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Social Studies/History Curricula in Ghana

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Statement of Purpose

The purpose of this study is to examine how social studies developed within the curricula within Ghana. The presence-or absence-of the discipline of History and the elementary and middle level grade ranges are of particular interest. I decided to embark on this research inquiry in the social studies/history curricula in Ghana when I came to Eastern Illinois University, and through my studies, discovered the historical heuristics such as sourcing, corroboration, and contextualization, in reviewing textual evidence of a particular source of history, and using written arguments in critiquing them. I saw this trend as unique and student-engaging.

As a college student from Ghana, I read history but the scaffolds used were short of these heuristics. Learning was predominantly the text and paper type, with the student doing rote memorization of historical facts. I realized during my history class school days, from the elementary level to the tertiary, majority of students, especially, at tertiary levels in Ghana would find it difficult to give detail information about Ghana's history and Ghana's historical place in the world when probed. This did not make the history course, one of the top most priority of most students. They considered it to be vague, voluminous, and broad to be able to memorize and pass their examination.

This then compelled me to do a critical review of Ghana's social studies/history curricula to find the position of history in the curricula, and it's implication to the educational sector, students, economy, and the general governance of Ghana, since history is submerged into social studies. It is believed that students with in-depth knowledge and understanding about Ghana's

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history from the elementary level are better prepared to engage constructively in democratic governance.

Topic

The Development and Implications of Social Studies and History Curricula in Ghana.

Purpose of Study

The purpose of the study is to examine how social studies developed within the curricula within Ghana. The presence-or absence-of the discipline of History and the elementary and middle level grade ranges are of particular interest.

Research Questions

This study is guided by five research questions. The questions are:

1. When and how did social studies emerge in Ghana? What is the context of its development?
2. What is the position of the discipline of history within the social studies curricula in Ghana and the recommended learning scaffolds?
3. Does the history content and pedagogy in the social studies curricula promote historical thinking, rote memorization, or some combination?
4. How has the content and pedagogy of Social Studies curricula contributed to students' depth of historical knowledge and critical historical thinking?
5. What are the resultant implications of Ghana's Social Studies curricula, particularly history?

Hypothesis

1. Majority of students at tertiary levels in Ghana would find it difficult to give detail information about Ghana's history and Ghana's historical place in the world when probed.
2. Students with in-depth knowledge and understanding about Ghana's history from the elementary level are better prepared to engage constructively in democratic governance.

Rationale of the Study

The need undergirding this study is to assess the quantity and quality of the content of history in the social studies curricula at the elementary, middle level, and high schools and its implications on the students, economy, and the educational sectors in Ghana. We will assess whether Ghanaian students experience historical inquiry or knowledge acquisition (direct instruction of historical concepts to be memorized), or some combination, whether provisions are made for students to visit, contextualize, and engage in historical inquiry about historical sites, and the actual learning scaffolds for the teaching of history in social studies curricula, the position of history in social studies curricula of some post-colonial African countries, and whether there is an invisible hand responsible for the content and methodology of history taught in the social studies curricula in Ghana.

Abstract

This research will examine how social studies developed within the curricula within Ghana. I will report this in USA and juxtapose with Ghana and other post-colonial African countries. The study assesses the quantity of the content of history as it is merged with social studies curricula, its implications on students, economy, and educational sectors in Ghana. It is noted that majority

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of students at tertiary levels in Ghana would find it difficult to give detail information about Ghana's history and Ghana's historical place in the world when probed. Six post-colonial African countries' social studies/history curricula are examined on the content and pedagogy employed in teaching, which is a reflection of that of Ghana, as only Nigeria from the six African countries, has re-introduced history as a core subject in the primary and secondary schools. Ghana's curricula is contextualized with U.S curricula, as U.S has moved into closer cadence with the world in terms of balancing content instruction with the nurturing of historical thinking and historical consciousness. The foundations of social studies originated in Great Britain during the 1820s and quickly moved to United States. Social studies evolved during the era under examination to include history and the social sciences, and a more integrated, relevant approach to teaching those subjects. In post-colonial African countries, it was introduced by the British and subjects taught in schools reflected the taste of the colonial education officials, and school curricula were built around the existing colonial values.

Keywords: curriculum-development, post-colonial African countries, historical thinking.

Introduction

Education is said to be a system that helps the people growing up in a culture find an identity within that culture (Bruner, 1996; Dewey, 1900). From its inception, social studies has been contested over time (Evans, 2004). Some of the battle was as a result of advocacy for influence over the curriculum (Kliebard, 2004). Today, the National Council for the Social Studies formally recognizes history, economics, geography, and civics and informally recognizes others like psychology and sociology. It has not, however, always been this way. Social studies is viewed as a subject that prevents students from acquiring knowledge of the past, and ignorance of the past becomes the threat to all democratic forms of government. This is known as

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“history’s submergence in social studies” (Ravitch, 2000, p. 150). Social studies as a subject originated to embrace and study the customs and histories of societies. Today, social studies still holds to its original concept through years of continuous debate and sometimes controversy (Dewey, 1933).

The current Ghanaian educational system is based on what their colonial masters left for them (Amenumey, 2008; Boahene, 1975; Okyere, 2000). The position of history in the social studies curricula is very negligible pertaining to what, how, and how much should be contained in the curricula, because, history is subsumed into the social studies. Researchers have raised concerns about the absence of history as a subject of study at the primary level of education in Ghana. They assert that although the social studies is taught at the primary level, the history content in it is little, and may fade away if care is not taken. This is because history is the foundation of all disciplines (Ferdinand, 2016).

Literature Review

The Ghana Education Service’s (GES) 1987 Education Reform Program (ERP) changed educational content at the basic level to be relevant to individual and societal needs (GES, 1993). The position of history in the social studies curricula is very negligible pertaining to what, how, and how much should be contained in the curricula.

The following five goals were accompanied by recommendations on the characteristics of what content should be taught in social studies and these were: history and geography should be the unifying core of the social studies curriculum and should be integrated with concepts from economics, political science and social sciences; social studies should be taught and learned consistently and cumulatively from kindergarten through grade 12; the curriculum should impart

skills and knowledge necessary for effective citizenship in democracy; the curriculum should balance the study of United States with studies of other cultures; superficial coverage of content should be replaced with in-depth study of selected content (Mullins, 1990, p. 1). With the initial goal of history and geography as the unifying core of the curriculum content to be taught in social studies (Mullins, 1990), assessing the contribution of the history content to students' depth of historical knowledge and critical historical thinking is of worth finding. Students rarely have opportunities to engage in historical inquiry but, instead, typically learn history by reading or hearing and trying to remember the stories that others—historians—have written (Lee & Weiss, 2007; Nokes, 2010). To explain, students who view history as the past, known or unknown, factual, and learned through memorization, report events as a collection of facts rather than as an evidence-based interpretation (VanSledright, 2002).

Reading in history typically involves students gathering information from textbooks, trade books, or other informational texts, like historical artifacts or primary sources (Paxton, 1999; Wineburg, 1991). Studies over the years have proven history content can be made intelligible in terms of the pupils' experiences, understanding and age (Thompson, 1972). What is taught should be within the range of the experience and reality that children have along with their mistaken perspectives or misunderstandings (Nokes, 2011). Students, further, cannot engage in historical inquiry when skewed stories are not balanced for nuance with supplementary primary sources, and historical documents are rarely used in elementary and middle level classrooms (Wineburg & Martin, 2009). History instruction though, has not always been central within elementary schools (Lintner, 2006; McMurrer, 2008). There is therefore the need for the initiating of historical thinking in elementary schools (Bickford, 2013).

Giving students the opportunity to do inquiry in history as they do for other disciplines such as science and mathematics would contribute to the students' historical thinking. The term "historical thinking" applies more specifically to the cognitive processes of historical inquiry, including framing questions, applying historical metaconcepts, analyzing evidence, comprehending causal relationships, and constructing arguments (Nokes, 2011; van Drie & van Boxtel, 2008). Historical thinking skills are not natural processes or occur automatically from psychological development (Wineburg, 2001). It must provide students with the opportunity to construct and interpret history as historical reasoning through logical thought (Scott, 2014). This will allow students to use past knowledge to comment on events from a historical point of view (Chowen, 2005). By studying students in different age groups, researchers have discovered trends in historical thinking associated, to some degree, with age (Nokes, 2017). Some of the trends include: establishing historical significance of historical documents, using primary source evidence, using corroborations, and drawing critiques of those documents. One researcher categorized elementary history students' activities as either absorbing (learning narratives others created) or doing (constructing historical narratives themselves) (Parker, 2005). The term "historical inquiry" is an all-encompassing process that captures the investigative work of historians as they seek answers to historical questions. It involves travel to archives, interaction with fellow historians, the analysis of evidence, and the production of written interpretations. Students in history courses should be allowed to engage in constructive inquiry in age appropriate ways. Research on learning shows that students learn best when they are active in the learning process (Bransford, Brown, & Cocking, 2000).

Social studies and history are not synonymous. They can be defined various ways. They have emerged differently in distinctly different countries.

Definition and Development of Social Studies and History Curricula

Over decades, the definition of social studies and history have gone through series of developments by different researchers and philosophers in academia. This has contributed to the fluctuations in the disciplines, both to the students, and to curricula development. Social studies is defined as a study of the problems of society as indicated in the Social Studies Syllabus in Ghana. The subject prepares the individual to fit into the society by equipping them with knowledge about the culture of their society, its problems, values and hopes for the future (CRDD, 2010). The National Council for Social Studies asserts that the subject is multidisciplinary and interdisciplinary, and it takes its sources from geography, history, sociology, psychology, economics, and civic education, and is recognized in curricula in numerous countries (NCSS, 2013). Gauging from the multidisciplinary content and child-centered pedagogical approaches, researchers conclude that social studies stands out as the most appropriate subject for citizenship education (Biesta, 2006; Mukhongo, 2010).

Understanding history enables students' civic participation. In traditional instruction, history is presented as a pre-established linear chain of events, free of interpretations, disagreements, or controversies. As a result, students often view history as the past, simply what happened (Bain, 2005; VanSledright, 2002). Many educators contend that history should be taught in schools because it contributes to the strengthening of loyalties and helps children to identify with the rich historical background (Jarolimek, 1971). It is further argued that knowledge or understanding of history can affect attitudes of loyalty and patriotism towards one's country (Lowenstein, 1967). History is justified in the curriculum because of its peculiar way of thinking, its application to modern problems and acquisition of the methods of the historian (Burston, 1972). In order to find the role, and ensure history instruction is well taught

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across the various grade levels in the social studies curricula, historical thinking skills will need to be greatly considered. Distinct countries place different degrees of importance on history and social studies, which originate in various ways.

