

The Usage of Literary Works on 6th Graders Iran and Turkey in Social Studies Textbooks

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Abstract

In this research, it is aimed to comparatively examine the use of literary works on 6th graders between Iran and Turkey in social studies textbooks. For this purpose, research was carried out using qualitative research methods and document analysis. In this study the textbooks of the both countries were used as the data source, data was collected with the data collection form that was prepared before the research and the collected data was analyzed using content analysis. The collected data for both countries have been analyzed interpreted comparatively. According to the results of the research, it is stated that both countries used the literary works in the 6th grade social studies textbooks; in Turkey the literary works of 6th grade social studies books; in terms of usage of units and topics, different types of statues and the percentage of pages are more than Iran's 6th graders social studies. In addition, it was founded that literary works in Iran's textbooks support visual materials more than the textbooks in Turkey.

Keywords: social studies, literary works, textbook, Turkey, Iran

1. Introduction

The first stages of education are a time when important bases have been laid in people's lives and basic knowledge and skills have been acquired. One of the important lessons that have been taught during these periods is social studies lessons, it has been important because of the period and content of education. Social studies, social sciences and humanities are a field of study that integrates to develop citizenship competencies (Savage & Amstrong, 1996:9, as cited in Öztürk, 2012:4). Social studies; it is a lesson which examines the interaction between people and their environment in terms of place and time (Doğanay, 2008: 77). Social studies is a social science that integrates the findings of the social sciences and simplifies them to the level of the students, it is a program that aims to provide skills, attitudes, adaptation and values to find solutions to social problems. (Öztürk & Otluoğlu, 2011: 6). According to constructivist approach, it is aimed to actively participate in the learning-teaching process instead of learning to learn passive and memorizing the information that presented the student through social studies (Yanpar-Şahin, 2004). The main purpose of teaching social studies in democratic society is to improve the ability of individuals to make logical and correct decisions and problem solving.

To be able to accomplish them as an individual; 1, obtaining information, 2 be able to process\ use the information analytically, 3. be able to examine beliefs and values or develop appropriate attitudes and values, and finally actively participate in the solution of social problems as an effective individual / citizen (Öztürk, Keskin et al. 2012). For these purposes, it is aimed that the social studies lesson will be structured as a daily life-related structure that connected with the experiences of the students. Having such an important mission of the point of attaining the aim of the social study lesson different teaching techniques strategies can be used in teaching. Although a method to guarantee success in teaching social studies has not been established yet, according to the academic studies the use of literary works in social studies lessons play an important role in the search for effective social studies teaching (Gülüm & Ulusoy, 2008:114). Students who learn by doing and living literate works and other written materials, prepare research report with their friends in this process before giving the final decision they use more than a source in themselves as a responsible citizen they will be able to use them in their lives. Thus, they will be and effective individuals who are capable of developing positive attitudes, examine democratic society, values and all kinds of dogmatic, critical\ analytical thinking, beliefs and values (Öztürk, Keskin et al. 2012). At the different stages of the education system, literary works are faced as a teaching material. Although it is considered as the main material of "Language and Literature" lesson, in fact all other disciplines use literary works. While on the one hand, literary works provide children the development of language, literacy, empathy and communications skills; on the other hand, it provides humanitarian and moral values, consciousness of national history, socialization, development of appreciation to the historical heritage, and preservation of them, keeping traditions and customs alive and it can also be a big help of gaining values and judgments. As literary works develop student's thinking skills, the information that gained in this way may become permanent. Literary works are very effective in enhancing the interest of the students towards the lesson establishing a relationship between the topics and stimulating learning is quite effective (Tekgöz, 2005: 90). In addition, using literary texts it is possible to transfer between courses and it also supports the student to understand, analyze build a connection with what the student reads (Öztürk, 2007: 70-78). Literary works which

used as materials in teaching social studies play a very important role in the realization of affective goals in students (Otluoğlu, 2001). The development of the skills that the social information program aims to give to the individual and use of literary works can reach the students emotional world and make them more responsible and more conscious in the society (Demir & Akengin, 2012). In addition to the skills that must be considered in all lessons, the cognitive, emotional and psychological goals that envisaged in the program must be achieved in the social studies class. At this point, literary works can make a very important contribution. Through the literary works, children can compare themselves with people who have lived or lived in different times and places; appreciate the way people live in other countries. This helps the students to improve their habit of thinking emphatically and contributes to character education (Sağlam, 1980).

