

Natural and Human disasters in Social Studies Education in Turkey: A Taxonomic Analysis

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Abstract

The purpose of this study is to analyze how natural and human disasters are included in the 2018 social studies curriculum and textbooks. For this purpose, it was examined how natural and human disasters were included in the texts and visuals in the 4th-7th grade social studies curriculum and textbooks. Document analysis, one of the qualitative research methods, was used in the study. The data obtained from the documents were analyzed according to predetermined themes, descriptive analysis was made and interpreted. According to the findings obtained from the study, in the visuals and texts related to natural and human disasters in the textbooks, individuals are mostly taught the causes of disasters, their possible effects and ways of protection from disasters. When the achievements of natural and human disasters in the Social Studies curriculum are examined, it is determined that there are achievements for application in the 4th grade, analysis and comprehension in the 5th grade, analysis in the 6th grade, evaluation and synthesis in the 7th grade. In 4th and 5th grade, the subject of disasters is given in the learning area of People, Places and Environments, in 6th grade in the learning area of Production, Distribution and Consumption, and in 7th grade both in the learning area of People, Places and Environments and Global Connections. It has been determined that the textbooks focus on natural disasters in the 4th and 5th grades but do not mention human disasters, while the 6th and 7th grade levels focus on human disasters such as migration, global climate change, natural disasters, hunger, terrorism, and the negative consequences of unconscious resource consumption. When the activities in the textbooks were analyzed, it was found that activities for the knowledge and comprehension stages were included. Accordingly, it is recommended that the learning outcomes in the curriculum should address natural and human disasters at an earlier age and the textbooks should include activities that will develop higher level thinking skills.

Keywords: Social Studies Textbooks, Natural and Human Disasters, Curriculum

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The fact that textbooks are the source that students face the most after the teacher in educational processes reveals the need for them to be handled more sensitively and to address multiple aspects of student levels. Textbooks are updated according to the changes and requirements of the age and the needs of the society and the qualitative features they should have. Textbooks used in education and training are resources prepared according to the objectives, achievements, skills, concepts, values, learning areas, learning-teaching methods and techniques, measurement and evaluation and the subject of the course. The accuracy, timeliness, continuity, and variability of the information in textbooks can be discussed, and visuals and mental gains are included in textbooks (Demirel, 2007; Değirmenci, Kuzey, & Yetişensoy, 2019).

Textbooks and programs are shaped according to the technology, information needs and educational understanding of the age (Küçükahmet, 2011; Değirmenci, Kuzey, & Yetişensoy, 2019). One of the main purposes of creating education programs is to help the individual become an active member of the environment in which he/she lives. In this way, the child's development can be monitored, and the child can solve the problems they face. Primary school is considered important because it is the first level of education where children acquire basic skills, knowledge and attitudes.

Natural disasters are unpredictable natural events with unforeseeable areas of impact and intensity levels, often resulting in significant loss of life and property (Karabulut, Bekler, 2019). Natural disasters are named with the name of the natural hazard that causes the disaster and are divided into three according to the cause of occurrence; ground origin, atmospheric origin and biological origin (Şahin & Sipahioğlu, 2003 p. 5). Disasters are also defined as events that occur in many regions due to natural and human causes, causing loss of life and property, sociological, psychological and economic problems and negatively affecting the lives of living things (Akar, 2013 p.1). It is very important to provide a well-founded education on natural disasters at an early age. For this purpose, it is of great importance for future generations that students learn basic life resources such as nature, environment, plants, animals, water, soil, air at an early age (Dönmez, 2019, p. 2014). Because the participation of students in the education process in disaster and disaster risk reduction education can bring change to their societies and increase resilience with the right knowledge, skills and support (Shaw, Shiwaku, Takeuchi, 2011; Wang, 2016; Dufty, 2020).

However, it was observed that children participating in another study did not have sufficient knowledge about floods, landslides and avalanches (Sapsağlam, 2019). Social studies has an important place in terms of contributing to the socialization process of children (Kan, 2006). In this sense, the teachers to be trained should have a high level of natural disaster literacy so that they can provide students with the necessary equipment about natural disasters (Sözcü, Aydınözü, 2019). However, it can be said that pre-service teachers' cognitive structures about important basic concepts such as erosion, landslide, flood and drought are not sufficient and they have an insufficient level of knowledge, and they have many misconceptions on this subject (Cin, 2010; Bozyiğit, Kaya, 2017, p. 66). As a matter of fact, in a study conducted by İnal, Kaya, and Altıntaş (2018), it was determined that Turkey's primary (elementary and secondary school) and secondary education curricula address disaster education with a non-integrated approach within the scope of various courses in each period.

