Intro to Law — Unit 3

Rights, limits and responsibilities

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.

21. Government action versus private choice

intro-law-l021 | suggested week 5 | about 40 minutes;split sessions as needed

Objective

Explain and apply government action versus private choice to a fictional original and changed record.

Instruction

Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

Today's focus — Government action versus private choice
A First Amendment issue ordinarily requires governmental action. A private host's editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.

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 privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.

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 private bookshop chooses which novels to display, with no governmental involvement supplied. Identify the actor before applying the First Amendment. The described editorial choice alone does not establish a governmental speech restriction. Other laws or agreements might matter, but no actual claim is resolved from the private-choice fact alone.

Numbered assignment

1. Fact discipline — Government action versus private choice: 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 privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.

intro-law-l021-q01

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2. Principle check: Restate the distinction taught in Government action versus private choice 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-l021-q02

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3. Apply the original record: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Question: What crucial actor fact is missing? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l021-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A city official orders rejection under an official policy.
Explain how the analysis changes and what remains unresolved.

intro-law-l021-q04

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5. Source card exercise: For Government action versus private choice, 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: 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.

intro-law-l021-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 Government action versus private choice 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-l021-q06

Optional guided retry

Optional guided retry for Government action versus private choice:
A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Read this principle: A First Amendment issue ordinarily requires governmental action. A private host’s editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
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 Government action versus private choice:
Original: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Changed fact: A city official orders rejection under an official 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: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
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Supplied offline source card
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Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
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Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
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: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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.

22. Speech and time, place and manner

intro-law-l022 | suggested week 5 | about 40 minutes;split sessions as needed

Objective

Explain and apply speech and time, place and manner to a fictional original and changed record.

Instruction

Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

Today's focus — Speech and time, place and manner
Government speech restrictions require context: content, forum, purpose, scope and applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.

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 public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.

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 city's fictional discussion rule gives both sides equal speaking time. The supplied facts do not show a viewpoint-based cutoff. That removes one concern; it does not prove every constitutional requirement is met. Forum, purpose, scope and governing standards still need analysis before predicting validity.

Numbered assignment

1. Fact discipline — Speech and time, place and manner: 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 public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.

intro-law-l022-q01

2. Principle check: Restate the distinction taught in Speech and time, place and manner 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-l022-q02

3. Apply the original record: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Question: Which fact raises a viewpoint concern? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l022-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The critic receives the same time as everyone and the rule is consistently applied.
Explain how the analysis changes and what remains unresolved.

intro-law-l022-q04

5. Source card exercise: For Speech and time, place and manner, 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
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intro-law-l022-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 Speech and time, place and manner 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-l022-q06

Optional guided retry

Optional guided retry for Speech and time, place and manner:
A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Read this principle: Government speech restrictions require context: content, forum, purpose, scope and

applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.
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 Speech and time, place and manner:
Original: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Changed fact: The critic receives the same time as everyone and the rule is consistently applied.
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: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
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Jurisdiction/scope: US federal primary constitutional text
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Supplied offline source card
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Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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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.

23. Searches: identify reasonableness questions

intro-law-l023 | suggested week 5 | about 40 minutes;split sessions as needed

Objective

Explain and apply searches: identify reasonableness questions to a fictional original and changed record.

Instruction

Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

Today's focus — Searches: identify reasonableness questions
The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.

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 hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.

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 hypothetical warrant identifies a cabinet. A search description says officials examined that cabinet. Compare scope with conduct: the location matches the stated authorization. The match is relevant but does not establish every warrant requirement or rule out other issues. Never infer that one warrant authorizes all searches everywhere.

