

**SOCIAL STUDIES**  
**for**  
**THE CULTURALLY DISADVANTAGED**

**AN ABSTRACT OF**  
**A THESIS**  
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This thesis is a proposal planned for the purpose of setting up a social studies program for the increasing group of children in metropolitan Bridgeport who for ethnic and economic reasons are in terms of the generally prevailing norms, culturally and educationally out of step.

The author's first area of concern is devoted to the characteristics of the underprivileged as recent research has identified them as well as some of the problems of these characteristics in terms of formal education in the United States.

To be meaningful to students who are culturally disadvantaged a social studies program should relate to the special needs of such students. Consequently, the teacher should attempt to plan the curriculum so that it takes into consideration the characteristics of the culturally disadvantaged individual and his family as well as some of the pitfalls described in other school systems throughout the country.

It is of essence that all teachers of the social studies be aware of the new creative methods. These new methods are necessary because the purpose of the many social studies projects is to develop the maximum potential of each individual student no matter how diverse these differences be. The way in accomplishing these purposes is the motivation that can come about from new teaching procedures which the author has found to be very helpful.

In the final chapter the author proposes an educational program that should be arranged in a series of steps, each of which is to provide a variety of common experiences and at the same time provide for differences in ability, environment and other factors.

An effort has been made to present a very brief survey of some of the social studies programs for the disadvantaged. In truth, this paper deals with the trend in social studies for all children, disadvantaged or not. What is indicative for these disadvantaged can be said to be indicative for the school system, as a whole. If the purpose of education is to produce the responsible citizen, then there is an obligation to make every attempt to meet the challenge, and to provide, no matter what his background, the type of education which will be of value to him in his life.