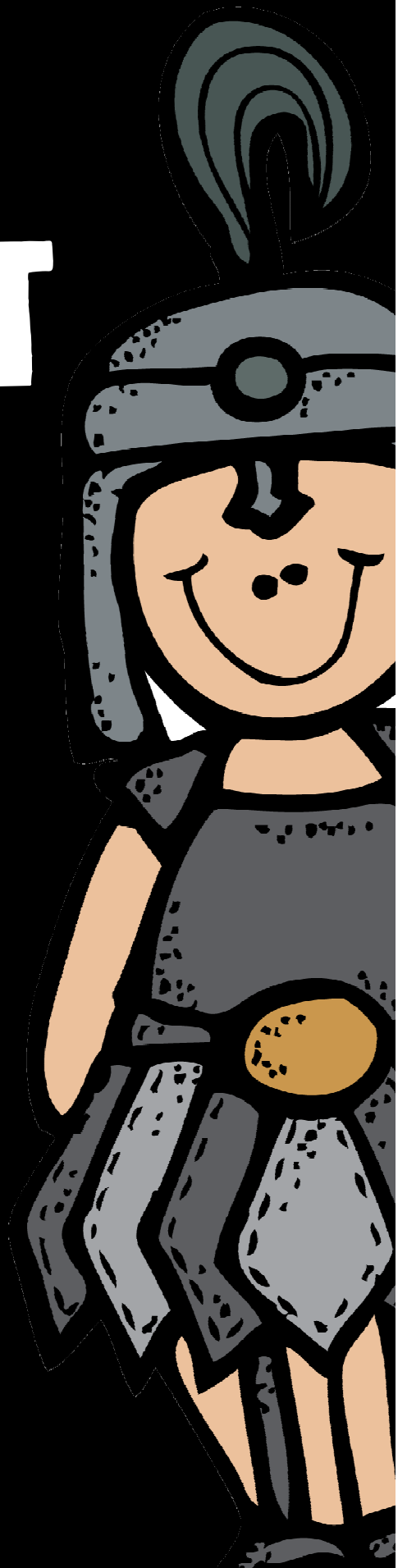


# ANCIENT GREECE

COMPLETE  
INTERACTIVE  
NOTEBOOK  
UNIT



**FUN AND CREATIVE LESSONS ON...**

# **ANCIENT GREECE**

**This giant package provides students with everything they need to create a complete Interactive Notebook on Ancient Greece! Everything is included to teach a complete unit, with little teacher prep required - just print and teach!!!**

**All activities are classroom tested and include creative handouts, reading passages, detailed instructions, foldables, templates, and student samples!**

**This creative and engaging **84 page** package includes the following:**

**•Interactive Notebook Information:** Several pages of information on the benefits of using Interactive Notebooks in the classroom. A page of information on how to set up notebooks is also included.

**•Ancient Greece Interactive Notebook Title Page:** A title page for students to use for their Interactive Notebooks.

**•Introduction to Ancient Greece:** A page of information introducing students to Ancient Greece. A fill in the blank activity and graphic organizer to go along with the reading is included.

**•Ancient Greek Social Structure Information:** Two pages of information on the social structure of Ancient Greece. A fill in the blank activity and graphic organizer to go along with the reading is included.

**•Legacies of Ancient Greece:** A page of information on the legacies of Ancient Greece. A fill in the blank activity and graphic organizer to go along with the reading is included.

**•Athens and Sparta Information: Two pages of information on the differences between Athens and Sparta**

**•Athens and Sparta Graphic Organizers: A variety of different Graphic Organizers relating to Athens and Sparta. These include activities related to key facts, point of view, and compare and contrast.**

**•Athens Vs Sparta: Travel Brochures : Students learn about life in Athens and Sparta and create a travel brochure of their favorite city. Students present their learning in written and visual forms. A great way for students to compare/contrast these very different cities - makes for great class discussion!**

**•Athens and Sparta Venn Diagram Foldable: All materials needed to create a Venn Diagram foldable mini book to compare and contrast the two city states.**

**•Trojan War Activities and Information:** A page of information on the Trojan War, as well as a fill in the blank activity, note taking graphic organizer, and Trojan Horse foldable to glue into the Interactive Notebook! Two student examples are included.

**•Greek Government Information and Activities:** Three pages of information on the four types of government in Ancient Greece. A key fact finding graphic organizer and foldable mini flipbook activity are also included.

**•Alexander the Great Information and Activities:** Two pages of information on Alexander the Great. Information includes a brief overview of his life and accomplishments, and well as key fact information. Two different graphic organizers to go along with the readings are included.

**•Ancient Greece Graphic Organizers:** A variety of fun additional graphic organizers to along with different topics in the unit are also included.

**•The Twelve Olympians: Several pages of information on the twelve Olympians from Greek Mythology. A blank note taking table for students to record information is also included**

**•Mythology Puppet Show: Students use their knowledge of Ancient Greek Myths to create Puppet Shows to present to the class. Students must write scripts and create their own puppets. A puppet template is included. A great way to introduce students to a number of Greek mythological tales!**

**•Create Your Own Monster Project: Students learn about Mythical Monsters and create Monsters of their own using found objects. Students then use their creative writing skills to write about their creations. Greek themed student writing paper is included. These monsters make gorgeous hallway displays!!! A sample monster write-up, Steve the Grass Monster, is included to help inspire students and get their creative juices flowing!**

**•Mythology Cube Project:** All materials needed to create a 3D cube featuring illustrations and information about the gods and goddesses of Ancient Greece.

**•Ancient Greece Mapping Activity:** A blank map of Ancient Greece is included, as well as a mapping activity to go along with it.

**• Ancient Greek Vocabulary Words and Activities:** A page of vocabulary words to go along with the unit, as well as several different vocabulary graphic organizers for students to use with the words. All materials needed to create a vocabulary foldable is also included.

# **INTERACTIVE NOTEBOOKS**

**Interactive Notebooks are designed to allow students to record information about various units of study in an engaging way. As the students learn new ideas, they have the opportunity to use several types of writing and graphic techniques to record and process them.**

## **INTERACTIVE NOTEBOOKS ALLOW STUDENTS TO USE BOTH THEIR VISUAL AND LINGUISTIC INTELLIGENCES**

**The Interactive Notebook allows visual learners to explore new ways to share ideas, and encourages non-visual learners to become more proficient with graphic approaches in a non-threatening way. Both types of learners will use the notebooks to work on their writing skills, while learning valuable note-taking strategies.**

## **INTERACTIVE NOTEBOOKS HELP STUDENTS TO SYSTEMATICALLY ORGANIZE AS THEY LEARN**

**Students use the notebooks to organize their thoughts and ideas. A variety of organizational techniques are used, to synthesize concepts and help make sense of what they learn. The notebook allows assignments to be kept together in a regular place, and in a logical order. Students who struggle with organization often find the notebooks very helpful.**





## **NOTEBOOKS BECOME PORTFOLIOS OF INDIVIDUAL LEARNING**

**These creative notebooks become records of each student's growth. The teacher, student, and parents can use the notebooks to review a student's progress in writing, illustrating, recording, thinking, and organizing. Student growth can be clearly seen as they progress throughout the school year.**

## **THE INTERACTIVE NOTEBOOK IS A WORK IN PROGRESS, AND ALLOWS STUDENTS TO LEARN FROM THEIR MISTAKES**

**Students begin a new notebook at the start of each unit. Throughout the unit, the notebooks are collected sporadically, and checked for completion. When improvement is needed, sticky notes with constructive criticism are added. As the notebooks are not collected for marks until the very end of a unit, students have multiple opportunities to receive feedback and improve their work before receiving a final mark.**

## **INTERACTIVE NOTEBOOKS ARE VALUABLE STUDY TOOLS**

**As all the information needed for each unit is contained inside the Interactive Notebook, the notebooks become comprehensive study guides created by the students themselves. Having everything complete, organized, and in one place makes studying much easier.**

# INTERACTIVE NOTEBOOKS: HOW DO I SET THEM UP?



I use composition books for my Interactive Notebooks. They are inexpensive, and can be bought in bulk. If you are doing a longer unit, they are a great choice because they hold up really well.

Keytab style notebooks also work great. They are even more inexpensive, and can usually be bought in multi packs. These notebooks hold up just fine for a shorter unit. I have even duct taped two together to add additional pages when necessary. You can buy all sorts of cool duct tape patterns, and it works great!

The first thing I have my students do is design the cover page. You could use the included cover page, or have the kids design their own. They glue this on the very first page of their notebook (or, you could even have them glue it to the front).