Turkey and Iran, which have been in the same geographical area for centuries, they have been sharing with each other cultural, political, economic and security. The establishment of the first relations between the Turks and the Iranians is based on ancient times. Turks who are called "Turan" those days lived from Horasan to the Orhun River were neighbor to the Iranian country, and from the beginning the Turks and Iranians have been interacted with each other the perspective of religious, political and literary etc. Years ago Kaskarlı Mahmut pointed the depth of the relations between these countries by saying (there is no Turk without taste and there is no Turk without Persian) (Afacan, 2012). Turkish-Iran relations starting with the Huns continued with the Mongolian invasions and other Turkish tribes coming to the Iranian geography and the Oghuzs until the recent history (Kaya, 2004). This process has influenced many aspects of the ethnic, linguistic, religious, cultural and political structure of Iranian geography. This long term interaction created many common points between two countries. One of the areas where this interaction can be seen is literature.

The interaction in the literature is based on old times like history of two countries. In the epic of Alpar Tunga, it is told about the struggle of Sakals against Iranians. Firdevs, who started from prehistoric times to the end of the Sassanid Empire, took up Iranian history and placed Turkish-Iranian relations in his famous book *Şehname*, which was based on ancient Iranian legends and presented to the great Turkish Sultan Mahmud in history. This relationship in literature is strengthened by the presence of poets like Mevlana and they built strong love between both nations during the Seljuk period. The Turks and the Persians reflected the historical social events and cultural elements in the field of literature.

In Turkish and Iranian society, literature has become an indispensable part of life. It is possible to encounter literature in every area of life of both communities. One of the areas where literature is used is education. It has been seen lately that learning literary works in education has increased recently. One of the lessons that the use of literary works in education has a strong effect on learning is the social studies course. The social studies lesson is a very useful lesson for the use of literary works because of its content. Therefore, the fact both countries' literature is based on strong history, culture and social background and it is an important advantage for the social studies lesson.

It has been found out that the use of literature works in the social studies course is an important contribution to the teaching of social studies (Bacak, 2008, Çencen, 2010, Erdoğan, 2007, Öztürk, & Otluoğlu 2011, Şimşek, 2000). In this study, the use of literature works in the textbooks which taught in the 6th grade social studies course at secondary school level in Turkey and Iran was examined comparatively. The theme of the research, it has been found that the both countries' rich cultural and historical background and these should be learnt in educational activities.

The purpose of this research is to examine comparatively the use of literary works on Turkey and Iran' 6th grade social studies textbooks. For this purpose, the findings of the use of literary works in the 6th grade social studies textbooks of both countries were examined comparatively by taking into consideration the six basic categories mentioned below.

1. How is the comparison of the use of literary works in Turkey and Iran 6th grade social studies textbooks?
2. How is the comparison of the literary works used in the 6th grade social studies textbooks of Turkey and Iran compared to the units?
3. How is Turkey and Iran comparing the literary works used in the 6th grade social studies textbooks according to the subjects?
4. How is Turkey and Iran compared in terms of the types of literary works used in the 6th grade social studies textbooks?
5. How is the comparison of supporting situations of visual materials (pictures, photographs, cartoons, banners, maps, etc.) of literary works used in the 6th grade social studies textbooks of Turkey and Iran?
6. How is Turkey and Iran compared to the number of pages of literary works used in the 6th grade social studies textbooks?

This research, which examines the use of literary works in 6th grade social studies textbooks of Turkey and Iran comparatively;

1. In the academic year of 2016-2017 social science textbooks 6th grade that were taught by the state schools Turkey and Iran,

2. Qualitative Research Methods are limited with the document review.

2. Method

In this research, document analysis was used as one of the qualitative research methods. In the document analysis method different materials are examined, such as written and visual materials, current archive records, books, journals, biographies, diaries, letters, films radio and television programs (Balci, 2001). In a study related to the education; the following can be used as data source; student manuals, teacher manuals, students course assignments and exams, course and unit plans, teacher files, official documents that related to education and etc. When document analysis is used only for as a research method, it is necessary to conduct a comprehensive content analysis according to the purpose of research of the documents (Yıldırım & Şimşek, 2011). In this study, the method of document analysis was used because of its suitability for the purpose of the research and the possibility of reviewing the textbooks which are evaluated in the scope of the written material.

