

## PART 4

# Teaching Social Studies with Humorous Elements

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### 1. Introduction

Social Studies classes are considered as a Citizen Training Program that aims to merge the findings of Social Studies; simplify them according to the levels of students, and make students acquire the knowledge, attitudes and values they will need in producing solutions for social problems and in adapting social life by using them (Erden, 1996, p. 8; Bilgili, 2006: 6). For this reason, many disciplines are made use of in forming the contents of Social Studies field (Koçoğlu, Ersoy and Atik, 2016:131). In addition, when Social Studies classes are analyzed in theoretical terms, it is observed that it is a field of study that introduces the events on the earth with all their varieties, explains the reasons for their happening, and teaches the rights and responsibilities of being a citizen through abstract acquisitions and activities (Koçoğlu, 2015). As a field of study, although Social Studies show variations in transferring an abstract perceptual content, it is also possible to transfer these variations through metaphoric associations and similar activities (Koçoğlu and Kaya, 2016).

When the vision of Social Studies that aim to train good citizens who are aware of duties and responsibilities and who are agreeable with social life (Koçoğlu, Avcı and Kurttaş, 2016) is integrated with the subjects of Social Studies, which include comprehensive topics, this field has become even more comprehensive.

In addition, well-organized educational materials are needed for an efficient and productive education (Kılınç, 2006). Social Studies having such an immense area and involving

many disciplines in its structure have made the education of it become a more abstract subject. This situation has caused that it has become more difficult for students to acquire more permanent and productive learning during the learning-teaching process. For this reason, it is possible to claim that educational materials must be used in an efficient manner in order to perform more permanent and meaningful learning and to eliminate these negative aspects.

Using visual elements in education has caused that learning has become more permanent and efficient. While learning occurs at a rate of 10% with *listening*, this rate goes up to 80% when *seeing* is added. According to Paiviyo, pictures are important, because it is more probable to remember such elements when compared with verbal information (Narrated by Ateş, 2006). Visual elements have made many contributions to educational environment. One of the most important contributions is the activation of previous knowledge, integrating the information, structuring the understanding in the mind and facilitating the remembering of the learnt things (Koçoğlu, Aydemir and Ekici, 2016:29).

The efforts to concretize the abstract elements require that various methods and techniques are used to reach the targets defined by Social Studies classes (Banks and Banks, 1999; Ellis, 2007). As well as different techniques and methods, using various materials in Social Studies education will ensure that this field becomes more concrete and meaningful. The most important material in this context is various humorous elements used in Social Studies classes.

## 2. Humor

Laughing or smiling is a universal language and expresses satisfaction. Humor, on the other hand, is defined as all of the situations leading to this laughter or smile (Altinkurt and Yılmaz, 2011). Humor is an effective narration tool used to explain or narrate a feeling, thought or a message by adding wit and epigram (Yakar, 2013: 10). Humor, as the opposite of joylessness, means transforming something into another thing that is laughable or that is funny (Moccia, 2013). Humor is seeing the entertaining side of the events and situations instead of seeing the seriousness in them (Kurki, 2001). Also, humor makes the communication and interaction among humans become easier (Mackie et al., 2008). Although the types of humor are different, the liking and taste of humor is universal, and are shared by all human beings (Raskin, 1985: 2).

According to Morreall (1997), humor affects people in many different fields. Humor is effective when people are successful or even when they are unsuccessful in doing something. When people aim to succeed in a certain field, they do not see and think about anything else. However, monitoring the situation from far away with a humorous viewpoint makes them criticize themselves and the thing they do, and thus, prevent them from exaggeration. Humor is not only a means that make people laugh but also give them different viewpoints in many fields, and show more than one side of the events or subjects. In other words, when using humor, the aim

is not only to entertain people and make them laugh, but it is also targeted to teach them and acquire different viewpoints and dimensions (Oruç, 2006: 6).

According to Yerlikaya (2009: 14), humor is a wide and comprehensive concept that covers anything that is said or done by people, and perceived as comic; and anything that has the tendency to make others laugh. Meanwhile, it is also the mental processes enabling that such a situation is perceived or created, and includes our emotional reactions that make us like these processes. Humor is a means of communication that tells us a subject by showing its funny sides and makes us *think* in this process (Yakar, 2013: 10). In addition, humor also facilitates the communication between humans and makes them laugh as well as helping people to see the events or even to see themselves from different perspectives. In this way, the relations and behaviors that have become stereotyped and monotonous gain a different dimension and become more meaningful and sincere.