Selected African Countries' Brief History of Social Studies/History Curricula

Most African countries have centralized educational systems with national syllabi that mandate the knowledge, skills, and attitudes to be taught for each subject at each grade level. Because the content of the primary school (grade 1-6) exit exams comes from the national syllabi, teachers usually follow the mandated topics unless they have no instructional materials or training in the content or unless the teachers perceive the topics to be controversial in the local community (Merryfield, 1986). The process of developing new syllabi and instructional materials has not been without debate in most African states. Ministries of education have faced thorny issues in dealing with diverse and conflicting perspectives on what children need to know. The issue of what content should serve as the officially sanctioned knowledge for all youth has continuously sparked controversy from ethnic groups, parents, employers, the teaching profession, political leaders, and others (Abernathy 1971; Adaralegbe 1972). National, economic, cultural, and political factors have undoubtedly affected the development and dissemination of new curricula in Africa as in other parts of the world. African countries have taken different approaches in changing curricula (Aisiku, & Fafunwa, 1982; Bogonko, 1980). Their social studies/history curricula are briefly reviewed in this study to assess its development, and it is a reflection of Ghana's curricula.

African countries like Nigeria, Botswana, Zimbabwe, Malawi, Kenya, and Ghana were once British colonies, hence, have certain aspects of the curricula in common in terms of

subsuming history into social studies. It is only Nigeria that currently has history as a core and separate course from the social studies.

Emergence of Social Studies Curricula in Ghana

It is necessary to study the history of a subject in order ensure better understanding on the part of teachers about subject matter content and as well aid in curriculum revision. Social studies became part of the school curricula after several conferences held in the United States of America, Britain and Africa. The tenets and proceedings of the conferences were: to sensitize the student to his own culture, to social heritage and to the problems of developing African states and societies; to induce a sharp awareness in the students of his own world and of involvement in the wider world of which he is invariably a part; to develop the ability to identify and evaluate critically the economic, social, political and moral problems and situations he will face as a citizen (Carnoy, 1972).

Another conference was held at Queen's College, Oxford with delegation from United State of America, Britain and Africa. The conference discussed a variety of needs and priorities in curriculum development of the African countries, particularly at primary, secondary, and teacher training level. As part of the government's policy on training teachers to teach social studies at the basic schools, social studies was introduced at the teacher training colleges in Ghana (GES, 1993). The social studies program as a field of study was introduced into the curriculum of the teacher training colleges in Ghana as far back as the 1940s (Tamakloe, 1991). The teaching of social studies, however, was not allowed to blossom due to both teachers' and students' negative perception and attitudes towards the social studies program (Agyemang-Fokuo, 1994). By the early 1950s, the single subjects (i.e. studying subjects like history, economics and geography separately) had taken over the integrated social studies (i.e. drawing

concepts, ideas, knowledge and views from different subject areas like history and geography to solve problems or explain issues) in the teacher training colleges. The reasons advanced for the resumption of the single subjects approach was as a result of the fact that social sciences graduates, who were to handle social studies in the teacher training colleges could not cope with the integrated approach, for they specialized in single subjects (Tamakloe, 1991). Also, the students in the teacher training colleges welcomed the single subject approach because they perceived it as an opportunity to improve upon their grades in the single-subjects such as history, geography and economics.

In 1976, the experimental junior secondary schools (grades 7-9) were established where social studies was one school curriculum. There was the need for student-teachers at the teacher training colleges to specialize in social studies to teach at the experimental junior secondary schools. After training the first three batches of social studies teachers at the teacher training colleges for the program, it was realized there was a glut of teachers because there was no corresponding expansion of the junior secondary schools in terms of numbers. The result was that social studies had to be abandoned in the training colleges in the 1981/82 academic year (Tamakloe, 2008). The 1987 Education Reform Review Committee was born as a result of the experimentation of some of the recommendations of the 1972 Dzobo Committee. The Review Committee Report of 1987 recommended six years of primary school, three years of junior secondary school and senior secondary school education. The recommendation was implemented in 1987, which led to all middle schools being branded into junior secondary schools. With this new reform in education, social studies was re-introduced in the teacher training colleges as one of the elective subjects to train students to teach social studies at the junior secondary schools. The 1987 ERP Program aimed at changing the content of education at the basic level and to

ensure its relevance to individual and societal needs. Based on this, the New ERP Program has brought in its trail social studies at the basic education level nationwide in Ghana.

It is observed that Ghana's social studies/history curricula presently, parallel that of Botswana, Zimbabwe, Malawi, and Kenya, with history subsumed into social studies. The only exception is Nigeria, who has both social studies and history as single-subjects. U.S. which is not an African country has merged social studies and history into one single curricula.

Emergence of U.S. Social Studies/History Curricula

Social studies had its own set of unique beginnings and did not originate with the examination of the development of history as a field of study in the nineteenth century and its extension into the twentieth century (Saxe, 1991). The foundations of social studies originated in Great Britain during the 1820s and quickly moved to the United States. Again, social studies emerged as an attempt to use education as a vehicle to promote social welfare, and its subsequent development was influenced both by Americans and others (Saxe, 1991). When examining the inception of social studies education in U.S., the textbooks of the time are one of the best resources (Hooper & Smith 1993; Smith & Vining 1990). History, geography, and civics were the dominant social science courses found in the early American elementary and secondary curricula (Jarolimek, 1981). It seems appropriate to examine these types of texts for clues about the content of the early social sciences, the precursor of social studies.

During the earliest period of U.S. nationhood, the subject of history did not exist as a separate course in the secondary or elementary grades and was generally taught as part of

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reading, geography, or the classics. Noah Webster was the first writer to include history as part of a reader. In 1785, the third part of Webster's *A Grammatical Institute of English Language* was published. Other writers followed Webster's example, and historical material began to appear in more and more readers (Tryon, 1935). Webster's readers were also influential in exposing students to history in the elementary grades. This beginner's reader was designed to stimulate children's curiosity in the history of the country (Tryon, 1935). History was not widely granted an autonomous place in the schools until after the 1830s. Before that time, however, it was found in some of the private schools and academies. John McCulloch, a Philadelphia printer, compiled a U.S. history book for lower grades in 1787. This was the first textbook in American history. By 1801, six history textbooks had been published in the United States (Cremin, 1980; Hooper & Smith 1993; Tryon, 1935).

In the thirty years prior to the Civil War, history became an independent subject offered in most schools in the upper grades; it still did not hold the rank of subjects like arithmetic and geography. Five states (Massachusetts, Vermont, New Hampshire, Rhode Island, and Virginia) passed legislation requiring the teaching of history in the schools before 1860 (Tryon, 1935). The American Civil War started in 1861 and soon after, the federal government was much stronger and more prescriptive, like how many colonies were required to do their colonizer's history. So too were southern states forced to teach a shared U.S. history. History and politics are inextricably intertwined. Social education at the turn of the century was dominated by historians. Historians encouraged the initial social studies curriculum reform effort in 1892 at the Madison Conference in the subcommittee on History, Civil Government and Political Economy. Historians also formed the AHA Committees of Seven (1899), Five (1905), and Eight (1907) to endorse a history-dominated curriculum. Of these committees, NEA's Committee on History,

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Civil Government and Political Economy and AHA's Committee of Seven were the more influential for the early social studies curriculum (Cruikshank, 1957; Hertzberg, 1989; Jenness, 1990; Nelson, 1992; Saxe, 1991; Tryon, 1935; Wesley, 1950; Whelan, 1991). Research indicates the summary of the social studies curriculum of 1893 to 1915 as one where the subject matter in secondary social studies became stabilized, with the content being determined mostly by historians. Government became Civics, a more practical course. Geography was taught either as part of history or mostly as physical geography (Cruikshank, 1957). Social studies was nurtured by the works of John Dewey and promoted by such prominent educators such as George Counts, Edgar Wesley, Harold Rugg, and Earle Rugg (Barr, Barth, & Shermis, 1977). The Council still accepted history and civics as a central part of social studies, and did not want people to think that history was to be abandoned. However, "they favored 'the social studies' because it meant a broader and richer definition of the field, which would include greater attention to the social sciences" (Hertzberg, 1989, p. 91). The social studies did not just happen. Social studies evolved during the era under examination to include history and the social sciences, and a more integrated, relevant approach to teaching those subjects. As social studies began to find its way into the school curriculum, NCSS was formed to provide leadership and to give credibility to a subject that would be constantly challenged during the twentieth century, and the guidelines for social studies found in the Literacy Common Core State Standards also echoed the longstanding focus on historical literacy in the standards documents for history teaching (Nash & Crabtree, 1996).

In analyzing systematically, the development of social studies/history curricula in U.S. and Ghana, a comparison is done on the content and pedagogy of the instruction of history as contained in the social studies curricula of the two countries.

Comparison of U.S. and Ghana's Social Studies/History Curricula

History instruction is undergoing a shift in the United States that is bringing it into greater alignment with global trends (Ercikan, 2015). The College, Career & Civic Life (C3 Framework), National Council for the Social Studies (NCSS, 2013), the influential Common Core State Standards, and a growing body of research and emerging pedagogical practices (Lesh, 2011), have moved the United States into closer cadence with the world in terms of balancing content instruction with the nurturing of historical thinking and historical consciousness. In pioneering work in the United States, researchers identified sourcing and other heuristics used by historians to analyze historical evidence (Wineburg, 1991). Since then, sourcing, which is the application of source information to understand, critique, and use a document, has been assessed in numerous studies, many involving writing in the United States' social studies/history curricula (De La Paz, 2005; Nokes et al., 2007). This is prevalent in an era where the C3 Framework (NCSS, 2013) and the Common Core State Standards, encourage the integration of historical reading and writing instruction into the history curriculum of the United States, and when innovative assessments are making it easier to assess historical thinking (Ercikan & Seixas, 2015; Smith & Breakstone, 2012; VanSledright, 2014). The C3 Framework moves students through increasingly complex historical literacies as they advance in age (NCSS, 2013). Their social studies curricula has been designed to ensure students use historical thinking such as: Sourcing, Contextualization, and Corroboration in history instruction. On one hand, the C3 Framework (NCSS, 2013), the National Standards for History (Nash & Crabtree, 1996), and advocates of reformed history teaching (Nokes, 2013; Wineburg, Martin, & Monte-Sano, 2011), encourage teachers to provide historical literacy instruction with its use of primary sources,

artifacts, and other forms of evidence. The guidelines for social studies found in the CCSS call for increased instruction in reading and writing in historically appropriate ways.