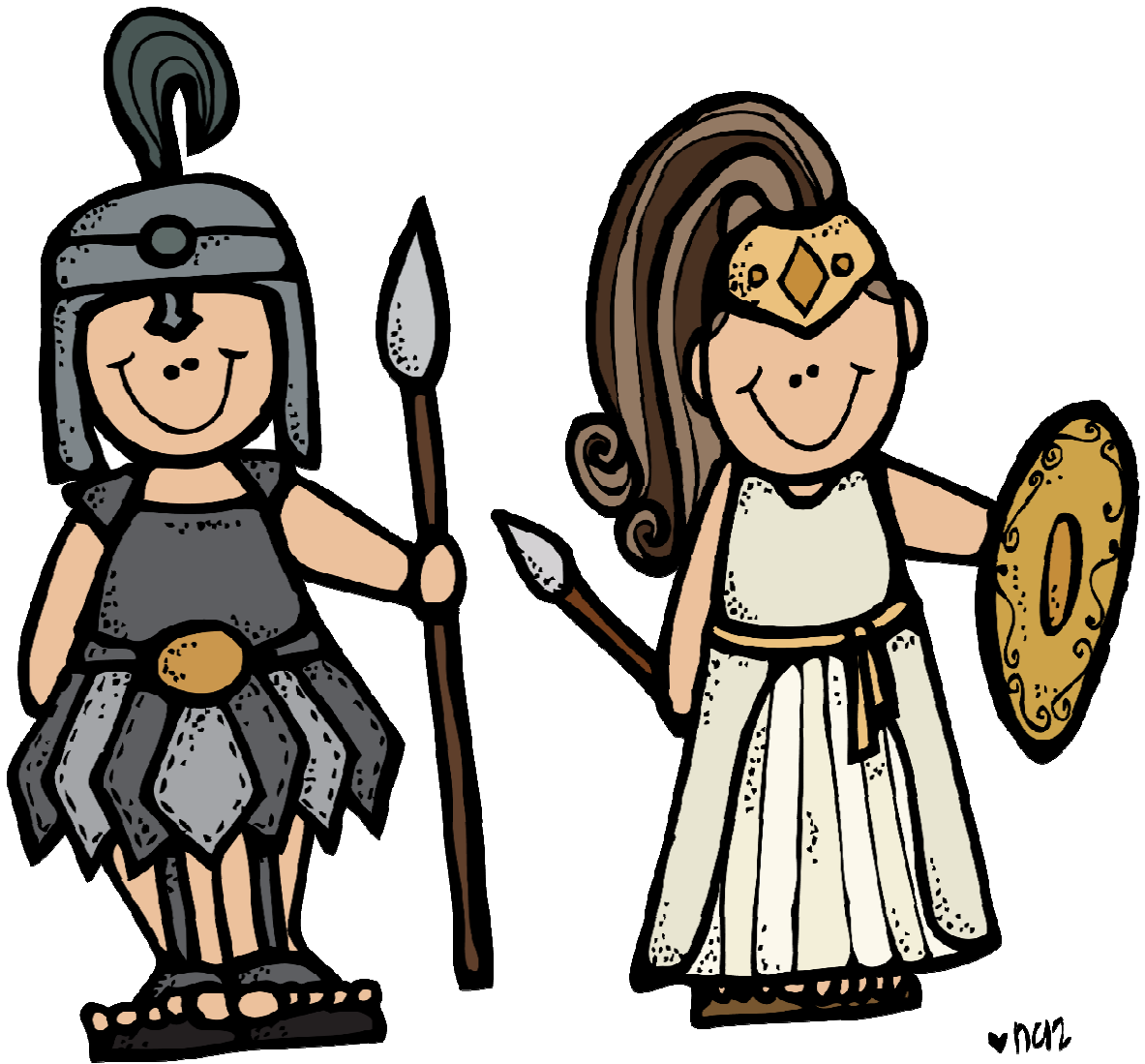


All of the additional activities we do throughout the unit are then done inside the notebook. There is space for students to write, and also space for students to glue in foldables and worksheets.

When it is time to mark the unit, all of the activities are in one place - no random sheets of paper to hunt down and keep track of!

When it is time to study, the notebooks become interactive study guides! Everything they need to review is in one convenient place!

# ANCIENT GREECE



♥ ncp

♥ ncp

# ANCIENT GREECE: MAPPING ACTIVITY



chillimartin.com

**A blank map of Ancient Greece is attached. Please label the places listed below. Color the water blue and the land green.**

- Persian Empire
- Delphi
- Thebes
- Olympia
- Corinth
- Argos
- Sparta
- Athens
- Macedon
- Thrace
- Aegan Sea

# Ancient Greece



MARTIN

# ANCIENT GREECE: THE 12 OLYMPIANS

<b>ZEUS</b>	<ul style="list-style-type: none"><li>• Supreme ruler of the sky</li><li>• King of the Gods</li><li>• Wields a thunderbolt</li><li>• Ruled on Mount Olympus</li><li>• Married to Hera</li><li>• Had a lot of affairs</li><li>• Numerous children</li></ul>
<b>POSEIDON</b>	<ul style="list-style-type: none"><li>• Brother to Zeus</li><li>• God of the sea and earthquakes</li><li>• Gave the first horses to man</li><li>• Symbol was the trident</li></ul>
<b>HESTIA</b>	<ul style="list-style-type: none"><li>• Sister of Zeus</li><li>• Goddess of the home, hearth, and family</li><li>• Tended the hearth fire of the gods</li></ul>

# ANCIENT GREECE: THE 12 OLYMPIANS

<b>ZEUS</b>	
<b>POSEIDON</b>	
<b>HESTIA</b>	

# ANCIENT GREECE: THE 12 OLYMPIANS

<b>ARES</b>	<ul style="list-style-type: none"><li>• Son of Zeus and Hera</li><li>• God of war</li></ul>
<b>ATHENA</b>	<ul style="list-style-type: none"><li>• Daughter of Zeus</li><li>• Born from the head of Zeus when he had a bad headache</li><li>• Goddess of wisdom and battle</li><li>• The protector of cities (Athens was named after her)</li><li>• Goddess of handicrafts</li></ul>
<b>ARTEMIS</b>	<ul style="list-style-type: none"><li>• Daughter of Zeus</li><li>• Twin of Apollo</li><li>• Goddess of the hunt and wild things</li><li>• Moon Goddess</li><li>• Protector of maidens</li></ul>
<b>APOLLO</b>	<ul style="list-style-type: none"><li>• Son of Zeus</li><li>• Twin of Artemis</li><li>• God of the sun and light</li><li>• Source of inspiration to artists, poets, and musicians</li></ul>



# ANCIENT GREECE: THE 12 OLYMPIANS

<b>ARES</b>	
<b>ATHENA</b>	
<b>ARTEMIS</b>	
<b>APOLLO</b>	

# ANCIENT GREECE: THE 12 OLYMPIANS

<b>HERA</b>	<ul style="list-style-type: none"><li>• Sister and wife of Zeus</li><li>• Goddess of marriage</li><li>• Punished the many women Zeus fell in love with</li></ul>
<b>DEMETER</b>	<ul style="list-style-type: none"><li>• Goddess of all that springs from the soil</li><li>• Sister of Zeus</li><li>• Provided man with vegetables, fruit, berries, and grain</li><li>• Mother of Persephone</li></ul>
<b>HEPHAESTUS</b>	<ul style="list-style-type: none"><li>• Son of Zeus and Hera</li><li>• God of the forge and fire</li></ul>
<b>APHRODITE</b>	<ul style="list-style-type: none"><li>• Born from the sea, after Zeus threw a piece of Uranus into the waves</li><li>• Goddess of love and beauty</li></ul>

# ANCIENT GREECE: THE 12 OLYMPIANS

<b>HERA</b>	
<b>DEMETER</b>	
<b>HEPHAESTUS</b>	
<b>APHRODITE</b>	

# ANCIENT GREECE: THE 12 OLYMPIANS

## HERMES

- Son of Zeus
- Messenger of the Gods
- Wore winged cap and sandals
- Guided the dead to Hades
- God of science and invention

# ANCIENT GREECE: THE 12 OLYMPIANS

<b>HERMES</b>	
---------------	--

# **GREEK MYTHOLOGY: CREATE YOUR OWN MONSTER**

## **Monster:**

- 1) any plant or animal of abnormal shape or structure**
- 2) any imaginary creature part human and part animal, or made up of the parts of two or more different animals.**

**In small groups, we will be using found objects to create our own mythological monsters. You may chose to model any monster you can dream up - use your imagination!**

## **Found Object Monster /20**

- Using found objects (from class and home), create a representation of your monster. Your monster should be colorful and high quality.**

## **3 Paragraphs of info about your Monster /30**

- These paragraphs should be on the following topics: Description, Location (place where it can be found), and adventures (important life events of your monster). These paragraphs should be neat and tidy, well organized, and free of spelling and grammar errors.**

# **GREEK MYTHOLOGY**

## **CREATE YOUR OWN MONSTER:**

### **STUDENT WRITING EXAMPLE**

#### **STEVE THE GRASS MONSTER**

Steve is a Mythological grass monster much feared in Ancient Greece. The very mention of his names sends shivers down the backs of the warlike Spartans. His fur is believed to be green and mottled, giving him a grass like appearance. This acts as camouflage, allowing him to blend into his habitat with little effort. This is said to be helpful for Steve, as he apparently likes to lie in the grass outside Sparta's city walls, waiting for unsuspecting victims to step on him. Beautiful maids who enter the fields unescorted to pick flowers are said to be his favorite things to snack on. It is believed that he has long green arms with pronounced fingernails, which he uses to tear open his victims. No Ancient Greek has ever actually seen Steve, as he is quite shy. The Greeks believe that he prefers to do his snacking when there is no one around to see him.

Steve is rumored to be found in the grassland surrounding Sparta. Grown from a seed that fell from Zeus's pocket on his way to Mount Olympus, it is believed that Steve sprouted from the ground fully formed. He is rumored to be found lying in the grass, waiting to wreak havoc and eat unescorted individuals who happen to pass by.

Steve has had many adventures in his short and tortured life. He has been known to grab hold of the ankle of many Greek heroes as they rush across the grassland into battle, causing them to fall from their horses. However, his existence is yet to be proven, as he tends to hide once he has wreaked havoc. He has been blamed for biting the heel of the great Achilles, spraining the big toe of Odysseus, and stealing the sandal of mighty Aries. However, none of this has ever been proven.





# ANCIENT GREECE

## MYTHOLOGY PUPPET SHOWS

In small groups, you will be creating a puppet show presentation of a Greek myth. Your group will be given a script; you will be required to create puppets and present the show to the class.

