Intro to Law — Unit 7

Evidence, reliability and fair questions

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.

61. Relevance connects a fact to an issue

intro-law-l061 | suggested week 13 | about 40 minutes;split sessions as needed

Objective

Explain and apply relevance connects a fact to an issue to a fictional original and changed record.

Instruction

Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

Today’s focus — Relevance connects a fact to an issue
Relevant evidence has some tendency to affect a fact that matters to the dispute. It need not establish the entire case by itself. Always name the factual proposition and the legal issue it bears on rather than calling an item relevant because it is interesting.

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 simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.

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 timestamp on a fictional storage log tends to inform when a box arrived. That connection makes it potentially relevant to timing even if it cannot prove identity or complete delivery. Relevance is a

contribution to a consequential fact, not a requirement that one exhibit prove the entire dispute.

Numbered assignment

1. Fact discipline — Relevance connects a fact to an issue: 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 simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.

intro-law-l061-q01

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2. Principle check: Restate the distinction taught in Relevance connects a fact to an issue 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-l061-q02

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3. Apply the original record: In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
Question: Explain which item has an identified relevance connection. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l061-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The receipt is for a different order.
Explain how the analysis changes and what remains unresolved.

intro-law-l061-q04

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5. Source card exercise: For Relevance connects a fact to an issue, 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: Cornell LII: Federal Evidence Rule 401
Exact URL: https://www.law.cornell.edu/rules/fre/rule_401
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Relevance requires some tendency affecting a consequential fact; relevance alone is not admissibility.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l061-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 Relevance connects a fact to an issue 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-l061-q06

Optional guided retry

Optional guided retry for Relevance connects a fact to an issue:
In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
Read this principle: Relevant evidence has some tendency to affect a fact that matters to the dispute. It need not establish the entire case by itself. Always name the factual proposition and the legal issue it bears on rather than calling an item relevant because it is interesting.
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 Relevance connects a fact to an issue:
Original: In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
Changed fact: The receipt is for a different order.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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Supplied offline source card
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Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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Reading purpose and limits: Complaint, service, discovery, settlement, trial and typical preponderance standard; not a Texas procedural manual.
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.

62. Personal knowledge and observation

intro-law-l062 | suggested week 13 | about 40 minutes;split sessions as needed

Objective

Explain and apply personal knowledge and observation to a fictional original and changed record.

Instruction

Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

Today’s focus — Personal knowledge and observation
A witness should distinguish what they personally perceived from guesses or reports by others. Observation conditions, memory and opportunities to check affect reliability. Confidence does not remove uncertainty, and respectful questions can expose limits without accusing a witness of lying.

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: Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.

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

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Worked teaching example

A witness hears a bell but cannot see the doorway. Personal knowledge supports hearing a sound, not identifying who rang it. A careful account separates the observed sound from the guessed actor. More confident wording would not cure the observational limit; other evidence could supply a connection.

Numbered assignment

1. Fact discipline — Personal knowledge and observation: 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: Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.

intro-law-l062-q01

2. Principle check: Restate the distinction taught in Personal knowledge and observation 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-l062-q02

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3. Apply the original record: Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.
Question: Which part exceeds the stated observation? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l062-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Dana also watched each numbered box enter the storage room.
Explain how the analysis changes and what remains unresolved.

intro-law-l062-q04

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5. Source card exercise: For Personal knowledge and observation, 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 rule reproduced by academic publisher
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Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
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intro-law-l062-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 Personal knowledge and observation 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-l062-q06

Optional guided retry

Optional guided retry for Personal knowledge and observation:
Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.

Read this principle: A witness should distinguish what they personally perceived from guesses or reports by others. Observation conditions, memory and opportunities to check affect reliability. Confidence does not remove uncertainty, and respectful questions can expose limits without accusing a witness of lying.
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 Personal knowledge and observation:
Original: Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.
Changed fact: Dana also watched each numbered box enter the storage room.
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
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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.