Formal education which was identified as western education to Ghanaians was a type of education introduced in the Gold Coast (Ghana) by the European missionaries, and it started before the colonial government took over. This kind of education focused on reading, arithmetic and writing. The current Ghanaian educational system is based on what their colonial masters left for them (Amenumey, 2008; Boahene, 1975; Okyere, 2000). This system encourages and rewards people who are able to memorize what they read and pour them during examination to pass (learning by rote), as the most preferred type of assessment in Ghana is now the ‘paper and pencil test’ (traditional assessment) type of assessment (Oppong, 2009). No historical thinking or inquiry is employed in the history instruction as compared to the U.S., and it has gone a long way to affect the content and pedagogy of the instruction of history in Ghana’s social studies curricula.

Researchers in Ghana have raised concerns about the absence of History as a subject of study at the primary level of education in Ghana. They assert that although the social studies is taught at the primary level, the history content in it is little and may fade away if care is not taken (Ferdinand, 2016). This is because history is the foundation of all disciplines. Research indicates, it is universally accepted that one of the benefits of good education is to enable individuals to contribute to development and improvement in the quality of life for themselves, their communities and the nation as a whole, yet in Ghana, most engineers and scientists only memorize theories, and it comes to practicality, they are unable to do anything. This has gone to the extent of affecting how students are supposed to think as historians. The educational system introduced in Ghana during colonialism was not to train better technocrats, but to train people

who could only read, write and calculate (Agyeman, Baku, & Gbadamosi, 2000). Young students often viewed history as primarily factual but unknowable, because, as one fifth grader put it, “nobody alive today was there” (Lee & Ashby, 2000, p. 205). This is very typical in the case of Ghanaian students’ reaction towards history instruction. This made one researcher asserts that, perhaps the focus on literal comprehension in the early grades creates, in the minds of students, the notion that deeper, critical comprehension is unnecessary (VanSledright, 2002). Students’ notion of historical study, gathering and remembering information, is very different from the discipline pursued by historians—a process that requires imaginative interpretation and critical analysis (Gaddis, 2002). A growing body of research shows that students respond positively to instruction in historical thinking/literacy both at the elementary level (Barton, & Levstik, 2005; VanSledright, 2002) and in secondary history classrooms (Bain, 2005; Aglinskas, & Britt, 2002; DeLaPaz, 2005; Nokes, Dole, & Hacker, 2007).

Teaching and learning environment in U.S. is more of student-centered than teacher-centered. Under the CCSS, the teacher plays the role of a coach or facilitator in guiding students towards learning. Increasingly, teachers are being asked to help students read more like historians by integrating historical thinking/literacy lessons into the history curriculum (Lesh, 2011; Nokes, 2013; Wineburg, et al., 2011). For example, the C3 Framework suggests that fifth-graders “use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic” (NCSS, 2013, p. 48). The guidelines for social studies found in the Literacy Common Core State Standards, echo the longstanding focus on historical literacy in the standards documents for history teaching (Nash & Crabtree, 1996). History teachers have been asked for a long time to provide historical thinking and literacy instruction, although the C3

Framework and CCSS have recently brought greater attention to the idea (Lee & Weiss, 2007; Nokes, 2010). Teachers play a significant role in their students' acquisition of historical thinking skills. Teachers should use clear information that will not confuse students' minds in order to facilitate their historical thinking (Bickford & Rich, 2014). They should be tolerant of different perspectives and thus help them to make history easier to understand (Murray, 2013).

Learning environment in Ghana is more of teacher-centered than student-centered. The teacher gives the instruction and facilitate what and how students should learn. History classrooms are dominated by lecture, textbook readings, or other instructional activities that are intended to transmit information to students. Instead, teachers should regularly use activities that encourage students to build their own understanding of the past. Such activities should allow opportunities for students to disagree, debate, and discuss historical controversy. (Nokes, 2011). History teachers should give students the opportunity to engage in authentic historical inquiry. Students should be allowed to pursue their own historical questions and conduct original research. Often this work involves personal, family, or local historical topics. Several studies of document-based instruction have shown that students retain historical content knowledge better when working with documents than textbooks (Nokes et al., 2007; Reisman, 2012). In Ghana, instead of history being something that teachers are talking about, it should be something that students are talking about to enhance historical thinking.

Summary

Upon analyzing the social studies/history curricula, its emergence and the transitional changes gone through over the decades in the seven countries, (Nigeria, Botswana, Zimbabwe, Malawi, Kenya, Ghana and U.S.), it is clearly evident that the content of history instruction in the social studies curricula was so limited from its inception, maybe, due to the multidisciplinary

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and interdisciplinary nature of the curricula. Currently, with the exception of Nigeria, the rest of the five African countries reviewed, have history subsumed in their social studies curricula. Nigeria and U.S. have had some developmental changes in their curricula. Nigeria have recently reintroduced history as a subject in both primary and secondary schools. U.S. have had their new educational standards (CCSS), to incorporate historical thinking such as Sourcing, Contextualization, and Corroboration in their history content and instruction. This is not so for Ghana as it still holds the assertion of learning by rote, which is a traditional type of assessment even in the instruction of history. This has made researchers in Ghana raise concerns about the absence of history as a subject of study at the primary level of education. They postulate that, though the social studies is taught at the primary level in Ghana, the history content in it is little and may fade away if care is not taken.

The author believes this is the canker to proper inquiry, and historical thinking in the history classrooms in Ghana. U.S. under the CCSS promotes student-centered teaching and learning, while Ghana is so much engrossed with teacher-centered teaching and learning environment. Ghana can adopt the strategies employed by U.S. in ensuring historical thinking from the elementary to secondary schools. They can also consider the steps taken by Nigeria to make history a single-subject, to enrich the content of the history of Nigeria at the basic level of study, and yet, hold the core objectives of the social studies curricula. The author in this review seeks to chart the development in social studies/history curricula of selected African countries, chart Ghana's development in comparison to the selected African countries, and contextualize Ghana's curricula with U.S. curricula.

Methodology

There are two elements that would be considered for inquiry. First, I will analyze what is and what is not included in the social studies/history curricula of the six post-colonial African countries. Second, I will interview Ghanaian teachers and school administrators on the current position of history in the social studies curriculum of Ghana.

I will employ qualitative research methods from the original data pool through data collection and analysis to analyze the history content in social studies in Ghana and some selected post-colonial African countries' social studies/history curricula (Krippendorff, 2013).

To generate a sizeable and inclusive data pool for my data sample, I will collect the social studies/history curricula of Ghana, Nigeria, Botswana, Zimbabwe, Malawi, and Kenya. I will analyze if the social studies/history curricula incorporate civics and geography, and the scaffolds promote memorization, teacher-led or student-centered, authoritarian instruction, or discipline specific. And whether provisions are made for teachers to introduce historical literacy, historical thinking, or historical argumentation in their preparations (Amenumey, 2008; Bickford, 2013; Nokes, Dole, & Hacker, 2007; Wineburg, Martin, & Monte-Sano, 2011). This is because, the major educational trends of African nations in the post-colonial era has been to change the content of the curriculum from those that reflected the world views of the colonial powers to attitudes and knowledge that is geared towards nationalism, African identity, cultures and environments (Merryfield, & Tlou, 1995).

Both open coding and axial coding will be used to do the analysis. During the open coding stage of my content analysis (see Appendix A), I will independently make observations, note patterns of content included and excluded, and record variances in patterns, as well as investigate and record the various scaffolds and instructional time stipulated in the curricula for teaching. In the axial coding, I will reexamine each curricula to investigate and note if the

amount of history content in the social studies curricula of each country has relations with the duration of being colonized, and reflects the dominance of the country's history or history of other nations. This will help me to investigate in my interview whether politics contributes to the amount of history contained in the curricula, or whether history and politics are inextricably intertwined

The second part of this study seeks to conduct interviews of teachers and administrators at Akuapim North Municipal District in the Eastern Region of Ghana on their perception of the standards and pedagogy, what is included and what is omitted in Ghana's social studies/history standards, as they experience in reality the scope of the history instruction. I will prepare five interview questions for social studies/history teachers, and ten interview questions for school administrators since they have the major contribution to ensuring the curricula implemented in the classrooms. I will Liaison with the Municipal Education Director through email to help retrieve the contact of all the teachers and administrators in his district, from upper primary to Senior High (grade 4-12). I will face-time them on skype and also send interview questions through emails. I will interview them on the laid-down questions, record their responses with an audio recording machine, and transcribe them on paper for reading purposes. In the course of the interview, I will pose other questions as they emerge and make logical sense in an interview setting.

During the open coding stage of my analysis, I will prepare the interview questions for both teachers and administrators (see Appendix B), and transcribe their responses. After reviewing the data found using open coding, I will analyze what changes need to be made in order to establish patterns of questions that will result in quantifiable data. During this axial coding stage, I will ask follow up questions to observe how each respondent reacted and

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approached each question posed, and their reflective submissions on them. I will make note whether emphasis is put on the individual differences, and also note if there is any significant characteristics of each respondent including but not limited to gender, race, age, political stands, and socio-economic status, to give a general picture of their perceptions, whether or not the content of history is prevalent in social studies curriculum.

Appendix A-Content Analysis Tool

1. How and when did social studies/history curricula develop in these six post-colonial African countries:
 - a. Nigeria
 - b. Botswana
 - c. Zimbabwe
 - d. Malawi
 - e. Kenya and
 - f. Ghana?
2. How and when did the social studies/history curricula change in the above stated countries?

