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## Using graphic illustrations with social studies textbooks

Şahin Oruç<sup>a\*</sup>, Nihal Baloğlu Uğurlu<sup>a</sup>, Halil Tokcan<sup>a</sup>

<sup>a</sup> Faculty of Education, Niğde University, Niğde, 51100, Turkey

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### Abstract

Primary school curriculums are restructured in 2005 in Turkey. Naturally, Social Studies curriculum is also got changed in this the process. Curriculums' content and organization of most courses are determined by the textbook. Therefore, changes in Social Studies curriculum is reflected to textbook.

New social studies textbooks are different from previous textbooks both content and visually. Graphic illustrations have an important place in new textbooks.

The aim of this study is to evaluate the quality of graphic illustrations in textbook by document analyses method.

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*Keywords:* Graphics; use of graphics in education; social studies; social studies textbooks; graphics in social studies textbooks.

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### 1. Introduction

Developments in the process of education and teaching the use of visual elements has become a more common cause to become. Different visual elements can be taken from one of the graphics are handled. Graphs of numerical data to facilitate understanding of the relationship between the visual elements are used. (Yalin, 2006). Prefer to use graphics from the reason is more clear and concise verbal data, tables are also being more remarkable (Yigit, 2007). In this way the reader's attention and draw attention to certain points in mind and reflect the importance of the subject makes for a more permanent (Ceyhan and Yiğit, 2005). In addition to its support in students' learning, using graphics also improves students' problem-solving skills as it performs operations of geographic features and comparison of them with a reclassification of each other (Swartz and Parks, 1994). Because graphics are one of the most reliable means for geographic reclassification features and comparison operations, it is important in terms of supporting students' problem-solving skills.

According to the functional features of different types of graphs created. According to the characteristics of subjects and different charts available data are used. Selected the wrong type of chart can be difficult to understand the issues targeted contrast. Although a large number of chart types most commonly used primary and secondary school level column, line and pie (circular) are graphics (Kılıç and Seven, 2008).

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\*Şahin Oruç. Tel.: +90 388 211 28 16; fax: +90 388 211 28 01

E-mail address: [sahinoruc44@hotmail.com](mailto:sahinoruc44@hotmail.com)

Use of graphics in teaching social studies is also very important. Graphic illustrations used this course is teaching (a) a time-line with a historical narrative, (b) a product distribution with a geographic map narrative, and (c) a bar graph with an economic narrative. Graphic illustrations are more effective when integrated with the text of the teaching material. The ability to use graphic illustrations, to read and interpret them thus, seems an important factor in learning from printed materials. Therefore, it would be highly desirable to have written with the idea of using graphic materials Textbooks (Davis, 1968).

New social studies textbooks are different from previous textbooks both content and visually. Graphic illustrations have an important place in new textbooks. Therefore, in this study is aimed important in terms of graphics' variety and usefulness in social studies textbooks.

Primary 4, 5, 6 and 7 Learn about using graphics in the classroom curriculum areas and units 4-5 social studies curriculum in the 4th Primary değerlendirildiğinde Places we live in class unit (3 units) at the 3 regarding the acquisition of the graphics picture is seen. This unit is associated with the acquisition and use of graphics, "to observe weather events occurring in the environment, the findings are transferred to the graphics picture." Shaped. In the same section of the unit description "direction, sketch, picture graphics, panoramic, air incident, the environment, natural factors, human factors concepts will be given." Statement is located.

4. Range From Production to Consumption unit (4 units) given directly to the ability "tables, diagrams and graphics to read" is. This case has shown that social studies 4 chart and graph reading skills in the classroom has an important place. But here in question is an important detail. 4. units that will be gained in a table, chart and graph reading skills before the 3rd related gains included in the unit has been illustrated graphically. Yet reading skills associated with graphic graphic-related events after the granting of an advantage than are in place.

Primary 4-5 social studies teaching program at the "Step by Step Turkey" unit (2 units) will be given directly to skills related to the use of still graphics and the ability "to use visual evidence (objects, miniatures, engravings, photographs, cartoons, graphics, representative pictures, etc.)" is in the form of expression.

Elementary social studies education program located at 6-7 "of our country Resources" unit (3 units) involved in the description section between derslar associate that "1 Math lessons for achievements "Tables and Graphics" sub-learning field (gain 1) "statement is located.

7. social studies classes in the curriculum to prepare graphs and charts are given the ability to place highly. 7. class program "In our country the population" (2nd unit) in units called "1 gains: taking advantage of the visual materials and data distribution of the population in Turkey to discuss the causes and consequences are. 2. Tables and graphs of gains by taking advantage of our country with the population data on the properties of the comments. "description of the unit section 2 Math lessons for achievements "Graphics" sub-area learning (3, 4 gains) association is also available. Also in question will be given directly to the unit's ability to "graphic preparation" is a skill.

## 2. Method

This qualitative research methods to obtain data for research, one of the document analysis method was used. This method aims to investigate the cases or cases containing information about the covers analysis of written materials. (Yildirim and Simsek, 2005; Akt. Belet, and you enter, 2007). This method is applied, the resulting information by reading documents, first being the code, then encoded documents brought together in the conclusions of the study are given in (Morgil and Yılmaz, 1999).

