to national economy

Evaluate the role of qualified labor force in the development of the Turkish economy (Ministry of National Education, 2005).

ELECTRONIC CENTURY

Realize the importance attached by Atatürk to rationality and science based on his applications and works (Ministry of National Education, 2005).

Examining the 6th grade goals of the 2005 primary education social studies curriculum; it is seen that there are 8 acquisitions in 4 units. There are 2 acquisitions in the unit of I Am Learning Social Studies; 3 acquisitions in the unit of Turks on the Silk Road; 3 acquisitions in the unit of Resources of Our Country and 1 acquisition in the unit of Electronic Century.

7th GRADE

A JOURNEY TO THE TURKISH HISTORY

- Evaluate the contributions of the Turks' political struggles and cultural activities during the Turkish Seljukian period to the Turkization process of Anatolia
- Explain the factors that had caused the rise of the Ottoman Empire as a political power based on evidences
- Evaluate conquests and struggles of the Ottoman Empire in terms of the importance of commerce and seas for Ottomans
- Show evidences to the importance of tolerance and coexistence in the Ottoman society
- Show evidences to the change and sustainability in the Turkish culture, art and sense of aesthetics via urban examination (Ministry of National Education, 2005).

LIVING DEMOCRACY

- Give examples to applications concerning the qualities of the Republic of Turkey, which is involved in the 2nd item of our Constitution, from the community life
- Analyze the governing structure of the Republic of Turkey within the frame of legislation, execution and jurisdiction (Ministry of National Education, 2005).

Examining the 7th grade goals of the 2005 primary education social studies curriculum; it is seen that there are 7 acquisitions in 2 units. There are 5 acquisitions in the unit of A Journey to the Turkish History and 2 acquisitions in the unit of Living Democracy.

Conclusion And Evaluation

As a result of this study examining the goals and acquisitions of the 1998-2005 social studies curriculums in the context of national unity and solidarity and patriotism; it was determined that national unity and solidarity and patriotism were capable of raising this consciousness in children. It was concluded that 14 of the general goals of the 1998 primary education social studies curriculum and 8 of the general goals of the 2005 primary education social studies curriculum were related to national unity and solidarity and patriotism. Examining the goals of the 1998 primary education social studies curriculum; it was also concluded that there were totally 50 goals in the 4,5,6 and 7. grades. There were 33 acquisitions in the 2005 primary education social studies curriculum. Based on these results, it



could be suggested that the dimension of national unity and solidarity and patriotism is involved according to lesson goals in primary education social studies curriculums.

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