Updated: Unit 2 Hebrews/Egypt-Kush/India (6th Grade)

Content Area: **Social Studies**
Course(s):
Time Period: **MP2**
Length: **9 weeks**
Status: **Published**

Targeted Standards

6.2.8.CivicsPI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.CivicsHR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.GeoHE.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
6.2.8.EconGE.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.HistoryCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.HistoryCA.2.a	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.GeoPP.3.b	Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
6.2.8.EconGE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryUP.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power,

	wealth, and equality.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

21st Century Skills: Career Readiness, Life Literacies and Key Skills

9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Rationale/Goals

This sixth-grade unit explores the ancient civilizations of the Hebrews, Egypt, and India to help students understand how geography, culture, religion, government, and innovation shaped the development of early societies. Students will examine the unique characteristics and achievements of each civilization while recognizing the connections between them. Through the study of the origins of Judaism and Hinduism, the accomplishments of ancient Egyptians, and the development of the Indus Valley and later Indian civilizations, students will gain an appreciation for the lasting influence these civilizations have had on law, religion, government, technology, and culture. The unit encourages students to think critically about how the past has shaped the world we live in today.

Essential Questions: Main Essential Question

How did the beliefs, geography, and achievements of the Hebrews, Ancient Egyptians, and Ancient Indians shape their civilizations and influence the modern world?

Essential Questions: Guiding Questions

Ancient Hebrews

- Where did the ancient Hebrews settle, and how did geography affect their way of life?
- How did the covenant shape the beliefs and identity of the Hebrew people?
- What are the central beliefs and practices of Judaism?
- Who were the important leaders of the Hebrews, and what roles did they play?
- How did the kingdoms of Israel and Judah develop and change over time?
- Why were the Babylonian Exile and Diaspora important events in Hebrew history?
- How has Judaism influenced later religions and modern societies?

Ancient Egypt

- How did the Nile River make civilization possible in Ancient Egypt?
- How did geography help and challenge the Egyptians?
- What role did pharaohs play in Egyptian government and society?
- How did religion influence daily life and government in Ancient Egypt?
- Why did Egyptians build pyramids and other monuments?
- What can hieroglyphics tell us about Egyptian civilization?
- What were the major achievements of Ancient Egypt in science, engineering, medicine, mathematics, and architecture?
- Why was the relationship between Egypt and Kush important?

Ancient India

- How did the geography of the Indus and Ganges River valleys influence civilization?
- What were the characteristics of the Indus Valley Civilization?
- How did the Aryans influence Indian society?
- What is the caste system, and how did it affect people's lives?
- What are the basic beliefs of Hinduism?
- How did the Mauryan Empire unify much of India?
- Why is Emperor Ashoka considered an important historical leader?

- What achievements occurred during the Gupta Empire?
- How did Ancient India contribute to mathematics, science, medicine, literature, and religion?

Vocabulary

People	Terms	Places/Events

Abraham

Issac

Jacob

Joseph

Moses

Joshua

Saul

David

Solomon

Covenant

Monotheism

Judaism

Torah

Ten Commandments

Exodus

Promised Land

Patriarch

Prophet

Kingdom of Israel

Kingdom of Judah

Jerusalem

Temple

Diaspora

Synagogue

Hebrew Bible

Canaan (Promised Land)

Jerusalem

Israel

Judah

Egypt

Mount Sinai

Jordan River

Babylon

Mediterranean Sea

Covenant with Abraham

The Exodus from Egypt

Receiving the Ten Commandments

Settlement of the Promised Land

Establishment of the Kingdom of Israel

Reigns of King David and King Solomon

Construction of the First Temple

Jewish Diaspora

Narmer

Khufu

Hatshepsut

Akhenaten

Tutankhamun

Ramesses II

Celopatra

Nile River

Delta

Cataracts

Irrigation

Pharaoh

Dynasty

Nile River

Nile Delta

Upper Egypt

Lower Egypt

Giza

Valley of the Kings

Thebes

Memphis

	Vizier	Aswan
	Polytheism	Kush (Nubia)
	Afterlife	Sahara Desert
	Mummification	Red Sea
	Hieroglyphics	Mediterranean Sea
	Papyrus	
	Pyramid	Unification of Upper and Lower Egypt
	Sphinx	Construction of the Great Pyramids
	Sarcophagus	Building of the Great Sphinx
	Canopic Jars	Development of hieroglyphics
	Rosetta Stone	Expansion during the New Kingdom
	Kingdom (Old, Middle, New)	Rule of Hatshepsut
Siddhartha Gautama	Social Hierarchy	Religious reforms of Akhenaten
Chandragupta Maurya	Kush	Reign of Tutankhamun
Ashoka		Rule of Ramesses II
		Trade and conflict with Kush
		Discovery of the Rosetta Stone
		Indus River
		Ganges River
		Himalayan Mountains
	Indus River Valley	Deccan Plateau
	Harappa	Thar Desert
	Mohenjo-Daro	Harappa
	Monsoon	Mohenjo-Daro
	Aryans	Indian Ocean
		Arabian Sea