63. Hearsay depends on purpose

intro-law-l063 | suggested week 13 | about 40 minutes;split sessions as needed

Objective

Explain and apply hearsay depends on purpose to a fictional original and changed record.

Instruction

Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

Today’s focus — Hearsay depends on purpose
An out-of-court assertion offered to prove its truth can be hearsay under the federal definition. A statement offered for a different relevant purpose may raise a different analysis. Exclusions and exceptions exist, so do not teach that every repeated statement is automatically excluded.

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: At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.

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

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Worked teaching example

A fictional statement says the floor may be wet. It is offered only to show a recipient received a warning, not to prove the floor was wet. The offered purpose changes truth-based hearsay analysis. Relevance and other limits still matter, and exceptions/exclusions must not be replaced by a blanket secondhand-equals-excluded slogan.

Numbered assignment

1. Fact discipline — Hearsay depends on purpose: 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: At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.

intro-law-l063-q01

2. Principle check: Restate the distinction taught in Hearsay depends on purpose 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-l063-q02

3. Apply the original record: At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.
Question: Identify the assertion, declarant and offered purpose. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l063-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The same message is offered only to show the recipient had notice of a possible defect.
Explain how the analysis changes and what remains unresolved.

intro-law-l063-q04

5. Source card exercise: For Hearsay depends on purpose, 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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Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l063-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 Hearsay depends on purpose 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-l063-q06

Optional guided retry

Optional guided retry for Hearsay depends on purpose:
At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.
Read this principle: An out-of-court assertion offered to prove its truth can be hearsay under the federal definition. A statement offered for a different relevant purpose may raise a different analysis. Exclusions and exceptions exist, so do not teach that every repeated statement is automatically excluded.
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 Hearsay depends on purpose:
Original: At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.
Changed fact: The same message is offered only to show the recipient had notice of a possible defect.
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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64. Authentication and digital records

intro-law-l064 | suggested week 13 | about 40 minutes;split sessions as needed

Objective

Explain and apply authentication and digital records to a fictional original and changed record.

Instruction

Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

Today’s focus — Authentication and digital records
Authentication asks whether evidence is what its proponent claims. A screenshot can omit context, timestamps or authorship; appearance alone is not conclusive. Keep fictional source labels and a clear record history, and do not alter or access anyone’s real account to obtain a classroom exhibit.

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 cropped screenshot says Approved but omits sender, date and the surrounding exchange.

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

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Worked teaching example

A fictional receipt has a transaction label linked to an inventory log that explains its source. That information helps identify what the receipt is claimed to be. It does not automatically prove every entry true or settle admissibility. Authentication, meaning and weight remain separate inquiries.

Numbered assignment

1. Fact discipline — Authentication and digital records: 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 cropped screenshot says Approved but omits sender, date and the surrounding exchange.

intro-law-l064-q01

2. Principle check: Restate the distinction taught in Authentication and digital records 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-l064-q02

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3. Apply the original record: A cropped screenshot says Approved but omits sender, date and the surrounding exchange.
Question: What authentication and context questions arise? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l064-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: An agreed complete fictional message export supplies sender, date and surrounding terms.
Explain how the analysis changes and what remains unresolved.

intro-law-l064-q04

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5. Source card exercise: For Authentication and digital records, 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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Reading purpose and limits: Relevance requires some tendency affecting a consequential fact; relevance alone is not admissibility.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l064-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 Authentication and digital records 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-l064-q06

Optional guided retry

Optional guided retry for Authentication and digital records:
A cropped screenshot says Approved but omits sender, date and the surrounding exchange.
Read this principle: Authentication asks whether evidence is what its proponent claims. A screenshot can omit context, timestamps or authorship; appearance alone is not conclusive. Keep fictional source labels

and a clear record history, and do not alter or access anyone’s real account to obtain a classroom exhibit. 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 Authentication and digital records:
Original: A cropped screenshot says Approved but omits sender, date and the surrounding exchange.
Changed fact: An agreed complete fictional message export supplies sender, date and surrounding terms.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
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Exact URL: https://www.law.cornell.edu/rules/fre/rule_401
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
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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.

