



Samples from the 2008-2009  
DemiDec Power Guides

Power Guides are part of our Complete Course of Studies.

Learn more at [www.demidec.com](http://www.demidec.com)



Where do Power Guides fit in the Course of Studies?

**Our Resource Guides** teach the curriculum.  
**Our Workbooks** contain exercises to do as a team.  
**Our Cram Kits** are designed for last-minute review.

**And our Power Guides** outline every testable detail  
to help you score every possible point.

# PRE-HISPANIC ART

## POWER PREVIEW

This section introduces Pre-Hispanic Art from the Preclassic Period, the Classic Period, and the Post-Classic Period. The Olmecs, Zapotecs, Mayas, and Aztecs appear as selected civilizations.

## POWER NOTES

- Based on the USAD outline, 15 questions (30% of the test) should come from this section
- 15 test questions, or 30% of the USAD practice test, are from this section
- This section covers pg. 4-21 of the USAD Resource Guide

## Introduction and Overview

- **What's in a name?**
  - **"Pre-Hispanic"** refers to early 16<sup>th</sup>-century cultures in **Mesoamerica**
    - In **1521**, the Spanish took over this region
  - **Paul Kirchhoff** coined the term "Mesoamerica" in **1943**
    - Mesoamerica means "middle America"
    - This region includes the central and southern parts of modern-day Mexico, in addition to segments of Central America<sup>1</sup>



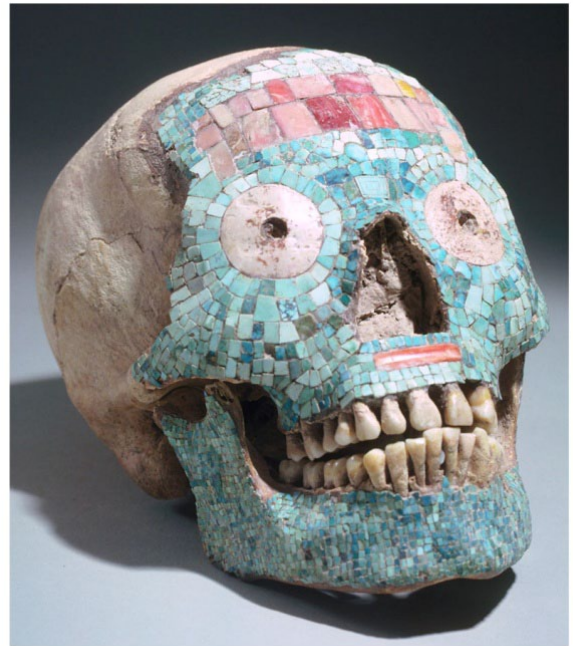
<sup>1</sup> Enrichment fact: The countries in present-day Central America are: Guatemala, Belize, Costa Rica, El Salvador, Honduras, Nicaragua, and Panama.

- ❑ During the Late Classic Period, a flurry of construction occurred
  - ❑ The *Temple of the Giant Jaguar* was one such new structure
  - ❑ Some structures replaced older Early Classic buildings
- ❑ After the Late Classic Period, construction ceased in Tikal
  - ❑ Residents abandoned the city by the **10<sup>th</sup> century**
  - ❑ Scholars think war with enemies or resource shortages contributed to its decline

### **Mosaic Skull and Jaw**

- ❑ **Vital Stats:** Aztec civilization, 1350-1521, Bone, Stone Mosaic, and Teeth
- ❑ **Visual analysis**
  - ❑ The front face of the *Mosaic Skull and Jaw* is covered with cut stone and shell tiles
    - ❑ The back part of the head is not
  - ❑ The artist used turquoise, white, and rose-colored tiles
    - ❑ Turquoise dominates the color scheme
      - ❑ The artist created a circular border around the eyes with turquoise tiles
    - ❑ White tiles indicated “open, alert” eyes
      - ❑ Holes in these tiles imitate pupils
    - ❑ A rose-colored band of tiles stretches across the forehead and the area beneath the nose
  - ❑ The teeth and jawbone of the skull remain whole
    - ❑ However, the nose has decomposed, leaving a hole in the middle of the face
    - ❑ Overall, the face looks “bizarre”
- ❑ **Materials and techniques**
  - ❑ The **mosaic** technique involves cutting, polishing, and embedding colored stone and shell into another material to create an image
    - ❑ In Mesoamerica, artists used turquoise, serpentine, and other materials with intrinsic value for their mosaics
      - ❑ The Aztecs commonly demanded turquoise as a tribute item
      - ❑ The Olmecs created mosaic pavements using serpentine blocks in **La Venta**
      - ❑ Artists also created mosaics on masks and other wooden objects
  - ❑ Mosaic items served as gifts to the gods or buried objects at key ritual sites
- ❑ **Historical context and significance**
  - ❑ The Spanish were fascinated by Mesoamerican mosaic artworks
    - ❑ After the Spanish Conquest, Hernán Cortéz took back many examples to Spain
  - ❑ The mosaic skulls served as grisly evidence of Aztec human sacrifice

