

Ancient Greece

Lapbook



Designed for K-8th
Grade – Also can
be adjusted for
higher grades

Designed by
Cyndi Kinney
of Knowledge Box Central



Ancient Greece Lapbook
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This book is dedicated to my amazing family. Thank you to my wonderful husband, Scott, who ate a lot of leftovers, listened to a lot of whining (from me!), and sent lots of positive energy my way. Thank you to my daughter, Shelby, who truly inspired me through her love for learning. Thank you to my parents, Judy and Billy Trout, who taught me to trust in my abilities and to never give up.

How do I get started?

First, you will want to gather your supplies. Depending on which format you purchased from us, you will need different supplies. So, take what applies, and skip over the rest.

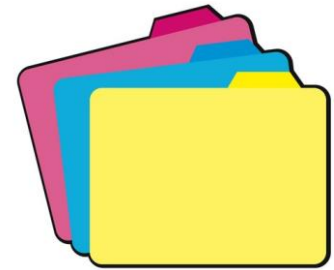
*** Printing:

*Print instructions and study guide on white copy paper.



*Print the booklet templates on 24# colored paper or 110# cardstock.

For some booklets, we have suggested specific colors or cardstock. You may choose to use those suggested colors, or you may choose to print on any color that you like.



*** Assembly:



***Folders:** We use colored file folders, which can be found at Walmart, Sam's, Office Depot, Costco, etc. You will need between 2 and 4 file folders, depending on which product you have purchased. You may use manilla folders if you prefer, but we have found that children respond better with the brightly colored folders. Don't worry about the tabs...they aren't important. If you prefer, you can purchase the assembled lapbook bases from our website.



***Glue:** For the folder assembly, we use hot glue. For booklet assembly, we use glue sticks and sometimes hot glue, depending on the specific booklet. We have found that bottle glue stays wet for too long, so it's not a great choice for lapbooking.



***Other Supplies:** Of course, you will need scissors. Many booklets require additional supplies. Some of these include metal brad fasteners, paper clips, ribbon, yarn, staples, hole puncher, etc. You may want to add decorations of your own, including stickers, buttons, coloring pages, cut-out clipart, etc. The most important thing is to use your imagination! Make it your own!!



Ok. I've gathered the supplies. Now how do I use this product?

Inside, you will find several sections. They are as follows:

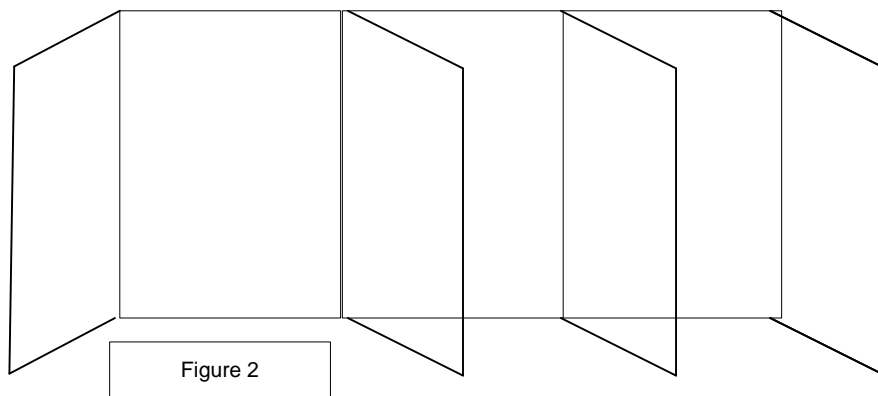
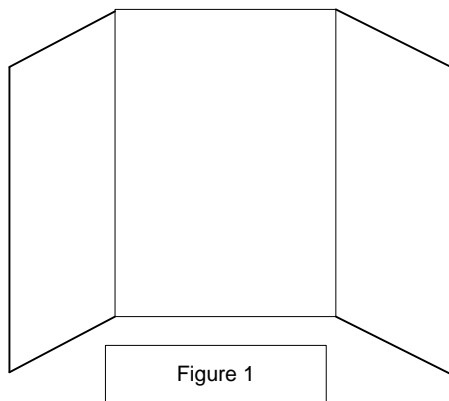
1. **Lapbook Assembly Guide:** This section gives instructions and diagrams will tell the student exactly how to assemble the lapbook base and where to glue each booklet into the base. Depending on the student's age, he or she may need assistance with this process, especially if you choose to allow the student to use hot glue.

