

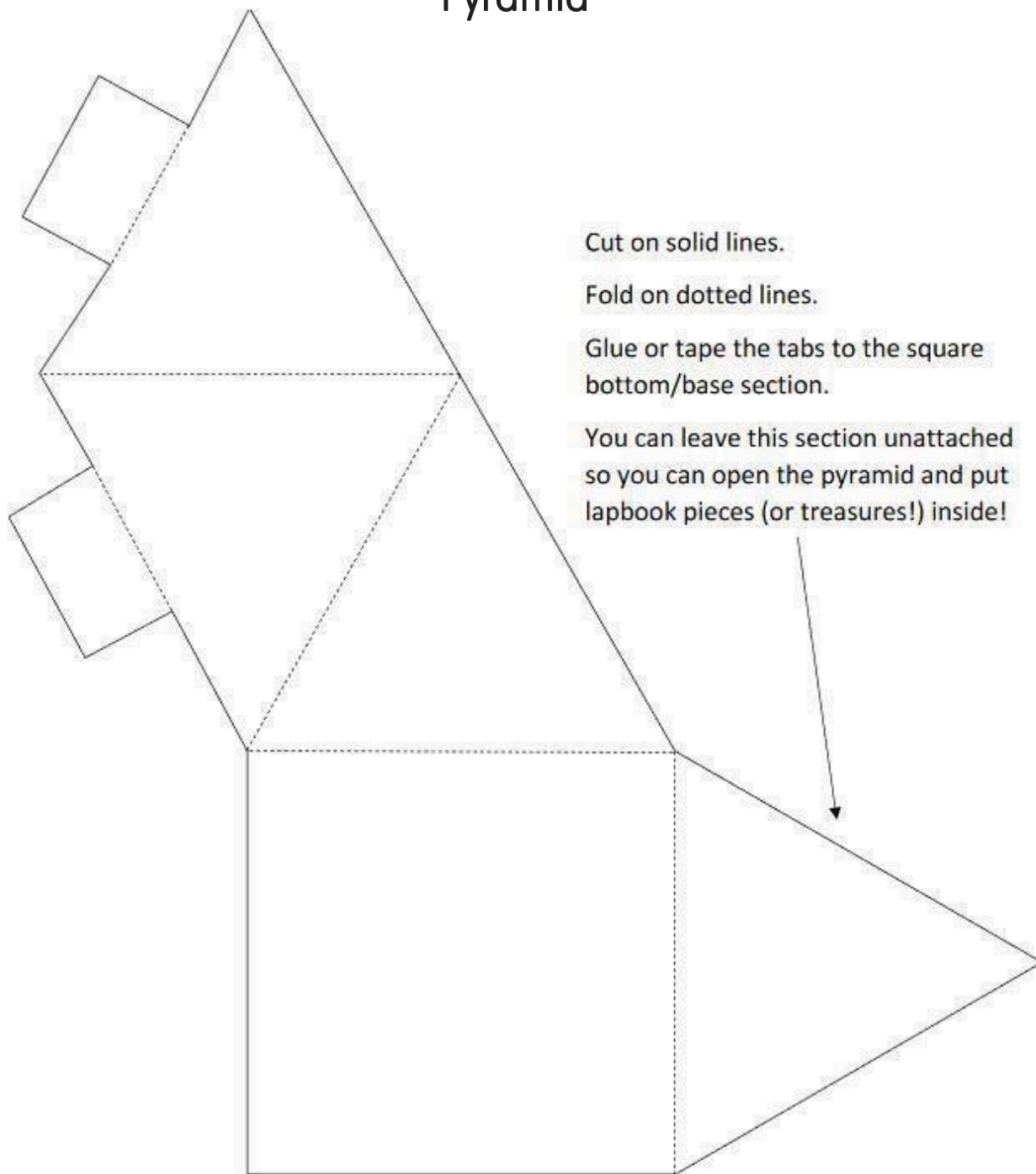
EP Ancient History Printables: Levels 1-4



This book belongs to:



Pyramid





Timeline Order

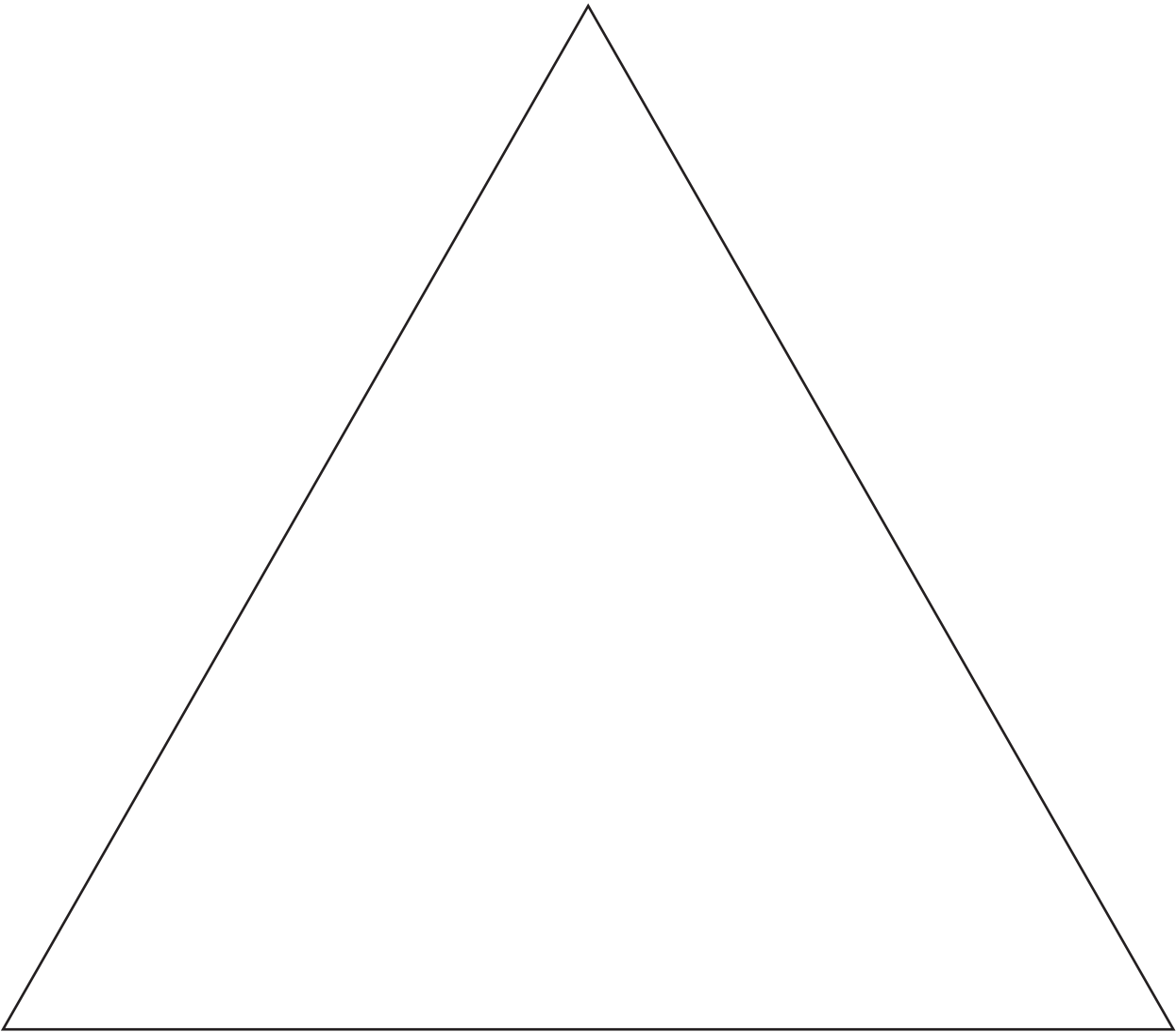
Cut out these timeline events and put them in order. Remember, in BC the bigger the number, the farther back in time you are.

551 BC Confucius is born	509 BC Roman Republic established
500 BC Adena mounds are built in Ohio	206 BC Han Dynasty begins in China
221 BC Shi Huangdi becomes first emperor of China	27 BC Octavian becomes ruler of the Roman Empire
44 BC Julius Caesar is killed	100 AD Paper invented in China
476 AD Roman Empire falls	500 AD Height of Mayan civilization
570 AD Muhammad is born	600 AD Islam spreads to North Africa
800 AD Arab traders brought paper from China	960 AD Song Dynasty founded in China
1215 AD English Magna Carta signed	2700 BC The Old Kingdom began in Egypt



Egyptian Hierarchy

Read about Egyptian workers and look at the chart about Egyptian society. Fill in your own chart. You can write the words or cut out the pieces at the bottom of the page



Priests	Craftsmen	Vizier (religious advisor)
Nobles	Pharaoh	Soldiers
Slaves	Scribes	Farmers



Hieroglyphic Code Break

Crack the code!

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
		U	V	W	X	Y	Z		





Rosetta Stone

The Rosetta stone was found in _____. It was found by French soldiers. The Rosetta stone had writing carved on it. The same order, or proclamation, was written in three _____. They are: an ancient Egyptian script called Demotic, Ancient Greek, and _____. This helped people learn how to read hieroglyphics and the ancient Egyptian Demotic script.

Jean François Champollion studied the Rosetta Stone and deciphered the hieroglyphs. He read the _____ writing and was able to make educated guesses about the meaning of the hieroglyphs. Through a lot of study and work, he was able to decipher the hieroglyphic and Demotic writing systems.



Word Bank:

GREEK

SCRIPTS

HIEROGLYPHICS

EGYPT



Papyrus

The ancient Egyptians made a form of paper called papyrus. Draw a picture in the box to match the directions for making papyrus.

Gather a large amount of river reeds. Cut off the outside layer of the reed. You may need to further cut the inside portion of the reeds into thinner strips.	
Weave the inside portions of the reeds like you are making a placemat.	
Pound the mat area to flatten it. You can use a rock, hammer, or rolling pin. This also helps remove water from the reeds. Make sure you flip it over and pound the other side as well.	
Leave your papyrus to dry. You can hang it in the sun to let it dry faster. When it is completely dry, you can write or draw on it!	



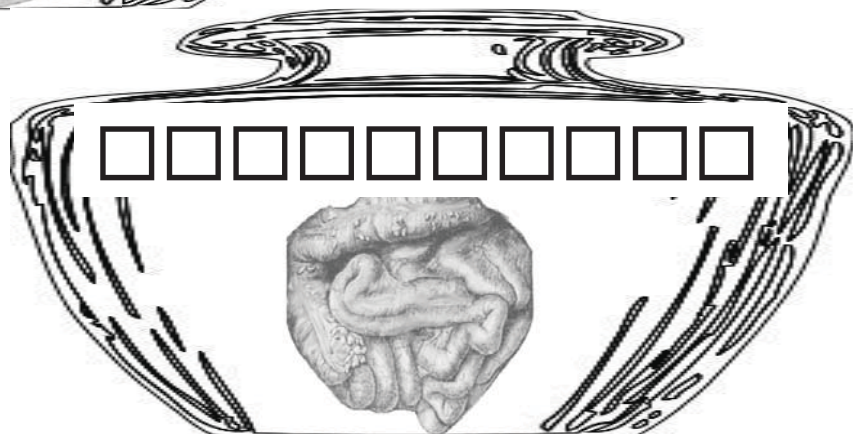
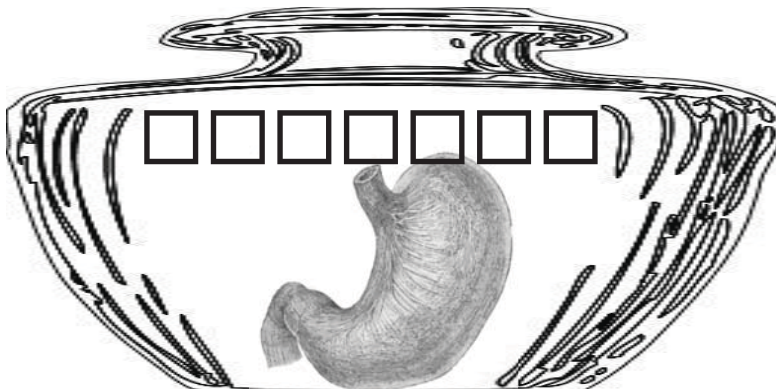
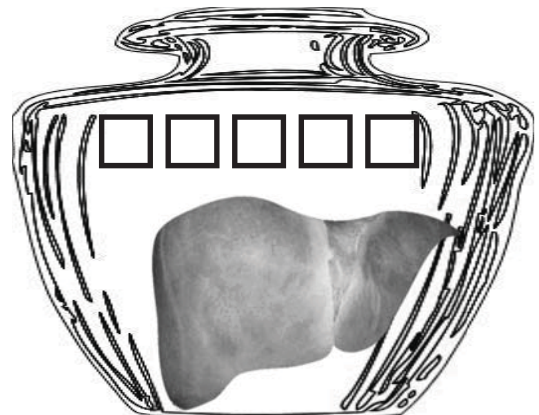
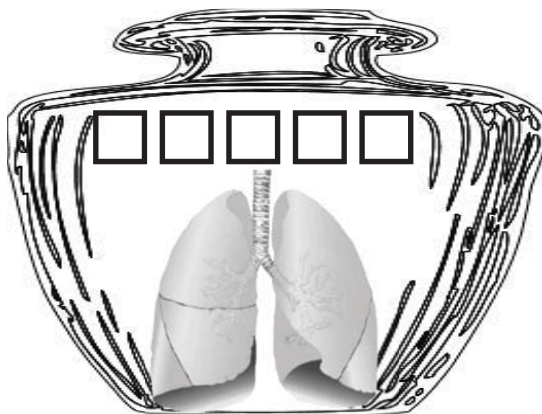
Embalming the Pharaoh

When the Pharaoh died, the body was prepared for burial. The embalming process required certain organs to be removed and placed into jars. Label each jar with the organ it contains. Mark off the labels to find out which organs were NOT placed into jars.

