

# Level of Reflection of Skills and Values In the Scope of Questions and Activities To 5th Grade Social Studies Textbook Effective Citizenship Learning Area

**Seyit Taşer**

University of Necmettin Erbakan, Konya, Turkey  
Assoc.Prof. at Necmettin Erbakan  
University, A.K. Education Faculty ORCID: 0000-  
0002-2236-4644

**Ahmet Ulusoy**

University of Necmettin  
Erbakan, Konya, Turkey  
PhD Student at Necmettin Erbakan University,  
Education Science Institute, ORCID: 0000-  
0002-3466-1443.

Corresponding Author: Assoc.Prof. at Necmettin Erbakan University, A.K. Education Faculty ORCID: 0000-0002-2236-4644

## Abstract

Even though teaching materials have diversified and changed their qualities since the past, the textbooks included in these materials have maintained their constant importance. Textbooks were sometimes made up of clay tablets in the Mesopotamian civilization, papyrus in Ancient Egypt, and parchment in the Kingdom of Pergamon. Textbooks, which have gained their current form over time, are still the most crucial element of education and training. In this respect, many issues such as the content, physical structure and quality of textbooks have been discussed since the past. Because the textbooks aim to impress the students with their physical structure, visual features, the information they contain, the teaching methods and techniques they follow. At the same time, textbooks are an important means of transferring the principles determined in the curriculum to the educational environments. In this respect, textbooks ensure that the curriculum is transferred to the student in a certain plan and order. Social studies textbooks are also prepared based on the Social Studies Course Curriculum. The Social Studies Curriculum was last re-prepared in 2018. In the program based on the understanding of constructivism, the student is not in a passive position that receives the information ready but has a position that reaches the information through his own activities and can use the information in problem solving. In this respect, basic skills are included in the curriculum. In addition, the aim of raising an effective citizen who is aware of the rights and responsibilities of the social studies course, who is sensitive to his environment, has brought values to the fore. The level of reflection of these skills and values in the textbooks is a critical issue. In our study, the reflection level of the basic skills and values in the Social Studies Curriculum to the fifth-grade social studies textbook effective citizenship learning area has been tried to be examined.

The study is in the tradition of qualitative research and was conducted according to a case study design. The data of the research were obtained by document (document) analysis, and descriptive analysis and content analysis methods were used in the analyzes. At the end of the study, it was determined that the field of effective citizenship learning was weak in including high-level skills, while values were clustered on the axis of solidarity, sensitivity, benevolence, responsibility, equality, freedom, independence, and patriotism.

**Keywords:** Social Studies, Textbook, Learning Area, Active Citizenship

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## INTRODUCTION

The progress and development of science has been going on since its inception without any limits. (Gündoğan, 2021). The contributions of the past cultural worlds, which prepared the very high level of knowledge that humanity has reached today, to science, scientific behaviors, perspectives on the past, the conditions and possibilities of the time they lived were different (Ventura). Societies are in constant change. It is extremely important for the individual to equip himself with knowledge, skills and values in line with changing conditions (Yildiz, Topçu, & Kaymakci, 2021). The accumulative nature of knowledge also enables science to be in a continuous development. This idea is also important in the basis of development and progress. Because when development is evaluated as an instantaneous process, it will not be possible for societies to progress. On the other hand, even if the methods and techniques have changed in terms of transferring and sharing information over time, some results have been achieved in this regard.

Although the sharing of knowledge has been formed over time with clay tablets and similar tools, with the discovery of paper, books have become the most useful tools in transferring knowledge. The first examples of textbooks are seen in Egypt before Christ (Burcu, 2021). Textbooks are generally specific to a course and are the books that form the basis for the development of that course (Graham, Kihara, & MacKay, 2020). It is important that the steps taken in many areas such as social change and development, expectations of society, innovations in technology, developments in communication and transportation, and transformation in production and economy are reflected in the textbooks. For this reason, it is obvious that textbooks have a dynamic structure. On the other hand, data is constantly updated and may need to be edited. The teacher and student duo are the most basic components of education. The quality of education undoubtedly depends on these two basic elements (Yi Wang & Fan, 2021). Basically, the teacher, the textbook and the curriculum should be counted among the foremost requirements of education. A system is formed in education with the implementation of the curriculum, the arrangement of the textbooks according to the programs, the teachers' execution of the process with the textbook in accordance with the curriculum.