2.1. Data Collection

In this research textbooks were used as a data sources. In the course of the research, the 6th grade social studies text book, which was taught by the Ministry of Education of Turkey in the academic year of 2016-2017, and the books which were prepared by the Ministry of Education of Iran and taught in schools during the 2016-2017 academic year were used. The text of these books can be shown as follows:

MOE Turkey. (2014). Secondary school 6th grade social studies textbook. Ankara: Evren Publishing.

MOE İnan. (2016) Elementary 6th grade social studies textbook. Tehran: Offset Publishing.

“The data collection form” that was developed by the researcher was used in the study of the textbooks. While the data collection form was being developed, first the literature was searched to determine whether it was suitable data collection that could be used to examine literary works in textbooks. Later on, in terms of the purpose and scope of the research, it was discussed how the literary works could be examining, and also the opinions of the 2 social studies educators were used. In this context of data collection form, these followings were decided to collect the data under the titles; the usage of literary works in textbooks, units of literary works, topics of literary works, types of literary works, the support of literary works with visual materials and the number of the pages of literary works. The textbook that take place in data collection form include units, subjects, visual materials, and page numbers of the titles and the books of the both countries where the literary works units, subjects, genres, visual materials and page numbers are used.

2.2. Data Analysis

The data collections that are used in the research analyzed with the help of content analysis. Qualitative methodology can be used with document analysis method, content analysis that includes communication materials which revealed by the others these are based on analyzing and digitizing information, messages, characters, symbols and slogans. In the research these followings were used; written documents or the known characteristic of resources that associate produced messages, to be able to analyze information’s techniques, style, stylistic and style analyzes that makes possible to describe the patterns of communication (Arıkan, 2004). In this context, in the frame of textbooks, units, subjects, visual materials, and page numbers the research related data for both countries were coded. The data collection which was formed columns separately then taken into consideration of questions of findings, analyzed and interpreted comparatively in the single column.

3. Findings and Interpretations

In this study, the investigation of the use of literary works in Turkey and Iran 6th grade social studies textbooks were found that both countries use literary works in 6th grade social studies textbooks. The below findings are the use of literary works in the 6th grade social studies textbooks of Turkey and Iran.

Table 1. Findings about the literary works which used in the 6th grade social studies textbooks of Turkey and Iran

Category	Items	Turkey		Iran	
		f	%	f	%
S.S. Textbooks	Total number of LW	22	100	11	100
Units	L.W. used number of units	6	85,7	5	41,6
	L.W. used number of units	1	14,3	7	58,4
	Total	7	100	12	100
Subjects	L.W. used number of subjects	15	39,5	6	25
	L.W. used number of subjects	23	60,5	18	75
	Total	38	100	24	100

As it stated in table 1 while literature works used 22 times in 6th grade social studies books in Turkey it is

used 12 times in 6th grade social studies book in Iran. According to the findings, it can be said that the usage of literary works in 6th grade social studies books in Turkey is more than the usage of literary works in 6th grade social studies books in Iran.

When it is looked to the units in 6th grade social studies books in Turkey 6 of 7 units were used literary works and only 1 is not used. In the 6th grade of social studies books in Turkey total percentage of used units is %85,7. In the 6th grade of social studies books in Iran overall 12 units, literary works are used only in 5 units and it is not used in 7 units. In the 6th grade of social studies books in Iran total percentage of used units is % 41,6. As reported by the findings of based on units, it can be said that the usage of literary works in 6th grade social studies books in Turkey is more than the usage of literary works in 6th grade social studies books in Iran.

Based on the subject in 6th grade social studies books in Turkey overall 38 subjects, literary works are used in 15 subjects and it is not used 23 subjects. In the 6th grade of social studies books in Turkey out of all subjects' total percentage of used subjects are %39,4. In 6th grade social studies books of Iran out of 24 units only 6 units used literary works and it is not used in 18 subjects. In Iran out of all subjects' total percentages of used subjects is % 25. As stated in the findings of based on subjects, it can be said that the usage of literary works in 6th grade social studies books in Turkey is more than the usage of literary works in 6th grade social studies books in Iran.