2. **Student Instruction Guide:** This section is written directly to the student, in language that he or she can understand. However, depending on the age of the child, there may be some parent/teacher assistance needed. This section will also tell the student exactly what should be written inside each booklet as he or she comes to it during the study, as well as telling the student which folder each booklet will be glued into.

4. **Booklet Templates:** This section includes ALL of the templates for the booklets. These have been printed on colors that will help to improve retention of the information presented, according to scientific research on color psychology.

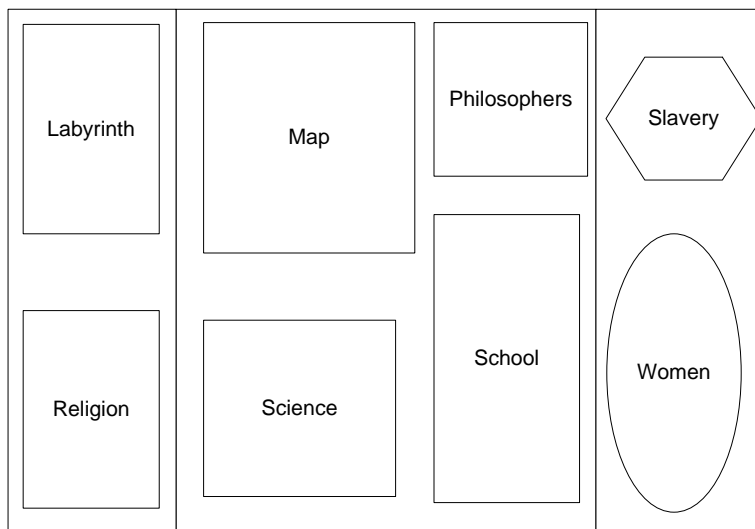
5. **Teacher/Study Guide:** This section is a great resource for the parent/teacher. In this section, you will find the page number where each answer may be found in the book. You will also find suggestions of extra activities that you may want to use with your student.

You will need 3 folders of any color. Take each one and fold both sides toward the original middle fold and make firm creases on these folds (Figure 1). Then glue (and staple if needed) the backs of the small flaps together (Figure 2).

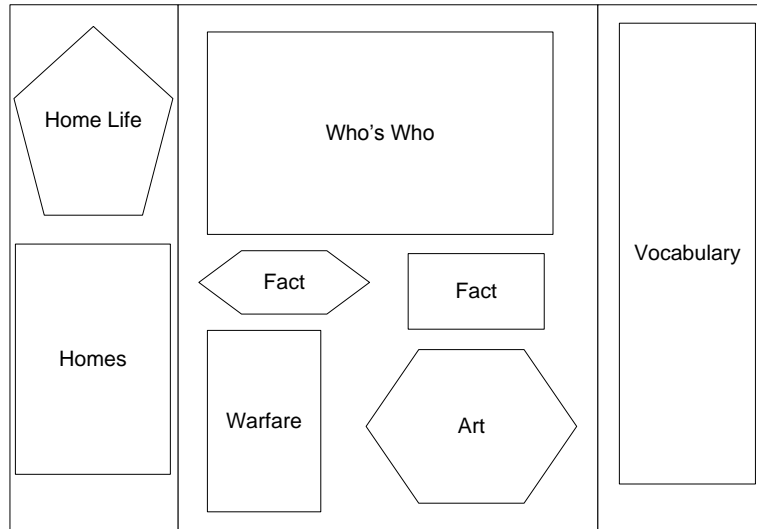


This is the "Layout" for your lapbook. The shapes are not exact on the layout, but you will get the idea of where each booklet should go inside your lapbook.

