EP Ancient History
Printables:
Levels 1-4

This book belongs to: ____________________________
Cut on solid lines.
Fold on dotted lines.
Glue or tape the tabs to the square bottom/base section.
You can leave this section unattached so you can open the pyramid and put lapbook pieces (or treasures!) inside!
### 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.

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

<table>
<thead>
<tr>
<th>Priests</th>
<th>Craftsmen</th>
<th>Vizier (religious advisor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nobles</td>
<td>Pharaoh</td>
<td>Soldiers</td>
</tr>
<tr>
<td>Slaves</td>
<td>Scribes</td>
<td>Farmers</td>
</tr>
</tbody>
</table>
Hieroglyphic Code Break

Crack the code!

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U</th>
<th>V</th>
<th>W</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

...
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.
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! |
Embalmimg 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**
- **STOMACH**
- **LIVER**
- **INTESTINES**
- **HEART**
- **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.
Read these facts about ancient Egypt. Find the words in bold in the word search.

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.
Ancient Egypt Timeline
Color in the area known as Mesopotamia.
Current Events

Answer each question about the article you read.

What happened?

Who was there?

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.
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!

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

<table>
<thead>
<tr>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why did they build The Great Wall?</strong></td>
</tr>
<tr>
<td>A To decorate their country</td>
</tr>
<tr>
<td>B To show off their abilities</td>
</tr>
<tr>
<td>C To protect themselves</td>
</tr>
</tbody>
</table>

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.

![The Great Wall](image)

Picture by Galen Fryster

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B, 4000 miles</td>
<td>You can see the Great Wall from outer space.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A, 771 BC</td>
<td>True or False</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>C, To protect themselves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Not really. You can’t see it from space without help.</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Answers
Copy the Confucius quote.

A man who has committed a mistake and doesn’t correct it is committing another mistake.
Copy the Confucius quote.

Consideration for others is the basis of a good society.
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](http://etc.usf.edu/clipart/galleries/math/tangram_solid_puzzles.php).
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.
Ancient History
Levels 1-4

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.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
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?

Daily life
Games/Toys

What they did for us
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 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

<table>
<thead>
<tr>
<th>TIGER</th>
<th>WATER</th>
<th>DRAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOYS</td>
<td>BRICK</td>
<td>SCALE</td>
</tr>
</tbody>
</table>
Current Events

What happened?

Who was there?

When did it happen?

Where did it happen?

Why did it happen?
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
Write about the story of the Trojan Horse.
Ancient Greece

Cut on the solid lines. Fold on the dotted lines to make a booklet. Write information about life in Ancient Greece.
Choose one of the Greek gods you read about and color a design on the pottery to tell about him or her.
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.
<table>
<thead>
<tr>
<th>Olympic Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrestling</td>
<td>This event consisted of five competitions: long jump, discus, javelin, running, and wrestling. Some of these events took place on horseback. Others took place on chariots pulled by two or four horses.</td>
</tr>
<tr>
<td>Pentathalon</td>
<td>This event was throwing a wooden spear.</td>
</tr>
<tr>
<td>Boxing</td>
<td>This event was throwing a wooden spear.</td>
</tr>
<tr>
<td>Long jump</td>
<td>This event was throwing an item shaped similar to a Frisbee.</td>
</tr>
<tr>
<td>Horse racing</td>
<td>This event took place in the sand. The match was over when a contestant was taken down three times.</td>
</tr>
<tr>
<td>Javelin</td>
<td>Competitors would hold weights, swing them, then jump in a sand track.</td>
</tr>
<tr>
<td>Discus</td>
<td>Competitors were not allowed to hit below the belt. Hitting in the head was allowed.</td>
</tr>
</tbody>
</table>
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?
- How did people mainly travel?
- Describe the government.
- 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.

<table>
<thead>
<tr>
<th>Famous Greeks</th>
<th>Socrates</th>
<th>Hippocrates</th>
<th>Sophocles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1" alt="Socrates statue" /></td>
<td><img src="image2" alt="Hippocrates statue" /></td>
<td><img src="image3" alt="Sophocles statue" /></td>
</tr>
</tbody>
</table>
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

Who was there?

What happened?

When did it happen?

Where did it happen?

Why did it happen?
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
Add notes to each class of the Japanese Feudal System.

- Emperor
- Daimyos
- Samurai
- Peasants
Who were they?

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.
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

Use the timeline available online to fill in information on this timeline. Add information or events you found interesting on the blank lines.

City of ________________ settled

1325

1350

_______ built to improve travel

Conquistador ____________ arrives

1519

1521

Fall of _____________________
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.

- Magellan
- Drake
- Marco Polo
- Verrazano
- De Champlain
- Cabot
- Vasco Da Gama
- Ponce de Leon
- De Soto
- 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:  
