

## INVESTIGATION OF THE VALUES OF “PATRIOTISM, INDEPENDENCE, FREEDOM” IN THE STATEMENTS PUBLISHED IN THE JOURNAL OF RESIMLI MECMUA

**Gönül Türkan DEMİR**

*Dr., Amasya University, gonul\_2818@hotmail.com*

*ORCID Number: 0000-0002-6056-4137*

*Received: 24.12.2017*

*Accepted: 14.06.2018*

### ABSTRACT

There are different methods on the education of values leading human behavior and playing a decisive role in shaping the social culture at the same time. Using stories in values education provides convenience in terms of concretization to abstract concepts. In this study, the stories included in the journal of Resimli Mecmua published between 1925 and 1928 were examined in the context of values of patriotism, independence and freedom. The journal of Resimli Mecmua was published in İstanbul between 1925-1928 years. Document review was used as a research method. In the study 222 stories which published in the 75th issue were analyzed. It is determined that 29 of these stories were directly related to the discussed values. In the findings, the treatment of values of patriotism, independence and freedom in the stories was mentioned. The importance of patriotism, independence and freedom, which are the basis of national unity and solidarity spirit, are tried to explain with examples from the past.

**Keywords:** Education of Values, Patriotism, Independence, Freedom, Journal of Resimli Mecmua

## INTRODUCTION

It is seen that social scientists emphasize the concept of value which is one of the most important providers of social unity and togetherness. There are common values that are accepted by all people, as there are differences in terms of values among societies. For this reason, it is accepted that the concept of value is both a social and an individual aspect. (Karababa, 2014). Rokeach (1973) defines the concept of value as an individual or socially opposite form of behavior or a certain form of behavior preferred for the purpose of living, or a belief that persists for the purpose of life (Quote, Karababa, 2014). One of the different definitions of value was made by Hofstade (1980) as a tendency to prefer certain situations to others (Quote, Karababa, 2014). Dökmen (2004) considered the concept of value as schemes that produce behaviors that individuals find meaningful for themselves and for those around them. As it is understood from the definitions, the values have both social and individual dimensions. While representing the individual dimension as the basic truths that guide people's behavior; they represent a social dimension, as well as the facts to be considered by people from various angles, such as the well-being of society (Welton ve Mallan, 1999; Akt. Kumbasar, 2011).

Kaymakcan (2010) stated that the social orientation of values, societies are influenced by situations such as development level, level of trust and management style. In addition, values have changed with the social change, so that while some values that are important in the past decrease in importance, different values can become important.

When the studies related to the values were examined, it has been seen that the characteristics of the values were indicated. Characteristics of values, which expressed differently by researchers, was stated in the primary education curriculum published by MEB in 2009 as follows (MEB, 2009);

- Values are unifying phenomena adopted by people and societies.
- Values is a standard that believed to exist for the goodness of people and to meet the social needs of communities.
- Values are not only cognitive but also emotional and exciting
- Values are in the consciousness of the individual and the incentive that directing behavior
- Values are more general and abstract than norms.

As can be understood from the fact that the characteristics of values are included in the primary school curriculum, the education of values has gained importance as a result of rapid development and change in the World. It has been observed that social and individual relations have changed as a result of important changes taking place in political, economic and cultural situations, especially in the field of information and technology. Education, which is the process of acquiring individual positive knowledge, skills and values, and education systems of countries are also affected by these changes. As a result of this process, values, both the society and the individual who play a role in the shaping of their lives appear to have taken their place in education

curriculum. Because in the new disposition of the globalizing World, the developer qualification of the schools has gained importance (Arslan, 2013).

With the importance of values education, it is seen that how this education will be realized and how the values are given to the students are also important. Researchers focus on different approaches to value education. In value education five approaches in the form of suggestion, moral development, analysis, illumination/clafirication and action/behavior learning developed by Sparka was used (Sparka and others; quote: Elbir ve Bađcı; 2013). It is important to use appropriate methods and tools in value education so that schools can be effective in value education and that goals set in educational curriculum can be reached.

