Intro to Law — Unit 2

Constitutional structure and federalism

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.

11. Three branches, distinct functions

intro-law-l011 | suggested week 3 | about 40 minutes;split sessions as needed

Objective

Explain and apply three branches, distinct functions to a fictional original and changed record.

Instruction

The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

Today’s focus — Three branches, distinct functions
Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.

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: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.

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

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Worked teaching example

A model legislature creates a program, an executive office administers it, and a court interprets it in a dispute. Assign each action to its function: legislation, execution and adjudication. The court’s important interpretation is not passage of the original bill. Interaction does not merge the institutions into one branch.

Numbered assignment

1. Fact discipline — Three branches, distinct functions: 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: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.

intro-law-l011-q01

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2. Principle check: Restate the distinction taught in Three branches, distinct functions 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-l011-q02

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3. Apply the original record: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Question: Map the three functions without saying a court enacted the statute. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l011-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The agency claims it can disregard a binding court order simply because it prefers its policy.
Explain how the analysis changes and what remains unresolved.

intro-law-l011-q04

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5. Source card exercise: For Three branches, distinct functions, 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: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement. Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l011-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 Three branches, distinct functions 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-l011-q06

Optional guided retry

Optional guided retry for Three branches, distinct functions:
Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Read this principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
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 Three branches, distinct functions:
Original: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Changed fact: The agency claims it can disregard a binding court order simply because it prefers its policy.
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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Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
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Supplied offline source card
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Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
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12. Federalism is not a simple hierarchy of every rule

intro-law-l012 | suggested week 3 | about 40 minutes;split sessions as needed

Objective

Explain and apply federalism is not a simple hierarchy of every rule to a fictional original and changed record.

Instruction

The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

Today’s focus — Federalism is not a simple hierarchy of every rule
The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.

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 federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.

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 supplied valid federal rule governs one product label; a local park rule governs opening hours. First compare subject matter: no conflicting label requirement is supplied. Therefore federal involvement alone does not erase the park hours. A preemption conclusion would need an applicable authority and conflict or defined displacement scope.

Numbered assignment

1. Fact discipline — Federalism is not a simple hierarchy of every rule: 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 federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.

intro-law-l012-q01

2. Principle check: Restate the distinction taught in Federalism is not a simple hierarchy of every rule 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-l012-q02

3. Apply the original record: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Question: Is a conflict established merely by two levels of government existing? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l012-q03

4. Counterfactual: Begin with the original record above, then change only this fact: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.
Explain how the analysis changes and what remains unresolved.

intro-law-l012-q04

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

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intro-law-l012-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 Federalism is not a simple hierarchy of every rule 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-l012-q06

Optional guided retry

Optional guided retry for Federalism is not a simple hierarchy of every rule:
A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Read this principle: The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.
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 Federalism is not a simple hierarchy of every rule:
Original: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Changed fact: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.
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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Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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13. Constitution, statute and regulation

intro-law-l013 | suggested week 3 | about 40 minutes;split sessions as needed

Objective

Explain and apply constitution, statute and regulation to a fictional original and changed record.

Instruction

The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

Today’s focus — Constitution, statute and regulation
A constitution supplies foundational authority; a statute is enacted legislation; a regulation is an agency rule made under delegated authority and required procedures. A regulation cannot gain unlimited authority merely by calling itself a rule.

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

Assignment record: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.

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 model statute authorizes an agency to select a reporting form. The agency selects a form. Its action fits the stated subject of delegation, unlike a claim to unlimited power. Whether the particular form is lawful still requires the actual scope, procedures and constitutional limits, not merely the agency’s label.

