

An overview of textbooks in the context of critical pedagogy: Poverty, unemployment and homelessness

Latif Gökalp^{1*} and Halime Ünalđı Gökalp²

¹Department of Property Protection and Security, Şefaatlı Vocational School, Yozgat Bozok University, Yozgat, Türkiye.

²Department of Sociology, Faculty of Arts and Sciences, Adıyaman University, Adıyaman, Türkiye.

Accepted 18 November, 2024

ABSTRACT

In today's world, it is a fact that some people want the poor to be helped and some people want poverty to be eliminated. One way to narrow the gap between these two situations is to know what children need. The premise of this study is to evaluate the role of secondary school social studies textbooks in addressing poverty, unemployment and homelessness within the framework of critical pedagogy. In this context, secondary school social studies textbooks prepared by private publishers in Turkey were analysed. In the study, qualitative research method was used and structured approaches to document analyses were applied. As a result of the study, it is seen that the massacres and enslavement of indigenous people in the lands discovered by Europeans with geographical discoveries and colonial activities, and the labour of poor people in unfavourable conditions and the situation of child labourers with the industrial revolution are depicted. Again, it is observed that poverty, homelessness and unemployment come to the forefront due to various natural events, migration, terrorism and wars, and African origin and refugees are depicted as poor. The study reveals the importance of social studies textbooks in terms of illuminating disadvantaged situations, provides a different perspective in the context of critical pedagogy through micro, mezzo and macro analysis of functional definitions, and presents the points that are insufficient in addressing the definitions in question.

Keywords: Poverty, homelessness, unemployment, textbooks, social studies, critical pedagogy.

*Corresponding author. Email: latif.gokalp@yobu.edu.tr. Tel: 0507 274 41 52.

INTRODUCTION

It can be stated that poverty is not only a problem of the 21st century or underdeveloped countries or societies but also a multifaceted problem with various dimensions such as economic, cultural, legal, political and ethnic, affecting societies that are considered developed and have a long history. In this context, among the Sustainable Development Goals set by the United Nations, "Eliminating all forms of poverty everywhere" is an issue that many countries and organisations pay attention to (Tollefson, 2015). It can be said that humanity has/can resort to many actions to eliminate poverty. These actions can be listed as follows: (1) Meeting the basic needs of the poor, reducing hunger and malnutrition, as well as ensuring food security, education and primary health care, safe drinking water and sanitation; (2) Providing more people with employment and preventing unemployment; (3)

Promoting both the gender balance and equality in decision-making processes at all levels; (4) Expanding women's independence and empowerment by providing them with political and economic as well as social and cultural opportunities (Agola and Avange, 2014).

In addition to factors such as individuals' lack of skills and abilities and lack of effort, poor money management leads to poverty and has multidimensional causes. It has been found that the unconscious use and subsequent degradation of land increases rural poverty (Liu and Wang, 2019). Many situations cause poverty, ranging from diseases, unwanted events and even lack of opportunities to unfavourable and unpredictable conditions (Halman and Van Oorschot, 1999; Shek, 2004; Davids and Gouws, 2013). From a macro perspective, Myrdal (1970) attributes poverty to global inequality, which results in unequal distribution of

resources internationally and socioeconomic inequalities in certain segments of the world population. In subordinate countries, mobilisation and development face both great difficulties and obstacles. For example, in many parts of the world, especially large-scale wars and local conflicts are frequently seen. This leaves millions of people homeless and in need of humanitarian aid ranging from food to medical treatment, thus increasing poverty and causing chaos in the world (Li et al., 2021). In this context, social studies education is at the forefront in terms of ensuring that students can follow the rapidly changing world conditions, are sensitive to current problems and are prepared to produce solutions to them.

Dynneson and Gross (1999) state that the teaching objectives of social studies in general are related to a number of concerns: One of these concerns is to prepare students for a changing world. In view of the fact that the world's population is increasing rapidly and problems arise with it, it can be stated that it is very important to prepare students to adapt to these changes easily. The second concern is to broaden students' perspectives and understanding of society, state, nation and the world. Poatob (2015) believes that social studies as a problem-solving course can be achieved to a certain extent if students have knowledge about the situations that occur both in the society they live in and in the world around them. In addition, social studies should provide students with the knowledge, skills and abilities they need in their personal and social lives. These are of great importance in solving individual and social problems, which is one of the main objectives of the subject. However, he believes that it should be emphasised that relevant knowledge sets obtained through history and social sciences, as well as other disciplines, are vital for social studies in order to solve both current and enduring problems for the survival of citizens in society in which they live.

Considering the aims of social studies, issues such as poverty, homelessness and unemployment that require permanent solutions need to be emphasised in this course. When the data of both national and international organisations (World Bank and TurkStat) are considered, the dimensions of poverty are not comforting. Again, there is the reality of homelessness caused by poverty and some other events in parallel. Gökalp (2023) states that the number of forcibly displaced people worldwide reached 108.4 million in 2022 and that there were 4 million 893 thousand 752 migrants in Turkey in 2023. When it is evaluated that most of these migrants are homeless, the extent of the gravity is revealed. Unemployment is an issue to be evaluated in parallel with poverty and is a very serious problem both in Turkey and worldwide. In this sense, poverty, unemployment and homelessness are a common problem of all societies and are among the issues awaiting a permanent solution. It can be said that the solution is to create a more egalitarian and just world by increasing the level of awareness of people, becoming a free individual and overcoming seemingly insurmountable situations. At this point, the importance of critical pedagogy emerges. Because critical pedagogy

focuses on the situation presented as a solution point and its foundations are political, ideological, cultural, philosophical and economic developments and their reflections (Aybar and Kantarcı-Bingöl, 2023). Critical educational thinking not only transforms education and society but also makes a meaningful contribution to the application of science and technology for the betterment of society, nation and state for all citizens or individuals (Valls-Carol et al., 2021).

According to Paolo Freire (1970), critical pedagogy is an incentive to raise awareness among oppressed people to respond to or prevent structural oppression. In one time and place the concept of the oppressed may include workers, women, children, and the elderly, in another time and place it may include Muslims, Christians, LGBT people, the unemployed, black people, the poor and migrants. It is thought that critical pedagogy can both encourage dialogue and develop critical awareness in relation to the efforts made to protect justice in society. Freire, who lived between 1921 and 1997, put forward the term "banking concept" in his work "Pedagogy of the Oppressed", criticising the education system as a "banking concept" that he likened it to. In this concept, students are prioritised as a forum for knowledge and the teacher's task is to fill it. Since education aims to achieve a more effective and significant humanisation process, it should focus on increasing awareness and collaboration between teachers and students. Critical pedagogy is a philosophy of teaching that encourages teachers to help students think about how both power and oppression operate in society (Herrera-Molina and Portilla-Quintero, 2021).

Critical pedagogy sees teaching as an essentially political act, rejecting the neutrality of knowledge and arguing that the question of social justice and democracy is inseparable from the act of teaching and learning in schools (Luitel et al., 2022). This means that critical pedagogy aims to develop in students an understanding of both the environment and society in which they live and to equip them with the capacity to question imbalances of power and justice through the development of both critical thinking and critical literacy skills in education (Qoyyimah et al., 2022). Moreover, critical thinking and literacy developed in education will encourage students to be sensitive to human rights in order to endeavour to develop every human being by respecting the fundamental individual freedoms attached to their personhood and relationships in the society in which they live (Simpson, 2021).

Since the concepts that form the basis of this study (poverty, homelessness and unemployment) are directly related to the aims of social studies education and critical pedagogy, they need to be adequately addressed in textbooks, which are the main source of reference for students and teachers. Textbooks are not the only way to obtain information about these concepts. However, the place of textbooks in teaching activities is very important. However, it is deliberate that the focus of this study is on textbooks. This is because it is thought that textbooks are prepared by a group of professionals (e.g. teachers, academics, historians, etc.) who are experts in their fields and who are aware of the developments in

the world. Textbooks are usually the foreground part of the curriculum and are presented to students objectively and realistically, not from a critical point of view (Clawson, 2002). For example, Barnes and Keleher (2006) state that some textbooks are written on the basis of a functioning individual institution and a basic ethical standard rather than cultural pressures.

LITERATURE REVIEW

The literature review conducted in relation to this study, which aims to evaluate social issues such as poverty, homelessness and unemployment in the context of social studies textbooks and critical pedagogy, has revealed that there are studies that have been conducted on these social conditions through both service learning and youth literature and that investigate effective ways of learning (Fox, 2010; Martin and Smoken, 2010; McEachron, 2005; Gorski, 2004). In the literature review, it is noteworthy that there are limited international studies examining poverty, homelessness and unemployment in textbooks (McEachron, 2016; Brillinger and Soroko, 2022) but there are studies on these concepts (Clawson and Kegler, 2000; Misty, Brown, Chow, and Collins, 2012; Seider, 2011; Jordan, 2004). McEachron (2016) reports that textbooks present historical depictions of whites during the Great Depression, Native Americans dispossessed of their land, and enslaved African-Americans, but do not situate events within the ongoing contextualised legacy of complex relationships between class, race, ethnicity and gender. Brillinger and Soroko (2022) report in their study that the official poverty rate in the United States reached 10.5% in 2019, which means that 34 million Americans live in poverty, and more importantly for US educators, about one-fifth (18%) of US children lived in poverty in 2016, and given these statistics, high school students should have some knowledge about the causes and effects of poverty.