On the other hand, Türkiye is a country where both natural and human disasters are frequent due to its structure. The most common natural disasters in Türkiye are earthquakes, floods, landslides, rockfalls and avalanches. According to the type of natural disaster, 66% of these damages are caused by earthquakes, 15% by floods, 10% by landslides, 7% by rock falls and 2% by meteorological events (Genç, 2007).

Social Studies and Disaster Education

Social Studies, whose subject is about human beings and human life, is a course that can guide people to understand themselves and their values. Making sense of social studies is more difficult than other disciplines with which it interacts. This is because social studies are an interdisciplinary and multidisciplinary field (Tekindal et al. 2005, p. 18; Ertürk, Güler, 2017). To understand social studies, which is a field with multiple disciplines, it may be useful to examine the textbooks that help the learning and teaching process used in this field. Today, textbooks are among the sources of information that are still used and considered important in the classroom, and teachers carry out many activities through books (Kızılcıoğlu 2003, p. 95; Ertürk, Güler, 2017). Textbooks also remain the primary source of information for students. People are both influenced by nature and have an impact on it. The consequences of human actions also affect themselves. Disasters may also occur as a result of human interaction with the environment. Disasters are a continuous phenomenon in human life, disasters cause physical, psychological, or economic damages on individuals. Today, activities such as textbooks, drills, smart boards, internet, brochures and booklets to raise awareness, literary genres such as stories, games, writing and drawing competitions, drama, internet videos, etc. are included in disaster education (Küçükahmet, 2011; Değirmenci, Kuzey, & Yetişensoy, 2019).

Looking at the literature, Değirmenci, Kuzey, and Yetişensoy (2019) examined how disasters are reflected in the textbooks prepared according to the 2018 social studies program. In this study, 4-7. In this study, it was found that the textbooks up to 4th-7th grades included information and visuals to create disaster awareness and included activities and days to create disaster awareness for individuals to use in their daily lives. On the other hand, in a study conducted by Önal (2019), it was found that textbooks contain a lot of information and visual inaccuracies about natural disasters, for example, the visual of a landslide was used in the subject of landslides, and the visual of a mudflow was used in the subject of floods.

When the primary and secondary school curricula are examined in general, it is seen that more than half of the intermediate discipline outcomes of disaster prevention and safe life are at the comprehension stage, followed by the application stage. In the cognitive process dimension, it was found that the subject of disasters was least included in the creation/construction step. In parallel to this, in a study conducted by Büken and Artvinli (2021a), it is emphasized that the objectives written for students' lower-level learning skills, textbook activities prepared in line with these objectives and textbook evaluation questions are generally included. Alkış (2005) examined how geographical concepts were presented in textbooks prepared according to the 2004 social studies program for primary education. The study focused on the treatment of geography-related concepts in the 4th and 5th-grade social studies textbooks prepared based on the 2004 social studies curriculum, particularly within the learning domain "Humans, Places, and Environments," in units such as "Our Living Area"

and "Getting to Know Our Region," as well as in the learning domain "Production, Distribution, Consumption" under the unit "What We Produce." A total of 190 concepts related to geography were found to be included in the 4th and 5th grade textbooks. It was observed that the concepts related to physical geography subjects were more than the concepts related to human and economic geography subjects. In particular, it was concluded that the concepts in the topics of climate, landforms and population-settlement/city geography were more. In this study, the level of processing of the subject of natural and human disasters in social studies textbooks (4-5-6-7th grade) prepared according to the Social Studies Curriculum renewed in 2005 was determined. In addition to all this research in the literature, the problem statement of this study is: In which achievements of the social studies curriculum are natural and human disasters addressed and in which activities and at which taxonomic level are these achievements covered in the textbooks? To find an answer to this problem statement, answers to the following questions were sought:

1. What is the distribution of learning outcomes related to natural and human disasters in the Social Studies Curriculum?
2. Within the scope of the Social Studies Curriculum, which achievements in natural and human disasters reflect which cognitive domain level?
3. How are the natural and human disasters outcomes in the Social Studies Curriculum addressed in the 4th-7th grade social studies textbooks taught in the 2020-2021 academic year?