Vedas	Bay of Bengal
Caste System	Mauryan Empire
Brahmin	Gupta Empire
Dharma	
Karma	Development of the Indus Valley Civilization
Reincarnation	Aryan Migration
Moksha	Composition of the Vedas
Hinduism	Development of the Caste System
Buddhism	Rise of Hinduism
Four Noble Truths	Life and teachings of Siddhartha Gautama (Buddha)
Eightfold Path	Establishment of Buddhism
Nirvana	Rise of the Mauryan Empire
Mauryan Empire	Reign of Ashoka
Gupta Empire	Spread of Buddhism
Golden Age	Golden Age of the Gupta Empire
Ashoka	Advances in mathematics, medicine, astronomy, and literature
Sanskrit	
Zero	
Decimal System	

Content/Enduring Understandings

Ancient Hebrews

Content Knowledge

- The origins and development of the Hebrew civilization.
- The importance of the land of Canaan and the geography of the ancient Middle East.
- The development of monotheism and the origins of Judaism.
- The significance of the covenant between God and Abraham.
- The role of important leaders, including Abraham, Moses, David, and Solomon.
- The Exodus from Egypt and the importance of the Ten Commandments.
- The development of the kingdoms of Israel and Judah.
- The impact of the Babylonian Exile and Diaspora.
- The lasting influence of Judaism on world history and modern religions.

Ancient Egypt

Content Knowledge

- The importance of the Nile River in the development of Egyptian civilization.
- The geography of Egypt, including Upper and Lower Egypt.
- The role and responsibilities of pharaohs.
- The structure of Egyptian society and social hierarchy.
- The beliefs and practices of ancient Egyptian religion.
- The importance of the afterlife, mummification, and burial practices.
- The development of hieroglyphics and writing systems.
- Egyptian achievements in architecture, engineering, medicine, mathematics, and science.

- The construction and purpose of pyramids and monuments.
- The relationship between Egypt and Kush.
- The contributions of important pharaohs, including Hatshepsut, Tutankhamun, and Ramesses II.

Ancient India

Content Knowledge

- The geography of the Indian subcontinent and the importance of the Indus and Ganges Rivers.
- The development and achievements of the Indus Valley Civilization.
- The cities of Harappa and Mohenjo-Daro.
- The influence of the Aryans and the development of Vedic culture.
- The origins and beliefs of Hinduism.
- The concepts of dharma, karma, reincarnation, and moksha.
- The development and impact of the caste system.
- The origins and teachings of Buddhism.
- The life and teachings of Siddhartha Gautama (Buddha).
- The rise and achievements of the Mauryan Empire.
- The leadership of Ashoka and the spread of Buddhism.
- The achievements of the Gupta Empire and India's Golden Age.
- India's contributions to mathematics, science, medicine, literature, and astronomy

Enduring Understandings (What Students Should Remember)

- Geography influences the development of civilizations. Rivers, climate, and natural resources shape where people live and how societies grow.
- Civilizations develop through innovation, organization, and cooperation. Government, religion, writing, technology, and trade help societies become more complex.
- Ancient civilizations created ideas and achievements that continue to influence the modern world. The contributions of the Hebrews, Egyptians, and Indians can still be seen today.
- Religion plays an important role in shaping cultures and societies. Beliefs and traditions influence

laws, values, daily life, and interactions among people.

- Leaders and individuals can have a lasting impact on history. The actions of rulers, thinkers, and religious leaders can shape civilizations for generations.
- Ancient societies faced challenges and adapted to survive. People used creativity and problem-solving to overcome environmental and social challenges.
- Studying ancient civilizations helps us understand the connections between the past and present. The ideas, inventions, and traditions of early civilizations continue to shape our world today

Skills

- use geographic tools
- explain
- cause and effect
- use sources (primary and secondary)
- make evidence based inferences and claims
- cite textual evidence
- argue
- identify
- examine
- analyze
- cite primary and secondary sources
- assess
- compare and contrast

Ancient Hebrews Learning Targets

- I can describe the geography of the ancient Hebrew homeland and explain how it influenced their civilization.
- I can explain the origins and beliefs of Judaism.
- I can describe the importance of Abraham and the covenant in Hebrew history.
- I can explain the significance of Moses, the Exodus, and the Ten Commandments.
- I can identify the roles of important Hebrew leaders, including Abraham, Moses, David, and Solomon.
- I can describe how the Kingdom of Israel developed and changed over time.
- I can explain the impact of the Babylonian Exile and Diaspora on the Hebrew people.
- I can analyze how Judaism influenced later cultures and religions.

