




## Conceptual Article

# Multicultural education in Turkish social studies curriculum and textbooks

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Multicultural education is an educational approach that is guided by cultural components and is based on cultural diversity. Students are expected to gain skills and values in the education process with the social studies course, such as accepting cultural diversity, respecting human rights, and assessing different perspectives and ideas, all of which are crucial in multicultural education. From this perspective, it is clear that this notion of education is intertwined with the social studies course. Integrating a multicultural education approach into the social studies curriculum and textbooks is viewed as critical. This paper aims to determine the status of the multicultural education approach in both social studies curriculum and textbooks. The study employed the document analysis approach, which is one of the qualitative research methodologies. As data sources, the research used the 2018 social studies course curriculum as well as social studies textbooks for 4th, 5th, 6th, and 7th grade. The paper attempted to establish the status of how multicultural education is included in the curriculum and social studies textbooks. The results of the study demonstrate that the multicultural education approach is represented in the curriculum, that the multicultural education approach in textbook texts is consistent with acquisitions, but that the activities are lacking.

**Keywords:** Multicultural education, social studies curriculum, social studies textbook

## 1. Introduction

Multicultural education has emerged as a concept that has infiltrated our lives as a need, especially as a result of globalization and, as a consequence, the high level of communication among various ethnic groups. Globalization has brought with it conveniences in the area of communication and transportation. The culture of living together is necessitated by the fact that individuals can communicate with one other much more quickly and often, and transportation is becoming easier. Today, people of many different ethnicities live together in different regions. The phenomena of migration, in addition to globalization, are one of the factors that forces diverse cultures to live in the same geographical area. The history of humanity has witnessed large or relatively small migrations many times because of wars, labor, natural disasters and other issues. These migrations have necessitated the living of individuals of many ethnicities, beliefs, and languages. Meeting the educational requirements of individuals of various ethnic backgrounds, as well as guaranteeing that these people live together in mutual respect and tolerance required the introduction of new educational approaches. One of these approaches is the understanding of multicultural education.

Multicultural education refers to multidisciplinary, cross-curricular education that equips students to live, learn, and collaborate in a culturally diverse world to achieve common goals (Sultana, 1994, p.4). Castagno (2009) describes multicultural education as education that stresses equality, culture, and power while requiring high academic goals for all students, emphasizing the importance of incorporating many perspectives, different cultures, individuals, and worldviews into educational programs. In addition, she bases multicultural education on the principle of equipping students with an understanding of ideas about how they can work towards power, privilege, oppression, and social justice (p.48). According to Gay (1994), multicultural education is a process aimed at changing the structure of educational institutions so that all students have an

equal chance to succeed academically, and it is defined as a philosophy that emphasizes the importance, legitimacy, and vitality of ethnic and cultural diversity in shaping the lives of individuals, groups, and nations (p.6). Multicultural education is a democratically based teaching and learning approach that promotes cultural pluralism, a commitment to achieving educational equity, developing curricula, increasing awareness of ethnic groups, and challenging oppressive practices (Bennett, 1990 as cited in Gay, 1994, p.7). In another definition, Gorski (2009) defines multicultural education as a political movement and process that seeks to achieve social justice for underserved and disenfranchised students (p.310). These definitions have some few interests in common. Multicultural education, as is clear, places a high value on cultural diversity, equality, respect, and awareness of other cultural structures, as well as raising persons with this perspective.

Gay (1994) categorizes the fundamental goals of multicultural education into seven categories. Enhancing *ethnic and cultural literacy* are the goals of multicultural education. This goal is to educate students about the history and contributions of ethnic groups to society that are not covered in traditional teaching methods and curricula, as well as to replace distorted and prejudiced information about social groups in the curriculum with more accurate and appropriate information. Another purpose of multicultural education is *personal development*, which aims to contribute to the personal development of students. The psychological roots of multicultural education address topics such as individuals with high self, positive self-perception, and pride in one's ethnic identity. Students who have a positive self-image are more likely to communicate with others and appreciate their culture and identity. Multicultural education includes developing values which aim to directly confront prejudices, stereotypes, ethnocentrism, and racism through *attitude and values clarification*, critical analysis of the sources, expressions, and effects of negative ethnic attitudes and values, and the replacement of old, negative ethnic attitudes, beliefs, and practices with new, more positive and enriched ethnic attitudes, beliefs, and practices. Multicultural education also emphasizes essential values such as human dignity, justice, equality, freedom, self-determination, and democracy, which are based on the principles of human dignity, justice, equality, freedom, and self-determination. In terms of the purpose of *multicultural social competence*, multicultural education teaches students the skills of intercultural communication, interpersonal relations, perspective taking, contextual analysis, understanding alternative perspectives and frames of reference, and analyzing how cultural conditions affect values, attitudes, beliefs, preferences, expectations, and behaviors; it enables students to learn how cultural conditions affect values, attitudes, beliefs, preferences, expectations, and behaviors. The *basic skills proficiency* of multicultural education is about facilitating the teaching and learning of basic literacy skills for ethnically diverse students. By providing more meaningful content and techniques for the lives and frames of reference of ethnically diverse students, multicultural education aims to develop intellectual process skills such as problem solving, critical thinking, and conflict resolution, as well as reading, writing, and math skills. The purpose of *educational equity and excellence* aims to ensure that certain groups have a fair chance to receive the highest quality education possible. *Empowerment for social reform* is another purpose of multicultural education. The ultimate goal of multicultural education is to start a change process that begins in the classroom and spreads throughout society. This purpose will be reached through cultivating students' attitudes, values, habits, and skills so that they can become social agents of change who are committed to reforming society and eliminating racial inequities (p.19-24).

Multicultural education enables all students to identify and accept their own cultural roots, and to recognize and embrace variety through cultivating respect, respect, and understanding for individuals from other backgrounds. It prepares students to be effective members of society in an increasingly globalized world with diminishing frontiers (Sultana, 1994, p.4). Hossain and Aydin (2011) state that multicultural education will facilitate a successful and healthy learning experience for both students and teachers in classrooms free from racial discrimination or prejudices. Multicultural education promotes intercultural social contact and mutual understanding while also assisting students in developing democratic principles and fair attitudes (p.121-122).

From the past to the present, Turkey has given a living place for many different cultures, and it is a country where diverse cultures live at the same time. In our country, there is a social structure in which different cultures and different ethnic structures live together today. Aside from Turkish, which is the mother tongue, a variety of languages are spoken, and people of many religious beliefs live together. The development of diverse education strategies to meet the educational demands of this societal structure is unavoidable. Providing educational practices for different cultures in education, creating educational environments that reflect cultural diversity, and structuring education programs that promote equality and social justice will allow us to meet the educational needs of people of various ethnicities while also ensuring that people of different ethnicities live together in peace, tolerance, and unity in the future. Multicultural education may also help to reduce prejudice, stereotypes, and racial discrimination towards individuals of other cultures through educational institutions. In our country, the Social studies course, with its content as a priority, is the most appropriate subject in which applications for intercultural education may be carried out.

The fundamental purpose of Social Studies course is to raise people who love their country and nation, know and exercise their rights, perform their responsibilities, and have national awareness as citizens of the Republic of Turkey. Furthermore, it aims to raise individuals who believe in the significance of social studies education, voice ideas in order to solve personal and societal problems, adopt national, spiritual, and global values, and are attentive to issues that affect their country and the globe (Ministry of National Education [MoNE], 2018, p.8). In this sense, it is clear that the aims of the course and multicultural education are similar.