One of the most important difficulties in this regard is the necessity of relating the subjects to real life and putting the values as real life situations, not as a knowledge item to be trained. At this point poetry, story, novel, theater, fairy tales, epic poetry and so on. The use of different literary products has provided convenience in terms of understanding values that are often abstract concepts. (Aslan, Z. Ő., 2010). Studies on the effect of these literary products, especially on the value education of the stories, have been made. The general belief in society is that traditional child stories are merely an amusement and a means of developing the child's imagination. However, Campbell pointed out that these products express spiritual truths with a closed spirit, and expressed that stories and myths such as the concealment of the ocean taste in a water droplet are loaded with meaning (Quote: Aslan, Z.Ő,2010).

The importance of literary products in terms of value education is given by Aslan (2010) as follows;

- The diversity of the types of information that represents,
- Direct connection with life,
- This products are carrier formation of history, identity, tradition and civilization,
- This products are formation of actual and fashionable,
- Value-added formation with its aesthetic dimension (Aslan, 2010).

The work done by Karaca (2010), Kaynak (2013), Latifođlu (2013), Erol (2014) and Akpınar (2015) is an example of the studies on which stories are contributed to the teaching of values. When the literature is examined it is seen that there are many such publications. When the studies are examined, it is seen that the covered stories are composed of stories published in the past as well as those published today.

The primary curriculum is based on the constructivist approach and the value education has been added to the course so that it can be given in every lesson. In this case, especially Social Studies Course allows the use of stories in learning areas (MEB,2009).

Keskin's (2010), some of the conclusions reached regarding the values directly or indirectly included as a result of the examinations carried out in the Social Studies curricula published from the 2nd Constitution today are as follows;

- Values and values education in the studied period were seen important either directly or indirectly throughout the primary and secondary school social studies curriculum.
- Emphasis is placed on moral education and character education.
- In the reviewed curriculums, values are indirectly derived from the objectives and explanations contained in the programs in which the recommended approach to teaching is the direct teaching of values.
- In the examined curriculums, the most important method recommended for the use in values education is literary products and written materials.
- The values emphasized jointly in the History course within Social Studies in the curriculums published in the Republican era are sensitivity, patriotism, independence and aesthetics.
- The values emphasized jointly in the Geograpyh course within Social Studies in the curriculums published in the Republican era are sensitivity and patriotism (Keskin, 2010)

As can be understood from these results, the Social Studies course facilitates the provision of value education by its content. The values given in the Social Studies Curriculum in practice; emphasis on family unity, Fairness, Independence, Peace, Freedom, Scientific, Diligence, Solidarity, Sensitivity, Honesty, Aesthetic, Tolerance, Hospitality, Care about being healthy, Respect, Love, Responsibility, Cleanliness, Patriotism and Helpfulness (MEB, 2009).

#### **The Purpose and Importance of Research**

The rapid change in the world and the influence of the development has been expressed in the researches that the adverse conditions have emerged in the point of having a certain value especially among the young people (Kaymakcan, 2010; Köylü, 2013). Values education has a very wide field of study. In this study, based on the values given in Social Studies Curriculum in practice, values of patriotism, independence and freedom are taken into consideration. Related to these, values were examined in the stories of journal of Resimli Mecmua which was published between 1925 and 1928. The journal we studied in the study was considered important, because of one of the many educational and children's journals published in the early years of the republic. It has been thought that the publishers and authors of the journal have personally lived the period of National Struggle and they have personally witnessed the establishment stages of the Republic of Turkey. For this reason, it is possible to understand the significance of the values we have studied in studying the exhibition of the journal of Resimli Mecmua and the great victory of all sections of society around these values. Another important aspect of the study is that the stories given in short texts are very suitable stories to be used as reading texts when patriotism, independence and freedom values are processed in social studies lessons. Attention to the historical background of these stories, especially during lesson events, indicates that children who are growing up with these stories are perhaps their grandmothers, their grandfathers, will contribute to the consolidation of children's historical time perceptions. Moreover, the fact that some values such as patriotism, independence and freedom do not

diminish over time, on the contrary that such values help to understand that unity and solidarity of society is a reinforcer, is another important point for those interested in studying.