65. Unfair prejudice is not merely damaging proof

intro-law-l065 | suggested week 13 | about 40 minutes;split sessions as needed

Objective

Explain and apply unfair prejudice is not merely damaging proof to a fictional original and changed record.

Instruction

Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

Today’s focus — Unfair prejudice is not merely damaging proof
Evidence can legitimately hurt a party’s position. Rule 403 concerns specified dangers such as unfair prejudice or confusion substantially outweighing probative value, not simply discomfort with persuasive evidence. A model balancing argument should discuss both the evidence’s genuine value and its risks.

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

Assignment record: A mock delivery case offers an unrelated embarrassing school photograph solely to make a party look foolish.

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 useful diagram strongly supports one side of a transaction dispute. Being damaging to the opponent is not itself unfair prejudice. The balancing inquiry concerns specified risks substantially outweighing probative value. An advocate should identify actual value and risk rather than object merely because the exhibit is persuasive.

Numbered assignment

1. Fact discipline — Unfair prejudice is not merely damaging 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: A mock delivery case offers an unrelated embarrassing school photograph solely to make a party look foolish.

intro-law-l065-q01

2. Principle check: Restate the distinction taught in Unfair prejudice is not merely damaging 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-l065-q02

3. Apply the original record: A mock delivery case offers an unrelated embarrassing school photograph solely to make a party look foolish.
Question: Identify the weak probative link and improper risk. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l065-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The image instead clearly shows the disputed box label at the relevant time.
Explain how the analysis changes and what remains unresolved.

intro-law-l065-q04

5. Source card exercise: For Unfair prejudice is not merely damaging 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.

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Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Relevant evidence may be excluded where specified dangers substantially outweigh probative value.
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intro-law-l065-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 Unfair prejudice is not merely damaging 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-l065-q06

Optional guided retry

Optional guided retry for Unfair prejudice is not merely damaging proof:
A mock delivery case offers an unrelated embarrassing school photograph solely to make a party look foolish.
Read this principle: Evidence can legitimately hurt a party’s position. Rule 403 concerns specified dangers such as unfair prejudice or confusion substantially outweighing probative value, not simply discomfort with persuasive evidence. A model balancing argument should discuss both the evidence’s genuine value and its risks.
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 Unfair prejudice is not merely damaging proof:
Original: A mock delivery case offers an unrelated embarrassing school photograph solely to make a party look foolish.
Changed fact: The image instead clearly shows the disputed box label at the relevant time.
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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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.

66. Questions, objections and respectful advocacy

intro-law-l066 | suggested week 14 | about 40 minutes;split sessions as needed

Objective

Explain and apply questions, objections and respectful advocacy to a fictional original and changed record.

Instruction

Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

Today’s focus — Questions, objections and respectful advocacy
Open questions invite a witness’s own description; leading questions suggest an answer. Permissible use depends on context and rules. An objection should state a legal ground and request a ruling, not attack the speaker. The judge’s ruling and the evidence’s weight are separate.

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

Assignment record: A mock examiner asks You saw every box arrive, correct? although the supplied witness card says the view was blocked.

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

An examiner asks What could you see from the doorway? The question invites the witness’s own account instead of supplying the answer. A respectful objection would identify a legal ground and seek a ruling. Permissible leading-question use depends on context; the class should not announce that all leading questions are forbidden.

