

Pourquoi mange-t-on ce qu'on mange?

La cuisine marocaine et l'identité

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Grades 9-12**

Table of Contents

[Focus](#)

[Learning Objectives](#)

[Guiding Questions](#)

[Content Background](#)

[Vocabulary](#)

[Lesson 1](#)

[Lesson 2](#)

[Lesson 3](#)

[Assessment](#)

[Differentiation](#)

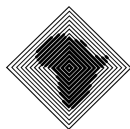
[Additional Ideas](#)

[References](#)

FOCUS

In summer 2022 I traveled to various cities in Morocco for a month on a Fulbright-Hays trip. The following food unit was inspired by my own rich culinary experience in Morocco. From the savory tagine and couscous dishes full of spices and warmth, to the wide array of decadent pastries and the sweet mint tea that is served after each meal with a ceremonial pour from high heights, Moroccan cuisine was a delight to the taste buds. The beautiful riads where many restaurants are located, and the intricate patterns on dishes and teacups add to the culinary experience, as well.

These lessons are intended to be incorporated into a food unit for students at the intermediate high proficiency level of French classes but can be adapted to any level.



Ideally, this mini-unit would follow a brief introduction to the basic geography, history, linguistic landscape, and culture of Morocco. These lessons zoom into a closer look at specific Moroccan food products and dishes. All modes of communication are used in this unit, and the deeper thread is how food is closely tied to one's identity through a cultural lens.

LEARNING OBJECTIVES OF UNIT

- Identify key Moroccan foods
- Explain the significance and role of various food items and practices in Moroccan society
- Name key aspects of Moroccan food and places and demonstrate their understanding through questions about a short video
- Prepare a short presentation based on understanding of authentic texts
- Apply the idea of food and cultural identity to analyze the role of a key food product in one's own life

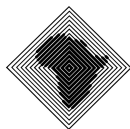
GUIDING QUESTIONS

- ❖ What foods reflect Moroccan culture?
- ❖ How are various food products central to the lives of Moroccans?
- ❖ How does the food we eat help portray key aspects of our identity?

STANDARDS ADDRESSED

Wisconsin Standards for World Languages

- WL.IT.1.a.i6 Follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.
- WL.IT.1.c.i5 Identify the main idea and key information in short, straightforward conversations
- WL.IP.2.a.i5 Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
- WL.IP.2.c.i4 Express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
- WL.PS.3.a.i4 Present personal information about life, activities, and events, using simple sentences
- WL.PS.3.b.i5 State a viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.
- WL.PS.3.c.i5 Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences
- WL.IC.4.a.i+ Compare, in my own and other cultures, products related to everyday life and personal interests or studies.

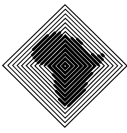


CONTENT BACKGROUND

- Moroccan cuisine is a mix of sweet and savory dishes full of rich spices and colors. Some of the most popular traditional dishes include tagine and couscous. Mint tea has not only cultural importance as a post-meal beverage but also in the ritual of socializing in Moroccan society. Some key food products include argan oil, saffron, preserved lemons, and olives.
- When incorporating Morocco and other Francophone countries in French class curriculum, it is important to center agency on the people from that country rather than focusing on the idea of seeking out French influences in other countries, which has colonialist undertones. This unit looks at Moroccan cuisine and food in its own right, while still incorporating French vocabulary and language into the lessons.
- Many resources use the word “berbère” to refer to the indigenous people of Morocco. The more current term for berber is Amazigh and can be an important point of conversation in class.

VOCABULARY

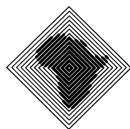
- Amazigh- the name for the indigenous population of Morocco, formerly referred to as Berbers
- Tagine - the name of a Moroccan dish and also the name of the cookware it's cooked in itself (a 2-piece cooking vessel)
- Any French food vocabulary lists typically used in one's French course, but students should be familiar with the following terms:
 - L'abricot
 - L'huile d'olive
 - Le thé
 - La menthe
 - L'huile d'argan
 - Le couscous
 - Les dattes
 - La tanjia
 - Les épices
 - Le saffran
 - Le cumin
 - Le beurre
 - L'eau
 - Le citron
 - Sucré
 - Salé
 - La viande



- Les fruits secs
- Boire
- Un plat
- Cuire
- La gousse
- Cuillère (à soupe, à café)
- Mélanger
- L'étape
- Le four

