Lessons on African Diversity:
Multiculturalism & Religious Intersections in Morocco

A Moroccan Virtual Field Trip Part I

History, Social Studies, Geography
Where in the World is Morocco?
Duration of Lesson(s): 3 – 50 minute lessons
K-5

Your Name: Carol Bacon
School: Leapwood Avenue Elementary School
Grade(s) Taught: 2nd Grade
Date: November 2, 2009
**Topic:** History, Social Studies, Geography  
**Subject:** Where in the World is Morocco?  
**Duration of lesson:** 3-50 minute lessons  
**Grade Level:** K-5

**Rationale:** The students will develop an understanding of Africa and its diversity; and an understanding of Moroccan culture and geographic features.

**Cross-curricular applications:** Map skills, writing

**Multi-cultural component:** The component of this lesson focuses on Multiculturalism for African Diversity and is based on CA-AEMP Benchmarks and Goals. It will allow students to demonstrate an awareness and appreciation of diverse languages and cultures from around the world: Having a global perspective matters more today than ever before. We are all connected—global economy, World Wide Web, world peace. As a pathway to success, SELs need to see themselves in relation to the world, its diversity, and the possibilities, not just in their homes and communities.

**Standards:** CA-History and Social Studies, Chronological & Spatial thinking K-5  
Standard 4, H-SS 2.2.4, English Language Arts Writing Strategies 1.1, 1.3, 1.4

**Unit Goal:** Essential Questions: How does the geography in Morocco compare to California? (Teacher Discretion)

**Focus Question:** What are the geographical facts and features of Morocco?

**Lesson Objective:** The students will analyze and interpret maps of Africa, Morocco, California, and the Moroccan flag to learn important facts.

**Introduction:** The country of Morocco is in the extreme northwest part of Africa. It is divided by the Atlantic Ocean and the Mediterranean Sea. The Atlas Mountains in Morocco are the highest in North Africa and the plateaus between the sea and mountains are very fertile. The country of Morocco has 2,200 miles of coastline and Morocco has the largest desert in the world, the Sahara. The Sahara gets less than 3 inches of rain per year and temperatures can rise to 136 degrees.

**Assessment:**

**Type:** Summative-(List Geographic Features): 3rd-5th grade  
**Rubric:** See attached
**Extension:** Students will compare/contrast Morocco and California
Students will write a country report

**Connection:** 3 out of 4 points on the Rubric scale shows student has met the objective.

**Assessment:** Completion of Learning about Morocco fact sheet, copy of Flag of Morocco, word search and complete questions for grades K-5

**Materials:** Maps of Morocco and Africa, (Comparisons between Morocco and California sheet), Learning about Morocco fact sheet, Word Search, sheets of color and white paper enough for all students in the class, pencils, crayons, markers, computer

**Vocabulary:** Morocco, population, Atlas Mountains, Sahara Desert, Atlantic Ocean, Mediterranean Sea

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Student Actions</th>
</tr>
</thead>
</table>
| **1. Motivation (INTO):**  
• Make a KWHL Chart  
• Write/sequence information to organize information  
• Help students locate and point out specific geographic locations on maps |  
• Students respond with what they know, what they want to know  
• Students locate Africa on a map  
• Students locate Morocco on a map |

| **2. (THROUGH):**  
• Teacher shares power point/pictures of Maps of Morocco and Flag and landscape  
• Teacher will instruct students to use maps to learn geographic and flag facts  
• Teacher will instruct on the geographic features (African continent, country of Morocco, surrounding countries, major bodies of water, capital (Rabat), mountain ranges, and Sahara Desert.  
• Teacher takes questions |  
• Students take notes of facts learned  
• Students ask questions  
• Students will restate and summarize to a partner what was learned |

| **3. (BEYOND):**  
• Teacher will group students to record what they earned onto their papers, they will complete KWHL chart  
• Teacher will instruct students to list geographical features of Morocco |  
• Students in their groups will apply learning by recording what they learned to the KWHL chart.  
• Students will be able to list all geographical features of Morocco (see Rubric) |
• Teacher will instruct students to compare and contrast Morocco and California.

