

MOROCCO ~ACROSS THE CURRICULUM

A GEEO travel-inspired, interdisciplinary teaching guide | Kindergarten–Grade 8

Based on Ann Weber's GEEO Journey, July 8-26th, 2026,

This trip is available again in 2027: <https://geeo.org/tour/morocco-trip1-for-teachers/>

Highlighted areas: Tangier • Chefchaouen • Fez • Marrakech • Rabat • Essaouira • Atlas Mountains • Sahara

Printable teacher edition • Live hyperlinks for digital readers • This guide was completed on October 12, 2026

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This teaching guide transforms a GEEO journey through eight Moroccan destinations / regions into inquiry-based learning across geography, history, mathematics, science, engineering, language arts, visual arts, music, culinary traditions, and global citizenship. Lessons are adaptable to different classroom schedules and student needs. Contact Ann at: aweber@thehealdsburgschool.org with any inquiries!

Morocco Across the Curriculum: A K–8 Interdisciplinary Journey

A GEEO travel-inspired curriculum connecting geography, history, art, mathematics, literature, science, culture, architecture, food, and global citizenship.



The GEEO Morocco July 2026 group, with GEEO Chief Experience Officer, Abderrahmane El Ghali (Abdul). I am in the lower left-hand corner. I have taught all subjects across K-8 and am currently a K-8 Arts Integration Teacher at the International Baccalaureate school in northern California, The Healdsburg School



Tagine feast at the Fez bazaar

Because the United States does not have one mandatory national curriculum, the standards below use the Common Core State Standards, Next Generation Science Standards, National Core Arts Standards, C3 Framework for Social Studies, and ACTFL World-Readiness Standards. These can be adapted to individual states.

1. Morocco curriculum overview

Subject	Essential inquiry	Student learning experience
Geography	How does location shape Moroccan life?	Map the Atlas Mountains, Sahara, Atlantic, Mediterranean, and Strait of Gibraltar
History	How did Morocco connect Africa and Europe?	Trace trade, migration, scholarship, and cultural exchange with Iberia
Mathematics	Where can we find geometry in Moroccan design?	Construct zellige-inspired tessellations and study symmetry
Visual Arts	What can architecture communicate?	Study Moroccan doors, mosaics, textiles, and contemporary artists
English Language Arts	How do Moroccan writers tell their stories?	Read literature, folktales, memoirs, and poetry
Science	How do people adapt to different environments?	Explore deserts, mountain ecosystems, water conservation, and clay
Engineering	How are traditional buildings designed for their climate?	Model courtyards, fountains, arches, and passive cooling
Social Studies	Who are the people of Morocco?	Investigate Amazigh, Arab, Sahrawi, and other communities
World Languages	How do languages reflect history?	Explore Darija, Tamazight, Tarifit, Tashelhit, and other languages
Culinary Arts	What can a tagine teach us?	Explore heat transfer, spice trade, agriculture, and food traditions
Music	How does music preserve cultural identity?	Compare Gnawa, Amazigh, Andalusí, and other musical traditions

2. Grade-by-grade curriculum chart

Each lesson is designed for approximately 45–90 minutes, with options to extend it into a multi-day project. The standards listed are selected instructional alignments, rather than a claim that every aspect of a standard is completed in one lesson.

Kindergarten–Grade 2: Discovering Morocco

Grade / Subject	Lesson and hands-on activity	Standards	Resources
K Geography	Where in the World Is Morocco? Find Africa, Morocco, the Atlantic Ocean, and Mediterranean Sea. Make a classroom floor map and place photo cards of Moroccan landscapes.	CCSS SL.K.5, K.G.A.1	National Geographic MapMaker
K Math / Art	Patterns in Moroccan Tiles. Use paper squares, triangles, and rhombuses to build repeating patterns. Identify shapes and colors.	K.G.A.2, K.G.B.5	Met Museum geometric activities
K Science	Desert, Mountain, or Coast? Sort animals, plants, and landscape photographs by habitat; discuss what living things need to survive.	NGSS K-LS1-1, K-ESS3-1	NGSS standards
1 Art / ELA	The Doors of Morocco. Compare colorful doors from Chefchaouen, Fez, and Marrakech. Design a door and write a sentence describing what is behind it.	1.G.A.2, W.1.3, VA:Cr1.1.1a	Moroccan architecture photographs
1 Music / Culture	Listening to Morocco. Listen to examples of Gnawa and Amazigh music. Compare rhythm, tempo, and instruments; create a classroom percussion pattern.	MU:Re7.2.1a, SL.1.1	Smithsonian Folkways
2 Science / Food	What Happens Inside a Tagine? Observe water evaporating and condensing using a covered transparent container with warm water (teacher-led). Explain how moisture circulates during cooking.	2-PS1-1, 2-PS1-4 (partial connections)	Tagine background
2 ELA / Social Studies	A Market in Morocco. Study souk photographs, create a classroom market, label goods, practice exchanges, and write an informational paragraph.	W.2.2, SL.2.4, 2.MD.D.8	UNESCO Morocco



