

FBA

Date	Antecedent	Behavior	Consequence
11/17	Students were given time to work	Student went on phone	Told to put phone in bag, rolled eyes
11/18	Students were asked to talk in pairs	Student went on phone	Told to put phone away
11/19	Students were given independent work time on an activity	Student put head down	Near end of class, student picked up head on own
11/20	Students were asked to do activity in group	Student was disengaged, drawing on paper	Asked what the group was working on
12/1	Students were asked to do independent work	Student went on phone	Put phone away
12/1	Students asked to talk in groups	Student went on phone	Student reminded about classroom expectations
12/4 (day I introduced phone pocket)	Student asked to turn and talk	Student put head down	Student was asked what they had talked about

Observations from English 1 (First Period -11/25)

Students were tasked with independent group work continuing a project they had been working on. I noticed that the student was on her phone throughout the teacher leading the students through instructions. She was never redirected, but when I sat behind her, she put her phone in her bag and got out her computer. She would check the phone periodically, but not very often by letting it rest in her bag and tapping the screen. I noticed that she was contributing to her group, but often would switch tabs to look at email and other classes on Google Classroom.

Progress Monitoring

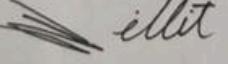
This was hard to do because we don't do routine work, but I looked again at her participation in group work and turn and talks. The student only ever worked in groups that I saw once prompted individually.

Interview notes in notebook for both student and teacher

PART 1: HISTORICAL SYNTHESIS PARAGRAPH OUTLINE

Using **at least three documents** as well as additional ideas from the class discussion, write a paragraph answering the Central Historical Question. This is a structure that will build ONE paragraph.

Central Historical Question:	how did the Inca expand their empire across Tawantinsuyu
CLAIM: clear and direct answer to the essay question.	through war and trade the Inca expanded their empire through war & trade
EVIDENCE SECTION #1	
CONTEXTUAL EVIDENCE: facts from reading and your own knowledge; key points that support the claim and provide context to your document evidence.	"the ruler of ayarmacos, who was powerful and had or not come to pay homage to the Inca. And the warriors thus gathered, they went against the ayarmacos and their ruler"
SOURCE EVIDENCE: quotations from documents that support the claim. **Cite the Evidence by putting the author of the document in an in-text citation.	The ayarmacos were overdue on payments, so the Inca fought them and took control (Doc B 1572)
ANALYSIS STATEMENT: explains why the evidence proves the claim.	The quote shows how they expanded through war and fighting against others and taking control over others
EVIDENCE SECTION #2	
CONTEXTUAL EVIDENCE: facts from reading and your own knowledge; key points that support the claim and provide context to your document evidence.	The Inca had control which allows them to expand
SOURCE EVIDENCE: quotations from documents that support the claim. **Cite the Evidence by putting the author of the document in an in-text citation.	The Inca state was built on with war. All young men were required to serve in the Inca army (Doc A 2018)
ANALYSIS STATEMENT: explains why the evidence proves the claim.	The quote shows how they expanded through war because of their large army

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Period 7

Document A: Textbook Account, 2018 (Excerpted)

In the late 1300s, the Inca were only a small community in the area of Cuzco, a city located at 11,000 feet in the mountains of southern Peru. In the 1440s, however, under the leadership of the ruler Pachacuti, the Inca launched a campaign of conquest that eventually brought the entire region under Inca control. . . .

Pachacuti and his immediate successors, Topa Inca Yupanqui and Huayna Capac Inca—Inca means “ruler”—extended the boundaries of the Inca Empire as far as Ecuador, central Chile, and the edge of the Amazon basin. The empire included perhaps 12 million people.

The Inca state was built on war. All young men were required to serve in the Inca army, with some 200,000 members, the army was the largest and best armed in the region. . . .

After an area was placed under Inca control, the local inhabitants were instructed in the Quechua language. Control of new territories was carefully regulated. A noble of high rank was sent to govern the new region. Local leaders could keep their posts as long as they were loyal to the Inca ruler. To encourage loyalty, the children of local leaders were taken as hostages to the Inca capital, where they were educated in Inca ways before returning home. . . .

Forced labor was another important feature of the state. All Inca subjects were responsible for labor service, usually for several weeks each year. Laborers, often with their entire communities, were moved according to need from one part of the country to another to take part in building projects. . . .

Source: Spielvogel, Jackson J., and Jay McTighe. *World History and Geography*. 2018.