## METHOD

### Research Model

This study is a qualitative research in the survey method aimed at revealing the values of patriotism, independence and freedom in the stories published in journal of Resimli Mecmua. It is prepared according to the method of document review. Document review; is a type of research involving the analysis of written materials containing information about the cases or phenomena targeted for research. It can be used as a data collection method in qualitative researches alone or in combination with other data collection methods (Yıldırım ve Şimşek, 2013:217-232). This work was used alone as a data collection method.

### Data Collection and Analysis

Resimli Mecmua journal used in the study was published between 1925 and 1928. The publication number 75 of the journal has been reached from the National Library Periodicals and Hakkı Tarık Us collection. The collection of the data in the study was carried out by following the steps of the document review method. Descriptive analysis was performed in the accordance with these steps (Özdemir, 2010). The values of patriotism, independence and freedom was defined as the theme and the stories were arranged according to the themes.

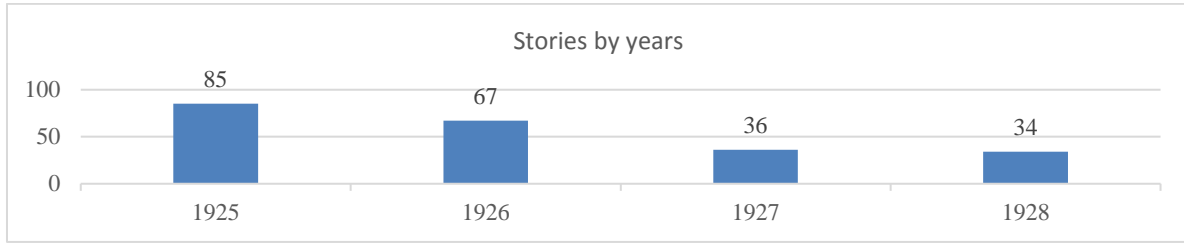
Resimli Mecmua journal which was examined in the study was published in İstanbul. The magazine, which is published as 18 pages every 15 days, had been introduced itself as a "magazine of the family and the student". When the contents of the journal was examined, there were seen a lot of fun information for children; caricatures, paintings and sciences have been tried to keep the interest of the children. While the contents of the journal published by the teachers and the educators were created, it seems that the education concept of the period was taken into consideration (Demir, 2017).

A total of 222 stories, which were used in the 75 issue, were coded according to Miles & Huberman method (Yıldırım & Şimşek, 2013) and classified by qualitative data analysis program. As a result of this classification, it is determined that 47 of 222 stories are historical stories and 29 of these 47 stories are related to the National Struggle Period. In these 29 stories, our study had been confessed with values of patriotism, independence and freedom.

## FINDINGS (RESULTS)

Resimli Mecmua journal was published by the teachers in İstanbul between 1925 and 1928. It has been seen that there are funny writings, stories, cartoons, paintings and puzzles for children.

In the 75 issue of the journal, 598 writing were identified and it was understood that 222 of them were stories.



**Figure 1.** Distribution of the stories published in Resimli Mecmua journal by years

As can be seen in Figure 1, while the number of stories is higher in the first publication year, it is seen that there is less space for stories in the following years. These stories take place in almost every issue under general titles such as adventure stories, epic stories, national stories, historical stories, great events. It has been understood that some of them continue to be serialized over several issues. Besides these, it has been seen that they are published in magazines in the stories sent by the students at secondary and high school level, where a writing competition is organized by the magazine. The majority of the stories were written by *Cemil Cahit, Mahmut Cahit, Osman Cevdet, Emin Ekrem, Abdullah Ziya, Mehmet Naim, Nüvit Oman, Talat Tuğrul, Muallim Tahsin Demiray and Enver Behnan*. In some of the stories, it is seen that the pen name such as *Avcı, Sergüzeştci, Masalcı* are used.