The aim of multicultural education to be more open to interacting with others and respecting their cultures and identities through the personal development of students coincides with the purpose of Social Studies course to accept the need to protect and develop the cultural heritage that enables the formation of national consciousness by comprehending the basic elements and processes that make up the culture and history of individuals. Through intercultural education, it is aimed to develop values such as justice, equality and freedom in students. The Social Studies course curriculum is considered as one of the most important in value education. The goal of the Social Studies course is to prepare students to live national and contemporary principles. The principles of justice, solidarity, sensitivity, aesthetics, equality, freedom, respect, and love that this course aims to instill in students are qualities that multicultural education aims to foster. Additionally, similarities exist between the aims of multicultural education - to analyze how cultural conditions affect values, attitudes, beliefs, preferences, expectations and behaviors by gaining skills in intercultural communication, interpersonal relations, and understanding alternative perspectives- and the aims of Social Science - to enable students to identify similarities and differences between people, objects, events and phenomena, to perceive change and continuity, and to have critical thinking skills. Given the closeness of the aims of both study fields, the Social Studies course appears to be an effective course for accomplishing multicultural education goals in the educational process.

The targets of a course are attempted to be fulfilled in a planned and scheduled manner through the curriculum of the course. One of the materials to be used in the implementation of the curriculum is textbooks. It is critical to look at the inclusion of multicultural education in the Social Studies Curriculum, which has been revised in 2018 to reflect the most recent developments, as well as textbooks produced in line with the program. The focus of this research is to determine the inclusion of multicultural education in the 2018 Social Studies curriculum and Social Studies textbooks.

## **2. Method**

### **2.1. Research Design**

A qualitative research approach using document analysis was utilized to determine how multicultural education is embedded into both Social Sciences curriculum and textbooks. The

document analysis approach allows researchers to examine a study topic using periodicals such as newspapers, magazines, memoirs, books, and other comparable materials produced over a period of time (Yıldırım & Şimşek, 2013, p.220). Considering the purpose of the research, the 2018 Social Studies curriculum was analyzed in the context of the specific objectives of the program, the skills and values that are aimed to be acquired by the students, learning areas and acquisitions. Then, in line with the acquisitions in the curriculum, the situation of including the multicultural education approach in the textbooks was analyzed.

## 2.2. Data Collection Tools

The 2018 Social Studies course curriculum, as well as 4th, 5th, 6th, and 7th grade Social Studies textbooks, were utilized to collect data for the study. According to Yıldırım and Şimşek (2013), "it may not be possible to analyze all document data in a study based on document analysis. As a result, researchers frequently attempt to generate a sample from the given data set" (p.227). For this reason, a textbook was chosen from each grade level in the selection of textbooks. For each level of textbook, care was taken to ensure that the book was prepared by a distinct publisher. The textbooks used in the research are shown in Table 1.

Table 1

*Social Studies Textbooks included in the research*

Grade	Textbook	Author	Publication Year	Publisher
4	Social Sciences Textbook	Sami TÜYSÜZ	2019	Tuna Publishing
5	Social Sciences Textbook	Seçil Büket HARUT	2020	Ata Publishing
6	Social Sciences Textbook	Erhan ŞAHİN	2020	Anadol Publishing
7	Social Sciences Textbook	Hikmet AZER	2020	Ekoyay Publishing

## 2.3. Data Analysis

Content analysis was performed on the data collected throughout the research. The basic process of content analysis is to collect comparable data within the context of specific concepts and themes, then interpret it in a way that the reader can comprehend (Yıldırım & Şimşek, 2012).

## 3. Findings

### 3.1. Findings Regarding the Inclusion of Multicultural Education Approach in terms of Special Objectives, Core Skills and Values in the Social Studies Curriculum

In the Social Studies curriculum, there are 18 special objectives. Some objectives connected to multicultural education can be found among these purposes. These special curriculum objectives have been investigated in terms of multicultural education.

In the curriculum, it has been targeted for the students "To know that the rules of law are binding for everyone and that all individuals and organizations are equal before the law" (Article 3). This aim of social studies teaching is similar to the aim of multicultural education to "develop equality and social justice".

One of the special objectives of the curriculum is for students "To recognize the importance of preserving and developing the cultural legacy that permits the creation of national consciousness via an understanding of the fundamental aspects and processes that make up Turkish culture and history" (Article 4). This objective can be claimed to be connected to multicultural education. As a matter of fact, it should be considered as the first step for individuals to learn about their own culture, to become aware of the importance of cultural heritage preservation and development, and to build knowledge and respect for other cultures.

Another aim of the curriculum for students is "To determine the similarities and differences between people, objects, events and phenomena by questioning the historical evidence of different periods and places, and perceive change and continuity" (Article 10). Understanding and respecting different cultures and developing awareness of cultural difference, which are the principles of multicultural education, can only be achieved by recognizing cultures lived in different periods and places, by analyzing

the similarities and differences of cultural elements belonging to these cultures, and by becoming conscious of the change and continuity in the historical process. From this perspective, the goal of the social studies curriculum and the principles of multicultural education are complementary.

The social studies curriculum also aims to enable students *"To believe in the importance of involvement and identify their thoughts on the solution of personal and social problems"* (Article 14). Furthermore, another aim connected to intercultural education in the curriculum is *"To exhibit awareness to issues that concern their nation and the globe"* (Article 17). These curricular goals are in line with multicultural education. Human rights, cultural diversity, and educational equality are all concerns that are at the heart of multicultural education today, and they are causing challenges in many societal systems. In terms of multicultural education, it is also desired that students become aware of such personal and social issues and share their opinion by participating in the solution of these issues.

As another aim, the curriculum emphasize for students *"To know the importance and ways of being a virtuous person by adopting national, spiritual and universal values"* (Article 16). One of the cultural components is values. Students are required to identify, adopt, and respect not just the values of their own social systems and cultures, but also universal values in a multicultural education process. This curricular approach is currently compatible with a multicultural education approach.

In the Social Studies curriculum, 27 core skills that are aimed to be acquired by students are included. Four skills that could be examined in connection to multicultural education stand out among these. These skills are *"perceiving change and continuity," "empathy," "recognizing stereotypes and prejudice,"* and *"social involvement"*. In the curriculum, the skill of perceiving change and continuity is defined as *"finding similarities and differences, perceiving continuity and change over time, distinguishing historical facts and interpretations, recognizing past problems and their causes, and finding alternative solutions to the solution of a historical problem"* (MoNE, 2005). In this sense, an individual who has acquired the ability to perceive change and continuity is expected to be able to understand what is different from himself, to be aware of the fact that culture, events, and facts may change, and recognize that certain occurrences have a long-term consistency. Multicultural education, on the other hand, is based on the understanding of individuals to know, understand, accept and respect people with different cultural backgrounds. As a result, a person who can perceive change and continuity may acquire awareness of various cultural structures, comprehend the change and continuity of cultural structures and elements, which is compatible with a multicultural education understanding.

Empathy, which is another skill emphasized in the curriculum, is described as *"a person's ability to put himself in the shoes of another person and accurately comprehend his or her feelings and ideas"* (Dökmen, 2011, p.157). By placing themselves in the shoes of people from various cultures, people with empathy abilities may better comprehend their feelings and thoughts, which is one of the objectives of multicultural education. This approach will also make it simpler to accept cultural differences, and compare and contrast different viewpoints and ideas.