Numbered assignment

1. Fact discipline — Constitution, statute and regulation: 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 model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.

intro-law-l013-q01

2. Principle check: Restate the distinction taught in Constitution, statute and regulation 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-l013-q02

3. Apply the original record: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Question: What authority question must a researcher ask? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l013-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The legislature amends the statute to authorize a defined fee prospectively.
Explain how the analysis changes and what remains unresolved.

intro-law-l013-q04

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

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intro-law-l013-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 Constitution, statute and regulation 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-l013-q06

Optional guided retry

Optional guided retry for Constitution, statute and regulation:
A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Read this principle: A constitution supplies foundational authority; a statute is enacted legislation; a

regulation is an agency rule made under delegated authority and required procedures. A regulation cannot gain unlimited authority merely by calling itself a rule.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Constitution, statute and regulation:
Original: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Changed fact: The legislature amends the statute to authorize a defined fee prospectively.
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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Source type: official-primary-constitutional-text
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Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
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Supplied offline source card
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14. Checks, vetoes and disagreement

intro-law-l014 | suggested week 3 | about 40 minutes;split sessions as needed

Objective

Explain and apply checks, vetoes and disagreement to a fictional original and changed record.

Instruction

The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

Today’s focus — Checks, vetoes and disagreement
Federal lawmaking usually requires passage by both houses and presentment to the President, subject to constitutional exceptions and veto-override procedures. A veto is a constitutional check, not automatically a judicial finding that a bill is unconstitutional.

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 bill passes one house. A headline calls it an effective federal statute.

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 federal bill has passed both houses but has not completed presentment. Passage is an important stage, not the entire constitutional process. The conclusion is that enactment is not yet established by the supplied facts. A later veto would trigger additional constitutional questions rather than automatically mean the bill can never become law.

Numbered assignment

1. Fact discipline — Checks, vetoes and disagreement: 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 bill passes one house. A headline calls it an effective federal statute.

intro-law-l014-q01

2. Principle check: Restate the distinction taught in Checks, vetoes and disagreement 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-l014-q02

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3. Apply the original record: A fictional bill passes one house. A headline calls it an effective federal statute. Question: Which essential lawmaking stages are not established? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l014-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Both houses pass it and a veto follows.
Explain how the analysis changes and what remains unresolved.

intro-law-l014-q04

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

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intro-law-l014-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 Checks, vetoes and disagreement 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-l014-q06

Optional guided retry

Optional guided retry for Checks, vetoes and disagreement:
A fictional bill passes one house. A headline calls it an effective federal statute.
Read this principle: Federal lawmaking usually requires passage by both houses and presentment to the President, subject to constitutional exceptions and veto-override procedures. A veto is a constitutional check, not automatically a judicial finding that a bill is unconstitutional.

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 Checks, vetoes and disagreement:
Original: A fictional bill passes one house. A headline calls it an effective federal statute.
Changed fact: Both houses pass it and a veto follows.
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: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
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.

15. Judicial review in an actual dispute

intro-law-l015 | suggested week 3 | about 40 minutes;split sessions as needed

Objective

Explain and apply judicial review in an actual dispute to a fictional original and changed record.

Instruction

The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

Today’s focus — Judicial review in an actual dispute
Courts can consider constitutional validity when a proper case lies within their authority. Jurisdiction, standing and procedure matter. A court decision addresses issues before it; it is not a general opinion poll or an unlimited license to supervise every disagreement.

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

Assignment record: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.

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 party challenges a specific official denial and describes an injury. Those facts identify a concrete dispute more clearly than a request for an abstract fairness opinion. They do not alone establish standing, jurisdiction or a constitutional violation. Separate threshold judicial-authority questions from the merits of the challenged action.

Numbered assignment

1. Fact discipline — Judicial review in an actual dispute: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.

intro-law-l015-q01

2. Principle check: Restate the distinction taught in Judicial review in an actual dispute 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-l015-q02

3. Apply the original record: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Question: Why is that unlike adjudicating a defined case? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l015-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A party instead identifies a particular denial, alleged injury and applicable rule.
Explain how the analysis changes and what remains unresolved.

intro-law-l015-q04

5. Source card exercise: For Judicial review in an actual dispute, 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: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement. Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l015-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 Judicial review in an actual dispute 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-l015-q06

Optional guided retry

Optional guided retry for Judicial review in an actual dispute:
A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.