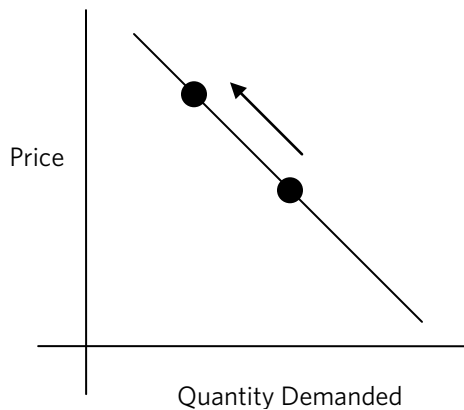
**Mosaic skull and jaw**  
Aztec civilization, 1350–1521



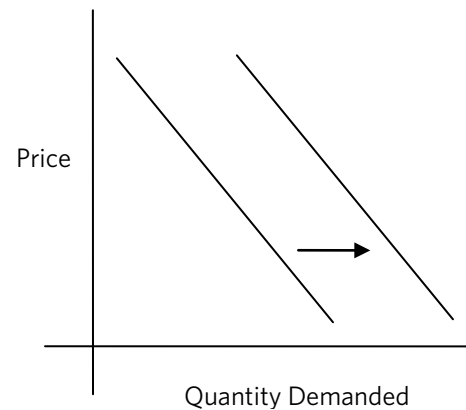
Fine Arts Museums of San Francisco

- Changes in consumer expectations can also affect demand
  - If consumers expect a newer, better good to emerge in the near future, the demand for the current good will decrease
  - If consumers expect a decrease in the price of a good in the future, the current demand for that good will decrease
    - Consumers are waiting for the lower price
  - If consumers expect an increase in the price of a good in the future, they will demand more now in order to take advantage of the price while it lasts
- Changes in the sheer number of consumers may also effect demand
  - If the number of consumers drops, then the demand for a good will decrease
  - If the number of consumers increases, the demand for a good will increase
- As with supply, remember *ceteris paribus*
  - If a question asks what happens to demand when the price of a substitute good increases, keep in mind that all other factors (number of demanders, price of complements, etc.) remain constant