The stories related to patriotism, independence and freedom are listed below.

- |  |  |
|--|--|
| 1. İki Mezar (Two Tombs)   | 16. Kan (Blood)  |
| 2. İki Yalan (Two Lies)  | 17. Kömür Olan Vücutlar (Bodies with Charcoal)                     |
| 3. Zavallı Kezban!... (Miserable Kezban!...)   | 18. Öldürülürken (Killed)  |
| 4. Türk Kızının Dersi (The Lesson of the Turkish Girl)   | 19. Bir Türk Askerinin Mucizesi (The Miracle of a Turkish soldier) |
| 5. Kanlı Yazı (Bloody Writing)   | 20. Bir Zabitin Hatıra Defterinden (From an Officer's Diary)       |
| 6. Vatanımın Aşkı, İzmir'in Başı ve Bayrağımın Namusu İçin (For Love of My Country, Honor of İzmir and Honor of My Flag) | 21. Bir Yetimin Sergüzeştci (An Orphan's Adventure)                |
| 7. Karakaçan Cepheye Doğru (Karakaçan Towards The Front Line)  | 22. Esaret (Captivity)   |
| 8. Yunan Şapkalarını Dolak Yaptık (We Made Greek Hat With Puttee)  | 23. Hakiki Vakalardan (In Real Life)                               |

- |   |   |
|---|---|
| 9. Bir Genç Zabitin Hatıra Defterinden (From A Young Officer's Diary) | 24. Vatan İçin... Beni Yakınız (Burn Me For The My Country)                                   |
| 10. Yiğit Mustafa (Valiant Mustafa)                                   | 25. Vazife Uğruna (For The Sake Of Duty)  |
| 11. Mehmetçiğin Düşüncesi (Thought of Mehmetçik)                      | 26. Ali Çavuş'un Hediyesi (Ali Çavuş's gift)  |
| 12. Kızıl Efe (Red Swashbuckler)                                      | 27. Bir Küçük Türk'ün Büyük Kalbi (A Big Herat of a Small Turkish Girl)                       |
| 13. Acı Günleri Unutmayalım (Let's Not Forget The Painful Days)       | 28. Bir Yunanlının Namus Üzerine Sözü (A Greek's Promise About Honor)                         |
| 14. Türk Bayrağı İnmaz (Turkish Flag Can Not Be Descend)              | 29. Kurtuluş Yollarında Adımlar Nasıl atıldı? (How Were Taken Steps In The Way Of Salvation?) |
| 15. Şehidin İntikamı (Martyr's Revenge)                               |   |

It has been determined that all of the stories in this list emphasize patriotism, independence and freedom values directly. These stories at the list 19 were published in 1925, 6 in 1926 and 3 in 1928. Since it is not possible to talk about all of these texts, it is more appropriate to give a brief quotation from some stories and to show how the values processed are handled.

The story entitled "*The Lesson of the Turkish Girl*," published in the fourth issue of the Resimli Mecmua journal, was received by *Kemalettin*. In the story, her father had been martyred in the first world war, and his brother who had gone to the front line for the National Struggle had told that what Şükriye had lived. As a result of the Greek occupation reaching their villages, Şükriye never thought of surrendering to the Greeks. Knowing that the occupation had begun, Şükriye went running to her houses, locked the doors and took her father's gun and began to wait for Greek soldiers on the glass. When the soldiers got close to the house, they started killing a couple of them. However, the other soldiers roamed behind the house and set fire to the house, leaving Şükriye and her elderly mother between the two fires. But Şükriye has not given up, she has begun to shatter the side wall of the house with the pickaxe in the house that. After the fire completely burned the house, the Greek soldiers cut off the fire, but Şükriye slaughtered the remaining Greek soldiers. The story ended as follows; "and one young Turkish girl showed how the end was disastrous for these miserable who killed one by one by her, whom raped, those who humbly disobey liberty and independence.