BRAIN
INTESTINES

STOMACH
HEART

LIVER
LUNGS





King Tut

Write something about what you have learned about King Tut.



Draw a picture of one of the
treasures found in his tomb.



Word Find

Read these facts about ancient Egypt. Find the words in bold in the word search.

H	F	O	N	M	V	P
I	K	L	B	O	A	T
E	N	I	L	E	L	U
R	I	A	B	G	L	T
O	G	D	S	Y	E	L
G	I	Z	A	P	Y	B
L	Z	A	P	T	K	G
Y	T	U	B	E	W	I
P	O	T	T	E	R	Y
H	P	K	L	A	T	Q
I	K	P	M	A	S	K
C	L	W	A	N	O	Y
S	P	H	I	N	X	D

Life in ancient Egypt was centered around the **Nile** River. The main form of transport in ancient Egypt was the **boat**. Early Egyptians used clay to make **pottery**.

The ancient Egyptians developed a writing system called **hieroglyphics**.

The Great **Sphinx** and the Great Pyramid at **Giza** were built during the "Old Kingdom" period.

King **Tut** was a pharaoh that was buried in the **Valley** of the Kings with a beautiful gold **mask**.





King Tut

Color the picture of King Tut.





Mesopotamia

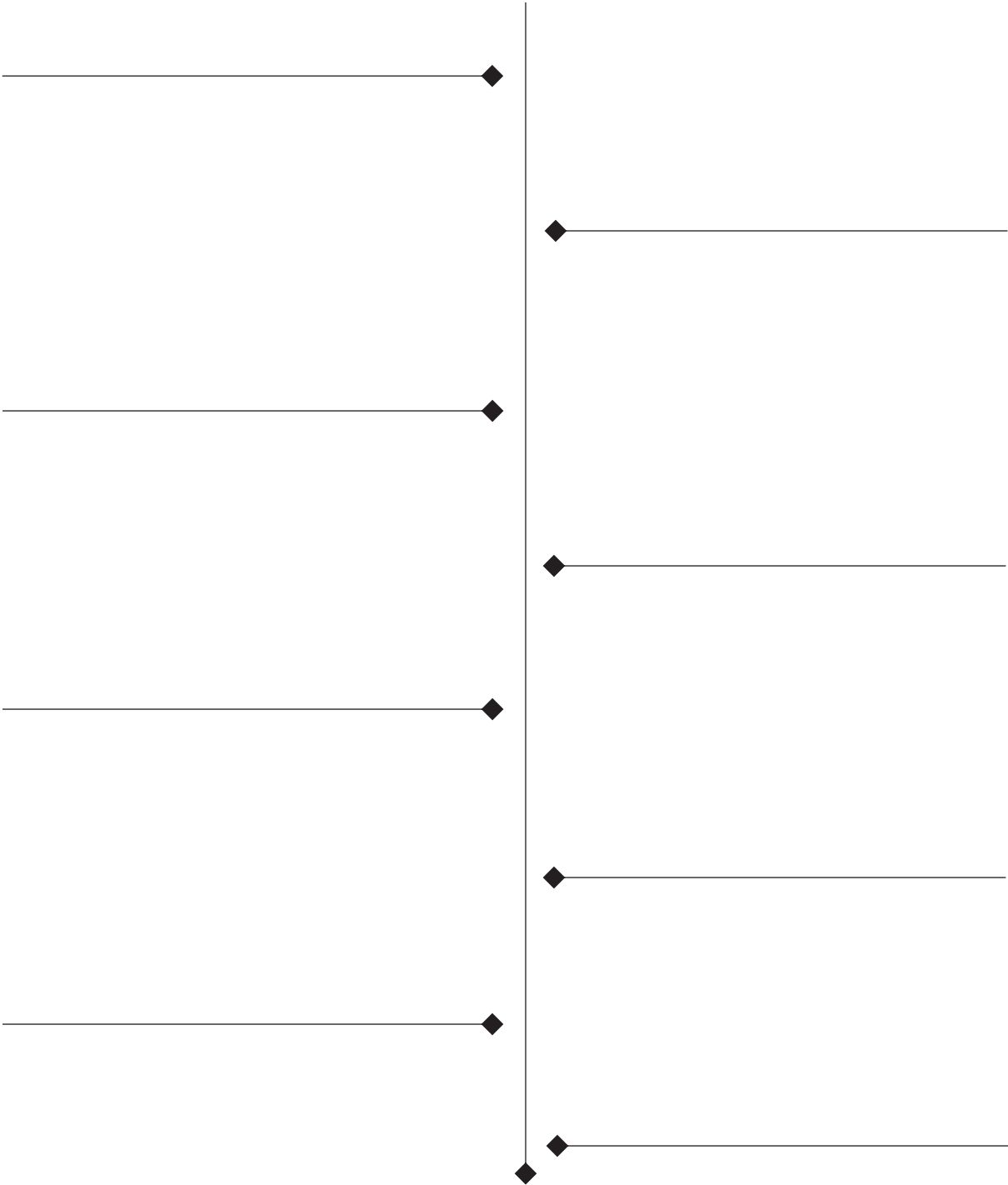
Color in the area known as Mesopotamia.



<https://d-maps.com/m/asia/prochorient/prochorient07.gif>



Mesopotamia Timeline





Current Events

Answer each question about the article you read.

Who was there?

What happened?

When did it happen?

Where did it happen?

Why did it happen?



Cut out as two strips and attach together using the dark rectangle. This is your BC strip. Attach BC timeline pieces in order. Fold accordion style and write B.C. on the cover.



Cut out the two rectangle strips and attach together. Make these the AD timeline. Attach the timeline pieces in order. Fold accordion style. Write A.D. on the cover.



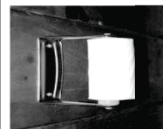
Cut out each rectangle and glue the pieces onto the timeline in chronological order. Remember that BC works backwards, the bigger the number the longer ago it was. The BC all go on one timeline. The AD on the other. There are more picture/date cards on the next page.



Compass
200 BC



Crossbow
500 BC



Toilet Paper
589 AD



Growing Rice
4000 BC



Rotary Fan
200 BC



Silk Making
3000 BC



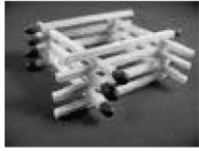
Fork
2400 BC



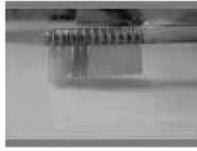
Tea
2000 BC



Salt Making
2000 BC



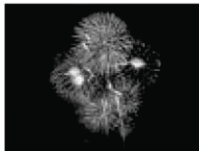
Matches
577 AD



Toothbrush
1490 AD



Paper Money
700 AD



Fireworks
960 AD



Printing
618 AD



Deck
of
Cards
700 AD



Exploding
Cannonball
1400 AD

Cut out each piece separately and attach
in chronological order to the timeline.



Confucius

Read and copy this quote from Confucius.

Teaching from Confucius

What you do not want done to you,
do not do to others.



Emperor Qin

Cut around this as one long rectangle, including the picture. Fold in the middle. This part gets glued down.

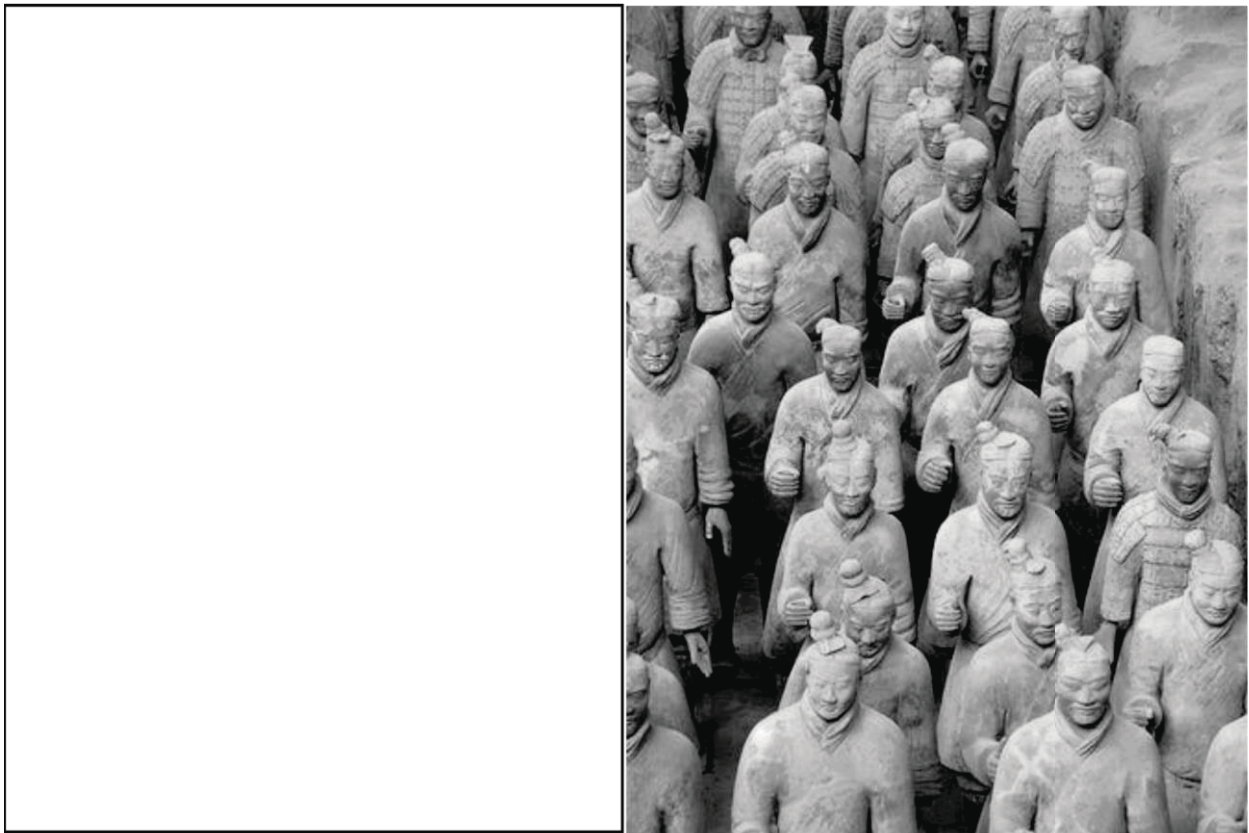
Part of the
Easy Peasy All-in-One Homeschool





Terracotta Warriors

Cut around the whole thing as one big rectangle, and fold down the middle.
The blank rectangle gets glued down and the picture becomes the cover. Write
on the inside to tell about the Terracotta Warriors.





Great Wall of China

Cut out each box with its tabs. Don't cut off the tabs!

1	2
<p>How long is The Great Wall of China?</p> <p>A 1,000 miles</p> <p>B 4,000 miles</p> <p>C 10,000 miles</p>	<p>When did the Chinese start to build the wall?</p> <p>A 771 BC</p> <p>B 45 BC</p> <p>C 543 AD</p>

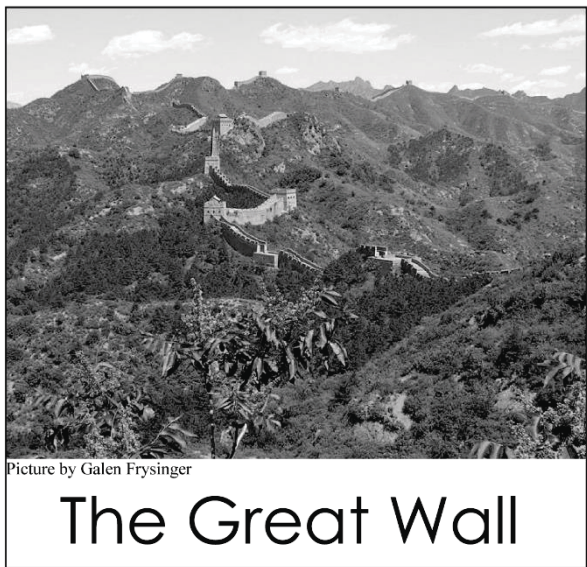
<p>Why did they build The Great Wall?</p> <p>A To decorate their country</p> <p>B To show off their abilities</p> <p>C To protect themselves</p>	3
--	---

Continued on the next page.