Ancient Egypt Learning Targets

- I can explain how the Nile River helped Ancient Egypt become a successful civilization.
- I can identify the geographic features that influenced Egyptian life and culture.
- I can describe the role and responsibilities of Egyptian pharaohs.
- I can explain how Egyptian society was organized through a social hierarchy.
- I can describe the religious beliefs and practices of Ancient Egyptians.
- I can explain the importance of the afterlife, mummification, and burial practices.
- I can identify the purpose and importance of pyramids, temples, and monuments.
- I can explain how hieroglyphics helped Egyptians record and communicate information.
- I can identify major achievements of Ancient Egypt in science, mathematics, medicine, and engineering.
- I can describe the relationship between Egypt and Kush.
- I can evaluate the lasting contributions of Ancient Egypt.

Ancient India Learning Targets

- I can explain how the geography of the Indian subcontinent influenced the development of civilizations.
- I can describe the achievements of the Indus Valley Civilization.
- I can identify important features of Harappa and Mohenjo-Daro.
- I can explain how the Aryans influenced Indian society and culture.
- I can describe the origins and beliefs of Hinduism.
- I can explain the concepts of dharma, karma, reincarnation, and moksha.
- I can describe how the caste system affected life in ancient India.
- I can explain the origins and beliefs of Buddhism.
- I can describe the teachings and impact of Siddhartha Gautama (Buddha).
- I can explain the achievements of the Mauryan Empire.
- I can describe the leadership and accomplishments of Emperor Ashoka.
- I can explain why the Gupta Empire is considered a Golden Age.
- I can identify important Indian achievements in mathematics, science, medicine, and literature.

Resources (Savvas My World Interactive: World History Copyright Savvas Learning Company LLC. 2023)

Topic	Lesson	Subtopics
Topic 2: Civilizations and Peoples of the Fertile Crescent	Lesson 5: Origins of Judaism (week of Nov. 23rd)	*Main Focus* -Early Israelites and Worship of One God -Moses and the Exodus -Ten Commandments -The return to the Promised Land *Additional Focus* -Origins of Judaism -Abraham's Covenant

		Main Focus -The Hebrew Bible -The Torah -Importance of Law and Learning -Basic Teachings of Judaism -Kingdom of Israel -What was the Diaspora
	Lessons 5 and 6: Beliefs and History of the Jewish People (week of Nov. 30th)	

Topic	Lesson	Subtopics
Topic 3: Egypt and Kush	Lesson 1: Egypt Under the Pharaohs (week of Dec. 7th)	*Main Focus* -How did Egyptian Civilization Develop in the Nile River Valley? -Kingdoms of Egypt -Social Structure -Importance of religion *Additional Focus* -Uniting Egypt -Belief in Afterlife -Great Rulers
	Lesson 2: Achievements of Egypt (week of Dec. 14th)	*Main Focus* -Writing and Literature -Architecture and Art -Science and Math

		Additional Focus: -hieroglyphics -papyrus -construction of pyramids -mummification and anatomy
	Lesson 4: Egypt and Kush (week of Dec. 21st)	*Main Focus* -Importance of trade -Development of Kush -Kush conquers Egypt
		Additional Focus: Accomplishments of Kush
Topic 4: India	Lesson 1: Indus Valley Civilization (week of Jan. 4th)	*Main Focus* -What is the Indian subcontinent? -River systems -Climate Additional Focus: -Farming -Trade -Why did the Indian Civilization disappear?
	Lesson 2: Vedic Texts/Caste System (week of Jan. 11th)	*Main Focus* -What were the Vedas? -The Caste System *Additional Focus:* -How did the Indo-Aryans Live?
	Lesson 3: Hinduism	*Main Focus* -How did Hinduism Develop?