The story titled *Bloody Writing* was chosen as the first in the writing competition organized by the magazine. In the story written by *Mehmet Naim*, the issues struggle of swashbucklers against the Greeks in the vicinity of Aydın had been discussed.

The story titled *"Thought of Mehmetçik"* was written by *Mehmet Alp Tekin*. The story was written in the form of a letter of Mehmet the war veteran who was in Çanakkale. Mehmetçik, who told them that what he had lived during the war, he had been lost his arms, legs and eyes in the war. The last part of the story is like this; *"Finally, they broke my arms with bullets. But they didn't know. The saintly friends do not know. They could not understand, they could not imagine that they would not know that the collar, the rising arm in the chest of tomorrow's country, the steel arm of the great revolt that would shine in the history of the World. They cut my feet, but they did not know that they made my legs which are the legs of my revolution that would not be broken. For the last time. Yes! Again my eyes blinded by them. But here is my saintly friend, my dear brother, then, the eyes of my revolution have shone as bright as the sun. They are in the burning flames of those eyes, under the shock of those arms.... Tell me now, Saintly friend! My eyes are blind? My arms are broken? Are my legs lame?"*

The story of the *"Turkish Flag Can Not Be Descend"* was written by *M. Cahit*. This story is told from the mouth of the heros who rides as a crew from Istanbul to Izmir. The ship of which Hasan Çavuş is the ownership was stopped by the Greeks approaching Izmir and they learn that Izmir was occupied by the Greeks the day before. Greek troops aboard say that Izmir is now owned by the Greeks and that they will not allow them to enter Izmir with the Turkish flag on board. When they try to lower the Turkish flag, there was began a conflict between the two sides. Having seen that the Greeks had lowered the flag, Hasan Çavuş was found a chance to replace the flag again which the moon-star flag he made with his blood on his shirt. When he realized he could not escape of the Greeks, he goes down to the ship's warehouse and blows up the ship.

*Blood* is a story sent to the magazine's writing competition organized. In the story taken by *Afife Sabri*, it was told that the delegation of the Hilal-i Ahmer, came to village where was burned and destroyed by the Greeks. Especially the depictions made about the situation of the village are important in terms of understanding the destruction of the Greek occupation.

The story titled *"Burn Me For My Country"* was written by *Cemil Cahit*. During the war with the Greeks, a Turkish battalion had been assignment to dug a tunnel and fall behind the enemy line and try to collect information about the enemy's situation. A battalion commanded by a military officers collects necessary information through the tunnel. The support from the enemy has been cut off. They want to go back and give good news to the army, but they would see that the tunnel is destroyed when they come back. When they fall to full despair, the military officer remember intelligence commander's order; if there is a danger, you cannot pass or you cannot get away from the enemy, start a fire near the hill which 24 altitude. But this hill is entirely in the hands of the enemy. A soldier named Sadik in the battalion is secretly assigned to go to that hill. After waiting for a few hours, a soldier named Ekrem is assigned, thinking that Sadik is dead. He sees his friend Sadik wounded as he goes secretly. Sadik, who sees his friend, tell to shoot yourself to avoid being caught by the enemy and after he becomes a martyr. Ekrem now wants to took revenge for his friend too. However, he is caught by Greek soldiers. While the Greek commander says if he answers to the questions correctly, he can leave it or say how he can kill him, an idea comes to Ekrem's mind. He says to his commander he will answer everything, but he finally wants



to burn himself on the opposite hill. The commander agrees if he is a little surprised, Ekrem gives wrong answers and asks whether the last request is fulfilled. The end of the story is in this way;