Other useful terms students will encounter in the provided resources: (I recommend browsing the resources ahead of time and providing any additional terms you want to translate ahead of time for students based on the needs of your class)

- Berbère
- Le tapis
- Les paysages
- Faire de la randonnée
- Les paysages
- Gelé(e)
- La cascade
- Ne...que
- Le sorte
- Le riad
- Le cours
- Les vendeurs
- Voir
- Fermer
- Se trouver
- Les cendres
- Plusieurs
- Loin
- Meilleure
- Se servir
- La cuisson
- Une médina



LESSON 1: Introduction au Maroc et à la cuisine marocaine

GUIDING QUESTION(S):

- What is the historical and cultural context of Morocco?
- What foods reflect Moroccan culture?
- How are various food products central to the lives of Moroccans?

Learning objectives:

- Students will identify key aspects of Moroccan geography and society to share what they already know
- Students will interpret a video in the target language by answering comprehension questions
- (Optional additional activity: If viable for the teacher to bring in raw materials, students will smell/feel/taste them, as appropriate)

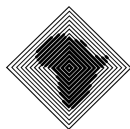
Time Period:

- One class lesson, approximately 45-50 minutes

INSTRUCTIONAL PROCEDURES:

Lesson opening/activator:

- Pose the question « Qu'est-ce que vous connaissez déjà du Maroc? » (What do you already know about Morocco?) and hand out the [pre-assessment chart](#).
- Give students a set amount of time to brainstorm and fill out their charts, either individually or in a small group with those around them. (suggested amount of time = 5-8 minutes). Teacher could give students 5 minutes to brainstorm individually and 3 or so minutes to share out with a partner.
- Come together as a class to discuss current student knowledge. Have students share out information while teacher adds to their copy projected on the screen to create a collective class list.
- Note: Depending on what students share, this activity may open the door to a side lesson on the danger of a single story and stereotyping African countries. The teacher, if desired, could work in Chimamanda Ngozi Adichie's TED Talk on "[The danger of a single story](#)". The teacher should be on the lookout for any harmful stereotypes that can be corrected in the upcoming activity.



Step-by-step procedures:

- Present the [Introduction to Morocco slides](#) to the class. Have students take notes, as desired.
- Assign [this EdPuzzle](#) to students based off the YouTube video “J'IRAIS MANGER CHEZ VOUS ! MAROC 🇲🇦 - Claire”. Explain that the video is of a French woman talking about Morocco. Ask the question to students: Do you think a Moroccan would describe their food in the same way? Why/why not?

Lesson closing:

Options, depending on time:

- Recap the main points from the EdPuzzle video/Slides before students leave class today in a verbal format
- Key-take aways about Moroccan cuisine to be discussed:
 - Moroccan cuisine is diverse
 - Moroccan cuisine has a long history
 - Moroccan cuisine is a builder of community and identity
 - Moroccan cuisine is an example of multiple cultural influences
 - Sweetness and saltiness is a key feature of Moroccan cuisine.
- Have them write down 2-3 things they learned today as an exit slip and turn in before they leave (this could also be the opening activity for class the next day)

Formative Assessment:

- The formative assessments for this lesson are:
 - Pre-assessment activity to see what students already know about the topic of Morocco and Moroccan cuisine
 - Interpretative listening activity via EdPuzzle (answer comprehension questions based on video in the target language)

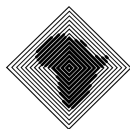
Materials needed: (also hyperlinked above in the instructions)

- [Pre-assessment chart](#)
- [Introduction to Morocco slides](#)
- [EdPuzzle](#)
- Optional: [The danger of a single story](#)

LESSON 2: Les plats marocains

GUIDING QUESTION(S):

- What foods reflect Moroccan culture?
- How are various food products central to the lives of Moroccans?