Method

Research Design

Document analysis, one of the qualitative research methods, was used in the study. "Document means anything that is available before the research. Commonly used documents are official records, letters, newspapers, poems, songs, public records, government documents, historical documents, diaries, autobiographies" (Merriam, 2018, p.132).

Data Sources

The documents used in this study are the 2018 social studies curriculum and the social studies textbooks decided to be taught by the MoNE in 2020-2021.

Table 1

Social Studies Textbooks Analyzed in the Study

Book	Authors	Publishing Houses
4th grade Social Studies Textbook	Sami Tüysüz	Tuna Yayıncılık
5th grade Social Studies Textbook	Erhan Şahin	Anadol Yayıncılık
6th grade Social Studies Textbook	Erhan Şahin	Anadol Yayıncılık
7th grade Social Studies Textbook	Gökhan Gültekin Murat Akpınar Mustafa Nohutcu	MEB Yayınları

Pınar Özerdoğan
Seher Aygün

In the study, the 4-5-6-7th grade Social Studies textbooks and the 2018 Social Studies Curriculum, which were taught as textbooks in schools by the Ministry of National Education in 2020-2021, were analyzed as data sources. Grade Social Studies textbooks and the 2018 Social Studies Curriculum were examined. First of all, it was determined in which grade level and in which learning area and in which acquisitions natural and human disasters were included in the Social Studies curriculum, and then it was examined how natural and human disasters were covered in social studies textbooks with which activities. The data obtained were analyzed and interpreted with descriptive analysis.

Findings

In this section, findings related to the content, learning areas, grade levels, types of disasters, types of disasters, and related activities in the textbooks of the Social Studies Curriculum are presented.

Findings Related to Learning Outcomes Related to Natural and Human Disasters in the Social Studies Curriculum

Under this heading, findings related to the content, learning areas, grade levels, and types of disasters in the Social Studies Curriculum are presented.

Table 2

Distribution of Outcomes Related to Natural and Human Disasters in the Social Studies Curriculum

Class Level	Learning Area	Outcome	Type of Disaster
4	People, Places and Environments	SB.4.3.2. Draws a sketch of the places he/she uses in his/her daily life (Shelter, emergency gathering place, emergency exit and other safe areas are shown on the sketch).	Natural and Human Disasters
		SB.4.3.3. Distinguishes natural and human elements in the environment in which they live (Students are enabled to recognize their immediate environment with all its elements).	Natural and Human Disasters
		SB.4.3.6. Makes necessary preparations for natural disasters.	Natural and Human Disasters
5		SB.5.3.2. Explains the effects of climate on human activities by giving examples from daily life.	Natural and Human Disasters
		SB.5.3.4. Question the causes of disasters and environmental problems in their environment.	Natural and Human Disasters

Class Level	Learning Area	Outcome	Type of Disaster
	People, Places and Environments	SB.5.3.5. Explains the effects of natural disasters on community life with examples.	Natural Disasters
	Individual and Society	SB.6.1.4. Participates in activities that support social solidarity and solidarity in the formation of social unity.	Natural and Human Disasters
6	Production, Distribution and Consumption	SB.6.5.2. Analyzes the effects of unconscious consumption of resources on living life (The importance of renewable and non-renewable resources is emphasized).	Natural and Human Disasters
	People, Places and Environments	SB.7.3.1. Makes inferences about the factors affecting settlement from past to present through case studies.	Natural and Human Disasters
	People, Places and Environments	SB.7.3.3. Discusses the causes and consequences of migration through case studies.	Natural and Human Disasters
7	Production, Distribution and Consumption	SB.7.5.3. Gives examples of the work of institutions and non-governmental organizations and their role in social life (referring to the work of semi-official institutions such as the Red Crescent and the Green Crescent and the work of foundations and associations).	Natural and Human Disasters
	Global Connections	SB.7.7.4. Develops ideas for solving global problems with friends (Global climate change, natural disasters, hunger, terrorism and migration will be discussed).	Natural and Human Disasters

