

Before America - African Heritage

Introduction to Africans in Asia

LESSON 3B Grades K-12

PART 3B Introduction to Africans in Asia

Lesson Duration: 3 – 4 Class Period (30–50 Minutes) For Each Section

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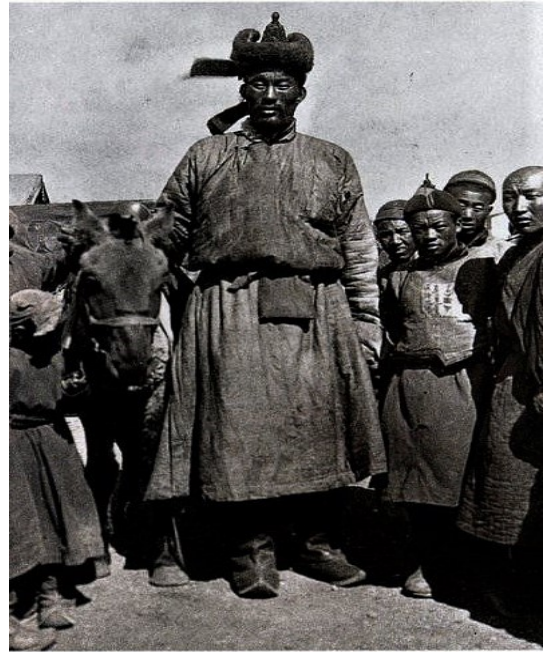
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Cambodia's Ruler



Mongolian Black man in the capitol city of Ulaanbaatar 1922



Du Docteur Hocquart an Vietnam (1884-1885)



Bao Zheng The Black Chinese of Justice

LESSON 3D | Grades 4-12

Early Presence of Africans in Asia

BEFORE AMERICA - AFRICAN HERITAGE

Lesson Duration: 2-4 Class Periods (30-50 Minutes) for Each Section



Group of nuns at the Taktsang monastery, Bhutan, 1904

OVERARCHING QUESTIONS

1. Where are we going?
2. Where are we know in the understanding of this topic?
3. Why are we trying to discover more?
4. How will we get there?
5. How will we know we have arrived at any new understandings about this topic?

CONTENT GOALS:

Understand that the birthplace of man can be traced back to the African continent, and there is evidence that this momentous event occurred about two million years ago. That evidence reveals the Africans migration and place in history as fathers of the first three dynasties in Asia.

OBJECTIVE:

The purpose of this lesson is to examine the evidence of the origin of man, and briefly survey the story of the world prior to the dawn of humanity. Next explore the scientific theory on how humans developed different complexion and facial features. Finally, we examine African presence in Asia and the first Dynasties' in China.

Each section in this 3A lesson includes background information that can be copied and used as reading material for the students. In addition, key questions, and lists of vocabulary words, materials and activities for each section are included in the beginning of this 3-section lesson

PART 3A-INTRODUCTION TO AFRICANS IN ASIA

Section 1.: African Presence in Early Asia

Section 2.: Africans in Asia

Section 3.: The Xia, Shang and Zhou Dynasties

Students will:

1. Discover the first people of humanity
2. Explore the ancient history of African migration.
3. Examine the human race adaption to climate in the development of different facial features and pigmentation.
4. Analyze the Xia, Shang and Zhou Dynasties formed the Chinese culture of today.

KEY QUESTIONS:
PART I: SECTION I:

**SECTION I: AFRICAN PRESENCE
IN EARLY ASIA**

1. State when and describe the route taken by ancient Africans to reach Asia?
2. Discuss the three areas of study that were based on scientific evidence and genetic experiments.
3. Explain the reason for depigmentation?

**SECTION 2: THE XIA, SHANG, ZHOU
DYNASTIES**

1. How were the Xia and Shang Dynasties originally discovered?
2. Discuss the numerous cultural advances during the Xia Shang Dynasty.
3. Who was King Zhou and what events led to his demise?

VOCABULARY: PART 3A: BEFORE AMERICA–AFRICANS IN ASIA

| | SECTION I AFRICAN PRESENCE IN EARLY ASIA | SECTION 2 The XIA, SHANG & ZHOU DYNASTIES |
|--|---|---|
| dating legend linguistic kinship arbitrary pigmentation hemmed barren geologists distinct ancient melanin Yoruba Paleontology demise Neanderthals | complexion Dravidians Subcontinent Arabian Peninsula route Caucasoid remains paleontology Mongoloid Albinos ethnologists migratory adaptation fragmented DNA mitochondrial | Babel-Mandeb Strait Homo Sapiens migrated hangtu tyrant ritual specimens skull Pygmies China variability exclude Upper Paleolithic radiocarbon |

VOCABULARY STRATEGY:

1. Before the lesson begins provide each student with a list of vocabulary words for the three sections of this lesson.
2. Each student needs paper or a word journal.
3. Locating the sentence in the document containing the term and trying to uncover the term's meaning
4. Write the definition of the word in his/her own words as well as draw an illustration of the word.
5. After each "word wizard" has completed their task, it their job to come back to their group and teach their peers what they have learned.
6. Each group member can copy the new words that they learn from each member in their notebooks.
7. Use and apply words regularly (*verses isolated use*)
8. Also see other strategies at:
<http://learningtasks.weebly.com/vocabulary-strategies.html>