In Turkey, it is seen that no study evaluates secondary school social studies textbooks by addressing the concepts mentioned in the context of critical pedagogy. However, studies on poverty in education and training (Atmaca, 2019; Şentürk, 2019; Yalçın, 2019) are also limited. Atmaca (2019), states that the inclusion of women and poor children in education is essential when formulating education policies. Şentürk (2019), argues that social assistance is not sufficiently covered in social studies textbooks. Yalçın (2019), on the other hand, states that the majority of students have knowledge about war and forced migration, continuous unemployment and lack of money as one of the biggest causes of poverty, that the poor live in poor conditions, that they cannot benefit from adequate education and how poverty can be prevented. In addition, it is useful to include textbook analyses that indirectly draw attention to the concept of poverty without intending to examine it. For example, Şimşek and Çakmakçı (2019), in their study titled 'The National Struggle in Primary School History Textbooks of the Republican Era', drew attention to the poverty of the period with the statement

'...Although he was in destitution and poverty...' when they discussed 'Atatürk's Place in the National Struggle' in textbooks. It is evaluated that the research conducted in terms of addressing the phenomenon of poverty, which is an important problem of our age, and evaluating it with a critical eye can fill an important gap for both social studies and critical pedagogy and will give ideas to researchers who analyse poverty and textbooks.

Purpose of the study

The aim of this study is to evaluate the role of secondary school social studies textbooks in Turkey in addressing social issues such as poverty, homelessness and unemployment within the framework of critical pedagogy. In this context, it can be stated that the examination of social studies textbooks at the 5th, 6th and 7th grade level of secondary school is guided by the research questions listed below:

Q1: In social studies textbooks (grades 5, 6 and 7); how are functional definitions depicted in the historical process and today?

Q2: How are the intersection of ethnicity, race, class and gender in cultural contexts addressed in social studies textbooks (grades 5, 6 and 7)?

Q3: How are poverty, homelessness and unemployment addressed in social studies textbooks (grades 5, 6 and 7) at micro, mezzo and macro levels?

Critical pedagogy offers a theoretical structure to counter the way texts are written from a limited perspective.

METHOD

This study was conducted with an internal case study, which is a type of case study design among qualitative research methods. A case study requires the investigation of a situation in real life, current context, or environment (Yin, 2009). The resulting product is a clear understanding of why the event happened the way it did and what to focus on in more detail for future research (Davey, 1991). In the intrinsic case study, the focus is on the situation itself because the situation is unusual or unique (Stake, 1995). In this study, structured approaches to document analyses were used. Document analysis is a systematic main orientation for analysing and evaluating documents consisting of both printed and electronic materials. In document analysis, it is necessary to examine and interpret the data in order to extract meaning, gain understanding and develop empirical knowledge (Corbin and Strauss, 2008; Rapley, 2007). Maxwell (2013) states that structured approaches help to ensure the comparability of data across time, settings and researchers. In the study, the structured approach includes the following:

- Selection of 5th, 6th and 7th grade social studies textbooks from different publishers,
- Developing functional definitions for the concepts and themes to be addressed in the research,

- Pilot study to improve the coding tool and to ensure inter-rater reliability,
- Examination of textbooks by researchers and field experts (social studies and sociology),
- Cross-referencing concepts and themes identified by the researcher and field experts to ensure inter-rater reliability,
- Creation of data tables at each grade level in mutually agreed categories for functional definitions,
- Interpretation of data tables in terms of the theoretical structures of individual (micro), small family/social units (mezzo) and large organisational units (macro),
- Interpretation of the data tables in terms of the theoretical construct of examining social justice issues in relation to the intersecting domains of race, class and gender (Figure 1).

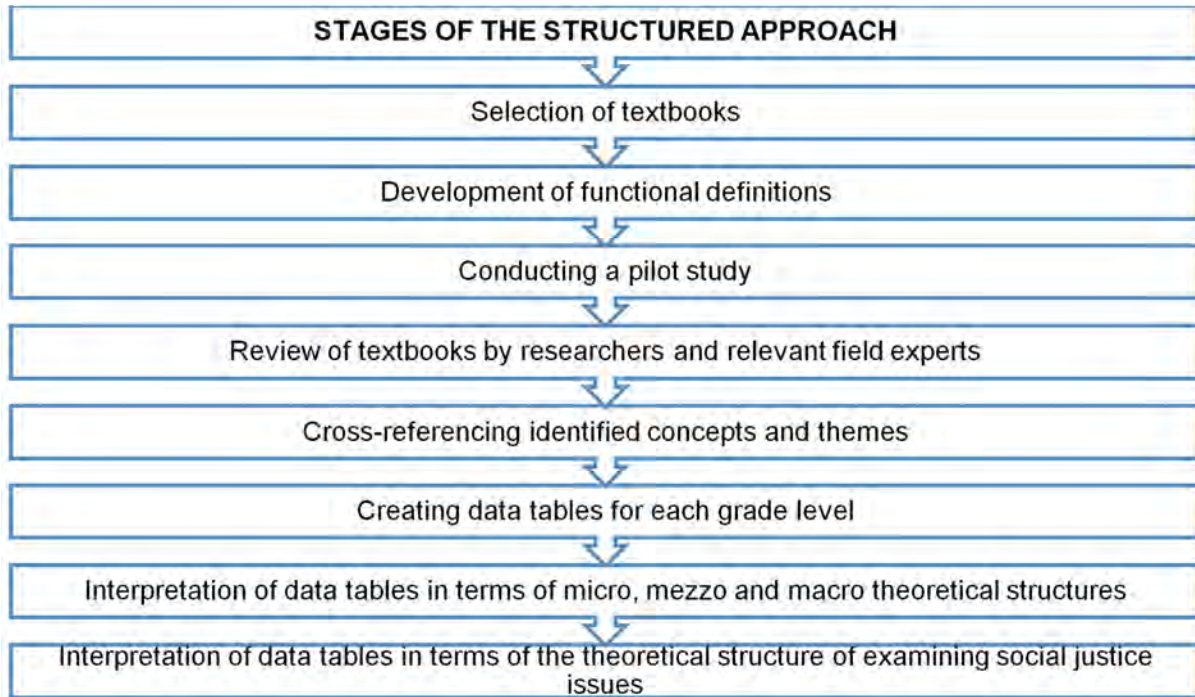


Figure 1. Stages of the structured approach.

Data sources

The data sources consist of 5th, 6th and 7th grade social studies textbooks approved by the Ministry of

National Education in various years. These textbooks were obtained from the electronic environment 'Education Information Network' and are shown in Table 1.

Table 1. Books constituting the data sources.

Grade level	Publisher and author	Adoption date and decision	Period to be started to be taught
5th grade	E Kare Education Publishing Salim Açıkgöz	Ministry of National Education, Board of Education's decision dated 28.05.2018 and numbered 78	Starting from the 2018-2019 academic year, for 5 (five) years
6th grade	Anadol Publishing Erhan Şahin	Ministry of National Education, Board of Education's decision dated 24.06.2019 and numbered 15	Starting from the 2020-2021 academic year, for 5 (five) years
7th grade	Ekoyay Education Publishing Hikmet Azer	Ministry of National Education, Board of Education's decision dated 18.04.2019 and numbered 8	Starting from the 2019-2020 academic year, for 5 (five) years

Functional definitions

The following functional definitions were developed to guide the focus of the textbook analyses:

Community programmes: Programmes designed by local and central governments or the private sector to lift individuals and families out of poverty.

Historical events: Events in history that describe individual or widespread conditions of poverty (conditions of poverty may have resulted from natural disasters, failed economies or political regimes).

Homelessness: Those without regular housing.

Poverty: A reference to conditions resulting from poverty, both in terms of inadequate economic status and inadequate health care, housing and educational opportunities.

Unemployment: A situation in which people are unemployed and actively seeking work.

Pilot study and reliability

Bresciani et al. (2009) emphasise the importance of consistent vocabulary in rubrics used by multiple raters. To ensure inter-rater reliability, both the researchers and experts in social studies and sociology reviewed secondary school social studies textbooks that were not part of those selected for the present study. Before the review process, coding sheets were developed. The areas to be coded were made by paying attention to functionally defining them. After the examination of the textbooks was completed, the coding sheets created by the researchers and the field experts were compared. The discrepancies were noted and discussed, and the textbooks were re-examined together to obtain more consistency. After the re-examination, it was revealed that some of the visuals were ambiguous in terms of the context in which they were placed in the texts, and for this reason, it was decided that the ambiguity should be noted during data collection. In addition, it was observed that researcher bias was effective in the interpretation of the visuals when there was no explanation about the visuals. The researchers took care to keep the researchers' comments separate from the text narratives and explanations of the visuals in order to ensure inter-rater reliability. In qualitative research, it can be said that each evaluator develops a different perspective.