Door design, color, and architectural details- Chefchouane!

**Markets, trade, measurement, and descriptive writing
Grades 3–5: Exploring Moroccan Connections**

Grade / Subject	Lesson and hands-on activity	Standards	Resources
3 — Math / Art	The Mathematics of Zellige. Identify rotations, reflections, polygons, and repeated motifs. Design a tile panel with paper cutouts.	3.G.A.1, VA:Cr2.1.3a	Met Islamic geometric design
3 — Geography / Science	Three Moroccan Landscapes. Compare the Atlas Mountains, Sahara, and Atlantic coast. Investigate how climate affects agriculture, housing, and transportation.	NGSS 3-ESS2-2, 3-ESS3-1	NASA Earth Observatory
3 — Art / History	What Makes a Moroccan Door? Examine arches, carved cedar, metalwork, and painted surfaces. Build a scale-inspired cardboard doorway and describe its artistic choices.	VA:Re7.2.3a, W.3.2	Archnet architectural archive
4 — Geography / History	Across the Strait of Gibraltar. Map northern Morocco and southern Spain. Trace the movement of people, agricultural products, architecture, and ideas over centuries.	C3 D2.Geo.7.3-5, W.4.7	UNESCO Al-Andalus
4 — Science / Engineering	A Moroccan Courtyard That Cools. Construct miniature courtyard models with and without shade. Measure and compare temperature under controlled conditions.	NGSS 4-PS3-2 (supporting), 3-5-ETS1-3	Met Moroccan Court
4 — ELA / Social Studies	Many Languages, One Country. Research Arabic, Amazigh languages, and the use of French and Spanish in Morocco. Make multilingual welcome signs with checked translations.	W.4.7, SL.4.4, C3 D2.Geo.4.3-5	UNESCO Language s Atlas
5 — History	Morocco and Al-Andalus. Investigate the Almoravid and Almohad dynasties, and compare historical monuments in Fez, Marrakech, Córdoba, and Seville.	C3 D2.His.1.3-5, W.5.7	UNESCO Medina of Fez
5 — Culinary Arts / Math	The Tagine Recipe Challenge. Scale a recipe for different numbers of guests. Investigate the origins of ingredients and compare food-growing regions.	5.NF.B.6, 5.MD.A.1, W.5.2	FAO Morocco
5 — Literature / Art	Stories from Morocco. Read an age-appropriate Moroccan folktale or excerpt by a Moroccan author. Compare storytelling, cultural context, and narrative structure.	RL.5.2, RL.5.6, W.5.3	WorldCat book search



Geometry, tessellation, and traditional craftsmanship



Fractions, heat, agriculture, and food heritage of the vegetable tagine with couscous

