Events Leading to the American Revolution

Lesson Overview

Compelling Question

- Were the colonists justified in rebelling against British rule?

Suggested Grade(s)	Level 2: Middle School	**Time Required**	Three class periods plus one summative assessment

Lesson Objectives

- Explain basic ideas of the constitutional government adapted by American colonists.
- Analyze a variety of major acts imposed by the British government and their purpose.
- Compare conflicting viewpoints of the colonists versus the British during this time and how they led to the Revolutionary War.
- Identify key rights colonists believed were violated by the British.

Lesson Assessments

- Students demonstrate their understanding of the impact of British colonial policies on the American government by creating an illustrated timeline of events leading up to the Revolutionary War using a variety of the major acts imposed on the colonists by the British government.
- Teachers may assess by using the Assessment Rubric.
- Students will participate in self-reflection by completing the Inquiry Reflection Tool.

Lesson Overview

Civic Skills & Dispositions

- Active learning
- Active listening
- Analyzing sources
- Close reading
- Collaboration
- Considering multiple perspectives
- Critical thinking
- Incorporating evidence
- Informed citizen
- Primary source analysis
- Relationship skills
- Responsible decision-making
- Self-awareness
- Self-management
- Self-reflection
- Self-regulation
- Social awareness
- Teamwork

Civic Competencies

Students will develop their responsible decision-making by analyzing situations, evaluating choices and consequences, and considering the well-being of self and others.

Alignments

Center for Civic Education
We the People: The Citizen & the Constitution
(Level 2)

- Lesson 7: What Experiences Led to the American Revolution?

Educating for American Democracy Roadmap
Theme #4: A New Government & Constitution

- Analyze the ideas and debates about rights, power, civic participation, and decision-making that shaped the Revolution and the framing of the Constitution.

College, Career, and Civic Life (C3) Framework

- **D2.Civ.1.6-8.** Analyze how people's perspectives influenced what information is available in the historical sources they created.

Common Core Standards for Literacy in Social Studies

- **CCSS.ELA-Literacy. RI.8.3.** Identify key steps in a text's description of a process related to history/social studies.

Pre-Lesson Preparation

Supporting Questions

- What ideas did the colonists in America use to create their governments?
- Why did the British government tighten control over the colonies?
- How did the colonists resist British control?

Texts & Materials

Day 1

- *We the People: The Citizen & the Constitution* (Level 2 textbook)
- Unlocking Ben Franklin Quote
- Representative Democracy in Colonial America: The Basic Ideas of Constitutional Government, Part 9
- Colonial Government Principles chart
- Matching Principles sorting slips
- Voting signs
- Exit Ticket

Day 2

- Cartoon on page 58
- British Acts Against the Colonies organizer
- British Acts Research Organizer
- Bill of Rights overview

Day 3

- "Time to rebel!" / "I can live with it" signs
- Scenarios
- No More Kings - Schoolhouse Rock Boston Tea Party
- Resistance Events
- Digital Timeline
- Road to the American Revolution Timeline Instructions and Grading Rubric
- Inquiry Reflection Tool
- Assessment Rubric

Vocabulary

- **constitutional government:** a government that has limits on the powers of the person or group running the government
- **neglect**: loosely enforced rules or policies
- **Parliament:** the British Legislature, which consists of two houses: House of Lords, representing the nobility, and House of Commons, representing the people
- **Quartering:** law authorizing certain buildings for housing troops (military)
- **writs of assistance:** documents giving a governmental authority the power to search and seize property without restriction

Pre-Lesson Preparation

Educator Background

Educators can support student understanding of this time period and lesson topic by asking students to reflect on their own cultural backgrounds and experiences with governance. This could include discussions around their family structures, community organizations, or political affiliations. Encourage students to share their stories with each other to highlight the diversity in their experiences.

Educators can use primary sources, like letters from colonial leaders or speeches from British officials, to illustrate the perspectives of both the colonists and the British. Encourage students to critically analyze these sources and consider how cultural differences may have played a role in the colonization of America and the eventual Revolutionary War.

The in-class voting activities in this lesson help normalize the experience for students by showing that sharing opinions and participating in decisions is a regular and valued part of our classroom. By voting, students learn that everyone's opinions matter and that each voice is important in shaping our classroom community. We want all students to feel empowered to participate and be heard. Additionally, this act of voting models a key civic responsibility, helping students understand the importance of engagement and decision-making that they will carry with them beyond the classroom.

