

# Ancient Greece

## Mini-Lapbook



Designed for K-8<sup>th</sup>  
Grade – Also can  
be adjusted for  
higher grades

Designed by  
Cyndi Kinney  
of Knowledge Box Central



Ancient Greece Mini-Lapbook  
Copyright © 2008, 2011 Knowledge Box Central  
[www.KnowledgeBoxCentral.com](http://www.KnowledgeBoxCentral.com)



ISBN #  
Ebook: 978-1-61625-028-7  
CD: 978-1-61625-029-4  
Printed: 978-1-61625-030-0  
Assembled: 978-1-61625-031-7

Publisher: Knowledge Box Central  
[Http://www.knowledgeboxcentral.com](http://www.knowledgeboxcentral.com)

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior permission of the publisher, except as provided by USA copyright law.

The purchaser of the eBook or CD is licensed to copy this information for use with the immediate family members only. If you are interested in copying for a larger group, please contact the publisher.

Pre-printed format is not to be copied and is consumable. It is designed for one student only.

All information and graphics within this product are originals or have been used with permission from its owners, and credit has been given when appropriate. These include, but are not limited to the following: [www.iclipart.com](http://www.iclipart.com), and Art Explosion Clipart.

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?

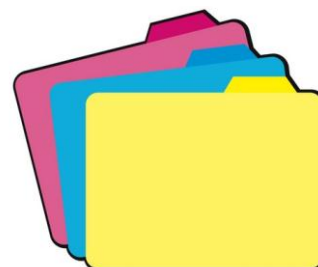
First, you will want to gather your supplies. Depending on which format you purchased from us, you will need different supplies. So, take what applies, and skip over the rest.

### \*\*\* Printing:

\*Print instructions and study guide on white copy paper.



\*Print the booklet templates on 24# colored paper.



### \*\*\* Assembly:

**\*Folders:** We use colored file folders, which can be found at Walmart, Sam's, Office Depot, Costco, etc. You will need 1 file folder. You may add another folder if you like. 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 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. Student Assembly and Completion Instructions:** 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. These instructions will tell the student exactly how to assemble the lapbook base and how to cut out and assemble each booklet. Here, they will find a layout of where each booklet should be placed in the lapbook and pictures of a completed lapbook. They will also tell the student exactly what should be written inside each booklet as he or she comes to it during the study.
- 2. Booklet Templates:** This section includes all of the templates for the booklets within this lapbook.
- 2. Study Guide:** This section includes most of the information that you need to teach this subject. You may choose to teach directly from the Study Guide, or you may choose to allow your student to read the study guide himself. Either way, you will find all of the information here.

## **Why purchase a “Mini-Lapbook” instead of a regular lapbook?**

Good question! Sometimes, we have customers who want to just briefly cover a topic, and not spend an entire semester or school year covering the topic. So, we decided to create these brief 1-folder lapbooks for this purpose. You may also want to use these as a “jump off” point and add folders to include other projects that you learned while studying the topic.

# Ancient Greece

## (K-8<sup>th</sup> Grade) Mini-Lapbook

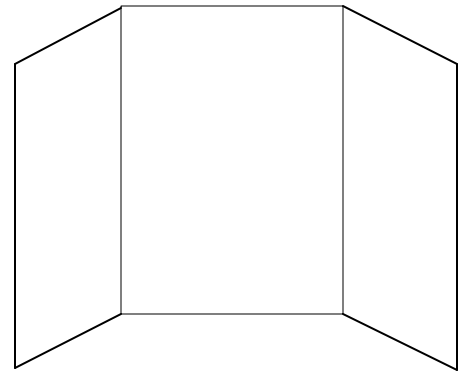
### Student Instruction Guide

#### Lapbook Base Assembly:

First, you will need to assemble the "Lapbook Base" for your project.

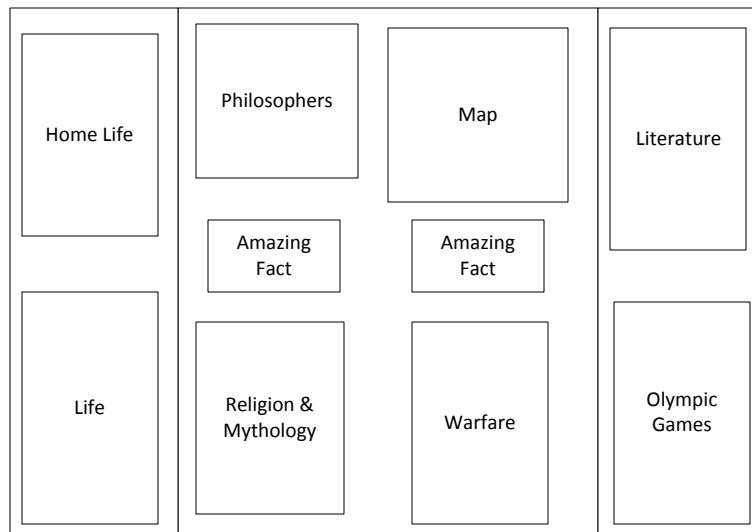
For this mini-lapbook, you will need 1 file folders. Open the file folder, and lay it flat in front of you. Fold both sides of each folder toward the middle. The edges (or tabs) of the folded sides should touch the center original fold line on the folders. See **Figure 1** below.