Great Wall of China

Cut out the Great Wall box. Cut out the box with the 4 tab (don't cut off the tab!) Cut out the box with the "answers" tab. Stack all boxes with the picture on top, then in order 1, 2, 3, 4, answers.



<div>1 B, 4000 miles</div> <div>2 A, 771 BC</div> <div>3 C, To protect themselves</div> <div>4 Not really. You can't see it from space without help.</div>	<div>You can see the Great Wall from outer space.</div> <div>True or False</div>	<div>4</div>
<div>Answers</div>		



Confucius

Copy the Confucius quote.

A man who has committed a mistake and doesn't correct it is committing another mistake.



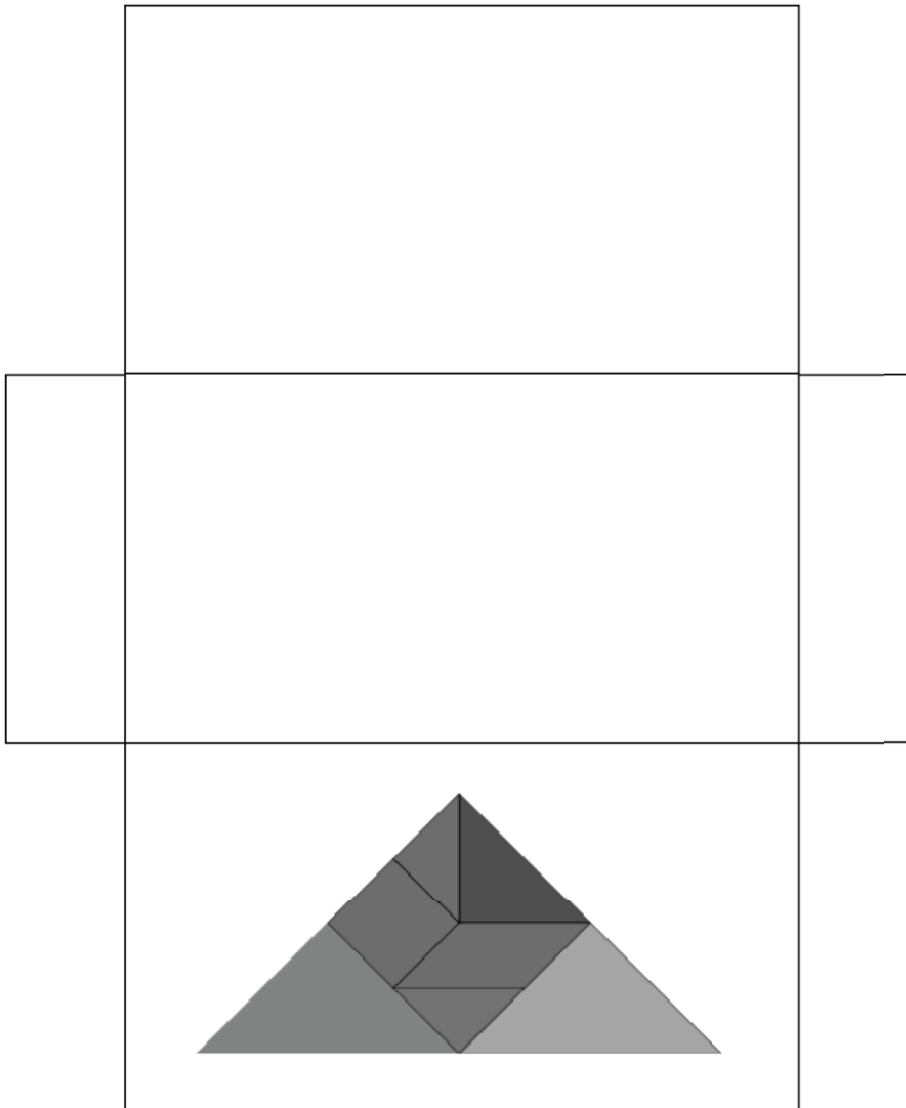
Confucius

Copy the Confucius quote.

Consideration for others is the basis of a good society.



Tangrams

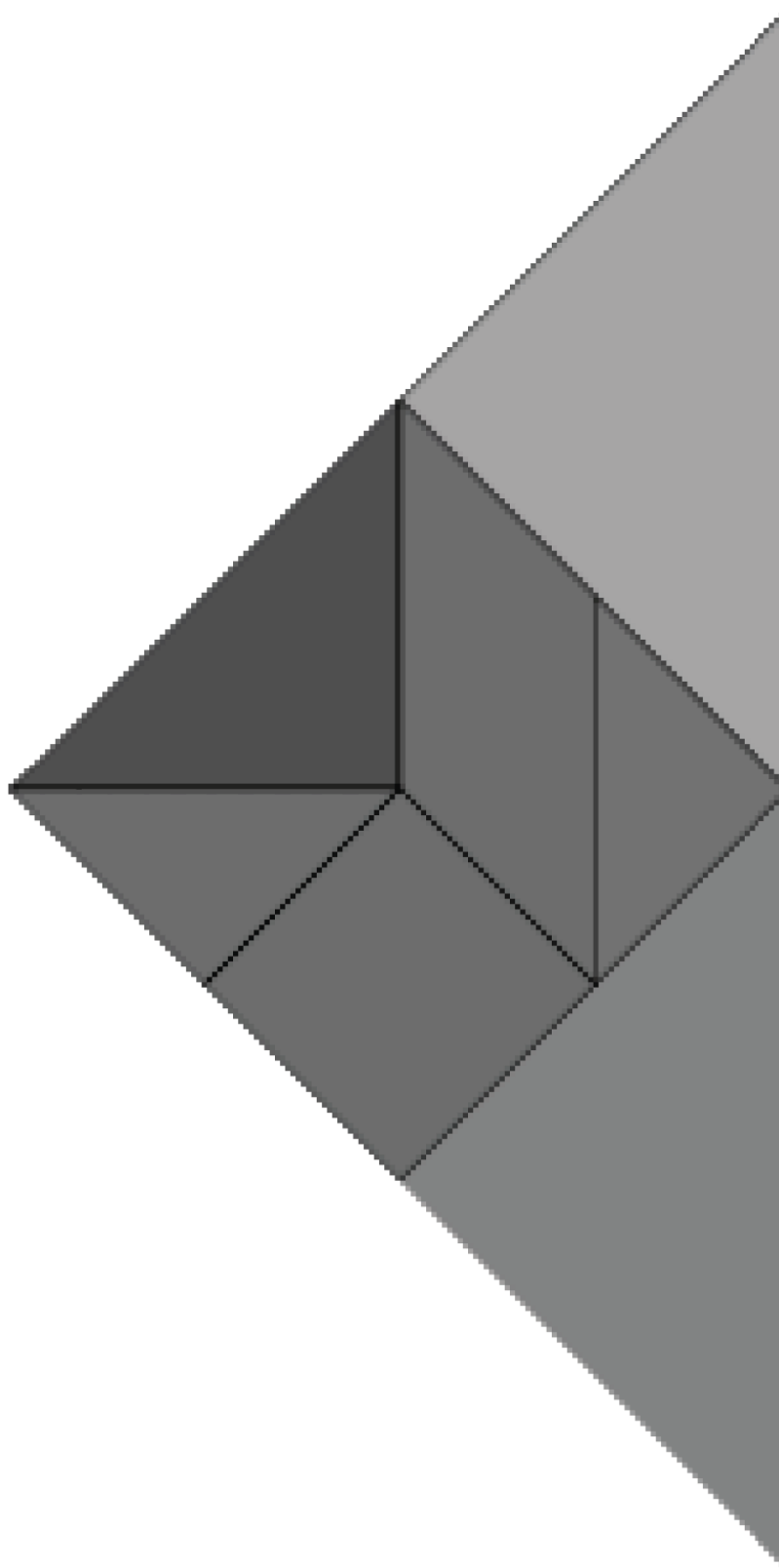


The first book mentioning **tangrams** was printed in China in 1813, but many believe the design is ancient.

Cut out word box separately. The rest cut out as one piece. Fold the top rectangle forward. Fold side flaps around that flap and attach to make pocket. (So the flaps are on the same side of the paper as the picture.) Fold down tangram picture flap to make the cover. (Now the little side flaps are on the back and the picture is on the front.) Lift the flap and attach the word box inside.



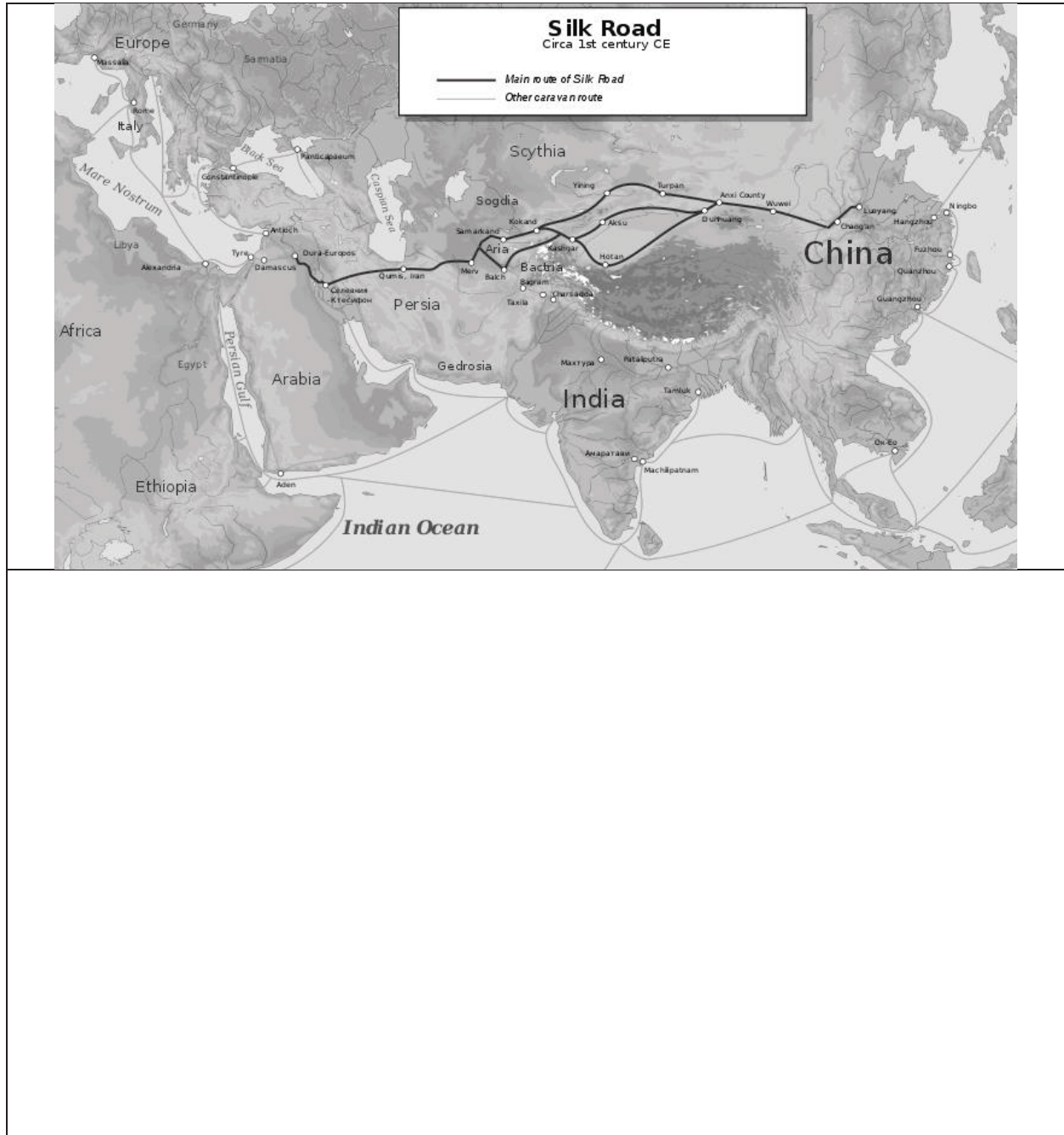
Cut out the tangram pieces along the color edges. Put in the pocket made on the previous page. Use them to make different shapes and designs. There are patterns for shapes to make at http://etc.usf.edu/clipart/galleries/math/tangram_solid_puzzles.php.





Silk Road

Write information you learned about the Silk Road. You can cut this out and use it as a lapbook piece or just use this page as a notebooking page.