Learning objectives:

- Prepare a short presentation based on understanding of authentic texts
- Explain the significance and role of various food products and practices in Moroccan society

Time Period:

- Two class periods of 45-50 minutes; or
- One 90-minute block

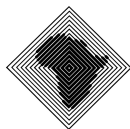
INSTRUCTIONAL PROCEDURES:

Lesson opening/activator:

- Options:
 - If you didn't do it as an exit activity in the previous lesson, you can either verbally or in written form, ask students to write down 2-3 things they learned in yesterday's lesson
 - Ask students to list food items they remember from yesterday's slides

Step-by-step procedures:

- Hand out this [activity prompt](#) to students and go over the directions and rubric with them (edit the list of food items based on the class size/number of groupings that will be assigned).
- Divide students into groups and assign them each a different food item from the list below:
 - Priorities to cover:
 - Tagine
 - Couscous
 - Mint tea
 - Argan oil
 - Spices (general)
 - If you have enough groups and want to assign these additional options:
 - Olive oil
 - Saffron
 - Dates
- Use the materials linked below for the assigned groups to read through and explore.
- Have students work together to create a 3-5 minute presentation with Google Slides to teach the rest of the class about their assigned food item. It is up to the teacher's discretion whether these presentations are done in French or English.
- For classes with 45-50 minute periods, I'd recommend the first class as a research day, and the second day to create and practice the presentation.



Lesson closing:

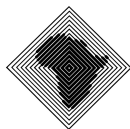
- Touch base with each group to make sure they are on track and answer any questions before they leave.

Formative Assessment:

- Informally check comprehension of each group as they work on interpreting their assigned food resources.
- Have students check the rubric on the back of their prompt to self-assess that they are on track with expectations for their presentation.

Materials needed:

- [Activity prompt](#)
- Tagine
 - [Book reading](#)
 - [Article](#)
 - [Video](#)
- Couscous
 - [Article](#)
 - [Video interview](#) (French subtitles available)
 - Article: [Why do Moroccans eat couscous on Fridays?](#)
 - [Article](#) on how couscous is an intangible world cultural heritage by UNESCO
- Mint tea
 - [Book reading](#) on mint
 - [Tea ceremony reading](#)
 - [Tea pouring video](#)
 - [Tea pouring notes and demonstration video](#)
- Argan oil
 - [Book reading](#)
 - [Article](#) (note-like couscous, argan is also a world cultural heritage by UNESCO)
- Spices
 - [Spices explanation/notes](#)
- Olive oil
 - [Book reading](#)
 - [Video](#)
- Saffron
 - [Book reading](#)
- Dates
 - [Book reading](#)



LESSON 3: Les présentations

GUIDING QUESTION(S):

- How are various food products used in Moroccan cuisine?
- What role do these foods play in Moroccan culture and society?

Learning objectives:

- Students will explain the significance and role of various food products and practices in Moroccan society

Time Period:

- One class period

INSTRUCTIONAL PROCEDURES:

Lesson opening/activator:

- Let students know the presentation order
- Hand out [note taking guide](#) (edit depending on which foods were assigned)

Step-by-step procedures:

- Groups will present their food products to the rest of the class
- Other students will be taking notes on what they learn from their classmates

Lesson closing:

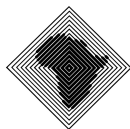
- Have a discussion about how foods are related to cultural and personal identity. This will lead in to the next lesson's final assessment

Formative Assessment:

- Use the rubric on the second page of the [activity prompt](#) to grade student presentations

Materials needed:

- [Note taking guide](#)
- [Rubric](#)



ASSESSMENT: La Cuisine et L'Identité

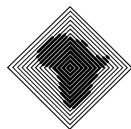
- Assessment link [here](#).
- [Rubric](#) here.
- Students are asked to pick two different Moroccan foods they learned about and use the target language in a presentational writing format to explain the significance and role the foods play in Moroccan cuisine and culture. Furthermore, students are asked to choose one food item that is central in their own culture/family and then analyze and explain how this food item is tied to their family and personal identity.

DIFFERENTIATION FOR DIVERSE LEARNERS

- Lessons can be differentiated for different levels by adding more visual support, adding or subtracting translated words in the provided resources, simplifying or advancing the language used, and using French or English for the desired output by students. These modifications can also be made for diverse learners.

Additional Ideas

- Use an authentic Moroccan recipe to practice food vocabulary and/or the following grammar points:
 - The imperative
 - The partitive (I need “some” olive oil)
 - The pronoun en (Il y a quatre courgettes dans la recette..J’en ai besoin quatre)
- Cook a Moroccan recipe
 - Have students create a video demonstration while cooking and discussing the steps in French
- Recreate a Moroccan tea pouring/party and have French conversation group practice while drinking tea



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