3. What is the position of history in the social studies curriculum of each country?
4. Does the social studies/history curricula of each country incorporate?
 - a. Memorization, teacher-led, authoritarian instruction, top down, students' dependency?
 - i. What is the content of the curricula? And why?
 - ii. How are teachers preparation stipulated in the curricula?
 - b. Student-centered, discipline-specific, bottom up, authoritative instruction, students are partially dependent and partially independent?
 - i. What is the content of the curricula? And why?
 - ii. How are teachers preparation stipulated in the curricula?
5. To what extent is each discipline prominent within the social studies curriculum?
6. How are the instructional time allocated in the curricula for the teaching of both history and social studies in each country?
7. Does the curricula make provisions for the following scaffolding techniques in the history instruction?
 - a. Close reading (history literacy), if so how?
 - b. Critical thinking (or historical thinking), if so how?
 - c. Text-based writing (historical argumentation) if so how?

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8. Does the social studies/history curricula extensively elaborate the history of each country, or the history of other nations? If so how?
9. Are the history content in the curricula fairly distributed across the various grade levels, or concentrated at a particular grade level? If so how?
10. Are there provisions made for social studies to be implemented at all grade levels, or it begins from a particular grade level in the curricula? If so how?
11. Does the curricula in each country reflect the world views of the colonial powers, or geared towards attitudes and knowledge that promotes nationalism, African identity, cultures and environments? If so how?
12. Does the social studies curriculum balance the study of United States with studies of other cultures? If so how?

Appendix B – Interview Questions

Administrators

1. How are the educators trained to teach social studies curricula? How does the discipline of history fit within the social studies? How important is social studies in comparison to math, science, reading, writing?
2. With the multidisciplinary and interdisciplinary nature of Ghana's Social Studies Curricula, and as an administrator do you perceive the content of history of Ghana to be well presented and detailed in the Social Studies curricula? If yes, how? And if no, why not? And how can it be improved?

3. How much of instructional time is allotted for teaching of Social Studies in various grade levels? And how much of the instructional time for the teaching of Social Studies is dedicated for the teaching of the history of Ghana?
4. In mathematics, do students engage in age-appropriate, hands-on, math-based activities as if they are training to be a mathematician? (Do they solve developmentally-appropriate math problems like mathematician?) In science, do students engage in hands-on, science-based activities as if they are training to be a scientist? (Do they do age-appropriate science experiments like a scientist?) In history, do students engage in hands-on, history-based activities as if they are training to be a historian? (Do they evaluate various primary and secondary sources like a historian?)
5. Are there provisions made for students to visit, contextualize, and engage in historical inquiry about historical sites such as: Elmina and Cape Coast Castles, Elmina Forte, Kwame Nkrumah Mausoleum, and the Slave market at Abonse?
6. With respect to the original intent of the Social Studies curricula in Ghana, as the study of the problems of society, hence prepares the individual to fit into the society by equipping them with knowledge about their culture, problems, values, and hopes for the future, and the purpose of history curricula which is intended to help students learn about the history of Ghana and Africa as the basis for planning for the present and the future of the country, how have you assessed the impact of the two intents on the students?
7. What are the most popular subject areas? What are the least popular disciplines?
8. How many alumni has your school produced for governmental positions, and how has their contribution to development impacted your school and the country?

9. Which of the three sections in Social Studies Curricula in Ghana: The Environment, Governance, Politics and Stability, and Social and Economic Development deals chiefly with the content of history of Ghana, and how much of it is presented? How are these presented? How are they balanced?
10. As an administrator, how do you ensure your teachers' pedagogy in teaching Social Studies reflect the content of history, and how effectively has the students been able to apply those historical knowledge taught in present socialization with other students?

Teachers

1. As a teacher, how have you assessed your students' response in being asked by an external examiner to give an oral account if not all, at least the major happenings in the history of Ghana?
2. As a teacher, how do students perceive your content area (not your teaching and your class, but your content area specifically)?
3. As a teacher, how is your subject area perceived by parents, the community, and your country? Do politics intervene in your discipline? If so, how?
4. As a teacher, do your students have access to history text books? Does each student have a copy of the history text book to read through and for take-home assignments? And how do you assess your students?
5. Do your students find the teaching of history exciting? What time works best for your students in teaching history and how have you observed its improvement towards teaching?

Annotated Bibliography

Abernathy, D. B. (1971). *Education and integration in Nigeria: Modernization and the politics of communalism*, edited by R. Nelson and H. Wolpe. East Lansing: Michigan State University Press.

In this book, Abernathy attempts to discover the controversy and struggles that most ministries of education in African countries face when trying to develop new syllabi on diverse perspectives of what children need to be taught and know at the end of an instructional period. This has to do with the scope of the content to be taught for all the youth taking into consideration, the concerns of ethnic groups, parents, political leaders and teachers.

This source is very useful and reliable. Abernathy is a Nigerian, and he has had the African experience and perspective with which he makes his postulations. His assertions also confirms the works and books cited by Adaralegbe, a renowned author and researcher in the field in Nigeria. The annotation above both summarizes and assesses the book in the citation. It perfectly fits into my research as I attempt to review how social studies/history curricula was developed in some selected African countries, specifically Ghana, and the implications those developments have had on the country, the educational sector, and the economy.

Adaralegbe, A. (1972). *A philosophy of Nigerian education*. Ibadan: Heinemann Educational Books.

In this book, Adaralegbe also shares the opinion of Abernathy in discovering the controversy and struggles that most ministries of education in African countries face when trying to develop new syllabi on diverse perspectives of what children need to be taught and know at

the end of an instructional period. This has to do with the scope of the content to be taught for all the youth taking into consideration, the concerns of ethnic groups, parents, political leaders and teachers.

This source is very useful and reliable. Adaralegbe is also a Nigerian, and he has had the African experience and perspective with which he makes his postulations like Abernathy. His assertions also confirms the works and books cited by Abernathy, a fellow researcher in the field. The annotation above both summarizes and assesses the book in the citation. It perfectly fits into my research as I attempt to review how social studies/history curricula was developed in some selected African countries, specifically Ghana, and the implications those developments have had on the country, the educational sector, and the economy.

Aglinskas, C. & Britt, M. A. (2002). Improving students' ability to identify and use source information. *Cognition and Instruction*, 20, 485–522. doi:10.1207/S1532690XCI2004_2

This article by Aglinskas and Britt attempts to review how students with different age groups respond, whether positively or negatively to historical literacy (close reading and historical sources) instruction at different grade levels particularly, in the high schools' classrooms.

This source is very useful in my research inquiry as I sought to review students at elementary, middle level and high schools' perspectives, on the use of historical literacy introduced in the social studies/history curricula in the U.S. curricula, by using Ghana's curricula to juxtapose with U.S curricula.

Agyeman, D. K., Baku, J. J. K., & Gbadamosi, R. (2000). *Review of education sector analysis in Ghana, 1987-1998*. France: UNESCO.

In this book, Agyeman, Baku, and Gbadamosi who are educational researchers in Ghana make the assertion in this book as they review the type of educational system that existed in Ghana during the Colonial periods by the British. It was an educational system that mainly focused on training the natives, how to read, write, and make calculations, rather than developing their technical skills.

I found this source to immensely contribute to my research inquiry, particularly, the system of education that was introduced in Ghana during the colonial times and the impacts those educational systems have had on the nation Ghana even through to our contemporary times.

Agyemang-Fokuo, A. (1994). *Social studies teaching: Issues and problems*. Accra: Ghana Universities Press.

In this book by Agyemang-Fokuo, a researcher in Ghana, attempts to review how the inception of social studies was received by both teachers and students at the teacher training colleges in Ghana, during the time the ruling government as part of its policies, tried to train teachers to teach social studies at the basic schools by introducing the social studies as a field of study into the curriculum of the teacher training colleges. Its inception was not successful as the teachers and students had negative perceptions and attitudes towards the social studies implementation into their curriculum.

As I tried to buttress my points in my inquiry on how social studies developed in the curricula within Ghana, I found this source more helpful as it contributed to my work in reviewing the successive shifts the social studies curriculum have gone through to have its stability in the Ghana's curriculum.

Aisiku, J. U. & Fafunwa, A. B. (1982). Editors. 1982. *Education in Africa, a comparative study*. London: George Allen and Unwin.

In this book, Aisiku and Fafunwa makes their contribution to the controversy and struggles that most ministries of education in African countries face when trying to develop new syllabi, by making mention of the national, economic, cultural, and political factors that can positively or negatively impact the development and dissemination of new curricula in Africa. In view of this, Most African countries take different approaches in making changes to their curricula.

I found this source to contribute to my research inquiry, as I considered the role national policies, politics, economic, and culture play in developing the social studies curricula in Africa specifically, Ghana. And whether politics and history are inextricably intertwined.

Amenumey, D.E.K. (2008). *Ghana: A concise history from pre-colonial times to the 20th century*[pdf version]. Accra: Woeli Publishers.

In this book by Amenumey, a researcher in Ghana, attempts to make a critical review of the Ghanaian educational system that existed from the pre-colonial periods through to the 20th century. By this review and its comparison to current educational system in Ghana, he makes the assertion that the current educational system is based on what the colonizers initiated and left for Ghana.

This source is very useful in my research inquiry as I am able to make comparison of the current curricula and that of the pre-colonial times in addressing the development of social studies/history curricula in Ghana and its implications.

Bain, R. B. (2005). "They thought the world was flat?" Applying the principles of how people learn in teaching high school history. In M. S. Donovan & J. D. Bransford (Eds.), *How students learn: History, mathematics, and science in the classroom* (pp.179– 213). Washington, DC: National Academies Press.

In this book, Bain gives his findings on the traditional instruction used in teaching history. This traditional instruction makes students have skepticism as whether history should be seen as the past, and simply the things that took place in the past, rather than having interpretations to the past events or critiques.

This book throws more light on my inquiry. It supplements my reviews made on the position of historical contents in the social studies curricula at various grade levels.

Barr, R. D., Barth, J. L., & Shermis, S.S. (1977). *Defining social studies*. Benin City: Ethiopia Publishing Corporation

In this book, Barr, Barth, and Shermis attempts to review the definition of social studies over the decades. These researchers attest to the claim that social studies was nurtured by the works of the renowned researcher and educator, John Dewey. It was then promoted by other educators like George Counts, Edgar Wesley, and others.

This source was used to review the various sources and claims on the inception of social studies and how it came to be part of school's curricula. This review was important to my research as the inception of social studies has been contested over time through the decades.