As another skill, social involvement is defined in the curriculum as *"recognizing the relationship between individuals, groups, institutions and social organizations; generating to meet the needs on issues affecting the immediate environment and society as well as communicating this idea to those around them; negotiating, discussing, planning, negotiating and acting, serving the group, institution, social organizations and society as a leader or follower"* (MoNE, 2005). Cultural elements have a role in determining and influencing relationships between individuals and groups. Thus, a person with social involvement skills will be successful at identifying social relationships with their cultural issues, developing thoughts on cultural issues, and producing solutions to problems that arise in this setting. In this way, the social studies curriculum aims at providing students acquire skills that may also be learned through intercultural education.

The skill of recognizing stereotypes and prejudice is also a skill that students are expected to learn as part of the curriculum. Prejudices occur as favorable or negative attitudes, beliefs about a person or circumstance without any proof, whereas stereotypes are preconceived ideas about a person or a group. Multicultural education emphasizes the need of respecting and welcoming

cultural diversity while attempting to foster understanding among people, social groups, and communities. Individuals must acquire a worldview devoid of preconceptions and prejudices in order to achieve this. This is the function of the Social Studies course.

In the social studies curriculum, 18 values that should be taught to students are included. The values of "justice, solidarity, sensitivity, aesthetics, equality, respect, love, and freedom" are regarded as values associated with multicultural education among these values. Understanding and respecting different cultures, which are among the major principles to multicultural education, as well as respecting human rights, welcoming cultural differences, and reducing prejudice and discrimination, are all compatible with the values of justice, solidarity, sensitivity, aesthetics, equality, respect, and love in the Social studies curriculum. Individuals who hold these values are more likely to appreciate people in the social structure who are different from themselves, to be fair to others, to be sensitive to issues, and to accept diversity. As a result, the values that the program aims to teach in individuals are values that are compatible with the nature of multicultural education.

### 3.2. Findings Regarding the Existence of Multicultural Education Approach in the Learning Areas of the Curriculum

Individual and Society, Culture and Heritage, People-Places and Environments, Science, Technology and Society, Production, Distribution and Consumption, Active Citizenship, and Global Connections are the seven learning areas in the social studies curriculum. The acquisitions of each learning area have been analyzed in terms of multicultural education.

#### 3.2.1. Acquisitions related to Multicultural Education in the Individual and Community Learning Area

The acquisitions of multicultural education in the individual and community learning area are given in Table 2 in terms of grade levels.

Table 2

*Acquisitions related to multicultural education in the Individual and Community Learning Area*

<i>Grade</i>	<i>Acquisition</i>	<i>n</i>
4	SB.4.1.4. Puts himself/herself in the shoes of people with various traits. SB.4.1.5. Respects the different characteristics of other individuals.	2
5	SB.5.1.4. Gives examples of enjoying their rights as a child and situations in which their rights are abused.	1
6	SB.6.1.2. Analyzes the place and role of social, cultural and historical ties in the formation of social cohesion.	4
	SB.6.1.3. Queries prejudices about differences in order to live in harmony in society.	
	SB.6.1.4. Participates in activities that promote social aid and solidarity as a means of fostering social harmony.	
7	SB.6.1.5. Argues that problem-solving should be founded on rights, duties, and liberties.	1
	SB.7.1.4. Uses rights and fulfills responsibilities while making use of communication tools.	
Total		8

As shown in Table 2, a total of eight acquisitions are included in the related learning area linked to multicultural education at all grade levels. The highest number of acquisition was given at the 6th grade (n=4).

#### 3.2.2. Acquisitions related to Multicultural Education in the Culture and Heritage Learning Area

Considering the grade levels, the acquisitions of multicultural education in the culture and heritage learning area are given in Table 3.

Table 3

*Acquisitions related to multicultural education in the Culture and Heritage Learning Area*

<i>Grade</i>	<i>Acquisition</i>	<i>n</i>
4	SB.4.2.2. Gives examples by investigating elements in and around his/her family that represent country culture. SB.4.2.3. Compares traditional children's games to today's games in terms of change and continuity.	2
5	SB.5.2.1. Realizes the important contributions of Anatolian and Mesopotamian civilizations to the history of humanity, based on their concrete remains. SB.5.2.2. Introduces the natural assets and historical places, objects and artifacts around. SB.5.2.3. Identifies the similarities and differences between the cultural features of various areas of our nation and the cultural characteristics of the environment in which he/she lives by comparing them. SB.5.2.4. Analyzes the role of cultural elements in the coexistence of people. SB.5.2.5. Evaluates the historical development of cultural elements in daily life.	5
6	SB.6.2.1. Makes inferences about the geographical, political, economic and cultural characteristics of the first Turkish states established in Central Asia SB.6.2.3. Notices the changes in the political, social and cultural fields with the acceptance of Islam by the Turks. SB.6.2.5. Explains the role of historical trade routes in political, cultural and economic relations between societies.	3
7	SB.7.2.5. Gives examples of Ottoman culture, art and aesthetics.	1
Total		11

Table 3 shows that in the relevant learning area, there are 11 acquisitions linked to multicultural education at all grade levels. At the 5th grade level, the highest number of acquisition was included (n=5).

### 3.2.3. *Acquisitions related to Multicultural Education in the People, Places and Environments Learning Area*

The acquisition of multicultural education in the people, places and environments learning area is given in Table 4 considering grade levels.

Table 4

*Acquisition related to multicultural education in the People, Places and Environments Learning Area*

<i>Grade</i>	<i>Acquisition</i>	<i>n</i>
7	SB.7.3.4. Shows the negative consequences that might occur when basic rights such as freedom of residence and movement are limited.	1
Total		1

As can be seen in Table 4, it is clear that related learning area connected to multicultural education includes only one acquisition at 7th grade level (n=1).

### 3.2.4. *Acquisitions related to Multicultural Education in the Active Citizenship Learning Area*

Table 5 shows the acquisition of multicultural education in the active citizenship learning area by grade level.

Table 5

*Acquisition related to multicultural education in the active citizenship learning area*

Grade	Acquisition	n
4	SB.4.6.1. Gives examples of the rights that he/she has as a child.	1
5	SB.5.6.3. Explains basic rights and the importance of using these rights.	1
Total		2

Table 5 shows that in this learning area, there are three acquisitions connected to multicultural education. The majority of the acquisitions are taught to students in the 5th grade (n=2).

### 3.2.5. Acquisitions related to Multicultural Education in the Global Connections Learning Area

The acquisition of multicultural education in the global connections learning area is given in Table 4 in terms of grade levels.

Table 6

*Acquisition related to multicultural education in the global connections learning area*

Grade	Acquisition	n
4	SB.4.7.1. Introduces various countries around the world.	3
	SB.4.7.3. Compares the cultural elements of various countries with those of our own.	
	SB.4.7.4. Respects different cultures.	
5	SB.5.7.3. Explains the importance of tourism in international relations.	2
	SB.5.7.4. Gives examples of common heritage items found in various countries.	
6	SB.6.7.1. Analyzes the cultural, social, political and economic relations of our country with the Turkic Republics and neighboring states.	2
	SB.6.7.4. Queries the effects of popular culture on our culture.	
7	SB.7.7.3. Questions the stereotypes towards various cultures.	1
Total		8

Table 6 shows that in the relevant learning area, there are eight acquisitions connected to multicultural education at all grade levels. The 4th grade level is considered as having the highest acquisitions (n=3).

