



THE ART OF KNOWING

LESSON SEVEN

THE FOX AND THE DRUM

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OBJECTIVES

- ◇ Develop deeper understanding of what perspective is and how it is shaped
- ◇ Develop appreciation for understanding and considering multiple perspectives



REQUIRED MATERIALS

- ◇ Video: The Fox and the Drum
- ◇ The story of The fox and the Drum



LESSON OVERVIEW

1. Reflection: Perspective shifts
2. Revisit Hayy: Shifting perspectives on relationships with animals
3. The Fox and the Drum reading + small groups discussion
4. Closing activity and reflection

LEAD IN:



Prompt and discuss:

Can you think of any examples of a time when multiple perspectives helped you better understand something or change your mind?
What are some things that shape how we perceive things?



THE FOX AND THE DRUM

1. Read together/ Watch Video
2. Break into small groups. Prompts for discussion:
 - a. How are the foxes' initial perspectives shaped? What types of knowledge does he draw on to try to understand what the drum is? How does this affect how he acts toward it/ behaves?
 - b. How does his perspective change? What does he do that allows him to better understand what the drum is?
 - c. Input (how information we receive through our senses and our interpretation of it changes our perception and widens our perspective)?
 - d. How does his behavior toward the drum change once he takes a new perspective?





CLOSING ACTIVITY

1. Discussion Prompt: How does this (The story of the fox and the drum) relate to other stories we have talked about (The wolves and Deer at Yellowstone, the blind men and the elephant)?
2. Introduce “6/9 perspective taking” activity:
 - a. If a large table is available, have students gather around two opposing sides. If only a large table isn’t available, have students break into smaller groups and gather on either side of a central desk for each respective group.
 - b. Place a printout of a 6/9 on the table.
 - c. **Prompts:**
 - i. [Directing question to students on one side of the table] What number do you see from your perspective?
 - ii. [Directing question to students on the other side of the table] What number do you see from your perspective?
 - iii. [Directing question to all students]
 1. What is perspective?
 2. How does our perspective shape what we know and how we know it?
 3. Why is it important to consider other perspectives and where they come from?



The Fox and The Drum: https://www.youtube.com/watch?v=_lYuVFjNzOY

There lived a fox in a forest. One day, he was roaming in the forest in search of food. Suddenly, he heard loud sounds ..
BANG... BANG... BANG...

The fox was frightened. "What a deafening sound this is!" he thought. "It echoes through the forest! It seems to be the sound of some strange new animal. Let me run away from here."

But then he changed his mind. He thought. "If I run away, I might starve to death. Let me hide myself and see how big the animal is. If it lives by killing and eating other animals, it might share its prey with me."

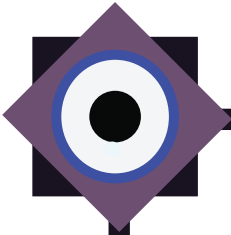
The fox quietly walked in the direction from where the sound was coming. And what did he see? There was a big drum under a tree. The hanging branches of the tree were swaying in the breeze. As they swayed, they would strike against the drum; and this produced the sound of beats-

BANG...BANG...BANG...

The drum might have been used by soldiers during a battle and since then, it might have been lying in that place. The fox hid himself behind a tree and watched the drum. He thought, "It is dangerous to be in this place. If this huge animal sees me, it will surely kill me and eat me up. Now I must leave this forest and go away."

But then the fox again thought, "This forest is my house. Why should I leave my home and go away? My mother used to say, 'Never make a hasty decision when you are frightened.' Let me go near the animal and observe it closely."

Although frightened, the fox slowly went near the drum. He said to himself, "As soon as this animal raises its paws to pounce on me, I will run away from here." But the animal did no such thing! So the fox went a little closer. But still the animal did not do anything. Now the fox gathered some courage. "Let me touch it," he thought and raised his paws and gently tapped on the drum.



BANG...BANG...BANG... The sound of the drum beat echoed through the forest.

The fox moved back a few steps. He again gathered courage and went closer to the drum. Now he was no longer frightened of the drum. He smelled it and thought, "How big this animal is! And, how thick its skin is! It must be fleshy." The fox's mouth started watering.

The fox climbed up on the drum tried to bite it. But the hide was too thick for the fox to bite into. He was surprised. "Such a big animal and yet i is so helpless! It cannot even my face my attack. Poor animal!" said the fox to himself. The fox tried very hard to bite off a piece of the thick hide. But he broke his tooth instead! Blood began to drip from his mouth.

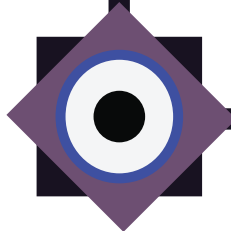
The fox was very angry. Now with all his might, he bit into hide. And, at last, he succeeded! Then it became very easy for him to tear it up. The fox was amazed. "I have bitten into this animal's skin and torn it open. And yet there is no blood," he wondered.

The fox entered the drum. It was hollow!

The fox sighed. He was disappointed. He did not get any food to eat and, to add to his miseries, he had lost a tooth!

As the breeze blew, the branches of the tree struck against the drum. But this time, there were no sounds of the beats. The fox said to himself, "Well, I don't mind losing a tooth. But I am happy that I have lost my fright. I have killed this big animal."

The fox was very proud of himself. The proud fox held his head high and, once again, began to wander in search of food.



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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