Numbered assignment

1. Fact discipline — Questions, objections and respectful advocacy: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A mock examiner asks You saw every box arrive, correct? although the supplied witness card says the view was blocked.

intro-law-l066-q01

2. Principle check: Restate the distinction taught in Questions, objections and respectful advocacy 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-l066-q02

3. Apply the original record: A mock examiner asks You saw every box arrive, correct? although the supplied witness card says the view was blocked.
Question: Rewrite the question to explore actual knowledge. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l066-q03

4. Counterfactual: Begin with the original record above, then change only this fact: Opposing counsel says That witness is a bad person instead of naming an objection.
Explain how the analysis changes and what remains unresolved.

intro-law-l066-q04

5. Source card exercise: For Questions, objections and respectful advocacy, 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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Reading purpose and limits: Relevance requires some tendency affecting a consequential fact; relevance alone is not admissibility.
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intro-law-l066-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 Questions, objections and respectful advocacy 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-l066-q06

Optional guided retry

Optional guided retry for Questions, objections and respectful advocacy:
A mock examiner asks You saw every box arrive, correct? although the supplied witness card says the view was blocked.
Read this principle: Open questions invite a witness’s own description; leading questions suggest an answer. Permissible use depends on context and rules. An objection should state a legal ground and request a ruling, not attack the speaker. The judge’s ruling and the evidence’s weight are separate.
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 Questions, objections and respectful advocacy:
Original: A mock examiner asks You saw every box arrive, correct? although the supplied witness card says the view was blocked.
Changed fact: Opposing counsel says That witness is a bad person instead of naming an objection.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

67. Project 7: Evidence, reliability and fair questions

intro-law-l067 | suggested week 14 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe evidence, reliability and fair questions project using six specified deliverables.

Instruction

Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

Project brief: Build a fictional exhibit notebook for a missing-box hearing: one receipt, one cropped message, one complete message and two witness cards are described by the lesson cases. Make a relevance/authentication chart and a 90-second objection-and-response presentation or equivalent script.

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 — Relevance connects a fact to an issue
Principle: Relevant evidence has some tendency to affect a fact that matters to the dispute. It need not establish the entire case by itself. Always name the factual proposition and the legal issue it bears on rather than calling an item relevant because it is interesting.
Original record: In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
Changed record: The receipt is for a different order.

Case 2 — Personal knowledge and observation
Principle: A witness should distinguish what they personally perceived from guesses or reports by others. Observation conditions, memory and opportunities to check affect reliability. Confidence does not remove uncertainty, and respectful questions can expose limits without accusing a witness of lying.
Original record: Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.
Changed record: Dana also watched each numbered box enter the storage room.

Case 3 — Hearsay depends on purpose
Principle: An out-of-court assertion offered to prove its truth can be hearsay under the federal definition. A statement offered for a different relevant purpose may raise a different analysis. Exclusions and exceptions exist, so do not teach that every repeated statement is automatically excluded.
Original record: At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.
Changed record: The same message is offered only to show the recipient had notice of a possible defect.

Case 4 — Authentication and digital records
Principle: Authentication asks whether evidence is what its proponent claims. A screenshot can omit context, timestamps or authorship; appearance alone is not conclusive. Keep fictional source labels and a

clear record history, and do not alter or access anyone’s real account to obtain a classroom exhibit.
Original record: A cropped screenshot says Approved but omits sender, date and the surrounding exchange.
Changed record: An agreed complete fictional message export supplies sender, date and surrounding terms.

Case 5 — Unfair prejudice is not merely damaging proof
Principle: Evidence can legitimately hurt a party’s position. Rule 403 concerns specified dangers such as unfair prejudice or confusion substantially outweighing probative value, not simply discomfort with persuasive evidence. A model balancing argument should discuss both the evidence’s genuine value and its risks.
Original record: A mock delivery case offers an unrelated embarrassing school photograph solely to make a party look foolish.
Changed record: The image instead clearly shows the disputed box label at the relevant time.

Case 6 — Questions, objections and respectful advocacy
Principle: Open questions invite a witness’s own description; leading questions suggest an answer. Permissible use depends on context and rules. An objection should state a legal ground and request a ruling, not attack the speaker. The judge’s ruling and the evidence’s weight are separate.
Original record: A mock examiner asks You saw every box arrive, correct? although the supplied witness card says the view was blocked.
Changed record: Opposing counsel says That witness is a bad person instead of naming an objection.

