

SPRITE

Exams such as the AP® exam ask students to compare and contrast various categories of evidence in written tasks. Students are often at a loss as to how to attack these types of questions because they have not had the practice in categorization as they read in their social studies courses. This strategy gives students the opportunity to practice categorization as they read their textbook, which will assist them in both reading and writing.

Each letter of this acronym stands for a different category of evidence, the categories are as follows:

S equals Social

As students read or analyze primary sources, they should look for examples of social issues being presented. Questions to ask:

- ❖ How is social structure being altered or challenged in this instance?
- ❖ Did your reading reveal any social or cultural norms?
- ❖ How does this social issue/norm impact government?

P equals Political

Political examples can include *but are not limited to*: Presidents/ major leaders, judicial rulings, legislation, major movements, revolutions, rebellions, foreign policy, taxes and tariffs. Questions to ask:

- ❖ How did the government (different branches) react in this instance?
- ❖ Did the role of leadership (all three branches) change in this country due to this issue?
- ❖ Why did the government's foreign policy/domestic policy stance change in this instance?

R equals Religious

On all AP History exams, students must have a firm grounding on the religious lives of the countries they study. When students look for religious examples, they should search for the influence of religion on a given time period, event or group of people. In government, religion often plays a distinct role in how people vote. Questions to ask:

- ❖ How did religion play a role in the development of government/ society/culture?
- ❖ How did religious divisions affect the coming of this event?
- ❖ Can you list major religious leaders who influenced this country/government?
- ❖ Can you identify how religion impacts how people vote?

I equals Intellectual

This strategy does not separate art from intellectual movements or gains. Instead it blends art and literature into the category of *Intellectual*. Both the *AP United States History* and *AP European History* exams regularly ask essay questions from this category. Questions to ask:

- ❖ How did the art or literature of this time period reflect the events surrounding the artists or authors?
- ❖ How did a shift in thinking lead to this event?
- ❖ How did the rest of society react to this shift in thought?
- ❖ How is this reflected in government actions?

T equals Technology

Students are often asked to explain the role of technology during a particular time period or place. This strategy makes a point of pulling technology out of the “I” for intellectual so that students will understand the importance of this category. Questions to ask:

- ❖ How did the advancements made in transportation change the social and economic patterns at this time in history?
- ❖ How did the invention of (blank) lead to further changes?
- ❖ Was the advent of (blank) have a positive or negative effect on this society?
- ❖ How did these advancements/inventions impact politics?

E equals Economics

Economic issues may or may not overlap political issues. *Taxes, tariffs, recessions, depressions, panics, inflation, currency issues, GNP and GDP are only a few possible terms* that student could use to find example of economics. Questions to ask:

- ❖ How did the government react to economic distress during this time period?
- ❖ Were the economic decisions of the ruling party helpful to this country’s overall economic health?
- ❖ Did foreign policy play a role in the economic decisions of this country?

An "Extra" Category: **G is for Geography**

This category applies in some areas when studying government. Questions to ask:

- ❖ Does it make a difference where people live on where they are placed in the political spectrum?
- ❖ How does geography impact economics?
- ❖ How does geography impact politics?

After you have completed this portion of the assignment:

1. Write a summary of what you have read
2. Take the information from your summary and create a thesis statement