

Let's Learn English



A bilingual Ezidi/English curriculum
for advanced level students

Lesson #02

Preliminary Comments for Teachers

Lesson #02: Marriage Customs

Level: Advanced

Comment #1: Ezidi Marriage Customs: The Black Mem story revolves around a forbidden marriage. This naturally raises the question of traditional Ezidi marriage customs. That is the theme of this Lesson. When Ezidis go to live overseas, do they take their traditional marriage customs with them? Or do they let their children follow the marriage customs of their adoptive country? Are marriage customs core to the Ezidi culture, or are they adaptable?

The final section of today's lesson is a quiz, in which students can express their opinion on whether or not Ezidis should strictly adhere to traditional marriage customs when they make their lives in Australia.

Comment #2: Distinguishing Words: In the Reading Assignment there are many new vocabulary items. Therefore there are two separate Distinguishing Words charts. Do them separately.

Comment #3: Reading Assignment: After the Black Mem story selection, there are four questions. These questions may stimulate strong emotions. These are best expressed in the Ezidi language. If students wish to speak in Ezidi, that is fine. :

Question 1: What are the Ezidi rules in Iraq for young people wishing to marry?

Question 2: Would Black Mem and Zin's actions be approved by Ezidi parents in Iraq today?

Question 3: Are Ezidis in Australia strictly adhering to the Ezidi rules for young people in Iraq wishing to marry?

Question 4: Would Black Mem and Zin's actions be approved by Ezidi parents in Australia today?

These are really important questions. They go to the heart of what it means to adapt to living in a new country. It is likely to be controversial. Don't let emotions confuse you or make you afraid. The students need to be able to freely express their feelings. Be sure to give students time to think and respond to these questions.

Comment #4: Choose a Proverb: Be sure that students write their names at the top. At the end of class, collect all these sheets, and make a record that includes:

A – Names: The name of each student (with the following):

B – Preferred Proverbs: Of the ten Ezidi Proverbs, which was the most meaningful?

B – Meaningfulness: Why was this Proverbs meaningful to this student?

Return to Student: Return to each student his 'Proverb page' from the previous lesson. Then he/she can share it with his/her family.

Comment #5: Marriage Quiz: It is very important to have a student translate the Marriage Customs Quiz sheet topic by topic into Ezidi. Do not miss this step. If students do not understand very well, they cannot respond intelligently to the Marriage Customs Quiz.

Teachers' Notes

<p>Lesson #02: Marriage Customs</p>	<p>Level: Advanced</p>
<p>#1: Ss will be able to express in English their opinions concerning love and marriage within the Ezidi community.</p> <p>#2: Ss will be able to correctly connect Ezidi and English vocabulary.</p> <p>#3: Ss will be able to read and discuss a text in Ezidi and English about Ezidi love and romance.</p> <p>#4: Ss will be able to identify an Ezidi proverb, give its meaning in English and make a personal application in English.</p> <p>#5: Ss will be able to discuss Ezidi marriage customs in Australia.</p>	<p>Resources Needed</p> <p>#1: Distinguishing Words #2: Reading text #3: Ezidi wise sayings #4: Ezidi marriage quiz</p>
<p>Learning Outcome #1: Ezidi Marriage Customs</p> <p>Explanation: Today we will continue with the Black Mem story, in which Black Mem falls in love with Zin. In today's lesson we will talk about Ezidi marriage customs.</p> <p>Action:</p> <p>Volunteer 1: I would like to invite someone who is already married to share with us how your marriage was arranged. Student: shares about marriage</p> <p>Volunteer 2: Is there another married person who will share with us how your marriage was arranged. Student: shares about marriage</p> <p>Conclusion: Our story today about Black Mem has him falling in love with Zin.</p> <p>Learning Outcome #2: Translation Ezidi English</p> <p>Explanation: But before we read the Black Mem story, let's look at some of the words in the story.</p> <p>Handout: Give each student the Distinguishing Words chart. Note: There are two charts on one page.</p> <p>Action 1: Instruction: First, we will read the first set of ten words in the Ezidi language. (Ask for volunteer to read.) Now, all read aloud together. (Students read Ezidi.)</p> <p>Instruction 1: Now, work in pairs to draw lines from the Ezidi words on the left to the correct English word on the right. Review correct answers.</p> <p>Action 2: Instruction: Now we will do the same with the second set of ten words. Review correct answers.</p> <p>Instruction 3: Now, can I have a volunteer to read all ten Ezidi words in the first set, and their correct English equivalents, and a second volunteer to do the same with the second set.</p> <p>Conclusion: Now we are ready to read the story.</p>	<p>Resources</p> <p>#1: Distinguishing Words</p>

Distinguishing Words

1 qurbanî
2 şeeir
3 ib dizî
4 wefatî
5 dilkatin
6 qewet
7 cesaret
8 eadet
9 elaqet
10 mêrxas

