Intro to Law — Unit 1

Thinking like a careful legal reader

Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Student copy. Parent-paced. No private answer keys. Use extra paper for full explanations. All optional oral tasks have equal written or parent-observed alternatives.

1. Readiness diagnostic: law, ethics and rules

intro-law-l001 | suggested week 1 | about 40 minutes;split sessions as needed

Objective

Explain and apply readiness diagnostic: law, ethics and rules to a fictional original and changed record.

Instruction

Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

Today’s focus — Readiness diagnostic: law, ethics and rules
A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

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Worked teaching example

A museum club’s fictional policy requires quiet voices. Pat speaks loudly. Step 1: identify the source—a club policy, not a supplied criminal statute. Step 2: compare conduct with that policy. The model supports a

policy concern; it does not establish a crime. An ethical concern about consideration is a separate judgment.

Numbered assignment

1. Fact discipline — Readiness diagnostic: law, ethics and rules: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.

intro-law-l001-q01

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2. Principle check: Restate the distinction taught in Readiness diagnostic: law, ethics and rules in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l001-q02

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3. Apply the original record: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Question: Is the criminal-law conclusion supported? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l001-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Assume a teacher also calls arriving late unfair.
Explain how the analysis changes and what remains unresolved.

intro-law-l001-q04

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5. Source card exercise: For Readiness diagnostic: law, ethics and rules, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l001-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Readiness diagnostic: law, ethics and rules issue for a new

reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l001-q06

Optional guided retry

Optional guided retry for Readiness diagnostic: law, ethics and rules:
A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Read this principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Readiness diagnostic: law, ethics and rules:
Original: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Changed fact: Assume a teacher also calls arriving late unfair.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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Supplied offline source card
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Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

2. Facts, allegations and inferences

intro-law-l002 | suggested week 1 | about 40 minutes;split sessions as needed

Objective

Explain and apply facts, allegations and inferences to a fictional original and changed record.

Instruction

Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

Today’s focus — Facts, allegations and inferences
A fact describes something that happened; an allegation is a party’s claim about it. An inference links observations to a possible explanation. Mark uncertainty rather than treating an accusation or a confident tone as proof.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

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Worked teaching example

A witness sees a wet umbrella and says it proves a storm. Observation: the umbrella is wet. Inference: a storm caused it. A sink could explain the same observation. The worked conclusion is that water exposure is supported, but the specific cause remains uncertain; confidence does not eliminate alternatives.

Numbered assignment

1. Fact discipline — Facts, allegations and inferences: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.

intro-law-l002-q01

2. Principle check: Restate the distinction taught in Facts, allegations and inferences in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l002-q02

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3. Apply the original record: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
Question: What does the photograph establish and what remains an inference? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l002-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A dated inventory identifies the photographed object as Lee’s own notebook.
Explain how the analysis changes and what remains unresolved.

intro-law-l002-q04

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5. Source card exercise: For Facts, allegations and inferences, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

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intro-law-l002-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Facts, allegations and inferences issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l002-q06

Optional guided retry

Optional guided retry for Facts, allegations and inferences:
Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.

Read this principle: A fact describes something that happened; an allegation is a party’s claim about it. An inference links observations to a possible explanation. Mark uncertainty rather than treating an accusation or a confident tone as proof.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Facts, allegations and inferences:
Original: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
Changed fact: A dated inventory identifies the photographed object as Lee’s own notebook.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

3. Legal questions versus policy preferences

intro-law-l003 | suggested week 1 | about 40 minutes;split sessions as needed

Objective

Explain and apply legal questions versus policy preferences to a fictional original and changed record.

Instruction

Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

Today’s focus — Legal questions versus policy preferences
A legal question asks how an identified rule applies. A policy question asks whether a rule should change. Both deserve reasons, but a preferred policy is not evidence of the present rule.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A classroom model permits two library renewals. Jae wants three because a book is long.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

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Worked teaching example

A fictional reading room closes at six. A proposal asks for seven. The current-rule question is answered by the supplied six-o’clock policy. The proposal supplies a reason for change, not an already effective closing time. If an authorized amendment takes effect later, the event’s date must be compared with that effective date.