Barton, K. C., & Levstik, L. S. (2005). *Doing history: Investigating with children in elementary and middle schools* (3rd ed.). Mahwah, NJ: Erlbaum.

This book by Barton and Levstik attempts to review how students with different age groups respond, whether positively or negatively to historical literacy (close reading and historical sources) instruction at different grade levels particularly, in the elementary level classrooms.

This source is very useful in my research inquiry as I sought to review students at elementary, middle level perspectives, on the use of historical literacy introduced in the social studies/history curricula in the U.S. curricula, by using Ghana's curricula to juxtapose with U.S curricula.

Bickford, J. H., & Rich, C. W. (2014). Historical thinking and common core: Facilitating adolescents' scrutiny of the credibility of slave narratives. *The Councilor: A Journal of the Social Studies*, 75(1), 1-14.

In this Journal, Bickford and Rich attempts to clarify the role teachers' play in helping their students acquire and use historical thinking skills as historians do. The teachers are to use information that would be clear to students in order not to create confusion in their minds.

This source supported my project as I seek to interview teachers and school administrators on the content and pedagogy of the history instruction in social studies classrooms. The positives and negatives they may encounter, and the possible tangent solutions to adopt to enhance students' historical thinking skills.

Bickford, J. H. (2013). Initiating historical thinking in elementary schools. *Social Studies Research and Practice*, 8(3), 60-77.

In this article, Bickford attempts to review and assert that there ought to be the need for historical thinking to be initiated in elementary schools. I find this assertion to be true and a supporting claim for my project as students would be better positioned to engage in constructively in democratic governance, and have a better perspective and knowledge of their country's past and the projected future.

Biesta, G. J. J. (2006). *Beyond learning. Democratic education for a human future*. Boulder, Co.: Paradigm Publishers.

In this book, Biesta makes the attempt to assert that social studies stands out to be the most appropriate subject that could enhance citizenship education in schools. This is as a result of the multidisciplinary and interdisciplinary content and the child-centered, but not teacher-centered instructional strategies used in teaching the social studies.

I find this source more emphatic and factual in terms of reviewing the multidisciplinary and interdisciplinary nature of the social studies. Its inception came to subsume single subjects like geography, economics, and civics. It draws inferences from sociology, and psychology. This is a major point in my research inquiry as I assess the impact the emergence of history in social studies have had on the history instruction in Ghana.

Boahen, A. A. (1975). *Ghana: Evolution and change in the 19th and 20th centuries* [pdf version]. London: Longman.

In this book by Boahen, a researcher in Ghana, attempts to make a critical review of the Ghanaian educational system that existed from the pre-colonial periods through to the 20th

century. By this review and its comparison to current educational system in Ghana, he makes the assertion that the current educational system is based on what the colonizers initiated and left for Ghana.

This source is very useful in my research inquiry as I am able to make comparison of the current curricula and that of the pre-colonial times in addressing the development of social studies/history curricula in Ghana and its implications. Boahen's work is synonymous with the work of Amenumey which gives it more reliability that the postulations are factual.

Bogonko, S. N. (1980). Political education and social policy in Kenya. Seminar Paper, *Bureau of Educational Research*, Kenyatta University College.

In this source, Bogonko makes contribution to the controversy and struggles that most ministries of education in African countries face when trying to develop new syllabi, by making mention of the national, economic, cultural, and political factors that can positively or negatively impact the development and dissemination of new curricula in Africa. In view of this, Most African countries take different approaches in making changes to their curricula.

I found this source to contribute to my research inquiry, as I considered the role national policies, politics, economic, and culture play in developing the social studies curricula in Africa specifically, Ghana. And whether politics and history are inextricably intertwined. The works of Bogonko emphasizes the works of Aisiku and Fafunwa.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

This book by Bransford, Brown, and Cocking attempts to make a profound and foundational basis on learning. They present factually, that students are able to learn best and learn well when the students themselves are actively engaged in the learning process.

I attest to this claim as history instruction in Ghana is more of text books and memorizations without the student having a feel of historical places and archival records. This birthed the desire to do this project to unravel the impact such disintegration of students' participation can have on their historical thinking skills.

Bruner, J. (1996). *The culture of education*. Cambridge: Harvard University Press.

In reviewing and analyzing this book and source for my project and research inquiry, Bruner reviews the notion of education to be a system that tries to help the people that are growing up in a particular culture to find their identity within that particular culture they portray.

This claim on education by Bruner is typical of African countries as most of their identities were inherent and manifested through their culture, but formal education introduced by the Europeans indirectly cause a gradual shift, or a combination of both British and African culture in both formal and informal curriculum. This contributed to my project to have a fair view of the role education has to play in maintaining distinct culture.

Burston, W.H.C. & C. W. Green (Eds.). (1972). *Handbook for history teachers*. London, England: Methuen Educ. Ltd.

In this handbook for history teachers, Burston attempts to ascertain whether history is justifiable in the schools' curriculum. History is viewed to be justifiable according to Burston because history introduces peculiar way of thinking, and how to apply history to solve modern

issues and problems, and the methods historians use in their inquiry makes it justifiable to be taught.

I find this book to be reliable and resourceful in contributing to the wrong perception some educators have in the position of history in the school curricula. With this, history needs to be taught as a subject in the schools at different grade levels which is the focus of my project.

Carnoy, M. (1972). *Education as cultural imperialism*. New York: David McKay Company, Inc.

Carnoy in his book reviews the proceedings that took place in the several conferences held in the United States, Britain, and Africa on making social studies part of the school curricula. It was reviewed by the conference that there was the need to sensitize the student to his own culture, social heritage, to the problems of developing African societies, induce a sharp awareness in the students of his own world and external involvement, develop the ability to identify and make evaluations of social, economic, political, and moral problems he will face as a citizen.

This source highlights the basic tenets and proceedings that took place in the process of making the social studies part of the school curricula in Africa. This makes my project more resourceful with claims and empirical evidence of the development of social studies/history curricula in Ghana.

Chowen, B. (March 2005) *Interdisciplinary teaming*. Teacher Workshop presented to staff of

Stony Point High School, Round Rock Independent School District, Round Rock, and TX. Common Core State Standards (CCSS). (2010). *Common core state standards*. Retrieved February 19, 2011, from <http://www.corestandards.org/>

In this website article, Chowen presents on how the use of historical thinking skills using logical thoughts can help students use past knowledge and information to make comments and contributions to current events from a historical point of view.

This source supports my project in terms of allowing the students to engage in history as active participants rather passive participants and learning history by rote.

CRDD. (2010). *Social studies teaching syllabus for senior high schools*. Accra: Ministry of Education.

In this social studies teaching syllabus for high schools in Ghana, Social Studies is defined as the study of the problems of the society. The individual citizen of Ghana is equipped with knowledge about the culture of their society, its problems and the hopes for the future of the society, to be better prepared by the subject to fit well into the society.

I chose this source to support my work as I wanted to review the perception and the definition the country I want to research about have on the definition of social studies which has sparked controversy for decades in different countries by different educators and researchers. This will give me a balanced opinion on the generalized definition of the subject to draw inferences from.

Cremin, L. A. (1980). *American education: The national experience*. New York: Harper and Row.

In this book of nonfiction, Cremin attempts to review the position and role of history instruction in the social studies curricula in U.S at the time of its implementation the school curricula. It was generally given an autonomous place in the schools until the 1830s. However, it was found in some private schools and academies before the 1830s. The first U.S. history

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textbook in American history for lower grades was compiled by John McCulloch, a Philadelphia printer in 1787.

This source is reliable as different researchers in the field attest to the claims with their research findings. This source was helpful to my project by providing me with clearer understanding of how history started to be taught in U.S. and when and how the history of U.S. began to be put together in a textbook by who. This I used to help juxtapose U.S. and Ghana's social studies/history curricula.

Cruikshank, A. (1957). *"The social studies curriculum in the secondary school: 1893-1955."* Ph.D. diss., Stanford University.

In this source, Cruikshank reviews the U.S. social studies curriculum of the 1893 to 1915. He ascertain that that was the period where the content in secondary social studies program became stabilized. The content to be taught were mostly determined by historians. That time, Government was changed to Civics which was seen as more practical course. Geography was also taught as either part of history or predominantly, as physical geography.

This source helped me to discover the time periods, how, and when United States of America had its stabilization in the ongoing controversies over the social studies curriculum, and how the submergence of certain courses into social studies took place.

De La Paz, S. (2005). Effects of historical reasoning instruction and writing strategy mastery in culturally and academically diverse middle school classrooms. *Journal of Educational Psychology*, 97, 139-156. doi: 10.1037/0022-0663.97.2.139.

In this Journal, De La Paz emphasizes the works of Bain and other researchers, and gives his findings on the traditional instruction used in teaching history. This traditional instruction makes students have skepticism as whether history should be seen as the past, and simply the things that took place in the past, rather than having interpretations to the past events or critiques. He also reviews how sourcing, which is used to understand, critique, and use a document is assessed in different studies, involving writing in U.S. social studies/history curricula.

This Journal throws more light on my inquiry. It supplements my reviews made on the position of historical contents in the social studies curricula at various grade levels.

Dewey, J. (1900). *The school and society*. Chicago: University of Chicago Press.

In reviewing and analyzing this book and source for my project and research inquiry, Dewey reviews the notion of education to be a system that tries to help the people that are growing up in a particular culture to find their identity within that particular culture they portray.

This claim on education by Dewey buttressed by the works of Bruner, is typical of African countries as most of their identities were inherent and manifested through their culture, but formal education introduced by the Europeans indirectly cause a gradual shift, or a combination of both British and African culture in both formal and informal curriculum. This contributed to my project to have a fair view of the role education has to play in maintaining distinct culture.

Dewey, J. (1933). *How we think*. NY: Houghton Mifflin Company.

In this book, Dewey unravels the origination and underlying purpose for the inception of social studies. Social studies originated to embrace and to study the customs and histories of various societies according to Dewey. Although the original intent of social studies' inception

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has been battled over time, it still holds to its original concept through the years of its continuous debates and controversies.

This source helps my project to discover the true intent of the introduction of social studies in school curricula. How it has endured through the numerous controversies and debates, and its stands in current times.

Ercikan, K., & Seixas, P. (Eds). (2015). *New directions in assessing historical thinking*. New York: Routledge.