Lowis (1997) classified the fields in which the benefits of humor might be observed under four basic categories, which are;

- Humor facilitates the establishment of social relations and helps people for social control.
- Humor may be used in intermediacy and helps people in perceiving the implicit meaning of aggressiveness.
- Humor helps people to cope with stress, and therefore, may be used for this purpose in psychotherapy.
- Humor may be used in an efficient manner in education and teaching.

It is already known that using humor in many different fields opens the road to establish more sincere relations in these fields and facilitates socializing. In addition, we may also claim that using humor in educational processes brings many benefits and facilitates learning. Humor ensures that students are more careful (Oruç, 2010). Using humor in a suitable and timely manner in classrooms facilitates learning. In addition, it also creates a supportive and positive learning environment in classrooms (Narrated from Kehr by Yılmaz, 2011). Humor forms a positive learning medium and creates learning in the classroom accompanied by laughter. Although laughter is perceived as a nonsense action by adults, it indicates that students enjoy learning. When teachers use humor in their classes, this means that they have promised their students to learn by entertaining (Hill, 1988).

Especially in educational processes, it is extremely difficult to have the attention of students on class topics. It is already known that the duration for attention is 10-15 minutes in average. Students' not joining in classroom activities and teacher's conducting the class in a one-way method will make students be bored after some time because of mere listening and they will eventually lose their attention. In order to avoid this, it is necessary that humor is used by teachers in classes to make students participate in the subject in a more active manner and to reduce the tension and fear in students. In this way, the interest of students in classes will increase and the negative points in learning will be eliminated (Ulloth, 2002). In addition, using humor in education in an efficient manner will reduce the stress in students and make them form positive attitudes towards school. In this way, it is possible to claim that the motivation in students in learning will increase, and more efficient learning will occur.

## 2. The Elements of Humor

### 2.1. Jokes

The word "*fıkra*" (i.e. "*joke*" in Turkish) is derived from an Arabic word. Like many other foreign-originated words, this word also evolved in time, and became used to mean various concepts (Yıldırım, 1999:1). In dictionaries, joke ("*fıkra*" in Turkish) is defined as "a story told together with wit", "a brief text in newspapers written to note daily topics", "each of the items of the law", and "a paragraph in any text" (Hocaoğlu, 1978:1). A joke is the type of verbal literature that is brief, compact, witty and humorous (Elçin, 1998: 566). In addition, a joke is a brief, funny and challenging verbal prosaic story with intelligence and delicacy, and generally aims to take some share of wisdom from the real life. It also has some wit, fun, critics, and irony as characteristic elements (Abaoğlu, 1984).

Yıldırım (1999:3) defined joke as "A joke is the name given to the common epic/dram-type realistic stories that consist of an event taken as an example from the real life, consisting of a full idea sometimes, with a short and compact narration style, and reflects the bad and funny events, contradictions, opposing elements, and the conflict between the old one and the new one in daily social life stemming from humane mistakes in a way that is based on a delicate sense of humor based on common sense, or with a witty word, sometimes in a sharp mocking manner, and is commonly created with the language of prose and belongs to the verbal literature".

Jokes take their roots from the life itself; reflect lives, traditions and customs of people, and when doing so, follows a witty and funny method. For this reason, jokes have been considered within a different status among the other literary types. Jokes have didactic and entertaining properties together, and deal with social relations by taking them away from being mere mechanical elements to give them a humane identity. This requires an indirect expression of what is desired to be said by "*ornamenting*" it with humor (Öngören, 1983: 34; Şahin, 2004).

Therefore, a joke told with a witty expression makes the person addressed laugh and in the meantime think without offending him/her.

In Turkish nation, the most famous witty personalities in history are Nasrettin Hoca, Incili Çavuş, Bekri Mustafa, Kemine, Esenpulat, Ahmed Akay, and Aldan Köse. In addition to these, it is also possible to mention Öküz Mehmed Paşa, Koca Ragıp Paşa, Fitnat Hanım, Haşmet and Pinti Hamdi although they are not as famous as the former ones. It is possible to see some communities, groups or personalities from the everyday life in jokes (Elçin, 1998: 567).