• Teacher will instruct students to show their learning by drawing their own Moroccan flag and in small groups complete the research and quizzes.

• Students will write comparisons and contrasts between Morocco and California.

• Students will begin drawing and coloring their own Moroccan flag.

• Students will show their learning by completing individually or in small groups the Flag Quiz, Map Research Activities and quizzes, Country report diagram and printout.

**Differentiated Instruction:** Teacher will group students so they can view maps on the computer of Africa and specifically Morocco looking at specific features: Atlas Mountains, Sahara Desert. (http://geology.com/records/sahara-desert-map.html, www.googlemaps.com)

**Additional Resources:** CA-AEMP – California Academic English Mastery Program
SELs—Standard English Learners

Rubric—Research Activity #2,
Comparisons Between Morocco and California Information Sheet
KWHL Chart
Grades:
K-5 Flag of Morocco Quiz/Printout
1-2 Outline Map Research #1 (label from memory)—Morocco, Word Search
2-3 Map of Morocco (Follow the Instructions—draw, color, label), Word Search
3-5 Outline Map Research Activity #2—Morocco, Word Search
5-6 Morocco: Map Quiz Worksheet
Graphic Organizer—Country Report
California State Map Label and Answers
Power Point Virtual Field Trip

**Autobiography:**

www.EnchantedLearning.com copyright 2009
http://www.essortment.com/all/morocco
http://search.teach-nology.com
Rubric
Research Activity #2—Morocco

Where in the World is Morocco?

<table>
<thead>
<tr>
<th>Score</th>
<th>Map Geographical Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student will be able to list all geographical features of Morocco</td>
</tr>
<tr>
<td>3</td>
<td>Student will be able to list most of the geographical features of Morocco</td>
</tr>
<tr>
<td>2</td>
<td>Student will be able to list a few of the geographic features of Morocco</td>
</tr>
<tr>
<td>1</td>
<td>Student is unable to list geographical features of Morocco</td>
</tr>
</tbody>
</table>

Features include:
- Continent
- Surrounding countries
- Major bodies of water
  - Capital (Rabat)
  - Mountain ranges
  - Desert
In multiple ways, Morocco and California share many commonalities, including a relatively similar configuration, an approximate parallel in latitude, and the variety of landscape within their borders — long western-faced coastlines, high mountains, forests (cedar, pine, and oak although no redwoods or sequoias in Morocco), deserts, and many fertile valleys.

**MOROCCO**

**Land Area:** 297,700 sq. miles (446,550 sq. km.), slightly larger than California

**Population:** 34,300,000 (Est.)

**Coastline:** 1,140 miles — 412 beaches (including the Mediterranean and west coasts)

**Highest Point:** 13,671 ft. — Jbel Toubkal in the High Atlas Mtns. (just 800 ft. lower than Mt. Whitney)

**Sand Dunes:** Saharan Erg Chebbi, Merzouga, 42 sq. mi (110 sq. km) — 21 linear km (http://www.essortment.com/all/morocco_owv.htm)

**CALIFORNIA**

**Land Area:** 267,900 sq miles (403,970 sq. km.)

**Population:** 37,000,000 (Est.)

**Coastline:** 840 miles (Shoreline is 3,427 miles.)

**Highest Point:** 14,494 ft. — Mt. Whitney in the Sierra Nevada Mtns.

**Sand Dunes:** Death Valley, 3,000 sq. miles (7,800 sq. km)
EnchantedLearning.com

**KWHL Chart (4 rows)**

**NAME:**

**TITLE:**

<table>
<thead>
<tr>
<th>What I Know</th>
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<th>How I Can Learn More</th>
<th>What I Have Learned</th>
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Morocco's flag was adopted on November 17, 1915. The flag has a red field; in the center is a green, five-pointed star (the pentangle Seal of Solomon). The flag's height is two-thirds of the width. The color red symbolizes the descendants of the Islamic prophet Mohammed.