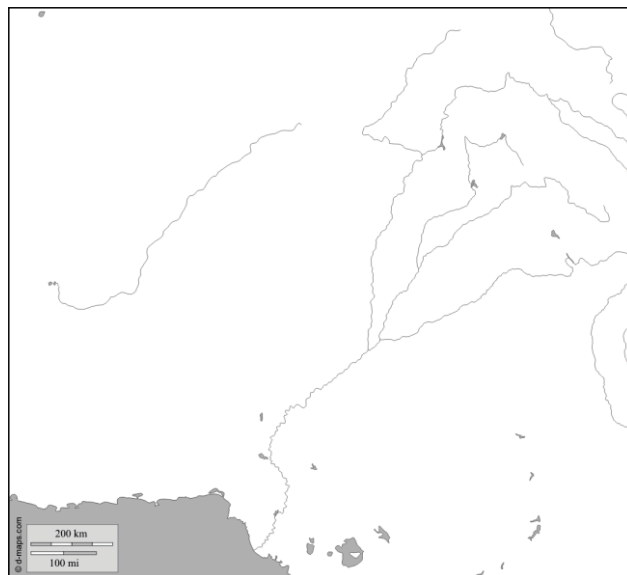
Indus Valley

Use this page to write notes about what you have learned about the Indus Valley Civilization.



Why did early civilizations begin around rivers? What were some of the important uses of water?

Label the Indus River and color it blue. Look back at the map in your reading. Shade the Indus Valley civilization area.



Look at the pictures from your reading assignment. Use this space to record your observations of the archaeologists' finds from the Indus Valley civilizations.



Indus Valley

Cut out the pieces of this tabbed booklet. Stack all the pieces together and staple together at the bottom of the booklet.

My discoveries about the ancient cities of the Indus Valley

Why was the river important to the civilizations?



Cover page, Lesson 42

Daily life



Trade/Travel
Art/Writing

A large empty rectangular box for notes or drawing.

Page 2, Lesson 43

Jobs, Food
and Farming

A large empty rectangular box for notes or drawing.

Page 3, Lesson 44



Games/Toys

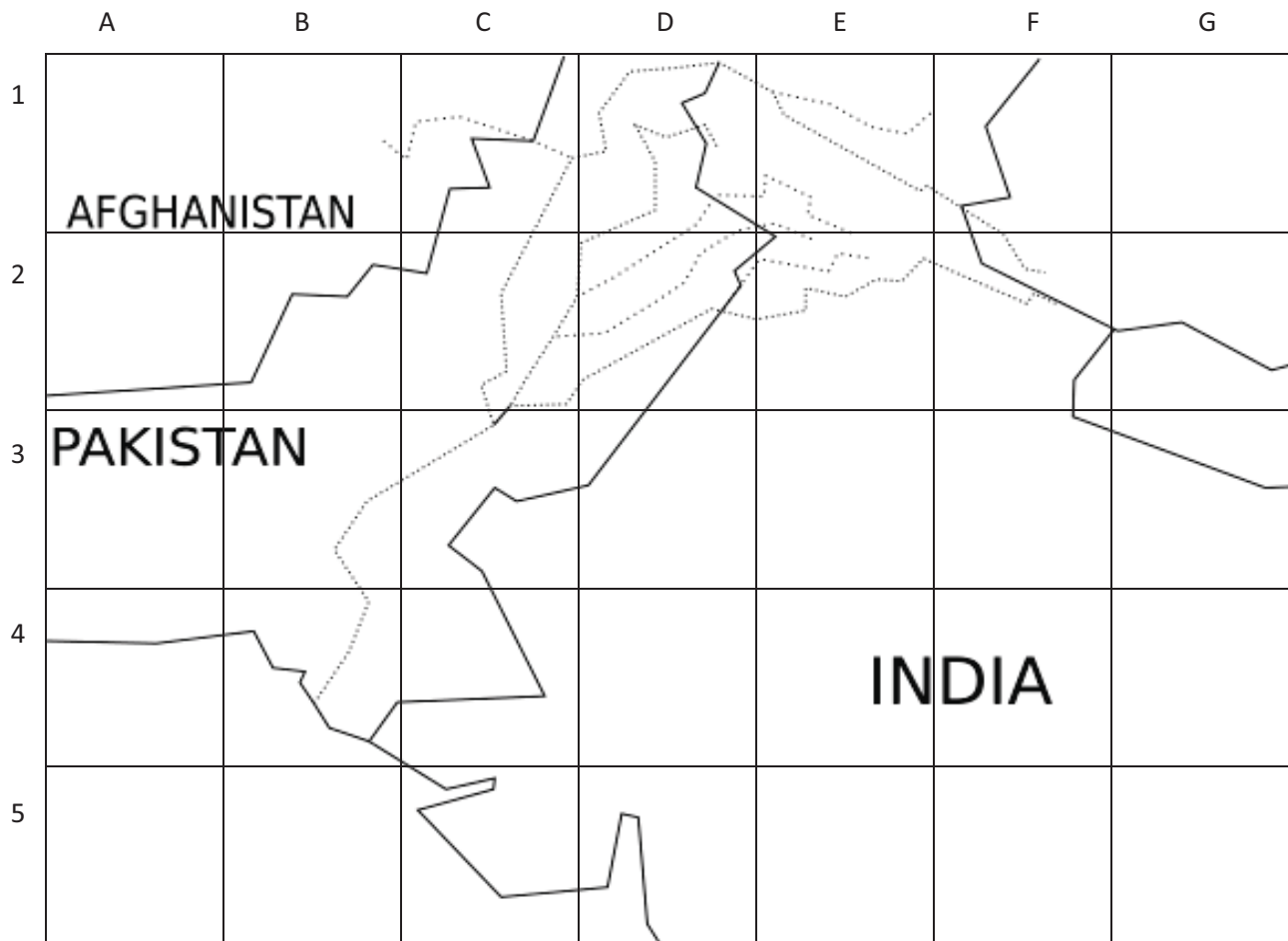
--

What they did
for us

--



Map Activity



Color the dotted lines blue. Do you remember the name of the river? Label the river on the map.

Highlands are found in Pakistan, west of the Indus River. Color that area brown and label it "Highlands."

Draw a symbol to represent mountains in squares C1, D1, E1, F1, F2, and G2. Label the mountain range "Himalaya Mountains."

One major excavation site is Mohenjo-Daro. It is east of the Indus River in square B3. Mark and label that area on the map.

Another major area is Harappa. On your map, it is in square D2 between the lower 2 segments of the river system. Mark and label that area.



Fill in the Blanks

Fill in the blanks using words from the word bank.

Picture 1 shows an area excavated in Dholavira. That is a reservoir that would have been full of _____ during the Indus Valley Civilization.

Picture 2 shows a _____. These were baked and cut to use in building the structures in the towns.

The clay sculptures in picture 3 were likely used as _____.

Picture 4 shows where a washroom would have been. The narrow, brick-lined area would have been a _____ taking dirty water away from the washroom.

The _____ and weights in picture 5 would have been used in trade and sales.

The seal in picture 6 has writing, an inscription of a deity with 3 faces, and several animals. The striped animal on the right is likely a _____.

Word Bank		
TIGER	WATER	DRAIN
TOYS	BRICK	SCALE



Current Events

What happened?

Who was there?

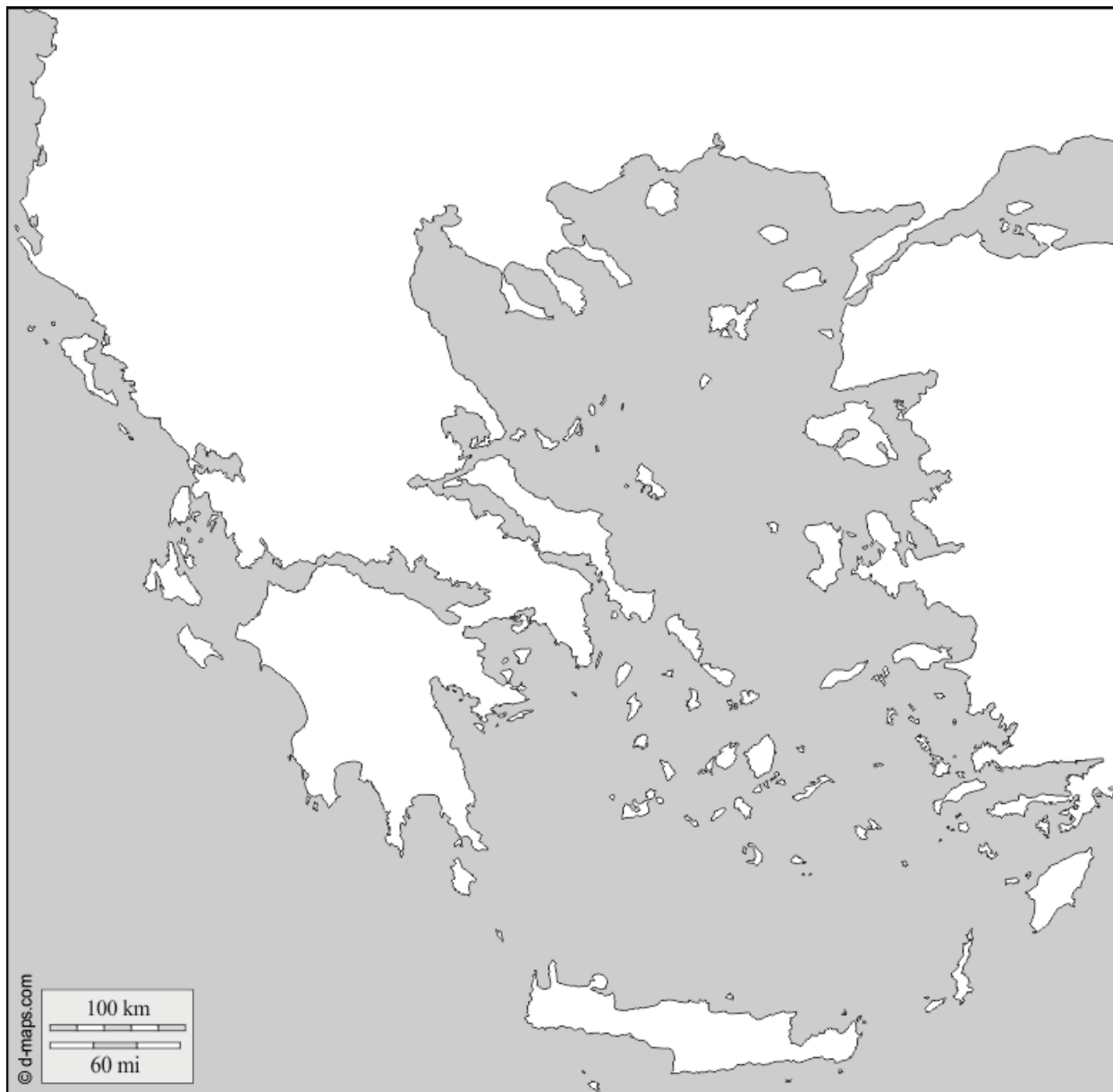
When did it happen?

Where did it happen?

Why did it happen?



Greece



Choose a color to represent Greece.

Choose a symbol to represent Athens and Sparta.

Mark these places on the map.

Label the major bodies of water on the map.