Undoubtedly, it is important to be able to interact between the various factors that make up the education system and to carry out a common working process towards the determined goals (Balikçi, 2021). Education has a great role in effective learning to be more effective and productive, and for students to gain a certain place in society as healthy individuals in every aspect (Azrina, 2021). All of these show that many factors should be taken into account in the course book preparation process. There are many components among these, from pedagogical approaches to measurement and evaluation processes. For this reason, the preparation and publication processes of textbooks are not limited to field experts. The most important thing, of course, is the content.

Textbooks are prepared for certain classes, arranged according to the curriculum, and included in an approval process within the scope and method determined by the Ministry of National Education (Yildiz et al., 2021). While being involved in this process, certain criteria are observed. Compliance with the level of the student, ordering the subject level and being understandable are among these. (Yi Wang & Fan, 2021). The fact that the textbook can attract the attention of the student will strengthen the child's connection with the book (Yildiz et al., 2021). One of the most important qualities of textbooks is that students can understand and interpret what they read without the need for any extra resources. In addition, it is not considered very appropriate to give all the information ready in the course book. Because it is thought that students' access to some information by making an effort will help increase the efficiency of education.

Since the Social Studies Curriculum is built on the basis of constructivism, it is foreseen that the textbooks will be prepared in line with this approach. A textbook prepared with a constructivist approach shows a feature that makes the student active in the learning process (Bulut & Ocak, 2021). This dynamic structure is also noteworthy in that it prompts the student to research and examine. For this reason, textbooks have a rigorous evaluation process. So textbooks prepared from Ministry of Education.

As stated in the regulation, textbooks should cover the acquisitions aimed by the education and training program, and should be arranged in a way that will meet the expectations of the learner

and reach his goals (Yongliang Wang, Derakhshan, & Zhang, 2021). Curriculum can be defined as a whole in which the goals decided to be achieved are subjected to certain educational understanding and testing processes (Lechtenberg, 2021). The curriculum corresponds to the content dimension of the program. What are the most basic and top priority subjects that need to be taught to students should be determined.

Social science disciplines are learned in an integrated manner within social studies subjects (Fitchett, Starker, & Salyers, 2012). Undoubtedly, the curriculum prepared by the Ministry of National Education is taken into account when preparing the content in the books (Schumaker & Fisher, 2021). When attention is paid to the specific objectives of the program, it is understood that the objectives are built on certain skills. These include space perception skills, critical thinking skills, and perception of change and continuity. Therefore, it can be said that the objectives and skills part of the program are compatible. Another point is that each goal in the program is in accordance with the interdisciplinary approach of social studies. Especially the articles related to history and geography, economy, political science and law reflect this situation.

Skills for active learning have an important place in the curriculum prepared today. (Cuenca, 2021; Rodriguez, 2021). It is important to diversify and increase the activities for gaining the skills in the program. However, the duration of classes and other factors required for the activities to be carried out may also need to be favorable. For example, the fact that the activities bring about a costly process can affect student participation. For this reason, more useful applications that will not adversely affect the duration of the course and the training of the subjects and that will provide better results should be emphasized.

Skill is a complex action that requires both knowledge and performance. It provides support for more permanent, active and meaningful learning of skills, content and activities (Saadah Hamdi Suwaidan & Radeh, 2021). Social studies, which covers social sciences disciplines, is a course that aims to equip the individual with knowledge and skills and to make him an active citizen (Martin-Collado et al., 2021). In this context, it can be said that the social studies course aims to raise individuals equipped with knowledge and skills. In the process of achieving this aim, it is important that the elements of the program and the contents of the textbooks are in the same direction. In this context, it is also necessary to take into account the examinations and evaluations to be made and to encourage increasing the contributions to increase the quality. Thus, both skills and values are handled from the first stages of the teaching steps.

Inability to acquire social skills may cause some problems such as adjustment problems, anxiety, insecurity, and violence in children (Şeker, 2021). The knowledge, skills, values and attitudes that students learn in the Social Studies course will make other learned knowledge meaningful (Garwood, McKenna, Roberts, Ciullo, & Shin, 2021). In this respect, when we look at the basic philosophy of the Social Studies Curriculum, it is seen that the student is at the center (Thompson, 2004). Values as well as skills are an important part of the programme. There are items expressed as root values in the program for each course. In addition to this, plus values have been added to the program as it is more compatible with the goals and contents of the Social Studies learning field.