In the 6th grade social studies books of Turkey the usage of literary works on units (%85,7) on subjects (%39,4) it can be said that Turkey has got broader association. In the other words, the unit rate of from units from %85,7 subjects %39,4 with a contraction of %54. In the 6th grade social studies books of Iran the usage of literary works on units (%41,6) on subjects (%25,) it can be said that Iran has got broader association. In the other words, the unit rate of from units from %41,6 subjects %25, with a contraction of %39,9. According to the findings, it can be said that the usage of literary works in 6th grade social studies books in Turkey is more than the usage of literary works in 6th grade social studies books in Iran. With these findings, it can be said that in both 6th grade social studies books of Iran and Turkey association of literary works on units and subjects have higher rates in units.

From unites to the subjects in Turkey there is %54 percent and in Iran % 39,9 percent of contraction. According to these findings, it can be said that there is less change on literary works that were used in 6th grade of social studies books of Iran from units to the subjects on the rate of the association between units and subjects, literary works that were used in 6th grade social studies books of Turkey on the rate of association units and subjects.

Table 2. The types of literary works that were used in 6th grade social studies textbooks of Turkey and Iran

Category	Items	Turkey		Iran	
		f	%	f	%
S.S. Textbooks	The total number of used L.W.	22	100	12	100
	The type of used different L.W.	11	50	6	50

As it stated above in table 2 when it is evaluated in terms of the type of literature works that were used in 6th grade social studies books of Turkey and Iran; while in 6th grade social studies book of Turkey used 6 different types of literature works in 6th grade social studies book of Iran contains much more different types of literature works. In this context, it is seen that 6th grade social studies textbook of Turkey contains more literary works than 6th grade Iranian social studies textbooks. On the other hand, when the 6th grade social studies of textbooks of the two countries are compared according to the number of literature works and their use it is seen that in both countries this ratio is %50. With these findings, it can be said that the rate of containing different types of literary works that are used in the 6th grade social studies textbook of Turkey is equal to the ratio of containing different types of literary works that are used in 6th grade social studies textbooks of Iran.

Table 3. The type of literary works of social studies text books of Turkey and Iran

Category	Turkey		Iran	
	f	%	f	%
Travel book	5	22,7	1	8,3
Poem	4	18,1	2	16,6
Story	3	13,6	-	-
Biography	2	9	6	50
Proverb	2	9	1	8,3
Tale	1	4,5	-	-
Memory	1	4,5	-	-
Letter	1	4,5	1	8,3
Interview	1	4,5	-	-
Political treatise	1	4,5	-	-
Idiom	1	4,5	1	8,3
Total	22	100	12	100

In the 6th grade social studies textbook of Turkey these followings types of literary works are used; poem, story, biography, proverb, tale, memory, interview, political treatise and idiom. In the 6th grade of social studies of textbook of Iran these types of literary works are used; biography, poem, proverb, idiom, letter and travel book. In the 6th grade social studies of textbooks of both countries are used travel book, poem, biography, letter, proverb and idiom as types of literary works. In other words, all types of literary works that are used in the 6th grade social studies textbook of Iran are also used in the 6th grade social studies textbooks of Turkey.

The percentage of types of literary works that are used in the 6th grade of social studies textbooks of Turkey; as follows the travel book % 22,7, the poem % 18, 1, the story % 13.6, the biography % 9, the tale % 4,3, the proverb %9, the memory% 4,5, the letter % 4,5, the interview % 4,5, the political treatise % 4,5 and the idiom % 4,5. The percentage of the types of the literary works that are used in the 6th grade social studies of textbooks of Iran; biography is% 50 the poem %16.6 the proverb %8.3 the idiom %8.3 the letter %8.3 and the travel book %8.3. While in the 6th grade social studies textbook of Turkey the most used type is travel book, in the 6th grade social studies textbooks of Iran the most used type is biography (%50).

Table 4. The support of visual materials on literary works, that are used in the 6th grade social studies textbooks of Turkey and Iran

Items	Data	
	Turkey	Iran
Total number of used L.W.	22	12
The number of L.W. that supported with visual materials	10	7
Total number of used L.W.\ the number of L.W. materials that are supported with the visual materials	45,4	58,3
Total number of used visual materials	10	9
How many types of visual materials are used	2	2
The type of visual material which are used most	Photograph(9)	Photograph(5)

As shown above in table 4, in the 6th grade social studies books of Turkey and Iran there are information about literary works that are used, and supported by visual materials. When table 4 is studied, it is seen that 10 of 22 literary works used in the 6th grade social studies textbook of Turkey is supported with visual materials. In other words, %45.4 literary works that are used in the 6th grade social studies book of Turkey is supported with visual material. 7 of 12 literary works which are used in the 6th grade social studies book of Iran supported by visual materials. In the other words, %58.3 of the literary works that are used the 6th grade social studies textbook of Iran is supported by visual materials. Based on these findings, it can be said that the usage of literary works that are supported by visual materials in the 6th grade social science textbook of Iran is much better than the usage of literary works that are supported by visual materials in the 6th grade social studies book of Turkey.