Grades 6–8: Morocco as a Crossroads of Civilizations

Grade / Subject	Lesson and hands-on activity	Standard	Resources
6 — World History	The Moors and Medieval Iberia. Study the history of Muslim-ruled Iberia, including Amazigh and Arab contributions. Create a timeline of changing kingdoms, political relationships, and cultural exchange.	C3 D2.His.1.6-8 , RH.6-8.2	Met Museum educational unit
6 — Math	Geometric Art and Transformations. Construct tessellations using reflection, rotation, and translation. Explain why there are no gaps or overlaps.	6.G.A.1 (area), 8.G.A.1–3 (extension)	Met geometric design lesson
6 — Science / Ecology	The Argan Ecosystem. Investigate Morocco's argan woodlands, biodiversity, human land use, and sustainability. Develop a food web and conservation proposal.	NGSS MS-LS2-2, MS-LS2-5	UNESCO Arganeraie Biosphere Reserve
7 — History / Geography	Tangier: Africa Meets Europe. Examine its strategic position, international-zone history, colonial influence, and contemporary multicultural identity. Annotate maps and historical photographs.	C3 D2.Geo.4.6-8, RH.6-8.7	Tangier map
7 — Literature	Moroccan Voices and Identity. Compare excerpts by Fatima Mernissi, Leila Abouzeid, and Tahar Ben Jelloun, considering language, gender, identity, and historical context.	RL.7.6, RI.7.6, W.7.9	Moroccan authors catalog
7 — Engineering / Science	The Physics of the Tagine. Model conduction, convection, evaporation, and condensation. Compare covered and uncovered vessels using temperature and mass observations.	NGSS MS-PS3-3, MS-ETS1-2	NGSS physical science
8 — History	Colonialism and Independence. Analyze French and Spanish protectorates, the Tangier International Zone, Moroccan independence in 1956, and differing historical perspectives.	C3 D2.His.4.6-8, RH.6-8.9	Library of Congress
8 — Visual Arts	Tradition and Contemporary Morocco. Compare historical zellige and architectural decoration with work by modern Moroccan artists. Curate a gallery with interpretive labels.	VA:Re7.2.8a , VA:Cn11.1.8a	Mathaf Arab Museum collection
8 — Research / Civics	Who Tells Morocco's Story? Compare tourism advertisements, historical archives, museum labels, and Moroccan-authored accounts. Create a balanced exhibit with cited evidence.	W.8.7, W.8.8, C3 D3.1.6-8	Smithsonian Learning Lab

The Met's educator resources are particularly valuable for the tile unit: they include reproducible geometry activities and discussion of the artistic connections between Morocco and medieval southern Spain.

3. Tangier, where Africa and Europe meet



Scenes from Tangier!



Tangier- old fortress wall



Tangier- city



Central question: How did Tangier's location influence its architecture, languages, politics, and cultural identity?

Tangier offers an especially rich case study because its history includes Moroccan, Portuguese, English, Spanish, French, and other influences. Its international status was established by a 1923 agreement, implemented in 1925, and ended in 1956.

Grade	Inquiry / Project
K-2	Find Tangier and Spain on a map. Make a paper Strait of Gibraltar and identify the two continents.
3-4	Compare photographs of a traditional Moroccan courtyard, a European-influenced building, and a contemporary Tangier street.
5-6	Create an illustrated timeline showing Tangier's changing political relationships and trading connections.
7-8	Investigate who benefited from international administration, how Moroccans experienced foreign influence, and how independence changed the city. Present a document-based argument.

Primary resource: [Kasbah Museum of Mediterranean Cultures, Tangier](#) — especially useful because the museum itself contains architectural features associated with different periods of Moroccan and European history.

4. Morocco and Spain — a two-way cultural exchange



Alhambra, Granada, Spain



Traditional architecture, Fez, Morocco

Rather than stating “the Moors brought their culture to Spain,” teach the complex movement of people, materials, ideas, artistic traditions, and knowledge between North Africa and the Iberian Peninsula.

The term Moors is a historical European label that referred to different Muslim populations, including Amazigh and Arab peoples; it was not one unified ethnic identity.

Focus	Classroom investigation	Grades
Geography	Why is the Strait of Gibraltar such an important passage?	2–5
Agriculture	Investigate how irrigation practices and crops circulated through the medieval Islamic world and Iberia.	4–6
Architecture	Compare courtyards, arches, carved plaster, and tilework in Fez and Granada.	3–8
Mathematics	Compare geometric patterns and create a repeating design inspired by historical examples.	3–8
Language	Explore Arabic-derived words in Spanish, such as aceite, azúcar, and almohada.	4–8
Historical interpretation	Research Al-Andalus, the Almoravids, the Almohads, and the movement of Muslim and Jewish communities between Iberia and North Africa.	6–8

Suggested final product: A large two-sided map with arrows, dates, illustrated cultural examples, and evidence cards distinguishing documented exchanges from uncertain claims.