Ülken says about value, "It is obtained by intuition in the form of a sensation or an emotion. Values are expressed with concepts after they are grasped with intuition" (Mohamed, Pillutla, & Tomasi, 2020). Values are very important in order to maintain order in society and to make interpersonal life more qualified. Among the main purposes of education is to raise citizens who have adopted certain values (Gunnarsson, 2021). Values unite society and pave the way for safer construction of the future. For this reason, the issues of how the values expressed in the program can be comprehended and how they will be transformed into behaviors, as in skills, are issues that need to be considered. The establishment of values in such a way that no deficiencies will occur again will be in question at the primary and secondary education levels. Of course, the support of the family is very important here. This will be shaped within the framework of concepts such as decency and moral education and good manners.

Although research on ethics in social sciences and related fields grew exponentially towards the end of the 20th century, moral education later became a prominent phenomenon (Krettenauer, 2021). Today, the cognitive, affective, attitudinal (including motivation) and behavioral aspects of the subject are tried to be revealed, and the importance of gaining ethical values is emphasized (Morgan, Gulliford, & Kristjánsson, 2017). This importance has become a more obvious necessity today. The concept of education is used with concepts such as religious education, moral education, values education. In fact, the essence of education includes educating the



individual as moral and valued individuals. However, since values have emerged as a need to find a greater response in society today, the concept of education has also been used together with values and morality. Therefore, even the use of concepts in this way reveals the seriousness of the issue. On the other hand, the dimensions of the issue necessitated the contribution of other segments of the society as well as educators.

Character education has also become a phenomenon that is included in the scope of today's education. In this respect, activities related to character education have become important (Handsman, 2021). For this purpose, Character Education is taught as a course in social studies departments of education faculties that train social studies educators. In addition to the training of teacher candidates on this subject, education is also carried out within the scope of scientific research on the subject of ethics in postgraduate processes. On the other hand, courses such as Teaching Professional Ethics contribute to the process in the formation education process.

In this respect, the social studies course has also traditionally been associated with the development of civic and democratic virtues (Fitchett et al., 2012). In our country, students gain many knowledge, skills and values about life through social studies lessons (Melillo, 2020).

Although the tools and materials related to education and training have diversified today, textbooks are the most basic material of education and training in our country. In this respect, textbooks fulfill an important task in transferring the determined curricula to the students. The texts, activities, questions, reading passages and visual contents in the content of the book are important in terms of providing this task.

When the literature is examined, it is seen that various studies have been carried out on the teaching of social studies skills and values. These can be listed as follows Gunnarsson (2021), the place of values education in social studies lesson Şeker (2021), 4th and 5th grade students' attitudes and social skills levels towards social studies lesson Melillo (2020), National consciousness in primary school social studies programs and the historical change of the value of peace and peace Rodríguez (2021), social studies teacher opinions about the skills in social studies curriculum Saadah Hamdi Suwaidan and Radeh (2021), skill teaching in social studies textbooks Cuenca (2021), the level of acquisition of skills teacher opinions Burcu (2021), skills and values in textbooks taught in 4th and 5th grades in 2018. In these studies, the place of skills and values in social studies textbooks was mentioned and teachers' opinions on the subject were discussed.

In this article, unlike the studies above, the level of addressing these skills and values of the questions and activities in the social studies textbooks has been examined. For this purpose, an examination was made on the learning area of active citizenship. Active citizenship can be defined as individuals who contribute to society beyond being responsible citizens. Since it is expected that active citizens will have a respectable and leading role in society, it appears as an important learning area where basic values can be taught to students. Of course, various skills and values are tried to be gained in other learning areas. However, in effective citizenship, there are dimensions directly related to social life such as how to solve the problems that may be encountered in social life, how individuals can protect their rights and law.

## Method

The study was carried out according to the qualitative research tradition and the case study was used as a pattern. Schlagwein (2021) on the basis of the case and explained it as the factors affecting the case in the case and the interaction between these two. Within the framework of the skills and values in the Social Studies Curriculum, the effective citizenship learning area of the 5th grade social studies textbook was examined, and the skills and values in this section were tried to be determined. Subsequently, how the identified skills and values were reflected in the learning field was examined.

### Working group

The study group of the research; The Social Studies Curriculum consists of the social studies 5th grade textbook published by the ministry in the 2020-2021 academic year and designated as a textbook, and an active citizenship learning area in this textbook.