Morocco is a country on the coast of northwestern Africa. It has been a kingdom since 1957.

1. What colors are in the flag of Morocco? __________________________

2. When was this flag officially adopted? ____________________________

3. How many points does the star have? _____________________________

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1. What continent is this country in?

2. Label the surrounding countries and color them each a different color.

3. Label the major bodies of water and color them blue.

4. Label the capital (mark it with a star) and one other major city (mark it with a dot).
Where in the World is Morocco?

HIDDEN WORDS

AFRICA  SAHARA
FLAG     DESERT
STAR     OCEAN

New Puzzle
1. Color Morocco yellow and Algeria purple.
2. Color Western Sahara orange and Spain green.
3. Draw a red circle around Rabat, the capital city of Morocco.
4. Draw a blue circle around Casablanca, the biggest city in Morocco.
5. Draw a black circle around Marrakech.
6. Draw a green circle around Tangier.
7. Draw a purple circle around the Strait of Gibraltar.
8. Color the Atlantic Ocean light blue.
9. Color the Mediterranean Sea dark blue.
10. On the compass rose, label N, S, E, and W.
Where in the World is Morocco?

<table>
<thead>
<tr>
<th>Africa</th>
<th>Morocco</th>
<th>flag</th>
<th>culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>continent</td>
<td>population</td>
<td>atlas</td>
<td>mountains</td>
</tr>
<tr>
<td>sahara</td>
<td>desert</td>
<td>atlantic</td>
<td>ocean</td>
</tr>
<tr>
<td>mediterranean</td>
<td>Agadir</td>
<td>capital</td>
<td>Rabat</td>
</tr>
<tr>
<td>Marrakech</td>
<td>star</td>
<td>Tangier</td>
<td>Casablanca</td>
</tr>
</tbody>
</table>

To Make FREE Word Search Sheets Visit: [www.teach-nology.com](http://www.teach-nology.com)

http://search.teach-nology.com/cgi-bin/wordsearch2.cgi
1. What continent is this country in? ________________

2. Label the surrounding countries and color them each a different color.

3. Label the major bodies of water and color them blue.

4. Label the capital (mark it with a star) and other major cities (each marked with a dot).

5. Mark and label the highest point in the country and mountain ranges (if there are any).

6. Mark and label any interesting features (for example: islands, deserts, rainforests, the equator, ...).
Where in the World is Morocco?

HIDDEN WORDS

AFRICA         DESERT
MOROCCO        ATLANTICOCEAN
FLAG           MEDITERRANEAN
CULTURE        CAPITAL
CONTINENT      RABAT
POPULATION     STAR
ATLAS          MARRAKECH
MOUNTAINS      TANGIER
SAHARA         CASABLANCA

New Puzzle

ClickHere for New Games
1. What is the capital of Morocco? ______________________________

2. What ocean borders Morocco to the west? ______________________________

3. What sea borders Morocco to the north? ______________________________

4. What European country is closest to Morocco? ______________________________

5. What is the name of the country that borders Morocco to the east? ______________________________

6. What is the name of the country that borders Morocco to the south? ______________________________

7. What is the name of the strait separating Morocco and Spain? ______________________________

8. Roughly how far is it from Casablanca to Tangier: 2 miles, 20 miles, 200 miles, 400 miles, or 600 miles? ______________________________

9. If you wanted to travel from Marrakech to Agadir, in which direction would you head (for example: west, northeast, etc.)? ______________________________

10. Morocco is on which coast of Africa: northeast, northwest, southeast or southwest? ________________
Country Report Diagram Printout: Graphic Organizers - EnchantedLearning.com

Country ____________________________

Draw the map and flag of the country, and write facts about it.