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 timestamp on a fictional storage log tends to inform when a box arrived. That connection makes it potentially relevant to timing even if it cannot prove identity or complete delivery. Relevance is a contribution to a consequential fact, not a requirement that one exhibit prove the entire dispute.

Numbered assignment

1. Create exhibit labels for receipt, driver-color page, cropped message, complete message and Dana witness card.

intro-law-l067-q01

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2. Make a relevance chart connecting each item to an identified delivery fact.

intro-law-l067-q02

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3. Write authentication questions for the cropped screenshot.

intro-law-l067-q03

4. Compare the broken-gate statement offered for truth versus notice.

intro-law-l067-q04

5. Draft one respectful relevance objection and one response addressing probative value.

intro-law-l067-q05

6. Present the chart in 90 seconds or a 120–180 word script.

intro-law-l067-q06

Optional guided retry

Optional guided retry for Project 7: Evidence, reliability and fair questions:
In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
Read this principle: Relevant evidence has some tendency to affect a fact that matters to the dispute. It need not establish the entire case by itself. Always name the factual proposition and the legal issue it bears on rather than calling an item relevant because it is interesting.
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 7: Evidence, reliability and fair questions:
Original: In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
Changed fact: The receipt is for a different order.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

68. Spiral lab 7: facts,rules and changed conditions

intro-law-l068 | suggested week 14 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 7 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: Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

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

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

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

Worked teaching example

A fictional statement says the floor may be wet. It is offered only to show a recipient received a warning, not to prove the floor was wet. The offered purpose changes truth-based hearsay analysis. Relevance and other limits still matter, and exceptions/exclusions must not be replaced by a blanket secondhand-equals-excluded slogan.

Numbered assignment

1. Retrieval connection from unit 7, Relevance connects a fact to an issue:
Principle: Relevant evidence has some tendency to affect a fact that matters to the dispute. It need not establish the entire case by itself. Always name the factual proposition and the legal issue it bears on rather than calling an item relevant because it is interesting.
Record: In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
Change: The receipt is for a different order.
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-l068-q01

2. Retrieval connection from unit 7, Authentication and digital records:
Principle: Authentication asks whether evidence is what its proponent claims. A screenshot can omit context, timestamps or authorship; appearance alone is not conclusive. Keep fictional source labels and a clear record history, and do not alter or access anyone’s real account to obtain a classroom exhibit.
Record: A cropped screenshot says Approved but omits sender, date and the surrounding exchange.
Change: An agreed complete fictional message export supplies sender, date and surrounding terms.
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-l068-q02

3. Retrieval connection from unit 6, Mental states are not all the same:
Principle: Intent, knowledge, recklessness and negligence have distinct legal meanings under governing statutes. Do not infer a required mental state solely from harm. A simulation must state which mental state it requires and what evidence might support it.
Record: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Change: A clear name tag and a message admitting awareness are added.
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-l068-q03

4. Retrieval connection from unit 6, Stages and neutral vocabulary:
Principle: Investigation, charging, arraignment, plea, trial and sentencing have different functions. Not every case follows an identical route, and not every accused person is convicted. Use charged, alleged and convicted accurately; sentencing follows the necessary legal determination, not an accusation alone.
Record: A timeline lists accusation, automatic sentence, then trial.
Change: A valid guilty plea is supplied instead of a contested trial.
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-l068-q04

5. Retrieval connection from unit 4, Federal questions and limited federal jurisdiction:
Principle: Federal courts have limited subject-matter jurisdiction. Federal questions and qualifying diversity cases are examples, not a rule that every important dispute belongs in federal court. State courts handle many ordinary disputes, including issues of state law.
Record: Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.
Change: A genuine federal statutory claim is added.
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-l068-q05

