**The Multiliteracy Project - Praxis Paper**

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For our assignment, we wanted to incorporate some aspect of music as the three of us all have music as our other teachable subject. In doing, so we thought of how music enhances the experience for the audience through several literacies, such as television, movies, podcasts, and anything else with an auditory component. The music may change how you feel about a particular scene, or it may enhance your understanding of how a character is feeling. From here, we decided to further explore the impact that tone can have on the perception of any piece of literature.

We chose to make a video using The Lorax by Dr. Seuss to demonstrate the difference in tone. In doing so, we included various multimodalities to help with this demonstration. A visual component came from the images from the Lorax book as well as seeing the various people as they were reading passages. We used a gestural modality with having a second person react to the tone quality of the speaker (movement and facial expression). There were several linguistic components with the actual narration of the passages, with the pages of the book with text on the screen, with the subtitles for the video, as well as the composers and titles of the various pieces of music we used. Of course, there was an auditory component with the music itself, as well as hearing the narration, and with the singing/live playing of the ukulele towards the end. You could even say there was a spatial component with the layout of the images from the Lorax placed next to the videos of the narration to help provide context.

The New London Group (1996) explains how “hybridity highlights the mechanisms of creativity ... people create and innovate by hybridizing - that is, articulating in new ways - established practices and conventions within and between different modes of meaning.” Tone of voice in text and literature is a familiar concept in the teaching of literature, but we wanted to demonstrate it in a way that is innovative and creative, and with using the various modes (hybridization), our hope is that different students can find different ways to connect to and understand the material. In our attached lesson, we have included an activity that allows for students to demonstrate their own perception of tone in material that they would be familiar with, having worked with short stories, novels, or other literature in class prior to that lesson. Similar to the video, students would be able to model a narrative voice that accurately reflects the tone of the text, or contradicts it, and would allow them to have some creative autonomy and fun while connecting to the material.

We also chose The Lorax specifically because of the social justice component that the impact of the environment may have. In the story, the Once-ler completely neglects the wishes and warnings of the Lorax once he decides to destroy the environment for his own corporate gain. Not only that, but once the resources are all depleted, the Once-ler completely abandons the land leaving behind an unimaginable amount of pollution and no trace of the original environment. Using this material can create talking points of the comparison to the displacement of the Indigenous during Western colonization, it can relate to the environment impact and changes needed in society today and how corporations may not want change because it would impact them financially, you could relate it to a micro scale with behaviour, bullying, treating others with respect, listening to others. While the social justice is not explicit in our video itself, the meaning is there and the various tones that we demonstrate would ideally lead to some deeper thought on the meaning of the book itself, and how that may relate to our own society.

**References**

The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures.

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