Data collection and analysis

The researchers and two field experts analysed the textbooks for approximately two months in 2024. After examining the textbooks, the data were divided into organisational, basic and theoretical categories (Maxwell, 2013). The organisational framework was based on the grade level. Functional definitions were considered as the basic framework. Concepts of privilege were examined in relation to race, gender, class and poverty, and the theoretical framework of critical pedagogy was used in this examination. The

researchers then created tables showing the intersection between the units and the basic categories for each grade level, highlighting information based on contextual references as micro, mezzo and macro (Tables 2, 3 and 4). Finally, category-based interpretations were developed and summarised in tables.

RESULTS

In this part of the study, secondary school (5th, 6th and 7th grade) social studies textbooks of private publishers, which constitute the data sources, are analysed.

5th grade E Kare education publishing textbook

In the first unit of the book titled "We Live Together", an image of a house destroyed in an earthquake is shared in relation to "homelessness". This visual can be interpreted as people will be homeless in disasters. "A Multidimensional Job" It can be stated that this situation can be explained by "poverty", which includes the statement "They got sick because their body resistance was broken because they did not eat enough". Under different news headings in the same unit, it is mentioned that workers are employed in many cement factories and unemployment has decreased. In the continuation of the unit, there is the statement 'Going to the houses of our relatives and acquaintances or their coming to our house can be considered as a mutual right.' This can be explained as the existence of a home, contrary to the phenomenon of 'homelessness'. A student's daily plan is included in the unit. When this plan is analysed, it continues as 'Waking up, breakfast, ... doing research on the computer, ... sleeping'. This plan may not be considered a situation that a poor student can follow.

The United Nations Children's Fund (UNICEF) is mentioned in the subject of "Children's Rights" and it is reported that it carries out activities to meet the important needs of children worldwide such as nutrition, shelter, protection, emergency aid and education; in our country, the Ministry of Family and Social Services carries out activities in this sense (macro). It is stated that many children are born without education, water, food and care facilities for various reasons, which can be directly related to poverty. Different articles of the Convention on the Rights of the Child are included and in one of the images, a child is shown holding a placard with the phrase "Dad, don't make me work on the streets". This situation is completely related to poverty. The information that children living in a country on the African continent are forced to work as slaves in diamond mines under heavy labour exploitation is conveyed and this poverty situation is reinforced with two different visuals. There is also a reference to poverty in the evaluation questions section.

In the second unit of the book titled "Our Historical and Cultural Values", in one of the visuals, it is mentioned that soup, which has a special place in our culture, is usually cooked in homes and served to neighbours, and this situation can be conveyed as a prominent feature of

(micro) citizens in alleviating poverty. In the topic "As the World Changes", it is stated that when the Republic was founded, approximately 75% of the country's population lived in villages, and almost all villages of the country faced poverty due to the long years of wars (Historical events). An image titled "A street vendor with a scale in his hand in the Ottoman Period" is shared, and when this image is evaluated; it is seen that the vendor has a heavy k küf on his back despite his advanced age and his clothing is old. This image depicts a poor citizen. In another image, two male individuals are ploughing with oxen. This can also be associated with poverty.

In the topic 'Disasters and Environmental Problems' of the third unit 'Let's Know Our Environment', disasters and the destruction they cause are mentioned. This can be interpreted as people becoming homeless (a natural phenomenon). In an image, there is a house destroyed in an earthquake and ongoing search and rescue operations. In this case, a family was left homeless. 'In the topic 'Impact of Natural Disasters', it is stated that 57 people died, 200 houses, 47 bridges, 24 kilometres of railways and 300 kilometres of roads were destroyed in the Helens Volcano eruption in the United States in 1980. It is reported that many of our citizens died and were left homeless in the Marmara earthquake. In a poem, there is the expression 'High-rise buildings crumbled to the ground'. Homelessness can be mentioned here. While describing Hurricane Mitch, in addition to the textual information, a visual depicts people fleeing and a house lying on its side. After the disasters, visuals related to (macro) aid provided by the Turkish Red Crescent (Food aid, Pakistan 2013; Food aid, Iraq 2017; Tent aid, Syria 2015 and Health material aid, Afghanistan 2015) are shared. The role of the Red Crescent in the fight against poverty and homelessness is emphasised. In the text and visuals, it is conveyed that many people affected by natural disasters in countries such as the USA, Iran, Iraq, Sierra Leone, India and Bali are homeless. In the 'Evaluation Questions' section, there is the statement 'As a society, we should not remain insensitive to people exposed to disasters, and first of all, assistance should be provided for needs such as'. Here, the efforts of the community in supporting the homeless are represented (mezzo).

In the 4th unit of 'Science and Technology in Our Lives' titled 'What are Social Sciences?', geography, economics and sociology sciences are discussed in accordance with the functional definitions of our study and supported by various visuals. An image of a camp established by the state for refugees in Kilis is presented (macro).

In the sixth unit titled "Power, Governance and Society", it is stated that judges and prosecutors do not look at whether people are rich or poor, powerful or powerless. In a news article titled "Mother's Embrace at the Soldier's Quarters", it is stated that the Social Assistance and Solidarity Foundation (SYDV) in the district will provide financial support (mezzo) to families to attend the swearing-in ceremony of their relatives in the military. In the second news article, it is reported that Keçiören Social Assistance and Solidarity Foundation makes surprise visits to the families supported by the

Foundation every week. "...he delights families and especially children by presenting toys and cakes to children during home visits". According to the quoted text, the efforts of the district governorship in the fight against poverty are represented (mezzo). Many visuals are shared about the activities of the municipality and it is seen that a health worker checks the blood pressure of a sick and elderly woman. Here, the municipality's assistance to a person in need of care is in question (mezzo). When describing the duties of the mukhtar, there is an expression such as determining those who will issue green cards (mezzo). In the network news article titled "Ümraniyeli Çocuklar Yeni Anayasa İçin Görüş Bildirdi" (Ümraniyeli Çocuklar Yeni Anayasa İçin Görüş Bildirdi), there is an expression such as "... Children should not be begged...", which can be directly associated with poverty and unemployment (micro).

In the seventh unit titled "Global Relations Network", contrary to the phenomena of poverty, unemployment and homelessness; the contributions of economic activities in areas such as agriculture, tourism, industry and transport to the country are discussed through numerical data. In the visual titled "Dutch tourist with the people of Mozambique", it can be deduced from the shelters that the people live a poor life. While explaining the effects of tourism, the statement "Unemployment and poverty are decreasing" draws attention.

6th grade Anadol publishing textbook

In the first unit titled "Us and Our Values", it is stated that some people have high income and some have low income. The situation of low-income individuals can be explained by poverty. It is explained that many people are sheltering in refugee camps in our country; their needs for shelter, nutrition, clothing and security are met (macro) and this situation is reinforced with a visual from a refugee camp. It is stated that the Red Crescent provides food and shelter to earthquake victims and the text is supported with an image of food being distributed (macro). It is stated that individuals who do not receive adequate nutrition, who have difficulties in the treatment of illnesses and who cannot meet the educational needs of their children may have difficulties in feeling that they belong to the society they live in. This explanation can be associated with poverty and unemployment. It is mentioned that the Turkish Red Crescent undertakes tasks such as social solidarity, contribution to social welfare, shelter, nutrition and health for those in need (macro). It is also stated that Darülaceze is in charge of helping those in need (macro). It is stated that soup kitchens operate in various parts of the country and provide food to those who are financially insufficient and in need of care (macro). The stages of the social solidarity and solidarity project are explained and an example is given. It is stated that the team formed by Ahmet, Sinan, Başak and Fatma carried out many activities (micro) in terms of solidarity. This situation is supported by a visual that they carry out with the slogan "No Child Without Toys!". It was reported that the municipalities initiated an application with a clothes piggy

Unit 6 Power, Government and Society	Assistance to military families (programme, poverty)		X	X
	Kaymakamlığın yoksullukla mücadelesi (Program, yoksulluk)		X	X
A sick old woman	Assistance provided by the municipality (programme, poverty)		X	X
	Identifying those to be given a green card (poverty)			X
	Fighting against child begging (poverty, unemployment)	X	X	
Unit 7 Global Relations Network	Dutch tourist with the people of Mozambique	A people living in poverty (poverty)		

Pr: Programme P: Poverty H: Homelessness U: Unemployment H E: Historical Event.

bank and delivered the collected clothes, shoes, etc. to those in need, and a visual of a clothes piggy bank was included (mezzo). In the unit evaluation activities, many questions on the theme of solidarity and solidarity are included. Under the activity "Let's Find the Password", many concepts are included, including the concept of "solidarity". In another activity, it is mentioned that providing material and moral assistance to those in need increases social cohesion (mezzo).

In the excerpt from the Orkhon Inscriptions (Bilge Kagan Inscription, East Side) in the subject of "The First Turkish States established in Central Asia" of the second unit named "Journey to History", there is the statement "I did not sit on a wealthy, rich nation. I sat on a nation without food inside, without clothes outside; a poor, miserable nation." This situation can be evaluated as poverty (Historical event). In the subject of "Culture and Civilisation in the First Turkish States", it is stated that with the adoption of Islam, the rulers of the state in the Turks acted with the idea of "Service to the people is service to God" and in this sense, many buildings were built. This can be considered as the role of the state in the fight against poverty (macro). It is also

stated that various charitable organisations were established (macro). It is reported that people acquire various professions within the apprentice, journeyman and master relationship related to Ahilik Organisation. This situation represents the role of the organisation in preventing unemployment (mezzo). It was stated that the Seljuk State of Turkey built caravanserais in various places in order to develop trade (which can be considered as preventing unemployment) during its domination of Anatolia, and this situation is reinforced by the image of Sultan Han Caravanserai in Aksaray. It is explained that accommodation in caravanserais for three days is free of charge and that they provide services in terms of rest and nutrition (macro). Again, in the unit evaluation questions, information about the existence of caravanserais and other constructed structures is included.