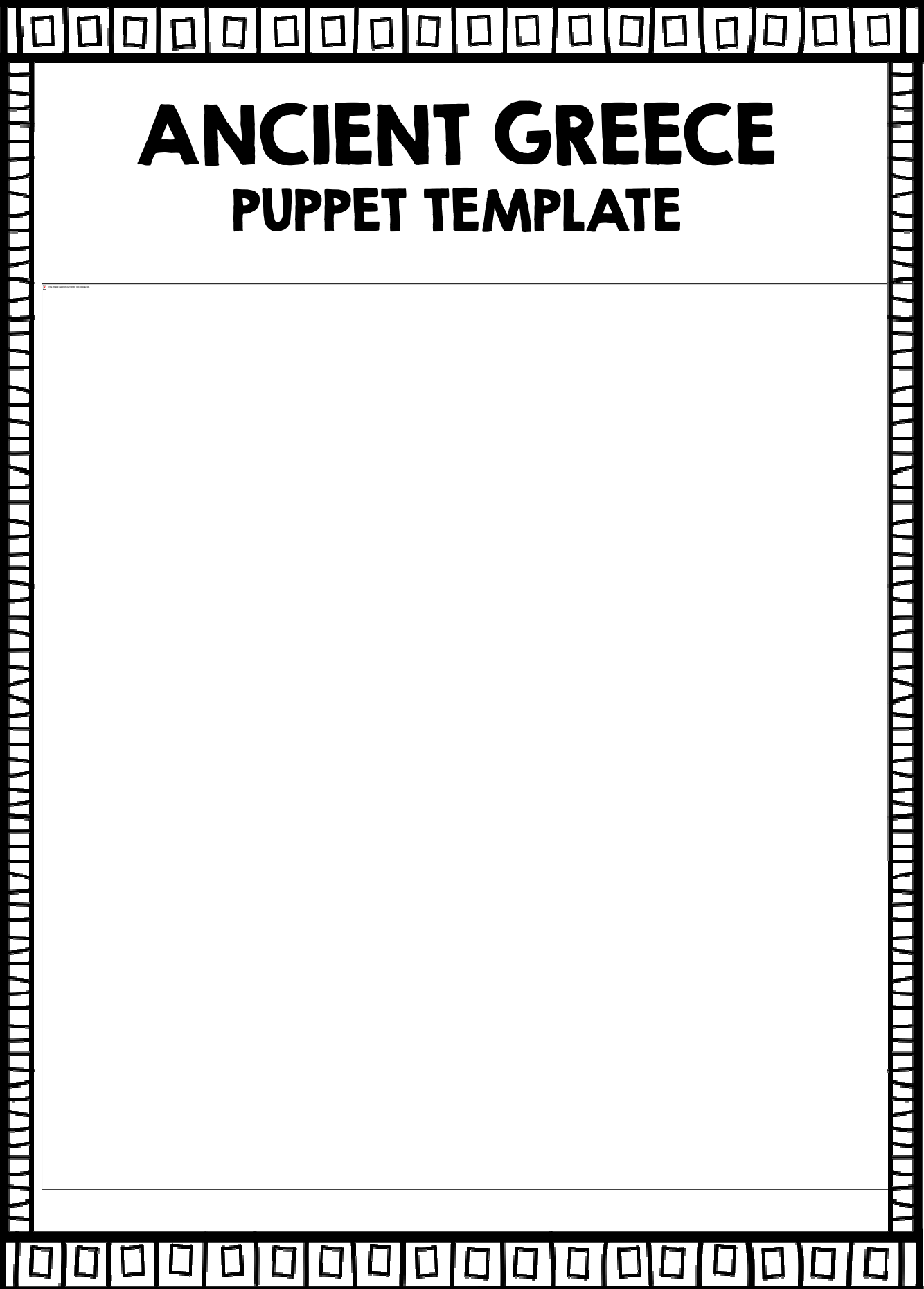
### PUPPETS /25

- Using the template provided, your group is required to create a puppet for each of the characters in your play.
- Each puppet should be full color and high quality. Puppet clothing should resemble that worn by the ancient Greeks.

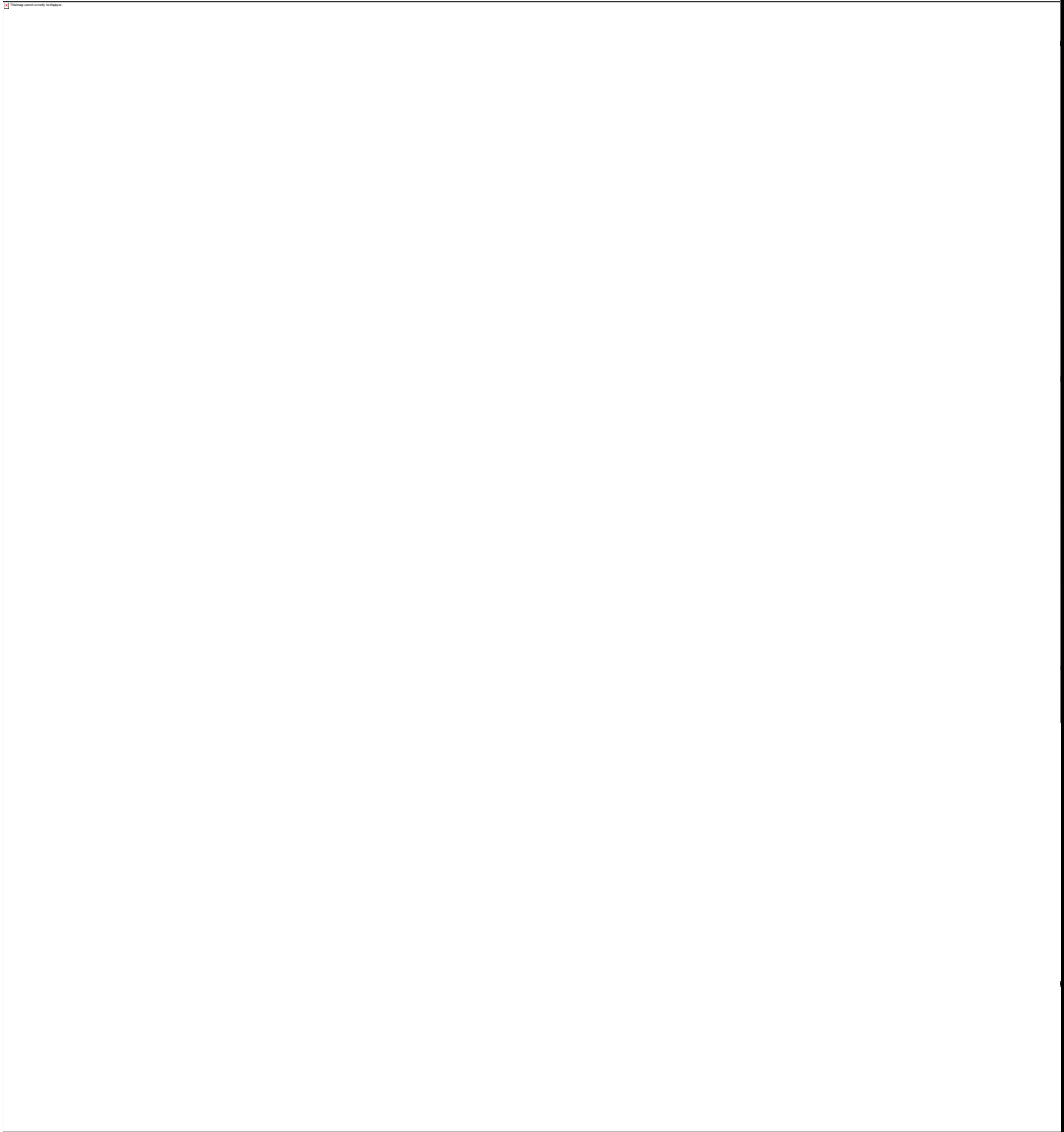
### PRESENTATION /25

- Your group will be required to present your puppet show to the class.
- Your presentation should be loud, clear, and well rehearsed.





# ANCIENT GREECE PUPPET TEMPLATE

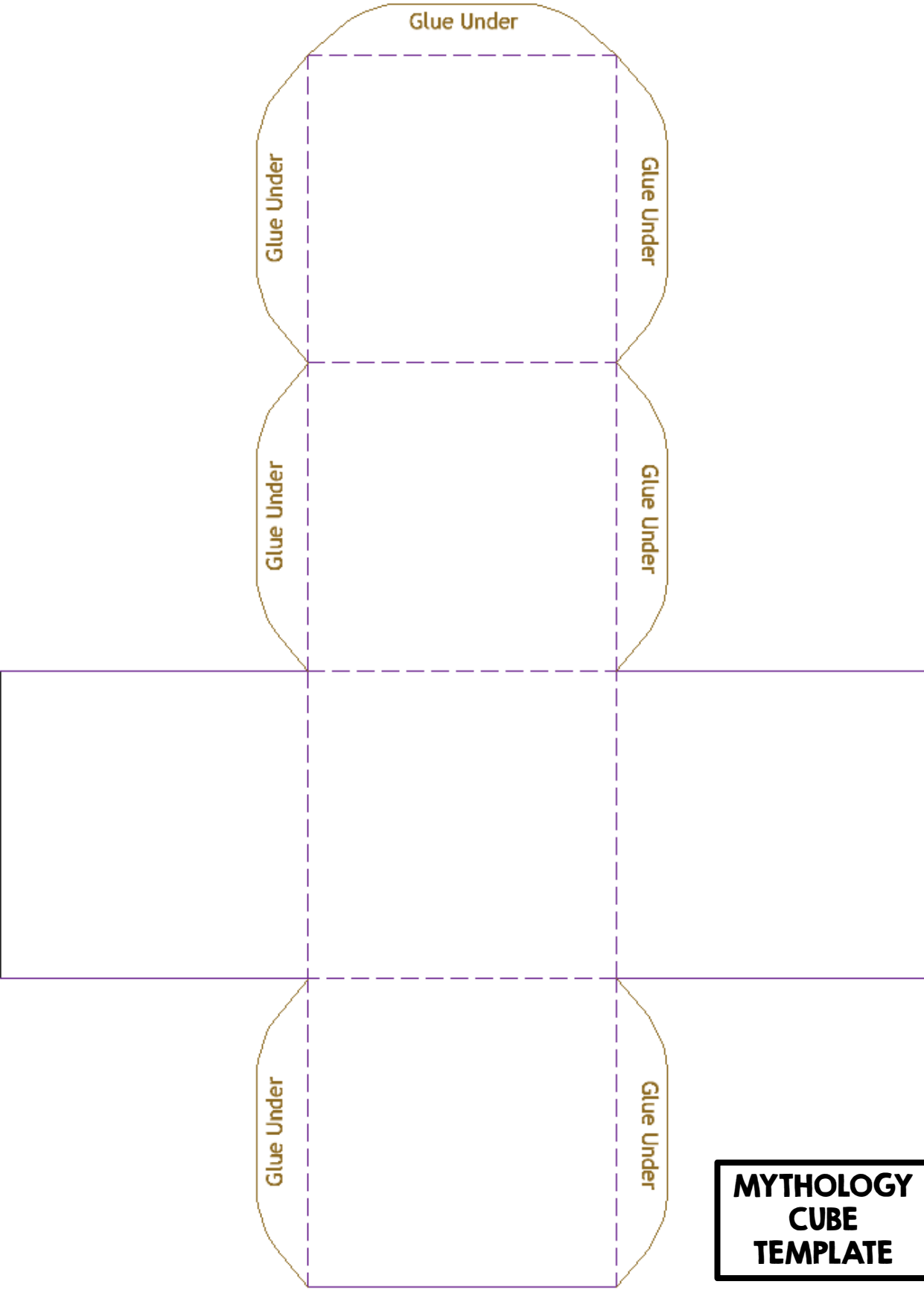


# **ANCIENT GREECE MYTHOLOGY CUBES**

**Using the attached template, you are required to create a cube of illustrations and information about the gods and goddesses of Greek Mythology.**