Numbered assignment

1. Fact discipline — Legal questions versus policy preferences: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A classroom model permits two library renewals. Jae wants three because a book is long.

intro-law-l003-q01

2. Principle check: Restate the distinction taught in Legal questions versus policy preferences in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l003-q02

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3. Apply the original record: A classroom model permits two library renewals. Jae wants three because a book is long.
Question: Separate the current-rule answer from the policy proposal. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l003-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The policy is formally amended to allow three beginning next month.
Explain how the analysis changes and what remains unresolved.

intro-law-l003-q04

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5. Source card exercise: For Legal questions versus policy preferences, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

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intro-law-l003-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Legal questions versus policy preferences issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l003-q06

Optional guided retry

Optional guided retry for Legal questions versus policy preferences:
A classroom model permits two library renewals. Jae wants three because a book is long.
Read this principle: A legal question asks how an identified rule applies. A policy question asks whether a rule should change. Both deserve reasons, but a preferred policy is not evidence of the present rule.

Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Legal questions versus policy preferences:
Original: A classroom model permits two library renewals. Jae wants three because a book is long.
Changed fact: The policy is formally amended to allow three beginning next month.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

4. Primary and secondary authority

intro-law-l004 | suggested week 1 | about 40 minutes;split sessions as needed

Objective

Explain and apply primary and secondary authority to a fictional original and changed record.

Instruction

Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

Today’s focus — Primary and secondary authority
Primary sources contain law made by authorized institutions. Secondary sources explain or analyze law and can help locate primary material. A summary’s confidence or popularity does not make it binding, and an introduced bill is not necessarily enacted law.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

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Worked teaching example

A government’s published enacted rule and a magazine explanation discuss the same topic. The rule is primary material; the magazine is secondary analysis. A careful reader uses the explanation to understand questions, but checks the actual rule’s jurisdiction, text and date before treating the summary as a statement of operative law.

Numbered assignment

1. Fact discipline — Primary and secondary authority: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.

intro-law-l004-q01

2. Principle check: Restate the distinction taught in Primary and secondary authority in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l004-q02

3. Apply the original record: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.
Question: Can the blog establish an effective legal requirement? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l004-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The blog links to an enacted version with a future effective date.
Explain how the analysis changes and what remains unresolved.

intro-law-l004-q04

5. Source card exercise: For Primary and secondary authority, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

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intro-law-l004-q05

6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Primary and secondary authority issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l004-q06

Optional guided retry

Optional guided retry for Primary and secondary authority:
A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says

introduced.
Read this principle: Primary sources contain law made by authorized institutions. Secondary sources explain or analyze law and can help locate primary material. A summary’s confidence or popularity does not make it binding, and an introduced bill is not necessarily enacted law.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Primary and secondary authority:
Original: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.
Changed fact: The blog links to an enacted version with a future effective date.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

5. IRAC: organize without pretending certainty

intro-law-l005 | suggested week 1 | about 40 minutes;split sessions as needed

Objective

Explain and apply irac: organize without pretending certainty to a fictional original and changed record.

Instruction

Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

Today’s focus — IRAC: organize without pretending certainty
IRAC means issue, rule, application and conclusion. The application explains why specific facts satisfy or fail parts of a rule. A conclusion can be conditional when facts or authority are missing; the acronym is an organizer, not a guarantee of a correct answer.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

Model rule: a receipt is required for an exchange. Jules supplies a complete receipt. Issue: the receipt condition. Rule: the named requirement. Application: the supplied document meets that condition. Conclusion: that condition is satisfied under the model, not necessarily every other exchange condition or an actual Texas remedy.

Numbered assignment

1. Fact discipline — IRAC: organize without pretending certainty: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.

intro-law-l005-q01

2. Principle check: Restate the distinction taught in IRAC: organize without pretending certainty in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l005-q02

3. Apply the original record: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
Question: Write a short IRAC under the supplied model. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l005-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The equipment manager provides a written model exception accepting verified emails.
Explain how the analysis changes and what remains unresolved.

intro-law-l005-q04

5. Source card exercise: For IRAC: organize without pretending certainty, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l005-q05

6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original IRAC: organize without pretending certainty issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l005-q06

Optional guided retry

Optional guided retry for IRAC: organize without pretending certainty:
Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and

says the camera is reserved.
Read this principle: IRAC means issue, rule, application and conclusion. The application explains why specific facts satisfy or fail parts of a rule. A conclusion can be conditional when facts or authority are missing; the acronym is an organizer, not a guarantee of a correct answer.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for IRAC: organize without pretending certainty:
Original: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
Changed fact: The equipment manager provides a written model exception accepting verified emails.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

6. Educational information is not representation

intro-law-l006 | suggested week 2 | about 40 minutes;split sessions as needed

Objective

Explain and apply educational information is not representation to a fictional original and changed record.

Instruction

Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

Today’s focus — Educational information is not representation
General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

Nia writes a general glossary explaining trial and appeal. It identifies institutions without choosing a real person’s filing or predicting success. That is educational information. If Nia instead selects litigation strategy from a neighbor’s private papers, the task becomes individualized legal analysis that this course does not authorize.

Numbered assignment

1. Fact discipline — Educational information is not representation: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.

intro-law-l006-q01

2. Principle check: Restate the distinction taught in Educational information is not representation in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l006-q02

3. Apply the original record: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
Question: Why is that an improper leap from this course? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l006-q03

4. Counterfactual: Begin with the original record above, then change only this fact: Instead the student creates a general source list with no recommendation about the neighbor’s case.
Explain how the analysis changes and what remains unresolved.

intro-law-l006-q04

5. Source card exercise: For Educational information is not representation, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l006-q05

6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Educational information is not representation issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l006-q06

Optional guided retry

Optional guided retry for Educational information is not representation:
A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.

Read this principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Educational information is not representation:
Original: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
Changed fact: Instead the student creates a general source list with no recommendation about the neighbor’s case.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

7. Project 1: Thinking like a careful legal reader

intro-law-l007 | suggested week 2 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe thinking like a careful legal reader project using six specified deliverables.

Instruction

Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

Project brief: Build a fictional legal-reading desk guide. Use the club, folder and camera examples to create a facts/inference chart, authority ladder and a one-page IRAC organizer. Include an explicit education-only boundary.

Build an educational artifact by organizing facts before recommending anything. A chart should label its columns; a map should explain its symbols; a memo should separate issue, rule, application and conclusion. If a fact is absent, write unknown rather than fill it in. A polished appearance never substitutes for accurate reasoning.

Complete fictional fact bank:
Case 1 — Readiness diagnostic: law, ethics and rules
Principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
Original record: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Changed record: Assume a teacher also calls arriving late unfair.

Case 2 — Facts, allegations and inferences
Principle: A fact describes something that happened; an allegation is a party’s claim about it. An inference links observations to a possible explanation. Mark uncertainty rather than treating an accusation or a confident tone as proof.
Original record: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
Changed record: A dated inventory identifies the photographed object as Lee’s own notebook.

Case 3 — Legal questions versus policy preferences
Principle: A legal question asks how an identified rule applies. A policy question asks whether a rule should change. Both deserve reasons, but a preferred policy is not evidence of the present rule.
Original record: A classroom model permits two library renewals. Jae wants three because a book is long.
Changed record: The policy is formally amended to allow three beginning next month.

Case 4 — Primary and secondary authority
Principle: Primary sources contain law made by authorized institutions. Secondary sources explain or analyze law and can help locate primary material. A summary’s confidence or popularity does not make it binding, and an introduced bill is not necessarily enacted law.
Original record: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.

Changed record: The blog links to an enacted version with a future effective date.

Case 5 — IRAC: organize without pretending certainty
Principle: IRAC means issue, rule, application and conclusion. The application explains why specific facts satisfy or fail parts of a rule. A conclusion can be conditional when facts or authority are missing; the acronym is an organizer, not a guarantee of a correct answer.
Original record: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
Changed record: The equipment manager provides a written model exception accepting verified emails.

Case 6 — Educational information is not representation
Principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.
Original record: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
Changed record: Instead the student creates a general source list with no recommendation about the neighbor’s case.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A museum club’s fictional policy requires quiet voices. Pat speaks loudly. Step 1: identify the source—a club policy, not a supplied criminal statute. Step 2: compare conduct with that policy. The model supports a policy concern; it does not establish a crime. An ethical concern about consideration is a separate judgment.

Numbered assignment

1. Make a three-row club/folder/camera chart labeling rule, allegation and inference.

intro-law-l007-q01

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2. Draw an authority ladder distinguishing a proposed bill, a statute and a research guide.

intro-law-l007-q02

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3. Write a four-sentence IRAC for the camera request.

intro-law-l007-q03

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4. Add an ethical concern distinct from a legal conclusion for the club.

intro-law-l007-q04

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5. Write a source-check checklist using the provided research source card.

intro-law-l007-q05

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6. Design an education-only boundary panel and explain the neighbor-lawsuit limit.

intro-law-l007-q06

Optional guided retry

Optional guided retry for Project 1: Thinking like a careful legal reader:
A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Read this principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Project 1: Thinking like a careful legal reader:
Original: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Changed fact: Assume a teacher also calls arriving late unfair.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered

task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

8. Spiral lab 1: facts,rules and changed conditions

intro-law-l008 | suggested week 2 | about 40 minutes;split sessions as needed

Objective

Retrieve and compare six supplied scenarios from current and earlier units.

Instruction

Spaced practice 1 connects current concepts with earlier reasoning. Try recalling the distinction before rereading the printed principle; then revise using it. Retrieval is practice, not a memory contest. Explain why the changed fact matters rather than only changing the answer.

Current unit context: Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

For each task, the complete principle, original record and changed fact appear in the question. No earlier assignment or outside website is needed.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional reading room closes at six. A proposal asks for seven. The current-rule question is answered by the supplied six-o’clock policy. The proposal supplies a reason for change, not an already effective closing time. If an authorized amendment takes effect later, the event’s date must be compared with that effective date.

Numbered assignment

1. Retrieval connection from unit 1, Readiness diagnostic: law, ethics and rules:
Principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
Record: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Change: Assume a teacher also calls arriving late unfair.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l008-q01

2. Retrieval connection from unit 1, Facts, allegations and inferences:
Principle: A fact describes something that happened; an allegation is a party’s claim about it. An inference links observations to a possible explanation. Mark uncertainty rather than treating an accusation or a confident tone as proof.
Record: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
Change: A dated inventory identifies the photographed object as Lee’s own notebook.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l008-q02

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3. Retrieval connection from unit 1, Legal questions versus policy preferences:
Principle: A legal question asks how an identified rule applies. A policy question asks whether a rule should change. Both deserve reasons, but a preferred policy is not evidence of the present rule.
Record: A classroom model permits two library renewals. Jae wants three because a book is long.
Change: The policy is formally amended to allow three beginning next month.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l008-q03

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4. Retrieval connection from unit 1, Primary and secondary authority:
Principle: Primary sources contain law made by authorized institutions. Secondary sources explain or analyze law and can help locate primary material. A summary’s confidence or popularity does not make it binding, and an introduced bill is not necessarily enacted law.
Record: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.
Change: The blog links to an enacted version with a future effective date.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l008-q04

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5. Retrieval connection from unit 1, IRAC: organize without pretending certainty:
Principle: IRAC means issue, rule, application and conclusion. The application explains why specific facts satisfy or fail parts of a rule. A conclusion can be conditional when facts or authority are missing; the acronym is an organizer, not a guarantee of a correct answer.
Record: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
Change: The equipment manager provides a written model exception accepting verified emails.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l008-q05

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6. Retrieval connection from unit 1, Educational information is not representation:
Principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and

professional judgment are missing rather than claiming to represent another person.
Record: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
Change: Instead the student creates a general source list with no recommendation about the neighbor’s case.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l008-q06

Optional guided retry

Optional guided retry for Spiral lab 1: facts,rules and changed conditions:
A classroom model permits two library renewals. Jae wants three because a book is long.
Read this principle: A legal question asks how an identified rule applies. A policy question asks whether a rule should change. Both deserve reasons, but a preferred policy is not evidence of the present rule.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Spiral lab 1: facts,rules and changed conditions:
Original: A classroom model permits two library renewals. Jae wants three because a book is long.
Changed fact: The policy is formally amended to allow three beginning next month.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

9. Unit 1 review: Thinking like a careful legal reader

intro-law-l009 | suggested week 2 | about 40 minutes;split sessions as needed

Objective

Revise six overconfident conclusions using accurate rules, facts and limits.

Instruction

Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

Review method: A conclusion is only as strong as its rule and factual support. At each station, identify the editor's overclaim, replace it with a supported statement, and explain the limit. Revisit any station that mixes an allegation with a finding or a model with actual law. Use source cards to check scope, not to collect personal information. The station records are fully printed below.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

Model rule: a receipt is required for an exchange. Jules supplies a complete receipt. Issue: the receipt condition. Rule: the named requirement. Application: the supplied document meets that condition. Conclusion: that condition is satisfied under the model, not necessarily every other exchange condition or an actual Texas remedy.

Numbered assignment

1. Review station 1 — Readiness diagnostic: law, ethics and rules
Principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
Record: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Is the criminal-law conclusion supported? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l009-q01

2. Review station 2 — Facts, allegations and inferences
Principle: A fact describes something that happened; an allegation is a party’s claim about it. An inference links observations to a possible explanation. Mark uncertainty rather than treating an accusation or a confident tone as proof.
Record: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What does the photograph establish and what remains an inference? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l009-q02

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3. Review station 3 — Legal questions versus policy preferences
Principle: A legal question asks how an identified rule applies. A policy question asks whether a rule should change. Both deserve reasons, but a preferred policy is not evidence of the present rule.
Record: A classroom model permits two library renewals. Jae wants three because a book is long.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Separate the current-rule answer from the policy proposal. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l009-q03

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4. Review station 4 — Primary and secondary authority
Principle: Primary sources contain law made by authorized institutions. Secondary sources explain or analyze law and can help locate primary material. A summary’s confidence or popularity does not make it binding, and an introduced bill is not necessarily enacted law.
Record: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Can the blog establish an effective legal requirement? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l009-q04

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5. Review station 5 — IRAC: organize without pretending certainty
Principle: IRAC means issue, rule, application and conclusion. The application explains why specific facts satisfy or fail parts of a rule. A conclusion can be conditional when facts or authority are missing; the acronym is an organizer, not a guarantee of a correct answer.
Record: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Write a short IRAC under the supplied model. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l009-q05

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6. Review station 6 — Educational information is not representation
Principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.

Record: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is that an improper leap from this course? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l009-q06

Optional guided retry

Optional guided retry for Unit 1 review: Thinking like a careful legal reader:
Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
Read this principle: IRAC means issue, rule, application and conclusion. The application explains why specific facts satisfy or fail parts of a rule. A conclusion can be conditional when facts or authority are missing; the acronym is an organizer, not a guarantee of a correct answer.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 1 review: Thinking like a careful legal reader:
Original: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
Changed fact: The equipment manager provides a written model exception accepting verified emails.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

10. Unit 1 assessment: Thinking like a careful legal reader

intro-law-l010 | suggested week 2 | about 40 minutes;split sessions as needed

Objective

Integrate unit rules, facts, source limits and fair counterarguments.

Instruction

Law is a system of public rules, institutions and procedures, not simply whatever seems fair to one person. Ethics asks how people ought to act; law asks what an identified authority requires or permits in a particular jurisdiction. A legal conclusion needs a source, relevant facts and reasoning connecting the two. Allegations are claims, evidence may support them, and a finding is a decision made through an authorized process. Throughout this course distinguish established facts, disputed facts and missing information. Classroom policies are labeled models, not invented Texas statutes.

Assessment directions: This is an open-resource application assessment. The principles and fictional records are supplied in the questions so that access to a website or earlier paperwork is unnecessary. Work independently at first if appropriate; then a parent may discuss reasoning and invite a correction. Label any assistance. Use IRAC where requested, show units in calculations, and distinguish a supplied rule from an actual legal claim. There is no assigned pass threshold or fixed deadline. The parent may split a longer assessment across sessions.

Reasoning example below is separate from the assessment records; use its method, not an unsupported outcome.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A witness sees a wet umbrella and says it proves a storm. Observation: the umbrella is wet. Inference: a storm caused it. A sink could explain the same observation. The worked conclusion is that water exposure is supported, but the specific cause remains uncertain; confidence does not eliminate alternatives.

Numbered assignment

1. Assessment record — unit 1, Readiness diagnostic: law, ethics and rules
Supplied principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
Original facts: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Assessment change: Assume a teacher also calls arriving late unfair.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l010-q01

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2. Assessment record — unit 1, Facts, allegations and inferences
Supplied principle: A fact describes something that happened; an allegation is a party’s claim about it. An inference links observations to a possible explanation. Mark uncertainty rather than treating an accusation or a confident tone as proof.
Original facts: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
Assessment change: A dated inventory identifies the photographed object as Lee’s own notebook.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l010-q02

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3. Assessment record — unit 1, Legal questions versus policy preferences
Supplied principle: A legal question asks how an identified rule applies. A policy question asks whether a rule should change. Both deserve reasons, but a preferred policy is not evidence of the present rule.
Original facts: A classroom model permits two library renewals. Jae wants three because a book is long.
Assessment change: The policy is formally amended to allow three beginning next month.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l010-q03

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4. Assessment record — unit 1, Primary and secondary authority
Supplied principle: Primary sources contain law made by authorized institutions. Secondary sources explain or analyze law and can help locate primary material. A summary’s confidence or popularity does not make it binding, and an introduced bill is not necessarily enacted law.
Original facts: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.
Assessment change: The blog links to an enacted version with a future effective date.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l010-q04

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5. Assessment record — unit 1, IRAC: organize without pretending certainty
Supplied principle: IRAC means issue, rule, application and conclusion. The application explains why specific facts satisfy or fail parts of a rule. A conclusion can be conditional when facts or authority are missing; the acronym is an organizer, not a guarantee of a correct answer.
Original facts: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
Assessment change: The equipment manager provides a written model exception accepting verified emails.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l010-q05

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6. Assessment record — unit 1, Educational information is not representation
Supplied principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.
Original facts: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
Assessment change: Instead the student creates a general source list with no recommendation about the neighbor’s case.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l010-q06

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7. Comparison task: Use these two records.
A: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
A principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
B: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
B principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l010-q07

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8. Research-limits task: For the changed record in Legal questions versus policy preferences, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A classroom model permits two library renewals. Jae wants three because a book is long.
Change: The policy is formally amended to allow three beginning next month.

intro-law-l010-q08

Optional guided retry

Optional guided retry for Unit 1 assessment: Thinking like a careful legal reader:
Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
Read this principle: A fact describes something that happened; an allegation is a party’s claim about it. An inference links observations to a possible explanation. Mark uncertainty rather than treating an accusation or a confident tone as proof.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 1 assessment: Thinking like a careful legal reader:
Original: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
Changed fact: A dated inventory identifies the photographed object as Lee’s own notebook.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
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