### Movement along the Demand Curve



### Shift in the Demand Curve



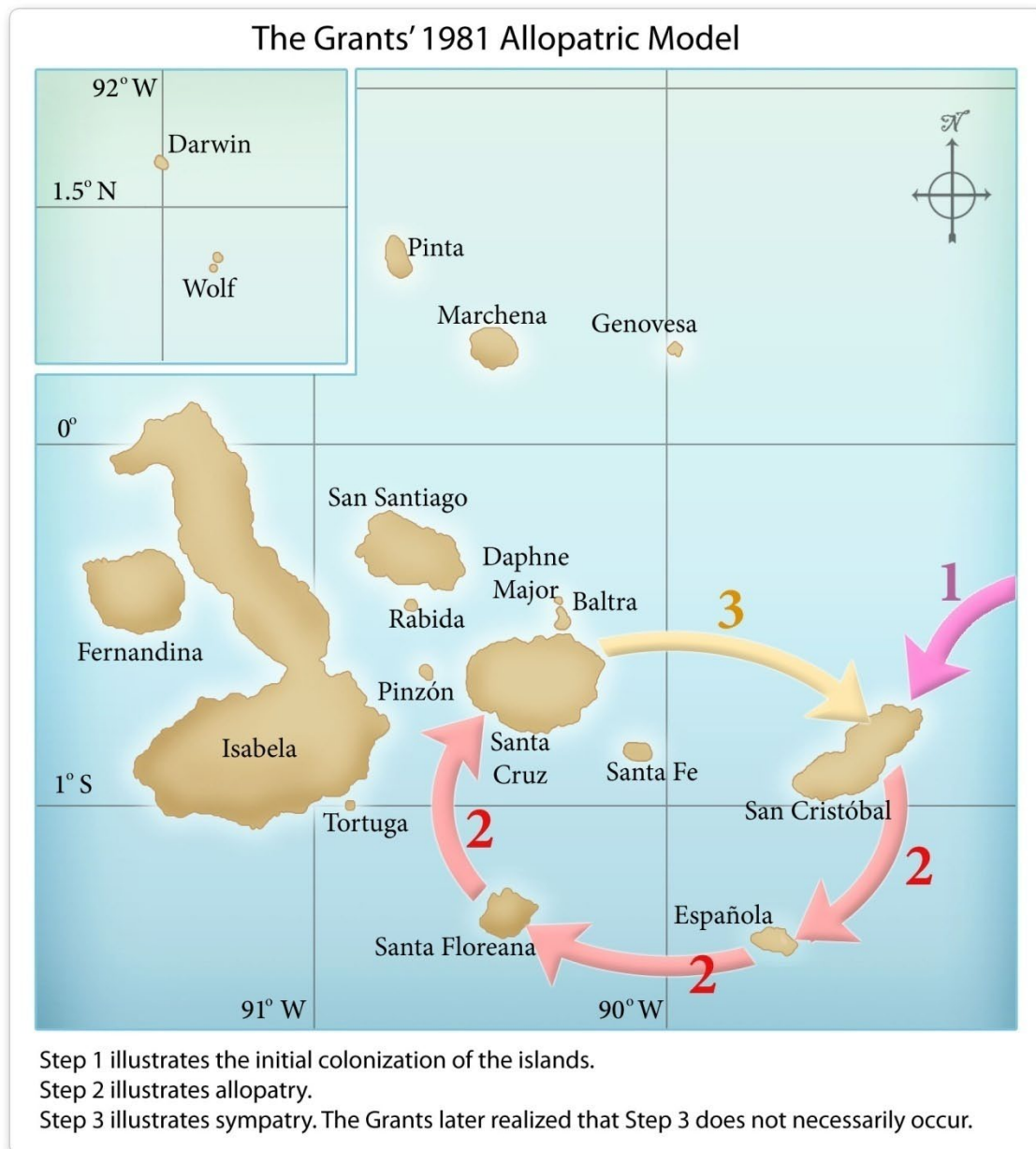
- The demand for a good can be either elastic or inelastic
  - Elasticity, as noted above, is the sensitivity of one thing to changes in another
  - Elasticity of demand measures how sensitive the quantity demanded of one good is to changes in price
  - Demand-price elasticity is equal to the percent change in the quantity demanded divided by the percent change in price:

$$E = \frac{\% \text{ change in } QD}{\% \text{ change in } P} = \frac{(QD_1 - QD_0) \div QD_0}{(P_1 - P_0) \div P_0}$$

- In the above equation, "E" is called the **elasticity coefficient**, which is just a numerical representation of a curve's elasticity
- The above equation is called the "point" formula for calculating elasticity
- The following equation is called the "arc" or "midpoint" formula

$$E = \frac{\frac{(\text{change in } QD)}{(\text{average } QD)}}{\frac{(\text{change in } P)}{(\text{average } P)}} = \frac{\frac{QD_1 - QD_0}{(QD_1 + QD_0) \div 2}}{\frac{P_1 - P_0}{(P_1 + P_0) \div 2}}$$

- This equation is slightly more accurate than the point formula



- **Step 1** involves colonization and adaptation
  - An ancestral species colonizes one of the Galápagos islands
    - The Grants think the first colonized island was San Cristóbal (Chatham Island), because of its proximity to South America
  - The ancestral population then begins to evolve
    - Natural selection encourages specialization within different ecological niches
    - Genetic drift introduces chance into the evolutionary process
- **Step 2** involves allopatry, adaptation, and divergence
  - Some of the original finches fly to another nearby island
    - These finches adapt to the new island
  - Because of allopatry, the populations on the two islands diverge
    - This process of island-hopping, adaptation, and divergence can repeat several times