Read this principle: Courts can consider constitutional validity when a proper case lies within their authority. Jurisdiction, standing and procedure matter. A court decision addresses issues before it; it is not a general opinion poll or an unlimited license to supervise every disagreement.
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 Judicial review in an actual dispute:
Original: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Changed fact: A party instead identifies a particular denial, alleged injury and applicable rule.
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: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
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.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
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: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
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 Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
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.

16. Amendments and historical change

intro-law-l016 | suggested week 4 | about 40 minutes;split sessions as needed

Objective

Explain and apply amendments and historical change to a fictional original and changed record.

Instruction

The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

Today’s focus — Amendments and historical change
The Constitution’s amendment process can change earlier text. The original transcript includes superseded and unjust historical provisions; never describe those as unchanged current rules. Compare the later amendment with the earlier provision and explain the legal change accurately. The Seventeenth Amendment replaced the original state-legislature selection of senators with popular election. The Fourteenth Amendment changed the earlier apportionment language. The Thirteenth Amendment prohibited slavery and involuntary servitude, with its stated exception for punishment for crime after conviction. Historical injustice should be explained accurately, not endorsed or presented as unchanged current law.

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

Assignment record: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.

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 historical worksheet quotes national prohibition from the Eighteenth Amendment as if unchanged. Read the Twenty-First Amendment next: it repealed the Eighteenth. The worked correction is historical text plus later amendment, not silently deleting history or treating the earlier provision as the entire current constitutional framework.

Numbered assignment

1. Fact discipline — Amendments and historical change: 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 old worksheet says senators are always chosen by state legislatures because the 1787 text says so.

intro-law-l016-q01

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2. Principle check: Restate the distinction taught in Amendments and historical change 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-l016-q02

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3. Apply the original record: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.
Question: Which later source must be consulted? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l016-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A student treats the original three-fifths language as the current apportionment rule.
Explain how the analysis changes and what remains unresolved.

intro-law-l016-q04

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5. Source card exercise: For Amendments and historical change, 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: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement. Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l016-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 Amendments and historical change 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-l016-q06

Optional guided retry

Optional guided retry for Amendments and historical change:
An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.
Read this principle: The Constitution’s amendment process can change earlier text. The original transcript includes superseded and unjust historical provisions; never describe those as unchanged current rules.
Compare the later amendment with the earlier provision and explain the legal change accurately. The Seventeenth Amendment replaced the original state-legislature selection of senators with popular election. The Fourteenth Amendment changed the earlier apportionment language. The Thirteenth Amendment prohibited slavery and involuntary servitude,with its stated exception for punishment for crime after conviction. Historical injustice should be explained accurately,not endorsed or presented as unchanged current law.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Amendments and historical change:
Original: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.
Changed fact: A student treats the original three-fifths language as the current apportionment rule.
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: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
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.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
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: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
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 Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.

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.

17. Project 2: Constitutional structure and federalism

intro-law-l017 | suggested week 4 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe constitutional structure and federalism project using six specified deliverables.

Instruction

The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

Project brief: Create a nonpartisan constitutional systems exhibit. Diagram branches and federal/state relationships, annotate one superseded provision using the provided amendment sources, and distinguish current description from a proposed policy change.

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 — Three branches, distinct functions
Principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
Original record: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Changed record: The agency claims it can disregard a binding court order simply because it prefers its policy.

Case 2 — Federalism is not a simple hierarchy of every rule
Principle: The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.
Original record: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Changed record: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.

Case 3 — Constitution, statute and regulation
Principle: A constitution supplies foundational authority; a statute is enacted legislation; a regulation is an agency rule made under delegated authority and required procedures. A regulation cannot gain unlimited authority merely by calling itself a rule.
Original record: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Changed record: The legislature amends the statute to authorize a defined fee prospectively.