6. Retrieval connection from unit 1, Facts, allegations and inferences:
Principle: A fact describes something that happened; an allegation is a party’s claim about it. An inference

links observations to a possible explanation. Mark uncertainty rather than treating an accusation or a confident tone as proof.
Record: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
Change: A dated inventory identifies the photographed object as Lee’s own notebook.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l068-q06

Optional guided retry

Optional guided retry for Spiral lab 7: facts,rules and changed conditions:
At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.
Read this principle: An out-of-court assertion offered to prove its truth can be hearsay under the federal definition. A statement offered for a different relevant purpose may raise a different analysis. Exclusions and exceptions exist, so do not teach that every repeated statement is automatically excluded.
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 7: facts,rules and changed conditions:
Original: At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.
Changed fact: The same message is offered only to show the recipient had notice of a possible defect.
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: Cornell LII: Federal Evidence Rule 401
Exact URL: https://www.law.cornell.edu/rules/fre/rule_401
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Relevance requires some tendency affecting a consequential fact; relevance alone is not admissibility.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII: Federal Evidence Rule 403
Exact URL: https://www.law.cornell.edu/rules/fre/rule_403
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Relevant evidence may be excluded where specified dangers substantially outweigh probative value.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII: Federal Evidence Rule 801
Exact URL: https://www.law.cornell.edu/rules/fre/rule_801
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Out-of-court assertion offered for truth; exclusions and exceptions exist. Federal illustration, not a complete Texas evidence code. Dated currentness note—November 7,2026 CST: the official current federal evidence

compilation is amended through December 1,2025. An amendment to Rule 801 is listed as pending/projected for December 1,2026, not already effective on this course-check date. Pending changes can be delayed or withdrawn. Before later reuse, especially on or after that projected date, reopen the then-current official rule and pending-amendments status; do not assume this dated check remains current.
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: Civil Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/civil-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: Complaint, service, discovery, settlement, trial and typical preponderance standard; not a Texas procedural manual.
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.

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: Texas Court of Criminal Appeals: About
Exact URL: https://www.txcourts.gov/cca/about-the-court/
Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Explains criminal appellate routing and special direct appeals; course avoids death-penalty roleplay.
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: 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 Judicial Branch: About Texas Courts
Exact URL: https://www.txcourts.gov/about-texas-courts/
Jurisdiction/scope: Texas official judiciary overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Court structure/jurisdiction resources datedOctober 2026 are listed; no courthouse visit 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: Supreme Court of Texas: Official home
Exact URL: https://www.txcourts.gov/supreme/
Jurisdiction/scope: Texas official judiciary
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Court of last resort for civil matters; do not treat as the ordinary adult criminal court of last resort.
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.

69. Unit 7 review: Evidence, reliability and fair questions

intro-law-l069 | suggested week 14 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

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 useful diagram strongly supports one side of a transaction dispute. Being damaging to the opponent is not itself unfair prejudice. The balancing inquiry concerns specified risks substantially outweighing probative value. An advocate should identify actual value and risk rather than object merely because the exhibit is persuasive.

Numbered assignment

1. Review station 1 — Relevance connects a fact to an issue
Principle: Relevant evidence has some tendency to affect a fact that matters to the dispute. It need not establish the entire case by itself. Always name the factual proposition and the legal issue it bears on rather than calling an item relevant because it is interesting.
Record: In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Explain which item has an identified relevance connection. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l069-q01

2. Review station 2 — Personal knowledge and observation
Principle: A witness should distinguish what they personally perceived from guesses or reports by others. Observation conditions, memory and opportunities to check affect reliability. Confidence does not remove uncertainty, and respectful questions can expose limits without accusing a witness of lying.
Record: Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which part exceeds the stated observation? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l069-q02

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3. Review station 3 — Hearsay depends on purpose
Principle: An out-of-court assertion offered to prove its truth can be hearsay under the federal definition. A statement offered for a different relevant purpose may raise a different analysis. Exclusions and exceptions exist, so do not teach that every repeated statement is automatically excluded.
Record: At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the assertion, declarant and offered purpose. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l069-q03