In this book by Ercikan and Seixas, the history instruction in United States of America is seen as undergoing a shift which is bringing it into closer cadence with the global trends. This was made possible by the C3 Framework and the Common Core State Standards, which encourage the integration of historical literacy and historical argumentation in history curriculum. As a result of this, innovative assessments are also making it much easier to assess historical thinking.

This book helps me to ascertain the various trends and shifts United States of America's social studies/history curricula is undergoing. The significant contribution the educational reforms and standards such as the Common Core State Standards and the C3 Framework have made on the history instruction and historical thinking. Ghana's educational trends are juxtaposed with U.S. in this project.

Evans, R. W. (2004). *Social studies wars: What should we teach the children?* New York: Teachers College Press.

In this book, Evans also buttresses the various and numerous contentions surrounding the inception of social studies curriculum. This source helps my project to discover the true intent of

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the introduction of social studies in school curricula, and how it has endured through the numerous controversies and debates.

Ferdinand, E. (2016, October 22). Include history as a subject of study in schools. Retrieved from <http://educationghana.net/include-history-as-subject-of-study-in-schools-lecturer/>

In this website review, Ferdinand reveals the opinions and claims of a researcher in Ghana on the position of history in the social studies curricula in Ghana. The researcher has raised concerns about the absence of history as a subject of study at the primary level of education. It is believed that although social studies is taught at the primary level, the history content in it is little, and may fade away if care is not taken. This is because history is the foundation of all disciplines.

This source is helping in my research inquiry on examining how social studies developed within the curricula within Ghana. The presence-or absence-of the discipline of History and the elementary and middle level grade ranges are of particular interest.

Gaddis, J. L. (2002). *The landscape of history: How historians map the past*. London, England: Oxford University Press.

In this book, Gaddis reviews the notion of students on historical study. The gathering and remembering of information in historical study perceived by students is totally different from the discipline pursued by historians, as they use imaginative interpretation and critical analysis in their study.

This source draws the clear distinction and dichotomy of the notion of historical study according to students and researchers in history. Students see it as an opportunity to gather and

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remember facts, while researchers in history go the extra mile employ historical heuristics in their study and findings. This is a great role in one of the sections of my project.

Ghana Education Service (1993). The social studies syllabus for the teacher training colleges.

Accra: Curriculum Research and Development Division. Martin, L.A. (2005). Use of cognitive strategies by high school social studies students. *Action in Teacher Education*, 26(4), 63-73.

In this article, the social studies curriculum in Ghana for the teacher training colleges unearths the conferences held by delegates from United States of America, Britain, and Africa at the Queen's College, Oxford is reviewed. The needs and priorities in a curriculum development of African countries at the primary, secondary, and teacher training colleges in Ghana were discussed. Based on the needs and priorities of a curriculum development discussed about, there was also an Educational Reform in Ghana in the year 1987, which changed the educational content at the basic level to reflect and be relevant to the individual and societal needs.

This source contributes to my research as I discovered how social studies curriculum was first introduced in the teacher training colleges in Ghana in my unraveling of the development of the social studies/history curricula in Ghana. This reform brought the re-introduction of the teaching of social studies as an elective subjects taught at the teacher training colleges in Ghana.

Hertzberg, H. (1989). "History and progressivism: A century of reform proposals." *In Historical Literacy: The Case for History in American Education*, edited by Paul Gagnon. New York: Macmillan Publishing Co.

In this book, Hertzberg ascertains how the initial social studies curriculum reform in 1892 was encouraged by historians. They endorsed for a history-dominated curriculum. The Council

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still accepted history and civics as a central part of social studies. They did not want the people to perceive history was to be abandoned. They tend to favor the social studies because it meant a broader and richer definition of the field, which also drew more attention to the social sciences.

In this source, I discovered how educators did not want to separate the history instruction from the social studies curriculum. It confirms the submergence of the two subjects and its resultant implications which is the core area of my inquiry in this project.

Hooper, J. H., & Smith, B. A. (1993). "Children's U.S. History Textbooks, 1787-1865." *Social Education* 57(1), 14-18.

In this book of nonfiction, Hooper and Smith attempts to review the position and role of history instruction in the social studies curricula in U.S at the time of its implementation the school curricula. It was generally given an autonomous place in the schools until the 1830s. However, it was found in some private schools and academies before the 1830s. The first U.S. history textbook in American history for lower grades was compiled by John McCulloch, a Philadelphia printer in 1787. This book by Hooper and Smith confirms the works of Cremin and Tryon.

This source is reliable as different researchers in the field attest to the claims with their research findings. This source was helpful to my project by providing me with clearer understanding of how history started to be taught in U.S. and when and how the history of U.S. began to be put together in a textbook by who. This I used to help juxtapose U.S. and Ghana's social studies/history curricula.

Jarolimek, J. (1981). *"The Social Studies: An Overview."* In *The Social Studies: 80th Yearbook of the National Society for the Study of Education*, edited by Howard Mehlinger and O. L. Davis, Jr. Chicago: NSSE.

In this book by Jarolimek, single subjects like history, geography, and civics were noted to be the dominant social science courses found in the early American elementary and secondary school curricula.

In this source, I discovered how educators did not want to separate the history instruction from the social studies curriculum. It confirms the submergence of the two subjects and its resultant implications which is the core area of my inquiry in this project.

Jarolimek, J. (1971). *Social studies in elementary education* (4th Ed.). New York: MacMillan.

In this book, Jarolimek further postulates that many educators contend that history should be taught in the various schools because history contributes to the strengthening and boding of loyalties. It also helps children to identify with the rich background of their history.

This source by Jarolimek helps in my project by endorsing the significant role history plays in the school curricula and also in the strengthening and creation of patriotic citizens in a nation.

Jenness, D. (1990). *Making sense of social studies*. New York: Macmillan Publishing Co. Kenya

In this book, Jenness also ascertains how the initial social studies curriculum reform in 1892 was encouraged by historians. They endorsed for a history-dominated curriculum. The Council still accepted history and civics as a central part of social studies. They did not want the

people to perceive history was to be abandoned. They tend to favor the social studies because it meant a broader and richer definition of the field, which also drew more attention to the social sciences.

In this source, I discovered how educators did not want to separate the history instruction from the social studies curriculum. It confirms the submergence of the two subjects and its resultant implications which is the core area of my inquiry in this project.

Kliebard, H. (2004). *The struggle for the American curriculum: 1893-1958* (3rd ed.). New York: Routledge Falmer.

This book by Kliebard reveals some of the hidden motives concerning the controversies and debates on the social studies curriculum. Some of the battle was as a result of advocating for influence over the social studies curriculum.

In this source, I discovered some of the hidden intents on the struggle over the social studies curriculum. This contributes to my project as it gives meaning and clarification as to why there were so many controversies and struggles at the time over the course.

Krippendorff, K. (2013). *Content analysis: An introduction to its methodology, Third Edition*. Washington, DC: Sage Publishing.

In this book, Krippendorff employs the use of qualitative methods in data collection. It expatiates on the general guidelines and methodology needful for doing a qualitative research study.

This source is helping in my project as I intend to use qualitative method in my data collection and analysis. Social studies teachers and school administrators would be interviewed

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to examine the position of history in the social studies curriculum implemented in schools in Ghana.

Lee, P. & Ashby, R. (2000). Progression in historical understanding among students ages 7-14.

In P. Stearns, P. Siexas, & S. Wineburg (Eds.), *Knowing, teaching, and learning in history: National and international perspectives* (pp. 199-222). New York: NYU Press.

In this book, Lee and Ashby throw light on the assertion that history is sometimes viewed by young students as primarily factual but unknowable. The young students are tempted to think that no body alive today was present at the time the historical incidence took place.

This source helped my project to review the various perceptions and perspectives of students on the history instruction. Some of the students through the review of this source think history cannot be known yet, believe the events actually took place.

Lee, P. J., & Weiss, A. (2007). *The nation's report card: U.S. history 2006* (NCES 2007-474).

U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/nationsreportcard/pubs/main2006/2007474.asp#pdflist>

From this website review, Lee and Weiss give the assertion that students sometimes are not given the opportunity to engage in historical inquiry. They rather learn the history instruction by reading or hearing. They also try to recall and bring to memory, the stories they have heard or read by historians.

This source helps my project throw more light on the opportunities given to students, whether they use historical inquiry or traditional method, as they go through the history instruction in their classrooms.

Lesh, B. A. (2011). *Why won't you just tell us the answer?* Teaching historical thinking in grades 7–12. Portland, ME: Stenhouse.

In this book, Lesh ascertains the role and contributions of the National Council for the Social Studies, the Common Core State Standards, and the pedagogical practices by researchers which is moving United States into closer cadence with the world in terms of balancing content instruction with the nurturing of historical thinking and consciousness.

This source contributed to my project by helping me to examine the role of the C3 Framework, the Common Core State Standards, and the pedagogical methods by researchers in history instruction to enhance historical thinking and consciousness.

Lintner, T. (2006). Social studies (still) on the backburner: Perceptions and practices of K-5 social studies instruction. *Journal of Social Studies Research*, 30(1), 3-8.

In this Journal, Lintner makes the claim that history instruction has not been central and key component within the elementary schools. This source contributed to my project in examining history instruction in the elementary schools.

Lowenstein, M. B, (1967). *Teaching social studies in junior and high schools*. Chicago: Rand McMally.

This book by Lowenstein argues that knowledge and understanding of history can affect the attitudes of loyalty and patriotism of one's country. This source helped my project to see the argumentative side of the history instruction and its implementation in the school curriculum.

McMurrer, J. (2008). *Instructional time in elementary schools: A closer look at changes for specific subjects*. Washington, DC: Center on Education Policy.

In this book, McMurrer also makes the claim that history instruction has not been central and key component within the elementary schools. This source contributed to my project in examining history instruction in the elementary schools.

Merryfield, M. M. (1986). *Social studies education and national development in selected African nations*. Unpublished doctoral dissertation, Indiana University, Bloomington.

From this source and review, the educational systems of most African countries in terms of the decision making on the curricula is examined. It was observed that Most of the African countries had a centralized educational systems that ensured the syllabi is initiated at the national level and is mandated and should be followed and implemented by teachers at the various grade levels.

This source helped me to identify the particular mode of levels of curriculum development and its implications in most African countries as I did a review of their curricula.

Merryfield, M.M. & Tlou, J. (1995). The process of Africanizing the social studies. *Social studies*, 86(6), 1-19.