In the third unit titled "Life on Earth", it is presented that Mehmet asks Hasan for the address of his house so that Mehmet and Hasan can study together. Here, it can be inferred that contrary to the situation of homelessness, these children have a home. In the topic of "Physical Geography

Characteristics of Turkey", in the news article titled "Snow ordeal in the East, sea pleasure in the West", the climate characteristics between the two regions are expressed and the text is supported by sharing an image of workers in labour clothes clearing the snow in the east (a situation opposite to unemployment) and an image of people swimming on the beach in Bodrum (a situation opposite to poverty). The types of buildings suitable for the climates seen in our country and the products grown and their contribution to the country's economy are mentioned. Again, these information clusters can be explained with a situation against homelessness and unemployment. While listing the aims of the census, information such as "to determine the number of people who are unemployed and to ensure the creation of new business areas" is given, which explains the role of the state in unemployment (macro). In our country, especially in places where industry, trade, tourism and mining are developed, there is an excess of job opportunities. It is explained that in Istanbul, Kayseri, Adana and Şanlıurfa provinces there are job opportunities for various reasons and the

population increases, on the contrary, in provinces such as Ardahan and Tunceli, economic activities such as industry, trade and agriculture are not developed due to climatic conditions and other reasons, and for these reasons, migration occurs. It can be mentioned that there is unemployment in provinces such as Ardahan and Tunceli. The existence of job opportunities in various regions of our country is explained. This situation is also supported by various visuals. When these information clusters and related visuals are considered, it is seen that a picture contrary to poverty and unemployment is presented. In the "Your Turn" activity, the opportunities provided by agriculture, animal husbandry, mining, industry and tourism activities are tested. While explaining the equatorial climate, a child who says that he is Brazilian is shared in the visual and it is conveyed that those living in rural areas live in huts made of branches and leaves. The lack of sufficient information in the visual information box may be associated with homelessness by the students.

It can be said that geography, economics and sociology sciences are handled in accordance with the functional definitions of our study and supported by various visuals in the subject of "What are Social Sciences?" in the 4th unit "Science and Technology in Our Lives". An image of a camp established by our state for refugees in Kilis is presented (macro).

In the fifth unit titled "I Produce, I Consume, I am Conscious", it is conveyed that many products are produced in the field of agriculture and animal husbandry and the existence of business lines. Various visuals are included in accordance with this information. When these visuals are evaluated, it can be seen that individuals are busy with a job, but there is also the impression that they are poor individuals. In the "Your Turn" activity, there is information that Uncle Ahmet, a farmer, plants sugar beet in his field and employs 5 people from the village for a wage at harvest time. Uncle Ahmet plays an important role in the fight against unemployment (micro). Mrs Gamze owns a factory and employs 50 people (micro). "Mother and daughter became entrepreneurs with fig chips." In the news article titled "Mother and daughter became entrepreneurs with fig chips", it is presented that Mrs. Semra provides job opportunities for 5 women in her neighbourhood (micro). In the topic "I Choose My Profession", many professions are introduced with visuals and the opposite of the unemployment phenomenon is displayed. In the evaluation section, there are references to information on production.

In the sixth unit titled "I Participate in Management", it is stated that Mrs Hacer wanted to buy a new sofa set for the house and her husband did not agree with this request on the grounds that their financial situation was not good, and as a result of the family budget made by Mrs Hacer and her husband, the idea of buying a new sofa was abandoned. This can be explained by poverty. The role of "non-governmental organisations" in the fight against poverty is highlighted (mezzo). By including the article on the right and duty to work in the Constitution, the function of the state in combating poverty and unemployment is emphasised (macro). The same is

observed in the article on working conditions and rest, health services and protection of the environment (macro). Considering the developing and changing world conditions, it is stated that it is the fundamental duty of the state to solve the problems faced by individuals in many areas such as nutrition, shelter and clothing, cleanliness, heating and lighting, transport and communication (macro). The concept of 'economic violence' is defined. When the definition is analysed, it is directly related to poverty.

In the seventh unit titled "Our International Relations", it is stated that aid was provided to Armenia and Syria for various reasons. This shows that our state extends a hand to those in need (macro). Imports and exports and the importance of production are presented. This is the exact opposite of unemployment. With the title "Praising Turkey from the United Nations", UN High Commissioner for Refugees Grandi's statement "Regarding Turkey's humanitarian aid to Arakan Muslims, Turkey continues to be a globally generous country in humanitarian aid." is given and our country's self-sacrifice in solidarity and solidarity is presented (macro).

7th grade Ekoyay education publishing textbook

In the first unit titled "Communication and Human Relations", it is stated that Hacivat gave his coat to Karagöz who was cold (micro). In a news article titled "Mukhtar Candidate Explained His Projects", it is stated that while the candidate for mukhtar was explaining his projects on TV, the governor would be contacted because the elderly had difficulty walking to the health centre (micro). The news article titled "He insulted his colleague and was fired without compensation" reports the news of a person who was fired without compensation. The article titled "Immunity of Residence" of the Constitution was discussed (macro).

In the second unit of the book titled "Journey in Turkish History", "The table of Sheikh Edebali's declaration of Osman Bey as a bey" is given and the table is depicted as a tree and a tent with an open, covered tent around it in the form of people, soldiers and administrators. This situation is evaluated as a lack of visual text and left to the interpretation of students and teachers as homelessness. During the period of Orhan Bey, it is reported that he built mosques, madrasahs, imaret, inns and baths in many conquered cities (macro). The resettlement policy is discussed and information is given. There may be a period of homelessness and unemployment in the migrations made in accordance with this policy. This situation is open to interpretation. In addition, the fact that the traditions, language and beliefs of the people in the conquered regions were not interfered with and that non-Muslims had a fair and orderly administration in this period, this situation brings to the fore the issues of social justice in relation to intersecting areas such as race, class and gender. It is presented that many of the monuments built during the Ottoman Empire were destroyed and are now being restored. The image of "Berat Ottoman Houses" in Albania was shared. This can be considered as a

Unit 4 Science and Technology in Our Lives	Refugee image	camp	State aid (programmes, homelessness)	poverty,					X	X	X	X
Unit 5 I Produce, I Consume, I am Conscious	Mine workers		(poverty)									
			Uncle Ahmet (unemployment)	employs 5 people					X			
			Mrs Gamze (unemployment)	employs 50 people					X			
Unit 6 I Agree with Management			Budget speech by Mrs Hacer and her husband (poverty)									
			Civil Society Organisations (poverty)					X				
			Right and duty to work (programme, unemployment)							X	X	X
			Basic duties of the state (poverty)							X	X	X
Unit 7 International Relations			Reaching out to neighbouring countries (poverty, homelessness)								X	X
			Humanitarian aid to Arakan Muslims (poverty, homelessness)								X	X

Pr: Programme P: Poverty H: Homelessness U: Unemployment H E: Historical Event.

situation contrary to the phenomenon of homelessness. While giving information about Kapıkulu soldiers, a miniature image is given and the soldier in this image is made to speak and it is stated that he is one of the four children of a Christian family, "... Since my family was having difficulty in making a living, I wanted to join the Kapıkulu Forge...". This situation can again be explained by the phenomenon of poverty. However, it is stated that he was recruited into the Janissary Corps and that he made a living with the salary given to him by the state. This can again be

explained as a situation contrary to the phenomenon of homelessness, unemployment and poverty (macro). Information on the situation of nomads and migration is given. Since this information is not supported by visuals, it can be explained with the interpretation of homelessness. Many lines of work, caravanserais and inns are mentioned. A priest describes the oppression they experienced in Thessaloniki under Venetian occupation, and it is reported that after the conquest of Thessaloniki by the Turks, Murat II personally paid the ransoms of the city's notables

who had been captured, initiated initiatives for the reconstruction of the city, provided complete freedom of religion, those whose houses were taken were returned to them, and those who fled under Venetian oppression were called to Thessaloniki (macro). The Hungarian historian Lajos Fekete reports that Ottoman administrators allowed everyone freedom of work and earnings, did not discriminate between religion and language, and treated the people well and patronised them (macro). Both cases emphasise issues of social justice in relation to intersecting