**Figure 1**



#### Lapbook Layout:

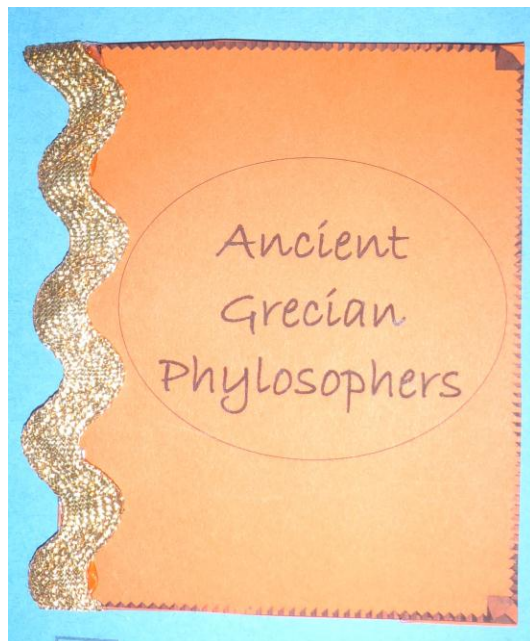
Below, you will see a layout for the mini-lapbook. You may choose to glue the booklets into your Lapbook Base in any order that you like. However, you may have trouble fitting all of them in unless you follow the layout below. Some of the shapes aren't exactly the same on the layout as the booklets themselves.



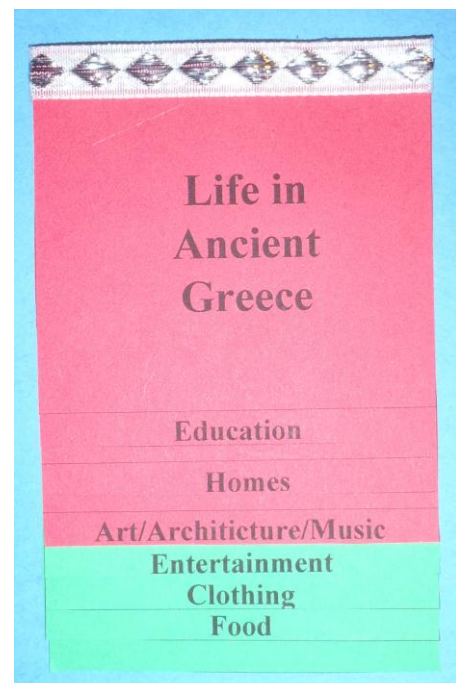
Below, you will find pictures of how the lapbook should look when you have completely assembled it.



Booklet #3



Booklet #6



*Ancient Greece*  
*Mini-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.

**\*\*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.

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

## **Booklet #3**

**PICTURE on page 6**

**\*Booklet Title:** Philosophers Booklet

**\*Student Instructions:** What is a philosopher? Tell about some of the Ancient Grecian philosophers here.

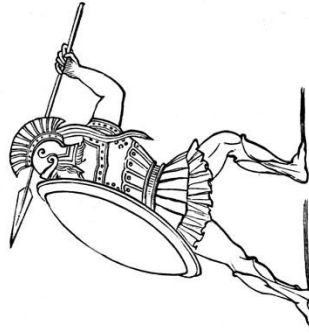
**\*\*Assembly Instructions:** Cut out along the outer black line edges of all pages. Stack them with the title on top. Punch 2 holes through the left side of the stack, and secure with metal brad fasteners or ribbon. You may choose to just staple.