Map (include major cities, bodies of water, and landforms)

Facts

- Continent -
- Capital City -
- Area -
- Population -
- Name of currency -
- Language(s) -

Flag

Locate country on world map
Label California State Map

Label the cities, bodies of water, compass directions (N, S, E, and W), and other features on the map below. See the California state glossary page for a list of the features to label.
Label California State Map

Label California State Map Answers

Label the cities, bodies of water, compass directions (N, S, E, and W), and other features on the map below. See the California state glossary page for a list of the features to label.

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Lessons on African Diversity:
Multiculturalism & Religious Intersections in Morocco

A Moroccan Virtual Field Trip Part II

English Language Arts, Writing
Land and People of Morocco
Duration of Lesson(s): 4 – 50 Minute Lessons
Grade Level(s) K-5

Your Name: Carol Bacon
School: Leapwood Elementary School
Grade(s) Taught: 2nd Grade
Date: November 2, 2009
Topic: English Language Arts, Writing
Subject: Land and People of Morocco
Duration of lesson: 4 - 50 minute lessons
Grade Level(s): K-5

Rationale: The students will develop an understanding of Africa and its diversity; an understanding of Moroccan culture and religion, and the students will learn to develop an interest in questioning and further study of the Moroccan lifestyle.

Cross-curricular applications: Art in Everyday Life, Nutrition

Multi-cultural component: The component of this lesson focuses on Multiculturalism for African Diversity and is based on CA-AEMP Benchmarks and Goals. It will allow students to demonstrate an awareness and appreciation of diverse languages and cultures from around the world: Having a global perspective matters more today than ever before. We are all connected—global economy, World Wide Web, world peace. As a pathway to success, SELs need to see themselves in relation to the world, its diversity, and the possibilities, not just in their homes and communities.

Standards: CA-English Language Arts Writing Sub-Standard 1.0, Standard 1.1, Visual Arts Historical Cultural Context Sub-Standard: 3.0, Diversity of the Visual Arts Standard: 3.4, 3.5.

Unit Goal: Essential Questions: Can you compare and contrast important cultural characteristics in two different countries?

Focus Question: What are the important traditions, cultural similarities and differences between the U.S. and Morocco?

Lesson Objective: The students will analyze, interpret, compare and contrast two different countries.

Introduction: Food: Morocco has been largely occupied by one group throughout history: the Berbers, the original inhabitants. By the eighth century, Arab forces occupied most of North Africa, including what is now Morocco. The Arabs brought their civilization, including their religion, Islam. Moroccan culture has been influenced by both the Berbers and the Arabs. Moroccan immigrants brought with them a rich cuisine including foods such as couscous and tagine. Couscous is actually both an ingredient and the name of a dish. Tajine is a stew of meat and vegetables, sometimes with the addition of fruits and nuts. A flat bread, called khubz, is made fresh every morning and served at meals. The National Drink is mint tea, a favorite Moroccan beverage. It is served before and after meals, as well as for morning or afternoon tea. Moroccans enjoy a wide variety of fruits and vegetables. Many of the spices used in Moroccan foods were introduced by the Arabs, such as saffron, a spice with a strong yellow color and unique taste. Arabs also brought cinnamon, pepper, and ginger. To this mix the Moroccans
added cilantro, parsley, and cumin. Moroccans do a wonderful job of producing fragrant, spicy, but not hot dishes.