*“That night a great fire was burned on the hill. The young military officer brought to the fire which radiate to terrible flames by them. He scream to the Greeks holding him in his arms: do not hold me! Then, with a great steadiness, he ran to the fire... Among the smokes and flames, when this young body was missing, only the words that were said were heard: For homeland!... an hour later the Turkish army ran towards the victory, at the sky, the spirit of the young officer's satisfied among to shout for glory.”*

The story of *Ali Çavuş's Gift* was written by *Muallim Behnan*. Ali Çavuş, who returned to Istanbul from the front line because of the peace, was very surprised to seen Istanbul. Due to the ceasefire agreement, there was various soldiers and flags everywhere. The British, the French is in the feast atmosphere. Ali Çavuş, who cannot stand this situation, explodes the bomb that he pulled out of his pocket in the midst of an English battalion who enjoys victory in Taksim Square. This bomb was symbolized at the end of the story for the reason as the enemy has escaped and the whole country has been rescued.

The story of a *“Greek's Promise About Honor”* was written by *Mahmut Cahit*. The author describes the invasion of the Aydın by Greeks. The Greek commander is wounded after the occupation of the city and remains in need of a Turkish doctor's treatment. The doctor wants a promise of honor that the Greek commander does not harm the Turks to save him. As a result of the commander's acceptance, he does the surgery and rescues him. But after the surgery although Doctor reminds the Greek commander his promise the commander dismisses the promise and kills the Doctor.

## CONCLUSION and DISCUSSION

It is clear that a human community must have a common past and culture in order to become a nation. However, transferring these common points from generation to generation is of great importance in terms of ensuring the continuity of the nations. At this point the values and values education is seen as the most important tool in ensuring the continuity of national unity and solidarity. In Elbir and Bağcı's (2013) studies, the social life-shaping role of the most important function of values has been addressed. When the history of the Turkish nation is examined, it has achieved to have common values for centuries and reached to today by successfully carrying out culture transfer to the new generations. However, the researches underline that the rapid change in the world and the effects of globalization are beginning to be seen in our country.

Especially negative developments in our country and our close geography show the importance of values such as patriotism, freedom and independence more frequently and seriously than the old ones. The most important task in this regard is, of course, with the families, especially with schools and educators.

That the stories studied were authored during the period when the Turkish Nation was under harsh conditions, may not only remind under what conditions the Nation gained its independence but also get the youth inspired

by their history, so as to protect their future. Another point that is noteworthy in the findings is that this number has been decreasing in the following years, especially when the story about the National Struggle is more in the first publication year.

It can be easily understood that considering the period they were authored, those stories were not just some products of fiction but products of incidents witnessed and experienced by the authors in that period.

And this is what makes them important assets in arousing the interest of children, regarding the values education. It may help in making abstract concepts of the stories more perceptible for children, and help the children adopt the intended values. In this context, as Atatürk said, when the Turkish children recognize their ancestors, they will find the strength to do bigger things. Latifoğlu (2015) stated that the values of the important effects in the state systems have been emphasized and that importance should be attached to the teaching of the values of the new generations according to the values adopted by the state system.

Considering the educational policies observed in the first years of the Republic, it is seen that the type of citizen to be trained is aimed at being the individuals depending on the principles of the newly established regime at the level of modern civilizations. When the contents of the magazine analyzed in this context are examined, it is understood that a periodical publication policy is followed for the purposes of education in the period.