areas such as race, class and gender. It is reported that the Ottoman State's understanding of governance was based on the policy of conquest and the principle of justice and that if the ruler was just, the people could freely engage in social and economic activities in safety and increase production, and this system was called the circle of justice (macro). On the subject of "geographical discoveries", it is reported that thousands of people living in the Aztec and Inca empires in America were massacred by the Spaniards and that many of them perished due to epidemics carried by Europeans, and that the indigenous people of Africa were taken to Europe and America as slaves within the scope of colonisation activities (historical, political situation). It can be said that the Inca and African people are depicted as poor in the visuals. This situation is presented to teachers and students with a quotation from James C. Davis's "The Story of Man". It is stated that in the "Age of Enlightenment", cities received migration due to the need for workers in factories. It is stated that people migrate to cities because they cannot make a living in the village and children work under harsh conditions, that they can only make a living if all family members work and that children cannot go to school because they work, and the text is supported with an image of a working child. It is stated that the Industrial Revolution had a negative impact on the Ottoman Empire and unemployment increased. It is stated that before the French Revolution, the country was going through a severe economic crisis, the people were oppressed by taxes and lived in a poor situation. This economic crisis can be explained by poverty and unemployment. It is stated that as a result of the French Revolution, the principle of equality among citizens was accepted and concepts such as democracy, nationalism, freedom, equality and human rights spread throughout the world (macro). The foreign debt borrowed during the reign of Sultan Abdülmecit is being transferred. This situation can be explained by the poverty of the country. Quoting from the travelogue Anatolia, it is stated that the Turkish people are helpful, hospitable and their needs for shelter and nutrition are met (mezzo). According to the Great World Travelogue, there was a spa in Bursa for the treatment of the sick, a zawiya was built for travellers, and the accommodation and nutrition needs of the visitors were met for three days (macro). According to the quotation from the work titled *The Ottoman World and Its People through the Eyes of European Travellers*, it is stated that all mosques had revenues to be used for charitable works, that these revenues were used for the care of the mentally ill and poor people and the education of children, and that a thousand okka of rice and a sufficient amount of meat were distributed to the poor people in the imaretes next to the mosques (macro).

In the third unit titled "Population in our country", the physical map of Turkey is shared and the effect of underdevelopment is conveyed by addressing the relationship between elevation and population and the connection of migration. This situation can be explained by

unemployment. An image of a girl collecting crops is presented. This visual is open to teacher and student interpretation. Because the visual information box about the fact that she is an individual who collects her own product or an agricultural worker is missing. Therefore, it can be evaluated as a poor individual. An image is shared under the title "A Mass Migration" and in this image, the movement of women, children and adults in masses along a line is seen. As it is known, unemployment and poverty are also among the causes of migration. Again, among the consequences of migration, unemployment may also occur as many situations arise. Migration from Turkey to Europe in the 1960s due to unemployment is also presented. An image is shared with the title "Syrians who had to migrate due to war" and when the image is interpreted, it is evaluated that women, children, young people and adults here are poor, unemployed and homeless. In the news article titled '5 Illegal Buildings Demolished', people were left homeless as a result of the demolition. It is reported that people in Eastern Ghouta are struggling with famine and diseases as aid cannot reach them due to the wars in Syria and that people have to stay in shelters. In the news article titled "With the lifting of the ban on pastures, livestock breeding will return to its old days", the Deputy Mayor stated that pastures and plateaus, which were not allowed due to terrorism, will be allowed once security is ensured and this situation will make a great contribution to the economy of the city (mezzo).

In the fifth unit titled "Economy and Social Life", by quoting from N. Kemal's "Vatan Yahut Silistre", it is stated that "... I was hungry, the homeland fed me. I had no clothes on, I was clothed thanks to the homeland..." (macro). It is stated that in medieval Europe, cheap labour was used in land management and slavery existed. Here again, the existence of poor individuals can be mentioned. In the Ottoman period, it can be stated that the state showed an example of combating poverty by opening up a labour field with the fief system (macro). In the Republican period, with the development of private ownership, giving the land to citizens and the continuation of production in this way can again be evaluated as the role of the state in combating unemployment and poverty (macro). In 1815, it is reported that the loom under the supervision of one person did the work of fifteen weavers working in the old style. This can be considered as the emergence of a situation of unemployment. The emergence of a working class that works hard and earns little and the existence of children working in heavy labour are mentioned. It is stated that with industrialisation, there is an increase in migration from villages to cities and various social and economic problems occur in cities with unplanned construction. This situation can be explained by the phenomena of poverty, unemployment and homelessness. In the evaluation activities titled "Activity Time", questions measuring the phenomenon of unemployment are also included. In the excerpt from the network news report, it is stated that there

Table 4. Grade 7 concept alignment for interpretation in micro, mezzo and macro contexts with the functional definitions coding tool.

Unit	Visual	Explanation	Micro					Mezzo					Macro					
			Pr	P	H	U	HE	Pr	P	H	U	HE	Pr	P	H	U	HE	
Unit 1 Communication and Human Relations		To the cold Karagöz, Hacivat gives his coat (poverty)		X														
		Mukhtar candidate's promise to meet the governor for the elderly (poverty)		X														
		News of dismissal (unemployment)																
Unit 2 Journey in Turkish History	Table of Sheikh Edebali's declaration of Osman Bey as Bey	Housing inviolability (programme, homelessness)										X			X			
		Lack of visual text information (homelessness)																
		Construction of buildings in the period of Orhan Bey (poverty, homelessness, unemployment)													X	X	X	X
		Resettlement policy (homelessness, unemployment)																
		Kapikulu soldier system (historical event, poverty, unemployment)											X	X	X	X	X	
		Lack of textual and visual information about nomads (homelessness)																
		Testimony of Father Anagnostis (historical event, poverty, homelessness)												X	X			X
		Statements by the Hungarian historian Lajos Fekete (historical event, unemployment)														X		X
		Ottoman State's management approach (historical events, poverty, unemployment)												X			X	X
		" Geographical discoveries and colonialism" the killing of many people in the discovered places (Aztec and Inca) and the enslavement of Africans. (historical event, poverty, unemployment and homelessness)																
		Inca and African people	African	Being portrayed as poor (poverty)														
				Age of Enlightenment (historical event, poverty, unemployment)														
				The effect of the industrial revolution on the Ottoman Empire (historical event, poverty, unemployment)														
		French Revolution (historical event, poverty, unemployment)										X	X		X	X		

		Foreign debt during the reign of Sultan Abdülmecit (historical event, poverty)						
		Bela Horvath, Travelogue of Anatolia (historical event, poverty)	X					
		Ottoman buildings (historical event, poverty, unemployment)			X			X
		Testimonies of European travellers (historical events, poverty)			X			X
Unit 3	Population in our country	Underdevelopment (poverty, unemployment)						
	A girl picking crops	Lack of text visual information (poverty)						
	A mass migration	Mass migration (poverty, unemployment, homelessness)						
		Migration to Europe (1960) (historical event, poverty, unemployment, homelessness)						
	Syrians forced to migrate due to war	Consequences of migration (poverty, unemployment, homelessness)						
		"5 Illegal Buildings Demolished" news (homelessness)						
		Wars in Syria (historical events, poverty, unemployment, homelessness)						
		Stating that pastures and highlands will now be allowed only after security is ensured (unemployment)		X				
Unit 5	Economy and Social Life	Reference to the importance of homeland in Vatan Yahut Silistre (poverty)					X	
		Fief system in the Ottoman period (historical event, poverty, unemployment)					X	X X
		Development of private property (historical event, poverty, unemployment)					X	X X
		Development of the loom (historical event, unemployment)						
		Migration from village to city due to industrialisation (historical event, poverty, unemployment)						
		Alms stones (historical event, poverty)	X	X				
		Red Crescent (programme, poverty, homelessness)					X X X	
		Hospice (programme, poverty, homelessness)					X X X	
		Assistance to families in need with student project (poverty)	X					
		Cargo transport by drone (unemployment)						
Unit 6	Living Democracy	Martin Luther King's speech (historical event, poverty, unemployment, homelessness)						
		Activities of the state with the news "The state's hand of compassion reached out to the elderly, disabled and children" (poverty)					X	
		"Fundamental aims and functions of the State" (programme, poverty, homelessness, unemployment)					X X X X	

		82 children taken under protection in 2016 (programme, poverty, homelessness)	X	X	X
		General Health Insurance (programme, poverty)	X	X	
	Image of a boy in a refugee camp	Comment that the child is poor and homeless (poverty, homelessness)			
Unit 7 Bridges between Countries	Image of a girl	UNICEF's call for help (programme, poverty, homelessness)	X	X	X
		UNHCR (programme, poverty, homelessness)	X	X	X
		OECD (programme, poverty, unemployment)	X	X	X
		Terrorism (poverty, unemployment, homelessness)			
		Hunger (poverty)			
		Migration (poverty, unemployment, homelessness)			
	Migrating people	Based on the visual (poverty, unemployment, homelessness)			

Pr: Program P: Poverty H: Homelessness U: Unemployment H E: Historical Event.

were alms stones in the Ottoman period and aid was left there for the purpose of solidarity and solidarity (fight against poverty) (mezzo). Again, the aids provided by the Red Crescent are mentioned (macro). It is reported that the Darülacez met all kinds of needs (shelter, food, clothing, health) of children aged 0-6 who were abandoned on the streets (macro). Information is given about the Ahi Organisation (later the Guild Organisation), which made valuable contributions to preventing unemployment and providing food, drink and shelter to foreigners coming to the country (macro). In one news item, a project carried out by students is mentioned and it is reported that they have been beneficial by helping families in need (mezzo). In the evaluation study, activities of the Ahi Organisation and Guild Organisation are given. When the news article titled "It is reported that PTT will start cargo transport with drone in 2018" is evaluated, it can be said that some individuals will be unemployed with this development.

