



THE ART OF KNOWING

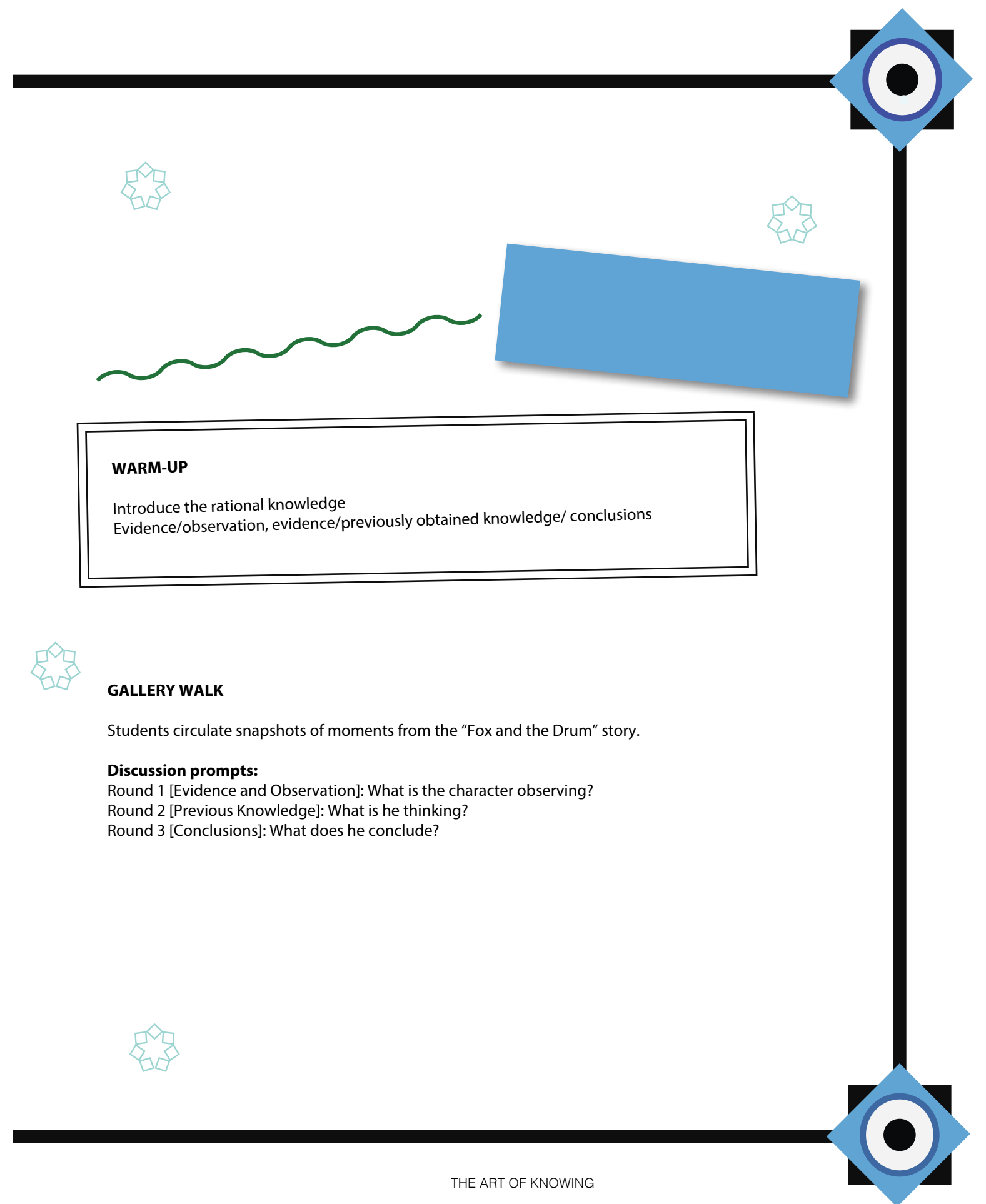
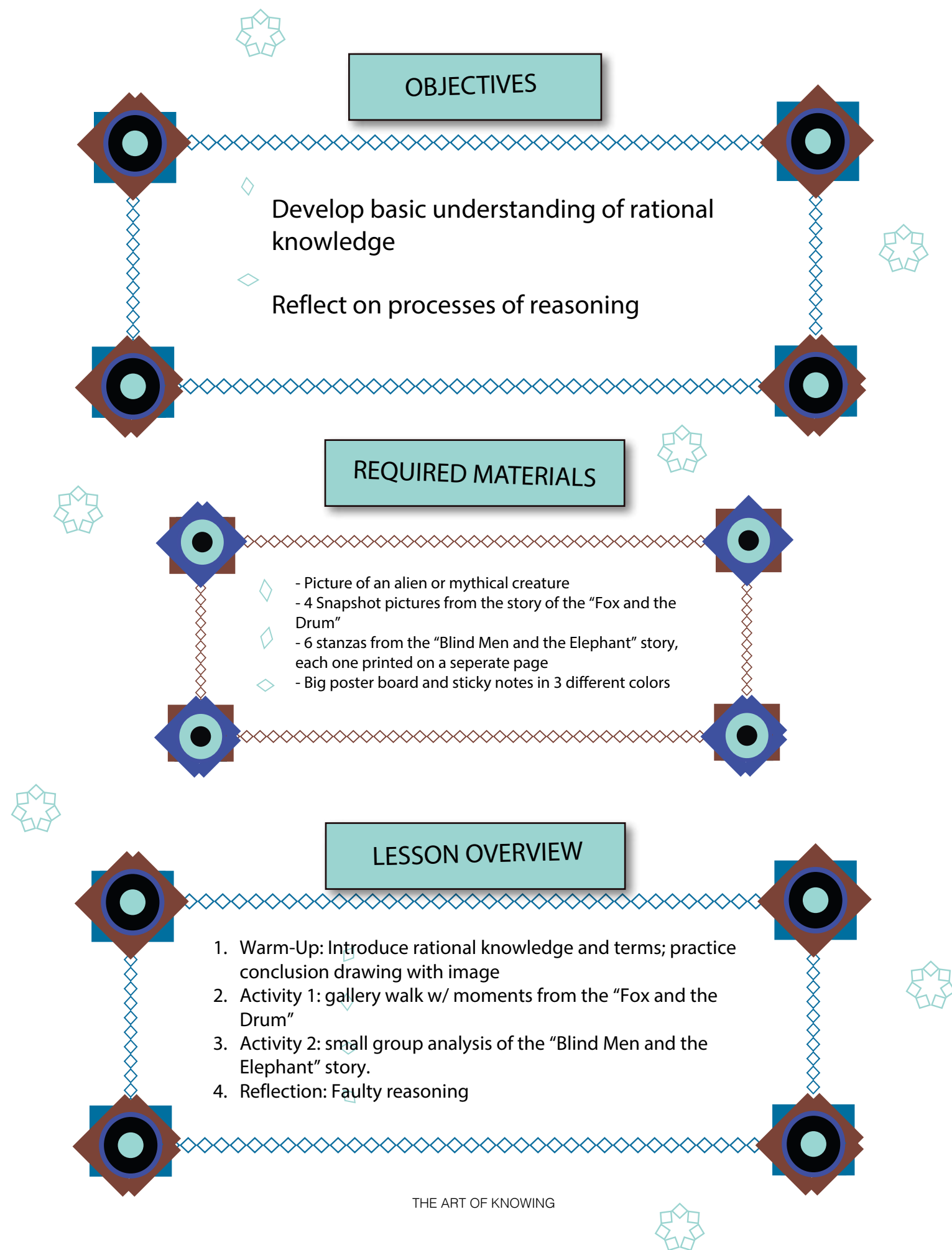
LESSON 10

RATIONAL KNOWLEDGE

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

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ACTIVITY 2: SMALL GROUP ANALYSIS

- 1. Read or watch the “Blind Men and the Elephant” story, pausing at key moments:
 - a. At each moment, ask students:
 - i. What is each character is observing?
 - ii. What is each character thinking?
 - iii. What is each character concluding?
 - iv. Ask students to clarify:
 - v. Do we agree with this conclusion?
 - vi. What was faulty about each line of reasoning?
 - vii. Can we pinpoint what the issue is at each stage?

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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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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