Some of the Public Literature works have been converted into written media, and some of them have been narrated as verbal tradition without being written. Jokes have been associated with the society and human life with their structural characteristics, and may be considered as “*multi-colored mirrors*” that reflect our past to our present day. In these *smiling mirrors*, historical codes and symbols have been formed on an aesthetical plain and have been integrated with the text. Jokes also transfer existing traditional characteristics among generations by carrying cultural identity and traditional lifestyles and the human himself to this complex structure (Özdemir, 2007: 372-373).

The society tells its characteristics with jokes. In other words, a society tells itself with its own language. It is possible to obtain information about the economic, social, cultural status, beliefs, attitudes and behaviors of a society through jokes. As a matter of fact, jokes are brief, but they tell many things. For this reason, it is possible to see jokes as the *mirror* of a nation, or in a more accurate word, as a *perfect tableau* painted by a master (Hocaoğlu, 1978:1).

Dursun Yıldırım classified jokes in three groups based on the main characteristics of the events in them (Yıldırım, 1999:6);

- Jokes that are related with beliefs and cults, religious customs and ceremonies, religious bans, superstitions and religious people.
- Jokes about the events that take place between the administrators and the people.
- Jokes about the events related with family, law, moral values, solidarity, education and similar topics.

Jokes have the property of being didactic and educative with their characteristics of correcting mistakes, and making people think while making them laugh (Aydın, 2006: 41). With this property, using jokes in education will bring many benefits, because teaching the main subject with jokes will attract the attention of students on the subject and make them concentrate on it. This will create an atmosphere both by entertaining students and teaching them in a funny and sincere environment.

## 2.2. Cartoons

The word “*karikatür*” (i.e. “*cartoon*” in Turkish) is derived from the word “*caricare*” in the Italian language. When the meaning of “*caricare*” is investigated it is seen that it has meanings like “*loading*” or “*exaggerating*” (Özer, 1985; Kılınç, 2006; Özalp, 2006; Özşahin, 2009). Cartoons have been defined in many ways, which may be expressed as follows:

According to Avşar (2007), cartoon is the art of catching the funny and interesting sides of events or people, bringing them to the forefront, and thus, converting them into laughter with exaggerated lines. In cartoons, readers are supposed to investigate the subjects matter with a critical viewpoint as well as enjoying the humor in them, because cartoons are prepared with a creative attitude and are usually handled with a critical viewpoint (Topuz, 1986). Cartoons are the products of an art that addresses every age group and include entertainment, laughter, irony, thinking and visuality (Uğurel and Moralı, 2006).

A cartoon means the drawing of a human or a thing by exaggerating. In today’s understanding, cartoon means the art of making humor with lines (Kılınç, 2006). The Meydan Larousse Encyclopedia (1990) defined cartoon as “the depiction of mostly a certain person or a human type with visual arts without dealing too much with the details (generally in a weird and funny way) and in a manner that involves the exaggeration of certain characteristics.

A cartoon consists of three elements (Narrated from Özer by Uslu, 2005):

**1- The Art Element:** Cartoon is a branch of fine arts. Different from other branches of art, cartoon produces humor by drawing an object in a funny way. The cartoonist uses some techniques like exaggeration, distortion, and deformation in drawing for being funny.



**Source:** Erdil Yaşaroğlu, <http://www.komikkarikatur.net/karikatur/super-gercek-gelin-degil-mi-39.html> (12.02.2017-13:10).



**2- The Intellectual Element:** This may be defined as the spirit of the cartoon that defines the main subject by sending the message to readers. When cartoon becomes visible, there is always a funny message for readers. Cartoon is an art that disseminates ideas without the need for translation. When people share cultural elements with others, the expression of cartoon becomes universal.



**Source:** Erdil Yaşaroğlu, <http://www.komikkarikatur.net/karikatur/super-gercek-gelin-degil-mi-39.html> (12.02.2017-13:14).

**3- The Humor Element:** Humor is the reason of existence for a cartoon. Without humor, a drawing is not considered as a cartoon. The function of humor in a cartoon is introducing the critics and conveying the principal message and advice that stem from the critics.