# SOR JUANA (~1648-1695)

## SONNETS 27 AND 28

### POWER PREVIEW

Sor Juana took vows as a nun in 17<sup>th</sup>-century New Spain. She studied music, science, and writing in the nunnery. The Bishop of Puebla and Sister Juana wrote several letters dealing with religion and women. Juana's two poems focus on her own lifestyle: pursuing treasures of the mind rather than earthly beauty.

### POWER NOTES

- 15 questions (30% of the test) should cover the Shorter Selections
- 2 questions (4% of the test) on Sor Juana are on the USAD practice test
- This information is on pages 17 - 19 of the USAD Resource Guide

### Sister Juana

#### □ A brief biography

#### □ Pedro Manuel de Asbaje and Isabel Ramírez

were Juana Inés de la Cruz's parents

- She was born around 1648
- Juana was an illegitimate daughter
  - Thus, she kept her mother's name, Ramírez
- She learned to read at age three

#### □ In 1664, the viceroy and vicereine of New Spain asked Juana to live with them

- Juana was 16 years old at the time
- Juana lived in Mexico City with these rulers for four years
- The vicereine aided and advised Juana in her writings
- While in Mexico City, Juana wrote several works:
  - **"The Divine Narcissus"** (a poem)
  - **"First Dream"** (a poem)
  - ***Allegorical Neptune*** (a play)
  - ***The Trials of a Noble House*** (a play)

□ She wrote 13 allegorical plays during this time

#### □ At age 19, Juana went to the convent of **San José de las Carmelitas Descalzas**

- Juana entered the convent as a novice
- Here she took the name "Sor Juana," which means "Sister Juana"
- She may have thought that the orders of this convent were too strict

#### □ Juana took vows at the convent of **San Jerónimo** a year and a half later

- Sor Juana collected musical instruments, scientific instruments, and books while at the convent
  - Thus, we know her today as a musician, a scientist, and a writer
- In 1694, Sor Juana sold her collection of books and musical and scientific instruments
  - She also renewed her vows

#### □ Sor Juana died from disease in 1695

- She was tending other nuns during an epidemic

#### SISTER JUANA: VITAL STATS

**Lifespan:** 1648 (?) - 1695

**Born:** Viceroyalty of New Spain

**Birth Name:** Juana Inés de la Cruz

**Occupation:** Nun

**Famous Work:** *The Athenagoric Letter*

**Selected Works:** Sonnets 27 and 28

**Genres:** Poetry and drama

# THE MUSIC OF MEXICO

## POWER PREVIEW

This section discusses the musical traditions of pre-Columbian Aztec and Mayan cultures as well as the music of colonial Mexico. It also explores Mexican nationalist and traditional music. The music of Mexico is a rich and diverse fabric woven from cultural interactions through the ages.

## POWER NOTES

- This section comprises 29% of the curriculum, so expect 15-16 questions on this section
- 15 questions (30%) come from this section on the USAD Music Practice Test
- This section covers pages 9-25 in the USAD Music Guide

## Introduction

### □ A brief history of Mexico

- Two major pre-Columbian societies called the land of Mexico home
  - The Aztec Empire, centered around modern-day Mexico City, provided a rich source of musical traditions
  - The Maya Empire to the south of the Aztec Empire spanned most of Central America
  - Both societies would inspire nationalist musicians in the 19<sup>th</sup> and 20<sup>th</sup> centuries
- Colonization brought Spanish Church music to Mexico, and numerous *maestros de capilla* improved the quality of colonial music
- Mexico gained its independence in **1821**
  - The formation of the new country marked a shift from the sacred music of colonial times to the folk music of the nationalist era



# POWER LISTS

All numbers in parentheses refer to the page numbers of the **USAD Resource Guide** where you can find the original context of the defined term. If the number is preceded by "IR," it refers to a page in the **USAD Research Guide**.