	(week of Jan. 18th)	-What are Hindus' beliefs about God and Life? *Additional Focus:* -The Impact of Hinduism
	Lesson 4: Buddhism (week of Jan. 25th)	*Main Focus* -Life of the Buddha -What are Buddhist beliefs? -Four Noble Truths -Eight Fold Path *Additional Focus:* The Spread of Buddhism
Benchmark Review/Benchmark	Week of Feb. 1st	

Supplemental Activities

- Savvas textbook
- Timelines
- Map Analysis
- BrainPop
- EdPuzzle
- Nearpod
- National Geographic
- Metropolitan Museum of Art
- TED-Ed
- PBS Learning Media
- History Channel Learning Videos

- Kahoot/Blooket Games
- Reading passages, Readworks, NewsELA
- Additional Films: Prince of Egypt

Lesson 1: Geography and Origins of the Hebrews

Map analysis: students locate Canaan (the Promised Land), Egypt, Mount Sinai, and the Jordan River, and examine how geography shaped Hebrew settlement and migration.
Guided reading and timeline of key covenant events — Abraham's Covenant, the Exodus, receiving the Ten Commandments — with students identifying cause-and-effect relationships between each event.
Primary source excerpt study (adapted Torah/Hebrew Bible passages on the Ten Commandments): students cite specific commandments and infer their purpose in shaping law and daily life.
Prince of Egypt film clip paired with an EdPuzzle comprehension check on the Exodus narrative, followed by a class discussion comparing the film's portrayal to the textbook account.

Lesson 2: Kingdoms, Leaders, and Legacy of the Hebrews

Leader profile stations: students examine short biographical passages on Moses, David, and Solomon, identifying each leader's role and contribution to Hebrew history.
Cause-and-effect chart: rise of the united kingdom under David/Solomon → division into Israel and Judah → conquest → Babylonian Exile → Diaspora.
Jigsaw reading on the Torah, the Hebrew Bible, and basic teachings of Judaism; groups cite the text to explain the importance of law and learning in Jewish life.
Discussion-based argument: "Was the Diaspora a turning point that strengthened or weakened Jewish identity?" — students argue a position using evidence from the reading.

Lesson 3: Geography and Government of Ancient Egypt

Physical map analysis: students use geographic tools to identify the Nile River, Nile Delta, Upper and Lower Egypt, and the Sahara Desert, examining how the river made civilization possible.	GT, AN
Cause-and-effect flow chart: annual Nile flooding → fertile silt → farming surplus → population growth → unification of Upper and Lower Egypt.	CE, AN
Social pyramid graphic organizer: students identify and	ID, EM

examine the roles within Egyptian social hierarchy (pharaoh, priests, nobles, scribes, artisans, farmers, enslaved people).	
Primary/secondary source comparison: an ancient inscription describing a pharaoh's power alongside a modern historian's summary, assessing how religion legitimized pharaonic rule.	US, PS, AS

Lesson 4: Achievements of Ancient Egypt

Hieroglyphics decoding station: students examine sample hieroglyphic symbols and the Rosetta Stone, identifying how writing recorded and communicated information.
Image analysis gallery walk: photographs of pyramids, the Sphinx, canopic jars, and mummification tools, with students inferring the purpose and beliefs behind each artifact.
Compare-and-contrast chart: Egyptian achievements in science, math, medicine, and engineering versus those of Mesopotamia (Unit 1), examining similarities and differences.
Small-group research and presentation on one Egyptian achievement (pyramids, mummification, hieroglyphics, medicine), arguing its lasting significance.

Lesson 5: Egypt and Kush

Political/physical map comparison: students examine ancient Egypt and Kush alongside a modern map of Egypt and Sudan, determining the geopolitical impact then and now.
Cause-and-effect chart on trade and conflict: Nile trade routes → cultural exchange between Egypt and Kush → Kush's conquest of Egypt → Kush's own achievements.
Primary/secondary source mini-inquiry: excerpts describing Kushite rulers and achievements, with students citing evidence to assess Kush's role in the region.

Lesson 6: Geography and the Indus Valley Civilization

Map analysis: students use geographic tools to identify the Indus and Ganges Rivers, the Himalayan Mountains, and the Thar Desert, examining how geography and monsoons influenced settlement.
Artifact/city-planning image analysis: photographs and diagrams of Harappa and Mohenjo-Daro, with students identifying evidence of urban planning, trade, and farming.
Evidence-based inquiry: "Why did the Indus Valley Civilization disappear?" — students examine competing explanations (climate change, flooding, invasion) and evaluate which is best supported by evidence.

Map analysis: students use geographic tools to identify the Indus and Ganges Rivers, the Himalayan Mountains, and the Thar Desert, examining how geography and monsoons influenced settlement.
Artifact/city-planning image analysis: photographs and diagrams of Harappa and Mohenjo-Daro, with students identifying evidence of urban planning, trade, and farming.
Evidence-based inquiry: "Why did the Indus Valley Civilization disappear?" — students examine competing explanations (climate change, flooding, invasion) and evaluate which is best supported by evidence.