Another cartoon type is the *conceptual cartoons*. Such cartoons are the drawings that include daily situations, and are drawn in the type of a cartoon and propose new viewpoints by providing information on the subject matter. They enable the reader to view an existing situation in another viewpoint, and meanwhile warn the reader to develop new and further ideas. They are not prepared with humorous concerns; however, they have the aim of creating debates, attracting interest, and arousing scientific thoughts (Kılınç, 2008: 54). The most important characteristic that differentiate conceptual cartoons from other ones is the fact that they do not include critics and exaggeration.

Although conceptual cartoons are different from the other known cartoon types in structural terms and do not host humorous and exaggerated elements, narrating the events and characters with lines make them gain the property of being cartoons. In conceptual cartoons, generally questions and answers or the ideas of three or more characters on daily events are

presented in speech bubbles (Coşkun, 2009: 34). Conceptual cartoons are defined as the expression of a discussion among three or more characters with drawing. In this discussion, each character is defending a different idea. One of the ideas defended in the discussion represents the form of thinking that is accepted as scientifically true, the other ideas defend the thinking form that is not scientifically true but formed by students in a way that is specific to them. These thinking styles are accepted as misconceptions by scientists (Naylor, Downing and Keogh, 2001; Kabapınar, 2005, Morris, Merritt, Fairclough, Birrell and Howitt, 2007).

Conceptual cartoons ensure a strong concentration for students to make meaningful explanations about the problem or the subject in question. Exhibiting ideas in a visual form plays an important role in attracting attention. Processing the information in the memory only occurs with the individual interest of the pupils on the subject matter. Conceptual cartoons attract this interest (Baysarı, 2007).

The most general reasons for using conceptual cartoons may be listed as follows (Chin and Teou, 2010):

- Clarifying the ideas of students
- Improving the ideas by challenging
- Developing alternative viewpoints
- Providing stimuli for discussion
- Helping students ask their own questions
- Providing a starting point for research
- Increasing the participation and motivation
- Adopting scientific situations into daily situations
- Providing differentiation
- Developing the language and helping teach literacy
- Expanding the materials as reinforcement activities
- Summarizing at the end of a subject
- Providing that students summarize their own ideas by drawing cartoons
- Making use of extracurricular times
- Supporting that the people also reach science



Educators have mentioned that using cartoons as a means of motivation might be useful in encouraging students, especially the ones that have insufficient self-confidence, to participate in classes and express their ideas (Haugaard, 1973). Conceptual cartoons are influential on the learning of the individual throughout his/her life. Cartoons do not only eliminate the misconceptions of children from primary school level but they are also influential in eliminating the indecisiveness of teachers on the subject and practicing the information (Köse, 2004). For this reason, it is extremely important that conceptual cartoons are used in motivating students during their educational processes and in increasing their motivations, and ensuring that they can think in a critical and creative manner, and participate actively in classes to perform meaningful learning.

### 2.3. Story

The texts that tell about an event that happened to a few people at a certain time and place or the ones that reflect the characters of some people, and most of the time, consist of several pages called as “*story*” (Oğuzkan, 2010, p.99). In addition, Civaroglu (2000:77) defined study as follows; “Story is the type of text that handles an experienced event or one that is possible to be experienced in the context of certain place, people and time”. According to Cemiloglu (2005, p.27), a story is a type of literature and class material, which is the typical example of common similar types based on an event and includes all elements that are used in other types of literary works and may be made use of in teaching Turkish.

Story is important for people from any age group. However, it is especially an inevitable and indispensable phenomenon for children. Children who face the story concept as of early years of their lives both narrate the events they produce and make use of other narration styles (Aytaş, 2006, p.270). Stories ensure that children develop in terms of personality and language use. Stories enhance the vocabulary of children and introduce the power of the language and make them perceive how they can use the language to convey their messages in a creative manner (Akyol, 2006, p.139).

In education, stories have an important and distinctive place. Story activities ensure that children reveal their problem-solving skills, imaginations, creations and experiences in their inner worlds (Zembat and Zulfikar, 2006). In many studies conducted previously, it was determined that stories develop language skills and influence social development of children in a positive way in many aspects (Isbell, Lindauer, Lowrance and Sobol, 2000; Morris, Taylor and Wilson, 2000). In addition, story activities used in classrooms will cause that students participate actively in the classes.