Resource: [The Metropolitan Museum of Art — Geometric Design in Islamic Art](#). The Met specifically documents connections between Moroccan and Andalusian architectural decoration.



The Metropolitan Museum of Art

5. The peoples and languages of Morocco

An important goal is to represent Morocco as a culturally diverse country, rather than treating one city, religion, language, or tradition as representative of everyone.

Community / Cultural tradition	Key learning ideas	Suggested project
Amazigh (Imazighen)	Indigenous peoples of North Africa; diverse regional languages, traditions, and histories	Study Tifinagh letters, weaving, and regional maps
Moroccan Arabs / Arabic-speaking communities	Darija, Arabic literature, urban and rural traditions	Compare greetings and oral storytelling
Riffian communities	Northern Morocco, Tarifit language, regional cultural heritage	Locate the Rif Mountains and investigate regional music
Souss and High Atlas Amazigh communities	Tachelhit language, regional agricultural and artistic traditions	Explore mountain settlement and weaving
Sahrawi communities	Hassaniya Arabic, desert-region cultural practices, poetry and oral traditions	Study desert environments and oral literature
Moroccan Jewish communities	Centuries of religious, linguistic, artistic, and culinary heritage	Explore Jewish-Moroccan music and historical neighborhoods
Gnawa cultural communities	Musical traditions associated with histories of sub-Saharan African ancestry and spiritual practice	Investigate instruments and rhythm with cultural context
Contemporary migrant communities	Morocco's ongoing connections with West Africa, Europe, and beyond	Research migration and modern multicultural cities

Teach that these categories overlap: Amazigh identity is not exclusive of Arabic-speaking identity, and religious, linguistic, and regional identities are not interchangeable. For older students, discussions of the Western Sahara should acknowledge that its political status is internationally disputed

6. Moroccan authors and books

These are writers from Morocco, rather than a general collection of writers from the Arabic-speaking world.

Author / Book	Grade recommendation	Curriculum connection
Fatima Mernissi — Dreams of Trespass	7–8, selected excerpts	Women's experiences, family, memory, and historical context
Leila Abouzeid — Year of the Elephant	7–8, selected excerpts	Independence, social change, and Moroccan identity
Tahar Ben Jelloun — The Sand Child	8, carefully selected excerpts	Narrative voice, gender, identity, and literary symbolism
Abdellatif Laâbi — selected poetry	6–8	Poetry, freedom, translation, and cultural identity
Mohammed Choukri — selected age-appropriate short excerpts	8, teacher-screened	Tangier, autobiography, and social history
Driss Chraïbi — selected fiction excerpts	7–8	Colonialism, generational differences, and social change

The adult works above are not blanket K–8 reading recommendations. Teachers should screen content carefully; some are appropriate only as short, contextualized excerpts for older students.

For younger readers, use Moroccan oral stories in carefully sourced children's editions, and add Moroccan-authored picture books where accessible. An additional geography-oriented picture book is *My Father's Shop*, set in Morocco, although its author is Japanese rather than Moroccan.

Book discovery: [WorldCat library catalog](#) — search by author and title for English-language editions.

7. Moroccan artists for classroom study



Chaïbia Talal <https://awarewomenartists.com/en/artiste/chaibia-talal/>

Expressive color, figures, and self-taught artistic practice.

Grades 2–8.



Hassan Hajjaj <https://www.193gallery.com/artists/84-hassan-hajjaj/>

Photography, portraiture, contemporary identity, and consumer imagery.

Grades 4–8.



Lalla Essaydi- <https://www.lallaessaydi.com/>

Photography, calligraphy, representation, and identity.

Grades 6–8.



Mohamed Melehi- <https://www.lawrieshabibi.com/artists/167-mohamed-melehi/>

Modern abstraction, color, and repeating wave forms.

A strong activity is to have students create a museum label for an artwork explaining what they observe, what they have researched, and which questions remain unanswered. The [Hunter Museum's Lalla Essaydi educator guide](#) provides a ready-made classroom resource for older students.

Grades 3–8.