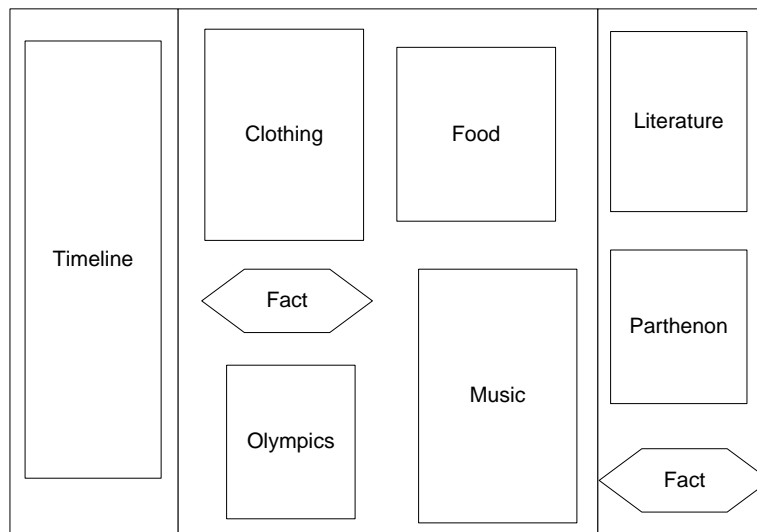
Inside of 1st Folder:



Inside of 2nd Folder:

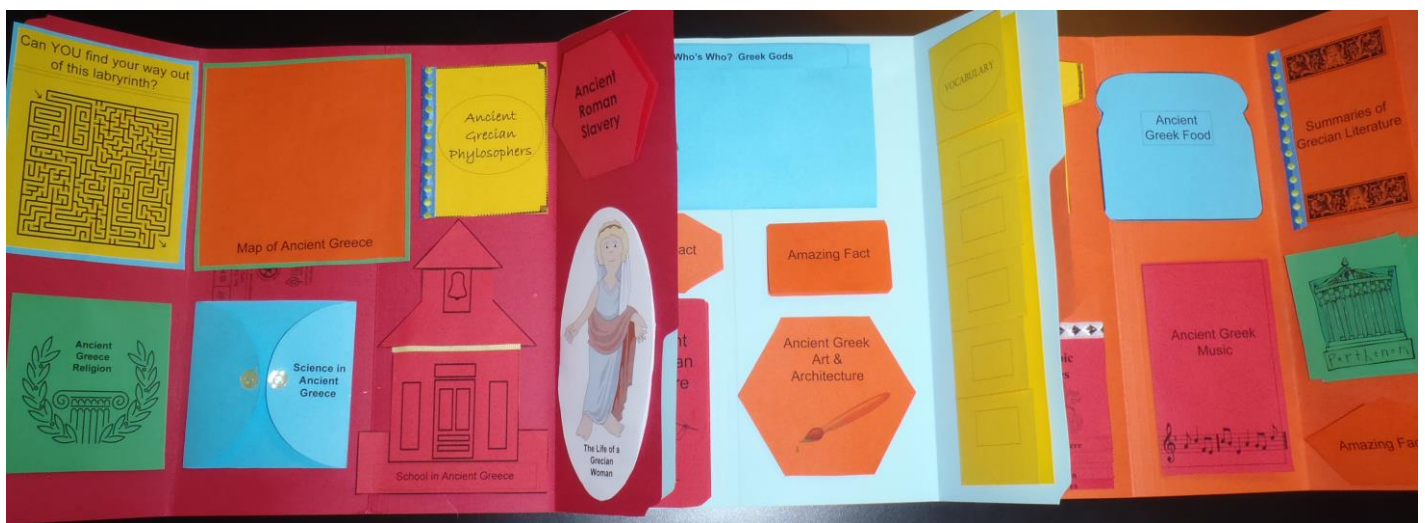


Inside of 3rd Folder:

