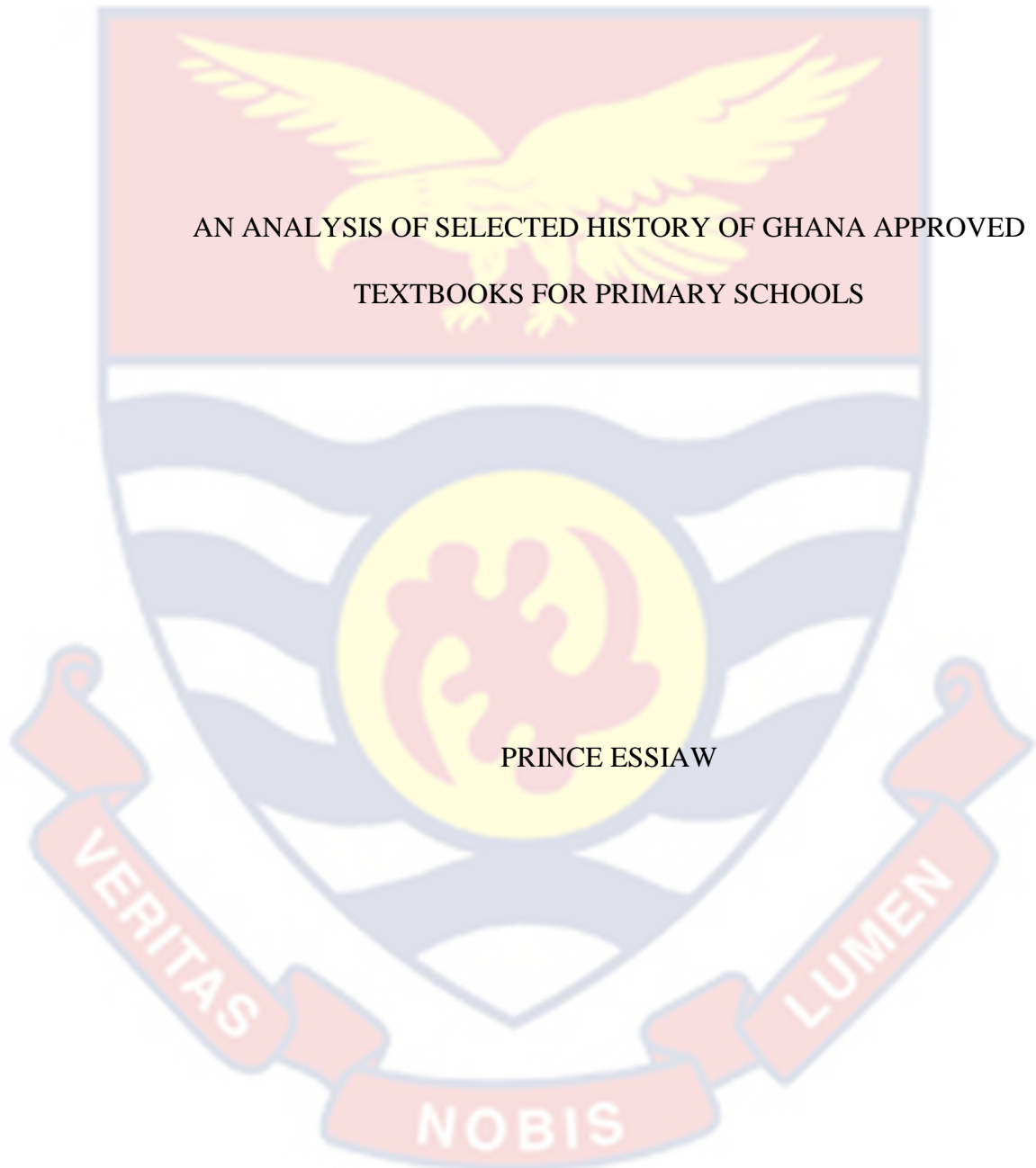UNIVERSITY OF CAPE COAST

AN ANALYSIS OF SELECTED HISTORY OF GHANA APPROVED

TEXTBOOKS FOR PRIMARY SCHOOLS

PRINCE ESSIAW
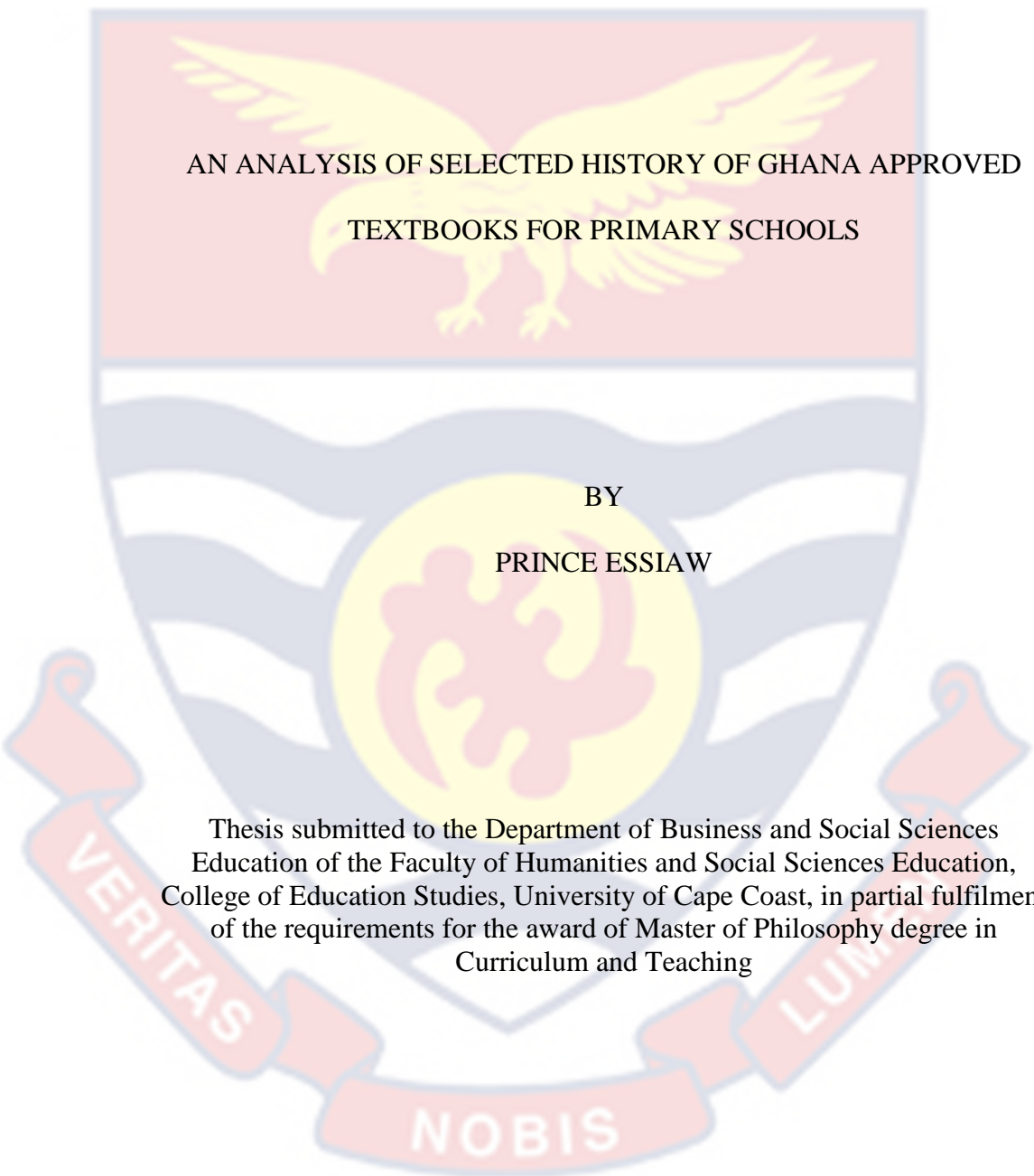
2022

UNIVERSITY OF CAPE COAST

AN ANALYSIS OF SELECTED HISTORY OF GHANA APPROVED

TEXTBOOKS FOR PRIMARY SCHOOLS

BY

PRINCE ESSIAW

Thesis submitted to the Department of Business and Social Sciences
Education of the Faculty of Humanities and Social Sciences Education,
College of Education Studies, University of Cape Coast, in partial fulfilment
of the requirements for the award of Master of Philosophy degree in
Curriculum and Teaching

DECEMBER, 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

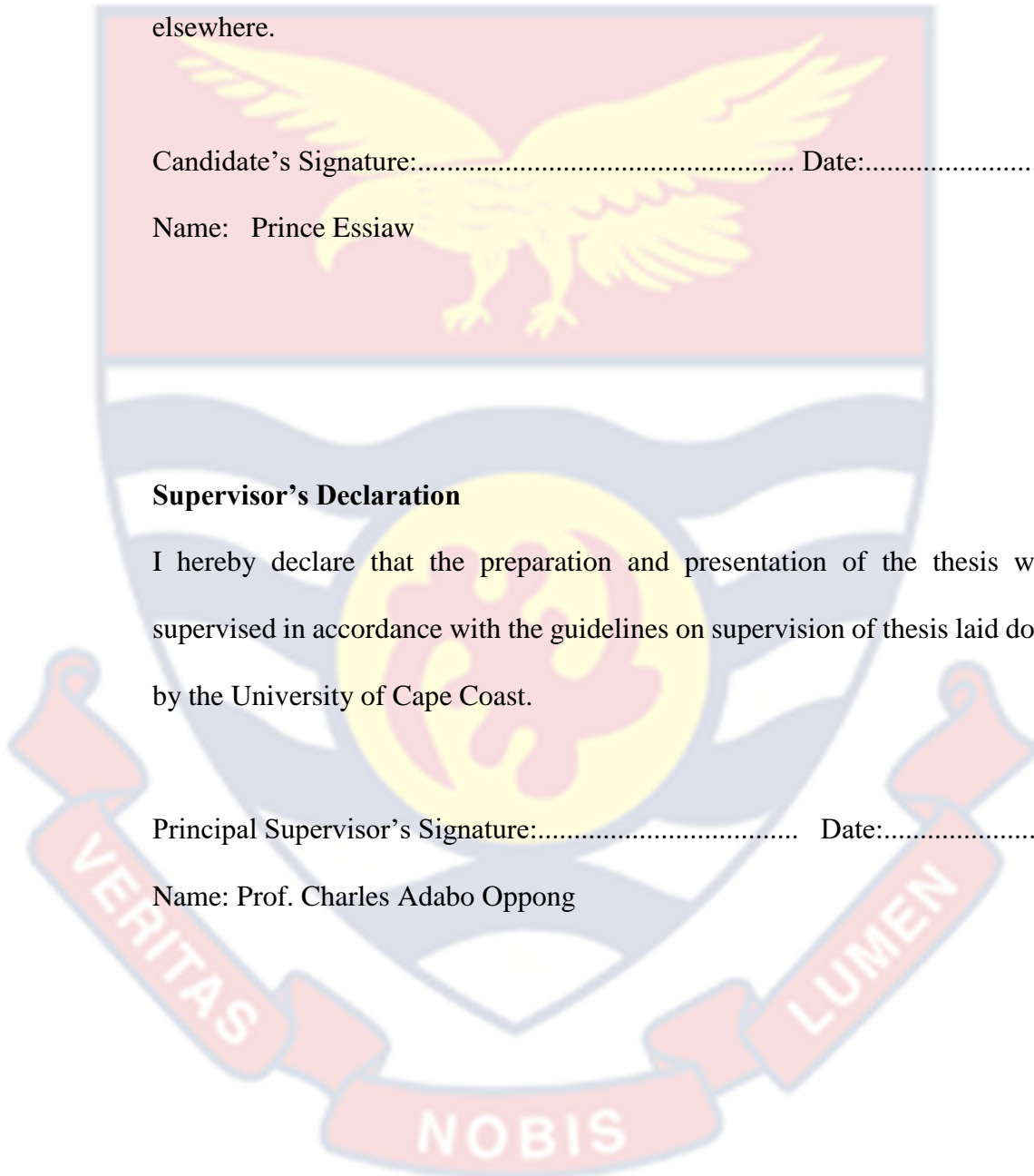Candidate's Signature:... Date:...........................

Name: Prince Essiaw

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:................................... Date:........................

Name: Prof. Charles Adabo Oppong

ABSTRACT

The study examined how the approved History of Ghana textbooks for primary schools reflect four key historical thinking concepts. Purposive and simple random sampling techniques were used to select 12 History of Ghana learners' textbooks. A thematic analysis matrix adapted from historical thinking frameworks was used in collecting data from the sampled History of Ghana textbooks. The contents of the History of Ghana textbooks were analysed based on text and visuals (illustrations). The results were presented in descriptive statistics such as means, standard deviations, frequencies and percentages. The results revealed that approved History of Ghana textbooks fairly reflected historical significance, continuity and change, and contextualisation in history. It was, however, revealed that the concept of chronology was not adequately reflected in the textbooks. As a recommendation, publishers and authors of History of Ghana textbooks should maintain and improve contents to reflect historical significance, change and continuity, and contextualisation in history when new editions are considered. Publishers and authors should critically focus on including contents that will help learners understand the element of chronology in history.

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KEY WORDS

History textbooks

Historical thinking

Continuity and Change

Contextualisation

Chronology

Historical significance

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DEDICATION

To my parents – Mr. Robert Esiaw and Madam Hannah Essiam.

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CHAPTER ONE

INTRODUCTION

Introduction

This chapter discusses the background to the study. It also highlights the statement of the problem as well as the purpose of the study. The objectives of the study, research questions, significance of the study, delimitation, limitations of the study, and organisation of the study are further discussed in this chapter.

Background to the Study

Informally, History education started in Ghana in the ancient days through the traditional form of recounting past stories and events to the younger generations through folktales, music, and art forms (Dwarko, 2007). Formally, the teaching of history in schools began in the colonial era. During this period, history was taught as a subject in schools established by the Colonial Government and the missionaries (Oppong, 2009). In the post-colonial period, history was enlisted as one of the four subjects taught in schools and examined in the Middle School Leaving Certificate Examination (M.S.L.C.E) (Cobbold & Oppong, 2010b). The subject continued to be studied as an elective subject in Secondary Schools (Form 1 to 5) for Arts students who wrote the School Certificate and General Certificate of Education Ordinary Level (SC/GCE'O' Level). In the sixth form, history was a subject offered for the General Certificate of Education Advanced Level (GCE 'A' level) examination (Cobbold & Oppong, 2010b; Boadu, 2016). In 1987, following the introduction of a new educational reform, history subsequently became part of an interdisciplinary subject christened social studies at the basic school level. Nevertheless, in Secondary School (present day, Senior High School), it was

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offered as an elective subject for General Arts students. Today, the case is not different as history is still offered at the Senior High School as an elective subject. In September 2019 and 2020, when the Standards-Based Curriculum and the Common Core Programme were respectively introduced in Pre-Tertiary education in Ghana, history was made a stand-alone subject in the primary school (Basic 1 to 6) curriculum. In Junior High School (Basic 7 to 9), History was incorporated into Social Studies as was the case in the previous educational reforms (NaCCA, 2019a, 2020)

The Standards-Based Curriculum shifted the "structure and content of the education system from merely passing examinations to building character, nurturing values, and raising literate, confidence, and engaging citizens who can think critically" (NaCCA, 2018, p. 2). This is in line with the 21st century practices in education. In the 21st century, the advent of pedagogical concepts of competencies and thinking skills has led to a new challenge and has consequently called for a boost in the methodological practices in all academic disciplines (Tiana, Moya & Luengo, 2011). The shift from merely passing an examination is also in line with current practices in history education across the Atlantic, which emphasizes historical thinking skills. In Ghana, to ensure the consistent practice of having students grasp the skill of thinking historically, historical thinking skills have been well integrated into the history of Ghana Curriculum for Primary Schools (NaCCA, 2019a, p. v). The integration of historical thinking skills must also reflect in other curriculum materials such as the history textbook.

History textbooks, like other disciplines, play a pivotal role in teaching and learning. They act as vehicles through which past knowledge legitimated

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by the government and related authorities, as contained in the curriculum, is presented to school-going people (Chiponda & Wassermann, 2011). Bharath (2015) also indicates that history textbooks become the basis for which a lesson is developed. In this sense, history textbooks should lead learners to be 'doing' history like a historian. When alternative views are introduced to students through history textbooks, they become more aware of the historian's methodology. (Bharath, 2015). This will further help in achieving the rationale and the focus of history, which seeks to encourage learners to "develop the imaginative abilities and critical thinking skills of learners because it teaches learners to analyse, evaluate and interpret past events meticulously to make informed decisions" (NaCCA, 2019b, p. v).

Goslin (2015) explains that textbooks are published materials which provide information and knowledge about of a particular subject, produced by a business to adhere to a prescribed school curriculum or other institutions. Concerning the history discipline, textbooks must not only present facts and ideas of the past but should also incorporate a set standard of the history curriculum. In this case, the set standard of the curriculum involves emphasising elements of historical thinking.

The qualities of a history textbook must be determined by a set of standards that is validly approved. This is to ensure that the approved set of history textbooks do not present biases and distortions. It also ensures that the textbooks meet internal requirements, which are generally in line with international practices. One of such qualities of a history textbook that evades biased narratives and conforms to international practices is the incorporation of historical thinking concepts. In Ghana, the National Council for Curriculum and

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Assessment (NaCCA) assesses, among other things, a textbook's conformity to the curriculum, content accuracy, sufficiency and appropriateness to the grade level designed for. Again, peculiar to the History of Ghana subject, the NaCCA requires textbooks to reflect seven historical thinking concepts (context and chronology; significance; cause and consequence; continuity and change; similarity and difference; evidence; and interpretation) (NaCCA, 2019b).

Context and chronology as a historical concept involve an understanding of historical events within their specific time and place (Van Drie & Van Boxtel, 2007). Historical significance involves determining the importance or relevance of historical events, personalities or ideas (Barton & Levstik, 2004). It thus, requires considering the impact and lasting effects of a past event. Cause and consequence, another historical concept expected to be reflected in curriculum materials, involves analysing the factors that led to a particular event in history, as well as examining the outcomes or changes that resulted from it (Seixas, 2017). Continuity and change is a historical concept that examines the ways in which historical events, ideas, institutions and practices have either remained consistent over time (continuity) or undergone significant transformations (change) (Wineburg, 2001). Similarity and difference as a concept emphasised in the history curriculum involves comparing and contrasting historical events, societies, cultures or personalities to identify similarities and differences. It helps historians understand patterns, connections and variations across time and space. Evidence, another concept emphasised by the history curriculum involves the use of reliable sources and data to support historical claims and arguments (Ashby, 2010). It involves critically evaluating primary and secondary sources, artefacts, documents, testimonies, and other forms of

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evidence to construct an accurate understanding of the past (Lévesque & Clark, 2018). The last historical concept emphasised in the history curriculum is interpretation. Interpretation is a concept that recognises that historical knowledge is constructed through the interpretation of evidence and sources (Lévesque, 2005). It involves analysing different perspectives, biases, and motivations of historical actors in order to develop nuanced interpretation and understandings of the past.

Together, the seven historical thinking concepts seek to make students develop analytical skills and encourage constructivist approaches to learn history (NaCCA, 2019a). This study, therefore, intends to analyse the extent to which the approved History of Ghana textbooks for Primary Schools reflect the historical thinking concepts.

Statement of the Problem

The teaching and learning of history involve using textual materials that serve as resources for both students and teachers. Textbooks are the predominantly used textual materials in the history classroom (Cobbold & Oppong, 2010). Research has shown that textbooks are not free from biases (Wager, 2014) because of authors' background, beliefs and motivations that tend to influence their writing (Bharath, 2015). Similarly, the influence of the consumer groups, political and other interest groups who finance the textbook market contribute to the subjective nature of history textbooks (Abdou, 2016). This observation requires a critical analysis of history textbooks to ensure that they meet the required standards of subject-specific practices such as reflecting historical thinking concepts.

The writing and implementation of the school curriculum are solely the responsibility of government agencies. In Ghana, the NaCCA has been mandated, under the Ministry of Education, to develop a school curriculum that reflects government curriculum policy (NaCCA, 2019c). NaCCA is also responsible for assessing other required curriculum materials developed by commercial publishers to meet a set standard before they are used in the classroom. For instance, section 5(c) of the Textbook Assessment Detailed Criteria Mark Sheet for History of Ghana seeks to assess a book's satisfactory emphasis on Historical Concepts, Skills Development, Critical Thinking, Problem Solving and Subject Understanding (NaCCA, 2019b). Among the historical concepts that a history textbook must reflect are historical significance, continuity and change, context and chronology in history.

Research suggests that the integration of historical thinking concepts in learning resources such as textbooks is indeed an efficient way of developing students' historical reasoning skills and that it may also facilitate preparing students for solving problems outside of school (Wiley & Voss, 1996; Reisman, 2012; Voet & Wever, 2017). To ensure that textual materials prepare students to indeed reason and solve societal problems, there is the need to examine the approved history textbooks to establish how they incorporate key historical thinking concepts such as change and continuity, historical significance, contextualisation and chronology in history.

Furthermore, there appears to be a gap in academic research on how history textbooks reflect historical thinking concepts. Related literature on historical thinking has concentrated mainly on how history teachers understand and make use of historical thinking concepts in the classroom or how history

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students understand and use historical thinking concepts, including the impacts it has on students' thinking and societal engagement (Seixas & Peck, 2004; Lévesque, 2005; Davison, 2012; Stoel, Logtenberg, Wansink, Huijgen, van Boxtel & van Drie, 2017). It seems that little has been done on how historical thinking concepts are reflected in history textbooks. Even though there is research on historical thinking in Ghana, it appears there is nothing on how history textbooks reflect historical thinking concepts. It is, therefore, necessary to conduct this study in the Ghanaian context to find out whether approved history textbooks reflect historical thinking perspective.

Purpose of the Study

The purpose was to analyse how selected History of Ghana approved textbooks for Primary Schools reflect historical thinking concepts.

Objectives of the Study

The objective of the study was to analyse how selected History of Ghana approved textbooks for Primary schools reflect:

1. historical significance.

2. continuity and change in history.

3. historical contextualisation.

4. chronology in history.

Research Questions

The following research questions guided the study:

1. How does the selected History of Ghana approved textbooks for primary schools reflect historical significance?

2. How does the selected History of Ghana approved textbooks for primary schools reflect change and continuity in history?

3. How does the selected History of Ghana approved textbooks for primary schools reflect historical contextualisation?

4. How does the selected History of Ghana approved textbooks for primary schools reflect chronology in history?

Significance of the Study

This study will reveal the extent to which history textbooks used in Ghanaian primary schools use historical thinking concepts. These include historical significance, continuity and change, contextualisation and historical chronology. If it is established that these historical concepts are well reflected in the history textbooks, it will help to improve students' thinking capabilities (Bharath, 2015).

Furthermore, suppose it is established that history textbook writers do not incorporate historical thinking concepts as explicitly shown in the History of Ghana Curriculum for Primary Schools and the NaCCA History of Ghana Textbook Assessment Criteria Sheet, this study will help stakeholders make informed decisions on other ways of improving history textbooks writing.

The study will inform publishers and authors of history books to make use of contents such as images, texts, activities or exercises that are historically significant and reflect other historical thinking concepts under study. Thus, authors can use suggestions and recommendations made in this study to improve the selection of contents in the history textbooks.