In the sixth unit titled "Living Democracy", it

is stated that in the 1950s, rallies were held in the USA to eliminate racism that damaged peace and brotherhood, and a section of Martin Luther King's speech is quoted in one of these rallies. "The day will come when this nation will rise up and fully live out the values of its faith. It is self-evident that all men are created equal. I have a dream! The day will come when the sons and daughters of former slaves and the sons and daughters of former slave owners will sit together at the table of brotherhood in the red hills of Georgia..." This speech is important in terms of revealing the historical events underlying poverty, unemployment, homelessness, injustice and inequality. Again, a historical situation is narrated and it is presented that women, slaves and those of foreign origin could not participate in assemblies called direct democracy in Ancient Greece. With the title "The State's Hand of Compassion Extended to the Elderly, Disabled and Children", it is reported that very important supports have been realised so far for orphaned elderly people in need of care, disadvantaged children and disabled individuals (macro). Article 5

of the Constitution states that the state endeavours to remove political, economic and social obstacles and to prepare all necessary conditions for the development of human material and spiritual existence (macro). In the network news article, it is reported that the state took 82 children under protection in Aydın in 2016 (macro). Under the heading "What is General Health Insurance?", it is stated that everyone benefits from it in an equal, accessible and effective manner, regardless of their economic power and desire (macro). An image of a boy who had to leave his land due to the war and stayed in a refugee camp is shared and the student is asked what human rights violations he may have been exposed to in this process. Based on this image, it can be interpreted that the child is poor and homeless. In the evaluation section, some questions measure the aims of the social state.

In Unit 7, "Bridges between Countries", it is presented that UNICEF (UN Children's Relief Fund) was established to ensure that all children enjoy all rights such as safety, health and

education. A visual depicts a little girl, probably carrying her brother on her back and caught in a crowd of people with tears in her eyes, and in the text, it is stated that a call was made to meet the basic needs of 720 thousand Arakanese children (macro). It is stated that many countries in Africa need food aid and hunger has increased with the increase in conflicts. It is stated that the UN High Commissioner for Refugees was established to help refugees return to their countries (macro). In the evaluation section, many concepts that are the subject of our research, especially unemployment prevention and poverty, are discussed. While giving information about the OECD (Organisation for Economic Co-operation and Development), it is stated that it assists governments in combating poverty and providing jobs and social equality for all (macro). Poverty and unemployment are also listed among the causes of terrorism. It is stated that finding solutions to unemployment and poverty will be effective in ending terrorism. Under the heading "Hunger", it is explained that it is estimated that 11 million people die every year in the world due to hunger or malnutrition (poverty) and that hunger can be prevented to a great extent by consuming the world's resources without wasting them and by a fair sharing policy. The topic of "migration" is also addressed and it is stated that more than 200 million people are trying to survive outside their country of birth (poverty, unemployment and homelessness). This situation is supported with a visual. In the image, an adult individual with a child in his/her arms is shown in the foreground, followed by women with children in their arms and people with goods on their backs. This image again shows the movement of these people to new settlements as homeless, unemployed and poor. In the evaluation section, many concepts such as "hunger, poverty, unemployment, migration, terrorism, war, loss of life and property, loss of labour force and production, etc." are measured. These concepts are directly related to our research topic.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Dealing with controversial issues or sensitive topics is a difficult situation for both social studies textbook authors and curriculum developers. This study also confirms this situation. In the middle school social studies textbooks (grades 5, 6 and 7) examined in this study, there is no simple explanation for the ambiguity, invisibility and stereotypes in the topics and visuals associated with poverty, homelessness and unemployment. Although the literature review shows that highschool and university textbooks are also inadequate in this sense, it would be an easy and simple explanation to claim that secondary school students are too young to understand these issues or that they should be protected from them.

Although we accept that the concepts of poverty,

homelessness and unemployment are very related to each other and it is difficult to distinguish them sharply from each other; in the 5th grade E Kare Eğitim Yayıncılık Textbook, data on functional definitions related to poverty, homelessness and unemployment are encountered in 6 units, but data are not encountered in 1 unit (Table 2). When Table 2 is analysed; the functional definitions and concepts subject to our study are covered 25 times in total. In the textbook; poverty is covered 14 times, homelessness 6 times, programme 4 times, historical event 1 time and the phenomenon of unemployment is not included. However, contrary to the phenomenon of unemployment, it can be seen that the existence of production and job opportunities are discussed.

In the 6th Grade E Anadol Publishing Textbook, when the related phenomena are analysed, it can be seen that some or all of the mentioned concepts and phenomena are included in all units (7 units) of the textbook (Table 3). When Table 3 is analysed, it can be seen that the functional definitions and concepts that are the subject of our study are covered 49 times in total. In the textbook; poverty is covered 25 times, homelessness 9 times, programme 6 times, unemployment 8 times and historical event 1 time. The striking situation in the textbook is that the phenomenon of poverty constitutes more data than other phenomena.

In the 7th grade Ekoyay Education Publishing Textbook, functional definitions are included in 6 units, but not in 1 unit. This situation is similar to the 5th-grade textbook. When Table 4 is analysed, it can be seen that the functional definitions, which are the subject of our study, are covered 109 times in total. In the textbook; poverty is mentioned 42 times, homelessness 23 times, programme 8 times, unemployment 26 times and historical events 20 times. The striking situation in the textbook is that the phenomenon of poverty constitutes more data than other phenomena.

Regarding the functional definitions determined for the study, when the three textbooks are evaluated together, poverty is mentioned 81 times, homelessness 38 times, unemployment 34 times, historical events 22 times and programme 18 times. When Tables 2, 3 and 4 are considered together, it is noteworthy that the three basic concepts of the study, poverty (5th grade, 14; 6th grade, 25 and 7th grade, 42), unemployment (5th grade, 0; 6th grade, 8 and 7th grade, 26) and homelessness (5th grade, 6; 6th grade, 9 and 7th grade, 38), increase in the rate of finding a place in textbooks as the grade level increases. The Ministry of National Education (2018) states that the programmes that serve to raise qualified educated people are prepared in a simple and understandable structure that takes into account individual differences, aims to transfer values and skills, and does not only transfer information. For this purpose, on the one hand, it includes learning outcomes and explanations that are repeated with a spiral approach in different subjects and levels, and on the other hand, it includes comprehensive and immediate learning

outcomes. The spiral approach is a content creation method used to organise inclusive and process-based learning and teaching environments such as programmes (Bruner, 1960; Harden, 1999). Demirel (2015) defines the spiral approach as an approach that uses necessary repetition at advanced levels, associates subjects, concepts and acquisitions with previous knowledge and constructs new knowledge from them. When the definitions of the spiral approach by various researchers and the Ministry of National Education Social Studies Curriculum (2018) are taken into consideration and the fact that the textbooks are prepared taking into account the relevant curricula is accepted, the results of the current study and the curriculum stated above overlap.

When the functional definitions are evaluated according to the micro, mezzo and macro theoretical structures by considering the data of Tables 2, 3 and 4 according to the grade level; it can be seen that there are micro 3 (poverty 2, unemployment 1), mezzo 8 (poverty 4, programme 3 and homelessness 1) and macro 6 (poverty 2, programme 2 and homelessness 2) at the 5th-grade level. It is a fact that the focal point at this grade level is poverty with 8 data. At the 6th grade level, there are micro 3 (poverty 1, unemployment 2), mezzo 5 (poverty 4, programme and unemployment 1) and macro 37 (poverty 13, programme 7, homelessness 10, unemployment 6 and historical event 1). At this grade level, macro theoretical structures stand out and it can be seen that poverty is again at the forefront with the number 13. At the 7th grade level, there are micro 2 (poverty, 2), mezzo 5 (poverty 3, historical event 1 and unemployment 1) and macro 59 (poverty 19, programme 11, homelessness 11, unemployment 8 and historical event 10). At this grade level, macro theoretical structures also stand out and it can be presented that poverty is again at the forefront with the number 19. It can be stated that programmes are also prominent at this grade level.

Social studies curricula traditionally follow a broad-horizons approach, emphasising individuals and small units of geopolitical space and gradually expanding to include states, nations and the world. This study confirmed this general trend and found that less attention was paid to macropolitics in the lower grades (grades 5 and 6). In the seventh-grade texts, it is particularly evident that the enslaved are not paid for their work and no real policies or laws are proposed to recognise this. Despite this, it can be said that this is a statement of fact with potential for curious seventh graders or teachers who wish to explore the topic in more depth. In the study, findings were obtained that the fight against poverty at the macro level is carried out at the level of international organisations (UNICEF, UN High Commissioner for Refugees, OECD, etc.) with the basic duties and related articles of the state specified in the constitution, and in McEachron's (2016) study, many social programmes are mentioned in the USA.

In the textbooks examined within the scope of the study, it is seen that poverty is portrayed through African people, and a similar situation draws attention in McEachron's

(2016) study. Again, the information that African people were enslaved can be seen both in the current study and in the aforementioned research. Again, the information that young children had to work under difficult conditions with industrialisation can be presented as a subject that overlaps with McEachron's (2016) study. In addition, considering the geographical discoveries and capitalist Europe's understanding of colonialism, Kılıç (2021) conveys the information that African people were enslaved and massacred in his study.