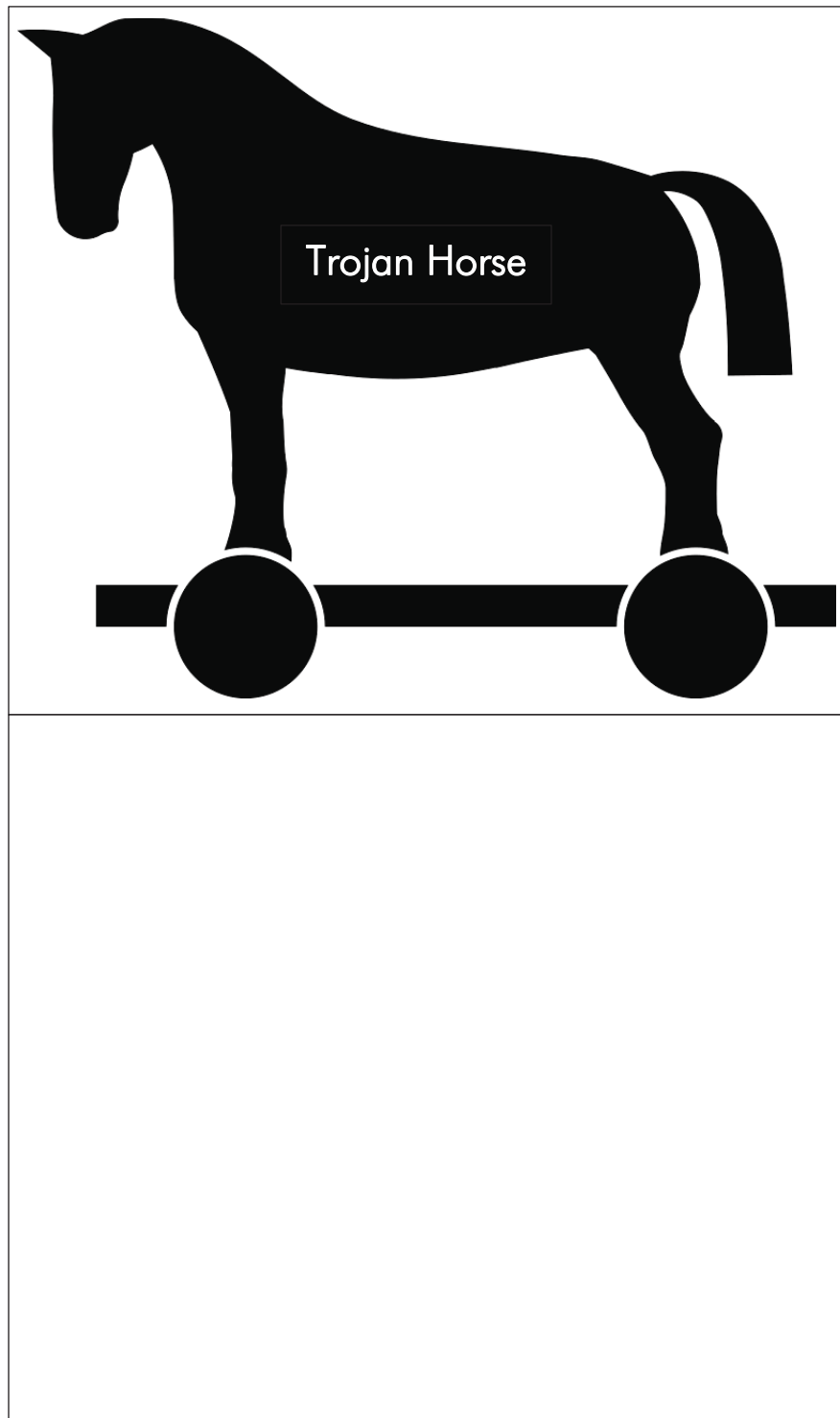
Map Source: <https://d-maps.com/m/history/greceold/greceold01.gif>

Map Key	
	Greece
☺	Athens
⌘	Sparta



Trojan Horse

Write about the story of the Trojan Horse.





The Odyssey

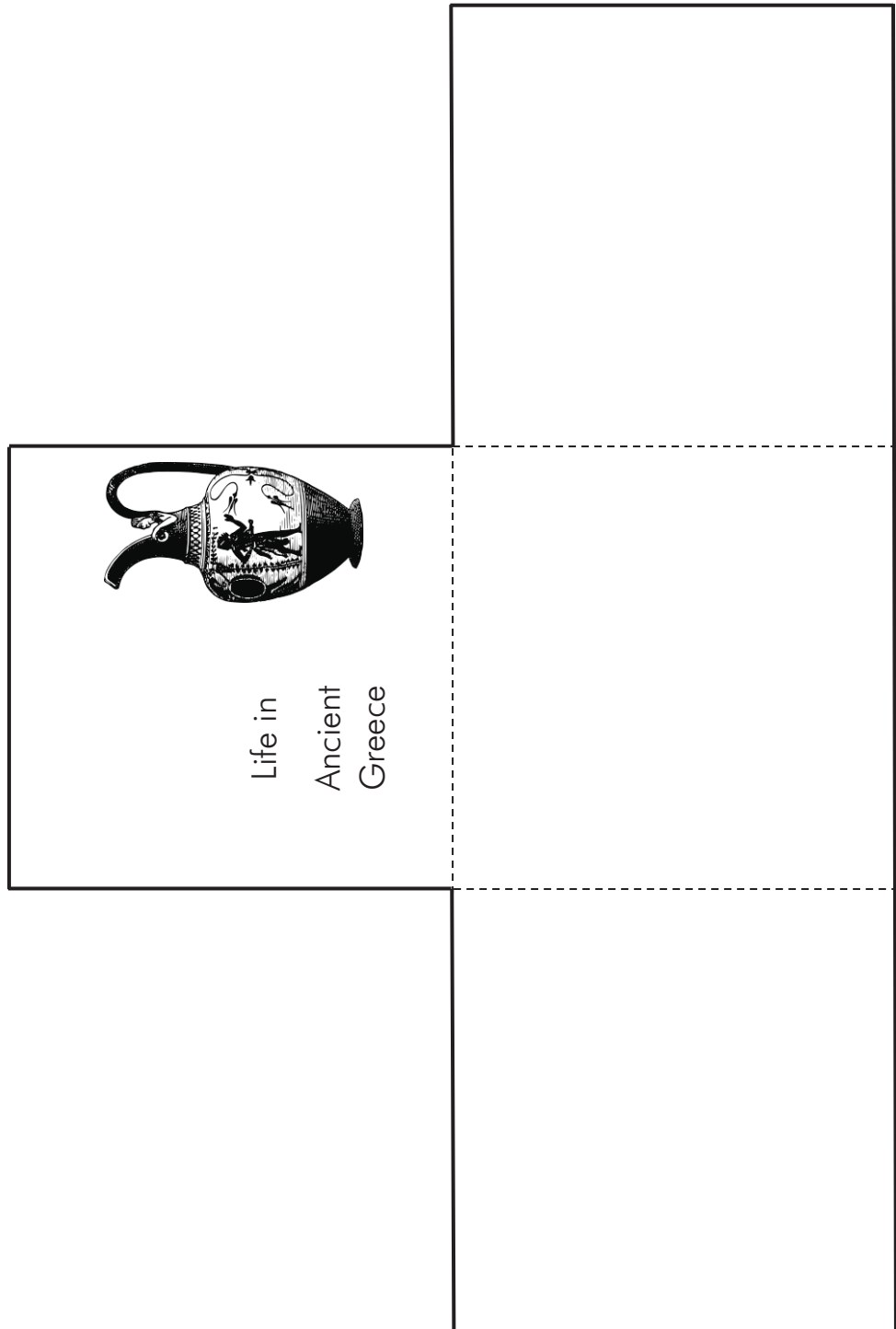


The Odyssey
by Homer



Ancient Greece

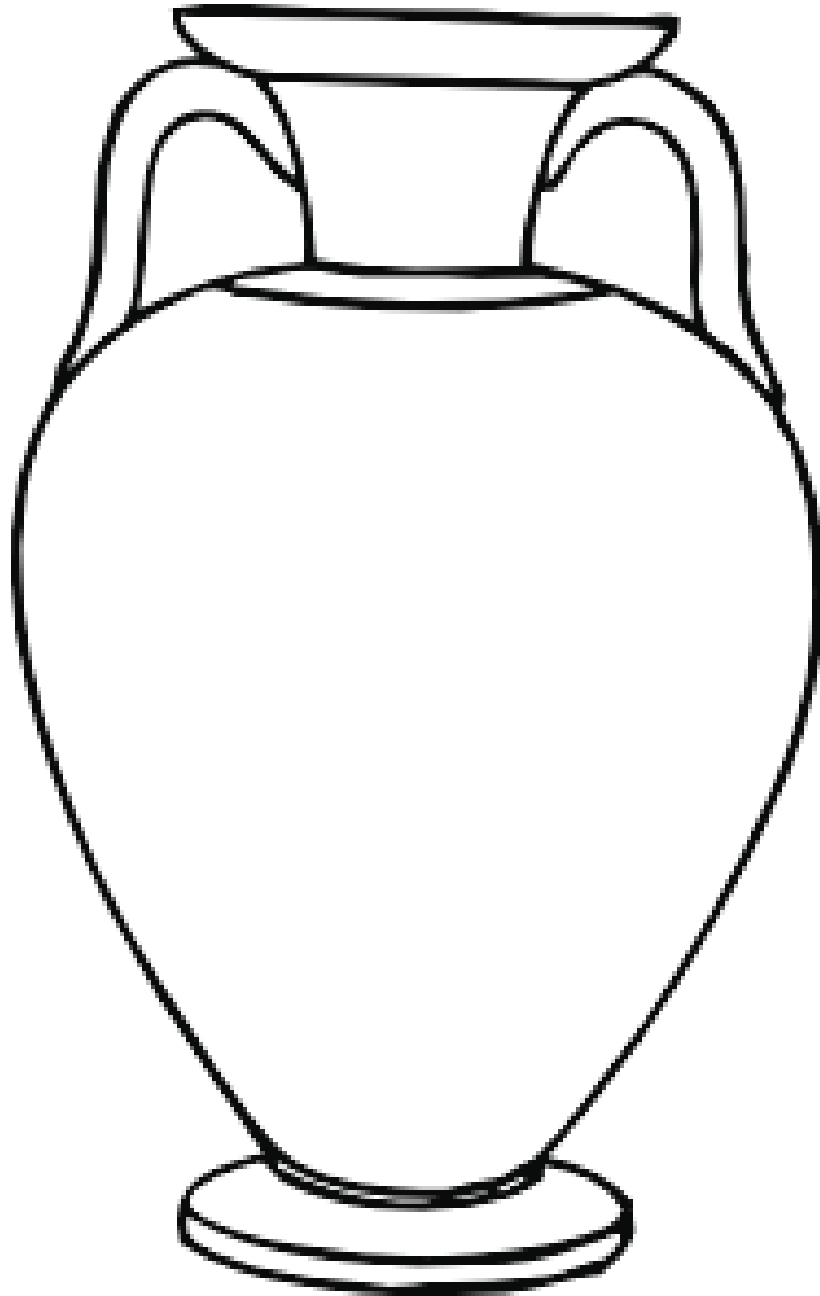
Cut on the solid lines. Fold on the dotted lines to make a booklet. Write information about life in Ancient Greece.





Coloring Page

Choose one of the Greek gods you read about and color a design on the pottery to tell about him or her.





Parthenon

Fill in the blanks with words from the WORD BANK to complete the sentences.
Share with someone what you have learned about the Parthenon.

WORD BANK
sixty columns Athena temple



The Parthenon was
built as a

_____ for worshipping the Greek gods.

Inside the Parthenon, there is a statue of _____.

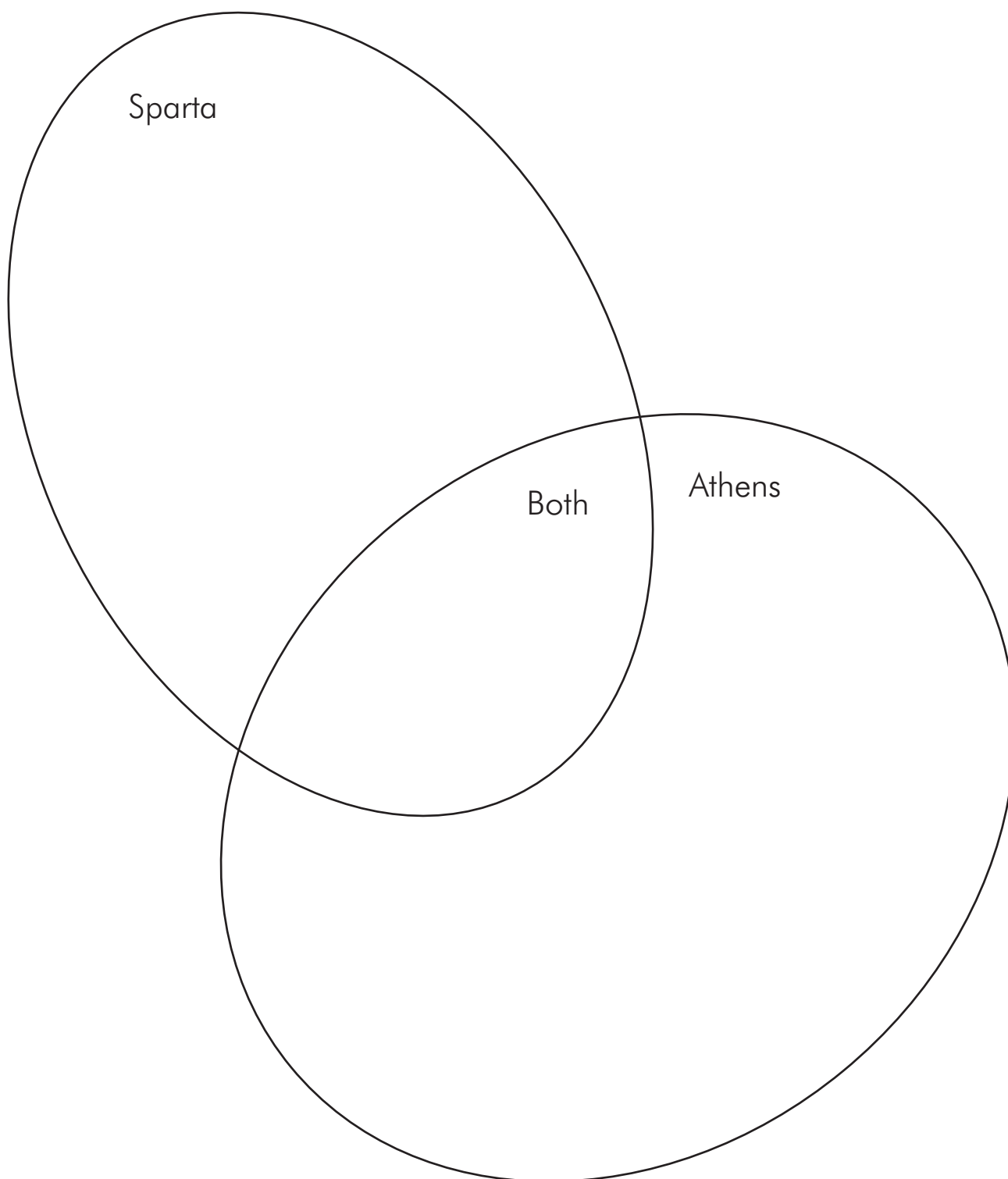
The Parthenon is _____ feet tall.