**You are responsible for choosing a different god or goddesses for each side of your cube. Each side must include a full color image and detailed information about your chosen god. All written components must be free of spelling and grammar errors. All illustrations must be full color. There should be no white space on your cube!**

**When you have completed your cube, cut it out, fold it along the dotted lines, and glue it together.**



**MYTHOLOGY  
CUBE  
TEMPLATE**

# **ANCIENT GREECE**

## **ATHENS AND SPARTA**

### **LIFE IN ATHENS**

**In Athens, freedom of thought and the arts were valued. Because of this, the people of Athens enjoyed a life of freedom and creativity. Many Athenians enjoyed drama, and people often attended the theatre.**

**In Athens, boys started school at age six. While they were there, they learned to write, read, and recite poetry. They also learned math, music, and gymnastics. When they turned 18, they spent two years training for military service. When they completed their military training, they were given the title of citizen, which was considered a great honor.**

**Life was different for the girls of Athens. They were not allowed to attend school, and seldom left their homes. When they were married, they became property of their husbands.**

**There was an army in Athens, but it was only called upon in times of outward danger.**

# **ANCIENT GREECE**

## **ATHENS AND SPARTA**

### **LIFE IN SPARTA**

**Spartans valued order and strength. Instead of leisure activities like drama, the people of Sparta spent their time strengthening their bodies and learning to be tough. Unlike the Athenians, the Spartans had very little interest in literature, art, or drama.**

**When the boys of Sparta turned seven, they were taken to live in the barracks with their men. At the barracks, they learned how to fight and how to obey rules.**

**When the men of Sparta turned 20, they entered the army. They had to serve in the army until they were 60.**

**The girls of Sparta were also given physical training. They were taught how to run, wrestle, and throw a javelin. They were also taught how to run a household and take care of a family, so they would be able to do that when they got older.**

# ATHENS

Using the fact sheets provided to help you, write down some key facts about life in Athens.



ATHENS

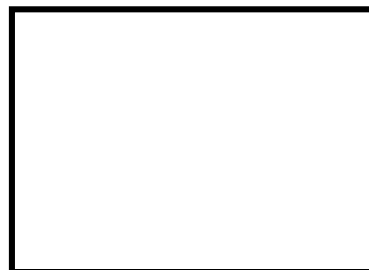


# SPARTA

Using the fact sheets provided to help you, write down some key facts about life in Sparta.



SPARTA





# **ANCIENT GREECE**

## **ATHENS AND SPARTA: COMPARE AND CONTRAST FOLDABLE**

**Students reflect back on what they have learned about Athens and Sparta, and create a Venn Diagram style foldable to demonstrate their knowledge.**

**To create the foldable, have students cut out the templates. Then, have them glue the templates to the inside and outside of a piece of construction paper that has been folded in half. Last, have students cut the lines in between each flap of the Venn Diagram, creating three flaps that flip open. Students can then fill out the information, and glue the completed foldable into their Interactive Notebooks. These make fun and interactive review tools!**



# ANCIENT GREECE

## ATHENS AND SPARTA: COMPARE AND CONTRAST

	LIFE IN ATHENS	LIFE IN SPARTA	MY LIFE
GIRL			
WOMAN			
BOY			
MAN			

# ANCIENT GREECE

## ATHENS AND SPARTA: TRAVEL BROCHURES

You have been hired by the ancient Greeks to create a travel brochure advertising the city state of Athens or Sparta. Your brochure must be eye catching, full color, and contain a lot of important information about your chosen city state.

### REQUIREMENTS

- A paragraph of information about the following:
  - Daily life /10
  - Education /10
- Military Service /10
- A paragraph of information describing why you think tourists should visit the city-state. /10
- Full color images and graphics to help advertise your city state. /10

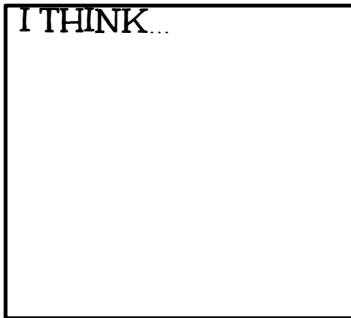
**TOTAL: /50 Marks**



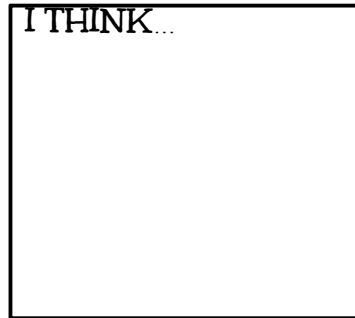
# ATHENS AND SPARTA: DIFFERENT PERSPECTIVES

Life in Athens and Sparta was very different. Take on the role of a person living in both places, and complete the graphic organizer below from each of their perspectives.

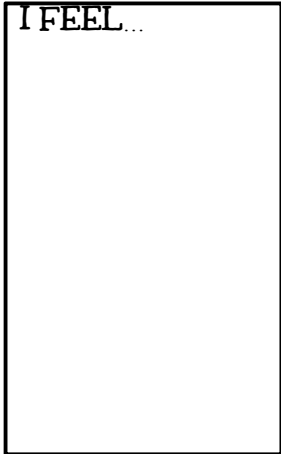
I THINK...



I THINK...



I FEEL...



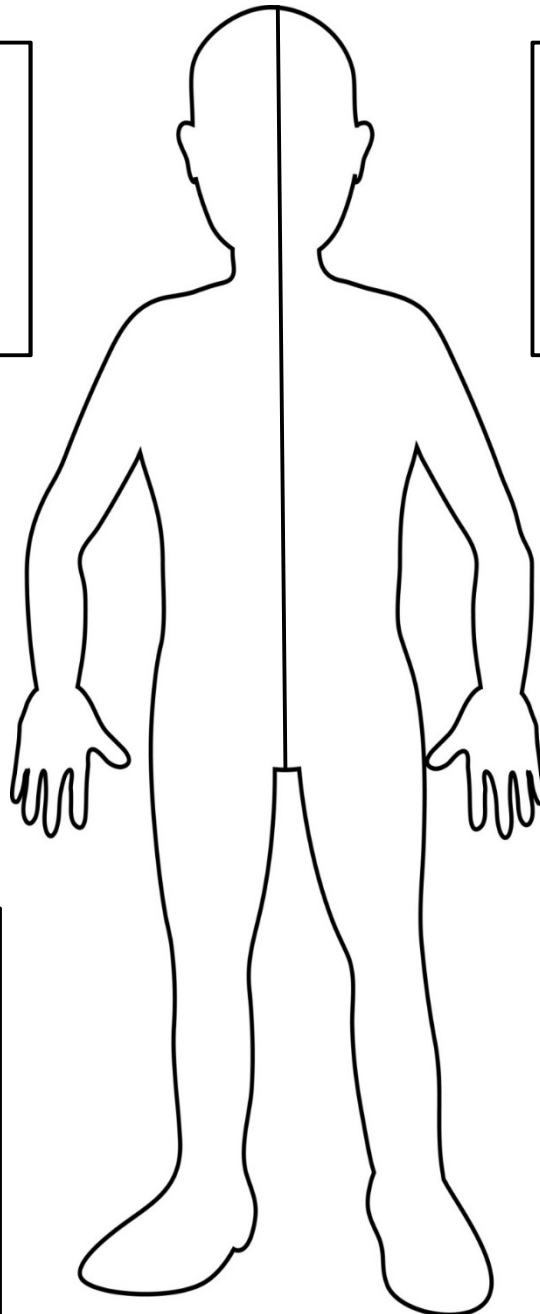
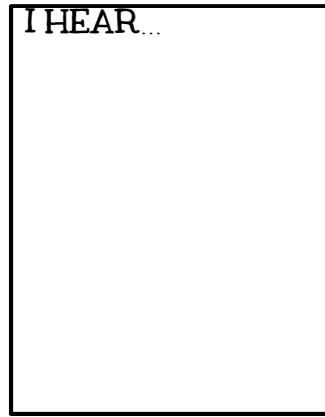
I FEEL...



I HEAR...



I HEAR...



# **THE TROJAN WAR**

**The Legendary war between the Greeks and the city of Troy was caused by the abduction of Helen, wife of the Greek King Menelaus, by Paris, a Trojan prince.**

**Bent on revenge, the Greek Kings gathered their men and ships and set sail for Troy.**

**The Greeks were led by Agamemnon, King of Mycenae, who was brother of Menelaus. His army comprised the finest warriors, including Odysseus.**

**The war dragged on for year after year. Many brave deeds were done and many champions died, but both sides were too proud to end the fighting.**

**One of the war's most decisive battles was between Achilles, a Greek champion, and Hector, champion of the Trojans. Achilles won, and triumphantly dragged the body of Hector around the walls of Troy.**

**With no end in sight, the Greeks turned to their most cunning leader, Odysseus. He suggested that the army build a giant wooden horse and hide a group of armed men within it. The rest of the men should hide out of sight of the walls of Troy and wait.**

**The Trojans assumed that the large wooden horse that the Greeks had left behind was an offering to a god. They dragged it inside the city walls. At night, the men hidden inside the horse crept out and opened the gates to the rest of the Greek army. Troy was utterly destroyed.**

**When King Menelaus found his wife Helen, he was on the verge of killing her, until Odysseus pleaded for her life. With her lover Paris long since dead, Menelaus forgave her and took her back to Sparta .**

# THE TROJAN WAR

The Legendary war between the \_\_\_\_\_ and the city of \_\_\_\_\_ was caused by the abduction of \_\_\_\_\_, wife of the Greek King \_\_\_\_\_, by \_\_\_\_\_, a Trojan prince.

Bent on \_\_\_\_\_, the Greek Kings gathered their men and ships and set sail for Troy.

The Greeks were led by \_\_\_\_\_, King of Mycenae, who was brother of Menelaus. His army comprised the \_\_\_\_\_ warriors, including \_\_\_\_\_.

The war dragged on for year after year. Many brave deeds were done and many champions died, but both sides were too \_\_\_\_\_ to end the fighting.

One of the war's most decisive \_\_\_\_\_ was between \_\_\_\_\_, a Greek champion, and Hector, champion of the \_\_\_\_\_. Achilles won, and triumphantly dragged the body of \_\_\_\_\_ around the walls of Troy.