### Data Collection

The data in the research were obtained by document analysis. Document analysis is the analysis of written, visual or audio data about the subject of research (Layder, 2021). In this context, the

active citizenship learning area in the 5th grade social studies textbook was examined. In addition, the social studies program (2018) is another document discussed in the research.

#### Analysis and Interpretation of Data

Descriptive and content analysis were used in the analysis of the data. According to Yıldırım and Şimşek, descriptive analysis; is the process of summarizing and interpreting the data (Schlagwein, 2021). Content analysis, on the other hand, is the process of gathering similar data around certain concepts and themes and organizing them in an understandable way (Kelly et al., 2021).

#### Problem Status

The most basic problem in our study is the question of what is the effect of the textbook on the ability to acquire the values and skills included in the program in student behaviors in a permanent way?

Do the types of questions in understanding skills and values remain at the level of knowledge? Does it find a higher level response such as understanding, evaluating, applying, analyzing? Other sub-problems are:

5th grade social studies textbook, what basic skills are there in the field of active citizenship learning?

How was the reflection of the skills in the 5th grade social studies textbook to the learning field?

What values are included in the 5th grade social studies textbook, active citizenship learning?

How did the values in the 5th grade social studies textbook find a response in the field of learning?

## Results

Methods that will develop students' thinking and research skills are important (Schroeder, Murray-Everett, Gates, & Shear, 2021). Textbooks prepared according to these methods and techniques will undoubtedly contribute to an effective understanding of the course contents. Although the course materials are quite diverse today, course books are still a common teaching material that is still valid. Free delivery of textbooks to every student and access to course content without the need for any technological infrastructure are among the factors that ensure this prevalence.

#### Basic Skills in the Learning Area and Its Reflection on the Learning Area

Activities in the content of the 5th grade social studies textbook learning area; It consisted of the headings "it's your turn" and "I'm evaluating myself". These parts contain questions and activities to make the subject comprehend. In this book, which was decided to be taught as a social studies textbook in the 5th grades in the 2020-2021 academic year and prepared for publication by the Ministry of National Education, the field of effective citizenship learning ranks 6th. This section of the book is called "Workers for the Community". Roots of questions and activity guidelines regarding the learning area of Active Citizenship in the book were examined and the frequencies were tabulated as follows:

Table 1

Social Studies 5th Grade Textbook Question Roots in the Field of Active Citizenship Learning

Question Roots	F	%
Which?	18	50,00
Who?	1	2,77
Is it? is it?	2	5,55
How?	5	13,88
What?	6	16,66
Why?	4	11,11
Where?	1	2,77
Total	36	%100

When the above table is examined, in the field of active citizenship learning, "Which?" It is seen that the question root is used the most. "Which?" It can be said that the question plays an active role in ensuring that the information related to this learning area is comprehended. Choosing the correct ones of the information and concepts given in the subject content, understanding steps in Bloom's taxonomy (Liebowitz et al., 2020) "which?" can be done with the question root. Which question root can also improve students' decision making skills. The second most used question root in the book is "what?" formed the question. This question root has an active place especially in concept learning. Because it is possible to learn concepts such as "institution", "official institution",

"private institution", "non-governmental organization", "management", "participation", "sovereignty", "independence", "National Struggle" in the learning area. towards "what?" The question plays an important role. The third most frequently used "how?" in the book. is the root of the question. How? is an important question root in terms of revealing students' interpretation, analysis and examination abilities. In this way, students can gain basic skills such as critical thinking, problem solving, innovative thinking and decision making. "Why?" is used in the fourth row. is the root of the question. The root of the why question also has the quality of measuring the ability to analyze, analyze and interpret. It can be said that this question root aims to provide students with skills such as problem solving, critical thinking and empathy. Fifth place "? is it?" The root of the question, on the other hand, generally shows a feature that measures the ability of analysis and can develop skills such as critical thinking, innovative thinking, recognizing stereotypes and prejudices in individuals. The last and least used "who?" in the book. and where?" Question root is a question root that is used to measure the ability to remember and has the quality of giving the individual the ability to make decisions. Below, the situation of the activity instructions in the field of active citizenship learning in the 5th grade textbook is tabulated.