Again, the study will inform assessors of history textbooks including the NaCCA on ways of effectively evaluating history textbooks to ensure they reflect appropriately, historical thinking concepts. The methodology of this

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study can be adopted in assessing how history textbooks reflect historical thinking concepts and other competencies reflected in the curriculum.

Finally, this research will contribute to history education's empirical and theoretical knowledge base, especially at the pre-tertiary level. Empirically, it will provoke textbook writers, history educators and other stakeholders to churn out history textbooks that reflect historical thinking concepts.

Delimitation

This study was limited to History of Ghana Learner's Textbook for Primary Schools. Activity or Workbooks and Teacher's Guide of the History of Ghana subject were not included in this study. This is because activities or exercises are also integrated into the Learner's Textbook, and some teaching pedagogies are also included in the textbook. This makes the learner textbook an encompassing manual consisting of contents, exercises or activities and instructional guides for the teacher.

The study was also limited to the approved textbooks published as of February 2021. Out of the 45 Learner's Textbooks published by 8 publishing companies for the History of Ghana subject, 12 were purposively sampled (NaCCA, 2021). The sampling was purposively done to represent the different class levels in the primary school. Out of the 8 publishers, 4 (50%) were sampled. This was largely dependent on the accessible textbook population on the book market.

Furthermore, the study was limited to four historical thinking concepts: historical significance, change and continuity, historical contextualisation and chronology. These four concepts were carefully selected from the seven historical thinking concepts specified by the History of Ghana Curriculum.

Literature suggests that all the four selected concepts have different aspects that reflect the other historical thinking concepts. For instance, Seixas (2006) opines that continuity and change include the elements of Progress and Decline, Causes and Consequences, and Similarity and Difference.

Limitations

In the process of conducting this research, two main challenges were faced. First, it was difficult to obtain the selected textbooks for this study from the market. Some of the selected textbooks at the time of this study were not readily available at the bookshops. The researcher therefore had to contact some publishers for original copies of their textbooks. This was done in order to avoid pirated copies in the market and to maintain the originality of the textbooks as issued by the publishers.

Secondly, collection of data from all the selected textbooks was challenging as it took a lot of time to carefully analyse cover pages, texts, visuals and exercises in the textbooks. Thus, the researcher spent more time than estimated in the collection of the data from the selected textbooks.

Organisation of the Study

This study has been organised under five major chapters. Chapter One deals with the background to the study. It also covers the statement of the problem as well as the purpose of the study. Other covered areas include objectives of the study; research questions; significance of the study; delimitation of the study, limitations and organisation of the study. Chapter Two deals with the review of theoretical frameworks and empirical studies related to the study. It covers such areas as historical thinking frameworks, nature and structure of historical knowledge, frameworks related to historical significance,

chronology in history, contextualisation, and change and continuity in history. More importantly, the chapter reviews studies demonstrating how historical thinking concepts are reflected in history textbooks. Chapter Three looks at the philosophy that underpins the study, the research design and the processes adopted for the study. It describes the sample and sampling techniques, research instruments, data collection procedures, ethical considerations, data analysis and management. Chapter Four presents and discusses the study's results, while Chapter Five presents the summary, conclusions, recommendations, and areas for further research.
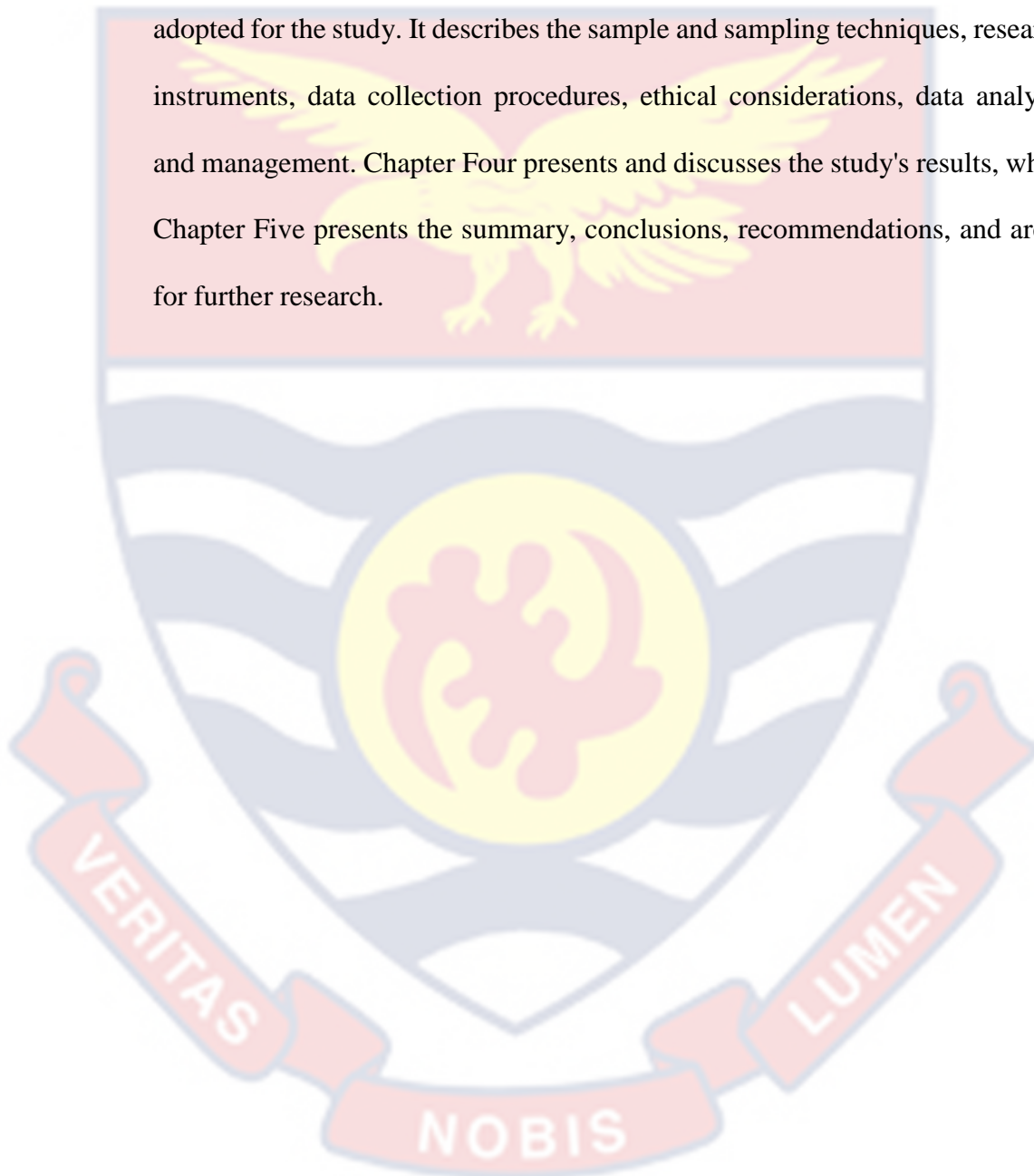
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature related to the study. The review begins with the nature and structure of historical knowledge. Frameworks related to procedural concepts in history are also reviewed. The objective of the empirical review was to compare the results of this study with those of similar studies in order to support or contradict the findings of earlier researchers. For clarity and simplicity, the review has been organised under the following sub-themes:

1. The Nature of Historical Knowledge

2. Historical Thinking Frameworks

3. Conceptual Framework for the study

    i.   Historical Significance

    ii.   Continuity and Change

    iii. Contextualisation

    iv.   Chronology

4. The Concept of History Textbook

5. Empirical Review

The Nature of Historical Knowledge

The nature of historical knowledge is made up of two major entangled strands. Dean (2004) identifies two dimensions of historical knowledge in the process and content of history. These are procedural and substantive knowledge. Dean (2004) further cites Schwab in differentiating 'substantive' and 'procedural' knowledge of history. According to Schwab, "procedural" refers to a historian's methodology, or the steps they take to do historical research.

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Inferably, procedural knowledge refers to the processes historians follow in conducting research and inquiring about past events. On the other hand, substantive knowledge in history refers to the "know that"; the ideas or facts that historians have created in their writings (Bharath, 2015).

Bertram (2008) argues that due to their significance and interdependence, procedural and substantive knowledge is required of history students. To differentiate and establish the relations between substantive and procedural concepts, Bharath (2015) merges and condenses the ideas of Martin (2012). The ideas of Martin and Bharath have been adapted to show how substantive and procedural knowledge relates to each other or how they are different.

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Procedural concepts

- specific methods and procedures that give disciplinary structure
- specific methods used by historians to investigate and describe historical processes and periods
- Helps history students to communicate their understanding of history as a discipline.
- can be used to analyse historical significance, evidence, cause and consequence, continuity and change, historical perspectives.
- enable students to move beyond lower order thinking of 'identify and describe' to engaging learners in higher order thinking skills such as 'analyse, synthesize, evaluate and create' knowledge.

- Subject matter and content knowledge of history i.e. key terms, names, events etc.
- Helps to make historical phenomena meaningful and intelligible.
- Focus on the content knowledge of history: the significant historical phenomena, its protagonists and themes.

Substantive concepts

Figure 1: Substantive and Procedural Concepts [adapted from Martin (2012) and Bharath (2015)]

Relationship between Substantive and Procedural Knowledge in History

Many scholars in history education have emphasized that to "do history," a harmonious relationship between substantive and procedural knowledge is needed (Garske, 2017). However, in many history classrooms, research has shown that the relevance of substantive knowledge is often downplayed (Husbands, 2010). To some extent, the teaching and assessment of substantive knowledge are discouraged. This happens partly because substantive knowledge is wrongly thought of as being limited to memorising

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facts. It is in this sense that Lévesque (2008) emphasizes that the relationship between substantive and procedural knowledge is frequently misconstrued to be a simple dichotomy of content versus skills when they are, in fact, interrelated.

In highlighting how substantive and procedural ideas relate to one another, Garske (2017) refers to substantive knowledge as not just the "content" and "substance of history" but "more than mere information". Although knowledge of facts is part of substantive knowledge, so is knowledge of particulars, individuals, and concepts (Lee & Ashby, 2000). Substantive knowledge also includes knowledge of trends, abstractions, criteria, and ways of organizing historical events (Shaw, 2010). Substantive knowledge, therefore, becomes the basis of procedural knowledge.

Contrarily, procedural knowledge is regarded as a "higher order organizing concept that guides historians' work on the substance of history" (Lee & Shemilt, 2004, p. 14). When applied to substantive knowledge, procedural knowledge determines the interaction with historical objects and results in tangible constructions. Examples of procedural knowledge include using a set of criteria to establish historically significant events, personalities or sites. It also includes the ability to situate historical events or happenings in the proper contexts. Other procedural concepts require the arrangement of historical events chronologically to show which events have changed over time and which have remained the same.

Historical Thinking Frameworks

History education scholars have developed frameworks to guide the assessment of historical thinking elements. These frameworks include "a Historical Thinking Framework" (Wineburg, 2001), "Benchmarks of Historical

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Thinking: A framework for assessment in Canada" (Seixas, 2006), "Components of Historical Reasoning" (Van Drie & Van Boxtel, 2007), "Historical thinking procedural concepts (Lévesque, 2008). For the purpose of this study, the conceptual frameworks of Wineburg (2001), and Seixas (2006) are adapted to reflect the research objectives. The elements highlighted in green reflect research objectives One, Two and Four. According to Seixas (2006), the element of Continuity and Change is characterized by a sub-element of Chronology. This caters for research objective Three.

Sourcing	Historical significance
Contextualising	Evidence
Close Reading	Continuity and Change
Corroborating	Cause and Consequence
	Historical Perspectives
	Moral Dimension

Figure 2: Historical Thinking Models [Adapted from Wineburg (2001) and Seixas (2006)]

A Historical Thinking Framework (Wineburg, 2001)

In establishing how historians approach document analysis, Wineburg (2001) employs a set of heuristics where the historian: (a) sources the document by analysing its author, the type of document and its origin; (b) contextualises the document by situating it in its time and place; (c) reads the text closely to examine the message it carries as well as the tone of language used to deliver the message of the document; and (d) corroborates the document by asking relevant questions across other documents for points of agreements or

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disagreements. These heuristics were a build-up of Wineburg's (1991) three-level framework for assessing historical documents, i.e. sourcing, corroboration and contextualisation (Maposa, 2009). The inclusion of 'close reading' in the framework is an important stage in determining the 'language' of the source document. It also helps historians to pay attention to the message being carried by the source document. This study employs Wineburg's four-level historical thinking framework in analysing the element of contextualisation in approved History of Ghana Textbooks. To establish contextualisation of documents, it is imperative that history textbooks provide data on sourcing and encourage learners to read closely and corroborate.

Sourcing

In sourcing, Wineburg (2001) explains the need for learners to evaluate and interrogate the 'origin, reliability and value' of the sources. This helps learners to understand the purpose for which the source document was made (Bharath, 2015). Again, this serves as the first step for learners in situating a source document in context.

Contextualisation

Contextualisation requires learners to place historical events or source documents in a wider perspective by dating or periodising and identifying who produced source and why (Bharath, 2015). Situating a source document or an event in a larger context involves two key elements, i.e. time and space. The inability of a learner to employ this method may result in seeing the past as a collection of unrelated happenings. Maposa (2009) notes that this heuristic became more relevant in the last three decades when globalisation accelerated.

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Contextualisation is relevant for history students to connect global events or happenings while making sense of local historical events.

Close Reading

Close reading is done to determine the message that a historical document carries (Wineburg, 2001). It seeks to discover what the text says and how it is articulated (Monte-sano, 2011). In close reading, learners are expected to dawdle and peruse to ascertain the details of their reading. Learners using this heuristic seek to have a basic understanding of the historical source or document and the kind of language tone used. This becomes a central stage for learners as they seek to contextualise a historical source. Thus, to contextualise, one needs to pay attention to the language of the source and the message it carries.

Corroboration

Wineburg (2001) identifies corroboration as the last phase of the heuristics that improves a student's historical thinking skills. Corroboration signifies a historical method whereby the learner cross-checks the facts provided in a source document against other documents (Maposa, 2009). It involves comparing different historical sources or documents to make sense of the past by determining undisputable facts (Monte-sano, 2011). Corroboration requires learners to seek information from other source documents to cross-check and scrutinise facts within the sources (Bharath, 2015). This is more of a review of related sources. Learners may not only be required to search for other related sources but also have to compare to see the points of agreements or disagreements to make their own judgments with other historical sources. Corroboration also helps learners to develop multi-perspectives on historical events (Bharath, 2015).

Peter Seixas (2006) Benchmark of Historical Thinking

Seixas (2006) sets out a six-level heuristic to establish a framework for assessing or analysing historical thinking. These are historical significance; evidence; continuity and change; cause and consequence; historical perspectives, and moral dimension (*see figure 2*). Out of these elements of historical thinking outlined by Seixas, the History of Ghana Curriculum for Primary Schools emphasises four of them. These include historical significance; cause and consequence; change and continuity; and evidence (NaCCA, 2019a, p. v).

Historical Significance

Seixas (2006) believes that the past is everything that has ever happened in human society. If this is so, it is difficult to study the past. Seixas (2006) proposes the use of historical significance to determine what to study and what not to study. This element is crucial in deciding which events or personalities are prioritised in history textbooks. Without it, students are likely to simply accept what is presented in textbooks as the most important events of history. Events that can be classified as more significant are those that resulted in great change over long periods for many people. For example, the Independence of Ghana in 1957 could be considered a more significant historical event since; 1) it had a great effect on the political administration of the country; 2) its effect is still felt over time; and 3) it had and will have a lasting effect on the people of Ghana and Africa then, today and in the future. To determine what is historically significant is thus fortified by two criteria: events that led to the transmutation of a great change and those that show persistent or new happenings in history and contemporary life (Seixas, 2006, cited in Bharath, 2015).

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Evidence

Seixas (2006) identifies evidence in history as using primary sources to construct historical knowledge. Historical evidence in a historical text suggests the use of primary sources. Searching for sources of evidence requires finding, selecting, interpreting, and contextualising primary sources (Ahmed, 2018). Seixas (2006) explains that evidence can appear in many forms, including records, testimony and relics. The different evidence forms may demand different approaches or questions (Seixas, 2006, p. 5). Seixas (2006) re-emphasises the use of the element of contextualisation in finding evidence; as he puts it, "to make sense of historical sources, we need to contextualise them" (p. 5). The element of contextualisation is, therefore, key to understanding historical sources. As a result, objective three (3) of this study focuses on how contextualisation is reflected in the approved history of Ghana textbooks.

Continuity and Change

The past is seen as a complex phenomenon. Seixas (2006) proposes the use of Continuity and Change to organise the complexity of the past. At any given time, things happen, and many events occur. Continuity and Change is used to analyse the degree to which a historical happening or event represents a critical transformation or whether a situation has remained essentially unchanged. Learners must be able to identify historical phenomena that have changed and those that have continued. The terms Continuity and Change are mutually interrelated (Seixas, 2006). That is, the processes involved in the change are normally seen to be continuous and not isolated. Some aspects of human life change faster at certain times than others. Continuity and change

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also have the elements of progress and decline, chronology and periodisation as part of its characteristics (Seixas, 2006).

Cause and Consequence

Cause and Consequence are keenly influenced by the role of historical agents (Seixas, 2006). More specifically are the roles that individuals or groups play in 'promoting, shaping or resisting change in history' (Mutschler, 2007). Seixas (2017) indicates that the causes of a historical event may be related to the intentions or motivations behind the action. However, he quickly says that the two phenomena, causes and intentions, can also be distinguished. While it is agreed that human beings are dynamic and cause historical change, they do so in the context of the natural environment or geographical location. The context may be conditions which were mostly political or economic (Seixas, 2017).

The actions of historical agents may have direct or indirect consequences. This means causes of historical events may unintendedly have consequences on society (Seixas, 2006). Human beings trigger historical change but do so in contexts that result in consequences. Human actions may have ripple effects on the natural environment, geography or historical legacies, and other people in the environment. Human actors (agents) are thus in a perpetual interplay with conditions, many of which (e.g., political and economic systems) are the legacies of earlier human actions (Peck & Seixas, 2008).

Historical Perspective

Historical Perspective refers to the use of the cognitive domain in interpreting the socio-cultural, intellectual and emotional factors that shape

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people's life (Seixas, 2006). Historical perspective-taking is also seen as a way by which people living in the contemporary world can understand the minds and, inferably, the actions of people who lived in the past (Seixas, 2017). People who lived in the past were not completely different from the nature of humans today. This means we can assume the emotions they went through. For instance, Seixas (2017) uses the example of the feeling of hunger by humans. According to him, humans today feel that they go hungry without food. The feeling of hunger when one has not taken food is not completely different from the feelings of people who lived in the past. Seixas (2017) believes that without these assumptions of feelings, we would be unable to make sense of human experience.

The element of perspective-taking is indirectly woven with historical contextualisation (Bharath, 2015). Since the element of perspective-taking in historical thinking is intertwined with contextualisation in history, this study only focused on the latter. Before one empathises or takes a perspective in a historical scenario, there is the need for primary evidence, which further needs to be contextualised. That is, primary sources used in the process of perspective-taking largely depend on contextualisation. This study merges Seixas' (2006, 2017) idea of perspective-taking with the element of primary evidence to highlight how the approved history of Ghana textbooks reflect contextualisation.

Again, perspective-taking is similarly interwoven with continuity and change (Seixas, 2017). Changes that occur in society are linked to people's emotions. This means that before one can establish what has changed or continued over time, one must empathise with the historical actors, events and

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situations that happened. Thus, to quantify the extent of change and quantify how much is left requires a human psyche that involves 'framing of intents, the sense of individuality and agency, the play of emotions, the nature of belief, the shaping of commitments and loyalties' (Seixas, 2017, p. 602). This study places the element of perspective-taking alongside continuity and change to show how the approved history of Ghana textbooks reflect the latter.

Moral Dimension

The moral dimension involves people's actions in the past through the historical context in which they were operating (Mutschler, 2007). Seixas (2017) equates the moral dimension to the ethical dimension, which includes three different perspectives. One, the process of judging actors and actions from the past. Two, dealing with the past crimes and injustices whose legacies – either benefits or deficits - we live with today. Three, the memorial obligations that we in the present owe to victims, heroes, or other forebears who made sacrifices from which we benefit" (Seixas, 2017, p. 602).

Conceptual Framework for the Study

Apart from the frameworks proposed by Wineburg (2001) and Seixas (2006) on historical thinking, other scholars have proposed frameworks that can be used to analyse specifically how students understand and make use of the concepts of historical significance, continuity and change, contextualisation and chronology in history. For this study, Partington's (1980) and Counsell's (2004) framework on historical significance, The Critical Thinking Consortium's (2014) framework on continuity and change, and Talin's (2015) framework on analysing contextualisation and chronology in history were adapted (*See Figure 3*).
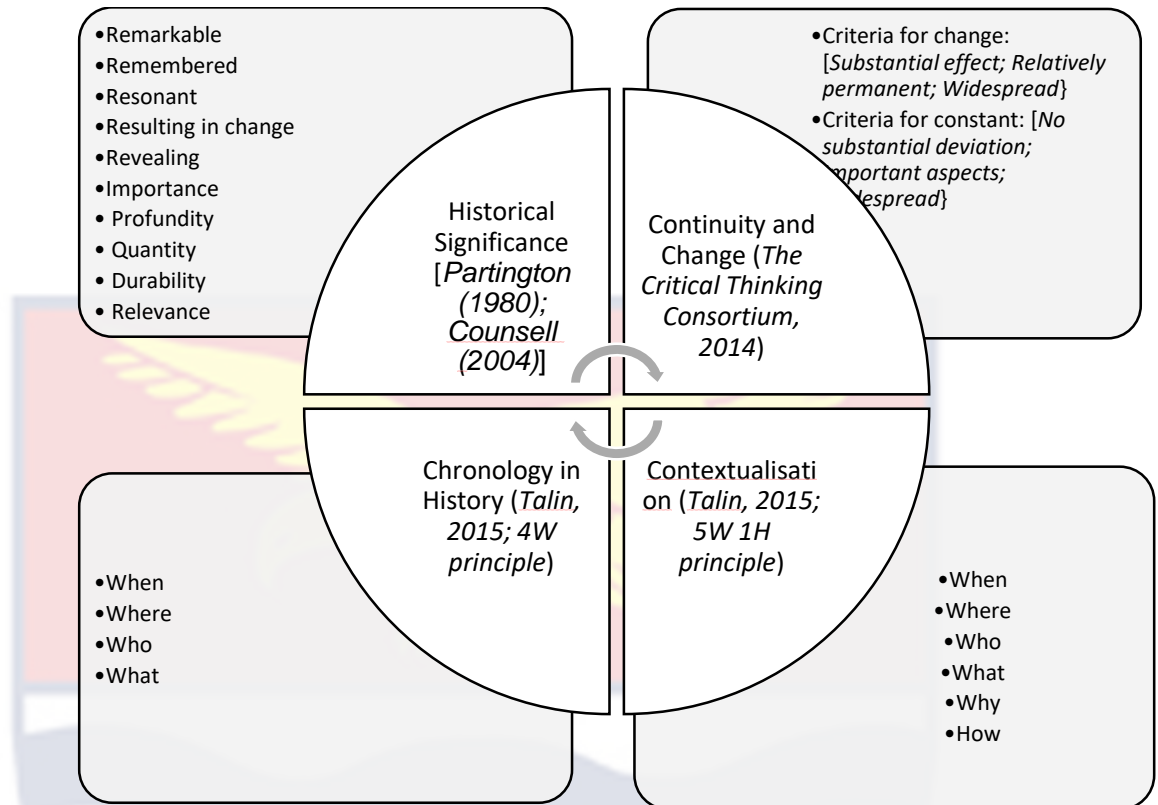
Figure 3: A Model for Analysing Historical Significance, Contextualisation, Chronology and Continuity and Change in History
Source: Adapted from [Partington (1980); Counsell (2004); The Critical Thinking Consortium (2014) and Talin (2015)]

Historical Significance

First, Partington (1980) provides criteria that reflect what historians consider in determining what is historically significant. Lévesque (2008) also used this framework to determine what students of history consider historically significant. Textbook writers can also use this framework to determine which historical events, personalities, or memory sites are more significant to be included in the textbook (Harcourt, Fountain & Sheehan, 2011). Figure 4 outlines Partington's (1980) criteria for analysing historical significance.