## REFERENCES

- Akpınar, A. (2015). *Yağmur Dergisindeki Hikâyelerde Değerler Eğitimi:2004-2014*. Yayınlanmamış Yüksek Lisans Tezi, Çanakkale On Sekiz Mart Üniversitesi, Sosyal Bilimler Enstitüsü, Çanakkale.
- Arslan, M. (2013). Türk Eğitim Sisteminde Değerler Sorunu Ve Eğitim Programlarına Yansımaları. *"Değerler ve Eğitimi" Uluslararası Sempozyumu*.(634-656). İstanbul: DEM Yayınları.
- Aslan, Z.Ş., (2010). Değerler Eğitiminde Bir Yöntem Önerisi: Edebiyat Metinlerinden Yaralanma. *Değerler Eğitimi Uluslararası Konferansı, Değerler Eğitimi Konferans Bildirileri*. (46-55). İstanbul: İstanbul İl Milli Eğitim Müdürlüğü.
- Demir, G. T. (2017). *Atatürk Dönemi Eğitim Dergilerindeki Sosyal Bilimler Konularının İncelenmesi (1923 - 1938)*. Ankara: AKDİTK Atatürk Araştırma Merkezi.
- Dökmen, Ü. (2004). *Evrenle Uyumlaşma Sürecinde Varolmak Gelişmek Uzlaşmak*. İstanbul: Sistem Yayıncılık.
- Elbir, B. ve Bağcı, C. (2013). Değerler Eğitimi Üzerine Yapılmış Lisansüstü Düzeyindeki Çalışmaların Değerlendirilmesi. *Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic* 8(1): 1321-1333.
- Erol, E. E. (2014). *Tarık Buğra'nın Hikâyelerinin Değerler Eğitimi Açısından İncelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Yüzüncü Yıl Üniversitesi, Eğitim Bilimleri Enstitüsü, Van.
- Karababa, A. (2014). Kuramsal Temelde Değer. *Değerler Ve Değerler Psikolojisi*. (1-20). Ankara: Pegem Yayıncılık.

- Karaca, G. (2010). *Edebî Çocuk Dergisi Kırmızı Faredeki Metinlerin Değer Aktarımına Katkıları*, Yayınlanmamış Yüksek Lisans Tezi, Muğla Üniversitesi, Sosyal Bilimler Enstitüsü, Muğla.
- Kaymakcan, R. (2010). Gençlerin Dini Değerlere Bakışı: Türkiye Ve Avrupa Karşılaştırması. *Değerler Eğitimi Uluslararası Konferansı, Değerler Eğitimi Konferans Bildirileri* (13-46). İstanbul: İstanbul İl Milli Eğitim Müdürlüğü.
- Kaynak, L. (2013). *Değerler Eğitimi Bağlamında Sevinç Çokum'un Hikâyelerinin Analizi*, Yayınlanmamış Yüksek Lisans Tezi, Akdeniz Üniversitesi, Sosyal Bilimler Enstitüsü, Antalya.
- Keskin, Y. (2010). Sosyal Bilgiler Öğretiminde Değerlerin Rolü. *Değerler Eğitimi Uluslararası Konferansı, Değerler Eğitimi Konferans Bildirileri*. (46-55). İstanbul: İstanbul İl Milli Eğitim Müdürlüğü.
- Köylü, M. (2013). Küresel Bağlamda Değerler Eğitimine Duyulan İhtiyaç. *"Değerler ve Eğitimi" Uluslararası Sempozyumu*. (634-656). İstanbul: DEM Yayınları.
- Kumbasar, E. (2011). *Muzaffer İzgü'nün Romanlarının Değerler Eğitimi Açısından İncelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Karadeniz Teknik Üniversitesi, Eğitim Bilimleri Enstitüsü, Trabzon.
- Latifoğlu, N. (2015). *"Çocuklara Mahsus Gazete"de Değerler Eğitimi (101-200. Sayılar)*. Yayınlanmamış Yüksek Lisans Tezi. Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Özdemir M. (2010). Nitel Veri Analizi: Sosyal Bilimlerde Yöntembilim Sorunsalı Üzerine Bir Çalışma. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 11(1), 323-343.
- Yıldırım A. ve Şimşek H. (2013). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.
- MEB. (2009). *Sosyal Bilgiler Programı (6. Ve 7. sınıf)*. Milli Eğitim Bakanlığı, Talim ve Terbiye Kurulu, Ankara, <http://ttkb.meb.gov.tr/www/ogretim-programlari/icerik/72> adresinden erişildi.