This method is applied, first reading in primary schools are affiliated to the Ministry of National Education, 4, 5, 6 and 7 classes and the Ministry of Education social studies textbooks published by private publishers and student workbooks were investigated. The survey of the publishing house has prepared a special unit social studies textbook and students 7şer workbook are included. Working under the types of graphics contained in this book and use the quantitative objectives have been identified.

## 3. Results (Findings)

### 3. 1. Social studies 4th class textbooks and student workbooks used in graphic findings regarding

Primary 4 grade social studies textbooks and student workbooks contained in the types of graphs as follows:

Table 1. Social studies 4th textbooks and student workbooks in class graphics

Books	Kinds of Graphic				
	Line Chart (f)	Flat Graphic (f)	PieChart (f)	Photo Graphic (f)	Column Graphic (f)
4th MEB Class Textbook	-	-	-	1	3
4th MEB Class Student Workbook	-	-	-	1	3
<b>Total</b>	-	-	-	<b>2</b>	<b>6</b>
Custom Publishing 4 Grade Class Textbook	-	-	-	-	2
Custom Publishing 4 Grade Student Workbook	-	-	-	3	4
<b>Total</b>	-	-	-	<b>3</b>	<b>6</b>
<b>General Total</b>	-	-	-	<b>5</b>	<b>12</b>

As shown in Table 1 elementary social studies 4 class textbooks are used only picture graphs and bar charts. Ministry of national education that have been prepared by the textbook and student workbook, the total picture two graphs with six columns are included in the chart, prepared by the private publishing textbooks and student workbooks illustrated in the chart with a total of three one column chart has six.

### 3. 2. Social studies 5th class textbooks and student workbooks used in graphic findings regarding

Primary 5 grade social studies textbooks and student workbooks contained in the types of graphs as follows:

Table 2. Social studies 5th textbooks and student workbooks in class graphics

Books	Kinds of Graphic				
	Line Chart (f)	Flat Graphic (f)	PieChart (f)	Photo Graphic (f)	Column Graphic (f)
5th MEB Class Textbook	-	1	-	1	6
5th MEB Class Student Workbook	3	1	2	1	2
<b>Total</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>8</b>
Custom Publishing 5 Grade Class Textbook	1	-	-	-	1
Custom Publishing 5 Grade Student Workbook	-	-	-	-	3
<b>Total</b>	<b>1</b>	-	-	-	<b>4</b>
<b>General Total</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>12</b>

As shown in Table 2 MEB 5 Social Studies textbook and student workbooks is very rich in the diversity of graphics and text books and student workbook, a total of three lines, two circles, two cakes, two pictures and graphics used eight columns. However, prepared by private publishing of textbooks and student workbooks with only one line chart column chart three are used.

### 3.3. Social studies 6th class textbooks and student workbooks used in graphic findings regarding

Primary 6 grade social studies textbooks and student workbooks contained in the types of graphs as follows:

Table 3. Social studies 6th textbooks and student workbooks in class graphics

Books	Kinds of Graphic				
	Line Chart (f)	Flat Graphic (f)	PieChart (f)	Photo Graphic (f)	Column Graphic (f)
6th MEB Class Textbook	2	-	-	-	8
6th MEB Class Student Workbook	-	-	-	-	-
<b>Total</b>	<b>2</b>	-	-	-	<b>8</b>
Custom Publishing 6 GradeClass Textbook	-	-	-	-	7
Custom Publishing 6 Grade Student Workbook	-	-	-	-	1

<b>Total</b>	-	-	-	-	<b>8</b>
<b>General Total</b>	<b>2</b>	-	-	-	<b>16</b>

As shown in Table 3 social studies 6 class textbooks and student workbooks are fairly weak in terms of graphical diversity. Two lines and eight textbook MEB' column chart included in the workbook the students included in any activity not related to graphics. Custom publishing textbooks and student workbooks are included in the chart in the column, and only eight to ten column chart is used.

3. 4. Social studies 7th class textbooks and student workbooks used in graphic findings regarding

Primary 7 grade social studies textbooks and student workbooks contained in the types of graphs as follows:

Table 4. Social studies 7th textbooks and student workbooks in class graphics

Books	Kinds of Graphic				
	Line Chart (f)	Flat Graphic (f)	PieChart (f)	Photo Graphic (f)	Column Graphic (f)
6th MEB Class Textbook	-	1	-	-	5
6th MEB Class Student Workbook	-	5	-	-	-
<b>Total</b>	-	<b>6</b>	-	-	<b>5</b>

7 social studies classroom lessons in the book one apartment with five chart column chart, students study five apartments in the book, the graphics are located.