Table 7

*Number of Acquisitions related to Multicultural Education in 2018 Social Studies Curriculum by Learning Areas and Grade Level*

Learning Area	Grade Level				Number of Acquisition
	4th Grade	5th Grade	6th Grade	7th Grade	
Individual and Society	2	1	4	1	8
Culture and Heritage	2	5	3	1	11
People, Places and Environments	-	-	-	1	1
Science, Technology and Society	-	-	-	-	-
Production, Distribution and Consumption	-	-	-	-	-
Active Citizenship	1	1	-	-	2
Global connections	3	2	2	1	8
Total	8	9	9	4	30

It can be noticed from Table 7 that the learning area "Culture and Heritage" has the highest acquisitions linked to multicultural education in the curriculum (n=11). This learning area is followed by "Individual and Society" (n=8) and "Global Connections" (n=8). In the learning areas of "Science, Technology, and Society" and "Production, Distribution, and Consumption," no



acquisition has been found related to the topic. A total of 30 acquisitions linked to multicultural education are included in the 2018 Social Studies curriculum. The maximum number of acquisitions in multicultural education is found in the 5th and 6th grades (n=9) while the minimum in the 7th grade.

### 3.3. Inclusion of Multicultural Education Approach in Social Studies Textbooks

#### 3.3.1. Examining the 4th Grade Social Studies Textbook in terms of Multicultural Education

The first acquisitions related to multicultural education in Individual and Community learning area is SB.4.1.4. coded " *Puts himself/herself in the shoes of people with various traits*". For the acquisition, the subject " *If I were in his/her shoes*" is included in the textbook. It is stressed within the context of the subject that people have different abilities, tastes, and personality qualities. In addition, the situation of disadvantaged individuals is also mentioned. Students are encouraged to empathize with these individuals. There are statements in the textbook on the objectives of multicultural education, such as respecting human rights and providing equitable educational opportunities.

"...Today, I met children who took refuge in our country by leaving the lands where they were born and raised due to the internal turmoil in their country. Our government had considered their educational needs as well as their nutritional, shelter and health needs. For this purpose, he sent the children of education age to schools and some of these children came to our school. In order to get to know these children who are guests in our country better, I tried to talk to those who have learned a little bit of Turkish. One of them said that they had difficulties in their lessons because they did not know Turkish..." (Tüysüz, 2019, p.25-26).

In the textbook, there are no activities connected to the subject.

SB.4.1.5. coded " *Respects the different characteristics of other individuals*" is another acquisition in this learning area. The acquisition was discussed under the topic of " *I am aware, I respect differences*". Reading materials that provide knowledge on people's differences are included within the scope of the subject. The following assertions are in line with multicultural education's aim of expanding understanding of human and cultural diversity:

"...From the past to the present, people have made great progress in their acceptance of differences. It has not, however, fully addressed its problems. Regardless of color, language, creed, or gender, every human being, regardless of their perspective or nation, is a respected being. As a result, people's differences should not be used as an excuse for division and tyranny. Because of their differences, no human person should endure criticism, exclusion, mockery, or humiliation. It is important to remember that having differences is a human right, and that everyone has the freedom to live and express them..." (Tüysüz, 2019, p.29).

An activity is included in the topic. Students were asked to describe "respect for differences" in a variety of ways as part of the assignment. In Culture and Heritage learning area, SB.4.2.2 coded " *Gives examples by investigating elements in and around his/her family that represent country culture*" acquisition takes place regarding multicultural education. The subject " *Our National Cultural Elements*" is included in the textbook for this acquisition. Starting with the concept of national culture, the acquisition has been processed by providing room to the national cultural aspects of the child's family and surroundings.

An activity was included in which students are asked to introduce a cultural item in their immediate surroundings with an object introduction card activity.

Another acquisition in the same learning area was SB.4.2.3 coded " *Compares traditional children's games to today's games in terms of change and continuity*". In the textbook, the subject of " *Children's Games from the Past to the Present*" is included in relation to this acquisition. The evolution and transformation of children's games, which is one of the national cultural aspects, from the past to the present has been investigated within the scope of the subject.

The topic includes an activity that asks students to have a conversation with one of their elders about the games they played as children.

SB.4.6.1 coded "Gives examples of the rights that he/she has as a child" acquisitions related to multicultural education exists in the Active Citizenship learning area. For the acquisition, the subject "I am a child, I exist with my rights" is included in the textbook. The article discusses the United Nations Convention on the Rights of the Child and its articles. In addition, examples of situations where children's rights are violated are given.

"Equality is one of the most crucial rights for children. Language, religion, color, gender, and origin should not be used to discriminate against children. They should be able to openly express their emotions and opinions, and also interact with other children. In addition, they should not be deprived of living their own culture..." (Tüysüz, 2019, p.156)

The statement statements in the textbook, given above, are viewed as statements containing messages for multicultural education.

The topic contains a discussion activity about what the world's most challenging problem for children is and what should be done to address it.

The first acquisition related to multicultural education in the Global Connections learning area is SB.4.7.1 coded "Introduces various countries around the world". The subject "Let's Get to Know the Countries" is included in the textbook for the acquisition. Finland and Jordan were discussed as part of the subject, and important features of both countries were introduced. The inclusion of the countries' cultural characteristics shows the multicultural education principle of understanding and respecting different cultures. The following statements pertain to intercultural education understanding:

"...The temperature in Finland ranges from 10 degrees in the summer to -30 degrees in the winter. That's the reason why Finns favor clothing that keeps them warm and dry throughout the winter. They usually embroider reindeer patterns on their clothes. Reindeer tenderloin, bear steak and fish are Finnish favorite foods. Venison is regarded as the national dish of the people..." (Tüysüz, 2019, p.175).

"...Jordanians are known for their warmth, hospitality, and friendliness. Jordanian weddings include henna ceremonies, just like we ours... Festivals are held at certain times of the year in Jordan. The most important of these festivals is the culture and art festival held in the city of Jerash in the north of the country. Many well-known artists and literary figures from Arab countries participate in this festival, which is held in July every year..." (Tüysüz, 2019, p.176).

Related to the subject, there is an activity to determine a country on the world map and prepare a presentation to introduce the selected country. Another acquisition is SB.4.7.3 coded "Compares the cultural elements of various countries with those of our own". The subject of "Different Cultures" has been prepared for this acquisition. Hungary and Japan are examined in terms of their cultural traits within the scope of the study. Subjects like as clothing, food, games, and family relationships are highlighted among the cultural elements. The similarities between these countries' cultures and Turkish culture are highlighted. The following remarks in the textbook are on multicultural education and how it might help pupils become more aware of cultural differences:

"...Handshakes are the most common form of greeting in Hungary. People use their first and last names to address one another. It is customary to deliver flowers or chocolates to the home you have been invited to, and this is seen as a really nice gesture. Furthermore, wearing shoes within the house is considered impolite..." (Tüysüz, 2019, p.190).

Textbook is not included in any activity prepared for this topic.

