



THE ART OF KNOWING

LESSON 11

RATIONAL KNOWLEDGE 2

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www.ArtOfKnowingCurriculum.com



OBJECTIVES

Further their understanding of rational knowledge

Reflect on processes of reasoning

Reflect on how emotions/affect shape/change rational thinking

REQUIRED MATERIALS

- 6 stanzas from the "Blind Men and the Elephant" story, each one printed on a separate page
- Big poster board and sticky notes in 3 different colors
- Images of moments from the story of the "Fox, Pigeon and Heron"

LESSON OVERVIEW

Warm-Up: Review rational knowledge and terms; practice conclusion drawing with image

Activity 1: "Blind Men and the Elephant" gallery walk

Activity 2: The story: analysis and reflection on issues of affect and power

Closing Reflections



WARM-UP: RATIONAL KNOWLEDGE
Review rational knowledge from last week



ACTIVITY 1: THE “BLIND MEN AND THE ELEPHANT” GALLERY WALK

1. Have each student visit a poster with a stanza from the poem and answer the following questions:
 - a. What is the man observing?
 - b. What is the man thinking?
 - c. What is the man concluding?
 - d. Ask students to clarify: Do we agree with this conclusion? What is faulty about this line of reasoning?
 - e. Each student presents their response to the class





ACTIVITY 2: “PIGEON, FOX, AND HERON” SMALL GROUP DISCUSSION

- Review the story with the class, then break into small groups for Activity 2.
- Introduce the activity:

Each student is given a stanza from the poem:
Pigeon is worried because she has eggs and Heron advises her
Fox comes to ask for eggs and Pigeon says no
Fox tricks the Heron
- Have each group answer the following questions:
 - what is the character observing?
 - What is the character thinking (previous knowledge)
 - What is the character concluding?
 - How does the character feel at this moment?
 - Is there anything else affecting the conclusions or decisions
 - that the characters are making (fear, identity, other emotions?)
 - How are the character’s feelings affecting their thinking?

CLOSING REFLECTION

1. Ask students to journal about or otherwise reflect on a time when they drew a conclusion that was incomplete or faulty.
2. Reflection prompts:
 - a. What happened with your reasoning? Why?
 - b. What did you learn from that experience?

WHAT IS THE ART OF KNOWING?

The Art of Knowing Curriculum is designed as a supplement to elementary science education. It intentionally places Muslim Ways of Knowing at the center of science learning. It is designed to engage students in exploring “how we come to know” by asking questions about when, where, and why we use various ways of knowing through stories, art, and discussion. We offer suggestions for how to incorporate the curriculum as a once-weekly class, but the curriculum and other resources can be taken up in a variety of ways that suit the needs of your community.

WHAT IS THE PURPOSE?

We developed a curriculum that bridges science pedagogy and Muslim Ways of Knowing.

Through this research and teaching project, we explore the possibilities of teaching science through a non-western perspective and creating a space for young people to imagine possible futures through thinking not only about what is taught, but also about the teaching practices, activities, and artifacts in the classroom. Through engaging with art and storywork, we produced a curriculum that draws from classical Muslim systems of knowledge. We engage pre-colonial literature from the Muslim world to explore how young people come to know and how they relate to, and act on, what they know.

Our larger research project aims to open the space for interdisciplinary scholarship that focuses on inclusive STEAM education; offer non-Eurocentric approaches to science education; and, appreciate multiple, and culturally-situated, ways of understanding science.

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ART DIRECTION & ILLUSTRATION

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