**Clothing:** A Jelleba is a traditional long, loose-fitting outer robe with full sleeves worn in Morocco. Traditionally Jelleba's are made of wool in different shapes and colors. Among the Berber people, the color of a Jelleba indicates the marital status of the bearer, a dark brown Jelleba indicates bachelorhood. Traditionally, Jellebas reached down to the ground but the lightweight textile Jellebas are somewhat slimmer and shorter. Married men wear a light-colored Jellaba sometimes along with a red Fez hat and soft yellow slippers (or baboosh). The women’s Jellebas may have elaborate decorative stitching in a variety of colors. Woman may add a scarf. Almost all Jellebas, male or female, include a baggy hood called “cob” that comes to a point at the back. The hood protects the wearer from the sun. It is not uncommon for the roomy hood to be used as a informal pocket during times of nice weather, it can fit loaves of bread or bags of groceries. Traditional Jellebas are generally made of two types of material, cotton for summertime wear and coarse wool for the winter. The wool is typically harvested from sheep living in the surrounding mountains. The Islamic religion of Morocco is also a key factor in the way that Moroccan people dress. The Jelleba covers the whole body and is therefore an acceptable modest outfit. In Morocco, Caftans are only worn by women, it is the original Moroccan dress. It can be dressy, casual or extremely formal (very similar to a western dress depending on the fabric). They can be worn at dinner parties, baby showers, engagement parties and weddings.

**Zeleej:** (Beautiful mosaic tile work)

**Moroccan Mosaic Tiles:** This Moroccan style continues to be an influence in many hotels, homes, gardens and public buildings worldwide in both design and furnishing.

Mosaics form some of the earliest pieces of artwork, with some dating from the 4th century and found in the Macedonian palace-city of Aegae. Whether they originated from there or not is debatable, however throughout the Greek and Roman world, Mosaics can be found. Over time these Mosaics developed into smaller ready-made pieces and with it the birth of the Mosaic Tiles.

Mosaics from the Roman period tended to be pictures, more like paintings depicting wonderful scenes. The early tiles, being miniature pictures, or parts of an overall larger picture. Moroccan Mosaic Tiles are a further development of these early tiles and tend to be more colorful and sometimes instead of depicting a scene, they are often multicolored geometric patterns.

Mosaic tiles are still hand made in Morocco, with Artisans spending hours cutting stone to the right shape and then placing each piece within the tile base. With the largest tile factories located in the city of Fez. Each **Moroccan Mosaic Tile** takes many hours to complete.
<table>
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Country

Draw the map and flag of the country, and write facts about it.

Map (include major cities, bodies of water, and landforms)

Facts

- Continent -
- Capital City -
- Area -
- Population -
- Name of currency -
- Language(s) -

Flag

Locate country on world map

http://members.enchantedlearning.com/graphicorganizers/geography/countryreporteasy.s... 10/11/2009
The End
Children's Prayer Dress
Shawl
Girl's Abaya
Label the People (Naas) in Arabic

Label Me! Printout

Label the people using the word list below.

Name _______________________

Word Bank:
- aTfaal (children)
- bent (girl)
- Hqrmah (woman)
- rajol (man)
- Tefl raDeea (baby)
- wald (boy)

Label Me! Printout

Label the people in Arabic.

Word Bank:

- aTfaal (children)
- bent (girl)
- walad (boy)
- Tefl raDeea (baby)
- Hormah (woman)
- rajol (man)

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Assessment:

**Type:** Summative-Writing Compare and Contrast, Illustrate

**Extension:** Students will illustrate Moroccan clothing, simulate Zeleej tile with geometric designs, write a country report, and students will try simple Moroccan recipes with their families and in class. Advance Readers can individually or organize a group book club and read a chapter book: The Passport Series: Moroccan Mystery by Nancy V. Riley.

**Connection:** Completion of a Venn diagram to compare the two countries, students will be able to complete written paragraphs that discuss important similarities and differences in clothes, food, etc., and illustrate. Students can also make their own Moroccan book.

**Assessment:** Writing; Comparison and Contrast

**Materials:** Pictures, Power point virtual field trip, recipes, writing papers, computer for research, book report template, country report template, KWHL chart, Label the People in Arabic worksheet. Art supplies: White art paper cut into 6”x6” squares, butcher paper, construction paper for houses, crayons, markers, geometric figures for examples, triangles, trapezoids, etc.