8. Museums, maps, and digital field-trip resources

Museum / Resource	Location	Classroom application
<u>Kasbah Museum of Mediterranean Cultures</u>	Tangier	Geography, architecture, Mediterranean history, European influences
<u>Mohammed VI Museum of Modern and Contemporary Art</u>	Rabat	Modern Moroccan art, artistic identity, visual analysis
<u>National Museum of Ceramics</u>	Safi	Clay, glazing, traditional craftsmanship, materials science
<u>Morocco Museums and Galleries Guide</u>	Throughout Morocco	Museum research and virtual field-trip planning
<u>Met Museum Islamic Art Resources</u>	New York / Online	Zellige, geometry, Moroccan courtyards, Islamic art
<u>UNESCO World Heritage Sites in Morocco</u>	Throughout Morocco	Heritage preservation, mapping, history
<u>Interactive Map of Morocco</u>	Online	Mapping cities, physical features, routes, and distances

Morocco's National Museum Foundation is a particularly useful source because it documents both historic collections and contemporary Moroccan cultural institutions.



Moroccan National Tourist Office <https://www.visitmorocco.com/en>

9. Detailed lesson : Moroccan tile tessellations



Grades 3–8 | Mathematics + Visual Arts + History | Two 50-minute lessons

Essential question: How can geometry create complex and beautiful repeating designs?

Learning objectives: Students identify polygons, investigate symmetry, construct a tessellation, and connect mathematical reasoning to Moroccan craftsmanship.

Lesson stage	Teaching activity
Engage — 10 min	Show photographs of zellige in Moroccan buildings. Ask students to identify shapes, repeated units, and lines of symmetry.
Explore — 15 min	Give students paper polygons. Challenge them to cover a surface without gaps or overlaps.
Explain — 15 min	Introduce tessellation, translation, rotation, reflection, and symmetry at the appropriate grade level.
Create — 40 min	Students design their own zellige-inspired paper tile panel, using rulers, compasses, templates, or digital geometry tools.
Reflect — 10 min	Students explain the mathematical rules behind their design and identify its cultural inspiration.

Assessment: Completed geometric design, mathematical explanation, and short museum-style caption acknowledging Moroccan craftsmanship.

Standards: CCSS 3.G.A.1; 4.G.A.3; 8.G.A.1–3; National Core Arts Standards VA:Cr2.1 and VA:Cn11.1 (use the grade-specific versions)

Free teacher resource: [Met Museum — Islamic Art and Geometric Design activity book \(PDF\)](https://www.metmuseum.org/met-publications/islamic-art-and-geometric-design-activities-for-learning):

<https://www.metmuseum.org/met-publications/islamic-art-and-geometric-design-activities-for-learning>

10. Culminating project: A Museum of Morocco

A wonderful way to bring the trip and all grade levels together is a collaborative school museum. Each grade creates an exhibit based on the curriculum.

Grade	Museum exhibit
Kindergarten	Morocco's Landscapes: A Giant Map
1st	The Beautiful Doors of Morocco
2nd	A Moroccan Souk: Food, Spices, and Trade
3rd	The Geometry of Zellige
4th	Life in the Atlas Mountains and Sahara
5th	Morocco and Spain: Across the Strait
6th	Science and Engineering of Moroccan Architecture
7th	Tangier: An International Crossroads
8th	Moroccan Voices: Literature, Art, and Identity

Students can serve as docents, explain their work to families, and create QR codes linking to recorded presentations or museum research.

11. Educational standards reference

Framework	Subjects	Official link
Common Core State Standards	Mathematics, ELA, research, writing, speaking	Mathematics • ELA
Next Generation Science Standards	Science and engineering	NGSS
C3 Framework	Geography, history, civics, economics	National Council for the Social Studies
National Core Arts Standards	Visual arts, music, dance	National Core Arts Standards
ACTFL World-Readiness Standards	World languages and intercultural communication	ACTFL Standards

Curriculum- At A Glance

Discipline	Driving question	Authentic outcome
Geography	How does place shape life?	Regional map and landscape atlas
History	How did Morocco connect Africa and Europe?	Strait of Gibraltar exchange timeline
Mathematics	Where is geometry in zellige?	Symmetry and tessellation panel
Art & Design	What do doors and buildings communicate?	Architectural gallery
Literature	Whose stories tell Morocco's history?	Annotated Moroccan-author readings
Science	How do climate, water and heat affect life?	Climate and tagine investigations
Engineering	How do courtyards and buildings moderate heat?	Passive-cooling model
Music & Language	How is identity expressed?	Listening and language exhibit
Culinary Studies	What connects food, trade and science?	Scaled tagine recipe and food map