Finally, encourage students to reflect on what they have learned about the colonial era and how it relates to their own cultural identities and experiences.

Additional resources for teacher background include the following videos:

- What similarities were there in the governments of the different colonies? L5S2
- Written Guarantees of Rights: The Basic Ideas of Constitutional Government in the Colonies, Part 6
- What steps did the colonists take to resist British taxation? (Lesson 6, Section 2)
- Petitioning in the Colonies
- Daughters of Liberty: The Road to Independence, Part 9
- The Revolution Begins: The Road to Independence, Part 16

Additional resources on pedagogical practices include the following:

- Simulated Congressional Hearings: Preparation & Practice (CEAS Pedagogy Video 1)
- Literacy Integration: Vocabulary & Paraphrasing (CEAS Pedagogy Video 2)
- Building Relational Capacity through Peer Feedback (CEAS Pedagogy Video 3)
- Creating Community Agreements (CEAS Pedagogy Video 4)

Educators should preview all student materials and resources prior to the lesson.

Lesson Plan: Day 1

Engage: Activate Prior Knowledge

1. Greet students upon entry into the classroom, and welcome them to social studies.
2. Share the following prompt for students to consider independently:
    - Imagine a player on your team is feeling left out. What might you do to make them feel more included? Would you speak to the coach, the player, or the whole team?
3. Using your routine strategy, divide the class into trio teams and ask students to share their responses.
4. Tell students that for the next few days you are going to explore what experiences led to the American Revolution.
5. Post the quote "'Tis a Common Observation here that our Cause is the Cause of all Mankind; and that we are fighting for their Liberty in defending our own." (Benjamin Franklin, 1777) so that students can review.
6. Ask students what they think the quote is saying. Consider asking follow-up questions to help students interpret the quote:
    - Who is Ben Franklin referring to when he says "our"?
    - What "Cause" is Ben Franklin referencing?
    - What does Ben Franklin mean when he says "all Mankind"?

    Possible student answers include:
    - The fight is important for everyone in the world, not just America.
    - The outcome of the American Revolution affects the world.
    - They are setting a standard for the whole world.
    - Freedom for American colonists will lead to freedom for others around the world.

Instructional Supports

Universal Design for Learning (UDL)

- Establish norms for respectful communication, active listening, and valuing diverse viewpoints.
- Be mindful of potential cultural differences and other factors that might influence expectations or opinions around rights.
- Utilize the Unlocking Ben Franklin Quote graphic organizer to help students break down the Ben Franklin quote.

Multilingual Learners (ML)

- Utilize a translated version of Unlocking Ben Franklin Quote graphic organizer to help students break down the Ben Franklin quote.

Civic Competencies

- Primary source analysis
- Responsible decision-making
- Self-reflection

Extending Learning

- Students could brainstorm the significance of Ben Franklin's quote and evaluate whether they think he was right about the importance of the American Revolution.

Lesson Plan: Day 1

7. Ask students to return to the prompt about the player feeling left out. Debrief this civic learning activity by asking students:
    - Who benefits by your speaking up?
    - How does speaking to the whole team benefit everyone?
    - Does Franklin suggest standing up just for ourselves or for everyone?

Explore: Guided/Open Inquiry

1. Display the compelling inquiry question: Were the colonists justified in rebelling against British rule?
2. Allow students time to make a prediction about the inquiry question as well as offer their own supporting questions.
3. Tell students they are now going to dive further into the ideas that shaped colonial government prior to the American Revolution.
4. Play the Center's 60-second video Representative Democracy in Colonial America: The Basic Ideas of Constitutional Government.
5. As students watch, they should listen for examples of representative democracy.
6. Play the video a second time to ensure comprehension, if needed.
7. Allow time for a brief discussion or an opportunity for students' questions.
8. Distribute the Colonial Government Principles chart and review to ensure students understand expectations.
9. In trio teams, students will take turns reading pages 56–57 in the *We the People,* Level 2 textbook titled *"What ideas did the colonists in America use to create their governments?"* in order to complete the Colonial Government Principles chart.

