

ABSTRACT

This qualitative research study used dramatic strategies to motivate students to learn about colonial history. All students were enrolled in an inner city middle school in a fifth grade proficient level social studies class. The study explored the use of seven different dramatic strategies to motivate students to learn about colonial times. The following strategies are explained in the study: Role on Wall, Writing in Role, Improvisations, Role-Playing, Debates, Still Images, and Collective Drawings.

The class textbook, primary sources, and plays were used to gain the information needed for the dramatic strategies to be successful. Data was collected from the students after each strategy through journal entries. The journals shared the students' thoughts and experiences after performing each of the seven strategies. There were two questionnaires given within the study. One was given at the beginning of the study in September, and the second was given at the end of the study in December. These questionnaires allowed the students to express their opinions about learning with the use of dramatic strategies. The dramatic activities, journal entries, and questionnaires showed that students' motivation to learn colonial American history increased as a result of using dramatic strategies.