It is possible to list the benefits of stories used in education as follows (Demircioğlu, 2014:171-172):

- They ensure that students recognize the events and people at times and places that are different from theirs.
- They ensure that students meet and learn the different periods in the past with sympathy.
- They enhance the vocabulary about the past and arouse their interest and curiosity.
- They help to increase the experiences between the teacher and students.
- They help that students understand the past in the light of evidence.
- They make classes become interesting and entertaining by using written, visual and other relevant materials.
- They teach how to differentiate between real and imaginary people and characters.
- They make students comprehend that the past has different aspects.
- They develop the speaking skills of students in front of a group.
- They prepare the ground for using the debate methods and facilitate the exchange of ideas.
- They enhance imagination and ensure that creative ideas emerge.
- They help to realize the cultural transfer process.
- They ensure that the classroom environment moves outside being an artificial medium and bring the past to today.
- They help to develop thinking skills.
- They ensure that the reading, writing and listening skills of students develop and their vocabulary is enhanced.
- They facilitate remembering since they increase the comprehension and understanding skills.

As it may be understood from the definitions, using story activities in educational media brings many benefits to students in many different fields. Using story activities in classes does not only bring benefits for students, but they also enable the teacher to move the class from

being monotonous and make it become more entertaining and make students learn by entertaining.

#### 2.4. Theater

The word theater is derived from the Greek word “*theatron*” which means “*the place to watch*”, and was lent to our language by the Italian word “*teatro*”. This is the art of animating a story on a place that is spared as a stage with the words and movements of the players (<http://www.tiyatrotarihi.com>). In addition to this, theater also means the shows that are prepared to exhibit in front of audience on a stage. It is the art of telling feelings and events with gestures and speeches. In general, the word “*theater*” is also used as the works that are represented on stage (<https://tr.wikipedia.org/wiki/Tiyatro>).

Theater has the property of having audio, visual and tactual (written when needed) sources for the interaction between the message and the audience, and may address all feelings of the people who watch them. Enabling the players to establish communication even with smell, the players being alive, the possibility of asking questions to the audience, the players’ being able to sit right next to children, the possibility of the interaction of children by taking part in the play through various methods, which are the properties that do not exist even in television (which is considered as the most influential means of our present age) reveal the superior sides of theatre in communicational field (Inal, 2000, p.35).

Theater is one of humorous elements, and performs many functions within the society and reflects the culture of it. A prominent type of theater is *comedy*. This type of theater aims to make people think, and educate by making them laugh and entertain. Comedy aims to make people laugh and think while exhibiting individual and social deficits (<http://www.diledebiyat.net/nesir-bilgisi/sanatsal-nesir-duzyazi/tyatro-ozellikleri/komedi-tyatrosu>). For this reason, we may claim that theater has a specific place among the humorous elements.

### 3. Humorous Elements Used in Social Studies Education

Although humorous understanding vary among societies, it is possible to claim that it has a very important function for all societies. Since humans started to interact and communicate with each other, humor somehow has had its place within the society, because humor ensures that social relations are more sincere and are stronger. In addition, humor acts as a mirror that reflects the society and the culture of it. Considering humor, which has such an important position within the society and which affects human relations in a positive way, as a separate element from education or not including humorous elements in educational media may make education become a strict and boring subject. In this context, especially the Social Studies education provides a wider area of usage for humorous elements, because there is citizenship in

the very heart of Social Studies. This, therefore, covers the human and humane relations. In this context, it is possible to claim that humor has an extremely important place both for individuals and for the society.

In Social Studies education, many techniques have been used throughout history in conveying the humorous elements, which have important functions for the individual and for the society. Using these techniques varies according to the disciplines that exist within Social Studies field of study. For example, we may mention the Local History Technique in conveying the humorous elements in history discipline (Aydın, Dündar and Kaya, 2017).

Using humor in Social Studies education affects teacher and students in a positive manner. It moves the classes away from being monotonous and boring, and ensures a more entertaining learning medium. However, when applying humor in classroom environment, it is necessary that the main purpose is not ignored, and humor is used for the purpose of education, because the sole purpose of humor is not laughing and entertaining. Humor also ensures that students gain different viewpoints and see events from different angles. For this reason, it is important that humor is used for the main purpose and with a great attention both in course books and in the practices of teachers. It must be kept in mind that the real purpose in using humor is facilitating the learning of students and make the teaching process become more productive and entertaining.