1 secretly
2 adherence
3 tradition
4 honour
5 relationship
6 poetry
7 brave
8 strength
9 courage
10 loyalty

1 herikîn
2 malbat
3 ibqewet
4 ixtilaf
5 bê qîmet
6 rêber
7 memnûe kirin
8 jînar
9 pîroz kirin
10 spehî

1 celebration
2 leader
3 family
4 neighbour
5 stream
6 beautiful
7 powerful
8 unworthy
9 opposition
10 forbidden

Teachers' Notes

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<p>Learning Outcome #3: Reading Text</p> <p>Explanation: Now we will read the beginning of the Black Mem story. Handout: Give each student the Reading Assignment.</p> <p>Activity #1: I need two volunteers. One to read the Ezidi, and the other to read the English. Two students read the lines right through.</p> <p>Instruction: Now get into pairs. One person reads the first sentence in Ezidi, and the other reads the sentence in English.</p> <p>Conclusion: Now I have four questions. I will ask at least two people to answer each question.</p> <p>Question 1: What are the Ezidi rules in Iraq for young people wishing to marry? (Ss answer)</p> <p>Question 2: Would Black Mem and Zin's actions be approved by Ezidi parents in Iraq today? (Ss answer)</p> <p>Question 3: Are Ezidis in Australia strictly adhering to the Ezidi rules for young people in Iraq wishing to marry? (Ss answer)</p> <p>Question 4: Would Black Mem and Zin's actions be approved by Ezidi parents in Australia today? (Ss answer)</p> <p>Learning Outcome #4: Ezidi Proverbs "Choose a Proverb"</p> <p>Explanation: Now we will look at some Ezidi proverbs. Handout: Give each student the page titled Choose a Proverb.</p> <p>Activity #1: I need a volunteer to read out these ten sayings in Ezidi. A student reads the ten proverbs right through.</p> <p>Instruction: Now get into pairs and choose one of these proverbs.</p> <ol style="list-style-type: none"> 1. Write the Proverb on the line below in the Latini alphabet. 2. Then write the meaning in English. 3. And finally, write why this proverb is helpful to you. <p>Reporting: Invite students to volunteer the proverb they chose and to tell why that proverb is helpful to them.</p> <p>Note: Be sure to return to students their Proverb from the previous lesson and collect their Proverb from today.</p> <p>Conclusion: Well done. Proverbs give us wise advice for living.</p>	<p>Resources</p> <p>#2: Reading text</p> <p>#3: Ezidi wise sayings</p>

Reading Assignment

Page 3-4 Black Mem and Zin Memê Reş û Zîn

Black Mem and Zin Memê Reş û Zîn

A: Rojêkê, Memê Reş çû pîroz kirin kê il gundê nêzîkî mala wî û il wir keçek a delal û jîwan naskir, navê wê zîn bû.

B: One day, Black Mem attended a celebration in the neighbouring village, where he met Zin, a beautiful young woman.

A: Zîn keça meznê eşîrka ibqewet bû, û eyîla wê ibnavûdeng bûn hingî îj eşîra xwe re it wefî û ibşeref bûn.

B: Zin was the daughter of a powerful tribal leader, and her family was known for their strict adherence to tradition and tribal honour.

A: Kêfa Mem û Zînê gelekê jêk re hat. B: Black Mem and Zin fell deeply in love.

A: Hevaltîya wan weka ava Lalişê paqîj bû.

B: Their relationship was as pure as the streams of Lalish.

A: Lê, eyîla Zînê ne hişt eşqa wan çebibê îj ber wan behwer fikir ke.

B: However, their love was forbidden by her family.

A: Memê Reş ne îj eyîla ke ib esil bê, û îj ber vêkê eyîla Zînê hesab nekirin ew layiq ê zewajîya wê bê.

B: Black Mem was not of noble birth, and Zin's family considered him unworthy of marrying her.

A: Lê ib ser vêkê de, Zînê bê dilya eyîla xwe kir û eşqa wan ib dom bû, û ib dizî il bin rohnîya heyvê de il ça de yek û do dîtin.

B: Despite the family opposition, their love endured, and they began meeting secretly, hidden among the mountains, beneath the moon's light.

Questions about the Black Mem Story

Question 1: What are the Ezidi rules in Iraq for young people wishing to marry?

Question 2: Would Black Mem and Zin's actions be approved by Ezidi parents in Iraq today?

Question 3: Are Ezidis in Australia strictly adhering to the Ezidi rules for young people in Iraq wishing to marry?

Question 4: Would Black Mem and Zin's actions be approved by Ezidi parents in Australia today?