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Importance	• To people living at the time
Profundity	• How deeply people's lives were affected by it
Quantity	• How many lives were affected
Durability	• For how long people's lives were affected
Relevance	• The extent to which the event has contributed to an increased understanding of present life
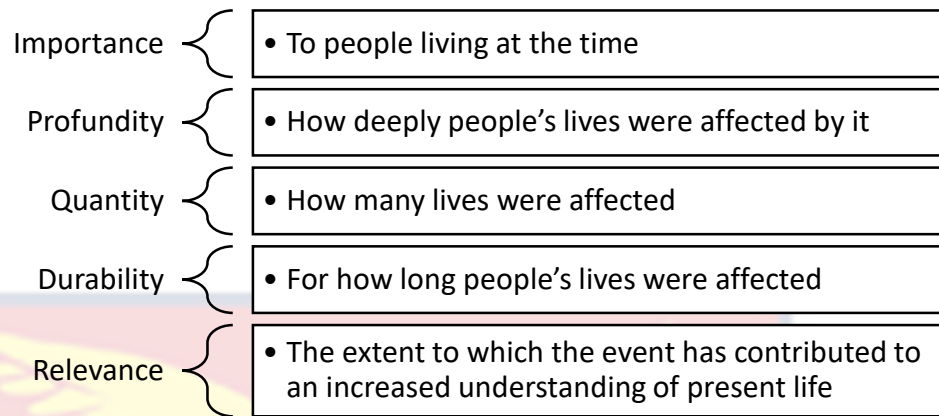
Figure 4: Partington's (1980) Criteria of Historical Significance

Secondly, Counsell (2004) proposes a set of criteria for analysing historical significance. This she calls the five Rs model of historical significance. Harcourt, Fountain and Sheehan (2011) suggest that students can determine which events or phenomena are significant in history textbooks using Counsell's five Rs model in history. The model is shown in Figure 5:

Remarkable	• The event/development was remarked upon by people at the time and/or since.
Remembered	• The event/development was important at some stage in history within the collective memory of a group or groups.
Resonant	• People like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time and space.
Resulting in change	• It had consequences for the future.
Revealing	• It reveals some other aspect of the past.

Figure 5: Counsell's (2004) Criteria of Historical Significance

For this study, Counsell's (2004) criteria for analysing historical significance is used to determine historical events and personalities (in the form of textual content, visuals or illustrations and exercises or activities) that were considered significant to be included in the approved history of Ghana textbooks. This model was chosen because it combines other frameworks for

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assessing historical significance, such as Seixas's (2006) aspects of determining what is historically significant. i.e. "when the events result in change" and "when the events are revealing" (Seixas, 2006, p. 3). Again, the first three Rs of Counsell's model emphasise Partington's (1980) framework for assessing historical significance. This means that Counsell's (2004) five Rs model blends both Partington's (1980) and Seixas's (2006) frameworks.

Continuity and Change

Lévesque (2008) states that Continuity and Change are not only interrelated but also necessary for each other's meaning. 'Professional' historians are much concerned with the process of change. To understand the process of change, historians must be keen on what has lasted over time (Lévesque, 2008). Again, to understand what instigates changes, it is necessary to study the events that lead to change, the events that served as resistance to change or the factors that promote stability or continuity (Cambridge Histories Online, 2017). Change can be gradual or rapid, smooth or violent. The people who live through the changing events may be more or less aware of it.

Lévesque (2008) points out that students of history and historians, in general, must understand the chronology of the event to establish the change process. Continuity and change may also have other associations with other historical concepts, such as significance, evidence and causation. The Critical Thinking Consortium (2014) proposes a set of criteria to analyse continuity and change in historical documents such as textbooks. The criteria help to identify elements of change or continuity in history textbooks. This study adapts these criteria (*shown in Figure 6*) to establish how the approved history of Ghana textbooks reflect the history thinking element of continuity and change.
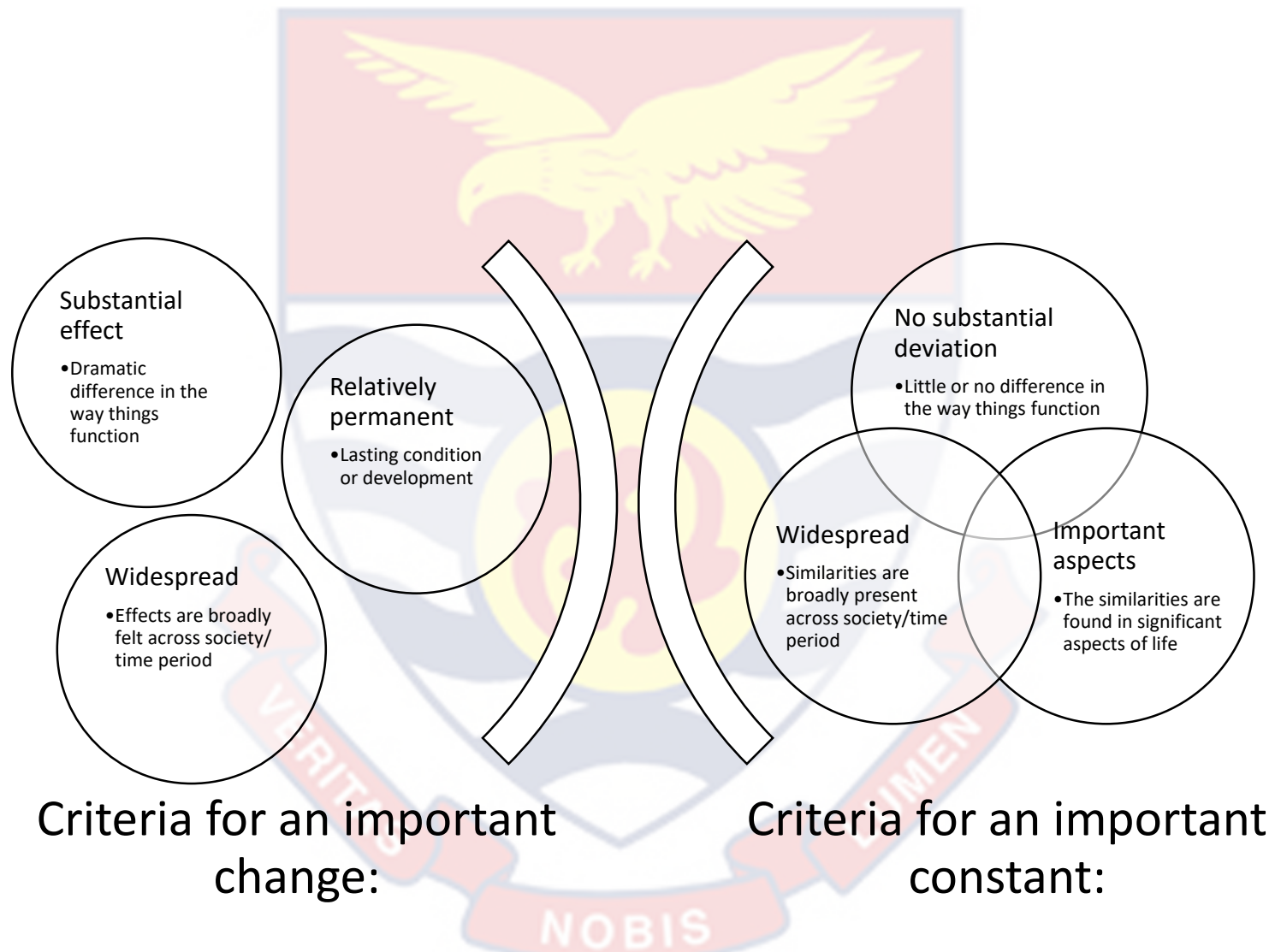
Figure 6: Criteria for Analysing Important Change and Continuity (The Critical Thinking Consortium, 2014)

While the elements of change and continuity (constant) are interrelated, they have distinct rubrics for analysing them. Figure 6 shows that to establish the element of change; first, there must be a substantial effect which results in a dramatic change in the way things function; second, the change must be relatively permanent with lasting conditions on the society; third, the change must be widespread with effects either felt across the society or the time period of the change.

Also, the element of continuity (constant) is characterised by three key criteria that qualify an event as constant. First, there is continuity if there is no substantial deviation in how things function; second, similarities are seen in important aspects of life; and third, similarities are widespread across the society or the period of the event.

Contextualisation and Chronology in History

Seixas (2006) considers chronology as one of the key aspects of the element of continuity and change. Chronology helps organise the historian's understanding of continuity and change. This suggests that it may be difficult to understand or analyse continuity and change without understanding the sequence or order that things function.

Chronological reasoning is believed to be underpinned by three elements. These elements are: Historical Causation (How & Why Something Happens?); Patterns of Continuity and Change over Time (What is Same & Different over time?); and Periodisation (What period/Era does it fit into?) (College Board, 2014). Inferably, chronology, like other historical thinking elements, may not stand-alone. As Seixas (2006) and the AP College Board (2015) proposed, other elements such as cause and consequence, change and

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continuity, similarity and difference and periodisation may form parts of chronology.

Talin (2015) provides that chronology involves various activities that encourage students to study and understand the sequence of past events based on the date, the place, the historical actors and the events. Talin (2015) proposes using the four 'Ws' principle to analyse and understand chronology in history. The four 'Ws' principle in analysing chronology in history is derived from the 5W 1H principle, which is shown in Figure 7;
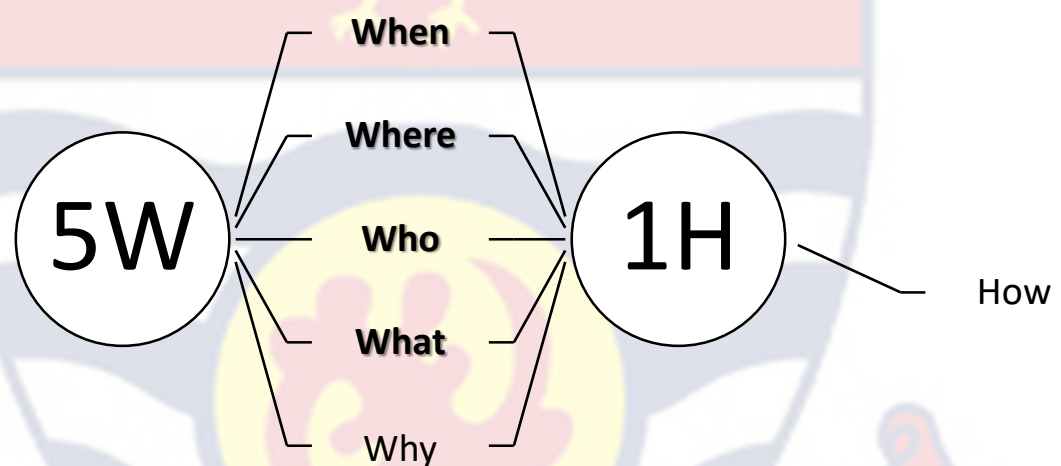
Figure 7: The 5W 1H Principle for Analysing Historical Skills (adapted from Talin, 2015)

The above framework can be used in analysing historical thinking skills, particularly chronology. More specifically, Talin (2015) indicates that four of the Ws in the 5W 1H principle, i.e. When, Where, Who, and What, can be used to establish chronology in a historical document. In this study, the framework will be used to analyse chronology in approved history of Ghana textbooks.

The 5W 1H principle can further be used to establish contextualisation in documentary analysis. In analysing contextualisation, Wineburg (2001) points to the use of questions such as: When the historical event took place?

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Where it took place? Who was involved? What was the situation at the time? Leon and Whelan (2008) further pose questions such as: When was the document written? When did the events discussed in the document take place? What relevant or significant events came before or after? Why did the author write this? And for what occasion? Who was the audience? How did the audience regard the author? What was the climate of opinion at the time of this writing? This means readers can use contextual information provided by the historical document (in this case, a textbook) to understand the actions or decisions of historical personalities, the setting in which events took place, the reliability of a document, and the causes of historical events.

The Concept of History Textbook

Textbooks are generally viewed as a set of printed materials prepared for each grade level with knowledge and competencies around a particular subject, published by a private or government entity to follow a standardised school curriculum system or an institutional system (Pingel, 2010). In defining what a history textbook is, Bharath (2015) explains that a history textbook is a tool used by both the teacher and the learner to obtain historical information and skills and to guide class instruction and home assignments. The American Historical Association (2018) further adds that a history textbook is a document that provides a set of available knowledge on important themes in the history discipline while incorporating other activities that are carefully designed to build competencies in the learner. This presupposes that a history textbook, among other things, provides not only historical content but also includes exercises or worksheets that seek to develop discipline skills such as historical thinking concepts. This also reveals the relevance of the history textbook as: (1)

serving as a knowledge-based material, (2) an instructional guide for the teacher, and (3) an activity-based material for the learner.

In another vein, a history textbook is a material designed particularly for specific grade levels, with contents of history broken down to the level of the learner (American Historical Association, 2018). A history textbook may offer broad coverage or more in-depth coverage of fewer contents in many instances. Whichever way it may appear, the history textbook must seek to cater to the learner's level of appropriateness. Motshekga (2009) posits that any good textbook must "ensure consistency, coverage, appropriate pacing and better quality in terms of instruction and content" (p. 1). This suggests that a history textbook must cover the right historical contents, ensure appropriate level progression and provide clear instructions to the learner.

A history textbook can also be defined as a material that helps to improve students' understanding of historical knowledge and promote in the students the necessary skills and competencies that could be used in interpreting the past with clarity, consistency, reliability, trustworthiness, empathy, imagination and rigour (American Historical Association, 2018). This definition suggests that only historical contents are not enough in history textbooks. A good history textbook must also seek to include disciplinary competencies. In history, historical thinking concepts become major competencies that a history textbook must seek to reflect. In this sense, this study focused on analysing how history textbooks approved to be used in Ghanaian basic schools reflect historical thinking concepts.

Empirical Review

History Textbooks and the Elements of Historical Thinking

Historical thinking has different elements. While some authors provide four components (Wineburg, 2001), others have proposed a six-component module (Seixas, 2006) or a seven-component module (Lévesque, 2008). These modules have been used in many research work in history education, particularly in how the elements of historical thinking are reflected in documents. Such documents include school history textbooks, history examination papers, and historical pictures (Harcourt, Fountain & Sheehan, 2011; Russell, 2018). For this study, four historical thinking elements viz: Historical significance, continuity and change, contextualisation, and chronology in history are highlighted to show how studies across the globe have established their presence in history textbooks.

Historical Significance

The past is everything that has happened in human existence. The study of a selection of the human past is said to be history. Since historians and history students cannot study everything that has happened in the past, the element of historical significance is used in selecting particular "historical events, personages, dates or phenomena [that] are more relevant to their studies than others" (Lévesque, 2008, p. 41).

Many scholars have explored the element of historical significance. The literature appears to suggest that many scholars aim to assess how students of history perceive and understand the concept of historical significance (Avaroğulları & Kolcu, 2016; Foo, 2014; Harcourt et al., 2011; Lévesque,

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2005). However, there are few studies that this study identified as relevant to the purpose of the study. The findings of these related literatures are discussed.

In establishing the connection between history and memory in the Israeli Educational System, Podeh's (2000) study showed the historical significance of the Arab-Israeli Conflict and how it is reflected in History Textbooks. In his findings, Podeh (2000) revealed that the sampled Israeli textbooks did not reflect the historical significance of memory depicted in the Arab-Israeli Conflict. This implies that even though memory is significant in history, many history textbook writers may not consider its inclusion in history textbooks. Podeh's (2000) work is quite relevant to this study as it guides in analysing the historical significance of collective memory culture (historical sites) reflected in approved History of Ghana textbooks.

Bradshaw's (2006) study identified historically significant events and personalities in history textbooks in Year 9 class to determine the significance of the inclusion of a local abolitionist, William Knibb, in the British School History Project (SHP) textbook titled 'Peace and War'. The study showed that the Year 9 students used Counsell's (2004) five Rs criteria to determine the significance of William Knibb in the textbook. The study revealed that the authors of the SHP textbook 'Peace and War' overemphasised Counsell's (2004) criterion - Resulting in Change. This meant that the roles of the abolitionists in England and the effects of their campaigns were dominantly highlighted by authors. The study of Bradshaw (2006) is quite relevant to this study as the same criteria (the 5Rs principle) is used in determining the historically significant events, personalities and sites reflected in History of Ghana textbooks.

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Another study which showed how historical thinking elements such as historical significance is depicted in history textbooks is that of Terra (2014). Terra (2014) examined how the history contents in textbooks in Northern Ireland metamorphosed for approximately four decades. Sampling 15 textbooks published from 1968 to 2010 and using the content and narrative analysis methodology, Terra's (2014) study revealed that the introduction of the Northern Ireland Curriculum in 1991 shifted history textbook contents from the traditional narrative approach to a source-driven approach. The study showed that the 'new' history textbooks adopted, more significantly, the enquiry approach and historical thinking frameworks that focused on significant events in Irish history. Terra's (2014) study is significant to this work as it provides genuine reasons for history textbooks to include disciplinary frameworks such as historical significance. Among these reasons are the idea that history textbooks that reflect historical thinking elements can more accurately show the diverse views on controversial events in society. Second is the belief that no single narrative is acceptable across different schools by history students.

In establishing historical significance in selected South African history textbooks, Bharath (2015) identified a plethora of historically significant events under the various chapters. The seven sampled history textbooks substantially included historical events such as "Vanderbijlpark, Langa, Evaton, the Sharpeville Massacre, the Liberation Struggle, Its Movements and Unbanning as well as the Release of Nelson Mandela" (Bharath, 2015, p. 184). Using Seixas' (2006) framework, Bharath (2015) showed that the events listed above (a) resulted in change, and (b) the changes were revealing or enduring in contemporary society. Therefore, the element of historical significance is rated

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as 'strong' in specific chapters under Bharath's analysis. Though Bharath (2015) suggested that the sampled textbooks reflected the element of historical significance, such reflections are only notable in specific chapters and units of the sampled textbooks and not the entire pages. This is because Bharath (2015) only focused on one chapter of each of the seven sampled history textbooks. To address this shortcoming, this study analyses all contents and pages, including cover pages of the selected approved history of Ghana textbooks for primary schools to establish how they reflect the element of historical significance.

Another similar study by Russell (2018) examined how historical thinking was evaluated by the Ministry of Education in history examination in Québec in 2015. Using a rubric derived from historical thinking criteria, Russell (2018) analysed documents of the Ministry of Education, including examination papers sanctioned and approved by the Ministry. For Russell, analysing the Ministry's documents helped to establish how historical thinking influenced the history curriculum and the evaluation of history in the province of Québec. Again, it established how historical thinking concepts are reflected in the Québec Ministry examination. According to the findings, the examination tasks mainly focused on evaluating students' historical content knowledge with little emphasis on the historical thinking skills of the students. This was in contrast with the general framework of the Ministry's history examination paper, which requires incorporating historical thinking elements such as Significance. Russell's (2018) findings revealed that many tasks only required students to recall answers. While Russell (2018) showed that few tasks evaluated students' historical thinking skills, he quickly pointed out that they were significantly inadequate. Alternative to what Russell did, this research work will use different

rubrics (Wineburg, 2001; Counsell, 2004; Seixas, 2006) to establish how the historical thinking element of significance is reflected in the Ministry of Education approved history of Ghana textbooks for primary schools. Russell's (2018) work is relevant to this study as it guides the selection of multiple frameworks in analysing the element of historical significance in the history of Ghana textbooks.

Contextualisation

Lee (2004) opines that contextualisation is a key feature of historical thinking. Talin's (2015) 5W 1H principle serves as a key disciplinary framework in determining contextualisation in historical documents, including history textbooks.

Using a mixed-model analysis approach, Nokes, Dole and Hacker (2007) showed how high school students use heuristics while reading historical texts to establish contextualisation in history. 128 male and 118 female students, aged between 16 and 17 years, were sampled from 2 high schools in the western United States. The students were placed in eight different history classrooms. They were assigned randomly 1 of 4 interventions: (a) traditional history textbooks and content instruction, (b) traditional history textbooks and heuristic instruction, (c) multiple history texts and content instruction, or (d) multiple history texts and heuristic instruction. The heuristic instruction showed how the students could use sourcing and corroboration to establish contextualisation in history. After a pre-test and an intervention of 3 weeks, students were administered the content knowledge and heuristics in a post-test. The findings revealed that students who read multiple texts obtained higher scores on history content and used sourcing and corroboration to establish contextualisation more

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often than traditional textbook material. The findings showed the significance of using the heuristics of corroboration and sourcing to establish contextualisation in history. The study of Nokes et al. (2007) is relevant to this study as it guides the collection of data from History of Ghana textbooks to show how they used or gave clues to other sources that will help in contextualisation.

Bertram (2008) analysed activities related to implementing the National Curriculum Policy. She analysed history assessment tasks and tests from three sampled KwaZulu-Natal schools using the specified learning outcomes from the curriculum and assessment standards. These three schools were sampled based on their social class and status (rural, middle and urban schools). According to Bertram (2008), the history assessment tasks required learners to extract information from sources rather than engage with sources. Bertram (2008) revealed that the sets of tests requested to analyse historical sources were referenced with provisions such as author's name, occupation, purpose and date of production. While the provision of these details is clearly in line with Wineburg's (2001) heuristics of sourcing, Bertram (2008) argued that the history assessment tasks did not provide learners with the opportunity to "corroborate" and "contextualise". Thus, according to Bertram (2008), the inability of a text to reflect the elements of corroboration and contextualisation will result in learners not having in-depth knowledge of historical processes.

Waller (2009) analysed Grade 10 history textbooks in a thesis entitled "How does historical literacy manifest itself in South African Grade 10 textbooks?" The general aim of Waller's study was to identify and explain historical literacy and how it is reflected in Grade 10 history textbooks.

Combining the frameworks of Wineburg (2001), Taylor & Young (2003) and Lee (2004), Waller (2009) proposed a conceptual framework with features such as knowing and understanding historical events, the historians' craft, and historical concepts, among others. Specifically, Waller (2009) analysed the preface of the textbook, three purposively selected activities and the jacket cover of three Grade 10 history textbooks, namely, *New Generation Textbook 10, Looking into the Past* and *Marking History Grade 10*. One aspect of Waller's (2009) study under the heading 'historical craft' focused on the three main heuristics proposed by Wineburg, i.e. "sourcing", "corroborating", and "contextualising". The study revealed that, albeit the fact that the textbooks reflected the historical thinking concept of contextualisation, the textbooks hardly provided evidence of the use of the heuristics 'sourcing' and 'corroboration'. However, it is important to note that without the process of corroboration and sourcing, contextualisation as an indicator of historical thinking would be considered unreliable (Ramoroka & Engelbrecht, 2015).