Lesson 7: The Aryans, the Caste System, and Hinduism

Primary/secondary source excerpt study of the Vedas: students cite passages to identify Aryan beliefs and values passed down through oral and written tradition.
Caste system pyramid graphic organizer: students identify each varna/caste level and examine how the system affected daily life, occupation, and social mobility.
Compare-and-contrast chart: the caste system versus Hebrew and Egyptian social structures studied earlier in the unit, assessing similarities and differences in power, wealth, and equality.
Concept mapping activity on core Hindu beliefs (dharma, karma, reincarnation, moksha), with students explaining how these ideas connect to one another.

Lesson 7: The Aryans, the Caste System, and Hinduism

Biographical reading on Siddhartha Gautama: students identify key life events and cite text to explain the Four Noble Truths and Eightfold Path.
Cause-and-effect chart: Ashoka's conversion to Buddhism → policies of tolerance and nonviolence → spread of Buddhism across and beyond India.
Achievement showcase: small groups research one contribution of the Gupta Empire (the concept of zero, the decimal system, medicine, literature, astronomy) and argue its lasting global impact.
Compare-and-contrast discussion: methods used by Ashoka versus other classical rulers (e.g., Hammurabi, pharaohs) to unify and control an empire.

Evidence/Assessments

- tests/quizzes
- writing

- primary source analysis
- benchmark assessment
- image analysis
- map and chart analysis
- warm ups
- exit tickets

Interdisciplinary Connections

2023 NJSLS-ELA – Grade 6

- RI.IT.6.3: Analyze how a particular text's structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- RI.CR.6.1: Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

2023 NJSLS-Mathematics – Grade 6

- 6.SP.B.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

NJSLS-Science – Grades 6–8

- MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

NJSLS-VPA – Visual Arts, Grade 6–8

- 1.5.8.Re8a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Intersections of History

Black:

- Ancient Egyptians as an African civilization
- Ancient Kush and its relationship with Egypt
- Kushite achievements in trade, government, architecture, and culture
- Kush's conquest and rule of Egypt
- Contributions of African civilizations to the ancient world

Hispanics:

- Connections between Ancient Egypt, North Africa, the Mediterranean, and later cultures
- How trade across the Mediterranean connected African, Asian, and European peoples
- How ancient civilizations influenced cultures and societies that developed in Europe and the Mediterranean
- Comparing ancient cultural traditions with traditions found in later Hispanic and Latino cultures

Women:

- Hatshepsut: one of Egypt's most powerful female pharaohs
- Hatshepsut's role in government, trade, building projects, and Egyptian society
- Cleopatra: leadership and political influence in Ancient Egypt
- Women's roles in Egyptian families, religion, work, and society
- Women's roles and status within the social structure of Ancient India
- Comparing the opportunities and limitations of women in ancient societies

Persons with Disabilities:

- Evidence of medical and anatomical knowledge in Ancient Egypt, including treatments for injuries and physical conditions
- Egyptian religious beliefs about the afterlife that included provisions for people with physical differences or disabilities to be whole and complete
- References to disability and physical difference in Egyptian art and artifacts, and what they reveal about social attitudes
- Provisions in ancient law codes (e.g., Hebrew Bible law, Hammurabi's Code as referenced across the unit) addressing care, responsibility, and protection for people with physical or sensory impairments
- How social structure and specialization in Egypt, Kush, and India created varied roles that people with different physical abilities could fill
- Discussion of how limited ancient evidence shapes what historians can and cannot know about the lived experience of people with disabilities in these civilizations

LGBTQIA+:

- Note for teachers: direct evidence on this topic from the Hebrew, Egyptian, Kushite, and Indian civilizations is limited and debated among historians; this section focuses on documented roles and scholarly interpretation rather than modern identity categories
- Scholarly discussion and debate over gender expression and religious symbolism in Egyptian art and mythology (e.g., depictions of certain deities and pharaohs, including debated interpretations of Akhenaten's portrayals)
- How rigid social and religious structures (Hebrew law, Egyptian social hierarchy, the Indian caste

system) defined expected gender roles, and what this reveals about the range of lived experience allowed within each society
- Discussion of how historians evaluate incomplete or symbolic ancient evidence and avoid projecting modern categories onto the past
- Connections to the unit's broader theme of how religion and law shaped acceptable roles and identities within ancient civilizations