



THE ART OF KNOWING

LESSON FIVE

BIG, BAD WOLF

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

www.ArtOfKnowingCurriculum.com





OBJECTIVES

- Reflecting on the complexity of ecological relationships
- Expanding the concept of alive to include space/habitat
- Embracing different perspectives on good and bad depending on contexts and relationships



REQUIRED MATERIALS

- Picture of a wolf
- Images of Yellowstone before and after intervention



LESSON OVERVIEW

- Lead in: Think, pair, share - Good vs. Bad
- Discussion Activity: Video "How the wolves change the rivers" - whole class discussion
- Reflection: Habitat/place as alive not alive

LEAD IN: *GOOD VS. BAD*

1. Share the image of the wolf

2. Have students independently think and write or draw about the following questions:

What kinds of stories do we hear about wolves?
How do we usually think about wolves on a scale of good to bad?
Why do we think about them in that way?

3. Have students pair up
and discuss what they
thought and reflected on

4. Have students share out
with the whole class





VIDEO WATCHING AND DISCUSSION: “HOW THE WOLVES CHANGE THE RIVERS”

Introduce the activity: We will watch a video called “how the Wolves change the river”. While we watch, pay attention to what the wolves do and how this relates to their habitat.

Show students the video: <https://www.youtube.com/watch?v=ysa5OBhXz-Q> (4:33 min)

Engage students in thinking about the wolves’ relationships in and with the habitat:

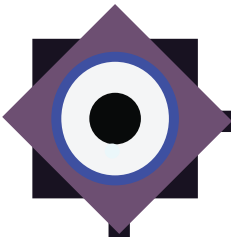
- How did the wolves disappear from Yellowstone? What happened to the park after they disappeared?
- What did the wolves do when they were reintroduced to Yellowstone?
- How did that affect the river and the park and the plants and animals living there?
- Does this change your perspective on the wolf being good/bad? Why?



FOLLOW UP REFLECTION [SMALL GROUPS OR WHOLE CLASS]

1. Show students images of the before/after of Yellowstone National Park
2. Probe them to reflect on some of the following
 - a. What do these images show is happening?
 - b. What happened in the time space between the two images?
 - c. How did the relationships between beings and things in the place change after reintroduction of wolves?
 - d. How does the web of relationships shape life in the place?[What happens if some lives take over other lives ? the web of relationships gets broken - the whole place dies]
 - e. How does that affect your thinking about your relationships with other beings around you?

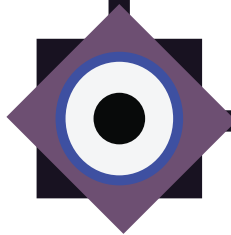
Images of the place before and after the reintroduction of wolves:
<https://www.popsci.com/environment/wolf-beaver-reintroduction-west/>



Return of wolves



Return of beaver



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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AUTHORS & CURRICULUM DEVELOPERS

Arshad I. Ali, Ebtissam Oraby, Samuel Burmester

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ART DIRECTION & ILLUSTRATION

Susu Attar

SUGGESTED CITATION

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