K–2 | Discovering Morocco

Grade	Subjects	Learning experience	Selected standards
K	Geography	Locate Morocco, Africa, two seas; create a floor map.	SL.K.5; K.G.A.1
K	Math + Art	Build colorful repeating patterns with polygons.	K.G.A.2; K.G.B.5
K	Science	Sort Atlas, Sahara, and coastal habitat photographs.	K-LS1-1; K-ESS3-1
1	Art + ELA	Design a Moroccan door and write a descriptive sentence.	1.G.A.2; W.1.3
1	Music	Listen to Gnawa and Amazigh rhythms; make patterns.	MU:Re7.2.1a
2	Science	Observe condensation in a covered warm-water vessel.	2-PS1-1 supporting
2	Math + Social Studies	Create a classroom souk and count money.	2.MD.D.8; W.2.2

Grades 3–5 | Exploring Connections

Grade	Subjects	Learning experience	Selected standards
3	Math + Art	Create zellige-inspired tessellations; identify shapes.	3.G.A.1
3	Geography + Science	Compare climate across coast, mountains, desert.	3-ESS2-2; 3-ESS3-1
3	Art + Engineering	Build a cardboard Moroccan doorway and label details.	W.3.2; VA:Cr2.1.3a
4	History + Geography	Map Morocco–Spain exchanges across Gibraltar.	C3 D2.Geo.7.3-5
4	Science + Engineering	Test shaded vs unshaded courtyard models.	3-5-ETS1-3
4	Languages	Compare Darija, Tamazight, Tarifit and Tashelhit.	W.4.7
5	History	Compare Fez, Marrakech, Córdoba and Seville.	C3 D2.His.1.3-5
5	Math + Food	Scale tagine ingredients and map crop origins.	5.NF.B.6
5	ELA	Compare Moroccan stories and oral traditions.	RL.5.2; W.5.3

Grades 6–8 | Morocco as a Crossroads

Grade	Subjects	Learning experience	Selected standards
6	History	Timeline Al-Andalus, Almoravids and Almohads.	C3 D2.His.1.6-8
6	Math	Explain transformations in a tiled composition.	8.G.A.1–3 extension

6	Ecology	Research argan habitats and conservation.	MS-LS2-2; MS-LS2-5
7	History + Geography	Analyze Tangier's international history and architecture.	C3 D2.Geo.4.6-8
7	Literature	Compare Mernissi, Abouzeid and Ben Jelloun excerpts.	RL.7.6; W.7.9
7	Science	Investigate tagine heat transfer and condensation.	MS-PS3-3 supporting
8	History	Investigate protectorates and 1956 independence.	RH.6-8.9
8	Art	Curate a contemporary Moroccan artists exhibition.	VA:Re7.2.8a
8	Media literacy	Contrast tourism and Moroccan-authored accounts.	W.8.7; W.8.8

Destination-based fieldwork gallery

Place	Curricular lens	Insert your trip photograph
Tangier	International-zone history, European influence, Gibraltar and Mediterranean connections	Photograph the waterfront, Kasbah and contrasting building styles.
Chefchaouen	Doors, pigments, blue streets, geometric shapes and place identity	Photograph a series of doors and note variation in shape and color.
Fez	Zellige, artisans, medina planning, fountains and education	Photograph geometric details, workshops and urban lanes.
Marrakech	Souks, garden design, irrigation, trade and public spaces	Photograph market objects, garden features and architectural ornament.
Rabat	Historic/modern urbanism, French protectorate planning, government	Photograph a historic gate and a modern street for comparison.
Essaouira	Atlantic geography, coastal ecology, port history and Gnawa music	Photograph fishing boats, ramparts and coastal habitats.
Atlas Mountains	Elevation, climate, Amazigh communities, agriculture and building methods	Photograph slopes, settlement patterns and vegetation.
Sahara	Arid ecosystems, dunes, night sky, adaptation and water	Photograph landforms and compare day/night environmental conditions.