## PRE-COLONIAL CULTURES/CIVILIZATIONS

- Maya (4) One of the groups that adopted Olmec culture; controlled a sophisticated civilization in Mexico, Guatemala, and Honduras
- Mexica-Nahua (4) Culture spawned from the fusion of nomadic and sedentary cultures; created the empire that the Spanish encountered
- Moors (6) Muslims from North Africa who invaded Spain in 711
- Olmec (4) First and "mother" culture of Mesoamerica; emerged c. 1200 BC; subsequent groups took up Olmec traditions
- Potonchán (10) One of the groups Cortés defeated on his way to Tenochtitlán
- Teotihuacán (7) Mesoamerican civilization that traded with the Maya and spread Olmec culture throughout central Mexico
- Tlaxcalans (11) Longtime rivals of the Mexica and allies of the Spanish
- Toltec (7) A tribal group that claimed the cultural mantle of Teotihuacán

## PEOPLE – LEADERS OF MEXICO

- Alemán, Miguel (40) President of Mexico, 1946-52; founder of PRI; placed in charge of tourism after presidency
- Ávila Camacho, Manuel (38) President of Mexico, 1940-6; reversed revolutionary changes and used World War II as an excuse to enact conservative agenda; steered Mexico away from the Revolution and declared it finished
- Calderón, Felipe (43) PAN candidate for president in 2006, won narrow victory; president of Mexico, 2006-present
- Calles, Plutarco Elías (35) President of Mexico, 1924-28; founder of PNR; his campaign against the Church resulted in Cristero Rebellion
- Cárdenas, Lázaro (37) President of Mexico, 1934-40; founder of PRM; more radical than Maximato presidents and aligned with lower-class values, promoted land redistribution, nationalized oil industry, but ultimately ended the revolution by shifting focus to urban issues
- Carranza, Venustiano (5, IR-18, 32) Constitutionalist leader during the Revolution of 1910; organized forces against Huerta; president of Mexico, 1917-20
- Comonfort, Ignacio (23) President of Mexico, 1855-58; rode to power on Liberal wave but later turned Conservative
- Corral, Ramon (30) Vice president under Porfirio Díaz
- Cortés, Hernán (10) First Spanish explorer to penetrate inland Mexico; conqueror of Tenochtitlán
- De la Barra, Francisco (31) Provisional president of Mexico, May 25 – November 5, 1911; appointed to oversee the election of Madero

# POWER TABLES

MEXICAN RULERS					
President	Presidential Term	Political Affiliation	Domestic Policies	International Relations	Other Notes
Mariano Paredes	1846	Conservative	Militantly defended what was left of Mexico's territorial integrity.	Called for the return of Texas to Mexico.	Accused José Joaquín de Herrera of betraying Mexico in his talks with John Slidell in order to gain the presidency.
Benito Juárez	1855-1872	Liberal	Ran for and won reelection multiple times, until his death prevented him from winning another.	Suspended debt payments to foreign countries with two-year moratorium, provoking the French Intervention; tried to gain American assistance during the French Intervention.	First Indian president of Mexico; led a fugitive Liberal government before his presidency and afterward, during the French Intervention
Emperor Maximilian I	1864-1867	Liberal and Conservative	Though pushed to the top by Conservatives, often displeased them with Liberal reforms; genuinely wanted the Mexican people to like him.	Retained control over Mexico only with French military backing; lost the support of the Pope because of his Liberal land reforms.	Originally from an Austrian royal family.
Sebastián Lerdo de Tejada	1872-1876	Liberal	Ran for reelection after his first term; bested in military by Porfirio Díaz's revolutionary troops	N/A	Benito Juárez's appointed successor; manipulated elections to take Juárez's place after his death.
Porfirio Díaz	1876-1880 1884-1911	Officially Liberal	Improved the Mexican economy and modernized everyday life of the Mexican people; used the <i>Rurales</i> to suppress rebellions on the part of poor farmers devastated by his changes; in later years, faced challenges from poor urban workers as well.	Attempted to attract foreign investors to help his country; issued land and mining reforms that supported foreign investment; conflicted with U.S. President Rutherford B. Hayes over the Mexican border.	Gained the presidency on calls against dictatorship and reelection, but went on to serve a 30-year, heavily dictatorial presidency termed the Porfiriato.