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**THE DEVELOPMENT OF A BASIC SOCIAL STUDIES  
CURRICULUM GUIDE FOR CHESHIRE, MASSACHUSETTS, SCHOOL,  
GRADES ONE THROUGH EIGHT:  
A CASE STUDY**

**AN ABSTRACT OF  
A THESIS  
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This thesis is a report of an attempt to create and formulate a social studies curriculum in Cheshire Elementary School, Cheshire, Massachusetts, where previously there had been no organized program. Therefore, the thesis appears much like a case study describing the procedures in the attempt to establish such a program, the resulting problems incurred, and the outlook for future use of the resultant curriculum guide.

It was necessary in the beginning to establish the need for such a program. This led to discussion of the community and also the school in Chapter II. Since the school and community have common problems and since every town is unique in many ways, it was necessary to discuss both the town and the school in order to promote an understanding of the procedures and problems that were to follow.

The town was described in terms of its location, its government, and its people. Some of its problems were also mentioned.

The school was described in terms of its building structure, its financing, its organization, and its administrative and faculty problems. Some of the school's educational problems were also related.

The methods, techniques, and procedures taken in the

attempt to establish the social studies curriculum were reported. The role of the faculty and the curriculum coordinator in this endeavor was related in sequence. In addition, the results of meetings held and problems incurred during this curriculum formulation were described.

In the attempt to develop this new social studies curriculum, it soon became clear that there was a necessity for defining social studies and its role in the school's curriculum. Therefore, this was discussed in Chapter III. Many faculty members were not sure just what should be included in the social studies. This showed a need for defining this field. Some faculty members were concerned as to just what part the social studies should play in the complete school curriculum. Therefore, Chapter III began by defining social studies and its role in the overall curriculum.

In the latter portions of Chapter III a closer look at some of the general and specific contributions of the social sciences was taken. Each of the social sciences and some of their specific contributions were discussed. Therefore, Chapter III was an attempt to establish some of the criteria of a good social studies program.

Chapter IV was devoted to an evaluation of the resultant guide as created by the Cheshire School faculty. First a general evaluation of the guide was made. This section attempted to evaluate generally the weaknesses in the areas of method, problem-solving, evaluation of student

progress, and correlation of other curriculum fields with the social studies.

A more specific guide evaluation followed the general evaluation and specific examples of weaknesses were pointed out. The Appendix included the faculty-made guide for grades two, four, and six. The specific evaluation centered around the treatment of weaknesses in the social studies basic components which consist of history, geography, economics, political science, sociology, and anthropology.

Some strengths appeared in the lessening of unnecessary repetition of subject matter, in the establishment of sequential content areas, and in gains made in faculty co-operation.

Chapter V concluded the paper and recommended future steps that might further improve the social studies curriculum. This chapter discussed possible steps toward improvements that might be taken by the administration and faculty to improve the guide itself and the role of the social studies curriculum co-ordinator in the future.