**Vocabulary:** Morocco, Berber, Jelleba (robe or dress), Hijab (scarves), Baboosh (slippers), Tuareg, Tajine, Couscous, Mosque, Minaret (tower), Arabic, Islam, Muslim, Caftan (a Moroccan dress), zeleej (mosaic tile)

**Word Bank (People in Arabic):** aTfaal (children), bent (girl), Hormah (woman), rajol (man), Tefl raDeea (baby), walad (boy)

<table>
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<tbody>
<tr>
<td><strong>1. Motivation (INTO):</strong></td>
<td>Students respond with what they know, what they want to know</td>
</tr>
<tr>
<td>• Teacher will begin a KWHL chart and show power point pictures of the people of Morocco and food. Teacher will discuss comparison and contrast with U.S, marketplace, farmer's market.</td>
<td>• Students take notes of facts learned and draw Venn diagrams</td>
</tr>
<tr>
<td>• Teacher will show pictures and discuss what the men wear: jelleba, slippers (baboosh), women wear caftans, scarves, slippers and sandals</td>
<td>• Students ask questions</td>
</tr>
<tr>
<td>• Teacher will demonstrate how to wrap a hijab scarf. (see attached)</td>
<td>• Students will restate and summarize to a partner what was learned</td>
</tr>
<tr>
<td>• Teacher will discuss foods: vegetables, fruit, lamb, chicken, beef, (no pork because it's a muslim country), Tajine, couscous, deserts. (opportunity to review food groups)</td>
<td>• Students will ask questions</td>
</tr>
<tr>
<td>• Teacher encourages questions</td>
<td></td>
</tr>
</tbody>
</table>
• Write to organize information
• Help students to take notes.

2. **(THROUGH):**
• Teacher shares power point pictures as postcards
• Teacher will instruct students to identify the carpet weaver, water sellers, mosques with minarets, arches/doorways geometric designs and food as characteristics of Moroccan culture.
• Teacher will instruct students to compare and contrast cultural characteristics for Morocco and the U.S.
• Teacher takes questions

3. **(BEYOND):**
• Teacher will instruct students to show their learning and in small groups complete the research, country report and book writing.
• Teacher will bring in ingredients (or ask for parent donation) of simple recipes for students to make.
• Teacher gives background information on mosaic tile.
• Teacher will provide art supplies for students to make geometric figures as seen in the Moroccan Zeelij tiles on the power point field trip.
• Teacher will demonstrate how houses are drawn into squares, with square windows and arched doorways. See power point Meknes city.

• Students in their groups will apply learning by recording what they learned to the KWHL chart.
• Students will be able to identify on their papers postcard power point pictures
• Students will write and illustrate comparisons and contrasts between the cultures of Morocco and U.S.
• Students asks questions

• Students will show their learning by completing individually or in small groups the activities, and illustrations and do a country report
• Students will make simple, easy, Moroccan recipes with their small groups.
• Students will create their own geometric Zeleej design, clothing, houses.

**Differentiated Instruction:** In Discovering Family Traditions
Students examine Moroccan traditions and recipes and discuss similarities and differences. Students can have a Moroccan party, dress up and enjoy snacks. Students try a recipe at home they can do with parents or something simple in class. Students can complete the Label the People in Arabic worksheet.

K-5 | Design clothes with geometric designs
K-4 | Make houses with rectangular squares and arched doorways
5th | Students can compare geometric shapes in Zeelij to Henri Matisse paintings 1912, 1913.
Additional Resources:

CA-AEMP – California Academic English Mastery Program

SELs—Standard English Learners

www.calacacademy.org/exhibits/africa/discover/classroom

http://en.wikipedia.org/wiki/djellaba,
www.trendyhijab.com (How to wrap a Hijab and square scarves)

http://moroccan-mosaic-tiles.com

Autobiography:

www.calacacademy.org/exhibits/africa/discover/classroom

http://en.wikipedia.org/wiki/djellaba,
www.trendyhijab.com (How to wrap a Hijab and square scarves)

http://moroccan-mosaic-tiles.com
http://moroccanfood.about.com
www.world-food-and-wine.com/moroccan-milkshakes

The Coming to America Cookbook by Joan D’Amico and Karen Eich Drummond
Copyright 2005 by John Wiley & Sons, Inc.