Martin Luther King's speech is important in terms of revealing the historical events underlying poverty, unemployment, homelessness, injustice and inequality. In McEachron's (2016) analysis of 5th and 6th-grade textbooks, individual contributions (micro) to help people out of poverty are explained in relation to Jane Addams, Booker T. Washington, Mary Harris (Mother Jones), Jacob Riis, Eugene Debs, Herbert Hoover, Franklin Roosevelt, Lyndon Baines Johnson and Martin Luther.

Another finding is that the facts that constitute the functional definitions of the study are conveyed through refugees, especially Syrians. Similarly, Şimşek (2018) states in his study that "...in addition to problems such as inequality of economic opportunity, unemployment, poverty, discrimination in the workplace, Syrian refugees do not feel safe because of the racism they are exposed to in daily life...".

The effects of historical events on poverty, unemployment and homelessness are profound. The best example of this was experienced in Turkey during the Republican era. In this period, the people had to struggle with poverty along with all other difficult conditions. In their study titled "The National Struggle in Primary School History Textbooks of the Republican Era", Şimşek and Çakmakçı (2019) draw attention to the poverty of the period with the statement "...Although he was in poverty and destitution..." when they discuss "Atatürk's Place in the National Struggle" in textbooks.

Unemployment and therefore poverty, which occur as a result of the inability to make necessary and sufficient investments in some regions due to terrorism, is a real phenomenon. In the current study, the relationship between terrorism and poverty is also addressed in the findings. The information pattern overlapping with this reality was expressed by Bilen and Çalışır (2013). Again, the information expressed by Kesici (2007) that the sources where terrorism finds a living space and is fed are actually poor regions is also important.

Humanitarian aid provided through soft power, which has increased especially in the post-Cold War period and is used as a new instrument of influence, is becoming increasingly important as an indicator of the activities of countries in the international arena. The concept of humanitarian aid can be seen within the framework of soft power and public diplomacy. In this context, Turkey's humanitarian and foreign aid over the years can be evaluated through the elements of public diplomacy and

soft power. This aid is important in terms of analysing its place in Turkish foreign policy. It is known that these aids are provided by our country to many countries of the world by many aid organisations, especially the Red Crescent, and it is also included in the findings of our study. UN High Commissioner for Refugees Grandi's statement "Turkey continues to be a generous country globally in humanitarian aid" is only one of the information in this context in the textbooks we examined. Such aids are encountered in the fight against poverty at the macro level. Kızılay (2021) evaluates similar information patterns in his study and discusses Turkey's foreign policy and charity policy in this direction.

The textbooks draw attention to the importance of local governments and Social Assistance and Solidarity Foundations as well as central governments in the fight against poverty. In this regard, the aids provided by mukhtars, municipalities and district governorships come to the fore and their activities are included in the textbooks with both text and visuals. Şentürk (2019) argues that social assistance is not sufficiently covered in social studies textbooks in terms of political, social and economic aspects, and the social rights of citizens in the field of social assistance are not sufficiently covered in textbooks. Ünalı Gökalp (2024), concluded in his study that not all poor people today have access to the assistance provided by Social Assistance and Solidarity Foundations. The fact that the poor need to meet certain criteria in order to access assistance has forced them to prove their poverty and those who cannot meet these criteria are reportedly unable to receive assistance. It was also concluded that social assistance is completely insufficient to ensure a minimum standard of living.

The relationship between migration and poverty and unemployment is also one of the topics that should be emphasised. In the books analysing this situation, some data draw attention. One of these is the migration from Turkey to abroad in the 1960s due to unemployment and poverty. In this context, İşyar (2009), in his study, states that the theme of poverty is occasionally covered in children's novels in books that deal with the lives of Turkish immigrant families abroad. In addition, it has been observed that the theme of poverty in our children's novels is dealt with in detail and exaggeratedly and that one of the main causes of poverty is the father's unemployment, that is, unemployment.

This study reported many contributions from individuals of various ethnicities and genders. Historical events have highlighted the changing roles and rights of women. In particular, the principles and reforms of the Republican era granted many rights to women in this sense. Many developments ranging from women's ownership of property, equal education opportunities for women and men, and the right to vote can be expressed in this context. In line with the results of the current research, Saritaş and Şahin (2018) argue in their study that in the first years of the republic in our country, efforts were made to create

awareness that women were free citizens.

As a result, this study shows that in secondary school social studies textbooks, the depiction of historical events and issues related to poverty, programmes, homelessness and unemployment are not directly addressed, but these issues are presented through other phenomena. In contrast to poverty, unemployment and homelessness, production and job opportunities in the country are more prominent. Especially in the visuals, it can be stated that the phenomenon of poverty is presented through refugees and people of African origin.

However, poverty is felt as a problem in our country. As a matter of fact, according to the Social Services, Social Assistance and Poverty Alleviation Targets of the Twelfth Development Plan (2024 to 2028) of the Presidency of the Republic of Turkey Strategy and Budget Directorate, "relative poverty (%) is projected to be 21.3 in 2022, 21.6 in 2023 and 20.1 in 2028". Again, according to Turkish Statistical Institute (TURKSTAT) 2023 data, *"According to the poverty rate calculated by taking into account 50% of the equivalent household disposable individual median income; 27.8% of illiterate individuals, 24.7% of those who did not complete a school, 14.0% of those with less than high school education, 7.7% of high school and equivalent school graduates were calculated as poor. Higher education graduates had the lowest poverty rate with 3.2%."* Considering these rates, poverty has an important place in our lives. In this context, Brillinger and Soroko (2022) report that although Hawaii's curriculum attention to poverty is impressive, poverty is not just a problem of the past. In 2019, Hawaii was announced as the state with the 13th highest additional poverty rate in the United States. Given this troubling statistic, researchers have expressed disappointment that Hawaii's social studies curriculum does not acknowledge contemporary poverty, let alone examine it in depth. Researchers have also noted that another way in which the social studies curriculum marginalises poverty is by only discussing poverty that exists outside the United States. It is reported that there are two references to poverty in Kansas' curriculum, but both of them position poverty outside the United States.

This study has also revealed that there has been some progress in functional definitions and topics. One sign of progress, as McEachron (2016) points out, is that the authors and publishers of textbooks in Turkey are not concerned with Eurocentric and Anglo-centric approaches, as in the US textbooks written in the 19th century. McEachron (2016), in his study, reveals the worrying situation, the tradition of white privilege prejudice in textbooks, by including a quote: *"The European or Caucasian is the noblest of the five human races. He surpasses all others in learning and art and includes the most powerful nations of ancient and modern times. The most valuable institutions of society and the most important and useful inventions have come from the people of this race."* In contrast to this situation, social studies textbooks in our country emphasise justice and

equality and state that this is guaranteed by law.

Considering the findings and results obtained in the study, the following suggestions can be made for the relevant stakeholders:

Social studies curriculum developers need to recognise that students in contemporary Turkey need to know that poverty exists. As it can be understood from the findings, since activities such as industry, tourism, mining, etc. differ between provinces and even regions in Turkey, the current trend and historical records of both poverty and wealth distribution should be analysed in this context. Based on findings such as women working in the textile industry in the factory and the budget speeches made by Ms Hacer and her husband, the current trends in the Turkish economy and the historical record of poverty should be analysed to present the disproportionate effects of poverty on minority communities and women. By comparing various social policies such as welfare reform and public health insurance with the practices such as green card and general health insurance presented in the books analysed, it can be explained how such social policies are affected by continuing poverty. Considering the various visuals and textual information in the findings, the role of intense and disproportionate poverty on the social development of the people of our country can be explained. The past and present factors that cause the significant difference between the rich and the poor can be identified and how this affects individuals and society can be assessed. It can explain how the gaps between rich and poor countries and between rich and poor people have widened and identify policies designed to reduce poverty. Perhaps most importantly, the role of governments in tackling poverty can be assessed.

Based on the fact that the social studies curriculum can be strengthened by representing multiple perspectives, it can be stated that the dynamism of social issues creates the framework for healthy discussions and strengthens the idea that freedom of expression is valued. In this context, poverty in Turkey, its root causes and efforts to eradicate it can be at the forefront of contemporary social and economic issues in social studies textbooks.

Social studies textbooks could be improved by teaching students more than one economic model, rather than referring to a single economic model (free enterprise capitalism).

The visual-text relationship should be established healthily and the visual should have a text to support it. However, it should not be forgotten that if the collective context is ignored, the visual and text may mislead the reader.

Since the study was designed in great detail, one textbook prepared by a private publishing house from each grade level constituted the data source. Such a study can also be conducted on the books of different private publishers and the books of MoNE publications.

Poverty is one of the main problems of our age. This problem has content that goes far beyond the economic field and should be addressed in terms of its reflection in

the sociological field. In this context, it can be handled as an independent subject instead of being interspersed with some other subjects in social studies textbooks.

Conflict of interest declaration

There is no conflict of interest with any institution or person within the scope of the study.

Ethics statement

The study is exempt from ethics committee decisions.

Author contribution declaration

The authors' contribution rates in the study are equal.