The Parthenon has _____ on all sides.
Eight across the front and back and 17 along both of the other sides.



Sparta and Athens

Compare and contrast Sparta and Athens.





Matching

Match the Olympic event with the correct description.

Wrestling

This event consisted of five competitions: long jump, discus, javelin, running, and wrestling.

Pentathalon

Some of these events took place on horseback. Others took place on chariots pulled by two or four horses.

Boxing

This event was throwing a wooden spear.

Long jump

This event was throwing an item shaped similar to a Frisbee.

Horse racing

This event took place in the sand. The match was over when a contestant was taken down three times.

Javelin

Competitors would hold weights, swing them, then jump in a sand track.

Discus

Competitors were not allowed to hit below the belt. Hitting in the head was allowed.



Ancient Greek Columns

Read the descriptions and write the name under the correct image.

DORIC – plain tops, not very decorative

IONIC – a little more decorative than Doric, basic column with a scroll design added

CORINTHIAN – fancier column with leaves



--

--	--	--

Draw your own Greek building. Which columns would you use?



Ancient Greek City-States

Use this graphic organizer to record what you learned about the ancient Greek city-states.

Why did they form city-states?

Describe the government.




How did people mainly travel?

What were some things the different city-states had in common?



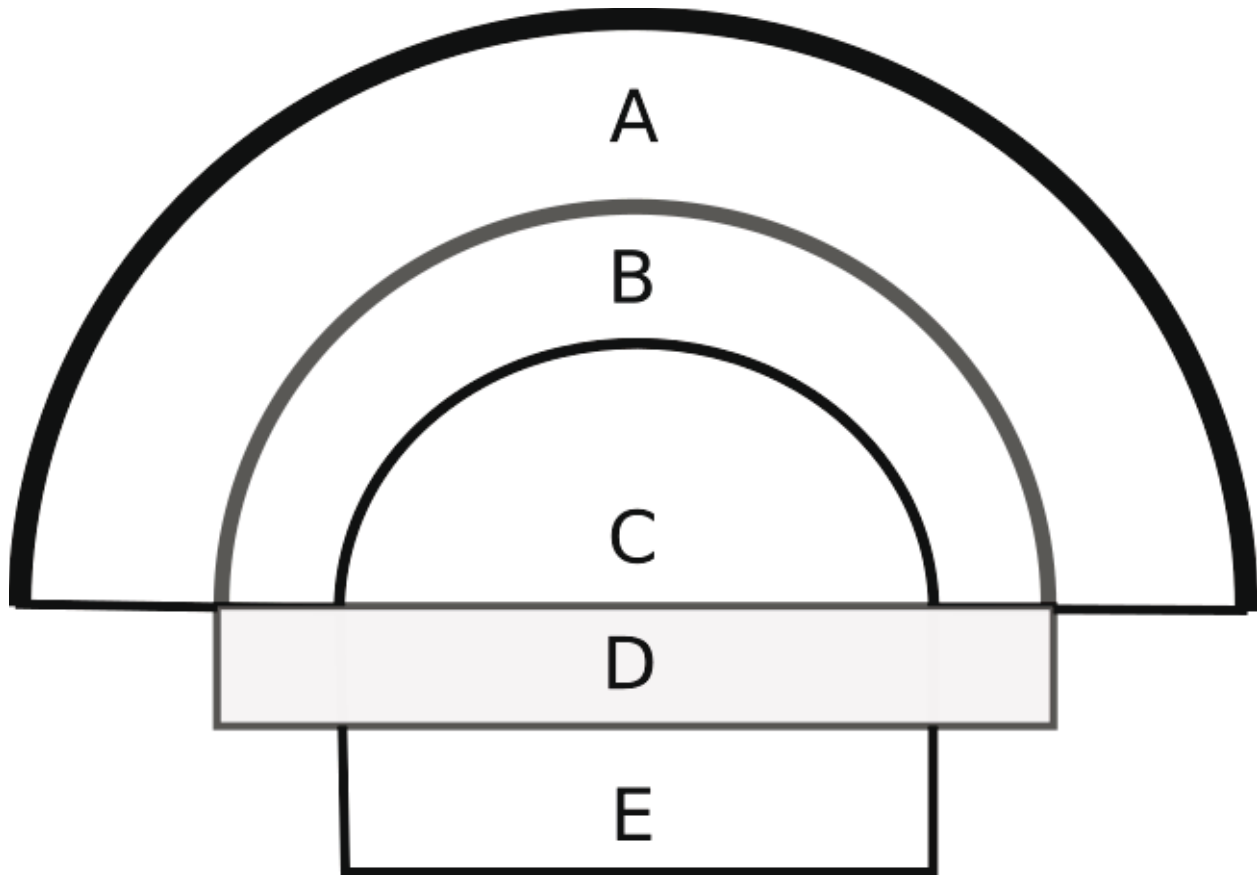
Famous Greeks

Write information you learned about these famous Greeks. You can leave this as a worksheet or you could cut it out and use it as a lapbook piece.

Famous Greeks		Socrates
		Hippocrates
		Sophocles



Ancient Greek Theatre

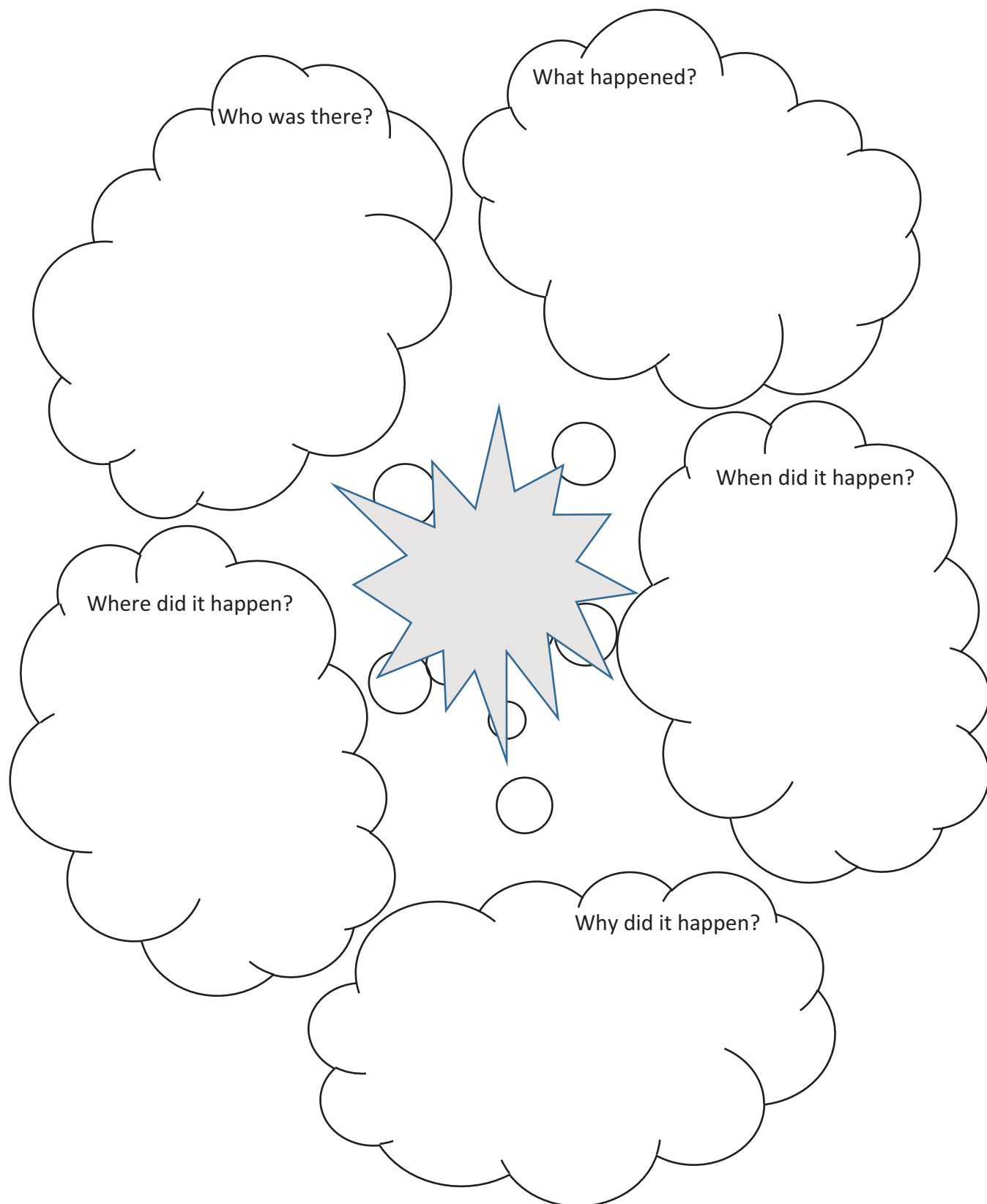


Match the letter to the area being described.

1. The two outer curved areas were seating areas. _____ and _____
2. The higher/outer seating area was for ordinary citizens. _____
3. The lower/inner seating area was for priests. _____
4. From the seating area, you can see the skene behind the stage. The skene was where actors would change or get ready. _____
5. Between the stage and the seating area was the orchestra area. The chorus would be in this area so they could be a part of the play and interact with the audience. _____
6. The stage was between the orchestra and the skene. Often it would be a simple wooden platform. _____



Current Events





Current Events

What happened?

When did it happen?

Where did it happen?

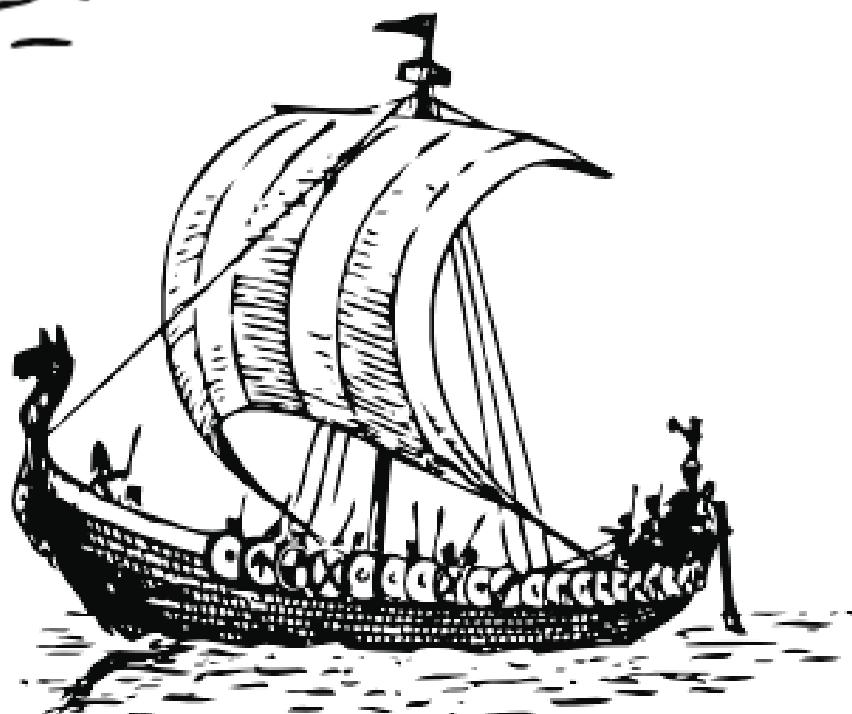
Who was there?

Why did it happen?



Viking ships

Color these Viking ships.





Knights and Castles

Record what you have learned. You can leave this as a worksheet or cut it out to be a lapbook.