In this article, Merryfield and Tlou ascertain the major educational trends of African nations in the post-colonial era. It was discovered to change the content of the curriculum from those that reflected the world views of the colonial powers to attitudes and knowledge that is geared towards nationalism, African identity, cultures and environments.

This source is a major contribution to my project as I reviewed the steps African nations took in ensuring their curricula reflects their identity and culture. I also examine whether the changes made in the curricula still has a reflection of the views of the colonial powers.

Mukhongo, A.N. (2010). *Citizenship education in Kenya: A content analysis of state sponsored social studies instructional materials*. (Doctoral thesis, Clemson University).

In this article by Mukhongo, a Kenyan researcher, he makes the attempt to assert that social studies stands out to be the most appropriate subject that could enhance citizenship education in schools. This is as a result of the multidisciplinary and interdisciplinary content and the child-centered, but not teacher-centered instructional strategies used in teaching the social studies.

I find this source more emphatic and factual. It also buttresses the works of Biesta in terms of reviewing the multidisciplinary and interdisciplinary nature of the social studies. Its inception came to subsume single subjects like geography, economics, and civics. It draws inferences from sociology, and psychology. This is a major point in my research inquiry as I assess the impact the emergence of history in social studies have had on the history instruction in Ghana.

Mullins, S.L. (1990). *Social studies for the 21st century: Recommendations of the National Commission on social studies in the schools*. Bloomington: Clearing house for social studies/Social science education.

From this source, there were five main characteristics of what content should be taught in social studies. It showed that history and geography should be the unifying core of the social studies curriculum and should be integrated with concepts from economics, political science and social sciences. The social studies should be taught and learned consistently and cumulatively from kindergarten through grade 12. The curriculum should impart skills and knowledge necessary for effective citizenship in democracy. The curriculum should balance the study of

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United States with studies of other cultures, and superficial coverage of the content should be replaced with in-depth study of selected content.

This source helped me to know the main features that was agreed upon for a typical social studies curricula to consist of. It emphasized the first feature of history and geography to be the unifying core of the social studies curriculum, and I am examining if it true of the curricula of Ghana.

Murray, D. R. (2013). *Exploring Three Fifth-Grade Teachers' Understanding of Historical Thinking: A Case Study* (Doctoral Dissertation). Utah State University Logan, Utah.

In this book, teachers are admonished to be tolerant with students as they give their different perspectives. This will make the students grasp the historical concepts, and easier to understand.

This source contributes to the notion and admonition for teachers as they are key components in ensuring historical understanding and consciousness of their students.

Nash, G. B., & Crabtree, C. A. (1996). *National standards for history*. Los Angeles, CA: National Center for History in the Schools.

From this book, Nash and Crabtree ascertain the fact that social studies took time to evolve in the school curricula. This happened during the era under examination to include history and the social sciences, and a more integrated strategies in teaching the subjects. During this time, The National Council for the Social Studies was formed to provide leadership and to give credibility to a subject that would be constantly challenged during the twentieth century

This source highlights the inception of social studies curricula in the American schools. It helped my project to find the various agencies that supports the U.S. social studies/history curricula through the years.

National Council for the Social Studies (NCSS, 2013). *The college, career, and civic life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history*. Silver Spring, MD: NCSS.

In this book, the National Council for Social Studies is of the view that, the social studies subject is multidisciplinary and interdisciplinary. The subject takes its sources from other different disciplines like geography, history, sociology, psychology, economics, and civic education. The subject is also recognized in many countries' curricula. According to the NCSS, it is inherent in the C3 Framework for the students in grade five to use information about a historical source, including the maker, the date, and place of origin, intended audience, and the purpose to evaluate the extent to which the source is useful for studying a particular topic.

This source helped me in my project to know what the council set in U.S. supports about the social studies/history curricula. The tenets entailed in the use of sourcing for historical inquiry.

Nelson, M. R. (1992). First efforts toward a national curriculum: The committee of ten's report on history, civil government and political economy. *Theory and Research in Social Education* 20(3), 242-62.

In this article, Nelson also ascertains how the initial social studies curriculum reform in 1892 was encouraged by historians. They endorsed for a history-dominated curriculum. The Council still accepted history and civics as a central part of social studies. They did not want the

people to perceive history was to be abandoned. They tend to favor the social studies because it meant a broader and richer definition of the field, which also drew more attention to the social sciences.

In this source, I discovered how educators did not want to separate the history instruction from the social studies curriculum. It confirms the submergence of the two subjects and its resultant implications which is the core area of my inquiry in this project.

Nokes, J. D., Dole, J. A., & Hacker, D. J. (2007). Teaching high school students to use heuristics while reading historical texts. *Journal of Educational Psychology*, 99, 492-504. doi: 10.1037/0022-0663.99.3.492

In this Journal, Nokes, Dole, and Hacker also attempts to review how students with different age groups respond, whether positively or negatively to historical literacy (close reading and historical sources) instruction at different grade levels particularly, in the high schools' classrooms.

This source is very useful in my research inquiry as I sought to review students at elementary, middle level and high schools' perspectives, on the use of historical literacy introduced in the social studies/history curricula in the U.S. curricula, by using Ghana's curricula to juxtapose with U.S curricula.

Nokes, J. D. (2010). Observing literacy practices in history classrooms. *Theory & Research in Social Education*, 38, 298–316. doi:10.1080/00933104.2010.10473438

From this website review, Nokes also postulates that students sometimes are not given the opportunity to engage in historical inquiry. They rather learn the history instruction by

reading or hearing. They also try to recall and bring to memory, the stories they have heard or read by historians.

This source helps my project throw more light on the opportunities given to students, whether they use historical inquiry or traditional method, as they go through the history instruction in their classrooms.

Nokes, J. D. (2011). Recognizing and addressing barriers to adolescents' "reading like historians." *The History Teacher*, 44(3), 379–404.

In this article, Nokes assert that history classrooms are not to be dominated by lecture, textbook readings, and instructional activities that are intended to cause students to regurgitate information. They should rather be dominated by activities that encourages the students to build their own understanding of the past. They can disagree, debate, and discuss historical controversies.

This source highlights in my project what students need to be allowed to engage in, and do in the history instruction classrooms. Teachers are to be the facilitator for students' learning.

Nokes, J. D. (2013). *Building students' historical literacies: Learning to read and reason with historical texts and evidence*. New York: Routledge.

In this book, Nokes also ascertains the role and contributions of the National Council for the Social Studies, the Common Core State Standards, and the pedagogical practices by researchers which is moving United States into closer cadence with the world in terms of balancing content instruction with the nurturing of historical thinking and consciousness.

This source contributed to my project by helping me to examine the role of the C3 Framework, the Common Core State Standards, and the pedagogical methods by researchers in history instruction to enhance historical thinking and consciousness.

Okwere, V. (2000). *Ghana: A historical survey*. Accra: Vinojab Publications.

In this book by Okwere, a researcher in Ghana, attempts to make a critical review of the Ghanaian educational system that existed from the pre-colonial periods through to the 20th century. By this review and its comparison to current educational system in Ghana, he makes the assertion that the current educational system is based on what the colonizers initiated and left for Ghana.

This source is very useful in my research inquiry as I am able to make comparison of the current curricula and that of the pre-colonial times in addressing the development of social studies/history curricula in Ghana and its implications. His work is synonymous with the work of Amenumey and Boahen, which gives it more reliability that the postulations are factual.

Oppong, C. A. (2009). *"An evaluation of the teaching and learning of history in senior high school in the central region of Ghana"*. Unpublished master's thesis, University of Cape Coast, Cape Coast.

From this article, Oppong discovers unravels the scaffolds used in teaching in Ghana. This system rewards people who are able to engage in rote memorization and are able to deliver during examination. The assessment favors paper and pencil type which is the traditional type of assessment.

This source helped me to review the current type of assessment used in Ghana for the history instruction in the social studies curricula. It was examined that, there is little or no use of historical heuristics like sourcing, corroborations, and contextualization in the teaching of history.

Parker, W. C. (2005). *Social studies in elementary education* (12th ed.). Upper Saddle River, NJ: Pearson.

In this book, Parker is of the notion that the activities in the elementary history classrooms are considered to be activities that either cause the students to learn narratives other people have created, or they construct historical narratives themselves.

This source helped me to identify the two main instructional activities that take place in history classrooms. It was seen to be either absorbing, or doing. This brings clarification in my inquiry in this project.

Paxton, R. J. (1999). A deafening silence: History textbooks and the students who read them. *Review of Educational Research*, 69, 315–337. doi:10.3102/00346543069003315.

In this article, Paxton also ascertains the role and contributions of the National Council for the Social Studies, the Common Core State Standards, and the pedagogical practices by researchers which is moving United States into closer cadence with the world in terms of balancing content instruction with the nurturing of historical thinking and consciousness.

This source contributed to my project by helping me to examine the role of the C3 Framework, the Common Core State Standards, and the pedagogical methods by researchers through the use of sourcing and heuristics in history instruction to enhance historical thinking and consciousness.

Ravitch, D. (2000b). The educational backgrounds of history teachers. In P.N. Sterns, P. Seixas, & S. Wineburg (Eds.), *Knowing, teaching and learning history*. New York University Press.

In this book, Ravitch draws his assertions on the definition of the social studies. Ravitch claims that social studies is seen as a subject that prevents students from acquiring knowledge of the past, and ignorance of the past becomes the threat to all democratic forms of government. This is known as history's submergence in social studies.

In this project, I examined how history is submerged into the social studies curricula of some selected African countries, U.S. and Ghana. This work of Ravitch perfectly expatiates on my point as I did the review.

Reisman, A. (2012). Reading like a historian: A document-based history curriculum intervention in urban high schools. *Cognition and Instruction*, 30(1), 86112.doi:10.1080/07370008.2011.61.

In this article, Reisman also attempts to review how students with different age groups respond, whether positively or negatively to historical literacy (close reading and historical sources) instruction at different grade levels particularly, in the high schools' classrooms.

This source is very useful in my research inquiry as I sought to review students at elementary, middle level and high schools' perspectives, on the use of historical literacy introduced in the social studies/history curricula in the U.S. curricula, by using Ghana's curricula to juxtapose with U.S curricula.

Saxe, D. (1991). *Social studies in schools*. Albany: SUNY Press.