Case 4 — Checks, vetoes and disagreement
Principle: Federal lawmaking usually requires passage by both houses and presentment to the President, subject to constitutional exceptions and veto-override procedures. A veto is a constitutional check, not automatically a judicial finding that a bill is unconstitutional.
Original record: A fictional bill passes one house. A headline calls it an effective federal statute.
Changed record: Both houses pass it and a veto follows.

Case 5 — Judicial review in an actual dispute
Principle: Courts can consider constitutional validity when a proper case lies within their authority. Jurisdiction, standing and procedure matter. A court decision addresses issues before it; it is not a general opinion poll or an unlimited license to supervise every disagreement.
Original record: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Changed record: A party instead identifies a particular denial, alleged injury and applicable rule.

Case 6 — Amendments and historical change
Principle: The Constitution’s amendment process can change earlier text. The original transcript includes superseded and unjust historical provisions; never describe those as unchanged current rules. Compare the later amendment with the earlier provision and explain the legal change accurately. The Seventeenth Amendment replaced the original state-legislature selection of senators with popular election. The Fourteenth Amendment changed the earlier apportionment language. The Thirteenth Amendment prohibited slavery and involuntary servitude, with its stated exception for punishment for crime after conviction. Historical injustice should be explained accurately, not endorsed or presented as unchanged current law.
Original record: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.
Changed record: A student treats the original three-fifths language as the current apportionment rule.

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 model legislature creates a program, an executive office administers it, and a court interprets it in a dispute. Assign each action to its function: legislation, execution and adjudication. The court’s important interpretation is not passage of the original bill. Interaction does not merge the institutions into one branch.

Numbered assignment

1. Diagram Congress, executive administration and courts for the model statute.

intro-law-l017-q01

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2. Add a separate federal/state layer without claiming all local rules disappear.

intro-law-l017-q02

3. Explain the forms-only agency delegation and the missing fee authority.

intro-law-l017-q03

4. Correct the one-house-passage headline.

intro-law-l017-q04

5. Annotate the Senate-selection change using the Seventeenth Amendment.

intro-law-l017-q05

6. Write a neutral caption distinguishing describing law from proposing change.

intro-law-l017-q06

Optional guided retry

Optional guided retry for Project 2: Constitutional structure and federalism:
Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Read this principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
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 2: Constitutional structure and federalism:
Original: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Changed fact: The agency claims it can disregard a binding court order simply because it prefers its policy.
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: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
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.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
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: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
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 Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
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.

18. Spiral lab 2: facts,rules and changed conditions

intro-law-l018 | suggested week 4 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 2 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: The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

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 model statute authorizes an agency to select a reporting form. The agency selects a form. Its action fits the stated subject of delegation, unlike a claim to unlimited power. Whether the particular form is lawful still requires the actual scope, procedures and constitutional limits, not merely the agency’s label.

Numbered assignment

1. Retrieval connection from unit 2, Three branches, distinct functions:
Principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
Record: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Change: The agency claims it can disregard a binding court order simply because it prefers its policy.
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-l018-q01

2. Retrieval connection from unit 2, Checks, vetoes and disagreement:
Principle: Federal lawmaking usually requires passage by both houses and presentment to the President, subject to constitutional exceptions and veto-override procedures. A veto is a constitutional check, not automatically a judicial finding that a bill is unconstitutional.
Record: A fictional bill passes one house. A headline calls it an effective federal statute.
Change: Both houses pass it and a veto follows.
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-l018-q02

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

intro-law-l018-q03

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

intro-law-l018-q04

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5. 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-l018-q05

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6. Retrieval connection from unit 1, Readiness diagnostic: law, ethics and rules:
Principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
Record: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin

committed a crime. No statute is supplied.
Change: Assume a teacher also calls arriving late unfair.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l018-q06