With no \_\_\_\_\_ in sight, the Greeks turned to their most cunning leader, \_\_\_\_\_. He suggested that the army build a giant wooden \_\_\_\_\_ and hide a group of \_\_\_\_\_ men within it. The rest of the men should \_\_\_\_\_ out of sight of the walls of Troy and wait.

The Trojans assumed that the large wooden horse that the Greeks had left behind was an offering to a \_\_\_\_\_. They dragged it inside the city walls. At \_\_\_\_\_, the men hidden inside the horse crept out and opened the \_\_\_\_\_ to the rest of the Greek army. Troy was utterly \_\_\_\_\_.

When King Menelaus found his wife \_\_\_\_\_, he was on the verge of killing her, until Odysseus pleaded for her life. With her lover \_\_\_\_\_ long since dead, Menelaus \_\_\_\_\_ her and took her back to \_\_\_\_\_.

# THE TROJAN WAR

## STUDENT NOTES

Go through your notes on the Trojan War, and take notes on the order of events in the spaces below.

FIRST...

THEN...

THEN...

FINALLY...



# THE TROJAN WAR FOLDABLE INSTRUCTIONS

## Materials:

- The Trojan War Foldable Template (Cut out each box)
- Two sheets of Construction Paper
- Black Sharpie
- Pencil Crayons or Markers
- Notes on The Trojan War
- Scissors
- Glue

Step One: Turn one sheet of construction paper so it is tall, like a tower.

Step Two: Fold paper in half down the middle.

Step Three: Glue the box with the Trojan Horse on it on the front. Trim the sides, leaving a small construction paper border.

Step Four: Turn your second sheet of construction paper so it is tall, like a tower. Glue each of your paper strips (First, Then, Then, Finally) down the paper, underneath each other. Leave a small space between each.

Step Five: Trim the construction paper, leaving a small border.

Step Six: Fold the paper, accordion style. Glue the of the folded strip into the inside of your Horse Booklet. When you open the booklet, the accordion should unfold.

Step Seven: Color it up and glue it into your Notebook.

When it is closed, it should look like this



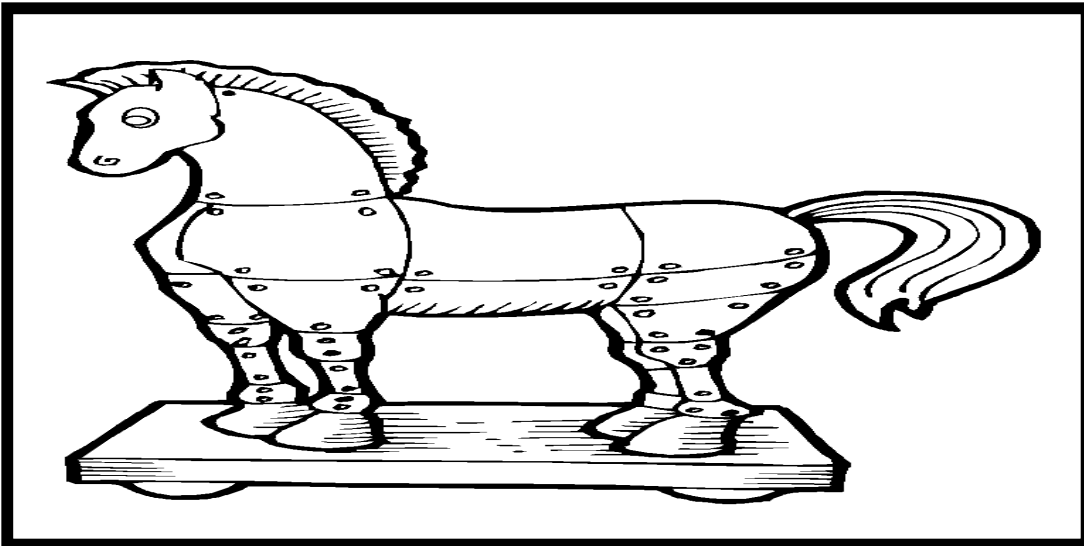
The inside should unfold like an accordion, and look like this.



**Still confused? See student examples for help!**

# THE TROJAN WAR

## FOLDABLE TEMPLATE



**FIRST...**

**THEN...**

**THEN...**

**FINALLY...**

# THE TROJAN WAR

## FOLDABLE EXAMPLES



# THE TROJAN WAR

## FOLDABLE EXAMPLES



# ANCIENT GREECE: VOCABULARY WORDS

- **Epic** - a long poem that tells the story of a hero
- **Barbarians** - the name given by the Greeks to any people who were not Greek
- **Colonies** - areas set up in conquered lands by the Greek city states for use when they themselves became overpopulated
- **Myths** - legends or stories that attempt to explain natural events
- **Acropolis** - a hilltop fortress in Ancient Athens which included the Parthenon and other famous buildings where citizens met to discuss affairs of the community
- **Drama** - a serious play or theatrical event
- **City-state** - a self governing unit made up of a city and its surrounding villages and farmland
- **Democracy** - a system of government in which the people rule, either directly or through elected representatives

# **ANCIENT GREECE: VOCABULARY WORDS**

- **Epic -**
- **Barbarians -**
- **Colonies -**
- **Myths -**
- **Acropolis -**
- **Drama -**
- **City-state -**
- **Democracy -**

# ANCIENT GREECE: VOCABULARY

DEFINITION OF WORD

SENTENCE USING WORD

PICTURE OF WORD

WORD: .....

SYNONYMS

ANTONYMS

# ANCIENT GREECE: VOCABULARY

SOUNDS LIKE...

IS LIKE...

LOOKS LIKE...

IS NOT...

WORD AND DEFINITION



# **ANCIENT GREECE:**

## **VOCABULARY FLIPBOOK**

**Students use the included templates and instructions to create a flipbook showing eight vocabulary words. Everything students need to create this foldable have been included.**

**When students have completed the flipbooks, they can be glue inside their Interactive Notebooks. These make great review tools!**

# ANCIENT GREECE: VOCABULARY FLIPBOOK TEMPLATE


PRINT TWO  
FOR EACH  
STUDENT

# ANCIENT GREECE:

## VOCABULARY FLIPBOOK INSTRUCTIONS

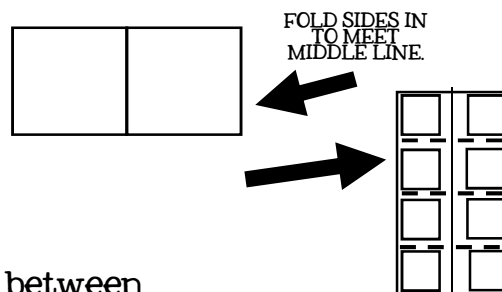
### Materials:

- Box strips cut out from foldable template (4 blank strips)
- Construction Paper
- Black Sharpie
- Pencil Crayons or Markers
- Greek Vocabulary sheets
- Scissors
- Glue

Step One: turn construction paper on its side, so it is long and skinny, like a hotdog.

Step Two: Fold paper in half down the middle.

Step Three: Open up the paper. Fold sides in to meet the middle, shutter fold style. You will end up with a tall tower shaped page, with two opening flaps.



Step Four: Cut a line in between each square. You will end up with eight opening flaps.

Step Five: Open flaps. Glue blank strips inside.

Step Six: Using your handouts on Greek Vocabulary, write the definition of each word on the inside of each flap. Outline your words in sharpie.

Step Seven: On the front of your flaps, write and illustrate the vocabulary word that corresponds with each flap. Color with pencil crayon or marker when complete.

**Still confused? See student example for help!**

# ANCIENT GREECE

## INTRODUCTION

The CIVILIZATION of Ancient Greece lasted from about 2000 B.C.E. to 200 B.C.E.. The peak was 500 B.C.E. to 400 B.C.E., a time called the CLASSICAL PERIOD. During this time, the Greeks controlled the MAINLAND and ISLANDS we now know as Greece. The Greeks also controlled the land around the eastern end of the MEDITERRANEAN SEA.

In comparison to other ancient civilizations, Greece was quite tiny. Ancient Greece was rugged and mountainous, with few RIVERS and little rainfall. Ancient Greece was rich in NATURAL RESOURCES. Early settlers found plenty of STONE and TIMBER for building. Early settlers also found tin, silver, obsidian, and copper. They used these valuable MATERIALS for making TOOLS and TRADING with other societies. The seacoast provided a natural HARBOR. This gave protection for boats and access to lots of FISH.

Two of the EARLIEST civilizations of Ancient Greece were CRETE and MYCENAE.

# ANCIENT GREECE

## INTRODUCTION

The \_\_\_\_\_ of Ancient Greece lasted from about 2000 B.C.E. to 200 B.C.E.. The peak was 500 B.C.E. to 400 B.C.E., a time called the \_\_\_\_\_. During this time, the Greeks controlled the \_\_\_\_\_ and \_\_\_\_\_ we now know as Greece. The Greeks also controlled the land around the eastern end of the \_\_\_\_\_.

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Two of the \_\_\_\_\_ civilizations of Ancient Greece were \_\_\_\_\_ and \_\_\_\_\_.

# INTRODUCTION

Reflect back on your reading, and write down some key facts you learned.

INTRODUCTION



# ANCIENT GREECE

## SOCIAL STRUCTURE

Ancient Greece was not a UNITED country like it is today. Because farmland was limited to isolated pockets in the mountainous lands of Greece, the earliest Greek settlements developed as small, independent communities CUT OFF from each other. A city-state was based around one city, and included all the surrounding farms, villages, and houses.

Each city-state had the following:

- A HINTERLAND (surrounding areas that provided the city with food).
- Access to the SEA
- the ability to function as a mini-country, with their own laws, money, government, and army.

The main Greek city-states were Athens, Sparta, Corinth, Delphi, Olympia, Thebes, and Argos. At the height of Greek civilization, ATHENS and SPARTA were the most influential. Many SMALLER city-states existed as well. Travel and communication between city-states was DIFFICULT.

Even though Greek people were very LOYAL to their city-state, the same Greek customs and traditions were shared by all. Because of these similarities in customs and traditions, they felt a strong bond despite their individual differences. Though various city-states FOUGHT each other at times, they also banded together for PROTECTION. City-states often TRADED with one another.

## DEMOCRACY

Ancient Greeks believed that all MALE citizens had RIGHTS. Instead of believing that they should be ruled by a monarch or dictator, the Greeks believed that people should CHOOSE their rulers and VOTE on matters themselves. This was the beginning of democracy - rule by the PEOPLE.