When the 4th grade Social Studies Curriculum was examined, it was determined that two learning outcomes were included in the subject of human disasters, and these were included in the analysis and application steps. It was seen that the learning outcomes related to natural disasters were included in the learning area of People, Places and Environments in one learning area. It is seen that this outcome in People, Places and Environments is aimed at developing the application step. When the 5th grade Social Studies curriculum was examined, it was determined that the subject of natural disasters was included in two learning outcomes at this grade level, and natural and human disasters were included in two learning outcomes. Again, it was seen that the subject of natural disasters was mentioned in the learning area of People, Places and Environments. In Grade 5, it was determined that one of the learning outcomes in the People, Places and Environments learning area was aimed at developing the analysis step and two of them were aimed at developing the comprehension step. When the 6th grade Social Studies Curriculum was examined, it was determined that there were two learning outcomes related to disasters at this grade level, and both learning outcomes were about both natural and human disasters. It was also determined that these two objectives were

at the level of analysis and application. When the 7th grade Social Studies curriculum was examined, it was determined that a total of four outcomes targeted natural and human disasters. Among the human disasters, especially migration, hunger, terrorism and climate change were included. Three of the four outcomes at this grade level are at the comprehension level and one is at the evaluation level.

Findings on Natural and Human Disasters in Social Studies Textbooks

Under this heading, findings related to the content about disasters in Social Studies textbooks according to grade levels are presented.

4th Grade Social Studies Textbook Content Related to Natural and Human Disasters

When the 4th grade social studies textbook is examined, it is seen that the topics related to disasters are limited to the learning area of People, Places and Environments. In the book, there are 16 visuals, 8 questions, 2 activities, and 12 questions in measurement and evaluation under the title of Let's Be Ready for Natural Disasters in the learning area of People, Places and Environments. The visuals, questions, in-class and extracurricular activities in the textbook are related to natural disasters and the measures to be taken.

Figure 1

Some Visuals Related to Natural Disasters in the 4th Grade Social Studies Textbook (pp.83-84)



In the 4th grade book, there is no information or activity related to human disasters in the learning area of People, Places and Environments. As seen in Figure 1, in this learning area, disasters in our country were mainly mentioned and supported with visuals.

Figure 2

In the 4th grade Tuna Publishing social studies textbook, when the activities related to natural disasters were examined, it was seen that activities related to the comprehension and knowledge stages in the cognitive domain were included. In the 4th grade social studies textbook, 1 activity for the knowledge and 5 activities for the comprehension stage were included.

5th Grade Social Studies Textbook Content Related to Natural and Human Disasters

When the 5th grade social studies textbook is examined, it is seen that the topics related to disasters are included in the learning area of People, Places and Environments. In the book, there are 16 visuals, 7 questions, 4 activities, and 9 questions in measurement and evaluation under the titles of Disasters and Environmental Problems and The Impact of Natural Disasters on Our Lives in the learning area of People, Places and Environments.

Figure 4

Some Activities Related to Natural Disasters in the 5th Grade Social Studies Textbook (pp. 86-87)

BASINDAN

17 Ağustos 1999 Depremi

Marmara depreminde resmi rakamlara göre 17 bin 480 kişi hayatını kaybetti.

17 Ağustos 1999 sabahı, yerel saatle 03.02'de gerçekleşen, Kocaeli/Gölcük merkezli deprem, can ve mal kaybına yol açtı. 17 Ağustos 1999 depremi, başta Kocaeli, İstanbul ve Yalova olmak üzere geniş bir çevrede hissedildi. Yaklaşık 16 milyon insan, bu depremden değişik düzeylerde etkilendi. Bu nedenle Marmara depremi Türkiye'nin yakın tarihini derinden etkileyen en önemli olaylardan biridir.

Depremin Türkiye sanayisinin en gelişmiş olduğu yerlerde meydana gelmesi ve çok geniş bir alanı etkilemesi ülkede büyük sıkıntılara neden olmuştur. Deprem sonucunda 17.480 vatandaşımız hayatını kaybetmiş, 23.781 vatandaşımız yaralanmış, 505 vatandaşımız ise sakat kalmıştır. Deprem sonucunda 285.211 konutun hasarlı olduğu tespit edilmiştir.