Optional guided retry

Optional guided retry for Spiral lab 2: facts,rules and changed conditions:
A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Read this principle: A constitution supplies foundational authority; a statute is enacted legislation; a regulation is an agency rule made under delegated authority and required procedures. A regulation cannot gain unlimited authority merely by calling itself a rule.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Spiral lab 2: facts,rules and changed conditions:
Original: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Changed fact: The legislature amends the statute to authorize a defined fee prospectively.
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: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
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.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
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: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
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 Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview

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

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

19. Unit 2 review: Constitutional structure and federalism

intro-law-l019 | suggested week 4 | about 40 minutes;split sessions as needed

Objective

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

Instruction

The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

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

A party challenges a specific official denial and describes an injury. Those facts identify a concrete dispute more clearly than a request for an abstract fairness opinion. They do not alone establish standing, jurisdiction or a constitutional violation. Separate threshold judicial-authority questions from the merits of the challenged action.

Numbered assignment

1. Review station 1 — Three branches, distinct functions
Principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
Record: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Map the three functions without saying a court enacted the statute. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l019-q01

2. Review station 2 — Federalism is not a simple hierarchy of every rule
Principle: The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.
Record: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Is a conflict established merely by two levels of government existing? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l019-q02

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3. Review station 3 — Constitution, statute and regulation
Principle: A constitution supplies foundational authority; a statute is enacted legislation; a regulation is an agency rule made under delegated authority and required procedures. A regulation cannot gain unlimited authority merely by calling itself a rule.
Record: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What authority question must a researcher ask? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l019-q03

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4. Review station 4 — Checks, vetoes and disagreement
Principle: Federal lawmaking usually requires passage by both houses and presentment to the President, subject to constitutional exceptions and veto-override procedures. A veto is a constitutional check, not automatically a judicial finding that a bill is unconstitutional.
Record: A fictional bill passes one house. A headline calls it an effective federal statute.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which essential lawmaking stages are not established? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l019-q04

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5. Review station 5 — Judicial review in an actual dispute
Principle: Courts can consider constitutional validity when a proper case lies within their authority. Jurisdiction, standing and procedure matter. A court decision addresses issues before it; it is not a general opinion poll or an unlimited license to supervise every disagreement.
Record: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is that unlike adjudicating a defined case? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l019-q05

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6. Review station 6 — Amendments and historical change
Principle: The Constitution’s amendment process can change earlier text. The original transcript includes superseded and unjust historical provisions; never describe those as unchanged current rules. Compare the

later amendment with the earlier provision and explain the legal change accurately. The Seventeenth Amendment replaced the original state-legislature selection of senators with popular election. The Fourteenth Amendment changed the earlier apportionment language. The Thirteenth Amendment prohibited slavery and involuntary servitude, with its stated exception for punishment for crime after conviction. Historical injustice should be explained accurately, not endorsed or presented as unchanged current law.
Record: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which later source must be consulted? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l019-q06

Optional guided retry

Optional guided retry for Unit 2 review: Constitutional structure and federalism:
A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Read this principle: Courts can consider constitutional validity when a proper case lies within their authority. Jurisdiction, standing and procedure matter. A court decision addresses issues before it; it is not a general opinion poll or an unlimited license to supervise every disagreement.
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 2 review: Constitutional structure and federalism:
Original: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Changed fact: A party instead identifies a particular denial, alleged injury and applicable rule.
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: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
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.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
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: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
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 Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
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.

20. Unit 2 assessment: Constitutional structure and federalism

intro-law-l020 | suggested week 4 | about 40 minutes;split sessions as needed

Objective

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

Instruction

The federal Constitution allocates governmental powers and imposes limits. Article I concerns Congress, Article II the executive, and Article III the federal judiciary. Federalism concerns relations between federal and state governments; separation of powers concerns functions within a government. Read constitutional language together with amendments and interpretation: some original provisions were superseded, and historical text is not a complete account of current law. A constitutional issue cannot be resolved merely by identifying a disliked policy. Ask which institution acted, where its authority comes from and what limitation may apply.