Vella (2010) explored how historical thinking skills and the evidential approach were reflected in Maltese history textbooks. These textbooks were written for students 13- to 15-year-olds who chose history as their special area subject in secondary school. Vella's (2010) study revealed the sources cited in the textbook helped in the contextualisation of historical events. For example, pictorial and textual sources reflected in the textbooks had guiding questions for students to be able to contextualise. According to Leon and Whelan (2008), these guiding questions help students situate the sources in the right historical context. Vella (2010), however, indicated that the inclusion of primary or secondary sources in history textbooks does not automatically guarantee its

ability to induce the historical thinking ability of learners to contextualise historical events. Sources of history in textbooks must be aligned with historical thinking questions or tasks that help establish their significance, historical context, and trustworthiness (Wineburg, 2001; Leon & Whelan, 2008; Talin, 2015). This preposition advanced is consistent with Stearns, Seixas and Wineburg's (2000) earlier critique of history textbooks as not reflecting the heuristics of sourcing, corroboration and contextualisation, which they claim are essential for developing historical literacy. The work of Vella is quite significant to this study as it helps analyse historical contextualisation in history textbooks. However, Vella (2010) is highly criticized for analysing textbooks he has co-authored. According to many scholars, this does not make his findings trustworthy (Bharath, 2015).

Change and Continuity

In a detailed study of how the Arab-Israeli Conflict is presented in Jewish textbooks, Bar-Tal (1999) examined 124 textual materials, including history textbooks that were used at different grade levels from the 1950s to the mid-1990s. From a social psychology point of view, Bar-Tal (1999) observed that even though variegated pictures were presented in the textbooks across the different periods, the content of the textbooks depicted a series of event that have continued rather than changed about Jewish-Arab relations. The contents that showed the element of Continuity included societal beliefs emphasizing "security" and Jewish heroism, positive self-image, victimization and negative stereotypes against Arabs. Bar-Tal (1999) concluded that, overall, the textbooks used in Jewish classrooms support the continuity of the state of Arab-Israeli

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conflict and produce psychological conditions that enable students to cope successfully with a state of conflict.

The conclusion made by Bar-Tal (1999) is supported by Resnik (1999), who conducted an in-depth study on the Bible, history, civics, and literature curricula used in Jewish schools in Israel. Using the historical review of these curricula over five decades, Resnik concluded that the "Jewish" superiority from the Arab-Israeli conflict has been reinforced and presented as a form of continued narrative overtime at the expense of changes in the universal and civil aspect of the Jewish and Arab societies. Specific to the history curriculum, Resnik (1999) observed that changes in universal-liberal values were introduced in the 1970s, and by the following decade, this had translated into learning materials such as the history textbook. Resnik (1999), however, found that this universal image presented in the history curriculum and by translation, history textbooks were marginalized by the massive support towards Jewish superiority. This means that the view about the superiority of Jews over Arabs held since the beginnings of the Arab-Israeli conflict had continued over the years.

From a social-historical perspective, Podeh (2000) analysed how the Arab-Israeli conflict is portrayed in history textbooks used in Jewish classrooms over a similar period covered by Bar-Tal (1999). The key difference between Podeh's (2000) study and Bar-Tal's (1999) study is that Podeh (2000) classified the history textbooks into three major generations: 1948 to mid-1970s, 1975 to 1992, and mid-1990s and beyond. Podeh (2000) found that the history textbooks used in Jewish schools had functioned as a "memory agent" that helped crystallize the nation's collective memory. He compared the different periods,

however, concluded that there had been a considerable change in the portrayal of the Arab-Israeli conflict over time. The textbooks written in the first period, i.e., 1948 to mid-1970s, reflected the element of Continuity in history as it presented "a single, uniform, and somewhat distorted national historical narrative" (Al-Haj, 2005, p. 53). However, in the second period, the textbooks reflected the element of Change in history as they presented "less biased and contained fewer expressions that inspired negative stereotypes" (Podeh, 2000). Podeh's (2000) study finally revealed that the element of Change in history was considerably reflected in Jewish history textbooks published in the third period, i.e. the mid-1990s and beyond. Although some of the new textbooks published since the mid-1990s still reflect the view that Jews are superior to Arabs, the third generation of textbooks constitutes a step forward. It challenges some of the basic myths about Jewish superiority over Arabs.

Bharath (2015) presented a critical study of the element of Change and Continuity as reflected in specific chapters in selected South African history textbooks. Bharath (2015) established events that point to change in the sampled history textbook using the interpretive paradigm and content analysis as a methodology. Again, learners were required to engage in a series of activities to establish change and continuity. Bharath (2015) outlined events such as the formation of the liberation movements as indicators of change. This was a turning point that showed change. Furthermore, learners were asked whether the African National Congress (ANC) and Pan Africanist Congress (PAC) were right to change their strategies after Sharpeville. Learners can only answer this question in light of their historical knowledge of the incident and historical thinking skills, such as change and continuity. Bharath (2015) showed other

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examples in specific chapters that showed the rate of change. While Bharath (2015) highlighted different instances of change, there is little evidence to show whether the sampled textbooks reflected continuity.

Chronology in History

Bharath (2015) analysed a specific unit (a sub-section of a chapter) titled "About Me" in an attempt to establish the element of chronology in selected South African textbooks. The unit title "About Me" is dedicated to the development of a chronological timeline of a child named 'Rishon'. According to Bharath (2015), learners were 'merely' asked to read the events of Rishon's life and to 'see' how a timeline is used to tell or develop a story. This activity, even though it points to the element of chronology, Bharath believes that they do not help learners to be constructive enough. Learners were not required to do any written task. It would have been preferable to let students design their own personal histories for timelines as a practical way to introduce the concept of timeline development. They would gain an understanding of the value of timelines in conveying personal history as a result. (Bharath, 2015).

Alternatively, to advance the skill of developing chronology in history, it was more appropriate to request learners to bring their birth certificates, health record cards, class attendance registers, or photocopies serving as primary source documents to explain how their birth dates were determined. Bharath's (2015) findings also showed that the sampled history textbooks did not adequately involve learners in specialised history skills. The textbooks introduced learners to a 'timeline' and how key events or happenings in a person's life can help tell the history of the person. However, they failed to lead

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learners to construct timelines to explain historical developments in their own life.

Timeline depicts periodisation, which helps to establish 'chronology' in history. The use of timelines, specifically in textbooks, is significant, as it introduces learners to a very important skill in history - organising events along timelines. The years identified by Bharath (2015) Rishon's timeline: 2005, 2006, 2008, 2009, 2010 and 2011 were carefully arranged chronologically, and learners were able to recognise the events that accompanied each of those dates that were significant to Rishon.

In summary, research has shown that the reflection of historical thinking concepts in history textbooks not only helps develop the critical thinking ability of learners but also helps students build confidence in a larger societal context. The skill of deciphering through events to judge, which is significant, the competency of situating and comparing events in larger contexts, as well as the sequential arrangements of facts, are critical in everyday life. Therefore, the use of history textbooks must result in the acquisition of life-long and disciplinary skills such as historical significance, change and continuity, contextualisation and chronology in history. In this direction, this study follows to establish the extent to which History of Ghana textbooks for primary schools reflect the above disciplinary concepts.

Chapter Summary

This chapter has reviewed literature related to the study. Different empirical studies were reviewed, highlighting how they may apply to this study. The nature of historical knowledge was discussed with emphasis on how substantive knowledge complements procedural knowledge and the need to

ensure a balance between the two forms of knowledge in history education. Different historical thinking frameworks related to this study were also reviewed, highlighting their relevance to this study. Specific conceptual frameworks related to the study were also reviewed. They included Partington's (1980) and Counsell's (2004) criteria for analysing Historical Significance; The Critical Thinking Consortium's (2014) framework for analysing Change and Continuity; as well as Talin's (2015) '5Ws 1H' principle for analysing Contextualisation and Chronology in History. The conceptual review ended with a review of what a history textbook is.

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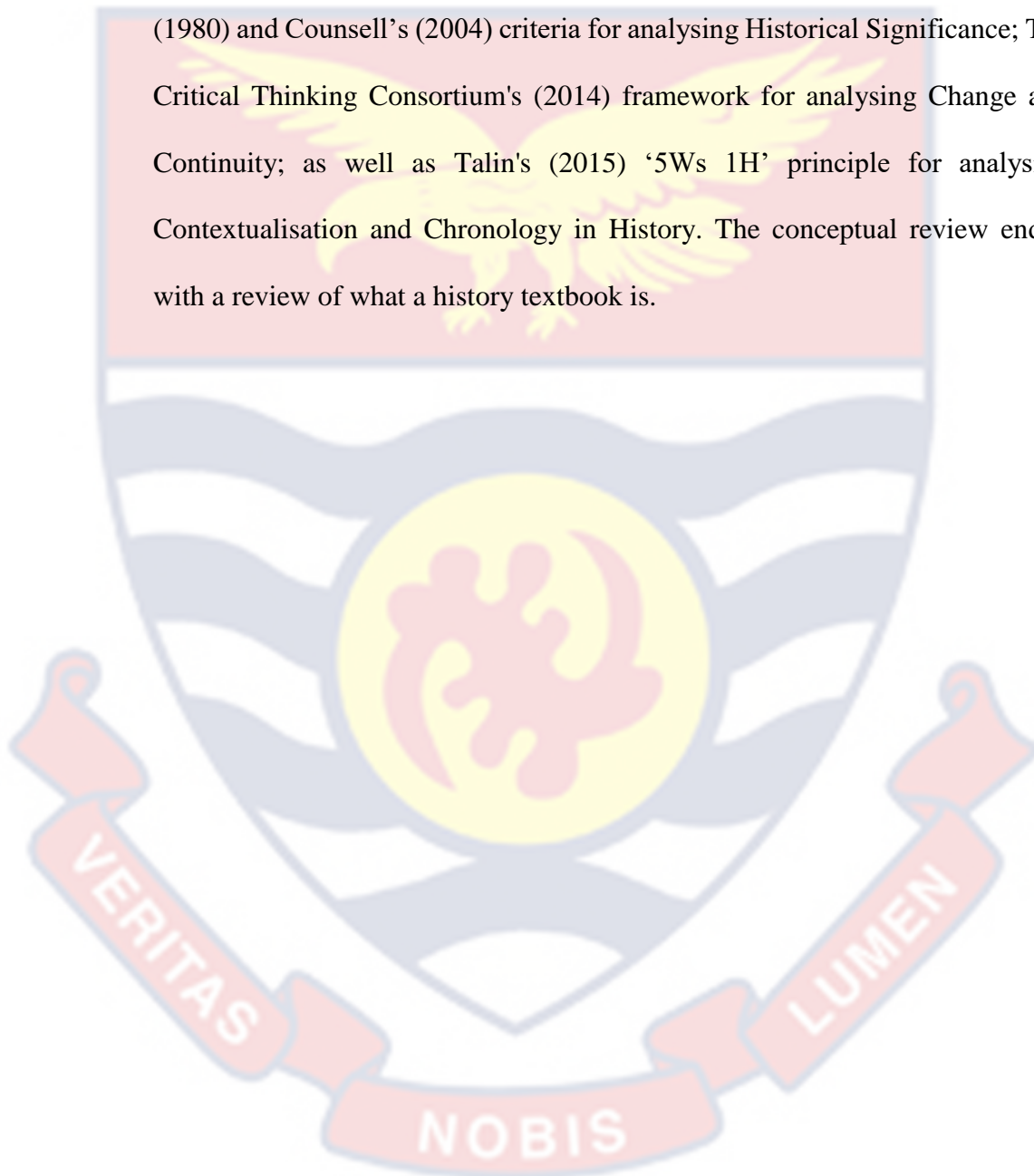
CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discusses the various processes followed in data gathering and processing. Specifically, it covers the philosophy that underpins this study, the research design, sampling techniques, research instruments, data collection procedures, ethical considerations, data analysis and management.

Research Philosophy

This study is guided by the critical interpretative paradigm. The critical paradigm is one of the several interpretative paradigms in research. The critical paradigm guided this study because the researcher believes in the nature of knowledge. In analysing textual materials, the researcher employs this paradigm to discover historical thinking elements and further provide direction for interpreting the findings. Most historical thinking concepts, such as contextualisation and historical significance, concern how individuals' subjectivities are shaped by their interaction with the past they are exposed to.

Researchers in the critical paradigm concentrate on critically interpreting the past to inform the present and future. Henry Giroux and other critical pedagogy theorists are interested in how students' exposure to historical or contemporary "pictures, text, discussion, and action" creates meaning and shapes their "individual and collective futures." (Giroux, 1994, p. 64). Critical pedagogy theorists also aim to analyse how dominant historical narratives and identities are created in ways that give the impression that they are "objective, universally valid, and consensual" (Giroux, 1994, p. 88). The use of the critical paradigm compels researchers to consider questions such as "whose story is

being projected and under what circumstances? how are the versions of the past being produced in textbooks? What kinds of social interactions do they sanction? Which history are left out or included? How do they support the enduring effects of racism, colonialism, sexism, and other forms of oppression?" (Giroux, 1994, p. 155). This is in line with the social constructivist theory. In contrast to disciplinary knowledge, social constructivist theories emphasize the active creation of meaning by students, where knowledge is context-dependent, socially mediated, and located in their "real-world" (Wheelahan, 2010, p. 5). One of the fundamental assumptions of social constructivism is that social reality is constructed through varied media, which includes textual materials (Sagvaag & Silva, 2008). Based on this assumption of social constructivism, this study argues that scientific inquiries that adopt social constructivism as its theoretical, conceptual framework must use both qualitative and quantitative methods to collect and analyse the data.

Underpinned by the critical paradigm and the social constructivist theory, this study analyses the contents of approved History of Ghana textbooks for Primary Schools to ascertain how they reflect historical thinking concepts.

Research Design

The study is underpinned by the critical paradigm that blends qualitative and quantitative approaches with some principles of critical theory. Therefore, the researcher describes the study's approach to research as a mixed critical research design. The mixed critical research design provides a deeper understanding of how historical thinking concepts are reflected in textbooks. It offers insights that could influence change in future textbooks writing or production.

The researcher adopts explicitly the documentary or secondary data analysis (also known as 'content analysis') design in this study. This research design uses already existing data, such as documents and textbooks, previously produced by someone else (Babbie & Mouton, 2001). Bryman (2012) describes content analysis as an approach to the analysis of texts and or documents (either printed or visual) that aims to quantify content in terms of predetermined categories and a systematic manner. Content or document analysis is considered a flexible approach that can be applied to different media. Since each qualitative design has its peculiar procedures for conducting research, the use of documentary analysis design provides the researcher with appropriate methods for analysing the textbooks that help to answer the research questions and understand the phenomenon under study.

Sampling Procedures

The study used 12 History of Ghana approved textbooks for primary schools. The full list of approved History of Ghana textbooks was officially obtained from the NaCCA (NaCCA, 2021). The list comprised 96 History books, including Teachers' Guide, Activity or Workbooks and Learners' Textbook. A multi-stage sampling technique was employed to select the number of textbooks for the study. First, the purposive sampling technique was used to select forty-five (45) History of Ghana Learners' Textbook issued by eight (8) publishers. The History of Ghana Learners' textbooks were purposively sampled because, unlike the Teachers' Guide and Workbooks or Activity Books, the learners' textbook includes activities for the learner and incorporates pedagogical instructions for the teacher (Bharath, 2015). Thus, a purposive sample of the 45 History of Ghana Learners' Textbook indirectly provided the

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researcher assess to pedagogical instructions or guides and activities or exercises for the learners. Table 1 shows the list of the 45 History of Ghana Learners' Textbooks issued by eight different publishers.

Table 1: List of Approved History of Ghana Learners' Textbooks for Primary Schools

Publisher	List of History of Ghana Learners' Textbooks Published	Total Number of Books
Winmat Publishers Ltd	History of Ghana Learners Book 1 – 6	6
Frangipani Books Limited	A History of Ghana for Basic Schools Learners Book 1– 6	6
Masterman Publications Ltd	History of Ghana for Basic Schools Learners Book 1 – 6	6
NNF Esquire Ltd and Cambridge University Press	Essential History Primary Learners Book 1 - 6	6
Black Mask Limited	Blackmask History for Primary School Learners Book 1– 6	6
Excellence Publications and Stationeries Limited	Excellence Series History of Ghana for Basic Schools 1 - 6	6
EPP Books Services	Essenco History of Ghana Learners Book 1 - 6	6
Adwinsa Publications	Adwinsa History of Ghana for Basic Schools Learners Book 1 – 3	3
TOTAL		45

Source: (NaCCA, 2021)

The lottery method of the simple random sampling technique was used in selecting four of the eight publishers whose textbooks were used for the study. A number was assigned to each of the eight publishers, after which four selections were randomly picked with replacements. The focus on four

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publishers (50%) of the population was influenced by Fugard and Potts (2015), who consider a 50% sample representative of any qualitative study.

Again, to have an equal class representation, the stratified sampling technique was further used in selecting 12 out of a total of 24 Learners' History of Ghana Textbooks to represent each of the six classes in the primary school. Thus, each class was represented with two Learners' History of Ghana Textbooks from two different publishers. In total, there were 12 different textbooks that the researcher used to determine how they reflect historical thinking concepts. The sampling of the 12 textbooks was guided by the recommendation of Braun and Clarke (2021) that in any qualitative study a minimum of 12 samples is required to reach data saturation.

Characteristics of Selected History of Ghana Textbooks

The characteristics of the textbooks used in the study included the title of the textbook, the class level, authors, editors, date of publication, the total number of pages, total number of strands, total number of sub-strands, total number of content standards and the total number of indicators.

Out of the 12 textbooks used for the study, nine had the same title: "History of Ghana for Basic Schools". The other three textbooks were titled: "History: Primary 1, 2, 3: Learner's Book". Nine out of the 12 textbooks were co-authored, while three textbooks were single-authored. Six of the textbooks had editors, while the other six had no editors. Six of the textbooks were published in 2019, and the other six were published in 2020.

The textbooks had topics (contents) on all the curriculum-specified Strands, Sub-Strands, Content Standards and Indicators. This means that all the textbooks were aligned with the curriculum contents. However, there were

differences in the number of pages. These differences are shown in the chart below:
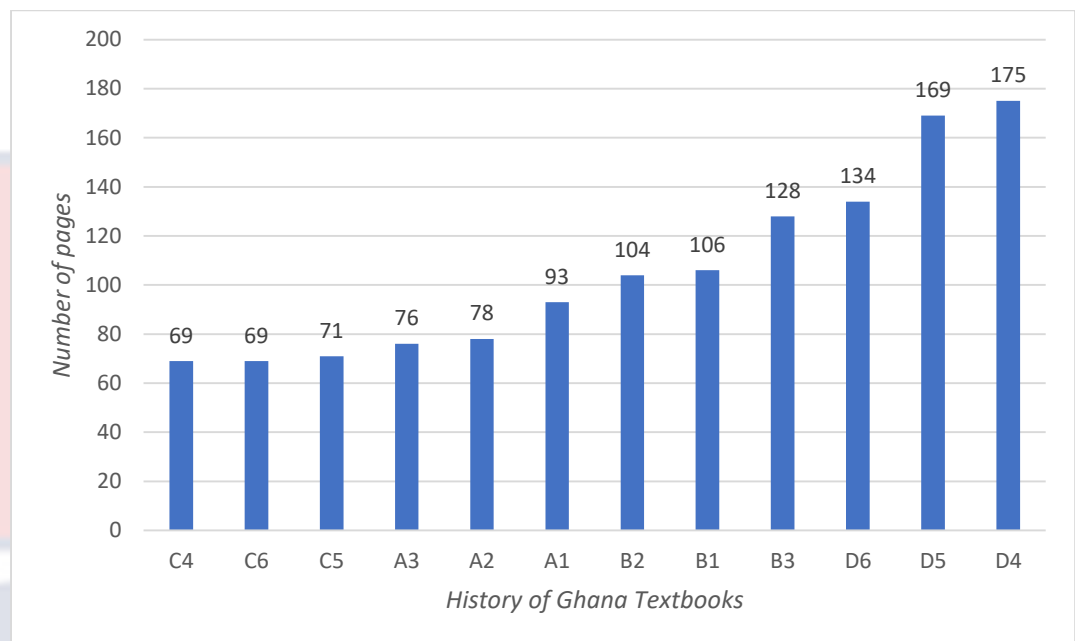
Figure 8: Number of Pages of Selected History of Ghana Textbooks for Primary Schools
Source: Textbook data, 2022

From Figure 8, it was gathered that textbooks D4, D5 and D6 had the highest number of pages, 175, 169 and 134, respectively. Textbooks B3, B1 and B2 followed with 128, 106 and 104 pages, respectively. Textbooks A1, A2 and A3 also had 93, 78 and 76 pages, respectively. The textbooks with the least number of pages appeared to be C5 (71), C6 (69) and C4 (69). The results show that textbooks for some lower-class levels had more pages than some upper-class levels. However, it was expected that upper class-levels would have more pages than lower-class levels (Bharath, 2015). The findings could be attributed to the number of strands and sub-strands specified for the classes by the History of Ghana curriculum. For instance, the History of Ghana curriculum in upper primary specified 7 Sub-Strands for Basic 4, while the upper-class level, Basic 6, has 6 Sub-Strands. In lower primary, there are 6 specified Sub-Strands for

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Basic 1, while Basic 2 has 5 specified Sub-Strands (NaCCA, 2019a). By implication, even though the History of Ghana curriculum was designed with the spiral approach, the textbooks do not appear to follow this approach. The spiral approach of curriculum design refers to a curriculum design in which topics (strands and sub-strands) are presented repeatedly throughout the curriculum but with increasing difficulty or complexity or in different applications (Bruner, 1960). The inability of history textbook publishers to follow the idea of the progression of contents and apply the spiral approach in producing textbooks may result in excessive content overload for some classes (Bharath, 2015).

Research Instruments

A research instrument was used to obtain data to answer the research questions. The instrument used in collecting data from the sampled textbook is a thematic analysis matrix. A thematic analysis matrix helped to code and recode qualitative data into quantitative statistics. One generic approach to thematic analysis of qualitative data, such as the content of textbooks, is provided by a framework. This approach has been developed at the National Centre for Social Research in the UK. According to Ritchie, Spencer and O'Connor (2003), the matrix-based approach helps 'order and synthesise' data from different media such as textbooks (p. 219).

Historical Thinking Frameworks were adapted from different sources to develop the matrix that helped in collecting data from the textbooks. Frameworks that were used in the development of the instrument included:

a. Benchmarks of Historical Thinking: A Framework for Assessment in Canada (Peck & Seixas, 2008; Seixas, 2006).

b. (College Board, 2014)

c. National Council for Curriculum and Assessment; Textbook Assessment Detailed Criteria Mark Sheet for History of Ghana – Section 5C (NaCCA, 2019b).

d. Historical Significance (Counsell, 2004; 5R model)

e. Continuity and Change (The Critical Thinking Consortium, 2014)

f. Chronology in History (Talin, 2015; 4W principle)

g. Contextualisation (Wineburg, 2001; Talin, 2015[5W 1H principle])

Aspects of these frameworks related to the objectives of this study were adapted and assembled together as instrument for data collection. The aspects of frameworks used in this study have also been used in other settings and are standardised by different bodies. For instance, the NaCCA criteria for assessing historical thinking concepts, Counsell's 2004 5R model and Talin's 2015 5W1H principle on context and chronology have all been standardised and tested in different settings.