Another acquisition related to multicultural education in this learning area is SB.4.7.4 coded "Respects different cultures". For teaching of this acquisition, the topic of "The World is Beautiful with Differences" has been included. The topic was addressed in terms of cultural elements such as languages, traditional clothing, religious beliefs, food, music, and dances from other countries, with an emphasis on why different cultures should be respected.

Regarding Figure 1, the following statements in the textbook are for multicultural education;

"...We may be unfamiliar with the countries' culinary cultures. For instance, An Arab who eats with his hand or a Far Easterner who eats rice with chopsticks may appear unusual to us. We may

wonder, “Why do they eat like way when they can eat with a spoon?” when we encounter these images. Rather than asking such concerns, we should recognize that this style of eating is part of humanity's cultural legacy and appreciate such traditions. We should note that this will not be difficult for someone who grew up eating with their hands or chopsticks. We must also keep in mind that some aspects of our food culture may appear unusual to others.” (Tüysüz, 2019, p.194).

In Picture 1, a visual in the textbook is presented for the subject;

Picture 1

*A visual about the food culture of different countries*



Similarly, the following expressions in the textbook are expressions for multicultural education as follows:

“...Differences between countries should be viewed as a source of riches and a pathway to growth, rather than as a justification for segregation, imposition, and war. When one person respects others who are different from him, the other person will respect him as well. Otherwise, the same response is received, and mutual respect is replaced by conflict. People should appreciate each other's inherent diversity in order to make the world a more living place. People's sentiments of hostility disappear to the degree that their differences are recognized. As a result, a world of peace and love has been formed, honoring human dignity...” (Tüysüz, 2019, p.195).

No activity is included in this topic.

At the 4<sup>th</sup> grade level, there are eight acquisitions that may be assessed using the multicultural education approach. It can be noted that the subjects prepared for these acquisitions comprise five actions. When looking at the 4<sup>th</sup> grade textbook in terms of multicultural education, it is clear that the acquired appropriate for a multicultural education approach are reflected in the texts, but the quantity of activities is insufficient. Furthermore, it is evident that the exercises in the textbook are appropriate for achieving and comprehending multicultural education.

### 3.3.2. Examining the 5th Grade Social Studies Textbook in terms of Multicultural Education

In the Individual and Community learning area, one acquisition coded as SB.5.1.4, “Gives examples of enjoying their rights as a child and situations in which their rights are abused” is included related to multicultural education. For the teaching of the acquisition, the subject "I Exist with My Rights" is covered in the textbook. Within the scope of the subject, it can be observed that information regarding children's rights and their legal basis is provided. Children's rights are infringed in situations such as child labor, child fatalities due to conflicts, refugee children, and starvation. Examples from newspapers and general network news are used to support situations in which children's rights are infringed.

## Picture 2

*An image reflecting the children of the world*



Picture 2 in the textbook can be considered as an emphasis on multiculturalism in that it reflects children of different races, languages and skin colors living in different parts of the world together (Harut, 2020, p.22).

The theme includes several photos of children, as well as an exercise in which children are asked to identify which rights the children in the pictures have.

The first acquisition related to multicultural education in the culture and heritage learning area is the acquisition SB.5.2.1 coded *"Realizes the important contributions of Anatolian and Mesopotamian civilizations to the history of humanity, based on their concrete remains"*. Within the scope of the subject, Anatolian civilizations (Hittites, Phrygians, Ionians, Urartians, Lydians) and Mesopotamian civilizations (Sumerians, Babylonians, Assyrians) were addressed. The features of the geographical locations where these civilizations lived, their lifestyles, their contributions to humanity's history, and their cultural traits are all discussed. Additionally, images depict instances of artifacts from the aforementioned civilizations.

Students are asked to put down their understanding of the contributions of many civilizations to humanity as part of the subject.

Another acquisition in this learning area is SB.5.2.2 coded *"Introduces the natural assets and historical places, objects and artifacts around"*. The subject of "Beauties of Our Country" is included in the textbook for the related acquisition. Students are taught about our country's natural resources, historical sites, historical artifacts, and historical objects through examples. Because historical sites, artifacts, objects, and natural resources are the components that produce and reflect culture, students' recognition of prior civilizations' cultural aspects will contribute to intercultural education. An activity was included in the topic that students were requested to discuss with their peers by conducting research on the historical locations where they reside. Another project requires students to create a brochure detailing the historical artifacts and natural wonders of the place in which they reside.

SB.5.2.3 coded acquisition, *"Comparing the cultural characteristics of various parts of our country with the cultural characteristics of the environment in which they live and determining the similar and different elements between them"*, is another acquisition related to multicultural education. The subject of "Our Rich Culture" is included in the textbook for teaching the acquisition. Various cultural aspects that have remained from civilizations that have lived in Anatolian geography from the past to the present are discussed within the scope of the subject. Traditional cuisine, cultural dances, traditional handicrafts, religious and national festivals are all included. It's worth noting that the cultural components in issue differ across the country, and the causes that produce this variation are highlighted. In terms of multicultural education, this emphasis is quite beneficial.

Some parts in the textbook that can serve as examples for expressions related to multicultural education are as follows.

“...Despite the fact that many of our cultural values are consistent across the country, they may vary depending on geographic factors. Let's take a look at these similarities and differences. Our traditional meals are one of the most significant aspects of our culture. Our traditional meals vary around the country due to climate and geographical factors...” (Harut, 2020, p.49).

“...Folk dances are another cultural feature that distinguishes our country. The “horon” played in our cities such as Trabzon, Rize and Artvin reflects the active life of the people of the region...” (Harut, 2020, p.50).

The subject consists of two activities. It was observed that the activities are structured from the students' immediate surroundings to the students' distant surroundings. Students are required to conduct research on local handicrafts in the first activity. The second exercise explored and contrasted the cultural features of two distinct cities in our nation in terms of similarities and variances. Both activities appear to be appropriate for a multicultural education approach.

The SB.5.2.4 coded acquisition in the curriculum is *"Analyzes the role of cultural elements in the coexistence of people"*. The subject of “Our Common Values” is included in the textbook for the teaching of related acquisition. Within the subject, it can be observed that information is provided on shared cultural aspects such as condolences, military farewells, and folk songs, all of which help to enhance the society's togetherness and solidarity, and the text is accompanied with visuals.

An exercise in the subject asks students to evaluate the Çanakkale Folk Song in terms of national unity and togetherness.

Another of the acquisitions pointing to multicultural education is SB.5.2.5 coded *"Evaluates the historical development of cultural elements in daily life"*. The subject "Our Culture from Past to Present" is featured in the textbook for the acquisition. The shift of cultural components from the past to the present is highlighted within the scope of the subject by providing information about classic theatrical plays such as shadow plays and middle plays, as well as referring to film and theater as modern substitutes for theatrical plays. The change in these tools is indicated by providing information about Turkish cuisine and kitchen tools. The continuity and evolution of cultural aspects are both highlighted.

There is an activity in the subject to perform an oral history study on a topic that reflects our culture.

The only acquisition related to multicultural education in the effective citizenship learning area is SB.5.6.3 coded *"Explains basic rights and the importance of using these rights"*. For the teaching of the acquisition, the subject of "Our Fundamental Rights" is included in the textbook. Some of the fundamental rights guaranteed by the Constitution are discussed within the scope of the subject. The importance of fundamental rights, particularly the right to participate and the freedom of thought, can be seen. The right to vote and be elected, which Turkish women have, is also mentioned in the textbook. Regarding the participation, the following statement is included in the textbook:

“...In fact, you exercise your right to participate in a variety of ways every day. This right is used in elections for class and school representatives, as well as social club activities. Furthermore, it is your right to meet up with your friends, talk with them, and work on issues that interest you, or find solutions to problems that you share...” (Harut, 2020, p.153).