Numbered assignment

1. Fact discipline — Searches: identify reasonableness questions: 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 hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.

intro-law-l023-q01

2. Principle check: Restate the distinction taught in Searches: identify reasonableness questions 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-l023-q02

3. Apply the original record: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Question: Can the description alone prove the search lawful or unlawful? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l023-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.
Explain how the analysis changes and what remains unresolved.

intro-law-l023-q04

5. Source card exercise: For Searches: identify reasonableness questions, 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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Jurisdiction/scope: US federal primary constitutional text
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intro-law-l023-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 Searches: identify reasonableness questions 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-l023-q06

Optional guided retry

Optional guided retry for Searches: identify reasonableness questions:
A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Read this principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
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 Searches: identify reasonableness questions:
Original: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Changed fact: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.
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: Bill of Rights
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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.
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Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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.

24. Notice and opportunity to respond

intro-law-l024 | suggested week 5 | about 40 minutes;split sessions as needed

Objective

Explain and apply notice and opportunity to respond to a fictional original and changed record.

Instruction

Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

Today's focus — Notice and opportunity to respond
Procedural due process often concerns notice and a meaningful chance to respond before certain governmental deprivations, with requirements varying by interest, context and urgency. It does not promise a favorable result. Explain process separately from the merits.

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: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.

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 benefit model requires written notice and a review opportunity. The agency provides both, and the person loses after review. The unfavorable result alone does not show those model procedures were omitted. Process and eligibility remain distinct; actual constitutional sufficiency would require the interest, context and governing law.

Numbered assignment

1. Fact discipline — Notice and opportunity to respond: 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: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.

intro-law-l024-q01

2. Principle check: Restate the distinction taught in Notice and opportunity to respond 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-l024-q02

3. Apply the original record: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.
Question: Identify the model process problem without deciding eligibility. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l024-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A hearing occurs after an emergency temporary action under a specifically supplied exception.
Explain how the analysis changes and what remains unresolved.

intro-law-l024-q04

5. Source card exercise: For Notice and opportunity to respond, 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
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intro-law-l024-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 Notice and opportunity to respond 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-l024-q06

Optional guided retry

Optional guided retry for Notice and opportunity to respond:
Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.

Read this principle: Procedural due process often concerns notice and a meaningful chance to respond before certain governmental deprivations, with requirements varying by interest, context and urgency. It does not promise a favorable result. Explain process separately from the merits.
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 Notice and opportunity to respond:
Original: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.
Changed fact: A hearing occurs after an emergency temporary action under a specifically supplied exception.
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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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.

25. Equal protection and justified distinctions

intro-law-l025 | suggested week 5 | about 40 minutes;split sessions as needed

Objective

Explain and apply equal protection and justified distinctions to a fictional original and changed record.

Instruction

Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

Today's focus — Equal protection and justified distinctions
Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before concluding.

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 public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.

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 public entrance includes stairs and a ramp. Different routes can support access for different needs. The mere physical difference does not prove unconstitutional inequality. A legal analysis asks about the classification, purpose, right and governing standard rather than treating identical physical treatment as the only form of fairness.

Numbered assignment

1. Fact discipline — Equal protection and justified distinctions: 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 public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.

intro-law-l025-q01

2. Principle check: Restate the distinction taught in Equal protection and justified distinctions 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-l025-q02

3. Apply the original record: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Question: Why is identical treatment not the entire analysis? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l025-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A policy instead excludes a group from service without a stated lawful reason.
Explain how the analysis changes and what remains unresolved.

intro-law-l025-q04

5. Source card exercise: For Equal protection and justified distinctions, 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: 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.

intro-law-l025-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 Equal protection and justified distinctions 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-l025-q06

Optional guided retry

Optional guided retry for Equal protection and justified distinctions:
A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.

Read this principle: Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before concluding.
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 Equal protection and justified distinctions:
Original: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Changed fact: A policy instead excludes a group from service without a stated lawful reason.
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: 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: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
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: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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.

26. Accused persons and the burden of proof

intro-law-l026 | suggested week 6 | about 40 minutes;split sessions as needed

Objective

Explain and apply accused persons and the burden of proof to a fictional original and changed record.

Instruction

Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

Today's focus — Accused persons and the burden of proof
In a criminal trial the government bears the burden of proving guilt beyond a reasonable doubt. The accused need not prove innocence. Counsel and other Sixth Amendment protections concern criminal prosecutions; do not assume identical appointed-counsel rights in every civil 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: In a fictional criminal trial, a juror says the accused must testify or be convicted.