Featured inquiry | Tangier and Europe

Essential question: How did Tangier’s strategic location shape language, trade, architecture and political power? K–2: locate the continents and strait; 3–4: compare architectural photos; 5–6: build a timeline; 7–8: analyze multiple perspectives on the International Zone (1923 agreement, operational from 1925 to 1956).

Featured inquiry | Morocco and Al-Andalus

Teach exchange as multidirectional, not as a single group carrying a fixed culture to Spain. Explore Amazigh and Arab populations, Andalusí architecture, irrigation, agriculture, scholarship, migration, and the experiences of Muslim and Jewish communities. Compare Fez and Granada using maps and carefully dated examples. “Moors” is a historical European umbrella term, not a single ethnicity.

Featured inquiry | Zellige: mathematics in art

Two 50-minute sessions. Engage: examine Moroccan tile photographs and identify polygons. Explore: cover a page with paper shapes without gaps or overlaps. Explain: introduce symmetry, translation, reflection and rotation (grade appropriate). Create: design a tile panel. Assess: label mathematical transformations and write a museum caption crediting Moroccan craftsmanship.

Featured inquiry | Tagine: food, science and trade

K–2: observe condensation using teacher-handled warm water. Grades 3–5: scale a vegetable tagine recipe and map ingredients. Grades 6–8: compare temperature changes and moisture retention in covered and uncovered containers. Discuss conduction, convection, evaporation and condensation, noting that actual cookware performance depends on material, shape and heat source.

People, languages and identities

Study the diversity of Amazigh (Imazighen) communities, Moroccan Arab and Arabic-speaking communities, Riffian communities, Sahrawi traditions, Moroccan Jewish heritage, Gnawa music and contemporary migration. These categories overlap and are not mutually exclusive. Languages include Moroccan Arabic (Darija), Standard Arabic, Tamazight varieties including Tarifit and Tashelhit, and French and Spanish in various contexts. Older students should learn that Western Sahara’s political status is disputed.

Moroccan literature | Curated author list

Author	Suggested reading	Grades / guidance
Fatima Mernissi	Dreams of Trespass	7–8: selected, screened excerpts
Leila Abouzeid	Year of the Elephant	7–8: selected, screened excerpts
Tahar Ben Jelloun	The Sand Child	8: carefully selected excerpts
Abdellatif Laâbi	Selected poems	6–8: translated selections

Mohammed Choukri

Teacher-selected excerpts

8: substantial content screening
needed

Driss Chraïbi

Selected fiction

7–8: excerpts

For K–5, use well-sourced Moroccan oral narratives and seek Moroccan-authored children’s literature in the school library. Do not present books by non-Moroccan authors as native Moroccan voices.

Moroccan artists | Visual studies

Artist	Approach	Project
Chaïbia Talal	Expressive color and figures	Paint a response to observed color
Hassan Hajjaj	Portraiture, pattern and consumer imagery	Design a photographic frame
Lalla Essaydi	Photography, calligraphy and representation	Write a critical museum label
Mohamed Melehi	Colorful abstract waves	Investigate repeating wave motifs

Schoolwide culminating exhibit

Grade	Exhibit
K	Giant Morocco landscape map
1	Doors of Morocco gallery
2	Moroccan souk
3	Zellige mathematics wall
4	Atlas and Sahara habitats
5	Morocco–Spain exchange map
6	Climate-smart architecture models
7	Tangier: International Crossroads
8	Moroccan Voices: art, literature and identity

Live resource library

[UNESCO: Morocco heritage sites](#)

[UNESCO: Medina of Fez](#)

[UNESCO: Rabat heritage](#)

[Met: Islamic geometric design \(teacher guide\)](#)

[Met: downloadable geometry activities PDF](#)

[Interactive map: Morocco](#)

[MapMaker](#)

[WorldCat: locate Moroccan authors](#)

[Smithsonian Folkways: music](#)

[Smithsonian Learning Lab](#)

[Moroccan National Museum Foundation](#)

[Archnet architecture archive](#)

[Common Core Mathematics](#)

[Common Core ELA](#)

[Next Generation Science Standards](#)

[C3 Social Studies Framework](#)

[National Core Arts Standards](#)

[ACTFL World-Readiness](#)