In order for classes to attract attention it is necessary that there are some additional features in their presentation. With these additional elements, the teacher will be able to create the desire to learn in students (Küçükahmet, 2003: 130). A teacher who uses humor as a teaching technique spends more energy in the classroom. S/he does not see his/her students as mere “receivers” of ready-made information; on the contrary, s/he sees that students are curious, game-friendly and creative, and notices that they play with thoughts, constantly ask strange questions, and sometimes produce witty words on their own. Such a teacher will not present the subjects in curriculum as a *monotonous* and *dry* knowledge, and will not consider the time spent in the classroom as a time period in which only some things are taught (Morreall, 1997: 137).

Oruç (2010: 195) conducted a study on the effects of using humor in Social Studies classes on students’ success and reported that there was a statistically significant difference between the posttest success score averages of the study group in which humor was used and the control group in which no humor was used in favor of the study group. It was concluded that the teaching conducted as based on humor in Social Studies classes provided important contributions to the academic success levels of students.

It was proved in previously conducted studies that using humorous elements in educational process has positive effects on the academic success of students. In this context, the issue

of how to integrate humorous elements into education or classroom environment and how to improve them in the most productive manner has gained importance in our present world. It is possible to claim that carrying humor into classroom environment occurs through teachers and course books. In Social Studies education, using course books have an important place in using humorous elements. In general, cartoons, jokes that make students laugh while make them think, and short stories on the subject are used as humorous elements to enhance the class in Social Studies course books.

The cartoons, jokes or short stories used in Social Studies classes attract the attention of students and ensure that they concentrate on the class, hold their interest alive, and make them participate in the teaching process. They also open the way to creative thinking through debates and make students acquire certain skills that enable them to express themselves.

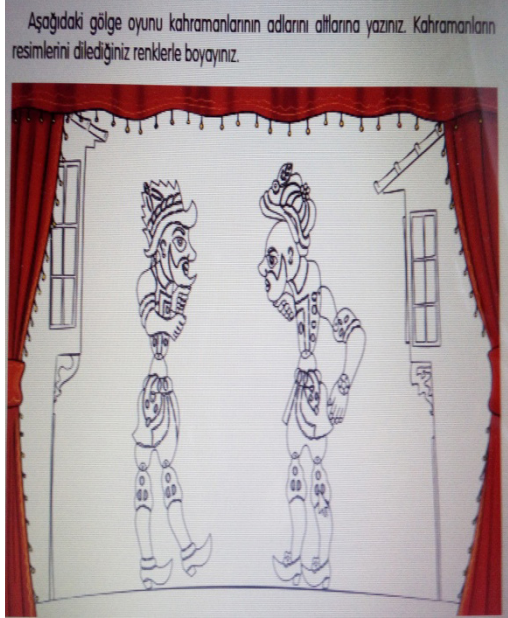
#### **4. Humorous Elements in Social Studies Course Books**

In the new curriculum of Social Studies classes, it is foreseen that the interaction between teacher and students is intense in a student-centered educational environment rather than mere information transfer in order to form meaningful learning in students. The new curriculum has been formed in the light of the Constructivist Educational Approach, and aims to make students acquire information, skills and values in different fields. In this context, it is necessary that the education is enhanced with various materials in order to realize the targets of education, because the more students involve sensory organs in learning the more permanent the learning will be. For this reason, adding visual elements to the materials will enable students to make information become meaningful and assess it after interpreting. As well as the visual elements used in Social Studies teaching, the support of humorous elements will make the materials become more productive. In addition, humorous elements will attract the attention of students and increase their interest in classes. Merging visual materials and humorous elements in course books will make Social Studies classes that include many abstract concepts become concrete, and the information will become more meaningful in students thus realizing the acquisitions that are targeted by the curriculum.