Even though the instrument is made up of standardised, tested frameworks and has been applied in different settings, it was again checked for its reliability and validity in the Ghanaian context. Thus, the instrument was given to the principal supervisor of this study, experts in curriculum and assessment and history education, and peers to review and ensure its validity.

The Thematic Analysis Matrix

The thematic analysis matrix (*see Appendix A*) for analysing historical significance, change and continuity, contextualisation and chronology in history was outlined in four different sections. The outline of the sections is shown below:

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1. Section A (Items 1 - 10) – Textbook Identification Data

2. Section B (Items 11 - 13) – Analysis of Historical Significance in Textbook

3. Section C (Items 14 - 16) – Analysis of Continuity and Change in Textbook

4. Section D (Items 17 - 20) – Analysis of Contextualisation in Textbook

5. Section E (Items 21 – 24) – Analysis of Chronology in Textbook

Data Collection Procedures

Sampled History of Ghana textbooks were purchased from bookshops. The original copies were maintained (as produced by the publisher) to ensure that no data in the textbooks was tempered. Visuals and texts were, therefore, in their original form as published by the authors. This consequently helped in generating data for analysis. Mason (2002) argues that data generation is more applicable to qualitative research than data collection because the data does not just lay idly somewhere waiting to be collected. Instead, the researcher generates the data through engagement with people or documents. As a study based on the analysis of textbooks, the data for the study was generated from the textbooks themselves.

Ethical Considerations

For the researcher to collect data from the sampled history textbooks, ethical clearance was sought from the University of Cape Coast Institutional Review Board (UCC-IRB). This helped ensure that all ethical issues were reviewed before collecting the data. The ethical clearance was granted to the researcher to collect data from the textbooks on the basis that the sampled textbooks were published and are already in the public domain. Permission to

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collect data from textbooks in the public domain was therefore granted by the UCC-IRB with an informed consent exemption.

Anonymity and confidentiality were ensured by implementing a system of replacing textbook names or titles with Alpha-numerical codes. Thus, assigning pseudonyms to replace the titles of the textbooks. This was to reduce the risk of publisher or textbook defamation.

Data Analysis

Each of the twelve (12) History of Ghana textbooks was assigned a code. The coding system was made of a letter and a number. The letter represented the publisher or textbook name, while the number represented the class level. For instance, code A2 meant a textbook published by publisher A for Basic 2, while code B4 represented a textbook published by publisher B for Basic 4.

Two methods of documentary analysis were used to analyse the data. These were content analysis and visual semiotics. The sampled History of Ghana textbooks was analysed based on textual content and visual images. The textual contents were coded into the thematic matrix. Data collected with the matrix were screened manually for missing values. Errors were then cleaned or corrected before the analysis was done.

Analysis of research questions One and Two used Microsoft Excel (2019) functions to count, rate, aggregate, and determine the level of historical significance, change and continuity in the textbooks. To establish the extent to which a History of Ghana textbook reflects these two historical thinking concepts (historical significance and change and continuity), the data were analysed in three stages. In the first stage, the criteria for establishing each historical thinking concept (rubrics) were counted and rated into grades of 0 –

6 [*Grade 6 (>50); Grade 5 (40-49); Grade 4 (30-39); Grade 3 (20-29); Grade 2 (10-19); Grade 1 (1-9); Grade 0 (<1)*]. The rating was done using Microsoft Excel (2019) Functions (COUNTIFS; IF & SUM), and the data was presented in charts. The ratings were done using the selected textbooks' highest and lowest range counts. The second stage calculated the aggregates of the criteria (rubrics) for establishing each historical thinking concept under this study by summing up each component. At the final stage, Maton's (2013) principle of shift in Semantic Wave was used to determine whether there was strong evidence (SE), intermediate evidence (IE), weak evidence (WE) or no evidence (NE) of the historical thinking concepts under this study in the selected textbooks. A strong level of evidence (SE) was interpreted as a 'Good' reflection of the historical thinking concept; an intermediate level of evidence (IE) was interpreted as a 'Fair' reflection of the historical thinking concept; a weak level of evidence (WE) was interpreted as 'Poor' reflection of historical thinking concept, and no level of evidence (NE) was interpreted as 'Very Poor' reflection of historical thinking concept. According to Bharath (2015), Semantic Wave helps to describe and determine the level of knowledge or concepts in existing textbooks. The various stages used for the analysis of research questions 1 and 2 are summarized in the chart below:
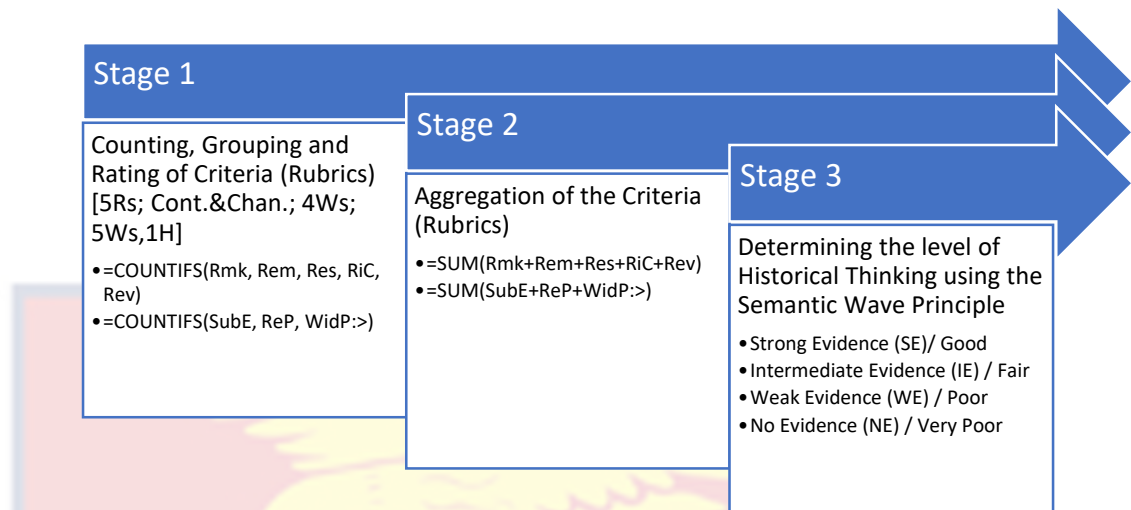
Figure 9: Stages in Determining how History of Ghana Textbooks Reflect
　　　　　Historical Significance and Change and Continuity
Source: Author's construct, 2022

To address research questions Three and Four of this study, the data obtained from the textbooks were analysed under three stages. In the first stage, evidence of historical contextualisation and chronology in history were each identified from the textbooks, counted and rated under a scale of $0 - 5$ [*Grade 5 (>40); Grade 4 (30-39); Grade 3 (20-29); Grade 2 (10-19); Grade 1 (1-9); Grade 0 (<1)*]. The counting and rating were done with Microsoft Excel (2019) functions (=COUNTIF: IFs). The ratings were done using the highest and lowest counts of evidence in the selected textbooks. Thus, the scale 0-5 represented the highest and lowest counts of evidence of historical contextualization and chronology in the textbooks. The differences in scale for the different research objectives is because each objective had it separate instrument constructed from different historical thinking frameworks (*see Appendix A*). In the second stage, descriptive statistics were used to show the direction of the data. The descriptive statistics, including frequencies, mean of means and standard deviations, were used to analyse research questions Three and Four. In the third stage, Maton's (2013) principle of shift in Semantic Wave

was used to determine whether there was a strong evidence (SE), intermediate evidence (IE), weak evidence (WE) or no evidence (NE) of the historical thinking elements of contextualisation and chronology in the textbooks. A strong level of evidence (SE) was interpreted as a 'Good' reflection of the historical thinking concept; an intermediate level of evidence (IE) was interpreted as a 'Fair' reflection of the historical thinking concept; a weak level of evidence (WE) was interpreted as 'Poor' reflection of historical thinking concept, and no level of evidence (NE) was interpreted as 'Very Poor' reflection of historical thinking concept. The chart below summarizes the stages for analysing research questions One and Two.

Stage 1
- Counting, Grouping and Rating of Rubrics under a scale of 0 - 5

Stage 2
- Using Descriptive Statistics to determine direction of data
- Mean/Standard Deviation
- Mean of Means/Average Standard Deviation

Stage 3
- Determining the level of Historical Thinking using the Semantic Wave Principle
- Strong Evidence (SE)/ Good
- Intermediate Evidence (IE)/ Fair
- Weak Evidence (WE)/ Poor
- No Evidence (NE)/ Very Poor

Figure 10: Stages in Determining how History of Ghana Textbooks Reflect Contextualisation and Chronology in History
Source: Author's construct, 2022

The textual and visual analysis of the sampled textbooks covered the following sub-strands (Table 2), which were specified for each class in the History of Ghana Curriculum for Primary Schools. Each sub-strand was analysed to determine how they reflect historical significance, change and continuity, contextualisation and chronology.

Table 2: Scope and Sequence of Content in History of Ghana Curriculum

STRAND	SUB-STRAND	B1	B2	B3	B4	B5	B6
HISTORY AS A SUBJECT	Why and How we study history	√			√		
	The learner's history						
	Family History						
	Community History	√					
MY COUNTRY GHANA	The people of Ghana		√	√	√	√	
	Inter-Group Relations			√			
	How Ghana got its name	√					
	Major Historical locations		√	√	√		
	Some selected Individuals	√	√	√	√	√	
EUROPEANS IN GHANA	Arrival of Europeans	√		√			
	International trade, including Slave Trade			√		√	
	Missionary Activities				√		
	Impact of European presence						√
COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	Establishing Colonial rule in Ghana			√			
	Social Development under colonial rule					√	
	Economic Development					√	
	Political Development						√
JOURNEY TO INDEPENDENCE	Early Protest Movements					√	
	Formation of Political Parties						√
	The 1948 riots					√	
	Ghana gains independence						√
INDEPENDENT GHANA	The Republics	√			√		√
	Military Rule						√

Source: (NaCCA, 2019b, p. xviii)

Data Management

To avert the identification of textbooks, generated data in soft copies were saved in folders with passwords on the researcher's personal desktop computer and an external drive to prevent public access to the data for ethical and confidentiality reasons. The hard and soft copies of the data collected have

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been kept by the researcher for at least 5 years after the study, before it will be destroyed.

Chapter Summary

The chapter dealt with the discussion of the methodology that was adopted for the study. The study was guided by the critical paradigm, which believes in the nature of knowledge. The mixed critical research design was adapted to better understand how history textbooks reflect historical thinking concepts. The content analysis design was further used to gather and analyse data accordingly. A multi-stage sampling comprising purposive and simple random sampling techniques was used to select 4 publishers out of 8 publishers and 12 Learners' Textbooks from 24 History of Ghana Learners' Textbooks. A thematic analysis matrix was used to code and recode qualitative data into quantitative statistics. The matrix was adapted from different Historical Thinking Frameworks (AP College Board, 2015; Counsell, 2004; Peck & Seixas, 2008; Talin, 2015; The Critical Thinking Consortium, 2014; Wineburg, 2001). The instrument was handed over to expert evaluators to ensure its validity. The chapter also discussed the processes involved in data collection and the ethical issues in the study. The data analysis procedure was grouped into two; first, explaining how research questions One and Two were analysed; and second, how research questions Three and Four were analysed. Again, the characteristics of the selected textbooks under this study were discussed. The characteristics included the title of the textbooks, the class levels, authors, editors, dates of publication, the total number of pages, the total number of strands, the total number of sub-strands, the total number of content standards, the total number of indicators and cover or back page's indication of any of the

historical thinking concepts under the study. Lastly, processes for data management were explained in the chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents and discusses the results of the study. The study's main purpose was to analyse how selected History of Ghana Textbooks reflect historical thinking concepts. i.e. historical significance, continuity and change, contextualisation and chronology in history. The chapter is presented in two sections. The first section describes the cover pages of the selected History of Ghana textbooks and their indication of the historical thinking concepts. The second section focuses on discussing the main data to address the research questions formulated to guide the study.

History of Ghana Textbook Cover Pages and how they Reflect Historical Thinking Concepts

A textbook's cover gives the reader an impression of what the book is about. It projects the message the textbook producers want to convey to the users about their book. For this study, the researcher sought to analyse how the cover pages of the History of Ghana textbooks reflect any of the historical thinking concepts under the study, i.e. historical significance, continuity and change, contextualisation and chronology in history. The choice of pictures for the cover pages is determined by both economic and academic factors (Maposa, 2009). The cover pages are shown in Figure 11:

Figure 11: Cover Pages of Approved History of Ghana Learners' Textbooks
        for Primary Schools
Source: Textbook data, 2022

From the data gathered, the textbooks' cover pages had pictures

depicting some aspects of historical thinking concepts, including historical

significance and contextualisation in history. For example, textbooks A1, A2

and A3 (*refer to Figure 11*) had a picture that appeared to be the meeting between the Portuguese sailors and Nana Kwamina Ansah of Elmina. This picture portrays an event contextualised in the Gold Coast's colonial era. The meeting of the Portuguese and Nana Kwamina Ansah of Elmina also depicts a historically significant event since it is remarked upon and remembered by people even today. In recounting the significance of the Portuguese encounter with the people of Elmina, Brew (2016) makes an analogy and connects it with the experiences Ghanaians have had with the Europeans across time. This depicts the resonant criterion. The event portrayed by the picture also reveals an aspect of Ghana's past, which resulted in change. According to Counsell (2004), the above criteria can be used to establish the element of historical significance in textbooks.

From Figure 11, textbooks B1, B2 and B3 had on their cover pages pictures of a traditional rattle, the Independence Arc and a One Ghana Cedi coin, respectively. The One Ghana Cedi coin had the inscription "Ghana: Freedom and Justice" and was a symbol of a cocoa tree. The use of these pictures helps to recount aspects of Ghanaian history. For example, the Independence Arc and the inscriptions on the One Ghana Cedi coin retell the history of the independence struggle in Ghana. This development in the history of Ghana is considered one of the significant events that are remarked upon, remembered, resonant, and resulted in change, revealing an aspect of Ghana's past. The picture of a rattle on the cover page of sample B1 also reveals an aspect of Ghanaian cultural history.

Textbooks C4, C5 and C6, had pictures of the 'sankofa' symbol on the cover pages (*refer to Figure 11*). The symbol depicts a bird with its head turned

backwards, taking an egg from the back. Metaphorically, this symbol is used by Ghanaians, particularly the Akan, to show the relevance of using past knowledge to address present circumstances. This symbol could be historically significant as many people analogise it (resonant). It also reveals an aspect of Ghanaian cultural history (revealing) and shows consequences for the future (resulting in change). Again, the 'sankofa' symbol emphasizes continuity and change. The symbol can be used to compare two or more periods (past/present) and can further be used to explain what has changed and what has been static over time (Fritz, 2008).

The Black Star Square is a site for Ghana's Independence Day celebration. It was one of the projects commissioned by Dr. Kwame Nkrumah, the first president of the Republic of Ghana, to symbolize Ghana's sovereignty (Hess, 2000). Textbooks D4, D5 and D6, had on their cover pages a picture of the Black Star Square (see Figure 10). The historical significance of Black Star Square is unquestionable since it meets Counsell's 5Rs criteria for establishing historical significance. Thus, the monument itself is remarked upon by people in Ghana and outside Ghana. It also serves as a memory site which reminds Ghanaians of the Independence struggles. It further reveals an aspect of Ghanaian history which had consequences on contemporary Ghanaian society.

The findings showed that all the textbooks had cover pages that reflected some elements of the historical thinking concepts under this study. All 12 textbooks had cover pages depicting the element of Historical Significance. 3 of the textbooks (C4, C5, C6) displayed cover pages that reflected Continuity and Change. There were 3 other textbooks (A1, A2, A3) that showed cover pages reflecting the element of Contextualisation. By implication, the cover

pages appeared to indicate elements of historical thinking which could help learners appreciate historical skills such as imagination, analysis, reflections and critical thinking (Bharath, 2015).

Main Discussion

This section discusses the data gathered from the selected History of Ghana textbooks to address the research questions formulated to guide the study. Research Questions one (1) and two (2) were analysed under the three stages explained earlier in the data analysis procedure.

Research Question One*: How does the selected history of Ghana approved primary school textbooks reflect historical significance?*

Stage 1: Counting and Ranking of historical events, visuals and exercises/activities in selected History of Ghana textbooks under the 5Rs with a scale of 0 - 6

Research question One sought to find out how the selected History of Ghana approved textbooks for primary schools reflect the historical thinking concept of significance. Given this, an attempt was made to identify, count and record historical events, visuals and exercises or activities that reflect each of the five criteria for determining historical significance provided by Counsell (2004). The chart below displays a rating using a scale of 0 – 6 to determine the level of Counsell's (2004) 5Rs principle in the selected textbooks.
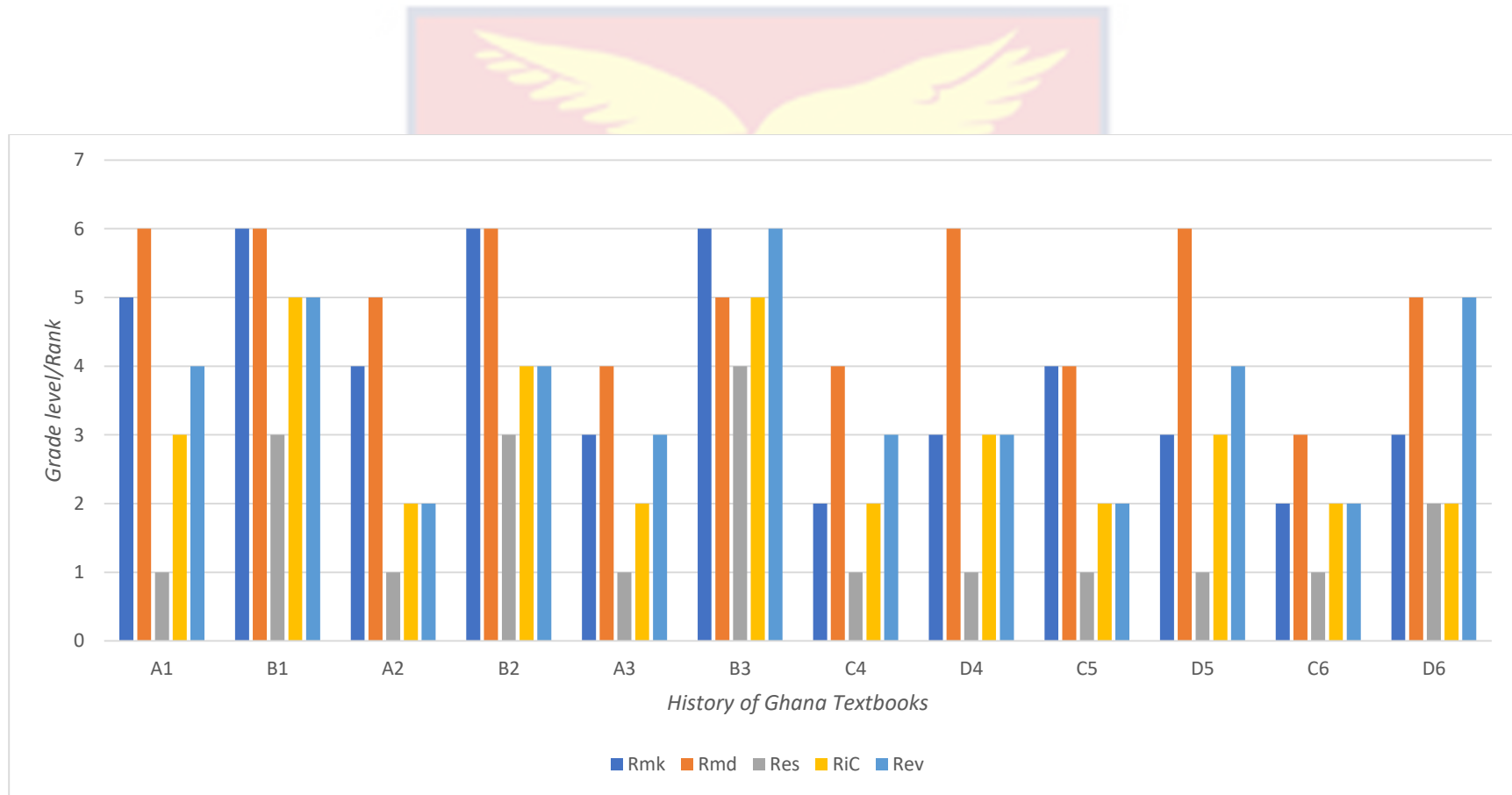
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Figure 12: Grade Level/Ranking of Counsell's 5Rs Model for Determining Historical Significance in History of Ghana Textbooks
Source: Textbook data, 2022

From Figure 12, the criterion 'Resonant' (Res) appeared to have recorded the lowest ranking. Eight out of 12 textbooks (A1, A2, A3, C4, C5, C6, D4 and D5) recorded a rank of 1. One of the textbooks (D6) was ranked 2, while two of the sampled textbooks (B1 and B2) were ranked 3. Only one of the sampled textbooks (B) recorded a rank of 4. This implies that most of the approved History of Ghana textbooks for primary schools did not consider historical events, visuals and exercises that are resonant with people. The criterion 'resonant' helps people make analogies and connect with experiences, beliefs or situations across space and time (Counsell, 2004). The result contradicts the findings of Carroll (2016), who showed that students could use the criterion 'Resonance' to identify and explain why some people think that the Haitian Revolution is historically significant from the different sources, including historical texts presented to them.

Counsell's (2004) criterion of '*Resulting in Change*' (RiC) appeared to have also recorded a relatively lower rank with six out of a total of the 12 textbooks (A2, A3, C4, C5, C6, D6) recording a rank of 2. Three out of the 12 textbooks (A1, D4, D5) recorded a rank of 3, while one of the textbooks (B2) recorded a rank of 4. Two out of the 12 textbooks (B1, B3) recorded a rank of 5. This signifies that the authors did not focus largely on historical events, visuals and exercises that reflect the criterion '*Resulting in Change*'. Little emphasis on this criterion suggests that the selected History of Ghana Textbook did not include historical contents that might have had consequences for the future. By implication, learners may not be able to use examples of historical events that have had consequences on the future. Learners may be tempted to ignore such significant events or accounts that resulted in a change in

constructing or reconstructing their history, community histories or national histories. The result presented in Figure 12 contradicts the findings of Bradshaw (2006), who revealed that the criterion 'Resulting in Change' was dominantly reflected by the SHP textbook titled '*Peace and War'*.

