

An Evaluation of 6th Grade History Curriculum in Ghana

Authors : Abigail Amoako Kayser, Brian Kayser

Abstract : This study aimed to examine Ghana's 6th-grade Basic School history curriculum to determine how Ghanaian history is taught. We used qualitative methods and document analysis. The document analysis served two primary purposes: (1) To gain insight into what the curriculum materials covered and from whom's perspectives, and (2) To triangulate with teacher interview data. Documents obtained included: (1) Textbooks used by 6th-grade students, (2) Teacher pacing guide provided by the Department of Education in Ghana, and (3) Student work samples. This study was guided through Post-colonial theory and criticisms to explore the remnants of colonial power and hegemony that persist in history curricula used in public schools in Ghana. We also applied African Feminist Thought and Black Feminist Thought to unpack the extent to which issues of patriarchy, race, traditions, underdevelopment, and sexuality impact how we see the experiences of people on the continent. The findings indicated that the remnant of colonial rule persisted in the contents of the history curriculum, and the atrocities of slavery were overlooked or eliminated from the curriculum. The findings also indicated that Ghana's history centered on men's experiences.

Keywords : history, curriculum, decolonialization, culturally relevant pedagogy

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