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4. Review station 4 — Authentication and digital records
Principle: Authentication asks whether evidence is what its proponent claims. A screenshot can omit context, timestamps or authorship; appearance alone is not conclusive. Keep fictional source labels and a clear record history, and do not alter or access anyone’s real account to obtain a classroom exhibit.
Record: A cropped screenshot says Approved but omits sender, date and the surrounding exchange.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What authentication and context questions arise? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l069-q04

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5. Review station 5 — Unfair prejudice is not merely damaging proof
Principle: Evidence can legitimately hurt a party’s position. Rule 403 concerns specified dangers such as unfair prejudice or confusion substantially outweighing probative value, not simply discomfort with persuasive evidence. A model balancing argument should discuss both the evidence’s genuine value and its risks.
Record: A mock delivery case offers an unrelated embarrassing school photograph solely to make a party look foolish.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the weak probative link and improper risk. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l069-q05

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6. Review station 6 — Questions, objections and respectful advocacy
Principle: Open questions invite a witness’s own description; leading questions suggest an answer.

Permissible use depends on context and rules. An objection should state a legal ground and request a ruling, not attack the speaker. The judge’s ruling and the evidence’s weight are separate.
Record: A mock examiner asks You saw every box arrive, correct? although the supplied witness card says the view was blocked.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Rewrite the question to explore actual knowledge. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l069-q06

Optional guided retry

Optional guided retry for Unit 7 review: Evidence, reliability and fair questions:
A mock delivery case offers an unrelated embarrassing school photograph solely to make a party look foolish.
Read this principle: Evidence can legitimately hurt a party’s position. Rule 403 concerns specified dangers such as unfair prejudice or confusion substantially outweighing probative value, not simply discomfort with persuasive evidence. A model balancing argument should discuss both the evidence’s genuine value and its risks.
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 7 review: Evidence, reliability and fair questions:
Original: A mock delivery case offers an unrelated embarrassing school photograph solely to make a party look foolish.
Changed fact: The image instead clearly shows the disputed box label at the relevant time.
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: Cornell LII: Federal Evidence Rule 401
Exact URL: https://www.law.cornell.edu/rules/fre/rule_401
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Relevance requires some tendency affecting a consequential fact; relevance alone is not admissibility.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII: Federal Evidence Rule 403
Exact URL: https://www.law.cornell.edu/rules/fre/rule_403
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Relevant evidence may be excluded where specified dangers substantially outweigh probative value.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII: Federal Evidence Rule 801
Exact URL: https://www.law.cornell.edu/rules/fre/rule_801
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)

Reading purpose and limits: Out-of-court assertion offered for truth; exclusions and exceptions exist. Federal illustration, not a complete Texas evidence code. Dated currentness note—November 7,2026 CST: the official current federal evidence compilation is amended through December 1,2025. An amendment to Rule 801 is listed as pending/projected for December 1,2026, not already effective on this course-check date. Pending changes can be delayed or withdrawn. Before later reuse, especially on or after that projected date, reopen the then-current official rule and pending-amendments status; do not assume this dated check remains current.
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: Civil Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/civil-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: Complaint, service, discovery, settlement, trial and typical preponderance standard; not a Texas procedural manual.
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.

70. Unit 7 assessment: Evidence, reliability and fair questions

intro-law-l070 | suggested week 14 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Evidence supports or challenges facts, but truth, relevance, reliability, admissibility and weight are different questions. The federal evidence rules supply illustrations; Texas proceedings require their own applicable rules. Rule 401 links information to a consequential fact; Rule 403 can exclude relevant evidence when specified dangers substantially outweigh probative value. Hearsay analysis asks who made an assertion, when and why it is offered, with exclusions and exceptions to research. A classroom objection is an educational request for a ruling, never a license to insult a witness or obtain private records.

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

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

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

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

Worked teaching example

A witness hears a bell but cannot see the doorway. Personal knowledge supports hearing a sound, not identifying who rang it. A careful account separates the observed sound from the guessed actor. More confident wording would not cure the observational limit; other evidence could supply a connection.