The data further shows that the criterion '*Revealing*' (Rev) received a relatively higher ranking, with only three of the textbooks (A2, C5, C6) recording a rank of 2 and another three of the textbooks (A3, C4, D4) recording a rank of 3. Three more sampled textbooks (A1, B2, D5) recorded a rank of 4 under the Revealing criterion. Two of the textbooks (B1, D6) recorded a rank of 5, with one textbook (B3) recording a rank of 6 under the Revealing criterion. This result suggests that the approved History of Ghana textbooks for primary schools somewhat integrated historical events, visuals and exercises that reveal some aspect of Ghana's past. Some of these historical events recorded under the Revealing criterion included the Bond of 1844, which is believed to have established British control in the Gold Coast Colony (Gocking, 2005). Other 'revealing' historical development recorded included the indirect rule in Ghana, which reveals the strategies used to govern the Gold Coast. The use of traditional rulers of the Gold Coast in the administration of the country at the local level is proven by Konadu and Campbell (2016) as revealing the potency of the traditional system of governance. Thus, the indirect rule reveals aspects of Ghana's political history and cultural and traditional practices that were effectively deployed in the past.

In effect, the inclusion of such revealing events will provide learners and users of History of Ghana textbooks with good examples of historical events that reveal aspects of Ghana's past. This implies that learners can construct and

reconstruct their own history, community or national histories using historical events or accounts that reveal aspects of the past. While this result appears to be a positive remark, it seems to contradict the findings of Bradshaw (2006) that indicated that students struggled to apply the criterion 'Revealing' in the identification of significant events from history textbooks.

The next criterion ranked higher was '*Remarkable*' (Rmk). From the result, only two of the textbooks (C4, C6) recorded a rank of 2, with four other sampled textbooks (A3, D4, D5, D6) recording a rank of 3 under the Remarkable criterion. Two of the textbooks (A2, C5) recorded a rank of 4, while one textbook (A1) recorded a rank of 5 under the Remarkable criterion. Three of the textbooks (B1, B2, B3) recorded the maximum rank of 6 under the Remarkable criterion. It can be said that the approved History of Ghana textbooks for primary schools had more events, visuals and exercises that were remarked upon by people.

Some of the historical personalities recorded under the criterion 'remarkable' included renowned professionals in Ghana's history (*Kofi Annan, Efua Sutherland, Abedi Pele, Azumah Nelson, Osibisa Music Group, etc.*), remarkable traditional rulers of the past (*Dode Akaibi I, Ndewura Jakpa, Osei Tutu I, Togbe Sri I, Nana Sir Ofori Atta, Naa Gbewaa and Nana Kobina Nketsia I*), successful entrepreneurs of the past (*Businessman Paa Grant, Winfred Tete Ansa, Mrs. Esther Ocloo, J.K. Siaw, etc.*), outstanding women in the history of Ghana (*First woman university graduate, Mrs. Charity Zormelo-Fiawoo; First woman pilot, Sqd. Leader Melody Danquah; First Woman Chief Justice, Georgina Wood; First Woman Speaker of Parliament, Justice Joyce Bamford-Addo; and the First woman editor of a national newspaper, Mrs. Elizabeth*

Ohene), contributors to Ghana's socio-political development (*Theodosia Okoh, Amon Kotei, Philip Gbeho, Michael Gbordzoe, Ephraim Amu, Kofi Antubam, etc.*). Edu-Buandoh and Nkansah (2018) recognise the role played by such individuals as not only having an implication in the collective memory of most Ghanaians but also being *remarked upon* by people at the time and even today.

Other notable events recorded as significant under the criterion 'remarkable' in the textbooks were social and economic developments such as the construction of educational facilities (*construction of Achimota College and University College of Gold Coast*), health (*Construction of Korle-Bu Hospital, Komfo Anokye Hospital and Takoradi Regional Hospital*), agricultural (*Establishment of agricultural farms and colleges in Bunso and Kwadaso*) and general infrastructure in Ghana (*construction of Takoradi Harbour, Road and Railway advancement*). These developments in the history of Ghana were remarkable, as many people in Ghana connected with them. For instance, in writing about the significance of Achimota College, Abena Busia, a poet and professor of English at Rutgers University, recognises the remarkable role the educational institution has played in the life of many prominent academics and public officials: "Achimota enjoys a revered history as a formidable educational institution that at one time held the title of most prestigious in the country. Today, many prominent academics and public officials affiliate themselves with the school as past students" (Busia, 2016, p. 283).

As presented in the result, the identification of the above events implies that learners and users of the textbooks were provided with remarkable events and can therefore employ the criterion 'Remarkable' in reconstructing historical accounts. Thus, learners will be able to identify and recount historical events

that are remarked upon by people while reconstructing their histories, community histories or national histories. The results show that the History of Ghana textbooks reflected the criterion 'Remarkable'. This corroborates Bradshaw's (2006) finding that students identified significant historical events that were remarkable in a textbook.

The last criterion to have received the highest ranking was 'Remembered' (Rmd). The result shows that one of the textbooks (C6) recorded a rank of 3 under the criterion 'Remembered'. Three of the textbooks (A3, C4, C5) recorded a rank of 4 while two textbooks (A2, B3) were ranked 5. Five textbooks (A1, B1, B2, D4, D5) recorded highest rank of 6 under the criterion 'Remembered'. This means that most of the approved history of Ghana textbooks show a reflection of historical events, visuals, exercises or activities that were important at some stage in history within the collective memory of a group or groups. By implication, the authors of History of Ghana textbooks made provisions for events that can serve as examples to learners while compiling their history or community and national histories. Thus, learners may be able to explore past activities that people remember widely across time.

The historical events, personalities and sites widely shown in the textbooks and recorded under the criterion 'Remembered' included specific events in a person's life, such as *the day one was born* and the *first day at school*. Other historical events noted as significant under the criterion 'Remembered' included migration of major ethnic groups and inter-ethnic relations (*Asante-Denkyira War, Asante-Akwamu War, etc.*). Historical sites such as *forts and castles, the Gbewaa palace, the Larabanga Mosque, Flagstaff House,* etc., were also captured under the criterion 'Remembered'. These antique events and sites

were recorded as historically significant since they are memorable or remembered in the collective memory of the Ghanaian populace (Gocking, 2005). Again, historical figures such as *Yaa Asantewaa, Tetteh Quarshie, Theodosia Okoh, Philip Gbeho* and *Dr. Kwame Nkrumah* were recorded in the textbooks as examples of significant personalities that still exist in the collective memory of Ghanaians and as such reflect the criterion 'Remembered' (Akyeampong & Aikins, 2008).

The results showing a good reflection of the criterion 'Remembered' in History of Ghana textbooks appear to agree with the findings of earlier studies. For instance, Bradshaw's (2006) study established that Year 9 students used Counsell's (2004) criterion 'Remembered' to determine the significance of 'William Knibb' in history textbooks. The result also corroborates Foo's (2014) study, which revealed that specific units of Singapore history textbooks used the criterion 'Remembered' to identify historical events that should be remembered in Singapore in the 1960s and 1970s.

Stage 2: Aggregating the 5Rs in selected History of Ghana textbooks

To establish the level of historical significance within the selected History of Ghana textbooks, an aggregation of the 5Rs was done. In aggregation, a sum of the 5Rs (=Rmk+Rmd+Res+RiC+Rev) was calculated for each textbook. The expected maximum aggregate (5Rs × the maximum rank of 6) would give a score of 30, while the minimum or least aggregate (5Rs × the minimum rank of 0) would give a score of 0. The sum of the rankings of each of the textbooks was calculated and presented in the chart below:
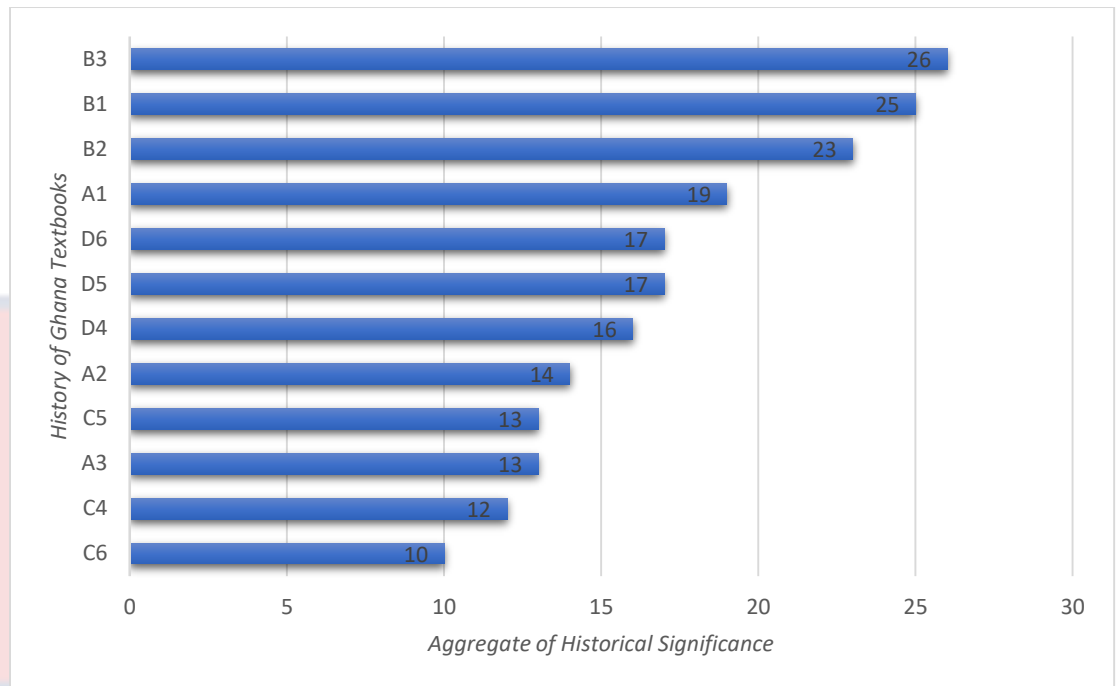
Figure 13: Aggregate of Historical Significance in History of Ghana
              Textbooks
Source: Textbook data, 2022

From Figure 13, it was gathered that three textbooks, B3, B1 and B2, obtained an aggregate of 26, 25 and 23, respectively, depicting a higher integration of the 5Rs principle. This was followed by textbooks A1, D6/D5, and D4 which attained a total aggregate of 19, 17 and 16, respectively. Textbooks A2, C5/A3, C4 and C6 obtained aggregates of 14, 13, 12 and 10, respectively depicting a relatively low integration of the 5Rs principles.

Stage 3: Determining the level of historical significance in selected History of Ghana textbooks

The final stage of the analysis of research question One was to determine the level of historical significance in the selected History of Ghana textbooks using Maton's (2013) principle of semantic wave. In semantic wave, textbooks were grouped under four main categories. i.e. having Strong Evidence (SE), Intermediate Evidence (IE), Weak Evidence (WE) or No Evidence (NE) of

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Historical Significance. The level of evidence was determined from the results presented under stages 1 and 2. A textbook with an aggregate between 20 and 30 ($\geq 20 {:} \leq 30$) was categorized as having Strong Evidence (SE), while an aggregate between 10 and 20 ($\geq 10 {:} < 20$) was categorized as having Intermediate Evidence (IE) of Historical Significance. A textbook that obtained an aggregate between 1 and 10 ($\geq 1 {:} < 10$) was categorized under Weak Evidence (WE), while those that recorded an aggregate less than 1 (< 1) were categorized as having No Evidence (NE) of Historical Significance. The chart below displays the number of textbooks and percentages of the level of Historical Significance using the Semantic Wave principle:
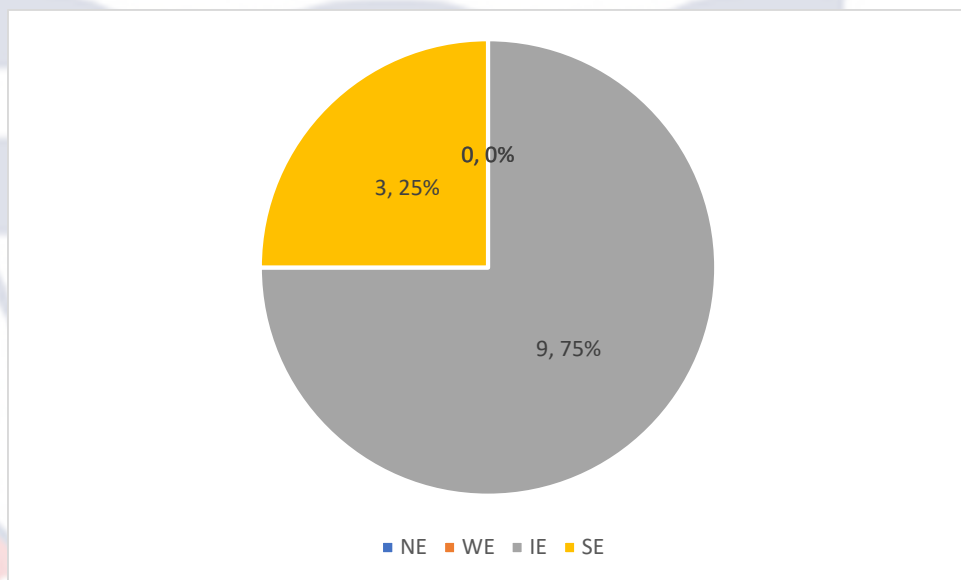
Figure 14: Level of Historical Significance in the History of Ghana Textbooks
Source: Textbook data, 2022

Figure 14 showed that all 12 textbooks had evidence of historical significance in content, visuals and exercises or activities. None of the textbooks (0%) appeared to have been classified under No Evidence (NE) or Weak Evidence (WE) of historical significance. Nine of the sampled textbooks (75%) were categorized under Intermediate Evidence (IE), with three of the sampled

textbooks (25%) falling under the category of Strong Evidence (SE). The result shows that approved History of Ghana textbooks for primary school appeared to have incorporated the historical thinking element of Significance in content, visuals and exercises. This implies that history textbook users, particularly learners, will have good examples to use in determining which events are significant in their history, community, and national histories. The reflection of historically significant events in approved History of Ghana textbooks for primary schools also suggests that classroom teachers focus more on examples of significant events in the planning, preparing and delivering of their history lessons. With good examples of historically significant events in history textbooks, teachers can select historically significant teaching resources or sources to teach. Again, based on the examples of historically significant events in history textbooks, teachers can cite significant historical events from their personal, community and national histories as examples of learning experiences during classroom instruction.

Research Question Two*: How does the selected history of Ghana approved primary school textbooks reflect Continuity and Change in history?*

The study further sought to find out how selected History of Ghana approved textbooks for primary schools reflect the historical thinking concept of Continuity (Constant) and Change. The results have been presented under the three stages explained in Chapter Three.

Stage 1: Counting and Ranking of historical events, visuals and exercises/activities in selected History of Ghana textbooks under Change and Continuity with a scale of 0 - 6

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In the first stage, historical events, visuals and exercises or activities from the history textbooks were counted and rated under Change and Continuity. This was done with the criteria The Critical Thinking Consortium (2014) provided. The chart below shows the ranking of the criteria for determining 'Change' and 'Continuity' in the selected History of Ghana textbooks.

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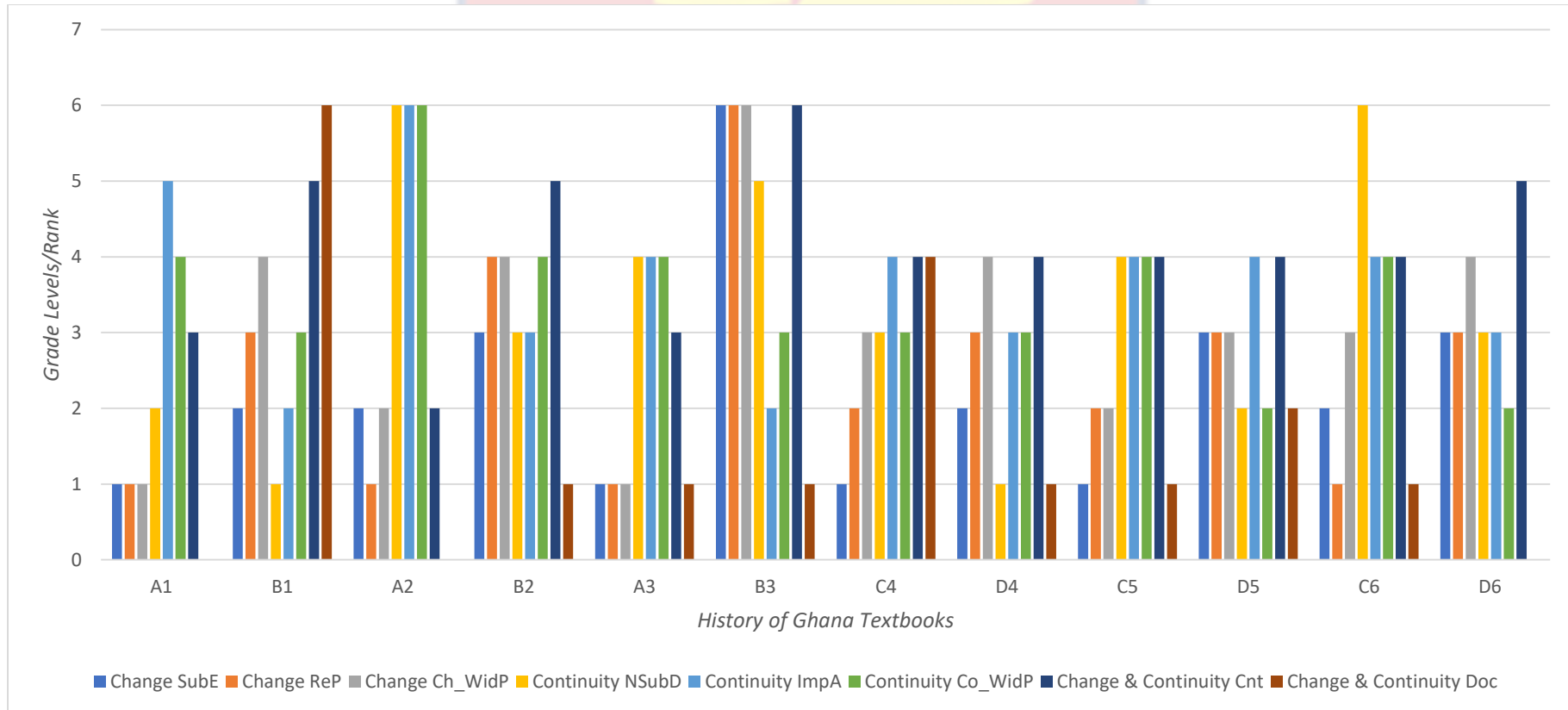
Figure 15: Grade Level/Ranking of The Critical Thinking Consortium Criteria for Determining Change and Continuity in History of Ghana Textbooks

Source: Textbook data, 2022

Change

Figure 15 shows that the criterion 'Substantial Effect' (SubE) appeared to have the least rankings (38%). Four out of the 12 textbooks (A1, A3, C4 and C5) obtained a rank of 1. Four other textbooks (B1, A2, D4 and C6) were ranked 2. Three out of the 12 textbooks (B2, D5 and D6) obtained a rank of 3, while one textbook obtained the highest rank of 6. The results show that most of the textbooks did not incorporate historical events, visuals and exercises or activities that show a dramatic difference in how things function. This also implies that most History of Ghana textbooks did not portray historical contents as having a drastic effect on present-day phenomena.

Figure 15 further shows that the criterion 'Relatively Permanent' Change (ReP) also had a relatively lower rank (42%). Four out of the 12 textbooks (A1, A2, A3, C6) were ranked 1, while two other textbooks (C4, C5) obtained a rank of 2. Another four out of the 12 textbooks (B1, D4, D5, D6) obtained a rank of 3. Only one textbook (B2) obtained a rank of 4, with one other textbook (B3) obtaining a rank of 6 under the 'Relatively Permanent Change' criterion. Even though the result for this criterion (42%) appears to be higher than the previous criterion (Substantial Effect) (38%), it does not imply that the selected History of Ghana textbooks had enough content to show that the Changes in historical happenings had a lasting condition on the contemporary society. This implies that History of Ghana textbooks lack historical texts, visuals/pictures and exercises/activities that show a relatively permanent change in the society.

Again, the result presented in Figure 15 shows that the criterion 'Widespread Change' (Ch_WidP) had a relatively higher ranking (51%). Two

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out of the 12 textbooks (A1, A3) obtained a rank of 1, with two other textbooks (A2, C6) obtaining a rank of 2. Three out of the 12 textbooks (C4, D5, C6) obtained a rank of 3, while four textbooks (B1, B2, D4, D6) obtained a rank of 4. One out of the 12 textbooks (B3) obtained the highest rank of 6. The ranking of the criterion 'Widespread Change' as the highest among the three criteria for determining the element of Change depicts the inclusion in the History of Ghana textbooks, more historical contents (historical events, visuals, exercises or activities) that show that the effects of change are broadly or widely felt across the time. The results imply that learners and users of the History of Ghana textbooks will appreciate changes in their society as they juxtapose them with the historical contents provided in the textbooks.

Continuity/Constant

Figure 15 shows that the criterion 'No Substantial Deviation' (NSubD) appeared to have obtained a relatively higher ranking (56%) in the selected History of Ghana textbooks in terms of Continuity. Two out of the 12 textbooks (B1, D4) obtained a rank of 1, while two other textbooks (A1, D5) obtained a rank of 2. Three out of the 12 textbooks (B2, C4, D6) obtained a rank of 3. Two of the 12 textbooks (A3, C5) obtained a rank of 4, with only one textbook (B3) obtaining a rank of 5. Two out of the 12 textbooks (A2, C6) obtained the highest rank of 6 under the *No Substantial Deviation* criterion. The results indicate that most of the History of Ghana textbooks contain more events or occurrences in the past that have remained the same or continued than events that changed. Again, the textbooks presented historical texts, visuals and exercises or activities that show little or no difference in how things function. For example, in Figure 16, the author attempted to show how historical activities have

changed. However, a critical analysis of the activities presented in pictures shows little or no difference in how things were done in the past and today.

Figure 16: A scan of Textbook B1, page 9
Source: Textbook data, 2022

In Figure 16, the author shows a comparison between some activities of the past and today. Pictures 1 and 2 compare the mode of communication from two different periods (the past and today). The writer explained that drums were used to send messages to people in the past, while today, people use electronic devices such as mobile phones to send messages. These two documents (pictures 1 and 2) clearly explain the historical thinking concept of change and continuity. Thus, even though the act of communication exists, the mode of communication has changed over time. While this change appears to be felt broadly in the current Ghanaian society, it must be pointed out that the use of drums in communication has remained a significant aspect of Ghanaian culture. Nketia (1959), Asare (2014) and Phyfferoen (2018) all recount how to drum language and drum messages have been part of the traditions and cultures of Ghanaian people. Asare (2014), for instance, highlights drum messages that are inherent in the Adowa dance of the Asante. The drum messages accompanying

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the Adowa dance indicate different cultural gestures. This shows drum messages still exist in contemporary Ghana. However, the author appeared not to have mentioned how drum messages or the mode of communicating with drums has remained a significant part of Ghana's culture.

In a similar observation from Figure 16, pictures 3 and 4 compared the cooking activity. Picture 3 indicates the act of cooking food on an open fire which, according to the author, shows activity in the past. Picture 4 shows the act of cooking food on stoves, indicated by the author as a contemporary practice. While these two documents (Pictures 3 and 4) appeared to be comparing activities from two different periods, the author's concentration was only on the changes that occurred with cooking food. The author appeared to have not explained aspects of the said activity, which has remained the same. Contrary to the assertion that the use of open fire has changed over time, Larsen and Dalaba (2020) showed that as of 2017, as many as 78% of Ghana's population relied on an open fire for cooking, while 21% used Liquified Petroleum Gas (LPG) for cooking. Thus, the use of open fire for cooking has not changed as the majority of Ghanaians still use an open fire for cooking.