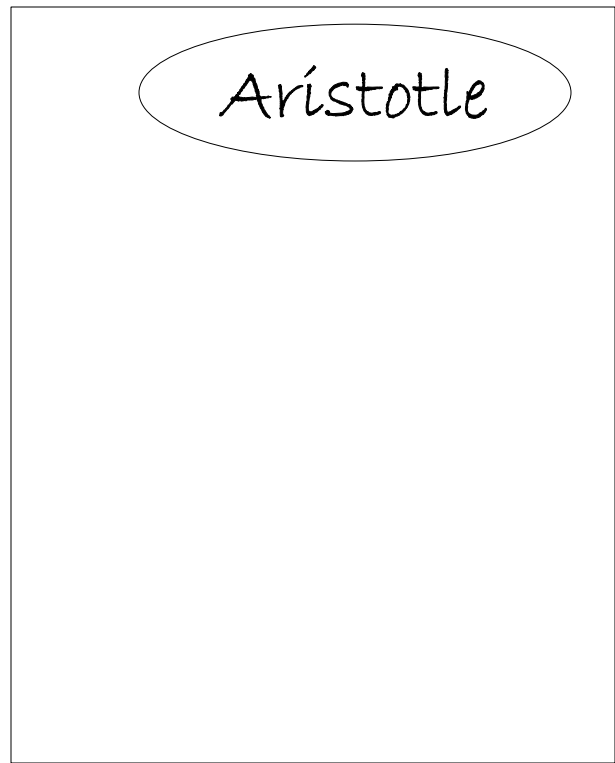
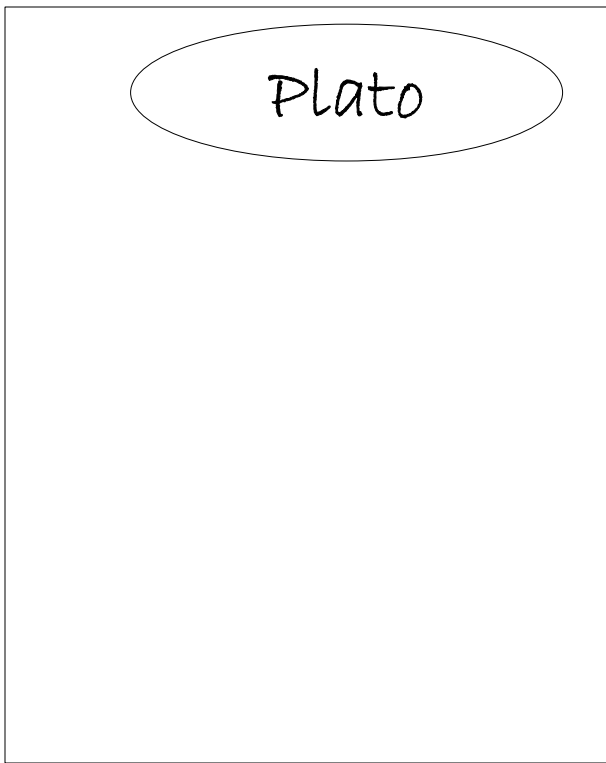
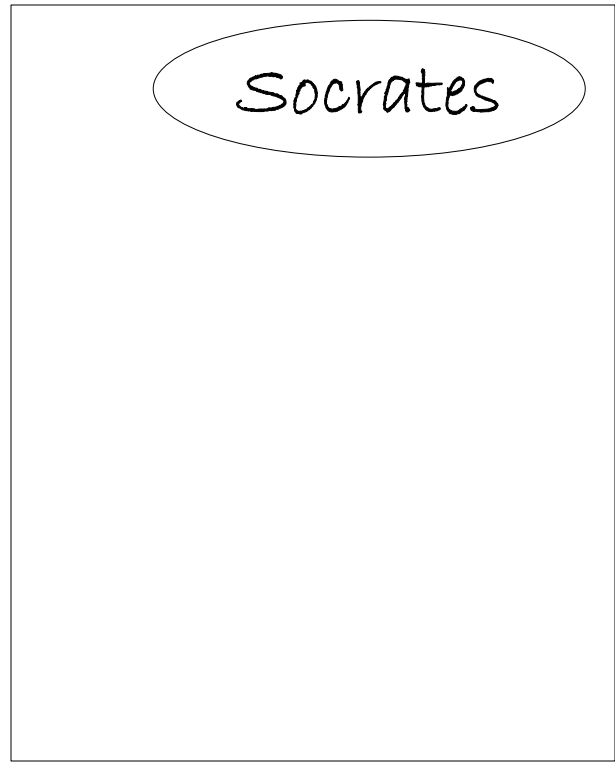
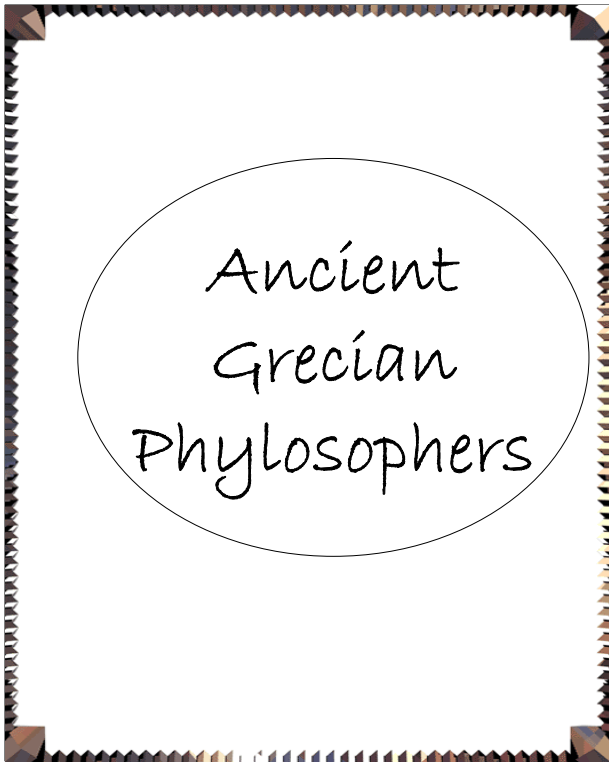


