

ROSLER, BRENDA, Ph.D., May 2006

CURRICULUM AND INSTRUCTION

PROCESS DRAMA AS A PREREADING STRATEGY IN ONE FIFTH GRADE
SOCIAL STUDIES CLASSROOM (203 PP.)

Co-Directors of Dissertation: Nancy Padak, Ed. D.
Alexa Sandmann, Ed. D.

The purpose of this study was to tell the story of one group of fifth graders as they engaged in process drama. This study also examined the comprehension of social studies textbook reading after engaging in either process drama as a prereading strategy or other prereading strategies regularly employed in classrooms. The participants in this study were 32 fifth grade students from two social studies classes in the school where this researcher taught. Comprehension was evaluated by measuring the number of idea units included in each student's retelling of a passage from his or her social studies textbook. For each of five lessons, the students who engaged in process drama prior to textbook reading included more idea units in their retellings than the students who engaged in other prereading strategies. The students who engaged in process drama were found to combine texts to understand and create new texts. These students were engaged and became leaders in class while they honored other cultures and collaborated.