Castles:

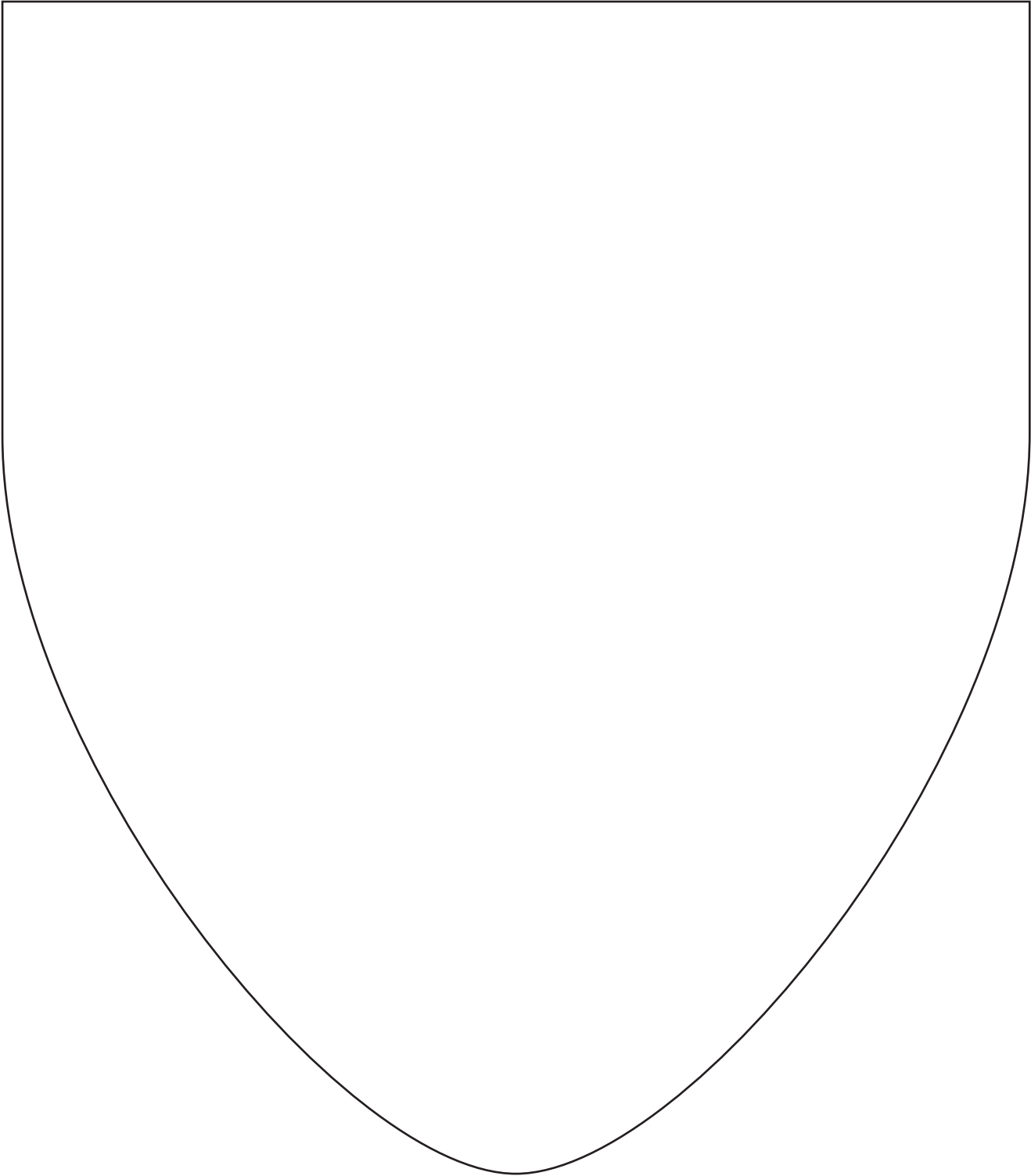


Knights and Pages:





Coat of Arms

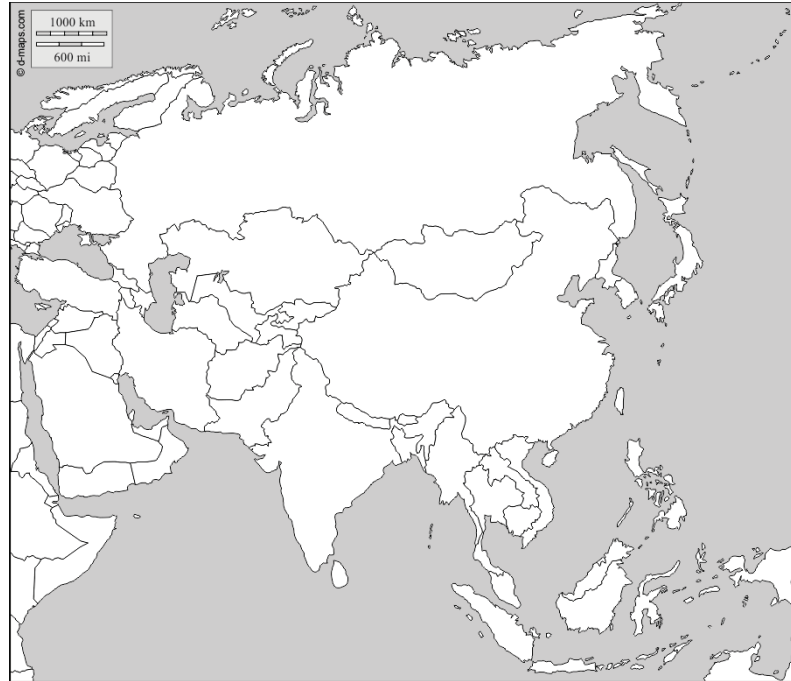




Japan

Find Japan on the top map and color it. Label the maps with the locations listed.

North Korea
South Korea
China

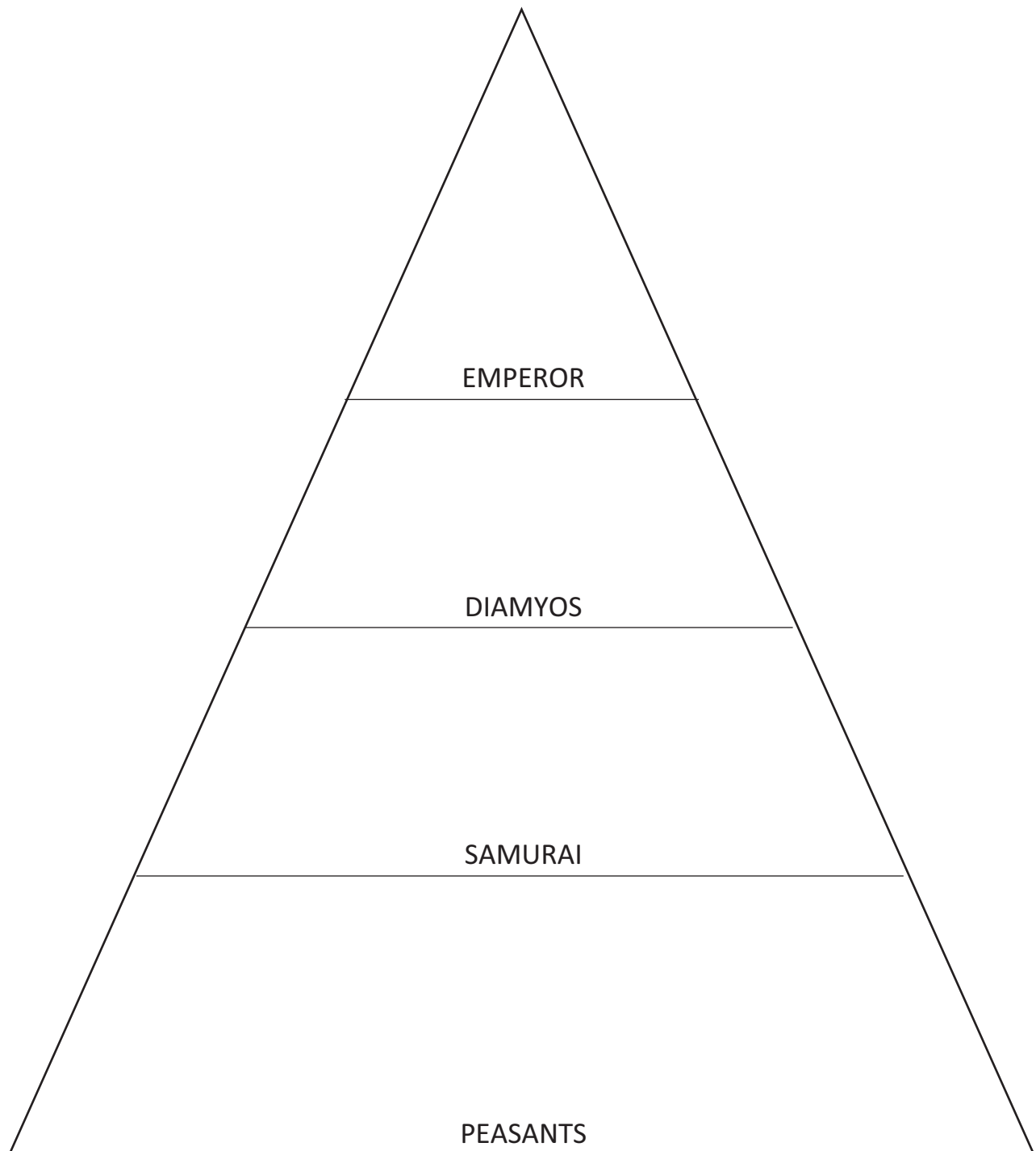


Sea of Japan
Pacific Ocean
Mount Fuji
Hokkaido
Honshu
Shikoku
Kyushu



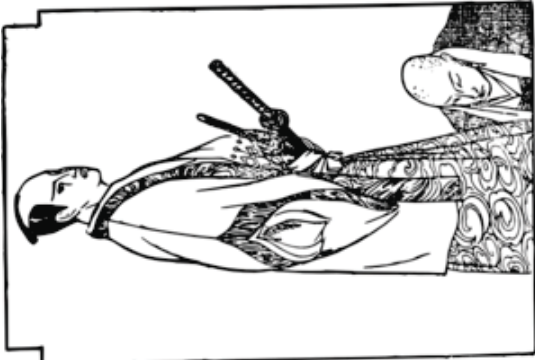
Japan

Add notes to each class of the Japanese Feudal System.



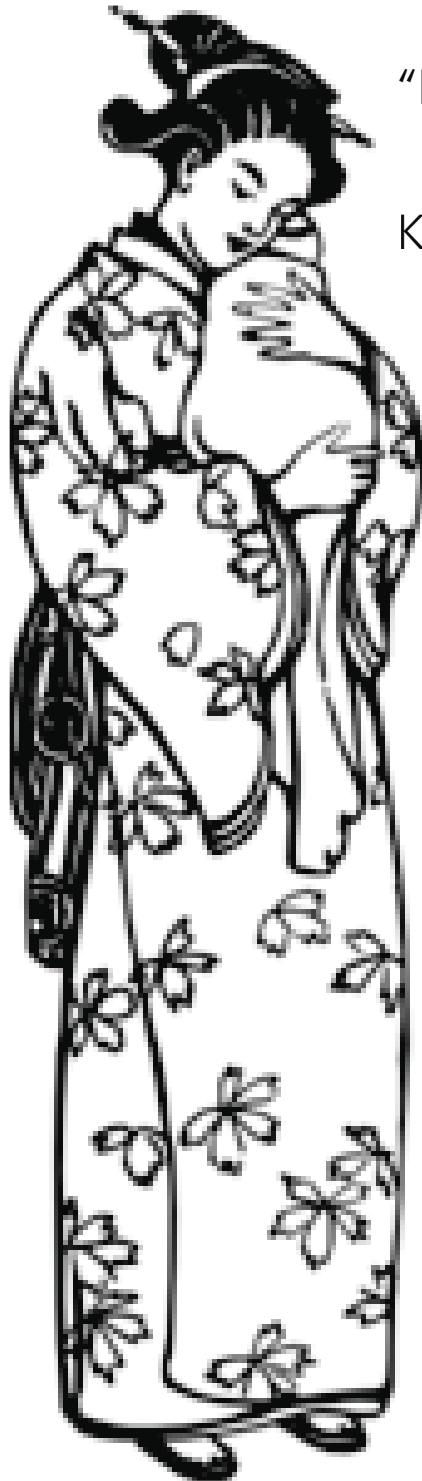


Samurai

Who were they?		Samurai
List some of their weapons.		
What was the code of bushido?		



Japan: Kimono and Fan Dance



“Kimono” originally meant “something you wear.”

Kimonos are long robes shaped like a “T” and usually covered in colorful designs.

Color the picture of the kimono.

Draw a picture below of the fan you would design for the traditional Japanese fan dance.



Mongol Empire



<https://d-maps.com/m/world/centreeurope/centreeurope02.gif>



Current Events

Who?

What?

Where?

When?

Why?