The activity included in the subject is about the preparation of an article explaining the importance of the right to participation and freedom of thought.

The first acquisition in the global connections learning field related to multicultural education is the SB.5.7.3 coded *"Explains the importance of tourism in international relations"*. The subject of "Journey to Peace" is included in the textbook related to the acquisition. The impact of tourism on people's cultural, economic, and social communication is investigated within the scope of the subject. It is evident that information about tourist destinations such as Istanbul, Mardin, and Alanya is provided.

The following expression in the textbook which aims to raise awareness in terms of people from different cultures being aware of each other's cultures and gaining understanding can be linked to the multicultural education.

"...People benefit from tourism not only because it allows them to see the natural and historical wonders of other countries, but also because it allows them to learn about the cultures they are visiting through the meals, activities, and interactions with the locals. Increasing cultural ties between countries not only improve mutual understanding, but also create a conducive climate for collective action..." (Harut, 2020, p.169)

In terms of providing information about different social groups and their coexistence, the following text that emphasizes multicultural education is included in the textbook.

"...For thousands of years, our country has housed various civilizations and has carefully maintained their cultural and historical riches. One of the most significant benefits that this scenario has given to the Anatolian regions is that people of many languages, faiths, and nations have coexisted for centuries in an atmosphere of love, respect, and understanding..." (Harut, 2020, p.170)

Similarly, the following statements in the textbook, which emphasize Alanya's cultural variety, are manifestations of multicultural education.

"...Independence holidays, Christmas and Easter events of the foreigners living in the district are celebrated with the participation of local and foreign residents. Foreigners also attend iftars in Ramadan and send iftar invitations..." (Harut, 2020, p.171).

A question and answer activity on the tourism qualities of Alanya is offered over a newspaper article in the textbook.

Another acquisition in the same learning area is SB.5.7.4 coded "*Gives examples of common heritage items found in various countries*". Related to the acquisition, the textbook covers the subject "Gift from the Past to the Future: Common Heritage". For the aforementioned acquisition, information on names who contributed to humanity's scientific legacy, examples of architectural works on the global heritage list, natural beauty, literary works, and works of art were provided in the book. It is explained how these ideals are safeguarded and should be safeguarded. In terms of the emphasis on cultural diversity and the importance of these values over the cultural riches of different countries, it is seen that there is content for multicultural education within the scope of the subject.

The subject includes an activity that asks students to prepare a project to protect the historical and natural beauties around them.

At the fifth grade level, there are nine acquisitions that may be characterized using the multicultural education approach. It can be noted that the subjects prepared for these objectives contain 11 activities. When looking at the 5th grade Social Studies textbook in terms of multicultural education, it can be concluded that the acquisitions appropriate for a multicultural education approach are represented in the textbook's contents. The quantity of activities appears to be insufficient. Furthermore, it is evident that the exercises in the textbook are appropriate for achieving and comprehending multicultural education.

### 3.3.3. Examining the 6th Grade Social Studies Textbook in terms of Multicultural Education

The first acquisition related to multicultural education in the Individual and Society learning area is the SB.6.1.2 coded "*Analyzes the place and role of social, cultural and historical ties in the formation of social cohesion*". This acquisition is documented in the textbook under the "*Culture and Social Cohesion*" subject heading. Within the scope of the subject, aspects of culture such as religion, language, and history are explained, as well as the importance of these factors in the creation of social cohesiveness. Given that one aspect of multicultural education is to teach cultural variety, it should be acknowledged that students must first understand and appreciate the components that make up their own culture before they can recognize and respect other cultures.

There is an activity within the subject in which research is requested about the factors that are effective in the formation of a society's culture.

Another acquisition in this learning area is the acquisition of SB.6.1.3 coded "*Queries prejudices about differences in order to live in harmony in society*". The subject of "*I Respect Differences*" is included in the textbook for teaching the acquisition. Examples of stereotypes and prejudices that are

encountered from time to time against different people and groups are discussed in the textbook chapter for this objective using the concepts of stereotype and prejudice in the texts. It is emphasized that social cohesion requires respecting individuals with special needs as well as those belonging to different socioeconomic groups and different ethnic, religious and sectarian affiliations. Furthermore, the concept of refugee is also included in the subject.

The following picture in the textbook is compatible with the multicultural education approach.

Picture 3

*Every person has a position and importance in society (Şahin, 2020, p.18)*



The following phrases in the textbook can be argued to be compatible with multicultural education's ideal of cultural diversity.

"...Throughout our life, we may come across people with various qualities. Some people's languages, for example, are not the same as ours. Some individuals practice religions that are not the same as ours. Some people may have a better financial condition than we have, while others may have a worse situation. People differ in a variety of ways, and this is to be expected. These distinctions should not be taken into account when assessing human behavior. It is simpler to live in peace with others when we accept them for who they are..." (Şahin, 2020, p.18)

Students were invited to write an article expressing their opinions on the necessity of being aware of diversity in order to live in harmony in society as an activity within the subject.

Another acquisition in the Individual and Society learning area is the SB.6.1.4 coded "*Participates in activities that promote social aid and solidarity as a means of fostering social harmony*". The subject of "*Help and Solidarity*" is included in the textbook for the aforementioned acquisition. Within the scope of the subject, examples such as the social aid works of Kızılay, the applications of the municipalities' soup kitchens and clothes piggy banks were examined through the concepts of cooperation and solidarity. In this regard, students are encouraged to participate in such projects by presenting an example of a social assistance and solidarity project in the textbook. These studies, which are being conducted to promote social solidarity and welfare, adhere to the idea of multicultural education in order to promote equality and social justice.

Regarding the subject, an activity has been created to contribute the municipalities' clothing piggy bank apps to the creation of social unity in our nation.

Another objective is SB.6.1.5 coded "*It argues that solutions to a problem should be based on rights, responsibilities and freedoms*" related to the subject. The topic "*I Find Solutions to Problems*" is included in the textbook for instructional purposes. The course book explains the ideas of right, duty, and freedom, as well as information on the numerous rights and duties of persons, all within the scope of the topic. In addition, information is given about the institutions that can be applied in case of violation of the rights of individuals. The human rights emphasized in the content of the subject comply with the principle of respecting human rights in multicultural education.

The expression of

"...Having a bicycle and learning to ride it is one of Zeynep's freedoms. By riding her bike on the bike path, Zeynep should show respect to others. Otherwise, it may be in violation of traffic laws, putting his and others' lives in danger. While exercising our liberties, we should show respect for others and not obstruct them from exercising theirs..." (Şahin, 2020, p.28)

in the textbook are a message that is intended to be given to students in terms of respecting human rights.

As part of the activity of the subject, students were required to write an essay on how an issue should be handled using rights, duties, and freedoms as a case study.

The first acquisition related to multicultural education the culture and heritage learning area is the SB.6.2.1 coded "*Makes inferences about the geographical, political, economic and cultural characteristics of the first Turkish states established in Central Asia*". For the teaching of the objective, the subject of "*The First Turkish States Established in Central Asia*" is included in the textbook. The cultural characteristics of the earliest Turkish states formed in Central Asia were discussed as part of the subject. The epics of Oguz Kagan, Ergenekon, and Immigration, as well as the Orkhon Inscriptions, are used to provide information on the cultural life of the Turkish states.