## CITIZENS

In Greek cities, there were groups of people with different RIGHTS and different roles to play in SOCIETY. The two main groups were CITIZENS and SLAVES.

Citizens were allowed to own PROPERTY. They could take part in politics and LAW.

Only MEN were considered citizens. WOMEN had few or no rights, and had little or no POWER outside of their HOMES.

## SLAVES

Slaves could NOT be citizens. They were usually captured PRISONERS of WAR. They were OWNED by the people they worked for and bought and sold like property. Most slaves were PAID for the work they did. If a slave saved enough money, they could buy their FREEDOM.



# ANCIENT GREECE

## SOCIAL STRUCTURE

Ancient Greece was not a \_\_\_\_\_ country like it is today. Because farmland was limited to isolated pockets in the mountainous lands of Greece, the earliest Greek settlements developed as small, independent communities \_\_\_\_\_ from each other. A city-state was based around one city, and included all the surrounding farms, villages, and houses.

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# SOCIAL STRUCTURE

Reflect back on your reading, and write down some key facts you learned about Ancient Greek Social Structure.

SOCIAL STRUCTURE



# ANCIENT GREECE

## LEGACIES

Ancient Greece was the first of the ancient civilizations to govern through DEMOCRACY.

Ancient Greeks believed they could learn about the NATURE of things by using reason - they OBSERVED and asked QUESTIONS. REASON became the basis of our method of SCIENTIFIC research.

Ancient Greeks made great discoveries in BIOLOGY, mathematics, astronomy, and GEOGRAPHY.

The Ancient Greeks were among the first people to make a distinction between medicine, MAGIC, and religion. They rejected the idea that DISEASE was a PUNISHMENT from the gods.

THEATER was a huge part of Greek society. Because the plays of the Ancient Greeks dealt with UNIVERSAL issues, many are still performed and copied today.

Ancient Greeks gave the world the first ALPHABET with consonants and VOWELS. This was later adapted to create the ROMAN alphabet, which we use to write ENGLISH.

Instead of palaces for the RICH, Ancient Greeks built magnificent theaters, political buildings, temples, and other public gathering places, many of which are still standing today.

# ANCIENT GREECE

## LEGACIES

Ancient Greece was the first of the ancient civilizations to govern through \_\_\_\_\_.

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Instead of palaces for the \_\_\_\_\_, Ancient Greeks built magnificent theaters, political buildings, temples, and other public gathering places, many of which are still standing today.

# LEGACIES

Reflect back on your reading, and write down some key facts you learned about the legacies of Ancient Greece.

LEGACIES



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# **ANCIENT GREECE**

## **FOUR TYPES OF GOVERNMENT**

**Within the city-states that were throughout the country, four forms of government developed.**

### **MONARCHY**

**A monarchy exists when the ruling power is in the hands of one person, usually a king. At first, Kings were chosen by the people, and had many powers. They made laws and acted as judges, they conducted religious ceremonies, and they even led the army in wars.**

**Kings had councils of aristocrats to advise them. The King depended on them to help in time of war. However, over time, these aristocrats realized that they actually had more power than the king. Because of this, by 800 B.C.E., there were no more kings, and the aristocrats ruled the city-states.**

# **ANCIENT GREECE**

## **FOUR TYPES OF GOVERNMENT**

### **OLIGARCHY**

**An oligarchy exists when a few people share power. The few aristocrats who shared the power became known as oligarchs.**

**The oligarchs of Ancient Greece did not care about the poor. They forced the poor to listen by using force, and passed laws to protect their wealth. The poor had to sell themselves into slavery to pay debts. Life was good for the rich, and not good for the poor.**

**In the 600s B.C.E, some of the leaders of the Greek army backed the people, and overthrew the oligarch.**



# **ANCIENT GREECE**

## **FOUR TYPES OF GOVERNMENT**

### **TYRANNY**

**Tyranny exists when a person seizes power illegally. When the oligarchs of Ancient Greece were overthrown, it became a tyranny.**

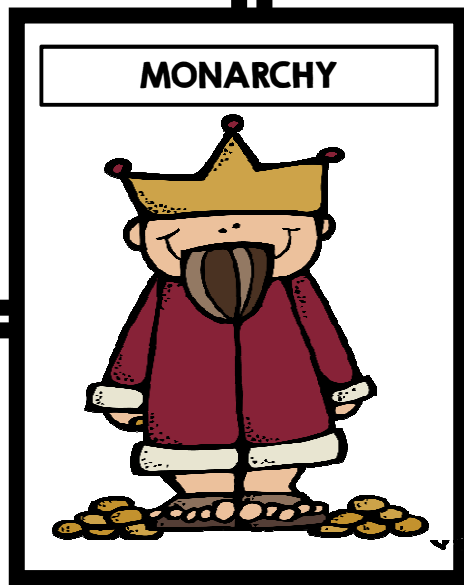
**A Tyranny is different from a Monarchy. A tyrant cannot claim that he has a legal right to rule, while a king can. Also, a tyrant's son does not usually inherit his father's power**

### **DEMOCRACY**

**A democracy exists when all citizens share in the ruling power. Ancient Greeks believed that all male citizens had rights. Because of this, they felt that they should be able to choose their leaders and vote on matters themselves. This was the beginning of democracy - rule by the people.**

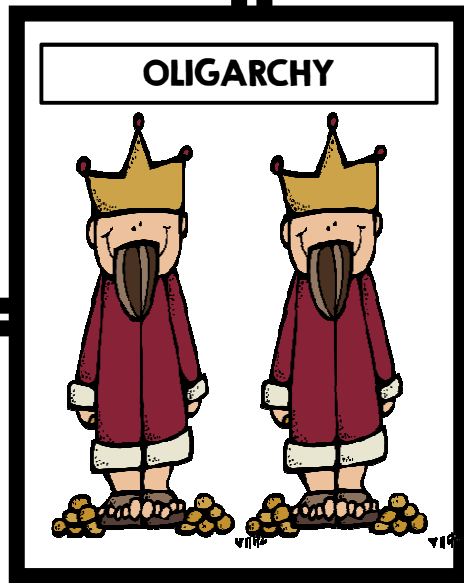
# MONARCHY

Reflect back on your reading, and write down some key facts you learned about monarchies



# OLIGARCHY

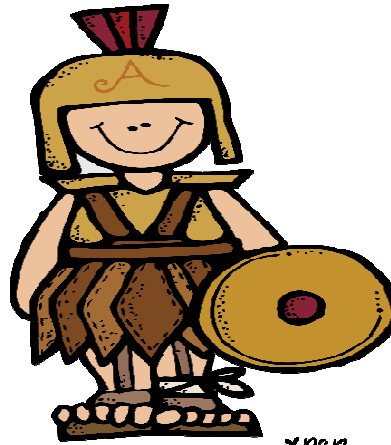
Reflect back on your reading, and write down some key facts you learned about oligarchies



# TYRANNY

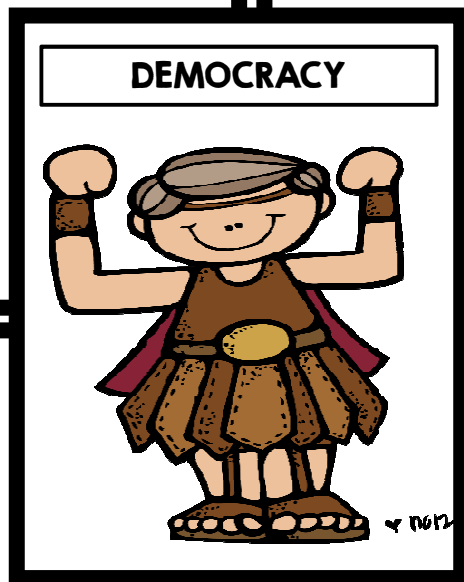
Reflect back on your reading, and write down some key facts you learned about tyrannies.

TYRANNY



# DEMOCRACY

Reflect back on your reading, and write down some key facts you learned about democracies



# **ANCIENT GREECE**

## **FOUR TYPES OF GOVERNMENT: MINI FLIPBOOK FOLDABLES**

**Have students cut out the templates, and staple them together into mini flipbook foldables.**

**On the front of each flipbook, have students write the name of the type of government, and illustrate a picture to go along with it. On the inside of each flipbook, have students write some key facts about the government type.**

**Completed mini flipbooks can be glued inside the Interactive Notebook.**

**TYPE OF GOVERNMENT:**

**TYPE OF GOVERNMENT:**

**GOVERNMENT FLIPBOOK TEMPLATE**





# **ANCIENT GREECE: ALEXANDER THE GREAT**

Alexander's father, King Philip II, was killed by a courtier of his own court. After this, Alexander feared that his stepmother might claim the throne for her own son. Rather than let that happen, Alexander decided to crown himself king.

Alexander started his reign by putting down revolts in his own country. Later, he decided to conquer Persia.

To do this, he started by conquering the tribes near the Danube River. He then confronted King Darius III at the battle of Granicus. Fearful of Alexander and his army, King Darius fled the moment he saw Alexander coming towards him.

Alexander and Darius met again at the Battle of Issus. With an army of only 30,000, the great Alexander won in a battle against 100,000 Persians.

After many years of battle, Alexander's soldiers were very tired and homesick. Reluctantly, Alexander decided to head home. and started back home. Sadly, Alexander never made it back home, as he died in 323 B.C. in the palace of King Nebuchadnezzar II.