**Table 2**

Social Studies 5th Grade Textbook Activity Guidelines in the Field of Active Citizenship Learning

<b>Activity Guidelines</b>	<b>f</b>	<b>%</b>
Please explain	8	19,04
Tell me	1	2,38
Investigate	1	2,38
Specify	2	4,76
Think about it	1	2,38
Add	1	2,38
Prepare	1	2,38
Please review	3	7,14
Compare	1	2,38
Give Example	6	14,28
tell me	2	4,76
Fill in the <a href="#">Table</a>	2	4,76
Promote	1	2,38
Write	12	28,57
Total	42	%100

According to the [table](#), "your writing" is the most used activity instruction in the book. This directive draws attention as an activity that can enable students to develop high-level skills such as interpretation, analysis and synthesis. In addition, this directive is effective in gaining basic skills such as critical thinking, empathy, research and problem solving. The second most used in the activity directive is the "explain" directive. It can be said that the explanation activity has a feature that can determine the accuracy of learning and reveal the right and wrong in concept learning. In addition, the explanation activity stands out as an important activity that develops students' skills such as expressing their thoughts, communicating, critical thinking, innovative thinking, and social participation. It can be said that the "give an example" activity directive used in the third row aims to help students make sense of and use knowledge and concepts, as well as improve students' communication, decision-making and empathy skills. The fourth-order "inspect" instruction is such that it can give students skills such as research, observation, decision making, and problem solving, emphasizing the ability of analysis. In the fifth row, "determine", "tell", "fill in the [table](#)" instructions are located. These guidelines can also improve skills such as decision making, communication, and social participation. In the book, the instructions of "tell", "research", "think", "add", "prepare", "compare" and "introduce" were used at least. It can be said that these least used instructions can improve skills such as critical thinking, research, empathy, problem solving, using evidence, and social participation. However, not giving enough place to these activity instructions reveals the weak side of the book.

According to the [table](#), "your writing" is the most used activity instruction in the book. This directive draws attention as an activity that can enable students to develop high-level skills such as

interpretation, analysis and synthesis. In addition, this directive is effective in gaining basic skills such as critical thinking, empathy, research and problem solving.

Table 3

Social Studies Grade 5 Textbook Classification of Questions in the Field of Active Citizenship Learning According to Bloom's Taxonomy

Questions							f	%
	Recall	Understanding	Application	Analysis	Evaluation	Creation		
First question		1					1	1,88
Second question		1					1	1,88
Third Question		1					1	1,88
Fourth Question		1					1	1,88
Fifth Question					1		1	1,88
Question Six		1					1	1,88
Seventh Question		1					1	1,88
Eighth Question				1			1	1,88
Ninth Question		1			2		3	5,66
Tenth Question				1			1	1,88
Question Eleven		1		1			2	3,77
Question Twelfth		1					1	1,88
Question Thirteen		1					1	1,88
Question Fourteen		1					1	1,88
Fifteenth Question		1					1	1,88
Sixteenth. Question					1		1	1,88
Seventeenth Question		1					1	1,88
Eighteenth Question		1					1	1,88
Nineteenth Question					1		1	1,88
Twentieth Question		1					1	1,88
Twenty-first Question		1			2		3	5,66
Twenty-second Question		1			1		2	3,77
Twenty-third Question		2					2	3,77
Twenty-fourth Question		1					1	1,88
Twenty-fifth Question		1					1	1,88
Twenty-sixth Question						1	1	1,88
Twenty-seventh Question		1					1	1,88
Twenty-eighth Question						1	1	1,88
Twenty-ninth Question		2					2	3,77
Question Thirty						1	1	1,88
Thirty-first Question						1	1	1,88
Thirty-second Question		2					2	3,77
Thirty-third Question		1					1	1,88
Thirty-fourth Question		1					1	1,88
Thirty-fifth Question		1					1	1,88
Thirty-sixth Question		1					1	1,88
Thirty-seventh Question		1					1	1,88
Thirty-eighth Question		1					1	1,88
Question Thirty-Nine		1					1	1,88
The Fortieth Question		1					1	1,88
Question Forty-first		1					1	1,88
Forty-second Question		1					1	1,88
Question Forty-third					1		1	1,88
Question Forty-four					1		1	1,88
F		37		3	9	4	53	
%		69,81		5,66	16,98	7,54		