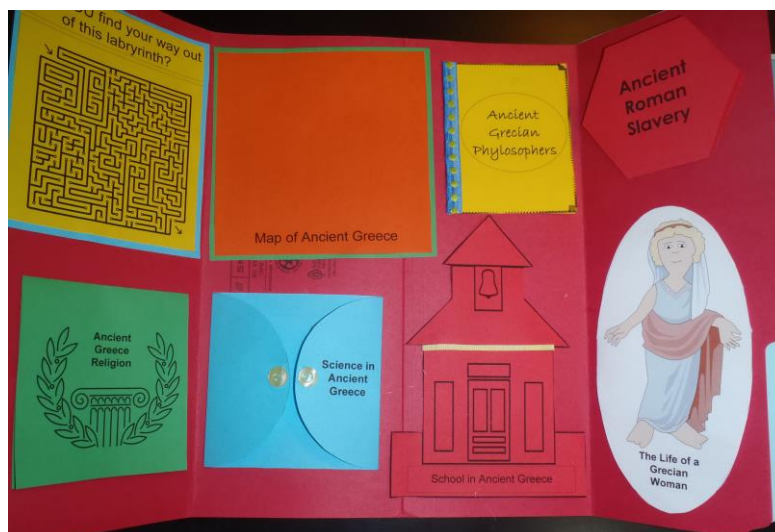


Below you will find pictures of a completed lapbook. This should help in figuring out how to assemble the booklets and then how to put it all together!

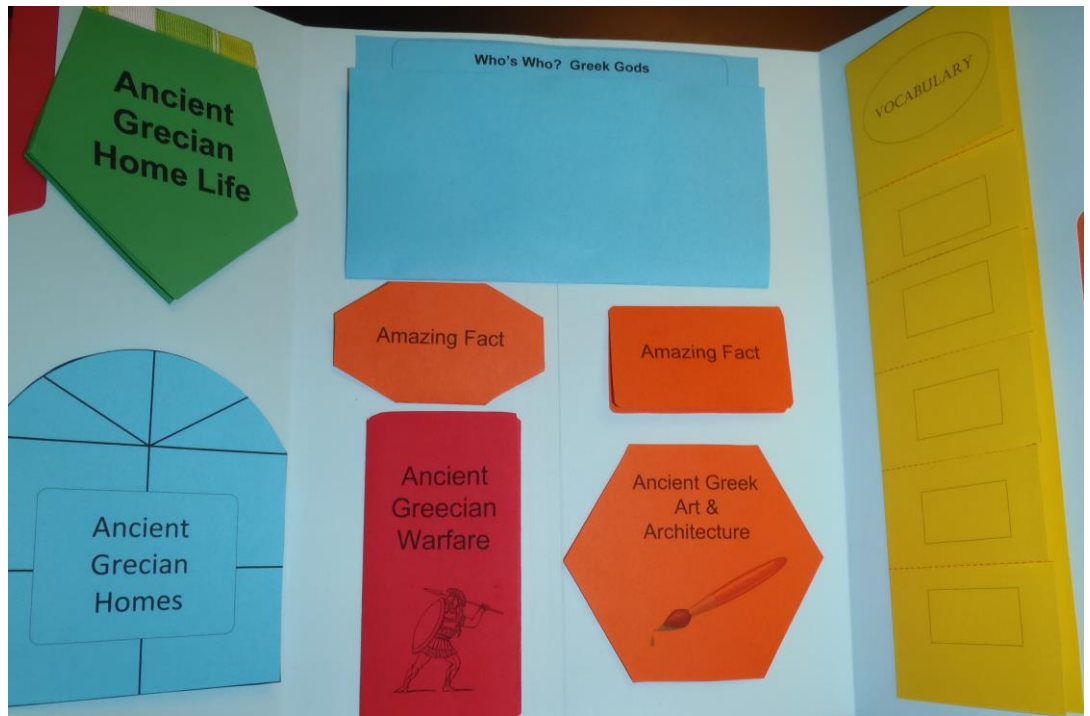
Also, there is a page of close-up pictures of some of the booklets that may be a little more confusing to assemble. These pictures should help.