Ottoman Empire

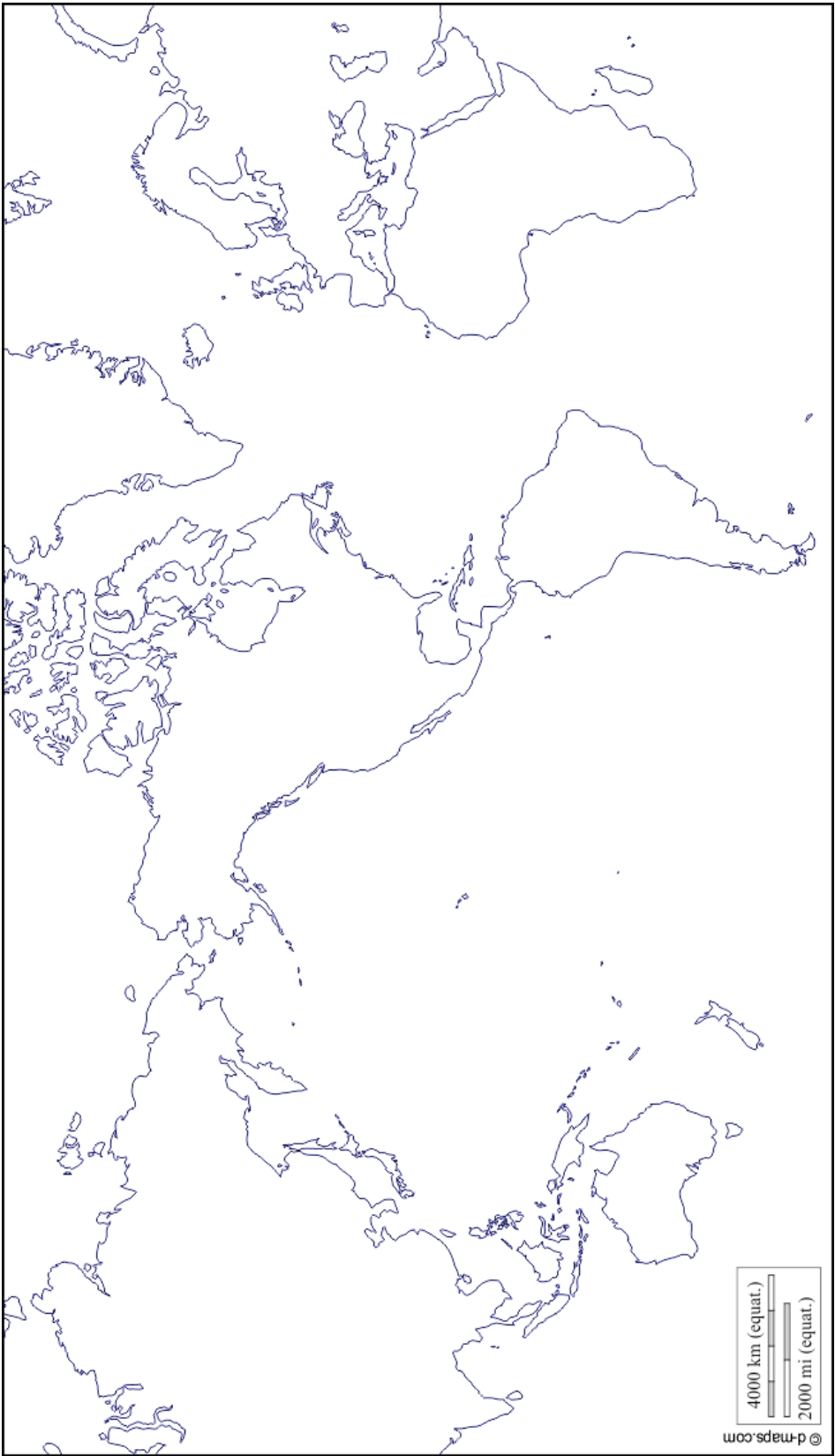
Color the area showing where the Ottoman Empire ruled. Label Africa, Asia, and Europe.



<https://d-maps.com/m/history/ottomans/ottomans03.gif>



Aztec Empire



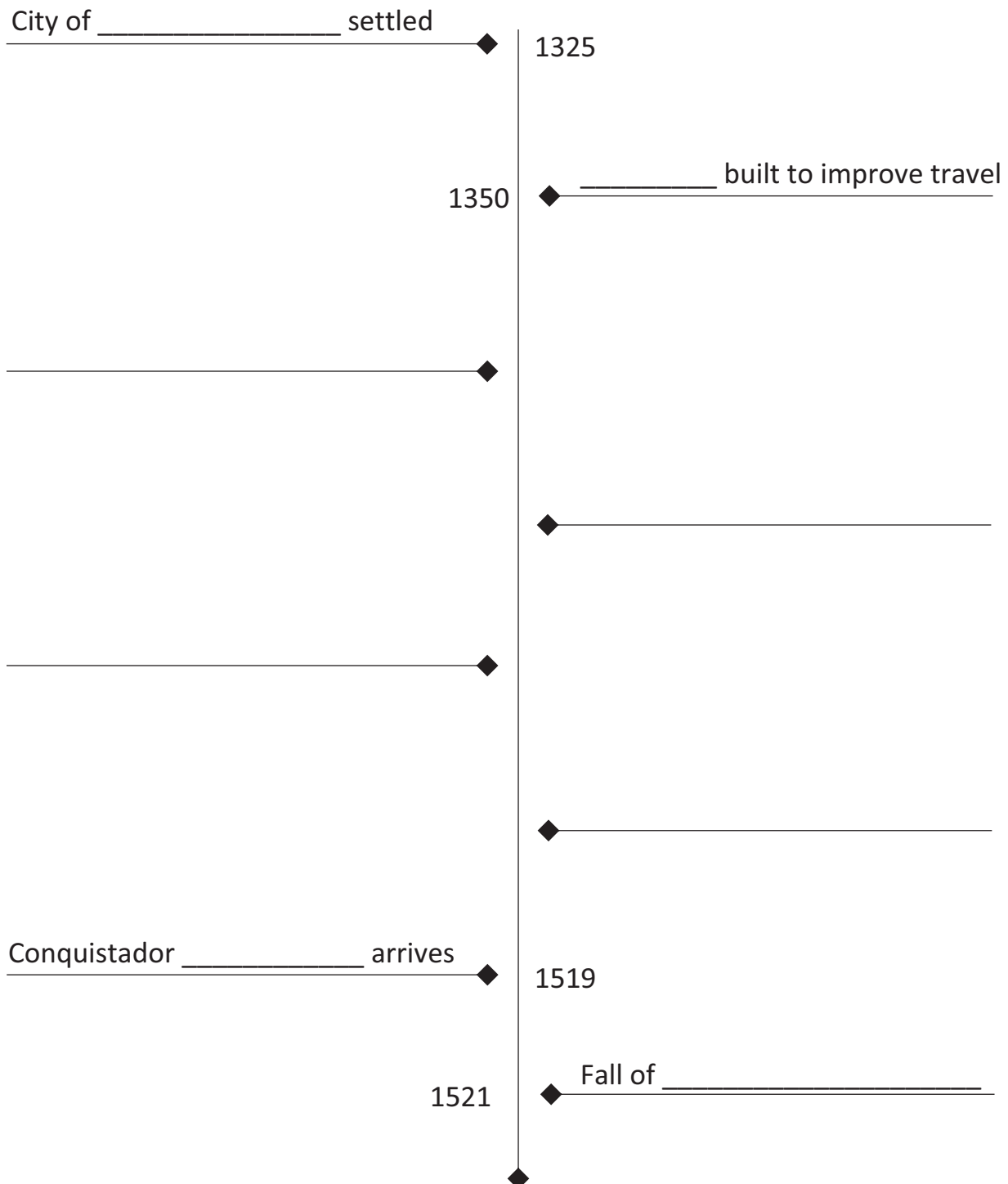
<https://d-maps.com/m/world/centreameriques/centreameriques02.gif>



Aztec Empire

Use the timeline available online to fill in information on this timeline.

Add information or events you found interesting on the blank lines.





Italy

Label Florence, Rome and Venice as closely as you can. Also label the Mediterranean Sea.

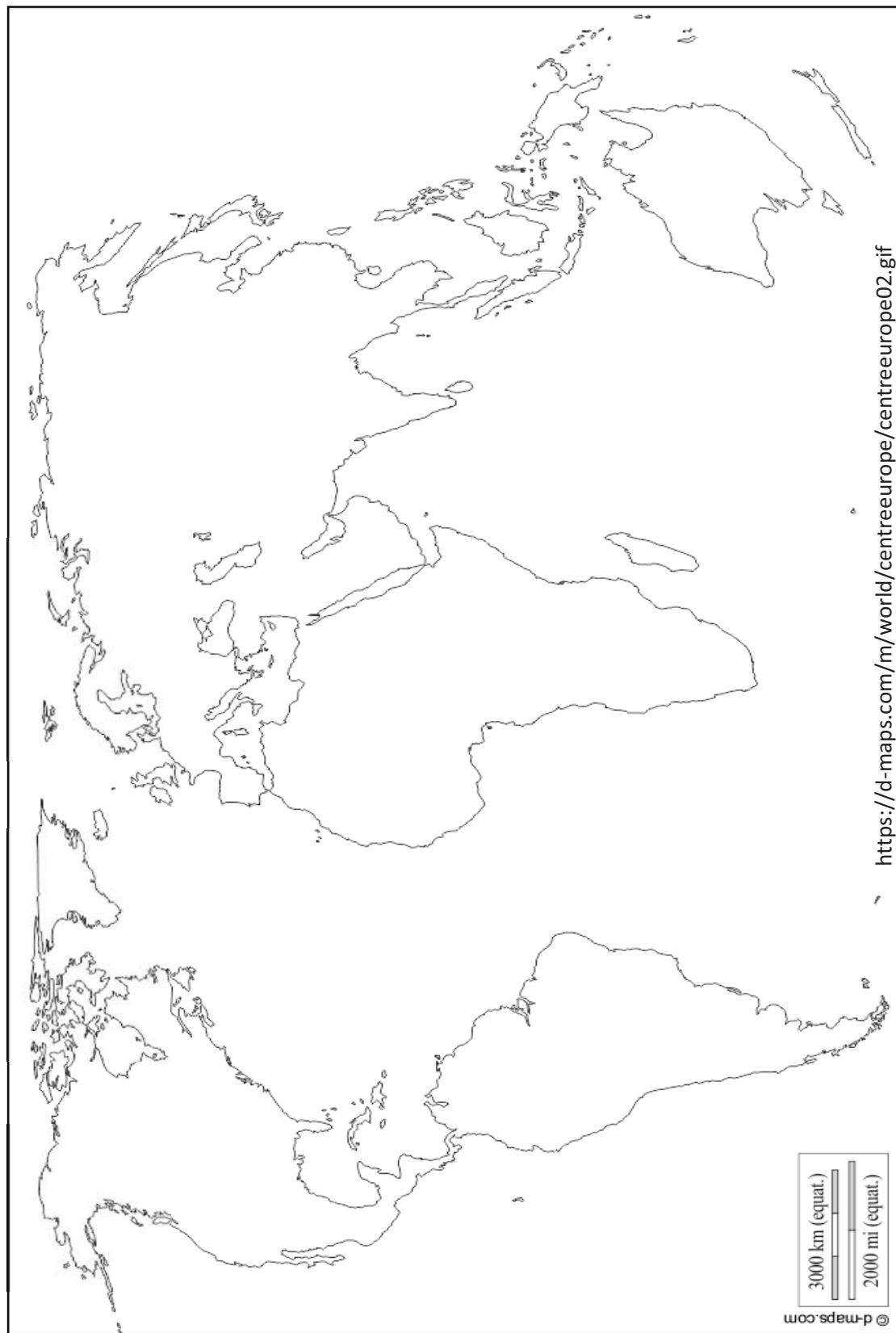


<https://d-maps.com/m/europa/italia/italie/italie05.gif>



Choose a color to use to draw the route for each explorer.

- | | | | | |
|-----------------------------------|--|--|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Magellan | <input type="checkbox"/> Drake | <input type="checkbox"/> Marco Polo | <input type="checkbox"/> Verrazano | <input type="checkbox"/> De Champlain |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Vasco Da Gama | <input type="checkbox"/> Ponce de Leon | <input type="checkbox"/> De Soto | <input type="checkbox"/> Hudson |





Research Report Note Taker

Topic: _____

Resource 1: _____

Info: _____ Info: _____

Info: _____ Info: _____

Info: _____ Info: _____

Resource 2: _____

Info: _____ Info: _____

Info: _____ Info: _____

Info: _____ Info: _____

Resource 3: _____

Info: _____ Info: _____

Info: _____ Info: _____

Info: _____ Info: _____

Resource 4: _____

Info: _____ Info: _____

Info: _____ Info: _____

Info: _____ Info: _____



Resource 5: _____

Info: _____ Info: _____

Info: _____ Info: _____

Info: _____ Info: _____

Resource 6: _____

Info: _____ Info: _____

Info: _____ Info: _____

Info: _____ Info: _____

Resource 7: _____

Info: _____ Info: _____

Info: _____ Info: _____

Info: _____ Info: _____

Resource 8: _____

Info: _____ Info: _____

Info: _____ Info: _____

Info: _____ Info: _____

Resource 9: _____

Info: _____ Info: _____

Info: _____ Info: _____

Info: _____ Info: _____