17 Ağustos 2014 tarihli gazete haberinden düzenlenerek alınmıştır.

BASINDAN

Mersin'de sel felaketi 55 bin dekar sera alanını vurdu.

Mersin'de, geçen hafta yaşanan sel felaketi tarım arazilerine büyük zarar verdi. Ziraat Odası Başkanı Cengiz Gökçel, sel felaketinde 55 bin dekarın fazla seranın sular altında kaldığını söyledi.

Türkiye'de üretilen biberin yüzde 70'ini karşılayan Mersin ve çevresinde sele bağlı mağduriyetin, vatandaşın sofrasına da zam olarak yansıtacağı ifade edilmektedir. Sera alanlarının büyük zarar gördüğünü ifade eden Cengiz Gökçel aradan 5 gün geçmesine rağmen hâlâ seralardan suyun boşaltılmadığını kaydetti. Gökçel sözlerine şöyle devam etti:

"31 Aralık günü yaklaşık 70 kişilik ekip, bu çevrede durum tespiti yaptı. Sadece Akdeniz ilçemizde 40 bin dekarlık sera, sel baskınına maruz kaldı. Tarsus'taki yaklaşık 20 bin dekarlık serada da zarar var. Çiftçilerimizin sıkıntılarının devletin yardımıyla ortadan kalkmasını ümit ediyoruz. Sel afeti olmasıyla birlikte arzda müthiş bir daralma oldu. Biz piyasaya ürün veremiyoruz. Hasat yeni başlamıştı zaten. Yetmiş ürünü bile toplayacak durumda değiliz. Çamunun içinde kimsenin ürün toplaması mümkün değil. Dolayısıyla fiyatlar bir miktar arttı. Fakat zararın boyutu bu şekilde devam ederse fiyatlar daha da yükselir."

3 Ocak 2017 tarihli gazete haberinden düzenlenerek alınmıştır.

In the 5th grade Anadol Publishing social studies textbook, visuals, questions, in-class and extracurricular activities are related to the characteristics of natural disasters, the situations that cause their occurrence and their negative consequences. As seen in Figure 4, the situations that cause disasters were tried to be questioned by students through news articles and the situations that cause disasters, and their negative consequences were transformed into activities that were questioned by students.

Figure 5

Social Studies 5th Grade Textbook Some Activities Related to Natural Disasters (p.81-82-83-86)

Araştırılabilir Paylaşılabilir

Yaşadığınız çevrede görülen doğal afetler ile ilgili bilgi toplayarak bir poster çalışması hazırlayınız. Hazırladığınız çalışmayı sınıfta arkadaşlarınızla paylaşınız.

Düşünelim Tartışalım

Okuduğunuz gazete haberine göre deprem, toplum hayatı üzerinde nasıl bir etki oluşturmuştur? Düşüncelerinizi sınıfta arkadaşlarınızla paylaşınız.

Görseli Yorumlayalım

Aşağıda Türkiye Deprem Bölgeleri haritası verilmiştir. Haritayı inceleyerek aşağıda verilen soruları cevaplayınız. Cevaplarınızı arkadaşlarınızla paylaşınız.

- Yaşadığınız il, kaçınıcı derece deprem bölgesinde yer almaktadır?
- Ülkemizde deprem riski en fazla olan iller hangileridir?
- Ülkemizde deprem riskinin en az olduğu iller hangileridir?

Hazırlık Çalışması

Doğal afet kavramından ne anlıyorsunuz? Düşüncelerinizi arkadaşlarınızla paylaşınız.

In the 5th grade Anadol Yayıncılık social studies textbook, when the activities related to natural disasters were examined, it was seen that activities related to 1 knowledge, 5 comprehension, 2 application, 2 synthesis steps were included in the cognitive domain.

6th Grade Social Studies Textbook Content Related to Natural and Human Disasters

When the 6th grade social studies textbook was examined, it was seen that the topics related to disasters were included in the learning area of Production, Distribution and Consumption. There are 7 visuals, 1 question, 3 activities, and 8 questions in measurement and evaluation under the title of Unconscious Use of Resources on natural and human disasters.