The last criterion under Continuity/Constant presented in Figure 15 is 'Important Aspect" (ImpA). This criterion apparently obtained the highest rank (61%) in the History of Ghana textbooks. Two out of the 12 textbooks (B1, B3) obtained a rank of 2, while three of the textbooks (B2, D4, D6) obtained a rank of 3. Five out of the 12 textbooks (A3, C4, C5, C6) received a rank of 4. One out of the 12 textbooks (A1) got a rank of 5, while the other textbook (A2) obtained the highest rank of 6. The results under this criterion (*Important Aspects*) indicate that most of the History of Ghana textbooks focused on

historical contents (historical events, visuals, exercises/activities) that show similarities in significant aspects of human life. This means aspects of the past were similar across different eras. For example, pictures 1 and 2 displayed in Figure 17 shows how a history textbook attempted to show similarities of varying periods in the aspect of the economy of Ghana.
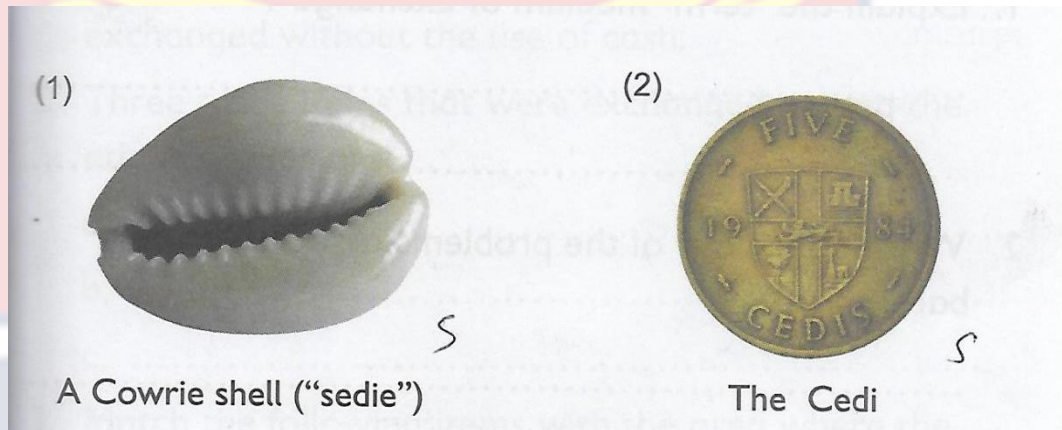
Figure 17: A scan of Textbook A3, page 33
Source: Textbook data, 2022

From Figure 17, the author of Textbook A3 attempted to compare two documents or pictures (Cowrie shell and a 5 Cedi coin) from different periods. The cowrie shell (known locally by the Akans as '*sedeɛ*'), which dates back to the fourteenth century AD, originated from the Indian Ocean and was also found at Kisoto, a town around the Volta Basin (Gocking, 2005). The cowrie shell '*sedeɛ*' was used as a currency on the Gold Coast before the coming of the Europeans (Oldendorp, 2016). The 'Cedi', on the other hand was first introduced as a currency to replace the British pound in 1965. The name 'cedi' is believed to have originated from the Akan word '*sedeɛ*', which was the name given to the cowrie shells used in the early colonial era. The comparison provided by the textbook shows similarities between the cowrie shell and the

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cedi coin. This depicts the element of continuity as the currency's name appears to have remained almost the same.

Overall, the results depict that both 'change' and 'continuity' are reflected in History of Ghana Textbooks. However, in a cumulative observation, it can be seen that the textbooks focused more on historical contents that depicted the component of continuity. This does not suggest that the component 'change' was not reflected in the textbooks. Comparatively, there were more historical events, visuals and or exercises/activities that showed things have remained the same rather than changed. Most authors presented historical events, visuals or exercises that show continuity in important aspects of human life. For instance, in explaining how history is part of everyday life, the process of reproduction was remarked as a constant or continued human activity by textbook A1: "…*Our great grandparents gave birth to our grandparents. Our grandparents also gave birth to our parents. And our parents also gave birth to us*" (p. 12). In another instance, languages spoken today, food eaten today and the names people have today were all cited in the textbooks as significant aspects of human life that have remained the same or continued.

Again, to prove that historical events have continued rather than changed, the contents presented in the textbooks showed little or no difference in how things function. Furthermore, the authors provided content that showed that similarities are broadly present across societies or periods. Some examples of events cited in the textbooks to show that historical happenings had significant similarities in today's society included 'Impacts of International Trade'. The textbooks identified some items that European traders brought to Ghana, such as gin, schnapps, guns, sugar, mirror, wax print, etc., which are

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widely present in the contemporary world. Thus, the introduction of these trade items and their continuous use can be seen broadly in Ghanaian society. Ankersmit (2010) narrates the origin, introduction and widespread usage of the wax print in Ghana today. Similarly, Delhaye and Woets (2015) highlight the dominant use of wax print in Ghana as it has popularly been accustomed to as 'Friday wears' for most people. These evidences show that some important trade items from the past have remained till today, with their usage widely seen in society.

Stage 2: Aggregating the criteria for determining Change and Continuity in selected History of Ghana textbooks

An aggregation of the criteria provided by The Critical Thinking Consortium (2014) was done to establish the level of change and continuity within the selected History of Ghana textbooks. In aggregation, a sum of the criteria (=*SubE+ReP+Ch_WidP+NSubD+ImpA+Co_WidP+Cnt+Doc*) was calculated for each textbook. The expected maximum aggregate (8 × the maximum rank of 6) would give a score of 48, while the minimum or least aggregate (8 × the minimum rank of 0) would give a score of 0. The sum of the rankings of each of the textbook was calculated and presented in the chart below:
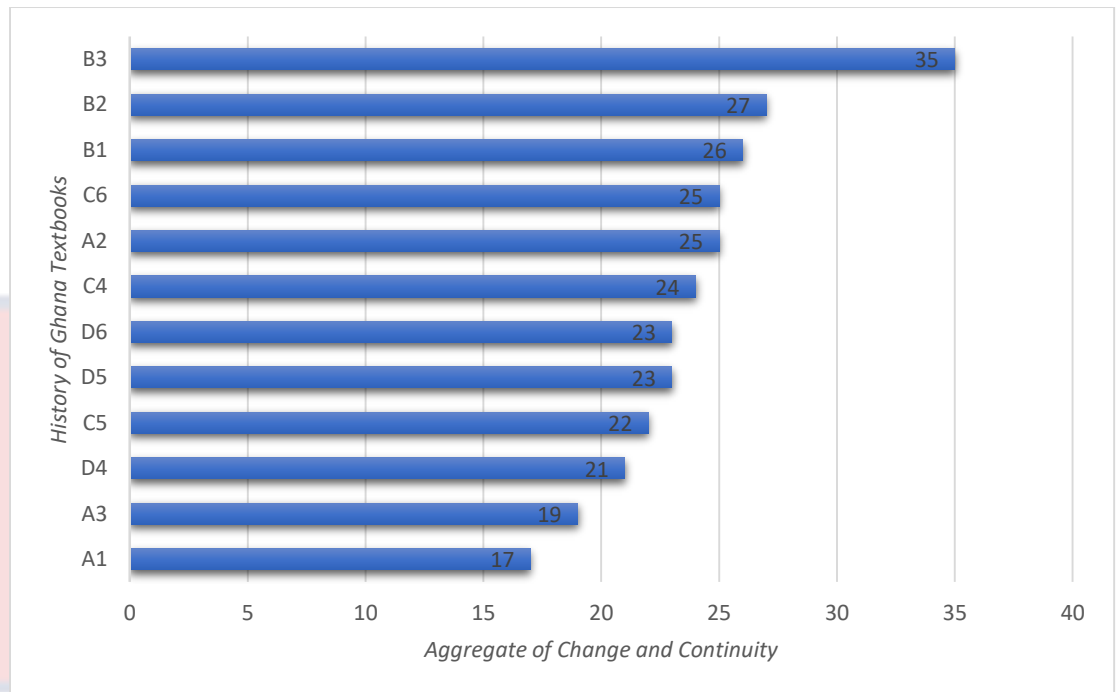
Figure 18: Aggregate of Change and Continuity in History of Ghana
Textbooks
Source: Textbook data, 2022

From Figure 18, it was gathered that one out of the 12 textbooks (B3)

obtained an aggregate of 35, depicting a relatively higher reflection of change

and continuity in the textbook. This was followed by textbooks A2, B1 and

C6/A2, which obtained a total aggregate of 27, 26 and 25, respectively.

Textbooks C4, D6/D5, C5 and D4 obtained an aggregate of 24, 23, 22 and 21,

respectively. Textbooks A3 and A1 received the least aggregates of 19 and 17,

respectively, depicting a relatively low integration of the historical thinking

concept of Change and Continuity.

Stage 3: Determining the level of Change and Continuity in selected History of

Ghana textbooks

The final stage of the analysis of research question two was to determine

the level of Change and Continuity in the selected History of Ghana textbooks

using Maton's (2013) principle of semantic wave. The results from Stage 2 were

grouped under four main categories. i.e. indicating Strong Evidence (SE), Intermediate Evidence (IE), Weak Evidence (WE) or No Evidence (NE) of Change and Continuity in the textbooks. A textbook with an aggregate between 32 and 48 (≥32: ≤48) was categorized as having Strong Evidence (SE), while an aggregate between 16 and 32 (≥16:<32) was categorized as depicting Intermediate Evidence (IE) of Change and Continuity. A textbook that obtained an aggregate between 1 and 16 (≥1:<16) was categorized under Weak Evidence (WE). In contrast, those that recorded an aggregate less than 1 (<1) were categorized as having No Evidence (NE) of Change and Continuity. The chart below displays the number of textbooks and percentages of the level of Change and Continuity using the Semantic Wave principle:
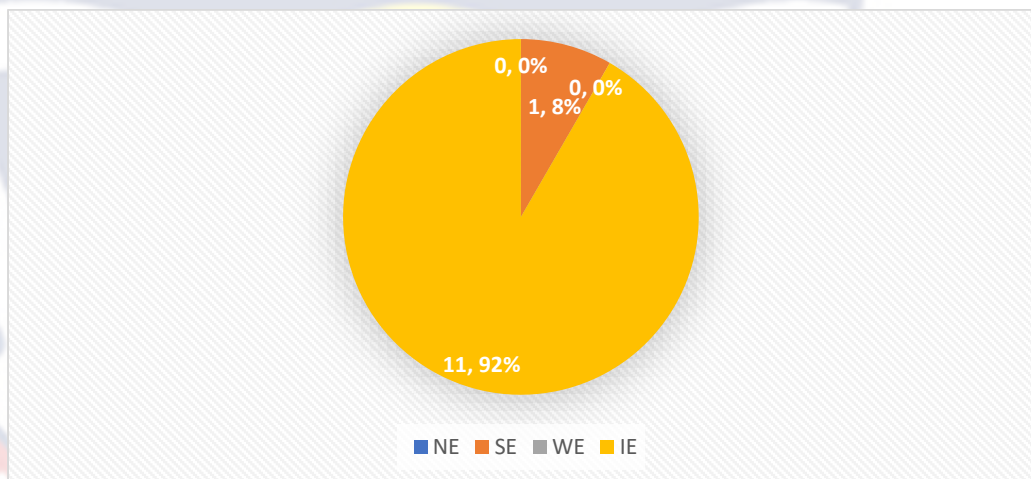
Figure 19: Level of Change & Continuity in History of Ghana Textbooks
Source: Textbook data, 2022

Figure 19 shows that all 12 textbooks had evidence of change and continuity in content, visuals and exercises or activities. None of the textbooks (0%) appeared to have been classified under No Evidence (NE) or Weak Evidence (WE) of change and continuity. 11 out of the 12 textbooks (92%) were categorized under Intermediate Evidence (IE), with only one of the textbooks (8%) being classified under the category of Strong Evidence (SE). The results

show that approved History of Ghana textbooks for primary schools incorporated the historical thinking concept of Change and Continuity in content, visuals and exercises. However, it may appear that there were more contents reflecting 'continuity' than 'change'. By implication, even though the history textbook users, particularly learners, are provided with adequate examples of historical scenarios that reflect the Continuity component, they may not have enough examples to identify the trends of change over time or explain how these trends of changes tie into major historical themes. Thus, learners may have difficulty using the concept of Continuity and Change to compare and contrast historical events. For classroom teachers, the results of this study may imply that they may not have good examples of historical events that explain the concept of Change. This might be problematic since teachers may not get guidance in selecting learning experiences, instructional approaches and resources or sources for their teaching. This is because, according to Lévesque (2008), both concepts of Continuity and Change are necessary for explaining historical events. Thus, "Continuity" and "Change" are interrelated concepts that complement each other. The absence of one of these concepts in any historical media, including history textbooks, may negatively affect media users (Bharath, 2015).

Bar-Tal (1999) concluded that, overall, the textbooks used in Jewish classrooms support the continuity of the state of Arab-Israeli conflict and produce psychological conditions that enable students to cope successfully with a state of conflict. The findings of this study corroborate with the findings of Bar-Tal's (1999) study, which revealed that even though variegated pictures were used in Jewish history textbooks across the different periods, the content

of the textbooks depicted a series of events that have continued rather than change about Jewish-Arab relations. In a similar context, the current study's findings revealed how historical events in Ghana are presented as having continued over time rather than changed. Thus, even though there are instances of change over time, both studies present a similar case of history textbooks reflecting the element of Continuity more than the element of Change.

The findings of this study also support that of Resnik (1999), who found out that the Jewish superiority from the Arab-Israeli conflict has been reinforced and presented as a form of continued narrative overtime at the expense of changes in the universal and civil aspect of the Jewish and Arab societies. Even though Resnik (1999) observed that changes in universal-liberal values were introduced in the 1970s and by the following decade, the history textbooks still maintained massive support towards Jewish superiority. Thus, traces of continuities were projected in Jewish history textbooks more than traces of changes in Jewish society.

On the contrary, the findings of this study appear to disagree with the findings of Podeh (2000) that history textbooks published after the mid-1990s reflected the element of Change. Podeh (2000) analysed how the Arab-Israeli conflict is portrayed in history textbooks used in Jewish classrooms over three different periods. In the first period (1948 to mid-1970s), Podeh (2000) revealed that the Jewish history textbooks reflected the element of Continuity. Jewish history textbooks reflected the element of Change in the second (1975 - 1992) and third periods (the mid-1990s and beyond). Thus, current Jewish history textbooks project societal changes rather than presenting a continued version of the past.

The findings of this study also appear to be the direct opposite of the findings of Bharath (2015), that sampled South African history textbooks show historical events such as the Formation of Liberation Movements as indicative of the concept of Change. According to Bharath (2015), history textbooks mainly highlighted the concept of Change but had few examples to explain the concept of Continuity.

Research Question Three*: How does the selected History of Ghana approved textbooks for primary schools reflect Contextualisation in History?*

Research Question Three sought to find out how the selected History of Ghana textbooks reflect the historical thinking concept of Contextualisation in history. The five-point Likert scale matrix used to gather textbooks' data was analysed using means and standard deviations. From the analysis, a mean of 3.75 and above ($\tilde{x} \geq 3.75$) indicates that the textbook had Strong Evidence (SE) of the statement establishing contextualisation. In contrast, a mean of 3.74 - 2.50($2.50 \geq \tilde{x} \leq 3.74$) means the textbook had Intermediate Evidence (IE) of the statement establishing contextualisation in history. A mean of 2.49 – 1.00 ($1.00 \geq \tilde{x} \leq 2.49$) shows that the textbook has Weak Evidence (WE) of the statement establishing contextualisation. However, a mean score below 1 ($\tilde{x} < 1$) shows that the textbook has No Evidence (NE) of the statement to establish contextualisation in history. A standard deviation below 1.00 indicates that the results from the textbooks were homogeneous and heterogeneous when it was above 1.00. The results are presented in Table 3.

Table 3: How Selected History of Ghana Textbooks Reflect the Element of Contextualisation in History

Statements	A1	B1	A2	B2	A3	B3	C4	D4	C5	D5	C6	D6	*Mean*	*SD*
Text/Visual/Activity connects historical events and processes to specific circumstances of time and place	3	4	3	4	2	5	4	4	4	4	4	3	3.67	0.78
Text/Visual/Activity connects historical events and processes to broader regional, national and or global processes.	2	4	2	5	2	4	3	4	3	4	3	4	3.33	0.98
Text/Visual/Activity develops understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts.	1	3	2	4	1	5	2	3	3	4	2	3	2.75	1.22
Text/Visual/Activity develops understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other periods.	2	3	1	2	2	5	2	4	3	3	2	3	2.67	1.07
Text/Visual/Activity develops understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other themes	1	2	2	4	1	4	2	1	1	5	1	3	2.25	1.42
Text/Visual/Activity develops understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other disciplines	0	1	0	5	0	5	0	0	0	1	0	3	1.25	1.96
Text/Visual/Activity uses or gives clue to other sources that will help in corroboration	1	4	0	3	1	5	1	1	1	1	1	1	1.67	1.50
Text/Visual/Activity provides relevant data on sourcing	1	4	2	3	2	5	2	3	2	3	2	3	2.67	1.07
Text/Visual/Activity encourages learners to read closely	1	4	2	3	1	5	2	2	2	1	2	3	2.33	1.23
Text/Visual/Activity uses and or explains the 5W 1H principle to establish contextualisation in history	2	3	2	4	3	5	3	4	2	4	2	3	3.08	1.00
List of words or phrases that depicts Contextualisation in History	2	3	2	4	1	4	2	4	2	5	3	3	2.92	1.16
Mean of Means/Average Standard Deviation													2.60	1.22

Source: Textbook data, 2022

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Results from Table 3 indicate that the History of Ghana textbooks reflected an intermediate level of evidence on contextualisation. This is seen from the overall mean (M = 2.60). However, the average standard deviation (S = 1.22) shows heterogeneity across the textbooks, indicating that the result is not representatively seen in all the textbooks. The results suggest that learners can situate historical events in the proper context using the guidelines, examples and samples of activities in the textbooks.

Specifically, the majority (M = 3.67, SD = 0.78) of the textbooks show intermediate evidence in connecting historical events and processes to specific circumstances of time and place. This means that the History of Ghana textbooks provide historical events, pictures, and activities in specific times and places. Connecting historical developments to specific time periods and places further implies that learners and textbook users have access to textbooks' examples and guidelines that will help situate events, including the learner's life history, in the proper context of time and place. Monte-sano (2011) argues that this may enhance the imaginative abilities of learners as they analyse and reflect on historical developments and situate them in the proper context of time and place. This finding is consistent with Vella's (2010) study, which revealed that Maltese history textbooks provided enough content to help learners situate historical events and/or documents in specific times and places in history. The finding further corroborates Bharath's (2015) finding that South African history textbooks provide a good reflection of contents (historical events, visuals and exercises) that help learners contextualise historical developments in appropriate times and places.

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Similarly, the results from Table 3 indicate that most of the History of Ghana textbooks (M = 3.33, SD = 0.98) provided intermediate evidence of connecting historical events and processes to broader regional, national and or global processes. This result is also homogeneous across the textbooks. This suggests that the History of Ghana textbooks provided some historical events and visuals that appeared to be situated in a broader regional, national or international context. The results also demonstrate that there were exercises or activities in the textbooks that seemed to request learners to situate historical developments in their society to broader national, sub-regional, regional and global contexts. This finding is remarkable as it depicts the textbooks' attempt to build in learners, skills such as analysing, imagining and critical thinking. For instance, Nokes, Dole and Hacker (2007) opined that a historical source's ability to connect events to a broader context implicitly encourages critical thinking among historians. By implication, the history textbooks' reflection of contents that link events of the past to broader national or international context can improve the reasoning ability of learners. Furthermore, a textbook that connects historical events to broader national, regional or sub-regional and international context promote the core competency of Cultural Identity and Global Citizenship (CG) as provided by the History of Ghana Curriculum (NaCCA, 2019c). This study's findings contradict LaSpina (2003) findings that history textbooks used in the USA, Canada, Australia, and New Zealand focused largely on highlighting indigenous people (nationals) and their place in history rather than connecting their historical activities to the global context.

Regarding how the History of Ghana textbooks used Talin's (2015) '5Ws 1H' principle in establishing historical contextualisation, Table 3 shows

an intermediate level of evidence (M = 3.08, SD = 1.00). The results show that even though there were evidences of reflection on the 5Ws 1H principle, not all aspects of the principle were used by the authors. Thus, the history textbooks focused on only aspects of the principle by asking questions on 2Ws, 3Ws or 4Ws. For example, Figure 20 illustrates an excerpt from a sample textbook to show how it reflected the aspects of the 5Ws 1H principle.
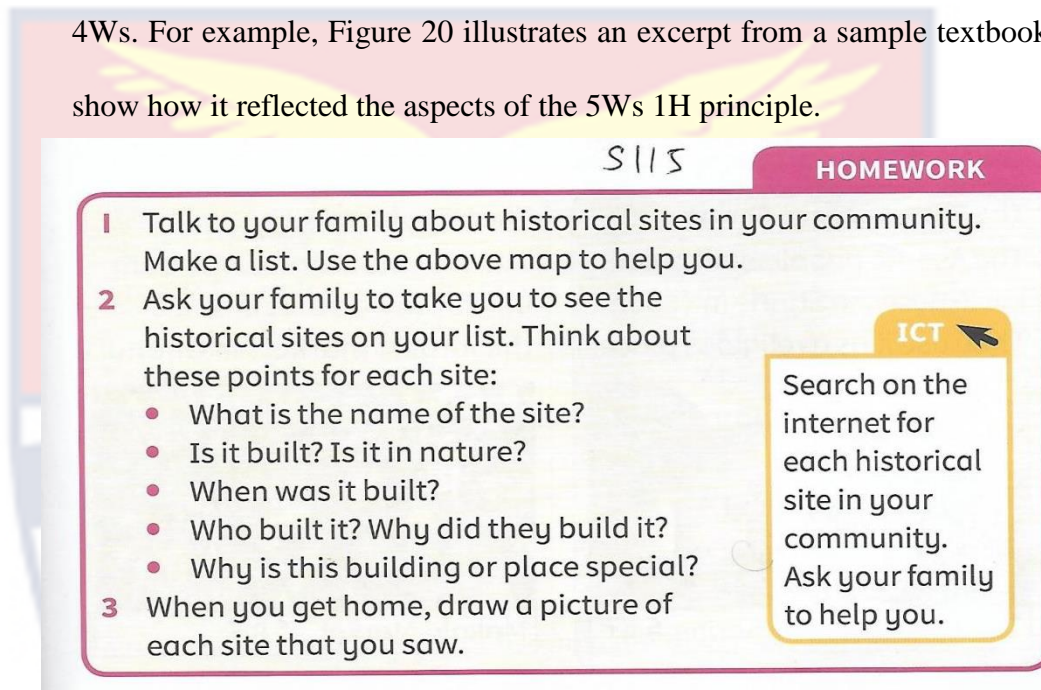
Figure 20: A scan of Textbook B1, page 39
Source: Textbook data, 2022

From Figure 20, it can be observed that the author of Textbook B1 provided guiding questions reflecting aspects of the 5Ws 1H principle. This was to guide learners to contextualise historical happenings by one, identifying *What* historical site is identified in the community? Two, *When* the historical site was built? Three, *who* built the historical site? And four, *why* was it built? Similarly, in Figure 21, the author provided guiding questions to help learners situate historical sites or memories in the appropriate historical context by identifying *What* historical sites exist in the learner's district or region? *Where* could specifically the historical site be found? *When* was the historical site constructed? And *why* was it constructed?