The statements

"...One of the Huns' most important sources of income was livestock. Clothing was made from the skin and wool of the animals they reared. Carpets and rugs from that time period have been found at Central Asian archaeological digs. For those who died fighting the Huns, funeral ceremonies called yug were held, followed by lamentations..." (Şahin, 2020, p.43)

in the textbook are compatible with the aims of multicultural education in terms of creating awareness of the cultures of different civilizations in students.

There is an activity in the subject that compares the geographical, political, economic, and cultural qualities of the Asian Huns, Root Turks, and Uyghurs to see how similar and different these states are.

As another acquisition in this learning area, SB.6.2.5 coded "*Explains the role of historical trade routes in political, cultural and economic relations between societies*" was included in the curriculum. Information regarding the Silk Road and the Spice Road is provided in the textbook's "Silk and Spice Road" subject for the learning objective, as well as the impact of these two trading routes on inter-communal relations. In terms of exemplifying intercultural interaction, the following assertions point to multicultural education:

"...There was a cultural exchange between East and West thanks to the Silk Road. People carried their own culture to other regions while trading. They returned home with the cultural characteristics they observed in the areas they visited. During the Crusades, Europeans learnt about paper, printing presses, gunpowder, and compass from Eastern civilization. When European society began to use paper and printing presses, it also demonstrated cultural advancement. As a result of geographical discoveries, Europeans got economically stronger through using the compass..." (Şahin, 2020, p.67).

A question and answer activity based on the Silk and Spice Road maps, in addition to the puzzle activity, are included in the textbook.

SB.6.7.1 coded "*Analyzes the cultural, social, political and economic relations of our country with the Turkic Republics and neighboring states*" is another acquisition related to multicultural education in the Global Connections learning area. The subject of "*Turkic Republics and Relations with Neighboring Countries*" is included in the textbook for teaching of the related acquisition. The textbook focuses on Turkey's relations with the Turkic Republics and neighboring states. In this regard, cultural exchange with these countries was emphasized. The fact that each country has its own visual of historical artifacts in addition to the texts that give information about our relations with the countries in question indicates cultural diversity.

Students are requested to prepare a table demonstrating the importance of our country in terms of cultural, social, political, and economic links with the Turkic Republics and surrounding states, which is included in the textbook.

Another acquisition is SB.6.7.4 coded "*Queries the effects of popular culture on our culture*". The subject of "*Popular Culture*" is embedded in the textbook for the instruction of the acquisition. According to the textbook's concept of popular culture, items that are not part of our culture can lead to social life through media instruments. It can be observed that the importance of safeguarding culture from the detrimental influences of popular culture is underlined. There is a



puzzle task that covers topics connected to the subject, and an activity that encourages students to tabulate the information gathered by examining the influence of popular culture on children's games and guest hosting behaviors.

There are 8 acquisitions that can be categorized in accordance with the multicultural education approach at the 6th grade level and a total of 10 activities in the subject designed for the teaching of these acquisitions. When examining the 6th grade Social Studies textbook in terms of multicultural education, it is clear that the acquisitions appropriate for a multicultural education approach are adequately portrayed in the textbook's texts, but the quantity of activities is insufficient. Furthermore, it is evident that the activities in the textbook are appropriate for achieving and comprehending multicultural education.

#### 3.3.4. Examining the 6th Grade Social Studies Textbook in terms of Multicultural Education

The only acquisition related to multicultural education in the Individual and Community learning area is SB.7.1.4 coded "*Uses rights and fulfills responsibilities while making use of communication tools*". In the textbook, the subject of "*I am free, to the extent of my responsibilities*" is discussed in relation to acquisition. In the textbook, it is seen that human rights are emphasized by considering the relationship between privacy of private life, freedom of expression, right to receive accurate information and freedom of mass communication.

The subject includes four activities. Question and answer sessions based on general network news were featured in the first two activities. These exercises are ideal for the comprehension of multicultural education since they are centered on the theme of rights and freedoms through case studies. Another exercise is creating an idea map.

In the culture and heritage learning area, SB.7.2.5 coded "*Gives examples of Ottoman culture, art and aesthetics*" acquisition is include related to multicultural education. The acquisition was reflected in the textbook with the subject of "*Ottoman through the Eyes of Travelers*". The Ottoman Empire's culture, art, and aesthetic understanding were attempted to be transmitted by using examples from local and foreign tourists' travel books.

This narrative, which begins with the words

"...The hospitality of the people of the Ottoman Empire to their guests, regardless of their language, religion, or race, was frequently the subject of travel books. Let's consider the example of this cultural trait of people who are nearly competing with one another to help tourists fill their stomachs and stay..." (Azer, 2020, p.83)

and continues with an excerpt from the travel book of a foreign traveller, points to multicultural education with an emphasis on helping people without discrimination.

Four activities in the subject were included in the textbook. The first one was organized on the art works and branches of art belonging to the Ottoman Empire period. The second one is about the evaluation of the Ottoman Empire from the eyes of the travelers. The third activity is a research activity on the cultural characteristics of the Ottoman Empire. The last activity is a question and answer activity organized on quotes from different travel books. All these activities have been prepared considering the approach of multicultural education.

Another acquisition in this learning area is the acquisition coded SB.7.3.4, "*Shows the negative consequences that might occur when basic rights such as freedom of residence and movement are limited*". The acquisition was embedded in the textbook with the subject of "*Freedom of Settlement and Travel*". In the context of the acquisition, Freedom of Settlement and Travel, which is one of the basic human rights, and the problems experienced by individuals in case of restriction of this right are discussed.

The following expressions in the textbook are expressions related to multicultural understanding:

"...Rohingya Muslims who lost their citizenship rights with the law passed in 1982 in Myanmar are considered "stateless. Rohingya Muslims, recognized by the UN as a "persecuted religious minority", are subject to violence as well as legal, economic and social discrimination..." (Azer, 2020, p.120)

Two activities are included in the topic. The first one is a question and answer event organized on the web news. The second activity is to reach and summarize newspaper and general network news about situations where freedom of residence and travel is restricted.

In the Global Connections learning area, one acquisition coded SB.7.7.3 and related to multicultural education, "Questions the stereotypes towards various cultures", is included. The acquisition for the subject "*We are a Hospitable Nation*" is provided in the textbook. The notions of prejudice and stereotype were addressed within the scope of the subject, as well as examples of prejudice and stereotypes for other cultures.

The following expressions in the textbook refer to multicultural education:

"...While some communities are strongly opposed to the presence of immigrants, others adhere to the equality concept. It is critical to end discriminatory and excluding actions against refugees in society, which are based on preconceptions and prejudices. A foundation in Istanbul has released its 7th Report, titled "Living Together: Developing Cultural Pluralism Through Art," which is the result of recent research. Canada Trent University's Dr. Feyzi B. and Wilfrid Laurier University's Dr. Wilfrid Laurier The report, written by Kim R., examines the importance of culture and the arts in the development of coexistence skills in heterogeneous cultures, with a focus on refugees and immigrants as well as host populations..." (Azer, 2020, p.216)

Picture 4

*A child who has been discriminated against (Azer, 2020, p.214)*



The subject includes three different activities. The first one is a question and answer event organized on the web news. The second one is a question and answer activity organized about stereotypes. The final one is a concept map activity.