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 supplied valid federal rule governs one product label; a local park rule governs opening hours. First compare subject matter: no conflicting label requirement is supplied. Therefore federal involvement alone does not erase the park hours. A preemption conclusion would need an applicable authority and conflict or defined displacement scope.

Numbered assignment

1. Assessment record — unit 2, Three branches, distinct functions
Supplied principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
Original facts: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Assessment change: The agency claims it can disregard a binding court order simply because it prefers its

policy.
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-l020-q01

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2. Assessment record — unit 2, Federalism is not a simple hierarchy of every rule
Supplied principle: The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.
Original facts: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Assessment change: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.
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-l020-q02

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3. Assessment record — unit 2, Constitution, statute and regulation
Supplied principle: A constitution supplies foundational authority; a statute is enacted legislation; a regulation is an agency rule made under delegated authority and required procedures. A regulation cannot gain unlimited authority merely by calling itself a rule.
Original facts: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Assessment change: The legislature amends the statute to authorize a defined fee prospectively.
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-l020-q03

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4. Assessment record — unit 2, Checks, vetoes and disagreement
Supplied principle: Federal lawmaking usually requires passage by both houses and presentment to the President, subject to constitutional exceptions and veto-override procedures. A veto is a constitutional check, not automatically a judicial finding that a bill is unconstitutional.
Original facts: A fictional bill passes one house. A headline calls it an effective federal statute.
Assessment change: Both houses pass it and a veto follows.
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-l020-q04

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5. Assessment record — unit 2, Judicial review in an actual dispute
Supplied principle: Courts can consider constitutional validity when a proper case lies within their authority. Jurisdiction, standing and procedure matter. A court decision addresses issues before it; it is not a general opinion poll or an unlimited license to supervise every disagreement.

Original facts: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Assessment change: A party instead identifies a particular denial, alleged injury and applicable rule.
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-l020-q05

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6. Assessment record — unit 2, Amendments and historical change
Supplied principle: The Constitution’s amendment process can change earlier text. The original transcript includes superseded and unjust historical provisions; never describe those as unchanged current rules. Compare the later amendment with the earlier provision and explain the legal change accurately. The Seventeenth Amendment replaced the original state-legislature selection of senators with popular election. The Fourteenth Amendment changed the earlier apportionment language. The Thirteenth Amendment prohibited slavery and involuntary servitude, with its stated exception for punishment for crime after conviction. Historical injustice should be explained accurately, not endorsed or presented as unchanged current law.
Original facts: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.
Assessment change: A student treats the original three-fifths language as the current apportionment rule.
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-l020-q06

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7. Comparison task: Use these two records.
A: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
A principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
B: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.
B principle: The Constitution’s amendment process can change earlier text. The original transcript includes superseded and unjust historical provisions; never describe those as unchanged current rules. Compare the later amendment with the earlier provision and explain the legal change accurately. The Seventeenth Amendment replaced the original state-legislature selection of senators with popular election. The Fourteenth Amendment changed the earlier apportionment language. The Thirteenth Amendment prohibited slavery and involuntary servitude, with its stated exception for punishment for crime after conviction. Historical injustice should be explained accurately, not endorsed or presented as unchanged current law.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l020-q07

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8. Research-limits task: For the changed record in Constitution, statute and regulation, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Change: The legislature amends the statute to authorize a defined fee prospectively.

Optional guided retry

Optional guided retry for Unit 2 assessment: Constitutional structure and federalism:
A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Read this principle: The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.
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 2 assessment: Constitutional structure and federalism:
Original: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Changed fact: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.
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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Jurisdiction/scope: US federal primary historical text
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Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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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
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Jurisdiction/scope: US federal primary constitutional text
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Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
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Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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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.