



THE ART OF KNOWING

LESSON THREE

“HEY LITTLE ANT”

Created by The Art of Knowing Collaborative ◊ Arshad I. Ali, Ebtissam Oraby, Samuel Burmester

www.ArtOfKnowingCurriculum.com



OBJECTIVES

- ◇ To reflect on relationships with animals and the natural world
- ◇ To reflect on humans' ethical responsibilities toward their environment

REQUIRED MATERIALS

- ◇ Paper, Pens, Markers, Pencils
- ◇ Copy of "Hey Little Ant"
- ◇ Student Poems from Lesson 3

LESSON OVERVIEW

- ◇ Lead in: Revisit Poems from Lesson 3
- ◇ Activity : Read/ Act out "Hey Little Ant"
- ◇ Illustrations: Reflections through Drawing
- ◇ Group Discussions

LEAD - IN

Distribute the poems students wrote last class. Ask students to share the sections from their poem about how their thing/being wanted to be treated and explain why.

"HEY LITTLE ANT"

Tell students:

Today we will read a story about a conversation between a human and an ant. Then, have students take turns reading and acting out the dialogue between the ant and the boy.

ILLUSTRATIONS

After the first reading of the poem, ask students to take a few minutes to illustrate something from the story that stuck out to them. These illustrations will guide the reflection on the poem through explaining which part they chose to illustrate.

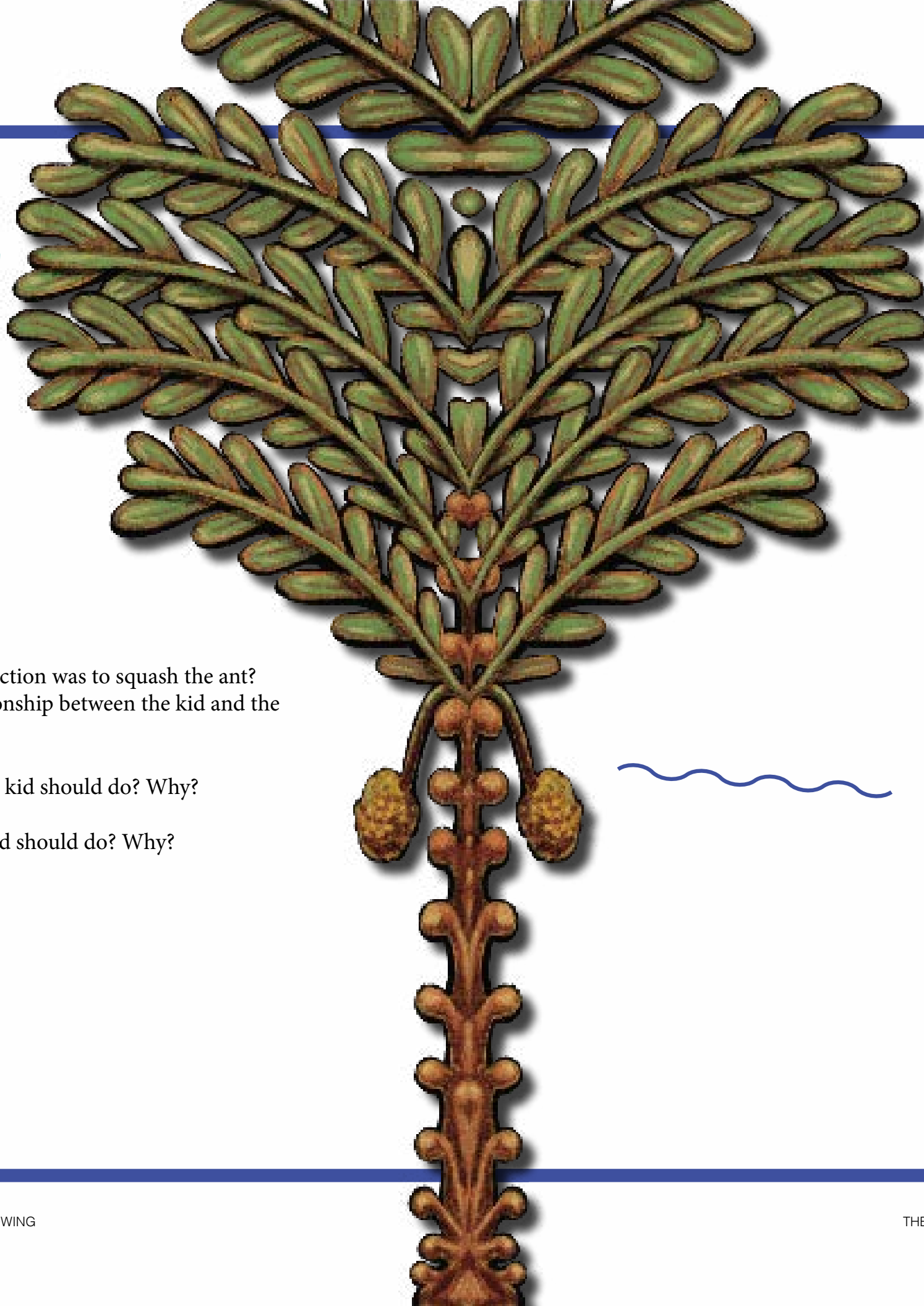
REFLECTIONS AND DISCUSSION

Example Questions:

Why do you think the kid's first reaction was to squash the ant?
How would you describe the relationship between the kid and the ant?

As a human, what do you think the kid should do? Why?

As an ant, what do you think the kid should do? Why?



For additional lesson plans and more information please visit www.artofknowingcurriculum.com

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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The Art of Knowing Curriculum was developed in conversation with Ahmed Ghassab, and Mary Catherine Flynn while teaching at the MEDINA MONTESSORI SCHOOL in Falls Church, Virginia

ART DIRECTION & ILLUSTRATION

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SUGGESTED CITATION

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