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

In a fictional criminal trial, the government's evidence leaves reasonable doubt about an element. The accused has not offered testimony. Apply the burden: the government must prove guilt; the accused need not prove innocence. Silence cannot fill the evidentiary gap. This says nothing about an automatic counsel rule in every civil case.

Numbered assignment

1. Fact discipline — Accused persons and the burden of proof: 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: In a fictional criminal trial, a juror says the accused must testify or be convicted.

intro-law-l026-q01

2. Principle check: Restate the distinction taught in Accused persons and the burden of proof 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-l026-q02

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3. Apply the original record: In a fictional criminal trial, a juror says the accused must testify or be convicted.
Question: What burden error is present? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l026-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A separate ordinary civil contract dispute arises.
Explain how the analysis changes and what remains unresolved.

intro-law-l026-q04

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5. Source card exercise: For Accused persons and the burden of proof, 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: 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.

intro-law-l026-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 Accused persons and the burden of proof 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-l026-q06

Optional guided retry

Optional guided retry for Accused persons and the burden of proof:
In a fictional criminal trial, a juror says the accused must testify or be convicted.
Read this principle: In a criminal trial the government bears the burden of proving guilt beyond a reasonable doubt. The accused need not prove innocence. Counsel and other Sixth Amendment protections concern criminal prosecutions; do not assume identical appointed-counsel rights in every civil 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 Accused persons and the burden of proof:
Original: In a fictional criminal trial, a juror says the accused must testify or be convicted.
Changed fact: A separate ordinary civil contract dispute arises.
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: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
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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.

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Source type: official-primary-constitutional-text
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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.

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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: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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.

27. Project 3: Rights, limits and responsibilities

intro-law-l027 | suggested week 6 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe rights, limits and responsibilities project using six specified deliverables.

Instruction

Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

Project brief: Prepare a rights-analysis handbook using the magazine, meeting and benefit simulations. For each, identify actor, claimed right, strongest relevant fact, missing fact and limits. Offer opposing arguments fairly without requiring agreement with any political position.

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 — Government action versus private choice
Principle: A First Amendment issue ordinarily requires governmental action. A private host's editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
Original record: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Changed record: A city official orders rejection under an official policy.

Case 2 — Speech and time, place and manner
Principle: Government speech restrictions require context: content, forum, purpose, scope and applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.
Original record: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Changed record: The critic receives the same time as everyone and the rule is consistently applied.

Case 3 — Searches: identify reasonableness questions
Principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
Original record: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Changed record: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.

Case 4 — Notice and opportunity to respond

Principle: Procedural due process often concerns notice and a meaningful chance to respond before certain governmental deprivations, with requirements varying by interest, context and urgency. It does not promise a favorable result. Explain process separately from the merits.
Original record: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.
Changed record: A hearing occurs after an emergency temporary action under a specifically supplied exception.

Case 5 — Equal protection and justified distinctions
Principle: Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before concluding.
Original record: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Changed record: A policy instead excludes a group from service without a stated lawful reason.

Case 6 — Accused persons and the burden of proof
Principle: In a criminal trial the government bears the burden of proving guilt beyond a reasonable doubt. The accused need not prove innocence. Counsel and other Sixth Amendment protections concern criminal prosecutions; do not assume identical appointed-counsel rights in every civil disagreement.
Original record: In a fictional criminal trial, a juror says the accused must testify or be convicted.
Changed record: A separate ordinary civil contract dispute arises.

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 private bookshop chooses which novels to display, with no governmental involvement supplied. Identify the actor before applying the First Amendment. The described editorial choice alone does not establish a governmental speech restriction. Other laws or agreements might matter, but no actual claim is resolved from the private-choice fact alone.