Instructional Supports

Universal Design for Learning (UDL)

- Have students read this section three times. First silently/independently to themselves, the second time with a table partner, third time with their table group.
- Provide modeling of how to complete the chart.
- Teachers could choose to create a recording of this section for students to listen to as needed. Also, students could use a text-to-speech program for responses.
- Use assistive technology tools to adjust text readability and give students better access to the content.
- Consider reading readiness when forming trio teams.

Multilingual Learners (ML)

- Review inquiry question and allot time to address the introduction of new academic vocabulary.
- Explore subtitle options and change the language if viewing the video via YouTube.
- Read textbook section aloud with class.
- During class, read aloud, pausing to summarize different sections of the text.
- Use translation tools to give students access to text in their native language.

Civic Competencies

Lesson Plan: Day 1

10. Return to a full-class format and ask for volunteers to share responses from their completed organizer. Educators should seek out opportunities to incorporate academic language into this class discussion.
    - Note: Inform students to keep this organizer accessible as it will be needed for another activity.
11. Debrief this activity by facilitating a class discussion, asking the following:
    - Have you heard of any of these principles before today? If yes, why do you think you have?
    - Why is it important that these principles were established in the colonial governments?

- Close reading
- Critical thinking
- Responsible decision-making
- Self-regulation

Lesson Plan: Day 1

Explain: Discuss and Share

1. As a class, revisit the definition of a constitutional government: a government that has limits on the powers of the person or group running the government (p. 32).
2. Ask students to brainstorm the characteristics of a constitutional government, and capture responses on an anchor chart. Possible responses may include
    - A written set of rules of fair/reasonable laws
    - Leaders must follow the laws
    - Protection of individual rights
    - Citizen participation in government
3. Pose the question Were the colonial governments "constitutional governments"? Why or why not?
4. Allot time for students to record their ideas individually. Encourage students to use the characteristics brainstormed as a class as their evidence.
5. Post signs on each side of your room, with one side being "Constitutional Government" and the other side "Not Constitutional Government"; ask students to move to the side of the room they agree with.
6. Have each side discuss their thoughts with each other. If desired, break up each side into several teams.
7. Invite students from different positions to explain their reasoning and allow students to move if their opinions change after discussion.

Instructional Supports

Universal Design for Learning (UDL)

- Allot time for students to go back and review content about constitutional governments in their textbook (p. 32).
- Review norms for respectful communication and behavior expectations.

Multilingual Learners (ML)

- Allot time to address the introduction of new academic vocabulary.
- Students will be able to confirm their responses with a peer.
- Use translation tools to give students access to text in their native language.
- Provide visuals to support concept attainment of academic vocabulary.

Civic Competencies

- Active listening
- Incorporating evidence
- Responsible decision-making
- Self-regulation

Lesson Plan: Day 1

Elaborate: Apply New Learning

1. Return to a full-class format and ask students to locate their principles chart from earlier.
2. Tell students that these colonial governments had a large impact on our government today.
3. Distribute the Matching Principles sorting slips for each student to utilize. Consider precutting the examples to decrease time spent.
4. Instruct students to use their prior knowledge, textbook, and/or research to match the examples to the correct principles in the chart to identify how each principle appears in our government today.
5. Return to a full-class format and ask for volunteers to share responses from their completed organizer.
6. Instruct students to glue/tape their responses after confirming the correct answer.
7. Debrief this activity by facilitating a class discussion, asking the following:
    - What differences, if any, were there between the colonial governments and our state and national governments today?
    - Why is it important that we understand principles in the colonial governments?

Instructional Supports

Universal Design for Learning (UDL)

- Provide modeling of how to complete the chart.
- Allow students to work in collaborative teams.

Multilingual Learners (ML)

- Students should work collaboratively and be provided a translated version of the Constitution as necessary to support the completion of the chart.

Civic Competencies

- Critical thinking
- Incorporating evidence
- Self-awareness
- Social awareness

Extending Learning

- Students could research specific modern examples/current events of each of the principles.

Lesson Plan: Day 1

Evaluate: Assess and Authentically Engage

1. Thank the young scholars for their investigation into today's inquiry about colonial governments.
2. Ask students to predict on their exit ticket what might happen if the British government tries to go against these principles.

Instructional Supports

Universal Design for Learning (UDL)

- Provide sentence starters.
- Students can orally share their answer to the inquiry question with the teacher instead of a written response to the exit ticket.
- Consider allowing students to utilize a speak-to-type feature to record their response to the exit ticket.