The second most used in the activity directive is the "explain" directive. It can be said that the explanation activity has a feature that can determine the accuracy of learning and reveal the right and wrong in concept learning. In addition, the explanation activity stands out as an important activity that develops students' skills such as expressing their thoughts, communicating, critical thinking, innovative thinking, and social participation. It can be said that the "give an example" activity directive used in the third row aims to help students make sense of and use knowledge and concepts, as well as improve students' communication, decision-making and empathy skills. The fourth-order "inspect" instruction is such that it can give students skills such as research, observation, decision making, and problem solving, emphasizing the ability of analysis. In the fifth row, "determine", "tell", "fill in the table" instructions are located. These guidelines can also improve skills such as decision making, communication, and social participation. In the book, the instructions of "tell", "research", "think", "add", "prepare", "compare" and "introduce" were used at least. It can be said that these least used instructions can improve skills such as critical thinking, research, empathy, problem solving, using evidence, and social participation. However, not giving enough place to these activity instructions reveals the weak side of the book.

From the table above, it is seen that a significant majority (69.81%) of the questions in the field of learning are at the level of understanding, which is one of the cognitive process steps. Comprehension is a step that helps develop skills based on making sense of instructional items. This step; It consists of interpretation, sampling, classification, summarizing, inference, comparison and explanation sub-steps (Liebowitz et al., 2020). Based on the questions in the learning area examined according to Bloom's taxonomy, it is seen that the questions at the understanding level are clustered in the sub-steps of explanation, sampling, inference and interpretation. According to the table, the evaluation step is in the second place (16.98%). The evaluation step also consists of the sub-steps of supervision and criticism. The questions in this step are clustered at the criticism sub-level. The third (7.54%) step is the build step. This step consists of creating, planning and generating sub-steps. At this stage, he focused on creating questions and generating questions. The fourth rank is the analysis phase (5.66%). Analysis step; It consists of parsing, editing and reviewing sub-steps. Here, questions are clustered at the analysis and organization sub-level.

Based on this information, it can be said that the questions mostly measure the ability to make sense of information, and are weak in measuring high-level cognitive skills. In addition, it can be said that the questions clustered at the understanding level contribute to the development of basic skills such as communication, decision making, problem solving, critical thinking and innovative thinking.

## Values in the Learning Area and Its Reflection on the Learning Area

The questions and activity guidelines in the 5th grade social studies course active citizenship learning area were examined and the values processed in the content were tried to be determined as follows.

1. Consider that you will establish a non-governmental organization to meet this need by identifying a social need in your environment. Write the answers to the following questions in your notebook. (Solidarity, Sensitivity, Benevolence).
2. Which social need will your non-governmental organization aim to meet? (Solidarity, Sensitivity, Benevolence).
3. What can be the name of your non-governmental organization? (Solidarity, Sensitivity, Helpfulness)
4. How does your nonprofit plan to help people? (Solidarity, Sensitivity, Benevolence).
5. What will you do to support your non-governmental organization? (Solidarity, Sensitivity, Benevolence).
6. How will you announce the work of your non-governmental organization to the public? (Solidarity, Sensitivity, Benevolence).
7. Fill in the table below by researching the official institutions and non-governmental organizations around you in the fields below. (Solidarity, Sensitivity, Benevolence).
8. What do you know about our rights and freedoms? Why do you think it is important to have these rights and freedoms? Please explain. (Freedom).



9. What similarities do you see when you compare the adjacent articles of our constitution and the articles in the convention on children's rights? Please explain. (Justice, freedom).
10. Examine the adjacent photo. What fundamental right and freedom could this photo be about? (Justice, freedom).
11. Explain the phrase "The inability to express one's thoughts is slavery" (Euripides – Oripides). (Freedom).
12. Prepare a poster by writing slogans related to the right to participation and freedom of thought and using pictures and photographs. (Liberty, equality).
13. Fill in the [table](#) below. What comes to mind when you think of national sovereignty and independence? Tell me. (Independence, freedom, patriotism).
14. Add a sentence to the child's words about the value we attach to our flag. (Independence, freedom, patriotism).
15. Where else is the National Anthem sung? How do you behave while the National Anthem is being sung? Please explain. (Independence, freedom, patriotism, respect, sensitivity).
16. In the field below, describe your feelings about the Turkish flag or the National Anthem with a poem, text or picture. (Independence, freedom, patriotism, respect, love, sensitivity).
17. In the [table](#) below, write the importance of the Turkish flag and the National Anthem for our nation. (Independence, freedom, patriotism, respect, love, sensitivity).
18. Write the numbers of the following social needs in the parentheses at the beginning of the institution they are related to. (Solidarity, helpfulness, sensitivity).
19. Above, social needs and institutions that meet these needs are matched. Which of these pairings is wrong? (Solidarity, helpfulness, sensitivity).
20. Which of the following is not one of the characteristics of non-governmental organizations? (Solidarity, helpfulness, sensitivity).
21. Which of our symbols of independence does the poet talk about in the poem above? (Independence, freedom, patriotism, respect, sensitivity).
22. Which of the following rights does a person who goes to the polls to vote in local and general elections use? (Freedom, independence, sensitivity, responsibility).
23. How will you use the right to participate and freedom of thought when you grow up? Give an example. (Equality, freedom, sensitivity).
24. Why are symbols of national sovereignty and independence valuable to us? Please explain. (Independence, freedom, patriotism, respect, sensitivity).