Vocabulary

hostage: a person held captive

Document B: Pedro Sarmiento de Gamboa, 1572 (Modified)

Pedro Sarmiento de Gamboa was a Spanish sea captain and colonial scientist. The following excerpt is from his book *The History of the Incas*, completed in 1572. Sarmiento wrote this book in Cusco on orders of the Spanish viceroy of Peru, near the end of the Spanish Conquest of the Inca Empire. The local leaders had their history through oral histories and quipus. Sarmiento carefully collected the quipus from the surviving Inca nobility about their history. He wrote this account to argue that the Inca were not the rightful rulers of the Andes and that instead the Spanish were.

THE NATIONS THAT PACHACUTI INCA DESTROYED AND THE TOWNS HE ATTACKED; FIRST, TOCAY CAPAC, THE RULER OF THE AYAMARCAS

Near the Cusco Valley is a nation of Indians called Ayamarcas who had a proud and wealthy ruler named Tocay Capac. Neither he nor the Ayamarcas wanted to pay homage to the Inca. Instead, they sought to ready their weapons against the Inca, in case they decided to turn against them. Knowing this, Pachacuti called an assembly of his people and their communities. He combined them into one body so that once together no one could or would fight against them. They decided to join together and leave to conquer all the nations of the kingdom, and those who did not give in to them or serve them of their own free will they would utterly destroy. And they decided that before anything else they should go against Tocay Capac, the ruler of the Ayamarcas, who was powerful and had not come to pay homage to the Inca. And with the warriors thus gathered, they went against the Ayamarcas and their ruler, and they fought each other in *victoria*. . . .

Source: Pedro Sarmiento de Gamboa. *The History of the Incas*. (1572)

Vocabulary

quipu: knotted strings used to store information
viceroy: an official who rules a colony on behalf of a monarch
easy homage: show respect to an authority

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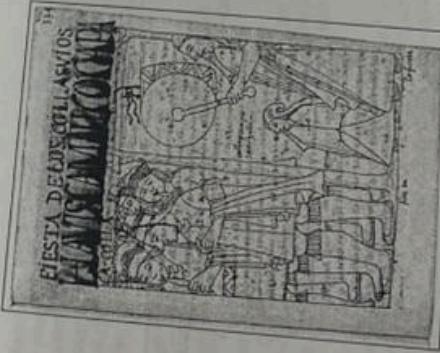
Document C: Felipe Guarnán Poma de Ayala, 1615 (Modified)

The following are excerpts from *Felipe Guarnán Poma de Ayala, First New Chronicle and General History of the Incas*.

The following are excerpts from *Felipe Guzmán Poma de Ayala*, 1615 (Modified)
First New-Chieftain and Good Government. *Puma de Ayala's book The
Spanish conquest in Peru. He Topaza his history of Guzman Poma from the
Peru. It's unknown whether the king of Spain and of the
an invaluable source about life in the Andes.*

Excerpt 1 is an illustration of the celebrations of the people of the Collasuyo
(Southern) quarter of the Inca Empire. The Inca held monthly celebrations
in each town of their empire, in which food was given to the traveling
workers who were fulfilling their mandatory labor tax to the empire. Workers

Example



The following are excerpts from *Felipe Guatizón Puma de Altilia's* book *First Name-Children and Good Government*. *Guatizón Puma de Altilia* was a member of the Incas family in Peru. He hoped his history of the Incas and of the Spanish conquest would convince the king of Spain and of the people of Peru that he deserved to be made a viceroy. It's unknown whether his book ever reached the king, but it soon became an invaluable source about life in the Andes.

Excerpt 1 is an illustration of the celebrations of the people of the Collasuyo (southern) quarter in each town of their empire. The Inca held monthly celebrations for workers who were fulfilling their mandatory labor tax to the empire. Workers who were especially productive would be recognized for their service.

Example 1

WEDDING AT WESTMINSTER

Example 2

The tenth Inca, Topa Inca Yupanqui . . . was handsome, tall, very active, and liked festivals and banquets. He honored the most important leaders, and Great warrior. He hated tax; anyone who led the would have killed. He was the one who ordered that all the royal roads and bridges be kept in good repair. He established the *chaquis*. He ordered that there be royal officials, a sheriff, judges, etc. He had a counselor, a council of these kingdom, an Imperial official. He had a counselor, a deputy and protector, an other officials. He spoke with the *cuipas*, an account, a crime official, a secretary, organize his property and the community, a chief accountant, and the *cuipas* storehouses with much order, accounting and a *cuipas* the king's port.

Besides what his father took him to see, he had no other interests throughout his life.

Chinchaycocha, Tarma, all the mountain regions of Lima; Cajatambo, ten thousand Indians; Conchucos, Huayo, Hundo Huaylla.

Source: Felipe Guamán Poma de Ayala's book *The First New Chronicle and Good Government* (1615).

Vocabulary

charque: running messengers
guide: knotted strings used to store information
huaca: a sacred space, mountain, or object in Andean culture

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