In this book, Saxe also ascertains how the initial social studies curriculum reform in 1892 was encouraged by historians. They endorsed for a history-dominated curriculum. The Council still accepted history and civics as a central part of social studies. They did not want the people to perceive history was to be abandoned. They tend to favor the social studies because it meant a broader and richer definition of the field, which also drew more attention to the social sciences.

In this source, I discovered how educators did not want to separate the history instruction from the social studies curriculum. It confirms the submergence of the two subjects and its resultant implications which is the core area of my inquiry in this project.

Scott, D. (2014). Enhancing Historical Thinking through Discipline-Based Inquiry: *A Digital Resource Guide for Teachers*. Retrieved from <http://thenhier.ca/sites/default/files/ThenHierTeacherResource.Pdf>

From this article's review, Scott asserts that students must be given the opportunity to construct and interpret history as historical reasoning using logical thought. This strengthens my project as I examine the need and importance of using historical thinking skills in my inquiry.

Smith, M., & Breakstone, J. (2012). *New history assessments for the 21st century*. Paper presented at the annual conference of the College and University Faculty Assembly. Seattle, WA: November 15, 2012.

In this article, Smith and Breakstone postulate that the history instruction in United States of America is seen as undergoing a shift which is bringing it into closer cadence with the global trends. This was made possible by the C3 Framework and the Common Core State Standards, which encourage the integration of historical literacy and historical argumentation in history

curriculum. As a result of this, innovative assessments are also making it much easier to assess historical thinking.

This book helps me to ascertain the various trends and shifts United States of America's social studies/history curricula is undergoing. The significant contribution the educational reforms and standards such as the Common Core State Standards and the C3 Framework have made on the history instruction and historical thinking. Ghana's educational trends are juxtaposed with U.S. in this project.

Smith, M., & Vining, J.W. (1990). *The national council for geographic education: The first seventy-five years and beyond*. Indiana, PA: National Council for Geographic Education.

In this article, Smith and Vining also attempt to review the position and role of history instruction in the social studies curricula in U.S at the time of its implementation the school curricula. It was generally given an autonomous place in the schools until the 1830s. However, it was found in some private schools and academies before the 1830s. The first U.S. history textbook in American history for lower grades was compiled by John McCulloch, a Philadelphia printer in 1787. This book by Smith and Vining also confirms the works of Hooper and Smith, and Cremin and Tryon.

This source is reliable as different researchers in the field attest to the claims with their research findings. This source was helpful to my project by providing me with clearer understanding of how history started to be taught in U.S. and when and how the history of U.S. began to be put together in a textbook by who. This I used to help juxtapose U.S. and Ghana's social studies/history curricula.

Tamakloe, E.K. (1991). The nature of social studies and its curriculum implications. *Journal of Institute of Education*, 2(1), 4-7.

In this Journal, Tamakloe ascertains the inception and time of the introduction of social studies as a curriculum in the teacher training colleges in Ghana. The subject did not blossom due to the negative attitudes and perceptions of the students and the teachers.

This source helped boost my inquiry in discovering the period in which social studies was introduced into the teacher training colleges in Ghana, and why the subject was not welcomed by both teachers and students at the time of its implementation.

Tamakloe, E. K. (2008). *Issues in social studies education revised*. Accra: Black Mask Ltd.

In this book by Tamakloe, he ascertains and highlights on why social studies was abandoned in the teacher training colleges in Ghana in the 1981-1982 academic year. This was as a result of the glut of teachers at the training of the first three batch of teacher which lacked a corresponding expansion of the Junior secondary schools in terms of their numbers they were intended to teach.

In this source, I realized the main brain behind the abandoning of the social studies subject at the teacher training colleges in Ghana in 1981-1982 academic year which strengthens my project.

Thompson D. (1972). Some Psychological Aspects of History teaching. In Burston, W.H. & Green C. W. (eds.). *Handbook for history teachers*. London, England: Methuen

In this book, Thompson ascertains that studies over the years have proven history content can be made intelligible in terms of the pupils' experiences, understanding and age. This

assertion helped boost my project as I discovered researchers like Thompson were interested in history being taught to the elementary students despite their age.

Tryon, R. M. (1935). *The social sciences as school subjects*, Part XI of the American Historical Association Report of the Commission on the Social Studies. New York: Charles Scribner's Sons.

In this book of nonfiction, Tryon also attempts to review the position and role of history instruction in the social studies curricula in U.S at the time of its implementation the school curricula. It was generally given an autonomous place in the schools until the 1830s. However, it was found in some private schools and academies before the 1830s. The first U.S. history textbook in American history for lower grades was compiled by John McCulloch, a Philadelphia printer in 1787. This book by Tryon also confirms the works of Cremin, Hooper and Smith

This source is reliable as different researchers in the field attest to the claims with their research findings. This source was helpful to my project by providing me with clearer understanding of how history started to be taught in U.S. and when and how the history of U.S. began to be put together in a textbook by who. This I used to help juxtapose U.S. and Ghana's social studies/history curricula.

Van Drie, J., & Van Boxtel, C. (2008). Historical reasoning: Towards a framework for analyzing students' reasoning about the past. *Educational Psychology Review*, 20, 87–110. doi:10.1007/s10648-007-9056-1

In this article, Van Drie and Van Boxtel also assert that history classrooms are not to be dominated by lecture, textbook readings, and instructional activities that are intended to cause

students to regurgitate information. They should rather be dominated by activities that encourages the students to build their own understanding of the past. They can disagree, debate, and discuss historical controversies.

This source highlights in my project what students need to be allowed to engage in, and do in the history instruction classrooms. Teachers are to be the facilitator for students' learning.

VanSledright, B. (2014). *Assessing historical thinking and understanding: Innovative designs for new standards*. New York: Routledge.

In this book by VanSledright, the history instruction in United States of America is seen as undergoing a shift which is bringing it into closer cadence with the global trends. This was made possible by the C3 Framework and the Common Core State Standards, which encourage the integration of historical literacy and historical argumentation in history curriculum. As a result of this, innovative assessments are also making it much easier to assess historical thinking.

This book helps me to ascertain the various trends and shifts United States of America's social studies/history curricula is undergoing. The significant contribution the educational reforms and standards such as the Common Core State Standards and the C3 Framework have made on the history instruction and historical thinking. Ghana's educational trends are juxtaposed with U.S. in this project.

VanSledright, B. (2002). *In search of America's past: Learning to read history in elementary school*. New York: Teachers College Press.

This book by VanSledright also attempts to review how students with different age groups respond, whether positively or negatively to historical literacy (close reading and

historical sources) instruction at different grade levels particularly, in the elementary level classrooms.

This source is very useful in my research inquiry as I sought to review students at elementary level perspectives, on the use of historical literacy introduced in the social studies/history curricula in the U.S. curricula, by using Ghana's curricula to juxtapose with U.S curricula.

Whelan, M. (1991). James Harvey Robinson, the new history, and the 1916 social studies report. *The History Teacher* 24(2), 191-202.

In this article, Whelan also reviews the U.S. social studies curriculum of the 1893 to 1915. He ascertain that that was the period where the content in secondary social studies program became stabilized. The content to be taught were mostly determined by historians. That time, Government was changed to Civics which was seen as more practical course. Geography was also taught as either part of history or predominantly, as physical geography.

This source helped me to discover the time periods, how, and when United States of America had its stabilization in the ongoing controversies over the social studies curriculum, and how the submergence of certain courses into social studies took place.

Wesley, E. B. (1950). *Teaching social studies in high schools*. 3d ed. Boston: D.C. Heath and Co.

In this book, Wesley also ascertains how the initial social studies curriculum reform in 1892 was encouraged by historians. They endorsed for a history-dominated curriculum. The

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Council still accepted history and civics as a central part of social studies. They did not want the people to perceive history was to be abandoned. They tend to favor the social studies because it meant a broader and richer definition of the field, which also drew more attention to the social sciences.

In this source, I discovered how educators did not want to separate the history instruction from the social studies curriculum. It confirms the submergence of the two subjects and its resultant implications which is the core area of my inquiry in this project.

Wineburg, S. S. (1991). On the reading of historical texts: Notes on the breach between school and academy. *American Educational Research Journal*, 28, 495-519. doi: 10.3102/00028312028003495.

In this Journal, Wineburg ascertains the role and contributions of the National Council for the Social Studies, the Common Core State Standards, and the pedagogical practices by researchers which is moving United States into closer cadence with the world in terms of balancing content instruction with the nurturing of historical thinking and consciousness. The use of sourcing and heuristics by historians to analyze historical evidence are also reviewed in the works of Wineburg.

This source contributed to my project by helping me to examine the role of the C3 Framework, the Common Core State Standards, and the pedagogical methods by researchers through the use of sourcing and heuristics in history instruction to enhance historical thinking and consciousness.

Wineburg, S., Martin, D. & Monte-Sano, C. (2011). *Reading like a historian: Teaching literacy in middle and high school classrooms*. New York: Teacher's College Press.

In this book, Wineburg, Martin and Monte-Sano also ascertains the role and contributions of the National Council for the Social Studies, the Common Core State Standards, and the pedagogical practices by researchers which is moving United States into closer cadence with the world in terms of balancing content instruction with the nurturing of historical thinking and consciousness.

This source contributed to my project by helping me to examine the role of the C3 Framework, the Common Core State Standards, and the pedagogical methods by researchers in history instruction to enhance historical thinking and consciousness.

Wineburg, S. & Martin, D. (2009). Tampering with history: Adapting primary sources for struggling readers. *Social Education*, 73(5), 212-216.

In this article, Wineburg and Martin assert that students, further, cannot engage in historical inquiry when skewed stories are not balanced for nuance with supplementary primary sources, and historical documents are rarely used in elementary and middle level classrooms

This source is very useful in my research inquiry as I sought to review students at elementary level perspectives, on the use supplementary primary sources and historical documents introduced in the social studies/history curricula in the U.S. curricula.

Wineburg, S. (2001). *Historical thinking and other unnatural acts charting the future of teaching the past*. Philadelphia: Temple University Press.

In this book, Wineburg postulates that historical thinking skills are not natural processes or occur automatically from psychological development.

This boosted my research inquiry to find the place of historical thinking in the social studies/history curricula in Ghana if indeed historical thinking skills are not natural processes or occur automatically from psychological development