Multilingual Learners (ML)

- Allow students to work in trio teams to respond to the exit ticket.
- Provide sentence starters.

Civic Competencies

- Critical thinking
- Incorporating evidence
- Social awareness

Lesson Plan: Day 2

Engage: Activate Prior Knowledge

1. Greet students upon entry into the classroom, and welcome them to social studies.
2. Display the image from page 58 or have students view it in their *We the People,* Level 2 textbook.
3. In their notes, have students write three to five words about what they observe in the picture. Possible student answers include
    - Controlling
    - Tight rein
    - Angry colonists
    - Happy king
    - Across the pond
    - Restrictive rope
4. Invite students to share their answers and explain their thinking.

Instructional Supports

Universal Design for Learning (UDL)

- Consider printing out the cartoon for students to write their words next to the part of the image they are describing.

Multilingual Learners (ML)

- Provide students with a word bank to help them identify describing words.

Civic Competencies

- Analyzing sources
- Critical thinking
- Self-management

Extending Learning

- Share various political cartoons depicting colonists' reactions to British acts for students to analyze.

Lesson Plan: Day 2

Explore: Guided/Open Inquiry

1. Tell students they are now going to dive further into the events leading to the American Revolution.
2. Distribute the British Acts Against the Colonies organizer and review to ensure students understand expectations.
3. Ask students to read pages 57–59 from the *We the People,* Level 2 textbook section titled "Why Did the British Government Tighten Control over the Colonies?" As students read, have them complete the British Acts graphic organizer.
4. Return to a full-class format and facilitate a class discussion by asking the following:
    - How do you think some colonists felt about these acts?
    - How do these acts compare to the principles we studied earlier?

Instructional Supports

Universal Design for Learning (UDL)

- For students needing additional support, the teacher may provide a word bank or glossary with words to select from.
- Teachers could choose to create a recording of this section for students to listen to as needed. Also, students could use a text-to-speech program for responses.
- Allow students to work in collaborative teams.

Multilingual Learners (ML)

- During class, read aloud, pausing to summarize different sections of the text.
- Provide visuals to build concept attainment of each act.
- Allow students to work in trio teams to support concept attainment of academic vocabulary.

Civic Competencies

- Close reading
- Self-awareness
- Self-regulation
- Social awareness

Lesson Plan: Day 2

Explain: Discuss and Share

1. Using your routine strategy, divide the class into six collaborative teams. Remind students of class norms for respectful communication, active listening, and valuing diverse viewpoints.
2. In teams, have students discuss their summaries of each British act to check for understanding.
3. As a team, instruct students to discuss each British act and whether they think it was a reasonable or unreasonable policy for the British government to impose on the colonists.
4. Remind students that they do not have to agree with other students, but they must back up their answer with evidence.
5. Return to a full-class format and ask for volunteers to share their ideas about the reasonableness of each act.

Instructional Supports

Universal Design for Learning (UDL)

- Establish norms for respectful communication, active listening, and valuing diverse viewpoints.

Multilingual Learners (ML)

- Allot time to address new academic vocabulary such as "reasonable" and "unreasonable."
- Students will be able to confirm their responses with peers.

Civic Competencies

- Collaboration
- Considering multiple perspectives
- Self-regulation

Lesson Plan: Day 2

Elaborate: Apply New Learning

1. Distribute copies of the British Acts Research Organizer; review to ensure students understand expectations.
2. Each team will research their assigned act and complete the organizer. Students may use their textbook, video provided, and approved websites to complete the task.
3. Provide each team with a Center 60-second video to aid in their research.
    - The Proclamation of 1763
    - The Sugar Act
    - The Stamp Act
    - The Stamp and Quartering Acts
    - Declaratory Act, found in Daughters of Liberty
    - The Townshend Acts
4. Circulate to encourage teamwork, monitor student progress, provide clarification, or answer questions.
5. After most teams have completed their basic research, tell students they will now identify the impact their act had on the U.S. Constitution using the Bill of Rights overview. Review to ensure students understand expectations.
6. Once students have completed their graphic organizer, instruct them to prepare to share their findings.
7. Ask each team to share their findings. As each team presents, students not in that team should take notes using their British Acts Research Organizer.
8. Display the prompt: Which act had the most impact on the U.S. government today?
9. Conduct a class vote on which act had the most impact on the U.S. government / Constitution today. Voting could be done by thumbs up / thumbs down, digital app, or secret ballot. Encourage students to make a note of their vote at this time.
    - Make a point to emphasize this act of voting. Explain that everyone's opinions matter and we want everyone to have a voice in our classroom decisions. Furthermore, voting is a civic responsibility we are modeling now.