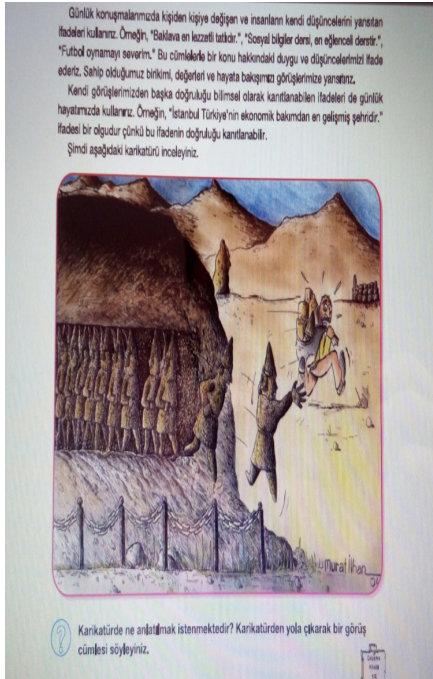


Below are some examples of humorous elements included in Social Studies 4-7<sup>th</sup> Grades.

**Example 1:** Humorous Elements in 4<sup>th</sup> Grade Social Studies Course book in Units “The Place We Live” and “I am learning my past” (MoNE, 2013a).



**Example 2.** Examples of Cartoons Included in Units “I am Learning Social Studies” and “The Resources of Our Country” in 6<sup>th</sup> Grade Social Studies Course Book (MoNE, 2013b).





**Example 3.** Examples of the cartoons included in the Unit “Bridges between Countries” in 7<sup>th</sup> Grade Social Studies course book (MoNE, 2013c).

Aşağıda verilen karikatürleri inceleyiniz. Karikatürlerde küresel ısınmanın neden olacağı hangi sorunlara dikkat çekilmiştir?



? Küresel ısınmanın sonuçları ile ilgili dünya genelinde bir değerlendirme yapıldığında ortaya nasıl bir sonuç çıkabilir? Açıklayınız.

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**KÜRESEL SORUNLARA KÜRESEL ÇÖZÜMLER**

Aşağıda verilen karikatürleri inceleyiniz.



Karikatürlerde dünyada bütün insanları etkileyen sorunlardan hangilerine dikkat çekiliyor? Karikatürlerdeki kişiler ne yapmaya çalışıyorlar? Açıklayınız.

**Düşünelim!**

Küresel sorun denilince aklınıza neler geliyor? Örnek veriniz. Küresel sorunlara çözüm arayan bildiğiniz uluslararası kuruluşlar hangileridir? Ülkemizde bu konuda faaliyet gösteren sivil toplum kuruluşlarına örnek veriniz.

**Kavramlar**

- Çevre
- Çevre kirliliği
- Doğal kaynaklar
- Doğal ortam
- Ekvator
- Genelleme
- İsraf
- Kurum
- Kutup
- Küresel Sorun
- Tasarruf

Küresel sorun: Dünyada geniş alanları etkileyen doğal afetler, bulaşıcı hastalıklar, savaş, açlık, yoksulluk gibi olayların neden olduğu sorunlar.

When we analyze the humorous elements in the Social Studies course books, we see that there are cartoons in general. As seen in Example 1, 2 and 3, the subject desired to be taught or the message to be conveyed through cartoons are expressed with comic drawings. However, the aim here is not to perform a narration with cartoons. In addition, it was also aimed to make students think, evaluate and interpret the event. Especially with the questions asked on the cartoons, a debate is created in the classroom environment, and students are enabled to express themselves. In this way, it is concretized and made more understandable with humorous lines that an event has more than one dimensions influencing each other.

## Results

Social Studies education is a study field that includes different disciplines, and makes use of the contents of these disciplines in the light of the acquisitions planned for Social Studies classes. During this process, various strategies, methods, techniques, equipment and materials are used in conveying the contents, which are intended to make the planned acquisitions be acquired, to students. The purpose of these activities in the conveying process is to increase

the meaningful learning levels of students. There is a need for concretizing the learning fields included in Social Studies education study field because the contents and acquisitions have abstract bases. Humorous elements may also be used together with the other means and materials that are used to eliminate the need of concretizing. In the present study, the effects of using humorous elements in Social Studies classes on students and learning environment were investigated. In addition, evaluations were made on the humorous elements included in Social Studies course books used at schools in Turkey and the importance of including humorous elements in Social Studies course books was emphasized.

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