Abstract:

This thesis examines the possibilities of linking historiographical education and drama curriculum in primary school using action research. The theoretical part examines various educational and psychological bases that support the idea of linking drama and historiographical education and defines the possibilities of the involvement of drama as a teaching method in the primary school. The practical part contains specific proposal of two lessons with historiographical themes and also includes evaluation of their implementation in 4th and 5th class. Both lessons are designed and implemented in accordance with the teachings of Three-phase, respecting the psychological aspects of the target group. Lessons use mainly drama methods, marginally methods of curriculum Reading and writing to critical thinking, Experiential learning, Project teaching and Cooperative learning are used. Action research is evaluated through observation and detailed description of teacher reflection.