Accordingly, Primary 4, 5, 6 and 7 grade social studies textbooks and student workbooks contained in the general distribution of types of graphs as follows:

Table 5. Social studies (4, 5, 6 and 7th grade) student textbooks and workbooks in the general distribution of the graph

Books	Class	Kinds of Graphic				
		Line Chart (f)	Flat Graphic (f)	PieChart (f)	Photo Graphic (f)	Column Graphic (f)
Textbook	4	-	-	-	1	5
	5	1	1	-	1	7
	6	2	-	-	-	15
	7	3	1	-	-	2
<b>Total</b>		<b>6</b>	<b>2</b>	-	<b>2</b>	<b>29</b>
Student Workbook	4	-	-	-	4	7
	5	3	1	4	1	5
	6	-	-	-	-	1
	7	-	5	-	-	-
<b>Total</b>		<b>3</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>13</b>
<b>General Total</b>		<b>9</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>42</b>

As seen in Table 5 social studies 4, 5, 6 and 7 belonging to classes, textbooks and student workbooks contained in the distribution of the types of graphics examined six textbooks total line graph, circle graph, two, two illustrated graphs and charts of twenty-nine, where the columns are seen. The three lines in the student workbook, six apartments, four one cake, two pictures and graphics are available on three columns. Books and student workbooks graphics the sum total of the nine lines, eight apartments, four one cake, one column of seven to pictures and total forty-two pieces. At least to navigate overall pie charts and graphics, is illustrated. The most widely used chart is the column chart.

### 3. 5. Social studies textbooks for the purpose of graphics

Primary 4, 5, 6 and 7 grade social studies textbooks and student workbooks according to their intended use of the graphical distribution is as follows:

Table 6. Social studies (4, 5, 6 and 7th grade) student textbooks and workbooks in the general distribution of the graph

Books	Phase Of Use						
	Graphic Reading (f)	Graphics to Prepare (f)	Information to Export (f)	To Make Comment (f)	To Complete Graph (f)	To do The Pairing (f)	A Chart to Convert Another to A Chart (f)
Textbook	7	-	9	20	-	1	-
Student Workbook	11	6	-	10	1	2	3
<b>Total</b>	<b>18</b>	<b>6</b>	<b>9</b>	<b>30</b>	<b>1</b>	<b>3</b>	<b>3</b>

As shown in Table 6 in the chart for reading textbook seven, nine for informational purposes, and matching to make to comment for twenty-one chart is provided for illustrative purposes. Student work books to read for the eleven graphic, graphics created for the purpose of six, on purpose to make comments, graphics for the purpose of completing one, two and matching for a chart to another chart for conversion to three graphics are located.

### 4. Discussion

Clean and others (2009:71-83) have done their study related to graphics graphics, not only in science and math related fields, can be expressed in numbers of features used is an important place in every field are expressed. Therefore, the social studies textbook in economics, population issues, etc. can be used for all graphics.

Secondary education institutions in Turkey Population issues in the teaching of the subject, purpose, level in accordance with the prepared graphics and effective use of student achievement impact on the investigation of the Falcon, and others (2007:293-302) the use of graphics in Turkey Population issues in the teaching of the students' success in increasing the effectiveness were revealed.

Mentioned increase student achievement çalışmaların outside saying that the use of graphs is available in other studies (Taşar and others, 2002; Demirci and others, 2006). Therefore, use of graphics and graphics in textbooks may say that providing student achievement will improve. But the research examined in the context of the social studies textbooks and workbooks in terms of the graph does not carry weight in the social studies programında have been identified. In this case, social studies textbooks and student workbooks can be done at a renewal should be considered in the shows.

### 5. Conclusion and Recommendation

- Social studies 4, 5, 6 and 7 class textbooks and workbooks for students considering the type of chart is the general distribution line graph, circle graph, pie charts, picture graphs and bar charts to be used on the chart are only five kinds.
- Social studies 4, 5, 6 and 7 class textbooks and student workbooks contained in the graphs purpose evaluated, the students chart reading skills to win, preparing graphic ability to earn, to give information, comments to make, charts to complete, matching monogram and a graphic on another graphic into used was seen.
- Elementary 4-5 social studies curriculum in a graphic chart reading and related skills have an important place, while belonging to this class textbooks and workbooks for students related activities are seen as quite inadequate.
- Primary teaching social studies program 6-7 as a reflection of the still belong to this class textbooks and workbooks for students to use graphics and preparation skills are required to take part. In contrast to the MEB and custom publishing textbooks and student work books ever owned a copy to the graphics included in the chart for students to read and be prepared for the development of skills is a serious deficiency.

- Social studies textbooks and workbooks used in graphics, particularly concentrated in certain units. Because the social studies curriculum in the area of skills acquisition and will be given directly to the unit varies. But in some unit graphics to any education program or description, although gains were included graphics. For this case, the processing of some issues or some knowledge of graphics is provided as a convenience to express the most suitable materials in the form of graphics that can be explained.
- Textbooks and workbooks for students to give attention to the distribution chart for the use of graphics, especially when students are seen being used in order to leave comments. But to prepare graphs, charts and graphs to complete a chart to convert to other skills courses are not included in the book, no. As usual, the graphics in the student workbook to give information was not used. This results in the light of the suggestions below will be done;
- Social studies textbooks and workbooks for students learning the curriculum in the fields and meet the qualifications of the unit in terms of the type of place should be given much more graphic.
- Social studies textbooks and student workbooks for the intended use of graphics should be diversified.
- Student workbook more graphics in the preparation activities should be given weight.

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