## **Map of Ancient Greece**



Ancient  
Grecian  
Warfare





# *Ancient Greece*

## *Mini-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 5<sup>th</sup> 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 4<sup>th</sup> 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.

Alexander continued his quest to amass an empire, eventually reaching all the way to India. His teacher, Greek philosopher Aristotle, had told him that the Greeks were the most advanced of all the people in the world, and all other cultures consisted of barbarians. He discovered this was false when he conquered the Persians. The leader found the Persians to be intelligent people, worthy of his respect, and he accepted many of them into his army. He even married the daughter of a Persian king!

At age 33, Alexander the Great fell sick with fever and died within a week. The huge empire he had pulled together in less than 13 years quickly crumbled. His family members were killed in the struggle for power following his death, and his empire was eventually divided into three parts among his generals.

The legacy of Alexander the Great is more than military victories—he carried the ideas of the Greeks and their love for wisdom throughout his domain. He established the great Egyptian city of Alexandria, which grew into a center of learning and culture, with a library of the accumulated knowledge of the ancient Greeks.

After the death of Alexander in 323 B.C., a series of Macedonian kings ruled Greece until the gradual take over by the Romans between 200-146 B.C. Greece became a province of the Roman Empire. It remained part of the Eastern Empire of Rome until parts of Greece were taken over by the Normans in the 1100s and 1200s (A.D.). These men built castles in Greece and ruled as kings. Then the Turks gained power and established the country as a province of the Ottoman Empire in A.D. 1453.

### ***Slavery in Ancient Greece***

Slaves composed a quarter of the population in some Greek city-states, such as Athens. They performed important daily tasks, which allowed other citizens time to think, write, compose and socialize. In ancient Greece, slaves came from many different places: they were captured in battle, sold into the life, kidnapped from their families or abandoned by their families as infants.

In ancient Greece, slaves cleaned, cooked, worked in fields and factories, worked in the mines or on ships, and even served as police in Athens! They served to carry out the menial and degrading tasks for their masters. Some people owned numerous slaves, and even rented them out to other citizens to be put to work as needed.

As important as they were to Greek culture, slaves were kept from things Greek citizens were permitted. Slaves could not attend school, enter politics or vote, or even use their own name! Instead, the citizen who owned him or her bestowed a new name upon each slave.

### ***Philosophy, science and education in ancient Greece***

Socrates, Plato and Aristotle are three names synonymous with ancient Greece. These men were all philosophers of their time; they discussed, debated and studied wisdom. In ancient Greece, ideas were highly valued and wisdom was treasured. The word “philosophy” comes from the Greek *philosophia*, meaning “the love of wisdom.”

Rhetorical skills, which are verbal abilities to persuade another person, were of great concern to the higher thinking Greeks. One group of Greek intellectuals was called “Sophists,” from the Greek *sophos* meaning “wise.” These men were skilled in rhetoric and often disagreed with the ancient Greek rulers. The Sophists contended that the rulers invented the gods (ancient Greece was a polytheistic culture) to control the people. Protagoras was one of the first Sophists. He developed the adversary system, in which a student argues both sides of an issue. The term “sophisticated” comes from this group of teachers who were cultured and educated.

Perhaps the greatest known philosopher of all time, Socrates taught by asking questions to encourage his students to draw their own conclusions. He did not profess to have all of the answers; in fact, Socrates said he was aware of how little he actually knew. He may have asked many questions, but he rarely gave answers and even denied knowing the answers to the questions he asked.

The oracle of Delphi named Socrates the wisest man in Greece. He was a well-known teacher in Athens, drifting around the city with his students and arguing about topics of justice, bravery and piety. He never wrote a book because he felt argument was superior over writing, so all knowledge of this ancient philosopher comes from what others wrote about him, especially from Plato, his most famous student.