The Islamic Year (Surah, Stories and Celebrations) by Noorah Al-Gailani, Chris Smith, copyright 2002 by Hawthorne Press

The Passport Series: Moroccan Mystery by Nancy V. Riley, copyright 2008 by iUniverse, Inc.

Traveling Man (The Journey of Ibn Battuta) by James Rumford, copyright 2007 by Houghton Mifflin Co.
### Tomato and Onion Salad

**Prep Time:** 20 min.  
**2 ¼ lb firm vine-ripened tomatoes**  
(seeded and diced into small cubes)  
**2 oz fresh flat-leaf parsley**  
**2 medium-sized red onions** (very finely chopped)  
(cucumbers can be substituted instead)  
**1 teaspoon ground cumin**  
**juice of 2 lemons, or to taste**  
**5 tablespoons extra virgin olive oil**  
**sea salt and finely ground black pepper**

**Preparation:**  
1. Put the diced tomatoes, parsley and onions (or cucumbers) in a salad bowl. Add the cumin, lemon juice and oil. Season with salt to taste and 1 teaspoon pepper.  
2. Toss well together. Taste and adjust the seasoning if necessary. Serve at room temperature.  

Serves 4-6

### Moroccan Carrot Salad-Cold

**Prep Time:** 20 min. – **Cook time** 15 min.  
**1 ½ lb. Fresh carrots**  
**1 12 tablespoons lemon juice**  
**1 12 tablespoons vegetable oil**  
**1 tablespoon chopped fresh parsley**  
**1 teaspoon cumin**  
**salt**  
**pepper**

**Preparation:**  
1. Peel the carrots and cut off the tops. Cut the carrots into small cubes about ¼” thick. Wash the carrots and drain them.  
2. Place the carrots in a pot, cover them with cold water, and bring to a boil. Reduce the heat to medium-low and simmer the carrots about 10 minutes, or until desired tenderness.  
3. Drain the carrots, then immediately cover them with cold water to stop further cooking. Allow the carrots to sit in the water for a minute, then drain again.  
4. When the carrots have cooled completely, mix them in a large bowl with the remaining ingredients, seasoning to taste with salt and pepper. Toss gently to mix, cover tightly, and refrigerate at least an hour or overnight.  
5. Prior to serving, taste the salad and adjust the seasoning if desired.  

Serves 4
Moroccan Sliced Oranges with Cinnamon, Sugar and Orange Flower Water

Prep time: 10 min.

For each person:

- 1 or 2 navel oranges
- 1 teaspoon orange flower water
- granulated sugar (or powdered sugar)
- ground cinnamon
- garnish with a sprig of mint

Preparation:
1. Peel the oranges and remove the pith.
2. Slice the oranges into rings, about ¼ inch thick.
3. Arrange the orange slices on a plate – make a pattern if you like – and drizzle with the orange flower water. Generously sprinkle the slices with sugar and cinnamon, and serve immediately.
4. If serving children, halve the orange lengthwise before slicing.
5. When prepping the oranges in advance, wait to add the sugar and cinnamon until serving time.

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Moroccan Banana and Apple Milkshake

Prep time: 5 min.

- 1 medium sized apple, peeled, cored and cut into chunks
- 1 banana, peeled and coarsely sliced
- 2 cups low-fat milk
- 2 Tbs sugar
- 1 tsp rose water or orange flower water (optional)

Preparation:
1. Put all the ingredients into the blender.
2. Blend on high until smooth.
3. Pour into tall glasses and chill, if necessary, or enjoy immediately

Serves 2

For variety add ice to the blender or pour the shake over crushed ice for a more refreshing milkshake. Substitute low-fat milk with the same quantity of non-fat milk to reduce calories.