

## S.P.I.C.E. CHART

<p><b>SOCIAL</b> – <i>Development &amp; transformation of social structures</i></p> <ul style="list-style-type: none"> <li>• Family/Kinship</li> <li>• Racial/Ethnic factors</li> <li>• Lifestyles</li> <li>• Gender Roles/Relationships</li> <li>• Social &amp; Economic Classes</li> <li>• Entertainment</li> </ul>	
<p><b>POLITICAL</b> – <i>State building</i></p> <ul style="list-style-type: none"> <li>• Leaders/Groups</li> <li>• Revolts/Revolutions</li> <li>• Nationalism/Nations</li> <li>• Political Structures</li> <li>• Courts/Laws</li> <li>• Empires</li> <li>• State Building &amp; Expansion</li> </ul>	
<p><b>INTERACTIONS</b> – <i>between humans &amp; the environment</i></p> <ul style="list-style-type: none"> <li>• War &amp; Conflict</li> <li>• Diplomacy/Treaties</li> <li>• Alliances</li> <li>• Disease</li> <li>• Major Cities</li> <li>• Settlement Patterns</li> <li>• Demography</li> <li>• Urbanization</li> <li>• Migrations/Movements</li> <li>• Exchanges between individuals, groups, empires, and nations</li> <li>• Humans/Environment</li> <li>• Trade/Commerce</li> </ul>	
<p><b>CULTURAL</b> – <i>development &amp; interaction of cultures</i></p> <ul style="list-style-type: none"> <li>• Religions, Belief Systems, Teachings, Philosophy</li> <li>• Holy Books</li> <li>• Key figures &amp; Deities</li> <li>• Education,</li> <li>• Technology</li> <li>• Transportation</li> <li>• Innovations</li> <li>• Writing &amp; Literature</li> </ul>	
<p><b>ECONOMY</b> – <i>creation, expansion and interaction of economic systems</i></p> <ul style="list-style-type: none"> <li>• Agricultural/Pastoral Systems</li> <li>• Economic Systems</li> <li>• Labor &amp; Organization Systems</li> <li>• Industrialization</li> <li>• Technology &amp; Industry</li> <li>• Capital &amp; Money</li> <li>• Business Organizations</li> </ul>	

AP World History is a complex course that requires students to view history not only chronologically but also thematically. S.P.I.C.E. charts offer students a comprehensive way to find overarching themes, and unify threads of history that are sometimes difficult to connect. The following descriptions of SPICE topics, and sub-topics will guide students this process.

<b>S.P.I.C.E. Themes</b>	<b>Sub-Topics (where to focus)</b>
<b>S – Social:</b> development & transformation of social structures	Gender roles, relationships, family, kinship, racial & ethnic constructions, social & economic classes
<b>P – Political:</b> state building, expansion/conflict	Political structures, forms of government/governance, empires, nations, nationalism, wars, revolts, revolutions, global structures/organizations, regional & trans-regional
<b>I – Interaction:</b> relationship between humans & the environment	Demography, disease, migrations/movements, patterns of settlement, technology
<b>C – Culture:</b> development & interaction of cultures	Religions, belief systems, philosophies & ideologies, science & technology, arts & architecture
<b>E – Economic:</b> creation, expansion, and interaction of economic systems	Agricultural & pastoral groups/production, trade & commerce, labor systems, industrialization, capitalism & socialism

**How to “SPICE”:** *below is a more in-depth description of some ideas or questions you should be looking to answer.*

An effective method for recalling historical information is to categorize important facts and events into particular themes. The SPICE charts will help you complete your chapter overviews and provide a key studying tool for the final exam in May. As you take notes within the chart try to come up with 3 facts for each of the subtopics, this is not always easy so try your best.

Social – development and transformation of social structures, how societies formed and/or separated

- What are the roles of men and women in the society? How did they interact with each other?
- What role did the family have within society? Did family lineage have importance?
- How did race influence society? Was it positive or negative?
- How were social classes divided? How did economics affect class or society? Are there inequalities?

Political – state building, expansion and conflict, power, and governments or lack there of

- What type of governments existed? How did empires rule?
- How did nationalism influence society? What role did revolts, revolutions or war play?
- What global structures or institutions existed? What was influence of these entities?

Interactive – humans and how they adapted to or changed their environments

- What were the people like in this society? How did diseases influence interactions?
- How did people move in or out of this society? Are there noticeable patterns? Did migration influence people?
- What is the geographical landscape like and how does it affect the people?
- What role did technology have on people? Did it hinder or help people’s ability to live?

Cultural – development and interactions of cultures

- Are there organized religions within this society? What role did they play in the development or decline in society?
- What belief systems exist? Do these beliefs represent the people or the elite? Was education valued or available?
- What is the impact of technology? How do humans express themselves thru art & architecture)?

Economic – creation, expansion and interaction of economic systems, gains and losses

- What role did agriculture play? What did they trade? Who were their trading partners? How did people earn food?
- What was valued, products or money? How did technology impact economies?
- What jobs were available? Were people organized into labor systems?