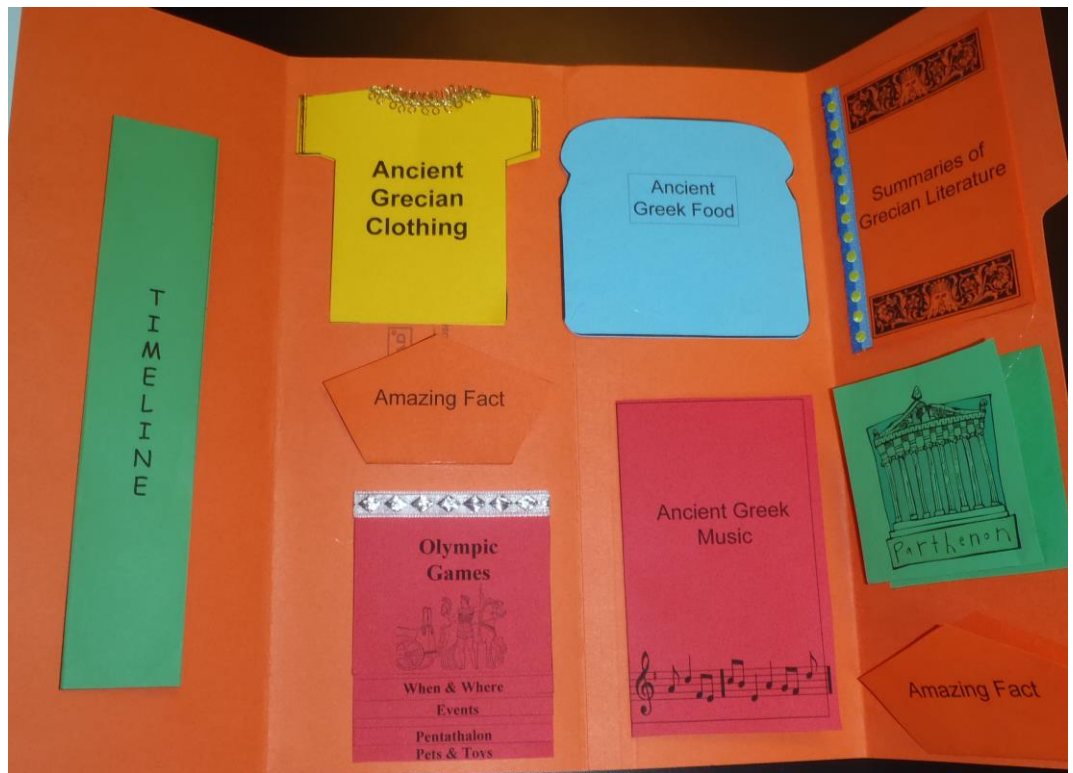
Folder #1



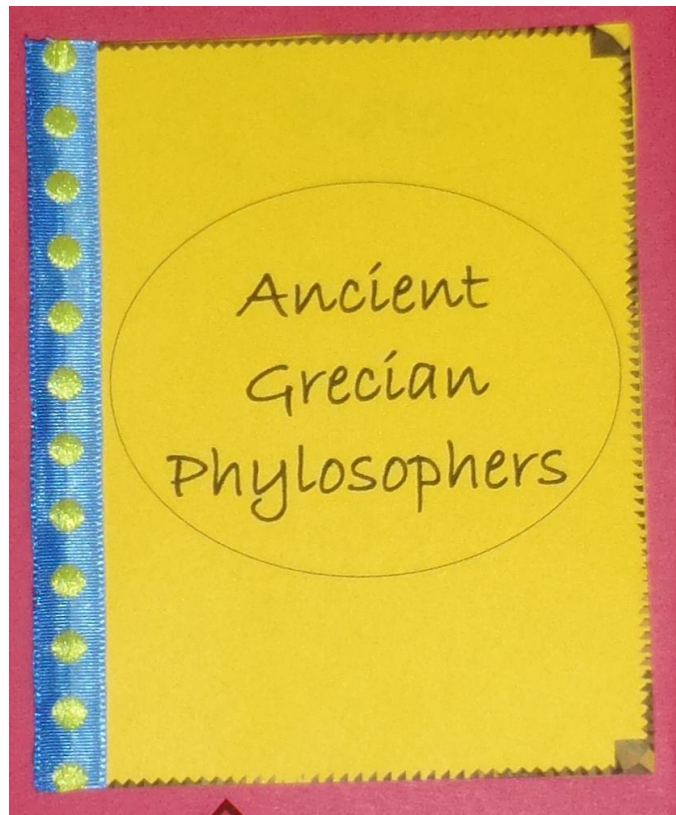
Folder #2



Folder #3



Booklet #4



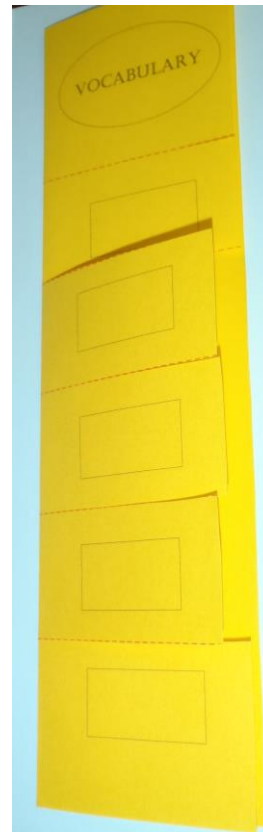
Booklet #5



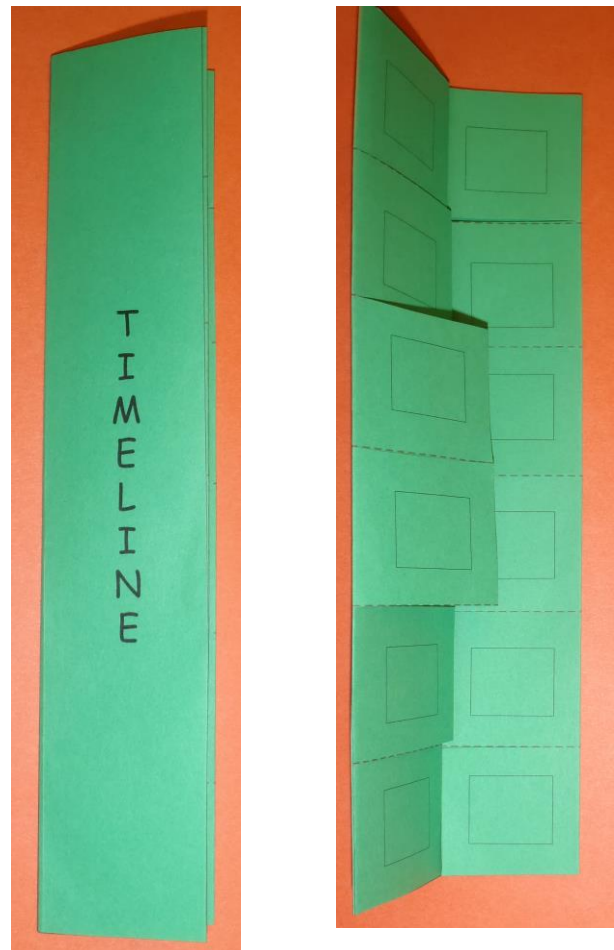
Booklet #8



Booklet #20



Booklet #22



Ancient Greece Lapbook

Student Instruction Guide

Booklet #1

***Booklet Title:** Ancient Greece Map Booklet

***Student Instructions:** A map of Greece today looks very different than the ones from Ancient Greece. Go to one of these website links to view Ancient Greece maps: <http://www.socialstudiesforkids.com/subjects/ancientgrecemaps.htm> , <http://www.webwinds.com/thalassa/ancgrecemap.htm> , <http://www.ancientgreece.com/s/Geography/>
Choose a map for this booklet, and print it out.