Numbered assignment

1. Create actor/right/missing-fact rows for the magazine, meeting and benefit scenarios.

intro-law-l027-q01

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2. Explain why a time limit and viewpoint cutoff are not the same issue.

intro-law-l027-q02

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3. Make a search fact checklist without announcing every search needs a warrant.

intro-law-l027-q03

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4. Use the benefit scenario to separate process from eligibility.

intro-law-l027-q04

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5. Explain how large-print access differs from a demand for identical treatment.

intro-law-l027-q05

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6. Write a neutral criminal-burden reminder and civil-law limitation.

intro-law-l027-q06

Optional guided retry

Optional guided retry for Project 3: Rights, limits and responsibilities:
A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Read this principle: A First Amendment issue ordinarily requires governmental action. A private host’s editorial choice is not automatically a constitutional violation, though contracts and other laws can matter.
First identify the actor, then the claimed right.
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 3: Rights, limits and responsibilities:
Original: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Changed fact: A city official orders rejection under an official 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: 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: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
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: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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.

28. Spiral lab 3: facts,rules and changed conditions

intro-law-l028 | suggested week 6 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 3 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: Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

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 hypothetical warrant identifies a cabinet. A search description says officials examined that cabinet. Compare scope with conduct: the location matches the stated authorization. The match is relevant but does not establish every warrant requirement or rule out other issues. Never infer that one warrant authorizes all searches everywhere.

Numbered assignment

1. Retrieval connection from unit 3, Government action versus private choice:
Principle: A First Amendment issue ordinarily requires governmental action. A private host's editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
Record: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Change: A city official orders rejection under an official 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-l028-q01

2. Retrieval connection from unit 3, Notice and opportunity to respond:
Principle: Procedural due process often concerns notice and a meaningful chance to respond before certain governmental deprivations, with requirements varying by interest, context and urgency. It does not promise a favorable result. Explain process separately from the merits.
Record: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.
Change: A hearing occurs after an emergency temporary action under a specifically supplied exception.
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-l028-q02

3. Retrieval connection from unit 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.
Change: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.
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-l028-q03

4. Retrieval connection from unit 2, 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.
Change: A party instead identifies a particular denial, alleged injury and applicable rule.
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-l028-q04

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-l028-q05

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

intro-law-l028-q06

Optional guided retry

Optional guided retry for Spiral lab 3: facts,rules and changed conditions:
A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Read this principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
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 3: facts,rules and changed conditions:
Original: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Changed fact: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.
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: 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.

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Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases

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: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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: 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: 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.

29. Unit 3 review: Rights, limits and responsibilities

intro-law-l029 | suggested week 6 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

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 public entrance includes stairs and a ramp. Different routes can support access for different needs. The mere physical difference does not prove unconstitutional inequality. A legal analysis asks about the classification, purpose, right and governing standard rather than treating identical physical treatment as the only form of fairness.

Numbered assignment

1. Review station 1 — Government action versus private choice
Principle: A First Amendment issue ordinarily requires governmental action. A private host's editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
Record: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What crucial actor fact is missing? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l029-q01

2. Review station 2 — Speech and time, place and manner
Principle: Government speech restrictions require context: content, forum, purpose, scope and applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.
Record: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which fact raises a viewpoint concern? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l029-q02

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3. Review station 3 — Searches: identify reasonableness questions
Principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
Record: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Can the description alone prove the search lawful or unlawful? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l029-q03

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4. Review station 4 — Notice and opportunity to respond
Principle: Procedural due process often concerns notice and a meaningful chance to respond before certain governmental deprivations, with requirements varying by interest, context and urgency. It does not promise a favorable result. Explain process separately from the merits.
Record: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the model process problem without deciding eligibility. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l029-q04

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5. Review station 5 — Equal protection and justified distinctions
Principle: Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before concluding.
Record: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is identical treatment not the entire analysis? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l029-q05

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6. Review station 6 — Accused persons and the burden of proof
Principle: In a criminal trial the government bears the burden of proving guilt beyond a reasonable doubt. The accused need not prove innocence. Counsel and other Sixth Amendment protections concern criminal prosecutions; do not assume identical appointed-counsel rights in every civil disagreement.
Record: In a fictional criminal trial, a juror says the accused must testify or be convicted.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What burden error is present? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l029-q06

Optional guided retry

Optional guided retry for Unit 3 review: Rights, limits and responsibilities:
A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Read this principle: Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before concluding.
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 3 review: Rights, limits and responsibilities:
Original: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Changed fact: A policy instead excludes a group from service without a stated lawful reason.
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: 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: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
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: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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.