Instructional Supports

Universal Design for Learning (UDL)

- Provide modeling of how to complete the chart

Multilingual Learners (ML)

- Students should work collaboratively and be provided a translated version of the graphic organizer as necessary to support the reading of the document.

Civic Competencies

- Collaboration
- Informed citizen
- Relationship skills
- Responsible decision-making

Extending Learning

- Students could create their own cartoon depicting their act and the colonists' reactions to it.

Lesson Plan: Day 2

Evaluate: Assess and Authentically Engage

1. Thank your young scholars for their investigation of British control over the colonies.
2. Instruct students to locate the "What do you think" questions on page 59. Ask students to complete the scenarios in #5.
3. Revisit the inquiry question: Were the colonists justified in rebelling against British rule?
4. Allow students to continue to add to their predictions about the inquiry question, brainstorm possible answers, and formulate their own supporting questions.

Instructional Supports

Universal Design for Learning (UDL)

- Have each group of students create a short skit representing one of the events listed.

Multilingual Learners (ML)

- Allow students to work in trio teams to respond to inquiry questions.
- Use the provided sentence starters.

Civic Competencies

- Critical thinking
- Responsible decision-making
- Social awareness

Lesson Plan: Day 3

Engage: Activate Prior Knowledge

1. Greet students upon entry into the classroom, and welcome them to social studies.
2. Ask students to brainstorm the definition of rebellion or the action "to rebel," and capture responses on an anchor chart. Possible responses may include
    - Fighting or pushing back
    - Refusing to follow rules you think are unfair
    - Standing up to a leader or government
    - Taking action to demand change
3. Post signs on each side of your room, with one side of the room being "Time to rebel!" and the other being "I can live with it."
4. Read one statement at a time. Consider using a slide deck to display the statement so that it is visible for students to contemplate after you read it. Ask them to move to one end of the room or another, depending on if they would rebel.
    - Your teacher gives a pop quiz.
    - A popular after-school club changes its rules so only certain students are allowed to join.
    - The school shortens lunch by 10 minutes to add more test prep time.
    - A city council established a new rule that allows only children up to age 10 to use the local park.
5. Invite students from different positions to explain their reasoning and allow students to move if their opinions change after discussion. Educators should seek out opportunities to incorporate academic language into this class discussion.
6. Return to a full-class format and debrief this civic learning by facilitating a discussion asking students:
    - If you were to "rebel" in any of these scenarios, what would be the most effective way to do so?
    - Who is most likely to rebel in a given scenario?
    - Has your definition of rebellion changed?

Instructional Supports

Universal Design for Learning (UDL)

- Provide visuals of acts of rebelling to support concept attainment.
- Display the scenario statements on a whiteboard, using transitions as needed.
- Establish norms for respectful communication, active listening, and valuing diverse viewpoints.
- Be mindful of potential cultural differences, neurodiversity, and other factors that might influence expectations around speech and eye contact.
- Consider adding other scenarios that are relevant to your students.

Multilingual Learners (ML)

- Define words that may be difficult or culturally unclear for students, such as "pop quiz."
- Consider adding other scenarios that are relevant to your students.

Civic Competencies

- Active learning
- Informed citizen
- Self-management

Lesson Plan: Day 3

7. Tell students that today they will explore the events that led to the American colonists' rebellion against the British and how this impacted the development of the American government we know today.
8. Revisit the inquiry question: Were the colonists justified in rebelling against British rule?

Explore: Guided/Open Inquiry

1. Tell students they are now going to dive further into the events leading to the American Revolution.
2. Play the Schoolhouse Rock video "No More Kings."
3. As students watch, have them make note of the colonists' reactions to British control.
4. Invite students to share their observations with the class.
5. Tell students that the colonists resisted British control through multiple types of resistance including:
    - protests (P)
    - economics (E)
    - violence (V)
    - ideas (I)
6. Ask students to read pages 60–61, "How Did the Colonists Resist British Control?" As students read, have them jot down examples of resistance, then review their notes to determine the type of resistance represented in each example (P, E, V, or I).
7. Return to a full-class format and facilitate a class discussion by asking the following:
    - How did the colonists attempt to resist British rule?
    - Why do you think there were several types of resistance?