***Completed booklet will be glued into Folder #1 (See Layout)**

****Assembly Instructions:** Cut out along the outer black line edges. Then glue to a larger piece of paper of a different color. Trim around the edges, creating a small border. Glue your map in the center.

Booklet #2

***Booklet Title:** Warfare Booklet

***Student Instructions:** There were many wars and battles during Ancient Grecian times. Tell about some of them here.

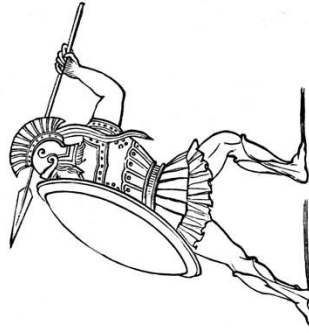
***Completed booklet will be glued into Folder #2 (See Layout)**

****Assembly Instructions:** Cut out along the outer black line edges of the booklet. Accordion-fold so that the title is on the front.



Map of Ancient Greece

Ancient
Grecian
Warfare



Ancient Grecian Slavery

Ancient Greece

Lapbook

Teacher's/Study Guide

Following is information taken from various sources WITH permission. Most information needed to complete your booklets is included in this section. You may need to do some research on your own for some questions. There are many extra facts about this time period, in case you want to take your study a little further. Thank you to Michelle Habrych for revising this study guide for me!

Ancient Greece

Ancient Greece: The History of Government and Warfare

Referred to as “the cradle of western civilization,” ancient Greece culture continues to influence life in the present. Scientific discoveries, innovation in government, and creative entertainment from thousands of years ago can be seen every day in American culture. Ancient Greek civilization developed the concept of trial by jury and democracy. Tragedy, comedy and theatre are gifts of the Greeks. They started the Olympic Games. The myths of the Greeks are still told today.

Unlike many other ancient civilizations, the Greeks could not do much farming due to the mountainous, rocky land they called home. This led them to travel and explore the world around them. Since Greece is on a peninsula located on the Mediterranean Sea, the Greeks became excellent sailors. This exposure to other cultures helped develop their own unique civilization.

Another difference between ancient Greece and other ancient civilizations can be seen in how it was ruled. Greece’s landscape not only kept the settlers from substantial farming, it directed the development of its government. Instead of being a unified nation, ruled by one king or pharaoh, it was a collection of *poli* (plural for *polis*, the Greek word for “city”). Spread throughout small islands or cut off by rugged mountains, groups of Greeks created their own city-states. Each one was a small walled area, not much larger than a few city blocks. It included the farmland surrounding it and the people who lived there. To provide protection against other cities and foreign invaders, the *poli* often developed alliances or leagues.

Each *polis* had its own personality, so the city-state of Athens, for example, would be very different from that of Sparta or Corinth. The laws, goals and customs of each city-state varied with the people who lived there. Each *polis* was considered its own nation, though the *poli* of ancient Greece had many things in common, such as a common language and the athletic competition known as the Olympics. Their governments even varied, so that while Greek government typically evolved from monarchies to oligarchies then tyrannies and democracies, not each *polis* had the same system of ruling at the same time. Some *polis* never even became democracies or tyrannies.

During the Late Bronze Age (also known as the Mycenaean period between 2000-1200 B.C.), all *poli* were likely monarchies, ruled by kings. Archaeologists have discovered many of the palaces from this time, and stories of kings like Theseus and Agamemnon have survived in Greek literature and mythology.