Figure 6

Some Visuals Related to Human Disasters in the 6th Grade Social Studies Textbook (p.173-174)



In the 6th grade Anadol Publishing social studies textbook, human disasters that can be caused by non-renewable energy sources are not mentioned, only the definition of renewable and non-renewable energy sources is mentioned. As can be seen in Figure 6, various visuals about non-renewable energy sources are included, but the negative effects of non-renewable energy sources on the environment are not mentioned. Although the importance of environmental pollution is emphasized, it is not emphasized how great damage non-renewable energy sources can cause to the environment.

Figure 7

Some Activities Related to Human Disasters in the 6th Grade Social Studies Textbook (pp.169-172-176)

Düşünelim Tartışalım

Günümüzde enerji üretiminde kullanılan kaynakların genel özellikleri aşağıdaki tabloda verilmiştir. Bu özelliklere göre enerji kaynaklarının canlı yaşamı üzerinde nasıl bir etki yaptığını düşününüz. Düşüncelerinizi arkadaşlarınızla paylaşınız.

Hazırlık Çalışması

Kaynakları bilinçsizce kullanmanın canlı yaşamına zararları neler olabilir? Düşüncelerinizi arkadaşlarınızla paylaşınız.

Tüm canlıların yaşamını devam ettirmesinde önemli bir rolü olan toprağı bilinçli kullanıyor muyuz? Düşüncelerinizi arkadaşlarınızla paylaşınız.

In the 6th grade Anadol Publishing social studies textbook, when the activities related to natural disasters were examined, it was seen that activities related to 3 concepts and 1 analysis step were included in the cognitive domain.

7th Grade Social Studies Textbook Content Related to Natural and Human Disasters

When the 7th grade social studies textbook was examined, it was seen that the topics related to disasters were included in the learning areas of People, Places and Environments and Global Connections. In the book, in the learning area of People, Places and Environments, the subject of migration was mentioned in relation to human disasters. There are 12 visuals, 2 questions and 5 activities reflecting human disasters under the title of "Where You Are Born or Where You Are Done". It was emphasized that migration is caused by natural disasters and human activities. The activities included examples of current migration problems.

Figure 8

Some Activities Related to Human Disasters in the 7th Grade Social Studies Textbook (p.112)



In the 7th grade MEB Yayınları social studies textbook, when the activities related to natural disasters in the learning area of People, Places and Environments were examined, it was seen that there were 2 activities for the comprehension step in the cognitive domain.

Figure 9

Some Visuals and Activities Related to Human Disasters in the 7th Grade Social Studies Textbook (p.114-115)



In the 7th grade MEB Yayınları social studies textbook seen in Figure 9, it is emphasized that migration is caused by natural disasters and human activities. Current examples of migration problems were included in the activities. In the Global Connections learning area, 12 visuals, 1 question, 3 activities, and 5 questions in assessment and evaluation were included under the title of "I Produce Solutions to Global Problems".

Figure 10

Some Visuals and Activities Related to Human Disasters in the 7th Grade Social Studies Textbook (pp.234-235)



In the global connections learning area, both the definitions of natural disasters such as earthquakes, floods, avalanches, droughts, tornadoes, hurricanes, climate change and the definitions of human disasters such as terrorism and migrations were included and activities were provided to work on ways to find solutions to these disasters.

Figure 11

Some Visuals and Activities Related to Human Disasters in the 7th Grade Social Studies Textbook (p.232)

- *Dünyayı etkileyen sorunların neler olduğunu ve bu sorunların hayatınıza etkilerini tartışınız.*

In the 7th grade MEB Yayınları social studies textbook, when the activities related to natural disasters in the Global Connections learning area were examined, it was seen that there was 1 activity for the comprehension step in the cognitive domain.

Conclusion and Discussion

When the place given to natural disasters and human disasters in the social studies curriculum and textbooks at the 4th-7th grade level was examined, it was determined that information and visuals for creating disaster awareness were included, and activities for creating disaster awareness were included for individuals to use in their daily lives. This finding is also confirmed in the study conducted by Değirmenci, Kuzey, and Yetişensoy (2019). At the 4th and 5th grade levels, it was determined that the focus was on natural disasters, while at the 6th and 7th grade levels, the focus was on human disasters such as migration, global

climate change, natural disasters, hunger, terrorism, and the negative consequences of unconscious resource consumption. In the 4th grade, application, in the 5th grade analysis and comprehension, in the 6th grade analysis, and in the 7th grade evaluation and synthesis were more frequently included.