Instructional Supports

Universal Design for Learning (UDL)

- Desks arranged in tables/clusters are recommended to facilitate better student collaboration.
- Teachers could choose to create a recording of this section for students to listen to as needed. Also, students could use a text-to-speech program for responses.
- Display types of resistance along with visuals to help with concept attainment.

Multilingual Learners (ML)

- During class, read aloud, pausing to summarize different sections of the text.

Civic Competencies

- Close reading
- Responsible decision-making
- Self-regulation

Extending Learning

- Students could research one event in more detail.

Lesson Plan: Day 3

Explain: Discuss and Share

1. As needed, review the key events of resistance students identified.
2. Pose the following question: Which event of resistance do you think was the most pivotal in leading to the American Revolution?
3. Allot time for students to identify one event individually and write a short explanation using evidence.
4. Using your routine, divide students into collaborative teams of three or four students each.
5. As a team, have students discuss their ideas.
6. Distribute one copy of the Resistance Events and review to ensure students understand expectations.
7. As a team, rank the resistance events from most impactful to least impactful. Students may do this by cutting out the events and moving them into place or by numbering the events from most (1) to least (10).
8. Circulate around the classroom to encourage teamwork, monitor student progress, provide clarification, or answer questions.
9. Return to a full-class format and ask for volunteers to share their rankings and provide their reasoning.
10. Debrief this civic learning by facilitating a discussion asking students:
    a. Which type of resistance do you think was most successful? Why?
    b. At what point do you think the American Revolution could no longer be avoided?

Instructional Supports

Universal Design for Learning (UDL)

- Consider precutting events.

Multilingual Learners (ML)

- Students will be able to confirm their responses with peers.

Civic Competencies

- Collaboration
- Critical thinking
- Responsible decision-making
- Self-regulation
- Teamwork

Lesson Plan: Day 3

Elaborate: Apply New Learning

1. Tell students that through our research we learned about several events leading up to the American Revolution. We will take our learning from the past few days and put it all together.
2. In the same teams, students will create a timeline of all key events leading up to the American Revolution. Students may choose various options for how to create their timeline, such as (but not limited to) poster, booklet, paper chain, digital, interactive display, etc.
3. Distribute the Timeline Instructions that provide each team with the directions and rubric for this task. Remind students they can use their notes, textbooks, and activities completed during the past few days to complete the task.
4. Encourage students to divide the work so each team member has manageable sections to complete.
5. Circulate around the classroom to encourage teamwork, monitor student progress, provide clarification, or answer questions.

Instructional Supports

Universal Design for Learning (UDL)

- Invite students to draw the event or complete the Digital Timeline.
- Model examples of how to complete the timeline.

Multilingual Learners (ML)

- Students should work collaboratively and be provided a translated version of the graphic organizer as necessary to support the reading of the document.

Civic Competencies

- Collaboration
- Relationship skills
- Responsible decision-making
- Self-reflection
- Teamwork

Extending Learning

- Illustrated timelines could enhance the learning and concept attainment.
- Have each group of students create a short skit representing one of the events listed.

Evaluate: Assess and Authentically Engage

1. Thank your young scholars for their investigation of justified rebellion today.
2. Post timelines around the room for students to participate in a gallery walk, leaving feedback for their classmates.
3. Consider utilizing the Inquiry Reflection Tool.

Instructional Supports

Universal Design for Learning (UDL)

- Remind students of established norms for respectful communication, active listening, and valuing diverse viewpoints.
- Model what type of feedback is supportive and beneficial.

Civic Competencies

- Critical thinking
- Social awareness

Extending Learning

- Students might practice public speaking by delivering their position statement to their trio teammates.

Lesson Plan: Day 3

Simulated Congressional Hearing Connection Summative Assessment

Guide students to write a brief statement taking a position on our inquiry question: "Were the colonists justified in rebelling against British rule?" The statement should include a clear thesis and three supporting pieces of evidence drawn from the text, class discussions, current events, or personal experiences. This activity is a good way to practice the written testimony expectations in preparation for their simulated hearings.