REFERENCES

- Açıkgöz, S. (2018). *Secondary school and imam hatip secondary school social studies 5th grade textbook*. Ankara: E Kare Education Publishing.
- Agola, N. O., and Awange, J. L. (2014). *Globalized poverty and environment 21st century challenges and innovative solutions*. Berlin: Springer.
- Atmaca, Z. (2019). *Yoksulluk ve yoksullukla mücadelede eğitim politikaları*. (Yayınlanmamış Yüksek Lisans Tezi), İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Aybar, Ö., and Kantarcı Bingöl, Z. (2023). Historical background of critical pedagogy. *Adam Academy Journal of Social Sciences*, 13 (1), 237-269.
- Azer, H. (2019). *Secondary school and imam hatip middle school social studies 7th grade textbook*. Ankara: EKOYAY Education Publishing.
- Barnes, M. C., and Keleher, M. (2006). Ethics in conflict. *Business Communication Quarterly*, 69(2), 144-157.
- Bilen, M., and Çalışır, M. (2013). Political determinants of the poverty trap in Turkey. *Journal of Academic Inquiries*, 8 (1), 321-345.
- Bresciani, M. J., Oakleaf, M., Kolkhorst, F., Nebeker, C., Barlow, J., Duncan, K., and Hickmott, J. (2009). Examining design and inter-rater reliability of a rubric measuring research quality across multiple disciplines. *Practical Assessment, Research & Evaluation*, 14(12). Retrieved from <http://pareonline.net/pdf/v14n12.pdf>
- Brillinger, M., and Soroko, A. (2022). States of denial: What social studies curriculum documents don't say about poverty. *Social Education*, 86(1), 22-33.
- Bruner, J. S. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
- Clawson, R. A. (2002). Poor people, black faces: The portrayal of poverty in economics textbooks. *Journal of Black Studies*, 32 (3), 352-361.
- Clawson, R. A., and Kegler, E. R. (2000). The "race coding" of poverty in American government college textbooks. *The Howard Journal of Communications*, 11(1), 179 – 188.
- Corbin, J., and Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Davey, L. (2009). The application of case study evaluations. *Elementary Education Online*, 8(2), ç:1-3.
- Dauids, Y. D., and Gouws, A. (2013). Monitoring perceptions of the causes of poverty in South Africa. *Social Indicators Research*, 110 (3), 1201–1220.
- Demirel, Ö. (1999). *The art of teaching from plan to assessment*. Ankara: Pegem A Publishing.

- Dynneson, T. L., and Gross, R. E. (1999). *Designing effective instruction for secondary social studies* (2nd ed). Upper Saddle River, New Jersey: Prentice Hall Inc.
- Fox, K. R. (2010). Children making a difference: Developing awareness of poverty through service learning. *The Social Studies*, 101(1), 1-9. doi:10.1080/00377990903283965
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Herder and Herder.
- Gorski, P. (2004). History and social studies education: A guide to online resources. *Multicultural Perspectives*, 6(3), 27-32.
- Gökalp, L. (2023). *Investigation of migration phenomenon in social studies curriculum and textbooks*. (Unpublished Master's Thesis), İnönü University Institute of Educational Sciences, Malatya.
- Halman, L., and Van Oorschot, W., (1999). Popular perceptions of poverty in Dutch society. *Work and Organization Research Centre*, Tilburg University, Work Paper 16.
- Harden, R. M. (1999). What is a spiral curriculum?, *Medical Teacher*, 21(2), 141-143.
- Herrera-Molina, J., and Portilla-Quintero, B. (2021). Critical Pedagogy Trends in English Language Teaching. *Colombian Applied Linguist Journal*, 23(2), 155-165.
- İşyar, N. (2009). The theme of poverty in our children's novels. *Journal of Uludag University Faculty of Education*, 22(1), 165-188.
- Jordan, G. (2004). The causes of poverty-cultural vs. structural: Can there be a synthesis? *Perspectives in Public Affairs*, 18-34.
- Kesici, M. R. (2007). Analysing the cycle of poverty and violence in terms of social policy. *Labour and Society*, 2 (13), 121-158.
- Kılıç, H. (2021). Africa in secondary school history textbooks in Turkey. *Cappadocia Journal of Area Studies*, 3(1), 63-88.
- Kızılay, Ş. (2021). Turkey's humanitarian aid policy with its values and actors. *UPA Strategic Affairs*, 2(2), 185-209.
- Li, Y., Wu, W., and Wang, Y. (2021). Global poverty dynamics and resilience building for sustainable poverty reduction. *Journal of Geographical Sciences*, 31(8), 1159-1170.
- Liu, Y. S., and Wang, Y. S. (2019). Rural land engineering and poverty alleviation: Lessons from typical regions in China. *Journal of Geographical Sciences*, 29(5), 643-657.
- Luitel, B.C., Dahal, N., and Pant, B. P. (2022). Critical pedagogy: Future and hope. *Journal of Transformative Praxis*, 3(1), 1-8.
- Martin, L., and Smoken, L. (2010). Using citizenship education, adolescent literature, and service learning to promote social justice. *The International Journal of Learning*, 17(9), 425-432.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. London: SAGE Publications.
- McEachron, G. (2005). The great depression: Character, citizenship, and history. *Social Studies and the Young Learner*, 17(3), 15-20.
- McEachron, G. (2016). Poverty, unemployment and homelessness: What do the textbooks say? *Critical Questions in Education*, 7(1), 17-37.
- Ministry of National Education (MoNE) (2018). *Social studies course curriculum (Primary and Secondary School Grades 4, 5, 6 and 7)*. Ankara: MoNE Publishing House.
- Myrdal, G. (1970). *The challenge of world poverty: A world anti-poverty program in outline*. New York: Vintage Books.
- Poatob, S. (2015). Understanding the goal of social studies: A step to the effective teaching of the subject. *Research on Humanities and Social Sciences*, 5(8), 182-193.
- Presidency of the Republic of Turkey, Presidency of Strategy and Budget Directorate (2023). Decision on the Approval of the Twelfth Development Plan (2024-2028) was approved by the General Assembly of the Grand National Assembly of Turkey at its 15th session on 31.10.2023. On-İkinci-Kalkınma-Planı_2024-2028_11122023.pdf (Date of Access: 29.07.2024)
- Qoyyimah, U., Agustawan, Y., Phan, T. T., Maisarah, M., and Fanani, A. (2022). Critical pedagogy through genre-based pedagogy for developing students writing skills: strategies and challenges. *NOBEL Journal of Literature and Language Teaching*, 13(1), 98-116.
- Rapley, T. (2007). *Doing conversation, discourse and document analysis*. London: Sage
- Sarıtaş, E., and Şahin, Ü. (2018). An investigation on gender roles in life science textbooks. *Mehmet Akif Ersoy University Journal of Faculty of Education*, 48, 463-477.
- Seider, S. (2011). The role of privilege as identity in adolescents' beliefs about homelessness, opportunity, and inequality. *Youth and Society*, 43(1), 333-364. doi: 10.1177/0044118X10366673
- Sen, A. (1985). *Commodities and capabilities*. Amsterdam: North-Holland.
- Simpson, P. (2021). What can decolonial critiques & critical pedagogy teach the field of human rights education? [CICE]. *Curr Issues Comp Educ.*, 23(2), 1-6.
- Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Şahin, E. (2019). *Secondary school and imam hatip secondary school social studies 6th grade textbook*. Ankara: Anadol Publishing.
- Şentürk, A. (2019). *Social aid in Turkey and the reflection of the concept of social aid in social studies textbooks*. (Unpublished Master's Thesis), Marmara University Institute of Educational Sciences, İstanbul.
- Shek, D. T. (2004). Beliefs about the causes of poverty in parents and adolescents experiencing economic disadvantage in Hong Kong. *Journal of Genetic Psychology*, 3(165), 272-292.
- Şimşek, A., and Çakmakçı, E. (2019). National struggle in primary school history textbooks of the Republic period. *CTAD*, 30, 189-227.
- Şimşek, D. (2018). Refugee integration, migration policies and social class: The case of Syrian refugees in Turkey. *Journal of Social Policy Studies*, 40(2), 367-392.
- Tollefson, J. (2015). UN approves global to-do list for next 15 years. *Nature*, 525(7570), 434-435.
- Turkish Statistical Institute (TurkStat), (2024). Poverty and Living Conditions Statistics, 2023, TurkStat Data Portal. <https://www.tuik.gov.tr/> (Date of Access: 29.07.2024).
- Ünalı Gökalp, H. (2024). *A sociological study on citizenship perception of the poor: Konya sample*. (Unpublished PhD Thesis). Selçuk University Institute of Social Sciences, Konya.
- Valls-Carol, R., Mello R. R., Roca-Campos, E., Rodriguez-Oramas, A., Redondo, G., and Khalfaoui, A. (2021). The critical pedagogy that transforms the reality. *RISE: International Journal of Sociology of Education*, 11, 1-15.
- Yalçın, L. (2019). *Secondary school students' views on the phenomenon of poverty* (Unpublished Master's Thesis), Gazi University Institute of Educational Sciences, Ankara.
- Yin, R. K. (2009). *Case study research: Design and method* (4th ed.). Thousand Oaks, CA: Sage.

Citation: Gökalp, L., and Ünalı Gökalp, H. (2024). An overview of textbooks in the context of critical pedagogy: Poverty, unemployment and homelessness. *African Educational Research Journal*, 12(4), 300-319.