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Activity 17

1 Talk to a person in your community about the historical locations in your district or region. You could talk to your village chief or elders.
2 Ask questions to find out about the history of these places, for example:
23f • What is the name of the historical site?
   • Where will you find it?
   • When was it built?
   • Why was it built?
   Remember to always thank the person who answered your questions.
3 Share what you have found out about these historical locations in your district or region with the class.

Figure 21: A scan of Textbook B2, page 63
Source: Textbook data, 2022

From Figure 21, it was conspicuous that the author attempted to use the 5Ws 1H principle to encourage learners to understand contextualisation in history. However, it was clear that not all the aspects of the principle were used. To situate historical events and sources in the right context, Talin (2015) suggested using inquiry-based questions such as "What event happened?" "Where it happened?" "When it happened?" "Who was involved?", "Why it happened?" and "How it happened". The inadequate reflection of the principle of '5Ws 1H' in some of the textbooks implies that such textbooks may not help learners situate historical events or sources in the proper context (Ramoroka & Engelbrecht, 2015). The finding that History of Ghana textbooks somewhat reflect the 5Ws 1H principle is in contrast with Vella (2010), who reported that even though Maltese history textbooks depicted historical sources or documents, the sources were not guided or aligned with any historical thinking questions such as the '5Ws 1H' question guide. Aligning historical sources or

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documents to historical thinking questions is important because it helps to provide reliability and trustworthiness in contextualisation (Leon & Whelan, 2008).

In sum, the findings of research question three revealed that approved History of Ghana textbooks for primary schools reflected, at an intermediate level, the historical thinking element of contextualisation. This indicates that the approved History of Ghana textbooks provided intermediate evidence in connecting historical events and processes to specific circumstances of time and place. The textbooks also showed an intermediary level of evidence in connecting historical events and processes to broader regional, national, or global processes. Again, the textbooks, at an intermediate level, used Talin's (2015) '5Ws 1H' principle to establish historical contextualisation. The findings of this study suggest that learners can somewhat use contextual information provided in history textbooks to understand the actions or decisions of historical personalities, the setting in which events took place, the reliability of the documents, and the causes of historical events.

Research Question Four: *How does the selected History of Ghana approved textbooks for primary schools reflect Chronology in History?*

The study sought to analyse how the historical thinking element of Chronology is reflected in History of Ghana approved textbooks for primary schools. Hence, Research Question Four was posed: How does the selected History of Ghana approved textbooks for primary schools reflect Chronology in History? To answer this question, items 23a – f and 24 on the matrix (See Appendix A) were used to collect data from History of Ghana textbooks. The results from the textbooks have been presented in Table 4.

Table 4: How History of Ghana Textbooks Reflect the Element of Chronology in History

Statements	A1	B1	A2	B2	A3	B3	C4	D4	C5	D5	C6	D6	*Mean*	*SD*
Text/Visual/Activity explains key concepts related to chronology, such as periods, age, era, timeline, chronology, etc.	0	0	0	0	0	1	0	0	0	0	0	0	0.08	0.29
Text/Visual/Activity uses different periods/age/era in history of Ghana	1	4	0	4	2	5	2	2	1	2	2	2	2.25	1.42
Text/Visual/Activity describes different periods/age/era in the history of Ghana	1	2	0	0	0	0	2	3	1	2	2	1	1.17	1.03
Text/Visual/Activity uses timelines to establish chronology in history	2	4	2	3	0	4	2	1	1	2	0	2	1.92	1.31
Text/Visual/Activity encourages learners to develop and use timelines creatively to tell a historical story.	2	2	0	3	0	4	2	2	0	2	1	3	1.75	1.29
Text/Visual/Activity uses and or explains the 4W (When; Where; Who; What) to establish chronology in history	2	4	2	5	2	5	3	4	3	4	3	4	3.42	1.08
List of words or phrases that depicts Chronology in History	2	3	2	4	3	4	3	3	2	4	2	3	2.92	0.79
Mean of Means/Average Standard Deviation													1.93	0.39

Mean Ranges: *Strong Evidence (SE) (5- 3.75); Intermediate Evidence (IE) (3.74 – 2.50); Weak Evidence (WE) (2.49 – 1.00); No Evidence (NE) (below 1)*
Source: Textbook data, 2022

The results from Table 4 suggest that History of Ghana textbooks show weak evidence of the element of Chronology in history with overall mean and standard deviation scores (M = 1.93, SD = 0.39). The standard deviation score presupposes that this is homogenous. Thus, the result is representative across all the History of Ghana textbooks. The standard deviation score further means that the historical thinking element of chronology is poorly integrated into the contents (texts, visuals and exercises or activities) of the History of Ghana textbooks. The findings of this study contrast Bharath's (2015) study, which revealed strong evidence of chronology in upper-grade textbooks (Grades 6, 7, 8 and 9). However, in lower grade levels, the findings of this study confirm the findings of Bharath (2015) that South African history textbooks for lower grade levels presented weak evidence of the element of chronology. The revelation that History of Ghana textbooks reflected weak evidence of chronology in history may have some negative implications on teaching and learning history specifically for learners. First, without a strong sense of chronology in history textbooks, learners can't explain other historical thinking elements such as cause and consequence, change and continuity, contextualisation, etc. Second, if learners are not exposed to a sound understanding of chronology, they may not develop the capacity to confidently and appropriately apply periodic labels (Taylor & Young, 2003).

Specifically, the results indicate weak evidence (M = 0.08, SD = 0.29) on how the History of Ghana textbooks explain key chronological concepts. This means that History of Ghana textbooks rarely provided explanations for concepts related to chronology such as 'periods', 'age', 'era', 'timeline', 'chronology', etc. This finding concurs with the findings of Šimik (2015) that

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even though Czech history textbooks made use of periodisation, such as Stone Age and Bronze Age, the textbooks failed to explain the specific concepts related to chronology. The finding of this study also corroborates the findings of Bharath (2015) that South African history textbooks "failed to provide learners with adequate details on understanding and using chronological terminologies" such as BCE, CE, BC and AD (p. 350). The finding that History of Ghana textbooks reflects weak evidence in explaining chronological terminologies implies that learners may not understand such terminologies and apply them accordingly in historical narratives. In other words, learners may not understand the concepts related to chronology from other sources. The learners may, therefore not be able to creatively use chronological concepts to recount their life histories, community histories or national histories.

Similarly, the results from Table 4 show weak evidence (M = 1.17, SD = 1.03) of descriptions of the different periods in the textbooks. This result further proves that the authors of the history textbooks failed to describe the different periods in Ghana's history, including pre-colonial, colonial and post-colonial eras. This confirms the findings of Terra (2014) that even though textbooks used historical periods, they failed to explain them to help learners appreciate their meaning. This finding in Ghanaian history textbooks may imply that learners will have less understanding of chronological periods. Thus, learners may not understand the various periods in history as these periods are not explained. The finding of this study may further imply that learners will have access to details of specific events in the textbooks but may not be able to connect the events to periods or eras in Ghanaian history.

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In a nutshell, the finding of this study suggests that approved History of Ghana textbooks for primary schools reflected weak evidence of the historical thinking element of chronology. This indicates that the History of Ghana textbooks did not adequately explain key chronological concepts such as 'periods', 'age', 'era', 'timeline', 'chronology', etc. Again, the History of Ghana textbooks failed to provide descriptions of the different periods in Ghana's history, such as pre-colonial, colonial and post-colonial periods.

Chapter Summary

This chapter has shown that History of Ghana Textbooks integrated historical thinking elements with different levels of evidence. The historical thinking element of Significance appeared to have fairly been reflected by the History of Ghana Textbooks. Historical events that are remembered mainly by people seem to have gained dominance in the textbooks over events that people could easily connect with or make analogies with (resonant). The study also revealed that the History of Ghana textbooks showed intermediate evidence for the element of Change and Continuity. The textbooks provided learners with examples and clues to guide them in understanding what has changed and what has remained the same in their society.

Moreover, the study revealed that History of Ghana textbooks reflected an intermediate level of evidence for the element of Contextualisation in history. An intermediate level of evidence means that learners were provided content that fairly used or explained the heuristics of contextualisation.

Lastly, that chapter showed that the History of Ghana textbooks reflected relatively weaker evidence of the historical thinking element of Chronology. A periodisation and the description of specific periods in the

history of Ghana appeared to be relatively low in the contents provided by the History of Ghana textbooks. Concepts and terminologies related to chronology were barely explained in the textbooks. Timelines were rarely used, and the texts, only in some instances, encouraged the learners to creatively use or develop timelines.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the study and highlights the key findings of the study. Conclusions are drawn to help generate recommendations for policy formulation and further research works.

Summary of the Study

This study aimed to analyse selected History of Ghana approved textbooks for Primary Schools. To address the objectives of this study, research questions were formulated as follows:

1. How does the selected History of Ghana approved textbooks for primary schools reflect historical significance?

2. How does the selected History of Ghana approved textbooks for primary schools reflect change and continuity in history?

3. How does the selected History of Ghana approved textbooks for primary schools reflect historical contextualisation?

4. How does the selected History of Ghana approved textbooks for primary schools reflect chronology in history?

The content analysis design was adopted for this study. A multi-stage sampling technique was used to determine the number of publishers and the number of History of Ghana textbooks used for the study. The purposive sampling technique was used to sample forty-five (45) History of Ghana Learner's textbooks from the history books list. Furthermore, the simple random sampling technique was used to sample four (4) publishers and twelve (12)

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History of Ghana learners' textbooks out of eight (8) publishers and forty-five (45) History of Ghana learners' textbooks, respectively.

A thematic analysis matrix was developed using frameworks from different sources: (Wineburg, 2001; Counsell, 2004; Seixas, 2006; Peck & Seixas, 2008; The Critical Thinking Consortium, 2014; Talin, 2015; AP College Board, 2015; NaCCA, 2019c) for data collection. Descriptive statistics were used to analyse the data obtained from the matrix. Descriptive statistics, including frequencies, charts and graphs, was used to analyse the data for research questions One and Two. For research questions, Three and Four, the mean of means and standard deviations were used to determine the extent to which History of Ghana textbooks reflected the Contextualisation and Chronology in history.

Key Findings

The following are the key findings that emerged from the study:

1. The study revealed that the History of Ghana textbooks fairly reflected the historical thinking element of Significance. The content of the textbooks including visuals, texts and exercises fairly revealed aspects of Historical Significance such as Remarkable, Remembered and Revealing.

2. The study revealed that History of Ghana textbooks fairly reflected the historical thinking element of Change and Continuity. Thus, the approved History of Ghana textbooks for primary schools incorporated the historical thinking concept of Change and Continuity in content, visuals and exercises. However, the it was revealed that the textbooks had more contents reflecting 'continuity' than 'change'

3. The study found that the History of Ghana textbooks fairly reflected the historical thinking element of Contextualisation in history. The textbooks provided texts, visuals and activities that connect historical events and processes to specific circumstances of time and place. The contents of the textbook were also connected to broader regional, national and or global processes to depict Contextualisation in history.

4. The study established that History of Ghana textbooks did not adequately reflect the historical thinking element of Chronology. The textbooks rarely provided explanation to key chronology concepts such as periods, age, era, timeline, chronology, etc. The textbooks did not also give descriptions to the different periods in the history of Ghana for users.

Conclusions

The following conclusions are drawn from the key findings that emerged from the study. First, the finding that History of Ghana textbooks reflected historical significance implies that learners are likely to identify historical events, personalities or figures worthy of study. A reflection of historical significance in History of Ghana textbooks may also help learners acquire the skill of critically sifting more significant historical activities from less or trivial past activities. With this skill, learners can construct and reconstruct their histories, their community or national histories, considering significant past events.

Secondly, a reflection on the element of change and continuity in history textbooks implies that learners may be able to compare historical antecedents to contemporary phenomena by highlighting the pros and cons of events. It also

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means that learners may be able to show the differences between how things functioned in the past and how things function today. Learners may also use examples cited in the textbooks as guides to construct or reconstruct their life history by comparing historical activities that have remained the same and those that have changed.

Thirdly, the finding that History of Ghana textbooks reflected contextualisation in history implies that learners may be able to situate historical events in the proper context following the guidelines, examples and sample activities provided in the textbooks. This may further improve learners' imaginative and critical thinking skills using the History of Ghana textbooks.

Finally, the finding that History of Ghana textbooks did not reflect chronology in history implies that users of the History of Ghana textbooks, especially learners, may not likely understand the periods and timelines in the history of Ghana. This may further reduce the ability of learners to develop a critical and creative approach to studying history.

Recommendations

From the key findings and the conclusions drawn from the study, the following are recommended:

1. Publishers and authors of History of Ghana textbooks should maintain and improve contents to reflect historical significance, change and continuity, and contextualisation in history when new editions are considered. Emphasis must be placed on key heuristics of historical significance, change and continuity, and historical contextualisation.

2. Publishers and authors of History of Ghana textbooks should critically focus on including content that will help learners understand the element

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of chronology in history. Chronological concepts, terminologies and the different periods of the history of Ghana should be clearly explained in the textbooks. This will ensure that learners understand and apply different periods and concepts related to chronology in reconstructing the past.

Suggestions for Further Studies

The study analysed how approved History of Ghana textbooks reflected historical thinking concepts, i.e. historical significance, change and continuity, contextualisation, and chronology in history. To further extend the literature in this area, the following are suggested for further research works:

1. This study only focused on History of Ghana textbooks approved by the NaCCA as of February 2021. It is suggested that further studies should focus on subsequently approved History of Ghana textbooks to establish how historical thinking concepts are reflected in the textbooks.

2. This study focused on only four (4) historical thinking concepts (historical significance, change and continuity, contextualisation, and chronology). It is suggested that further studies should look at other equally important historical thinking concepts such as historical sourcing, corroboration, cause and consequences, similarities and differences, etc.

3. This study used some historical thinking frameworks to analyse historical thinking concepts in History of Ghana textbooks. It is suggested that other historical thinking frameworks should be used in analysing historical thinking concepts in History of Ghana textbooks.

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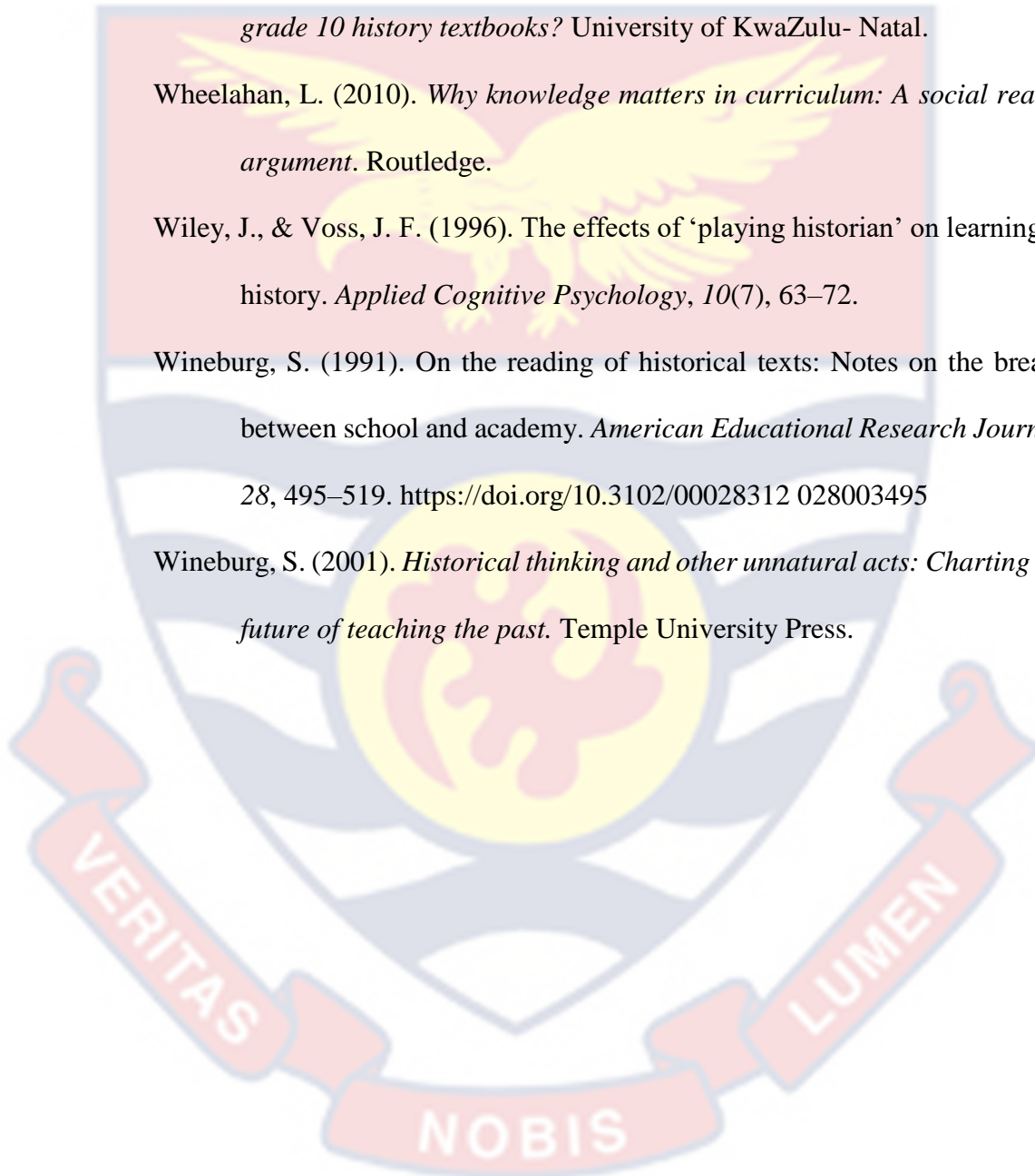
APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION

FACULTY OF HUMANITIES AND SOCIAL SCIENCE EDUCATION

DEPARTMENT OF BUSINESS AND SOCIAL SCIENCE EDUCATION

QUESTIONNAIRE

A MATRIX TOOL FOR ANALYSIS OF SELECTED HISTORY OF
GHANA APPROVED TEXTBOOKS FOR PRIMARY SCHOOLS

	SECTION A: TEXTBOOK IDENTIFICATION DATA				
1.	**Title of the Textbook:**				
2.	**Class:**				
3.	**Author(s)/Writing Panel:**				
4.	**Editor(s) [*if any*]**				
5.	Month and Year of Publication:				
6.	Total number of pages:				
7.	Total number of Strands out of specified Strands:				
8.	Total number of Sub-Strands out of specified Sub-Strands:				
9.	Total number of content standard for that level:				
	Total number of required indicators for that level:				
10.	Cover page/back page indicative of historical thinking elements	Historical Significance	Continuity and Change	Contextualisation	Chronology

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*SECTION B: ANALYSIS OF HISTORICAL SIGNIFICANCE IN TEXTBOOK																						
11.	Strand Name:																					
	Total Number of pages:																					
12.	Sub-Strand Name:																					
	Total Number of pages:																					
13		Content							Visuals							Exercises/ Projects/ Activities							
		0	1	2	3	4	5	6	0	1	2	3	4	5	6	0	1	2	3	4	5	6
a. Remarkable: *The event /development was remarked upon by people at the time and/or since*																						
b. Remembered: *The event/development was important at some stage in history within the collective memory of a group or groups.*																						
c. Resonant: *People like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time and space.*																						
d. Resulting in change *It had consequences for the future.*																						
e. Revealing: *It reveals some other aspect of the past.*																						

To be duplicated for the other Strands and Sub-Strands

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*SECTION C: ANALYSIS OF ELEMENTS OF CHANGE AND CONTINUITY IN TEXTBOOK									
14	Strand Name:								
	Total Number of pages:								
15	Sub-Strand Name:								
	Total Number of pages:								
16		0	1	2	3	4	5	6	
Change	**a. Substantial effect**: *Text/Visual/Activity shows dramatic difference in the way things function*								
	b. Relatively permanent: *Text/Visual/Activity shows lasting condition or development*								
	c. Widespread: *Text/Visual/Activity shows effects are broadly felt across society/ time period*								
Continuity / Constant	**d. No substantial deviation:** *Text/Visual/Activity shows little or no difference in the way things function.*								
	e. Important aspects: *Text/Visual/Activity shows similarities are found in significant aspects of life*								
	f. Widespread: *Text/Visual/Activity shows similarities are broadly present across society/time period*								
Change and Continuity	**g.** Text/Visual/Activity explains how some things continue and others change, in any period of history								
	h. Text/Visual/Activity compares two (or more) documents from different time periods and explain what changed and what remained the same over time.								

To be duplicated for the other Strands and Sub-Strands

	*SECTION D: ANALYSIS OF THE ELEMENT OF CONTEXTUALISATION IN HISTORY							
17	Strand Name:							
	Total Number of pages:							
18	Sub-Strand Name:							
	Total Number of pages:							
19		0	1	2	3	4	5	
a.	Text/Visual/Activity connects historical events and processes to specific circumstances of time and place							
b.	Text/Visual/Activity connects historical events and processes to broader regional, national and or global processes.							
c.	Text/Visual/Activity develops understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes or disciplines							
d.	Text/Visual/Activity develops understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other periods.							
e.	Text/Visual/Activity develops understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other themes							
f.	Text/Visual/Activity develops understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other disciplines							
g.	Text/Visual/Activity uses or gives clue to other sources that will help in corroboration							
h.	Text/Visual/Activity provides relevant data on sourcing							
i.	Text/Visual/Activity encourages learners to read closely							
j.	Text/Visual/Activity uses and or explains the 5W 1H principle to establish contextualisation in history							
20.	List of words or phrases that depicts Contextualisation in History:							

To be duplicated for the other Strands and Sub-Strands

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*SECTION E: ANALYSIS OF THE ELEMENT OF CHRONOLOGY IN HISTORY							
21	Strand Name:						
	Total Number of pages:						
22	Sub-Strand Name:						
	Total Number of pages:						
23		0	1	2	3	4	5
a.	Text/Visual/Activity explains key concepts related to chronology such as periods, age, era, timeline, chronology, etc.						
b.	Text/Visual/Activity uses different periods/age/era in history of Ghana						
c.	Text/Visual/Activity describes different periods/age/era in the history of Ghana						
d.	Text/Visual/Activity uses timelines to establish chronology in history						
e.	Text/Visual/Activity encourages learners to develop and use timelines creatively to tell a historical story.						
f.	Text/Visual/Activity uses and or explains the 4W (When; Where; Who; What) to establish chronology in history						
24.	List of words or phrases that depicts Chronology in History:						

*To be duplicated for the other Strands and Sub-Strands

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APPENDIX B

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1300
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

1ST APRIL, 2022

Mr. Prince Essiaw
Department of Business and Social Sciences Education
University of Cape Coast

Dear Mr. Essiaw,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/155)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **An Analysis of Selected History of Ghana Approved Textbooks for Primary Schools.** This approval is valid from 1st April, 2022 to 30th March, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator