Intro to Law — Unit 14

Digital privacy, expression and responsible tools

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.

131. Consent has a defined scope

intro-law-l131 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply consent has a defined scope to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Consent has a defined scope
Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.

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: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.

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 artist permits private classroom display of a drawing. Selling it in a public advertisement changes purpose and audience. The original permission does not establish that broader authorization. Consent scope

and any applicable legal requirements must be analyzed; the class can instead use an original invented graphic.

Numbered assignment

1. Fact discipline — Consent has a defined scope: 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: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.

intro-law-l131-q01

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2. Principle check: Restate the distinction taught in Consent has a defined scope 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-l131-q02

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3. Apply the original record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Question: What change requires separate analysis? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l131-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The practice instead uses a teacher-written text transcript with invented speakers and no recording.
Explain how the analysis changes and what remains unresolved.

intro-law-l131-q04

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5. Source card exercise: For Consent has a defined scope, 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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l131-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 Consent has a defined scope 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-l131-q06

Optional guided retry

Optional guided retry for Consent has a defined scope:
Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Read this principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
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 Consent has a defined scope:
Original: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Changed fact: The practice instead uses a teacher-written text transcript with invented speakers and no recording.
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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
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Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
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.

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.

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.

132. Data minimization protects learning

intro-law-l132 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply data minimization protects learning to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Data minimization protects learning
Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.

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 mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.

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 practice form uses invented document labels instead of real birth dates and account numbers. Those identifiers are unnecessary to learn source classification. Removing them reduces risk while preserving the task. Anonymizing a real record can still leave identifying details, so genuinely fictional data is the safer course design.

Numbered assignment

1. Fact discipline — Data minimization protects learning: 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 mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.

intro-law-l132-q01

2. Principle check: Restate the distinction taught in Data minimization protects learning 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-l132-q02

3. Apply the original record: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Question: Which fields should be removed and why? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l132-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The sheet uses Fictional Record A and no identifying facts.
Explain how the analysis changes and what remains unresolved.

intro-law-l132-q04

5. Source card exercise: For Data minimization protects learning, 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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
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intro-law-l132-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 Data minimization protects learning 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-l132-q06

Optional guided retry

Optional guided retry for Data minimization protects learning:
A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.

Read this principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead. 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 Data minimization protects learning:
Original: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Changed fact: The sheet uses Fictional Record A and no identifying facts.
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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
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Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
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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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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.

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.

133. Screenshots need context and provenance

intro-law-l133 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply screenshots need context and provenance to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Screenshots need context and provenance
A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.

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: An image claims a new statute passed, but the visible heading says introduced bill.

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 screenshot labels a proposal as an effective law but omits the page’s introduced status. The claim exceeds the source. Verify official status, date and operative text rather than trust the image’s appearance. An unsuccessful search alone would not prove no authority exists; state what has actually been verified.

Numbered assignment

1. Fact discipline — Screenshots need context and provenance: 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: An image claims a new statute passed, but the visible heading says introduced bill.

intro-law-l133-q01

2. Principle check: Restate the distinction taught in Screenshots need context and provenance 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-l133-q02

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3. Apply the original record: An image claims a new statute passed, but the visible heading says introduced bill.
Question: What source-status error is present? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l133-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The source card supplies an official enacted text and effective date.
Explain how the analysis changes and what remains unresolved.

intro-law-l133-q04

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5. Source card exercise: For Screenshots need context and provenance, 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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l133-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 Screenshots need context and provenance 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-l133-q06

Optional guided retry

Optional guided retry for Screenshots need context and provenance:
An image claims a new statute passed, but the visible heading says introduced bill.
Read this principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.

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 Screenshots need context and provenance:
Original: An image claims a new statute passed, but the visible heading says introduced bill.
Changed fact: The source card supplies an official enacted text and 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)

Supplied offline source card
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Exact URL: https://www.copyright.gov/what-is-copyright/
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Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
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Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
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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.

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.

134. Ideas, facts and expression

intro-law-l134 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply ideas, facts and expression to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Ideas, facts and expression
Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.

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 learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.

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 learner independently explains a scientific fact in original words. That differs from copying another author’s expressive illustration of the fact. Copyright’s treatment of underlying facts does not make every presentation free to reproduce. Attribution and permission are distinct; check license, public domain or an applicable limitation where needed.

Numbered assignment

1. Fact discipline — Ideas, facts and expression: 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 learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.

intro-law-l134-q01

2. Principle check: Restate the distinction taught in Ideas, facts and expression 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-l134-q02

3. Apply the original record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Question: Which parts require separate treatment? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l134-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The learner makes an original diagram using basic facts without tracing expressive artwork.
Explain how the analysis changes and what remains unresolved.

intro-law-l134-q04

5. Source card exercise: For Ideas, facts and expression, 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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
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intro-law-l134-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 Ideas, facts and expression 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-l134-q06

Optional guided retry

Optional guided retry for Ideas, facts and expression:
A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.

Read this principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
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 Ideas, facts and expression:
Original: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Changed fact: The learner makes an original diagram using basic facts without tracing expressive artwork.
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
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.

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.

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.

135. Fair use requires four-factor reasoning

intro-law-l135 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply fair use requires four-factor reasoning to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Fair use requires four-factor reasoning
The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.

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 learner proposes copying an entire current commercial workbook for distribution because the class is educational.

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

Fictional example: A learner privately quotes two necessary sentences from a published factual article and adds a paragraph criticizing its argument. Factor 1, purpose/character: specific criticism and new analysis may favor fair use; an education label alone does not decide it. Factor 2, nature: the supplied published factual character may favor fair use compared with highly creative unpublished expression. Factor 3, amount/substantiality: two sentences may be limited, but their importance to the article is unknown; even a short quotation could be its expressive heart. Factor 4, market: the exercise does not supply price, licensing practice or audience effects, so market harm cannot be confidently ruled out; not substituting for the article would be relevant. Weigh the factors together: some supplied facts favor fair use, while substantiality and market facts remain incomplete. No guaranteed ruling, word-count safe harbor or actual copying task follows.

Numbered assignment

1. Fact discipline — Fair use requires four-factor reasoning: 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 learner proposes copying an entire current commercial workbook for distribution because the class is educational.

intro-law-l135-q01

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2. Principle check: Restate the distinction taught in Fair use requires four-factor reasoning 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-l135-q02

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3. Apply the original record: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Question: Apply all four factors without promising a result. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l135-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied. Explain how the analysis changes and what remains unresolved.

intro-law-l135-q04

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5. Source card exercise: For Fair use requires four-factor reasoning, 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: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l135-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 Fair use requires four-factor reasoning 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-l135-q06

Optional guided retry

Optional guided retry for Fair use requires four-factor reasoning:
A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Read this principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.
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 Fair use requires four-factor reasoning:
Original: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Changed fact: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied.
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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
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.

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.

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.

136. AI text is not legal authority

intro-law-l136 | suggested week 28 | about 40 minutes;split sessions as needed

Objective

Explain and apply ai text is not legal authority to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — AI text is not legal authority
A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.

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 AI output cites a case that the supplied official source card does not identify and gives no court, date or text.

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 tool invents a citation-shaped string. A student labels it unverified and does not use it as authority. The responsible next step is locating and reading an actual source, checking jurisdiction and currentness. Fluency and a formal-looking citation are not evidence that a case or holding is genuine.

Numbered assignment

1. Fact discipline — AI text is not legal 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 fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.

intro-law-l136-q01

2. Principle check: Restate the distinction taught in AI text is not legal 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-l136-q02

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3. Apply the original record: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
Question: What should the student do with the unsupported citation? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l136-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: An actual source text is supplied and the claimed proposition differs from its words.
Explain how the analysis changes and what remains unresolved.

intro-law-l136-q04

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5. Source card exercise: For AI text is not legal 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.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l136-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 AI text is not legal 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-l136-q06

Optional guided retry

Optional guided retry for AI text is not legal authority:
A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.

Read this principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
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 AI text is not legal authority:
Original: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
Changed fact: An actual source text is supplied and the claimed proposition differs from its words.
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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
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.

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.

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.

137. Project 14: Digital privacy, expression and responsible tools

intro-law-l137 | suggested week 28 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe digital privacy, expression and responsible tools project using six specified deliverables.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Project brief: Design a fictional privacy-respecting legal-literacy webpage on paper or as text only. Include minimal-data fields, a scoped-permission notice, a source-verification checklist and a four-factor copyright analysis. No actual publication, account access or copied commercial worksheet.

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 — Consent has a defined scope
Principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Original record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Changed record: The practice instead uses a teacher-written text transcript with invented speakers and no recording.

Case 2 — Data minimization protects learning
Principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.
Original record: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Changed record: The sheet uses Fictional Record A and no identifying facts.

Case 3 — Screenshots need context and provenance
Principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.
Original record: An image claims a new statute passed, but the visible heading says introduced bill.
Changed record: The source card supplies an official enacted text and effective date.

Case 4 — Ideas, facts and expression

Principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
Original record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Changed record: The learner makes an original diagram using basic facts without tracing expressive artwork.

Case 5 — Fair use requires four-factor reasoning
Principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.
Original record: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Changed record: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied.

Case 6 — AI text is not legal authority
Principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
Original record: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
Changed record: An actual source text is supplied and the claimed proposition differs from its words.

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 artist permits private classroom display of a drawing. Selling it in a public advertisement changes purpose and audience. The original permission does not establish that broader authorization. Consent scope and any applicable legal requirements must be analyzed; the class can instead use an original invented graphic.

Numbered assignment

1. Create a minimal-data fictional form for source classification.

intro-law-l137-q01

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2. Write a scoped-permission notice for private practice and explain why public ads differ.

intro-law-l137-q02

3. Annotate a proposed-bill screenshot’s status error.

intro-law-l137-q03

4. Compare original factual explanation with copied expressive artwork.

intro-law-l137-q04

5. Complete a four-factor chart for copying the entire commercial workbook.

intro-law-l137-q05

6. Create an AI-citation verification panel with a recording-free alternative.

intro-law-l137-q06

Optional guided retry

Optional guided retry for Project 14: Digital privacy, expression and responsible tools:
Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Read this principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
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 14: Digital privacy, expression and responsible tools:
Original: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Changed fact: The practice instead uses a teacher-written text transcript with invented speakers and no recording.
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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
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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.

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.
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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.

138. Spiral lab 14: facts,rules and changed conditions

intro-law-l138 | suggested week 28 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 14 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: Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

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 screenshot labels a proposal as an effective law but omits the page’s introduced status. The claim exceeds the source. Verify official status, date and operative text rather than trust the image’s appearance. An unsuccessful search alone would not prove no authority exists; state what has actually been verified.

Numbered assignment

1. Retrieval connection from unit 14, Consent has a defined scope:
Principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Change: The practice instead uses a teacher-written text transcript with invented speakers and no recording.
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-l138-q01

2. Retrieval connection from unit 14, Ideas, facts and expression:
Principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
Record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Change: The learner makes an original diagram using basic facts without tracing expressive artwork.
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-l138-q02

3. Retrieval connection from unit 13, Warranties and promises have a scope:
Principle: A warranty or guarantee should be read for who promises what, for how long, and subject to which lawful conditions. Written terms, implied protections and statutory rights may interact. A broad slogan is not a substitute for the actual scope of the promise.
Record: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Change: The writing expressly adds labor during the six-month period.
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-l138-q03

4. Retrieval connection from unit 13, Credit and debt: read before calculating:
Principle: Credit involves repayment obligations and terms such as principal, interest, fees and timing. A small periodic payment does not show total cost by itself. This course uses stated simple arithmetic models, not real accounts, compound-interest predictions or individualized borrowing recommendations.
Record: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
Change: The stated repayment changes to 115 with the same principal and no other costs.
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-l138-q04

5. Retrieval connection from unit 11, Rights and responsibilities are distinct categories:
Principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Change: A lawful modified order specifically changes an obligation prospectively.
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-l138-q05

6. 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-l138-q06

Optional guided retry

Optional guided retry for Spiral lab 14: facts,rules and changed conditions:
An image claims a new statute passed, but the visible heading says introduced bill.
Read this principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.
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 14: facts,rules and changed conditions:
Original: An image claims a new statute passed, but the visible heading says introduced bill.
Changed fact: The source card supplies an official enacted text and 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)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
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.

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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
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 State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
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: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
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.

139. Unit 14 review: Digital privacy, expression and responsible tools

intro-law-l139 | suggested week 28 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

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

Fictional example: A learner privately quotes two necessary sentences from a published factual article and adds a paragraph criticizing its argument. Factor 1, purpose/character: specific criticism and new analysis may favor fair use; an education label alone does not decide it. Factor 2, nature: the supplied published factual character may favor fair use compared with highly creative unpublished expression. Factor 3, amount/substantiality: two sentences may be limited, but their importance to the article is unknown; even a short quotation could be its expressive heart. Factor 4, market: the exercise does not supply price, licensing practice or audience effects, so market harm cannot be confidently ruled out; not substituting for the article would be relevant. Weigh the factors together: some supplied facts favor fair use, while substantiality and market facts remain incomplete. No guaranteed ruling, word-count safe harbor or actual copying task follows.

Numbered assignment

1. Review station 1 — Consent has a defined scope
Principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part

correction:(a)answer What change requires separate analysis? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q01

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2. Review station 2 — Data minimization protects learning
Principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.
Record: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which fields should be removed and why? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q02

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3. Review station 3 — Screenshots need context and provenance
Principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.
Record: An image claims a new statute passed, but the visible heading says introduced bill.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What source-status error is present? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q03

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4. Review station 4 — Ideas, facts and expression
Principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
Record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which parts require separate treatment? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q04

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5. Review station 5 — Fair use requires four-factor reasoning
Principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.
Record: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Apply all four factors without promising a result. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q05

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6. Review station 6 — AI text is not legal authority
Principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
Record: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What should the student do with the unsupported citation? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q06

Optional guided retry

Optional guided retry for Unit 14 review: Digital privacy, expression and responsible tools:
A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Read this principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.
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 14 review: Digital privacy, expression and responsible tools:
Original: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Changed fact: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied.
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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index

updatedNovember 2026.
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.

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.

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.

140. Unit 14 assessment: Digital privacy, expression and responsible tools

intro-law-l140 | suggested week 28 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

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 practice form uses invented document labels instead of real birth dates and account numbers. Those identifiers are unnecessary to learn source classification. Removing them reduces risk while preserving the task. Anonymizing a real record can still leave identifying details, so genuinely fictional data is the safer course design.

Numbered assignment

1. Assessment record — unit 14, Consent has a defined scope
Supplied principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Original facts: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Assessment change: The practice instead uses a teacher-written text transcript with invented speakers and no recording.

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-l140-q01

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2. Assessment record — unit 14, Data minimization protects learning
Supplied principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.
Original facts: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Assessment change: The sheet uses Fictional Record A and no identifying facts.
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-l140-q02

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3. Assessment record — unit 14, Screenshots need context and provenance
Supplied principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.
Original facts: An image claims a new statute passed, but the visible heading says introduced bill.
Assessment change: The source card supplies an official enacted text and 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-l140-q03

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4. Assessment record — unit 14, Ideas, facts and expression
Supplied principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
Original facts: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Assessment change: The learner makes an original diagram using basic facts without tracing expressive artwork.
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-l140-q04

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5. Assessment record — unit 14, Fair use requires four-factor reasoning
Supplied principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be

stated.
Original facts: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Assessment change: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied.
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-l140-q05

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6. Assessment record — unit 14, AI text is not legal authority
Supplied principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
Original facts: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
Assessment change: An actual source text is supplied and the claimed proposition differs from its words.
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-l140-q06

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7. Comparison task: Use these two records.
A: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
A principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
B: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
B principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l140-q07

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8. Research-limits task: For the changed record in Screenshots need context and provenance, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: An image claims a new statute passed, but the visible heading says introduced bill.
Change: The source card supplies an official enacted text and effective date.

intro-law-l140-q08

Optional guided retry

Optional guided retry for Unit 14 assessment: Digital privacy, expression and responsible tools:
A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Read this principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.
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 14 assessment: Digital privacy, expression and responsible tools:
Original: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Changed fact: The sheet uses Fictional Record A and no identifying facts.
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: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
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.

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
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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.

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.