There are 4 acquisitions that can be considered in accordance with the multicultural education approach at the 7th grade level. It can be noted that the subjects prepared for the teaching of these acquisitions include 13 activities. When looking at the 7th grade Social Studies textbook in terms of multicultural education, it is seen that the acquisitions that are appropriate for a multicultural education approach are mirrored in the textbook's contents. In a similar vein, the quantity of activities appears to be adequate. Furthermore, it is evident that the activities in the textbook are appropriate for achieving and comprehending multicultural education.

Table 8

*Number of Activities Regarding Multicultural Education Approach in Social Studies Textbooks*

<i>Textbook</i>	<i>Number of Acquisition</i>	<i>Number of Activity</i>
4 <sup>th</sup> Grade Textbook	8	5
5 <sup>th</sup> Grade Textbook	9	11
6 <sup>th</sup> Grade Textbook	8	10
7 <sup>th</sup> Grade Textbook	4	13

According to Table 8, it can be noticed that the 7th grade textbook has the most activities compared to the number of acquisitions. The least activity was included in the 4th grade textbook.

#### 4. Discussion and Conclusion

This paper was firstly examined 2018 Social Studies course curriculum considering the multicultural education approach and the aims, basic skills, values and learning area dimensions of the curriculum. The results obtained from the research findings are as follows.

In the curriculum, 18 special objectives are included. Among these special objectives, Article 3, Article 4, Article 10, Article 14 and Article 16 are the objectives related to multicultural education. 28% of the specific aims of the program are related to the aims of multicultural education. In terms of the aims, the multicultural education approach can be considered to be mirrored in the curriculum. In their study, Akhan and Yalçın (2016) aimed to analyze the general objectives of the Social Studies curriculum and determined that expressions connected to multicultural education are given more weight in each updated curriculum than in the previous one.

There are 27 basic skills in the curriculum that students are expected to learn. There are four skills that can be examined in regard to multicultural education among them. The skills of "perceiving change and continuity," "empathy," "recognizing stereotypes and prejudice," and "social involvement" are among them. The curriculum seeks to provide students with 15% of the skills they need for multicultural education. In the skill aspect, the multicultural education approach can be seen manifested in the curriculum.

The curriculum includes 18 values that students are expected to learn. When these values are explored, the values of "justice, solidarity, sensitivity, aesthetics, equality, respect, love, and freedom" are identified as values connected with multicultural education. 44% of the values the program attempts to foster in students are qualities that are compatible with a multicultural education approach. The multicultural education approach seeks to teach some principles in students while also developing a positive attitude toward different ethnic groups. In this way, value education can be considered a component of multicultural education. As a result, values suitable for the multicultural education approach are embedded in the curriculum.

The Social Studies curriculum has 131 acquisitions. Among these acquisitions, 30 of them are related to multicultural education. 30% of the acquisitions in the curriculum are found to be related to the multicultural education approach. In the curriculum, the most acquisitions related to multicultural education were included in the learning area of "Culture and Heritage" (n=11). This learning area aims to create a national consciousness that will ensure the preservation and development of the culture based on the basic elements that make up the Turkish culture. Thus, students will understand that cultural elements are the features that distinguish a society from other societies. It also aims to persuade students that our culture contributes to the enrichment and coloring of the world's cultural heritage (MoNE, 2018, p.11). Gay (1994) argues that individuals' knowledge of the history, life and culture of ethnic groups, their own cultural heritage as well as the heritage of others, is necessary to respect, appreciate, value and celebrate diversity both nationally and internationally (p.19). From this perspective, the number of acquisitions suitable for the multicultural education approach in this learning area is in the majority compared to other learning areas is in accordance with the structure of the learning area. This learning area is followed by the learning areas "Individual and Society" (n=8) and "Global Connections" (n=8). No acquisition was found related to the subject in the learning areas of "Science, Technology and Society" and "Production, Distribution and Consumption". The 5th and 6th grade levels (n=9) have the highest number of acquisitions related to intercultural education, while the 7th grade level has the lowest (n=4). Ulukaya Öteleş (2020) indicated that the 2018 Social Studies curriculum reflects the multicultural education approach in terms of aim, learning area, acquisitions, value, and competence, which is similar to the findings of the current study. In a study on the inclusion of multiculturalism, Keskin, Coşkun Keskin and Taş (2019) examined 1998 and 2004 Social Studies curriculums from the historical perspective and found that the recent curriculum stressed multiculturalism more for the 4<sup>th</sup>, 5<sup>th</sup> and 7<sup>th</sup> grade levels. However, they found that both curriculum put equal emphasis on the 6<sup>th</sup> grade level. In another study, Açıkalın (2010) examined the 2004 curriculum in terms of the presence of multicultural education in 'Global Connections'

learning area. As a result of the study, although some elements partially supported multicultural education, he remarked that these were not emphasized enough in all grade levels. Beldağ and Teymur (2018), on the other hand, concluded that most of the acquisitions in the "Culture and Heritage" and "Global Connections" learning areas in the 2018 program and the acquisitions in the "Active Citizenship" and "People, Places and Environments" learning areas are partially in accordance with the principles of multicultural education. Researchers also stated that the understanding of multicultural education in curriculum continued unchanged from 2005 to 2018.

In accordance with the aim of the study, an investigation of the existence of multicultural education in Social Studies textbooks was also performed. The following are the results acquired in accordance with the research findings.

In the 4th and 5th grade Social Studies textbooks, it was concluded that although the multicultural education approach was embedded the number of activities was found to be insufficient. It was also determined that the activities in the textbooks are suitable for the acquisitions and the understanding of multicultural education. When the existing literature related to the textbook is considered, Usta and Demir (2020) stated that in all texts in the Global Connections learning area, differences are richness, the importance of recognizing different cultures and intercultural interaction are focused on in the 4th grade textbook. In the study by Taş (2019), in which Social Studies curricula and textbooks were evaluated, it was determined that there is a relationship in the context of multicultural education in Individual and society, Culture and heritage, Active citizenship and Global connections learning areas, which are included in the 4th grade Social Studies textbook. However, no relationship was found in the people, places and environments, Science, technology and society, and Production, distribution and consumption learning areas. Taş (2019) also concluded that multicultural education is popular in the Individual and society, Culture and heritage, People, places and environments, Active citizenship and Global connections learning areas in the 5th grade textbook. The results of this research are comparable to the current study. In another study by Doğan (2019) revealed that the 6th grade Social studies textbook has partially multicultural content. Doğan (2019) highlighted that the visuals, news and study sections used in the textbook are effectively used to convey multicultural content. These results of the study are similar to the research conducted. The acquisitions appropriate for a multicultural education approach are mirrored in the textbook materials of the 7th grade Social Studies textbook. In a similar vein, the quantity of activities appears to be adequate. Furthermore, it has been determined that the activities in the textbook are appropriate for achieving and comprehending multicultural education. In a similar manner, the study conducted by Doğan (2019) concluded that the 7th grade Social studies textbook has partially multicultural content.

As a final remark, it was determined that in terms of grade levels, the most activities take place in the 7th grade textbook compared to the number of acquisitions in the textbooks in general. The least activity was included in the 4th grade textbook.

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