**Praxis Paper**

Our pedagogical tool is a game of Jeopardy that was created to be a culminating activity for a novel study on *The Great Gatsby*. Our tool engages students in competition and goes beyond basic trivia about the novel. With our game of Jeopardy, we can assess students’ knowledge and understanding of the novel, application of course concepts (e.g., literary devices, metaphor, simile), and critical thinking skills. We have also expanded the multimodality of Jeopardy by incorporating audio-visual clues, and clues that require kinesthetic answers.

There is value in studying important texts in literary canon, but it is not always popular with students. The Great Gatsby is foundational to American Literature and gives students an understanding of the early 20th century. Our game of Jeopardy is designed to attract students using digital tools that allow them to engage with a text through multiple modes. This is reflective of what Amir Michalovich writes in the article “*You’re the boss, yo!”: Role-Play in Digital Multimodal Composition of Newcomer Youth,*

“Digital multimodal composition (DMC), i.e., the use of digital tools to make meaning with multiple modes (e.g., languages, visuals, sounds, etc.; Hafner, 2018), has been shown to engage learners, ELLs included, in school learning and literacy practices (see Smith, 2014; Smith et al., 2020).” (2021).

Our game of Jeopardy is a “digital multimodal composition”. We have incorporated visuals, sounds, and images, into a fast-paced, competitive game. The intention is to engage learners while reaching expectations from the syllabus.

 While it may appear as a simple game of trivia, the questions in our game engage higher level thinking. First, the knowledge and comprehension questions require analysis. For example, “Q: The less exciting and fashionable of the two peninsulas, people who live here tend to be of lower social class and live modest lifestyles. A: What is West Egg?” This question tests students’ knowledge of the novel, but the description of West Egg is demonstrative of the classism of the characters in the novel. To know the correct answer, the player must be aware of this attitude. Second, players must apply their own knowledge to the text. This is evident in our metaphor and similes category. Third, synthesis is needed to answer our most difficult questions as is common in Jeopardy. Some questions ask students to fill in the blanks of a quote which would require detailed memorization. However, the quotes and missing words allow for contextual interpretation, requiring students to engage in critical reading and make connections.

 As mentioned above, classism is critiqued in our game of Jeopardy. A desire of our team in creating our pedagogical tool was to encourage critical literacies. The Great Gatsby is highly critical of the debauchery and hyper-consumption of its upper-class characters. It makes comparisons between classes and demonstrates their conflicting lifestyles. There are the super wealthy, who hold an open disdain for the poor, and the poor, who are victimized by the wealthy. Our quotes and descriptions highlight the classism and encourage critique. For example,

“This character serves as a representative of the lower class. Through her affair with Tom, she gains entrée into the world of the elite, and the change in her personality is remarkable. She conducts a secret life with Tom, wherein she exhibits all the power and dominance she finds lacking in her everyday life.”

Although The Great Gatsby’s setting is far removed from today, we can still be critical of ideological positions and approach our study through a social justice lens.

 As demonstrated, our game of Jeopardy is more than a fun game of trivia. It is a culminating activity that engages students through multiple modes and requires high-level thinking, and critical literacy. This tool would serve as an excellent accompaniment to the *Great Gatsby* and could be recreated for any literary study.