# **ANCIENT GREECE: ALEXANDER THE GREAT KEY FACTS**

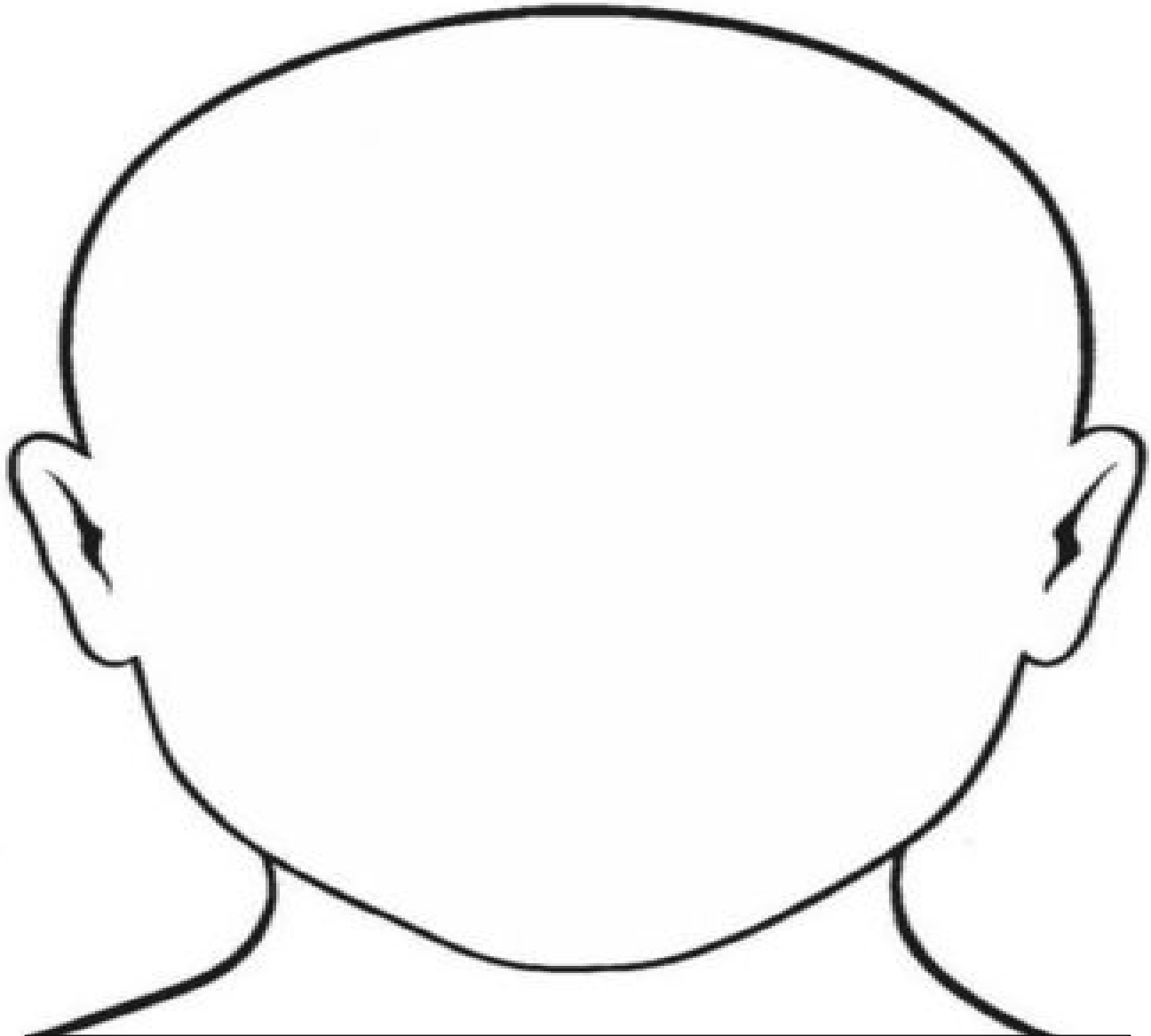
- Alexander spread Greek ideas and knowledge throughout his empire.**
- Alexander founded many cities. One of his most famous was the city of Alexandria in Egypt.**
- Alexander visited the Oracle of Ammon in Egypt. Here, he was pronounced a living god. His people accepted him as a god.**
- Alexander showed respect for the cultural practices of the people he had conquered.**
- He borrowed Persian customs, such as wearing Persian clothing and receiving official visitors in a tent.**
- He encouraged marriage between the people of Macedonia and Persia.**
- Alexander died at the age of 33. The cause of his death is a mystery.**
- After his death, his generals divided his empire.**

# ALEXANDER THE GREAT

Reflect back on your reading, and write down some key facts you learned about Alexander the Great

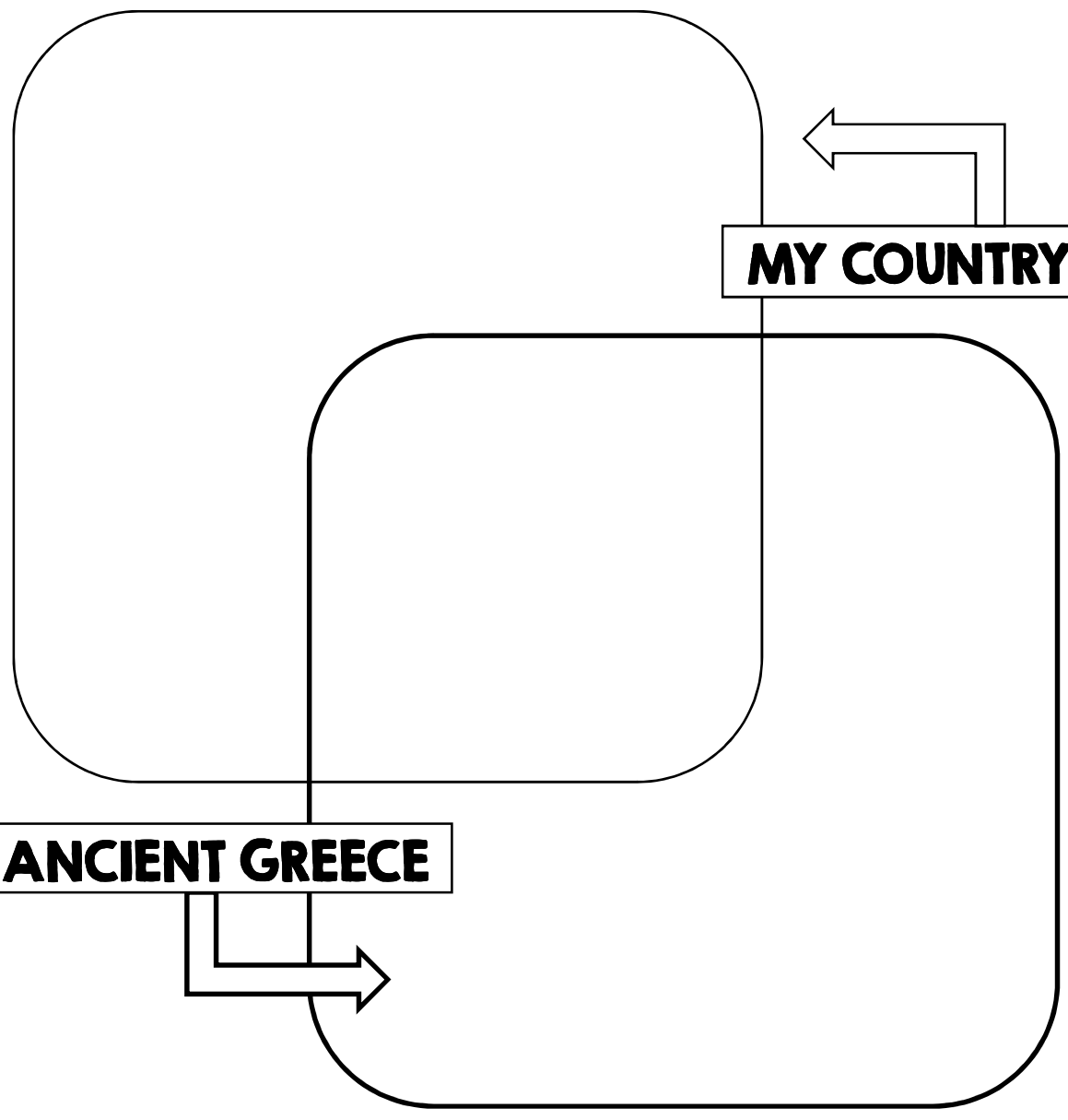
ALEXANDER  
THE GREAT

**Alexander the Great had an exciting life. Reflect back on the information you have learned so far about Alexander the Great. What do you think was going through his head? In the space below, use pictures and words to show what you think was going on in mind during his many great conquests and adventures.**



