

|                                            |          |                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>S</u>ocial</b>                       | <b>S</b> | <ul style="list-style-type: none"> <li>➤ Class Structures</li> <li>➤ Social Mobility &amp; Barriers</li> <li>➤ Gender Roles &amp; Relations</li> <li>➤ Family &amp; Kinship</li> <li>➤ Racial &amp; Ethnic Constructs</li> <li>➤ Urbanization</li> <li>➤ Freedoms &amp; Rights</li> </ul>                            |
| <b><u>P</u>olitical</b>                    | <b>P</b> | <ul style="list-style-type: none"> <li>➤ Government / Leadership</li> <li>➤ Nations / Nationalism</li> <li>➤ Revolts / Revolutions</li> <li>➤ Conflict / War</li> <li>➤ Legal / Court Systems</li> <li>➤ Regional / Trans-Regional / Global Structures &amp; Organizations</li> </ul>                                |
| <b><u>I</u>nteraction with Environment</b> | <b>I</b> | <ul style="list-style-type: none"> <li>➤ Demography</li> <li>➤ Disease</li> <li>➤ Migration</li> <li>➤ Natural Resources</li> <li>➤ Settlement Patterns</li> <li>➤ Impact of Natural Barriers</li> <li>➤ Flora / Fauna / Climate</li> <li>➤ Technology</li> </ul>                                                    |
| <b><u>C</u>ultural</b>                     | <b>C</b> | <ul style="list-style-type: none"> <li>➤ Religions / Beliefs / Ideologies</li> <li>➤ Language</li> <li>➤ Writing</li> <li>➤ Art &amp; Architecture</li> <li>➤ Clothing, Food, Music</li> <li>➤ Education</li> <li>➤ Science &amp; Technology</li> <li>➤ Nationalism</li> </ul>                                       |
| <b><u>E</u>conomic</b>                     | <b>E</b> | <ul style="list-style-type: none"> <li>➤ Material Wealth</li> <li>➤ Production (Agric. &amp; Pastoral)</li> <li>➤ Distribution (Trade &amp; Commerce)</li> <li>➤ Consumption (use)</li> <li>➤ Labor Systems</li> <li>➤ Industrialization</li> <li>➤ Wealth Distribution</li> <li>➤ Banking &amp; Currency</li> </ul> |

Name: \_\_\_\_\_ SPICE CHART

AP World History

Culture/Civilization: \_\_\_\_\_

**\*\*Pay attention to migrations in each unit of study: who, where, why!**

|                                                                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Social</b><br><br>Family<br>Gender Relations<br>Social Classes<br>Inequalities<br>Life Styles                                                                      |  |
| <b>Political</b><br><br>Leaders, Elites<br>State Structure<br>Wars, Revolutions<br>Diplomacy, Treaties,<br>Courts, Laws<br>Nationalism                                |  |
| <b>Interaction</b><br><br>Demography<br>Disease<br>Patterns of settlement<br>Migration<br>Technology                                                                  |  |
| <b>Culture</b><br><br>Religions, belief systems,<br>philosophies, ideologies<br>Math, Science and<br>Technology<br>The arts and architecture<br>Writing<br>Literature |  |
| <b>Economic</b><br><br>Type of System<br>Technology, Industry Trade,<br>Commerce<br>Capital/Money<br>Types of Businesses                                              |  |



# HIPPO Document Analysis

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>H</u>istorical<br/>Context</b> | <ul style="list-style-type: none"><li>▪ Where and when was the source created?</li><li>▪ What SPECIFICALLY was going on at the time?</li><li>▪ What has just happened?</li><li>▪ Is the document a reaction to some event?</li><li>▪ How does the source represent the period?</li></ul> <p><i>Example: "After the passage of the Treaty of Nanjing in 1843..."</i></p>                                                                     |
| <b><u>I</u>ntended<br/>Audience</b>  | <ul style="list-style-type: none"><li>▪ To whom is the piece directed?</li><li>▪ Does it identify a person or a group of persons the author expects to inform or influence?</li><li>▪ A certain person or certain people?</li><li>▪ How might this affect the reliability or accuracy of the source?</li></ul> <p><i>Example: "By appealing to fellow factory workers. . ."</i></p>                                                         |
| <b><u>P</u>oint of View</b>          | <ul style="list-style-type: none"><li>▪ What is the main idea?</li><li>▪ What point is the author trying to make?</li><li>▪ What is the author's tone?</li><li>▪ What is the author's bias? Or lack thereof?</li><li>▪ How does the author's background or position impact the message? (Race, class, gender, age, region, occupation, values, motives, religious beliefs)</li></ul> <p><i>Example: "As a slaveholder himself. . ."</i></p> |
| <b><u>P</u>urpose</b>                | <ul style="list-style-type: none"><li>▪ Why was the source produced?</li><li>▪ What was the author trying to accomplish?</li><li>▪ Did they have ulterior motives?</li></ul> <p><i>Examples: persuade, urge, demand, establish, expose, question, discredit, justify, warn, (despite)</i></p>                                                                                                                                               |
| <b><u>O</u>rganization</b>           | <ul style="list-style-type: none"><li>▪ How does your analysis of the document answer the prompt?</li><li>▪ How will you use this source as evidence to support your thesis?</li><li>▪ Does it provide a counter-argument?</li></ul>                                                                                                                                                                                                        |