In the 6th grade social studies textbook of Turkey all of 10 literary works each one of them is supported with visual materials. In other words, the literary works that are supported with visual materials in the 6th grade social studies book of Turkey is equal to their number. In the 6th grade social studies textbook of Iran 9 visual materials are used along with 7 literary works that are supported by visual materials. In other words, literary works that are supported by visual materials in the 6th grade social studies book of Iran %28, 5, more than its own numbers.

The visual materials that are used with the purpose of supporting literacy materials in the 6th grade social studies book of Turkey consists of 2 types of visual materials. In the same way, 2 types of materials that supported by visual materials is used in the 6th grade of social studies book of Iran. In the same way, with the purpose of supporting literature works 2 types of visual materials are used in the 6th grade social studies book of Iran. With these findings, it can be said that in the 6th grade social science textbooks of Turkey and Iran the support of literary works with different kinds of visual materials are equal. In the 6th grade social studies textbook of Iran visual materials that are used to support literacy works 5 of them are photographs and 4 is picture. In the 6th grade social studies textbook of Turkey visual materials that are used to support literacy works 9 of them are photographs and 1 is picture.

Table 5. Literary works and the number of pages of the book that are used in the 6th grade social studies book of Iran and Turkey.

Category	Turkey	Iran
The number of the pages of the textbook	176	124
Total number of used L.W.	22	12

When it is compared in terms of book pages and used literary works in the 6th grade social studies book of Turkey; the pages of the textbook of 6th grade social studies of Turkey are 176 pages and in this book 22 literary works are used. In the other words, the ratio of the number of the pages that are used literary works in the 6th grade social studies book of Turkey is %12,5. The 6th grade social studies book of Iran is 124 pages and in this book 12 literary works are used. In other words, the ratio of the literary work that used in the 6th grade of social

studies book of Iran is %9,6. Based on these findings, it can be said that that the rate of the literary works' page in the 6th grade social studies book of Turkey is more than the literary works' page in the 6th grade social studies book of Iran.

4. Conclusion and Recommendations

In this study, it is aimed to compare the usage of literary works in 6th grade social studies textbooks of Turkey and Iran. For this purpose, the 6th grade social studies of textbooks of Turkey and Iran analyzed and the finding were compared. According to the result of findings these results were obtained; the literary works are used 22 times in the 6th grade social studies book of Turkey while in the 6th grade social studies book of Iran the literature works are used 12 times. According to the findings, it can be obtained that, in the 6th grade social studies book of Turkey there are more literary works than in the 6th grade social studies book of Iran. Based on the units in the 6th grade social studies book of Turkey 6 of the 7 units, literary works are used while in the 6th grade social studies book f Iran 5 of 12 units, literary works are used.