In this study, when the activities related to disasters in the 4th grade social studies textbook were examined, it was seen that activities related to 1 knowledge, 5 comprehension, 2 application, 2 synthesis steps were included in the cognitive domain. In the 6th grade social studies textbook, when the activities related to disasters were examined, it was seen that activities related to 3 comprehension and 1 analysis step were included in the cognitive domain. In the 7th grade social studies textbook, when the activities related to natural disasters in the learning area of People, Places and Environments were examined, it was seen that there were 2 activities related to the cognitive domain and 1 activity related to the cognitive domain in the learning area of Global Connections. When the activities in the textbooks were examined, it was seen that activities for the knowledge and comprehension stages were intensively included. On the other hand, Önal (2019) found that there are many information and visual inaccuracies about natural disasters in textbooks.

To develop students' higher-order thinking skills, more analysis, synthesis and evaluation activities should be included in the books on the subject of disasters. In parallel to this, in a study conducted by Büken and Artvinli (2021b), it was determined that the achievements in the middle school social studies curriculum were not distributed taxonomically balanced. In addition, in the study conducted by Sözcü and Aydınöz (2019b), it was seen that the achievements were mostly related to the knowledge dimension of natural disaster literacy, and the achievements suitable for affective disposition and behavior dimension were insufficient. It can be said that the number of achievements related to natural and human disasters in the 4-7 grade social studies curriculum is low. When the content related to natural and human disasters in social studies textbooks is analyzed, it is concluded that the number of activities in the textbooks is low. It was concluded that there are 2 activities in 4th grade books, 4 activities in 5th grade, 3 activities in 6th grade, and 5 activities in 7th grade and these activities are not sufficient in terms of disasters.

In his study, Alkış (2005) found that the concepts related to physical geography subjects were more than the concepts related to human and economic geography subjects in the 4th and 5th grade social studies textbooks prepared according to the 2004 program. Looking at this study, it was found that the 4th and 5th grade social studies course achievements, visuals, activities, and subject contents of the 4th and 5th grade social studies course, which were prepared according to the 2018 program, were dominated by the subject of natural disasters in the 4th and 5th grade, and humanitarian disaster subjects were spread to other grade levels.

Suggestions

Considering the content of the topics related to disasters in the textbooks, it is recommended to increase the number of activities on disasters in the textbooks, since the number of activities is quite low in grades 4-7.

It is suggested that the acquisitions related to disasters in the social studies program consist of 1 or 2 acquisitions at each grade level, and that more acquisitions should be included at each grade level, taking into account student levels.

Although the gains related to disasters in the social studies program are predominantly at the level of analysis in terms of cognitive domain, it is recommended to include more gains at higher levels of the cognitive domain such as application, synthesis and evaluation in order for individuals to learn better the situations that cause natural and human disasters and the measures to be taken against disasters.

It was concluded that 4th and 5th grade textbooks and achievements include the subject of natural disasters, but not human disasters, migration, global climate change, natural disasters, hunger, terrorism, and the negative consequences of unconscious resource consumption. As a solution to this situation, the subject of humanitarian disasters can be increased in the 4th and 5th grades by taking into consideration the students' readiness, individual needs, needs and expectations in order to form at least a basic knowledge infrastructure. The 4th and 5th grade social studies curriculum and textbooks can be updated to include the topic of humanitarian disasters at the basic knowledge level.

It was concluded that the textbooks mainly emphasized activities and texts related to the earthquake disaster, while other disasters were only mentioned with definitions. Therefore, it is recommended that social studies textbooks should include more coverage of other types of natural and human disasters that are frequently seen in Türkiye.

It is concluded that the textbooks mainly include activities for the knowledge and comprehension stages about both natural and human disasters. In order to develop students' higher order thinking skills, it is recommended that more activities for developing analysis, synthesis, evaluation and application steps should be included.

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Conflict of Interest

No conflict of interest has been reported.

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Ethical Approval

Since there was no data collection involving humans, ethical approval was not obtained for this study.