30. Unit 3 assessment: Rights, limits and responsibilities

intro-law-l030 | suggested week 6 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Constitutional rights generally restrain governmental action; private conduct may be governed by other laws instead. Rights have scope, exceptions and procedural contexts. The Bill of Rights originally constrained the federal government, and many protections apply to states through Fourteenth Amendment doctrine. Do not assume every clause has identical state application. Due process concerns lawful and fair procedures and other constitutional limits; equal protection addresses governmental classifications and treatment. Classroom comparisons are issue-spotting exercises, not definitive rulings about schools, searches or speech. Respect others' rights while examining competing explanations.

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 city's fictional discussion rule gives both sides equal speaking time. The supplied facts do not show a viewpoint-based cutoff. That removes one concern; it does not prove every constitutional requirement is met. Forum, purpose, scope and governing standards still need analysis before predicting validity.

Numbered assignment

1. Assessment record — unit 3, Government action versus private choice
Supplied principle: A First Amendment issue ordinarily requires governmental action. A private host's editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
Original facts: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Assessment change: A city official orders rejection under an official 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-l030-q01

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2. Assessment record — unit 3, Speech and time, place and manner
Supplied principle: Government speech restrictions require context: content, forum, purpose, scope and applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.
Original facts: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Assessment change: The critic receives the same time as everyone and the rule is consistently applied.
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-l030-q02

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3. Assessment record — unit 3, Searches: identify reasonableness questions
Supplied principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
Original facts: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Assessment change: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.
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-l030-q03

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4. Assessment record — unit 3, Notice and opportunity to respond
Supplied principle: Procedural due process often concerns notice and a meaningful chance to respond before certain governmental deprivations, with requirements varying by interest, context and urgency. It does not promise a favorable result. Explain process separately from the merits.
Original facts: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.
Assessment change: A hearing occurs after an emergency temporary action under a specifically supplied exception.
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-l030-q04

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5. Assessment record — unit 3, Equal protection and justified distinctions
Supplied principle: Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before

concluding.
Original facts: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Assessment change: A policy instead excludes a group from service without a stated lawful reason.
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-l030-q05

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6. Assessment record — unit 3, Accused persons and the burden of proof
Supplied principle: In a criminal trial the government bears the burden of proving guilt beyond a reasonable doubt. The accused need not prove innocence. Counsel and other Sixth Amendment protections concern criminal prosecutions; do not assume identical appointed-counsel rights in every civil disagreement.
Original facts: In a fictional criminal trial, a juror says the accused must testify or be convicted.
Assessment change: A separate ordinary civil contract dispute arises.
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-l030-q06

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7. Comparison task: Use these two records.
A: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
A principle: A First Amendment issue ordinarily requires governmental action. A private host’s editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
B: In a fictional criminal trial, a juror says the accused must testify or be convicted.
B principle: In a criminal trial the government bears the burden of proving guilt beyond a reasonable doubt. The accused need not prove innocence. Counsel and other Sixth Amendment protections concern criminal prosecutions; do not assume identical appointed-counsel rights in every civil disagreement.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l030-q07

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8. Research-limits task: For the changed record in Searches: identify reasonableness questions, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Change: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.

intro-law-l030-q08

Optional guided retry

Optional guided retry for Unit 3 assessment: Rights, limits and responsibilities:
A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead

stopped after ten seconds solely for criticizing the chair.
Read this principle: Government speech restrictions require context: content, forum, purpose, scope and applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.
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 3 assessment: Rights, limits and responsibilities:
Original: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Changed fact: The critic receives the same time as everyone and the rule is consistently applied.
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: 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: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
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: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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.