Based on the above analysis, the values in the 5th grade social studies course in the field of active citizenship learning; solidarity, sensitivity, benevolence, responsibility, equality, freedom, independence and patriotism.

## Discussion, Conclusion and Recommendations

Skill is not just an expression that has a concrete meaning. In fact, skill or ability can also be evaluated as the performance displayed in producing any product. However, in social studies education, skills such as critical thinking or perceiving the space, which will be realized with sensory organs and mental processes, are considered in the foreground. In addition, the reflection of these skills, which can be called abstract, into practice is important. This will happen as a result of acquiring the skill and transforming it into behavior. As an important principle of social studies, students' ability to adapt to social life and their problem-solving skills can be handled precisely for this purpose. Acquiring skills can be difficult to assess. However, it should be evaluated whether students can put the skills they have acquired through case studies and similar activities into practice. Based on some case studies, the questions "What would you do in this situation" should be asked. Thus, it will be possible to embody the acquired skills. Students can also have the happiness of applying what they have learned to life.

Undoubtedly, textbooks are still the most important element of educational activities today. Considering that textbooks are delivered to every student free of charge in our country, we can say that they are the most common teaching material used in general. At the same time, textbooks are a lesson tool commonly used by teachers in learning environments. In this respect, it is important to prepare the textbooks in a qualified manner in all aspects. In addition to considering the current legislation in the preparation of textbooks in our country, the curriculum of the course also plays an important role. Today, the Social Studies Curriculum, which was last

changed in 2018, is based on the preparation of social studies textbooks. It is an inevitable fact that the philosophy of the Social Studies Curriculum (Miles, 2021), which aims to raise active citizens who shape the society, adopt national and spiritual values, exercise their rights and fulfill their responsibilities, should be reflected in the textbooks and thus make the textbooks qualified. Within the scope of our study, the effective citizenship learning area of the social studies textbook, which was decided to be taught in the 5th grades in the 2020-2021 academic year and prepared for publication by the Ministry of National Education, was examined in terms of the level of handling the basic skills and values in the Social Studies Curriculum. When the question roots in the active citizenship learning area of the social studies fifth grade textbook are examined, it is seen that the questions about the level of comprehension are reflected in this learning area.

## Suggestions

In the light of the findings on the subject, the following suggestions have been developed:

- It is a positive feature that the book gives information about what will be learned in the content at the beginning of the learning area. In addition to this, it is necessary to include the basic skills and values that are aimed to be gained in this section.
- Just below the subject headings in the learning area, preparation questions for the subject are included. This method is effective in measuring students' readiness. It is important that these preparation questions also measure students' readiness in terms of skills and values. This feature should be taken into account in the preparatory questions.
- The visual richness suitable for the age group of the student draws attention in the learning area. In addition, stories enriched with pictures should be included in the content of the subject to help students comprehend the basic skills and values that may be of interest to them.
- Questions and activity instructions in the learning area examined according to Bloom's taxonomy mostly measure the level of understanding. These questions should be of a nature that measures and develops higher-level skills such as application, analysis, evaluation, creation in relation to the skills and values to be gained. Affective goals are important in gaining values. Questions and activities in the learning area should be made sufficient in terms of covering affective goals.
- The learning area has a weak quality in terms of concept teaching. In particular, it is necessary to include the concepts intended to be gained at the beginning of the subject and to associate these concepts with skills and values.
- In the subject content, the activities are organized only with the title of "it's your turn" and "evaluating myself" at the end of the unit. These activities should be enriched with categories such as "Let's think, discuss", "Let's play, learn", "Let's do it together".

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