Based on these findings of the units, it can be concluded that the usage rate of literary works in the 6th grade social studies text book of Turkey is higher than the usage rate of literary products in the 6th grade social studies book of Iran. Based on the subjects in the 6th grade social studies textbook of Turkey out of 38 subjects in 15 subjects, literary works are used. In the 6th grade social studies books of Ian out of 24 subjects in 6 subjects, literary works are used. With these findings, it can be concluded that the usage rate of literary works in the 6th grade social studies textbook of Turkey is higher than the usage ratio of literary works in the 6th grade social studies textbook of Iran. The findings of units and subjects, it was found that the both in the 6th grade social studies books of Turkey and Iran in the usage of units and subjects, using of units have higher rates. Based on the obtained findings, it can be concluded that the usage rate of between units and subjects of literary works that are used in the 6th grade social studies book of Iran has shown less change than literary work in the 6th grade social studies book of Turkey. While the 6th grade social studies textbook of Turkey contains 11 different literary works, in the 6th grade social studies textbook of Iran contains 6 different types of literary works. In this context, it can be obtained that, Turkey's 6th grade social studies textbook is having 5 more literary works from the 6th grade social studies textbook of Iran. In terms of different types of literary products, it can be sum up the ratio of different types of literary works that are used in the 6th grade social studies book of Turkey is equal to the rate of containing literary works in the 6th grade social studies textbook of Iran. While the travel book is used most %22,7 as a literary work in the 6th grade social studies textbook of Turkey, as literary work the biography is used more %50 in the 6th grade social studies textbook of Iran. It can be concluded that the distribution of different type of the literary materials that are used in the 6th grade social studies textbook of Turkey is better than in the 6th grade social studies textbook of Iran. It was found out that, ten of the 22 literary works (%45,4) that are used in the 6th grade social studies textbook of Turkey are supported with visual materials, and 7 of 12 literary works (%58,3) are used in the 6th grade social studies textbook of Iran is supported with visual materials. According to the findings, literary materials are used in the 6th grade social studies textbook of Iran proportionally supported visual materials more than the 6th grade social studies textbook of Turkey. It was found out that, each literary work in the 6th grade social studies book of Turkey is supported with visual materials, some of the literary works in the 6th grade social studies textbook of Iran is supported with visual materials are more than once. With these findings, it can be concluded that the ratio of used per visual literary works in the 6th grade social studies textbook of Turkey is more / The type of visual materials that are used to support literary works in the 6th grade social studies textbook of both countries are in the form of photograph and pictures. Both countries are used photographs more in the textbooks. According to these findings it can be said that, the types of visual materials that are used in the 6th grade social studies textbooks of Turkey and Iran in the term of using the two countries are same.

When it is considered the rate of the number of pages, in the 6th grade social studies textbook of Turkey ratio of used literary materials' pages are 12,5, and Iran's %9,6. Based on these findings, it can be said that, the rate of used literary works' page numbers in the 6th grade social studies textbook of Turkey is more than the ratio of used literary work's page numbers in the 6th grade social studies textbook of Iran. Since the findings of this research are limited with the 6th grade social studies textbook of Turkey and Iran, it is not possible to make generalizations, so it is suggested that new researchers should be supported by other class levels, education components and quantitative scales. It is suggested that the distribution of literary works in both countries should be broadened, in the 6th grade social studies textbooks both countries used more literary works in some units and some units they are not used at all. In the 6th grade social studies textbooks of both countries literary works are supported by only two (photo, pictures) and different types of visual materials. Other types of visual materials (cartoon, posters, maps, etc.) are also recommended to support literary works. In the 6th grade social studies textbook of Turkey the rate of supporting literary works with visual materials less and at the same time supported literary works only supported with only one visual materials so it is suggested that used literary works in the 6th grade social studies textbook of Turkey should be supported more than one visual materials. Based on

the fact in the 6th grade social studies textbook of Iran one type of literary work is used and it is less so it is recommended that in the 6th grade social studies textbook of Iran there should use more and different types of literary works.

Based on these findings of the units, it can be concluded that the usage rate of literary works in the 6th grade social studies text book of Turkey is higher than the usage rate of literary works in the 6th grade social studies book of Iran. Based on the subjects in the 6th grade social studies textbook of Turkey out of 38 subjects in 15 subjects, literary works are used. In the 6th grade social studies books of Iran out of 24 subjects in 6 subjects, literary works are used. With these findings, it can be concluded that the usage rate of literary works in the 6th grade social studies textbook of Turkey is higher than the usage ratio of literary works in the 6th grade social studies textbook of Iran. The findings of units and subjects, it was found that the both in the 6th grade social studies books of Turkey and Iran in the usage of units and subjects, using of units have higher rates. Based on the obtained findings, it can be concluded that the usage rate of between units and subjects of literary works that are used in the 6th grade social studies book of Iran has shown less change than literary work in the 6th grade social studies book of Turkey. While the 6th grade social studies textbook of Turkey contains 11 different literary works, in the 6th grade social studies textbook of Iran contains 6 different types of literary works. In this context, it can be obtained that, Turkey's 6th grade social studies textbook is having 5 more literary works from the 6th grade social studies textbook of Iran. In terms of different types of literary works, it can be sum up the ratio of different types of literary works that are used in the 6th grade social studies book of Turkey is equal to the rate of containing literary works in the 6th grade social studies textbook of Iran.

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