Following the Dark Age, kings ruled only a few of the city-states. Sparta was a notable example of a monarchy during this time, though two kings simultaneously ruled the *polis*. They were usually brothers or cousins so one could stay at home and the other go off to fight wars.

The Archaic period was marked by oligarchies, meaning the city-states were ruled by a group of aristocrats (rich men) who made decisions and told the people what to do. During 600s and 500s B.C., tyrants took over many of the city-states. This was typically one of the aristocrats who gained support of the poor people to overthrow the others and rule like a king, without a legal right to do so.

The first democratic government was developed in Athens in 510 B.C. This was a government ruled by the people instead of a king. Adult males born in Athens were considered citizens and became members of the assembly that voted on how the *polis* was governed. Leaders were chosen by lot and elected for a one-year term. At the end of the year, the leaders had to give account for their work before the assembly.

Other Greek city-states followed soon after Athens with their own democratic governments. Even foreign cities of Rome and Carthage experimented with giving power to the commoners during this time. It is important to note that Athenian democracy did not really give power to everyone; for example, voting was not permitted for women, slaves, foreigners or children. In addition, Athens was ruling over other *poli* at this time and did not allow the people of those city-states to vote either.

Prior to the 5th Century B.C., warfare was mainly border skirmishes between neighboring *poli* to gain political and economic dominance over another city-state. Total destruction of cities and complete annihilation of their populations typically was avoided. Warfare took place only when it was convenient for the two opposing sides.

The Persian Wars, which took place from 492-478 B.C., dramatically changed this style of battle. Mass invasion by both land and sea, destruction of entire cities and even the rare punishment and enslavement of entire groups of citizens were part of this war.

The Peloponnesian War between Athens, Sparta and their respective allies also included the harsher warfare. It began when Sparta attacked Athens in 431 B.C. and continued for 27 years. Many of the deaths in Athens were not a result of battle but instead came about due to the cramped and dirty living conditions the citizens were forced to live in during Spartan attacks. The Athenians crowded behind city walls, and a plague quickly spread, killing one in four people, including Pericles, the leader of Athens. Without a clear leader, demagogues (bad leaders who appealed to emotions rather than logic) took control. Sparta laid siege on Athens, blockading the city so its citizens could not leave to gather supplies or food. Rather than starve to death, Athens surrendered to Sparta in 404 B.C.

The design of the weapons and armor of the Greeks evolved from the Bronze Age through the Byzantine period. Individual foot soldiers were equipped with different combinations of swords, javelins, spears, bows and arrows, and sling-propelled pellets. Catapults played a role, as did mechanical stone and bolt-throwers, during the 4th Century B.C. and later.

Body armor changed through time as well. It began with a shield (or *hoplon*, from the Greek *hoplite* for “infantryman”), helmet, breastplate, and separate arm, thigh, lower leg and foot protectors. The arm, leg and foot protectors were later eliminated to allow for greater mobility. *Panoply* is the name for the soldier’s equipment of weapons and armor, and since it was made from materials including iron and bronze, it was very expensive.

Finally, in the 300s B.C., Philip of Macedonia conquered Greece and ruled as king over all of the city-states. Many of the *poli* kept their local government during this time, with bigger decisions being made by Philip and then by his son and successor, Alexander the Great.

King Philip was assassinated in 336 B.C., and the Greeks hoped to free themselves of foreign rule at this time because Alexander was so young. He proved them wrong by capturing Thebes and then destroying the entire city as a warning to all the *poli*.

Next, Alexander the Great conquered Persia, Greece’s longtime enemy, and the mightiest empire in the world at that time. His troops were better trained and organized than the Persian army. His soldiers admired Alexander because he courageously led his soldiers into battle instead of remaining behind the lines. He is considered a military genius. This victory led him to amass a huge empire rather rapidly. He moved south to Egypt in 332 B.C. and rested his troops there. The Egyptians received Alexander as a hero, since he had freed them from the oppressive Persian rule. He was crowned as Pharaoh and declared a god by the Egyptians.