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Teachers' Notes

Lesson #02: Marriage Customs	Level: Advanced																														
<p>Learning Outcome #5: Ezidi Marriage Customs in Australia</p> <p>Explanation: Now we will think about the Ezidi marriage customs, and ask whether any of them should be changed in Australia. This is an exercise that every ethnic group who move to Australia need to do. Some parts of every culture need to be preserved. But some can also be changed.</p> <p>Handout: Give each student the Ezidi Marriage Customs quiz sheet.</p> <p>Activity #1: I need two volunteers. One volunteer will read the topic and the two alternative answers in English. The other volunteer will tell the same in Ezidi language.</p> <p>Voting: After each topic is read, we will vote by showing hands, and I will record your votes on the whiteboard.</p> <p>1. Caste: YES (13) NO (6)</p> <p>Count votes: Students show hands – count – whiteboard score.</p> <p>Activity #2: After all ten topics have been read and voting is complete, invite students to speak one at a time, to give their opinions (in English) on the results of the survey. (Students have opportunity to speak on culture change.)</p> <p>Conclusion: Today we have discussed a very difficult subject: In what ways may a culture change (or not change) when members of an ethnic group move to another country?</p> <p>Quiz – Ezidi Marriage Customs</p> <p>Overview: In this quiz we stimulate Ezidis to discuss how people of their culture are adapting to life in Australia. Can some parts of their culture adapt to life in a new country?</p> <p>Preparation: Write the following on the whiteboard.</p> <table data-bbox="304 1491 975 1957"><tr><td>1. Caste:</td><td>YES</td><td>NO</td></tr><tr><td>2. Elope:</td><td>YES</td><td>NO</td></tr><tr><td>3. Non-Ezidis:</td><td>YES</td><td>NO</td></tr><tr><td>4. Sheikhs/Pirs:</td><td>YES</td><td>NO</td></tr><tr><td>5. Cousins:</td><td>YES</td><td>NO</td></tr><tr><td>6. Women:</td><td>YES</td><td>NO</td></tr><tr><td>7. Bride-price:</td><td>YES</td><td>NO</td></tr><tr><td>8. Simplify:</td><td>YES</td><td>NO</td></tr><tr><td>9. Australian law:</td><td>YES</td><td>NO</td></tr><tr><td>10. Divorce:</td><td>YES</td><td>NO</td></tr></table>	1. Caste:	YES	NO	2. Elope:	YES	NO	3. Non-Ezidis:	YES	NO	4. Sheikhs/Pirs:	YES	NO	5. Cousins:	YES	NO	6. Women:	YES	NO	7. Bride-price:	YES	NO	8. Simplify:	YES	NO	9. Australian law:	YES	NO	10. Divorce:	YES	NO	<p>Resources</p> <p>#4: Ezidi marriage quiz</p>
1. Caste:	YES	NO																													
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Ezidi Marriage Customs Quiz Sheet

Ezidi Marriage in Australia

Instructions: Choose the answer that best reflects the perspectives of the Australian Ezidi community concerning Ezidi marriage customs.

- 1. Should Ezidis marry within their caste – even in Australia?**
 - A) Yes, caste boundaries must also be respected in Australia
 - B) No, caste restrictions are outdated and should be relaxed
- 2. Is elopement acceptable in the Australian Ezidi culture?**
 - A) Yes, it's a practical way to avoid bride-price and family pressure
 - B) No, it dishonors family traditions and should be discouraged
- 3. Can Ezidis marry non-Ezidis if they maintain their Ezidi identity?**
 - A) Yes, especially in Australian communities where integration is necessary
 - B) No, marrying outside the faith leads to expulsion and loss of identity
- 4. In Australia, should sheikhs and pirs be allowed to marry laypeople?**
 - A) Yes, love and compatibility should override caste roles
 - B) No, religious hierarchy must be preserved in Australia through marriage boundaries
- 5. Are Ezidi cousin marriages appropriate in Australia?**
 - A) Yes, it helps preserve family ties and cultural continuity
 - B) No, it can lead to genetic issues and should be avoided
- 6. Should Ezidi women in Australia have equal say in choosing their spouse?**
 - A) Yes, Ezidi women in Australia should freely choose their partners
 - B) No, family elders should guide the decision for cultural reasons
- 7. Is the bride-price (kalam) necessary in Australia?**
 - A) Yes, it's a respected tradition that honours the bride's family
 - B) No, it's financially burdensome and unnecessary in Australia
- 8. Should Ezidi weddings be simplified in Australia to reduce costs?**
 - A) Yes, modern weddings should be modest and affordable
 - B) No, weddings are a vital celebration and should remain elaborate
- 9. Can Ezidi marriage customs adapt to the Australian legal system?**
 - A) Yes, Ezidis in Australia should follow local laws and customs
 - B) No, Ezidi traditions must remain unchanged regardless of location
- 10. In Australia, should divorce be more accepted in the Ezidi society?**
 - A) Yes, people should be free to leave unhappy marriages
 - B) No, divorce undermines family honour and should remain rare