**ALEXANDER THE GREAT:  
WHAT IS GOING THROUGH HIS HEAD?**

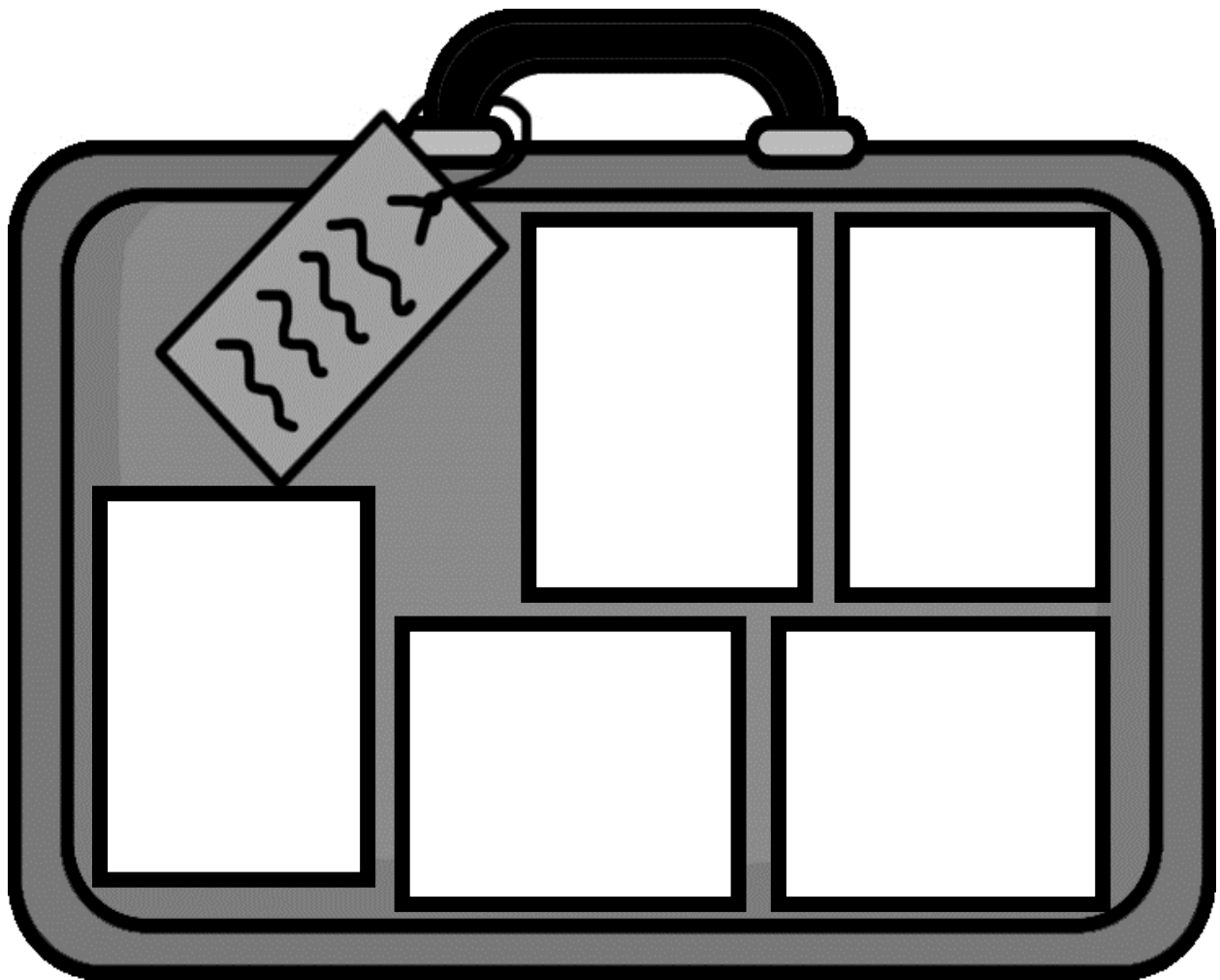
# COMPARE AND CONTRAST: ANCIENT GREECE AND MY COUNTRY



**MY COUNTRY**

**ANCIENT GREECE**

# ANCIENT GREECE: TRAVEL SUITCASE



**Imagine you are traveling back from a trip to Ancient Greece. What items would you bring back with you? Choose 5 items and illustrate them in the suitcase above. On the back of your paper, describe the significance of each item.**

# ANCIENT GREECE: THREE STAGES OF QUESTIONING

These are some questions I had **BEFORE** I started reading:

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These are some questions I had **WHILE** I was reading:

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These are some questions I had **AFTER** I finished reading:

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# ANCIENT GREECE:

## MAKING CLEAR CONNECTIONS

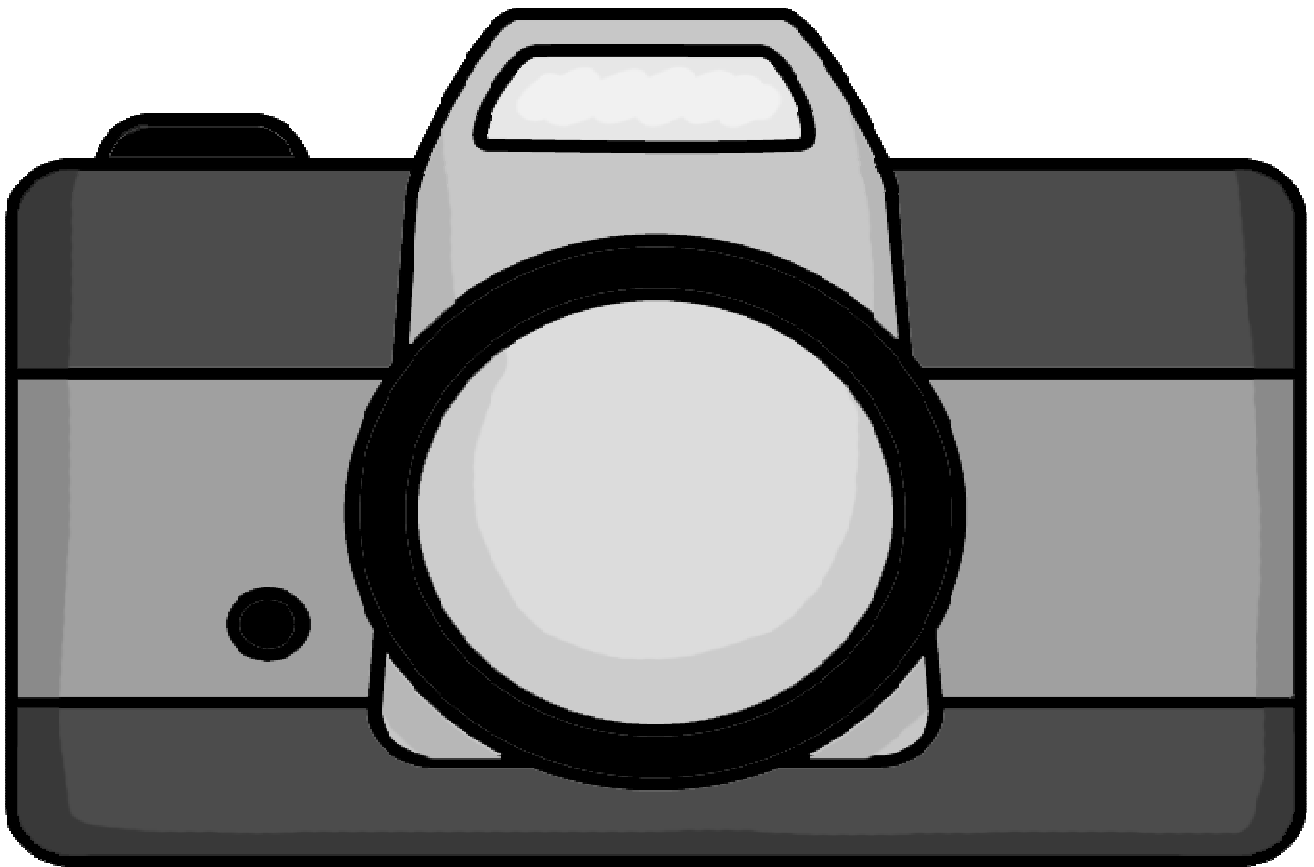
<b>WHAT I READ (Quote or Text Summary)</b>	<b>I CONNECTED IT TO... (Text, Self, World)</b>	<b>BECAUSE... (Strong explanation of connection)</b>



# ANCIENT GREECE:

## A PICTURE IS WORTH A THOUSAND WORDS

Choose one important event from the unit. What one image best represents the event? In the middle of the camera below, illustrate your chosen image. In the box, explain the significance of the event - how does it relate to this period of history?



A large, empty rectangular box with a solid black border, intended for the student to write an explanation of the significance of the event they illustrated in the camera lens.

# ANCIENT GREECE: VISUALIZE, DRAW, AND REFLECT

Draw and explain some of the pictures you made in your head while you were reading.

A large empty rectangular box for drawing, with five horizontal lines at the bottom for writing.

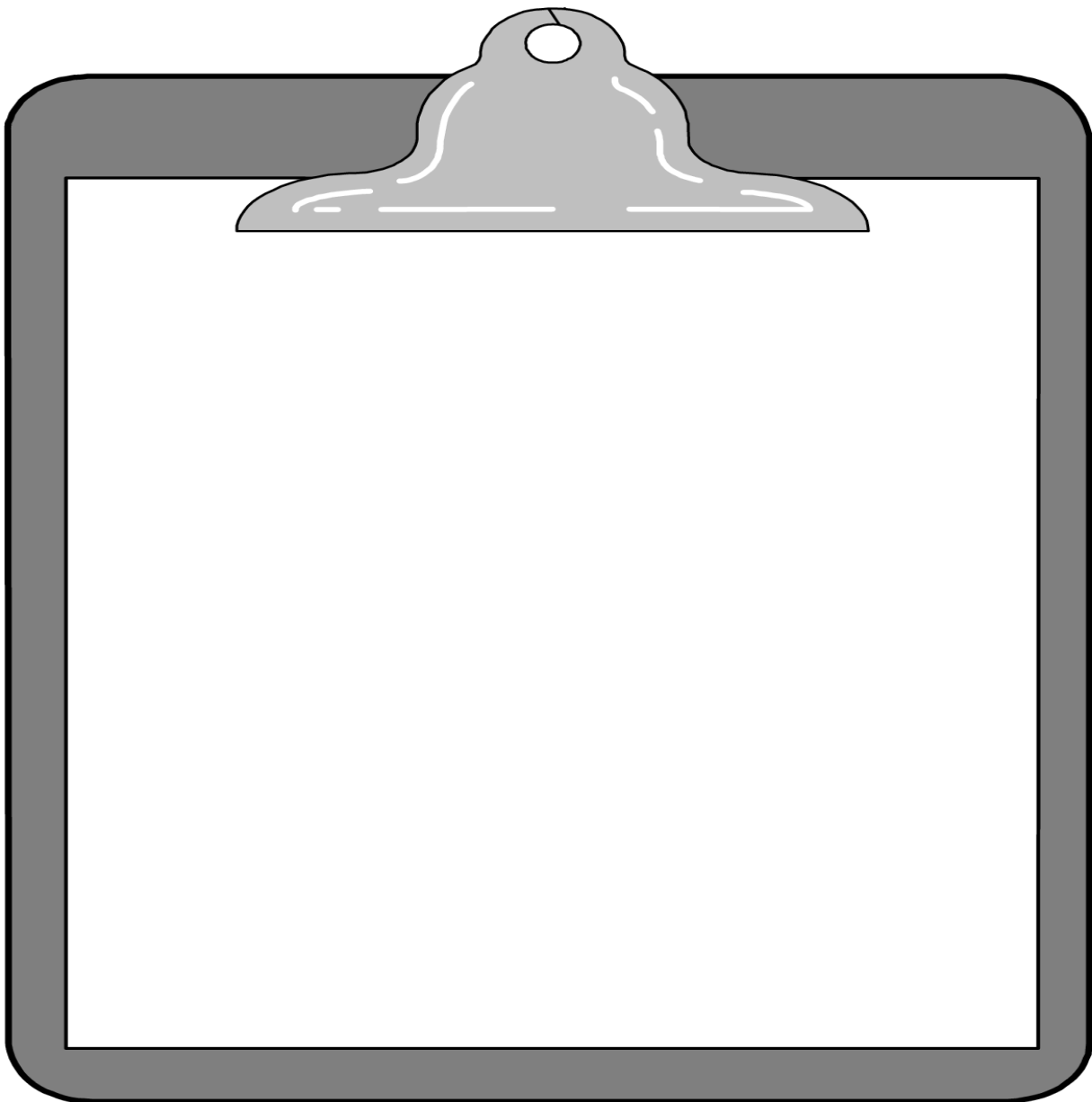
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# ANCIENT GREECE: KEY EVENTS

**Write about and illustrate an important part of today's reading. Include lots of information, and be sure to pick out all of the important key details.**



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