

Praxis Paper

As educators, thinking about how we can engage our students with the material being taught is at the core of our careers. In an expanding technological landscape, creating and conducting a successful lesson that only utilizes one form of conveyance is almost impossible. Luckily, the application of multimodality within an educator's pedagogy enriches the educational experience of all involved. Being tasked with creating a pedagogical resource that incorporates the theory of multiliteracies, we have decided upon utilizing the application of drama within an English course. Often, students are tasked with conveying their understanding of course material through essays. While demonstrating knowledge through written means is essential, it can become repetitive and fail to capture the full scope of a student's understanding. As an acknowledgment of this predicament, we have created a pedagogical resource that requires students to display a critical understanding of a novel (*The Great Gatsby*) through skits that recontextualize underrepresented points of view.

In the novel, *The Great Gatsby* written by F. Scott Fitzgerald, the character of Nick Carraway acts as an unreliable narrator who only speaks about events within the novel from his perspective. This indicates that many, if not all, of the descriptions of other characters' intent, are not true but rather told through a lens that fits into Nick's reality. This resource challenges students to engage with the text while analyzing characters and applying critical literary lenses. Literary lenses such as the feminist lens and Marxist lens are some of many that the students will use to formulate their skits. In our resource, we have created a video exemplar of what we expect our students to present. The video focuses on the character of Ophelia from Shakespeare's play *Hamlet*, and we have demonstrated how to alter the story by applying literary lenses upon a character who may not have been represented accurately or may not have had the opportunity to

represent themselves due to the given time period. This video will be shown to a class and will form the basis of their understanding in regard to creating their skit presentations.

As a pedagogical resource, educators can engage students with all levels of Bloom's taxonomy. Students will be required to recall in-text information and understand this information for them to apply literary lenses to the story. Students then analyze how these lenses impact the story and distinguish their importance. After an analysis, students will then be ready to evaluate their decisions and justify themselves through the creation of their skits. Ultimately, this provides students with the opportunity to synthesize kinaesthetically.