Numbered assignment

1. Assessment record — unit 7, Relevance connects a fact to an issue
Supplied principle: Relevant evidence has some tendency to affect a fact that matters to the dispute. It need not establish the entire case by itself. Always name the factual proposition and the legal issue it bears on rather than calling an item relevant because it is interesting.
Original facts: In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
Assessment change: The receipt is for a different order.
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-l070-q01

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2. Assessment record — unit 7, Personal knowledge and observation
Supplied principle: A witness should distinguish what they personally perceived from guesses or reports by others. Observation conditions, memory and opportunities to check affect reliability. Confidence does not remove uncertainty, and respectful questions can expose limits without accusing a witness of lying.
Original facts: Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.
Assessment change: Dana also watched each numbered box enter the storage room.
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-l070-q02

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3. Assessment record — unit 7, Hearsay depends on purpose
Supplied principle: An out-of-court assertion offered to prove its truth can be hearsay under the federal definition. A statement offered for a different relevant purpose may raise a different analysis. Exclusions and exceptions exist, so do not teach that every repeated statement is automatically excluded.
Original facts: At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.
Assessment change: The same message is offered only to show the recipient had notice of a possible defect.
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-l070-q03

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4. Assessment record — unit 7, Authentication and digital records
Supplied principle: Authentication asks whether evidence is what its proponent claims. A screenshot can omit context, timestamps or authorship; appearance alone is not conclusive. Keep fictional source labels and a clear record history, and do not alter or access anyone’s real account to obtain a classroom exhibit.
Original facts: A cropped screenshot says Approved but omits sender, date and the surrounding exchange.
Assessment change: An agreed complete fictional message export supplies sender, date and surrounding terms.
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-l070-q04

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5. Assessment record — unit 7, Unfair prejudice is not merely damaging proof
Supplied principle: Evidence can legitimately hurt a party’s position. Rule 403 concerns specified dangers such as unfair prejudice or confusion substantially outweighing probative value, not simply discomfort with persuasive evidence. A model balancing argument should discuss both the evidence’s genuine value and its risks.
Original facts: A mock delivery case offers an unrelated embarrassing school photograph solely to make a

party look foolish.
Assessment change: The image instead clearly shows the disputed box label at the relevant time.
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-l070-q05

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6. Assessment record — unit 7, Questions, objections and respectful advocacy
Supplied principle: Open questions invite a witness’s own description; leading questions suggest an answer. Permissible use depends on context and rules. An objection should state a legal ground and request a ruling, not attack the speaker. The judge’s ruling and the evidence’s weight are separate.
Original facts: A mock examiner asks You saw every box arrive, correct? although the supplied witness card says the view was blocked.
Assessment change: Opposing counsel says That witness is a bad person instead of naming an objection.
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-l070-q06

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7. Comparison task: Use these two records.
A: In a simulated delivery dispute, a receipt lists the order number and delivery date. A second page lists the driver’s favorite color.
A principle: Relevant evidence has some tendency to affect a fact that matters to the dispute. It need not establish the entire case by itself. Always name the factual proposition and the legal issue it bears on rather than calling an item relevant because it is interesting.
B: A mock examiner asks You saw every box arrive, correct? although the supplied witness card says the view was blocked.
B principle: Open questions invite a witness’s own description; leading questions suggest an answer. Permissible use depends on context and rules. An objection should state a legal ground and request a ruling, not attack the speaker. The judge’s ruling and the evidence’s weight are separate.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l070-q07

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8. Research-limits task: For the changed record in Hearsay depends on purpose, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: At a mock trial, Kai repeats a nonparty’s message The gate is broken to prove the gate was actually broken.
Change: The same message is offered only to show the recipient had notice of a possible defect.

intro-law-l070-q08

Optional guided retry

Optional guided retry for Unit 7 assessment: Evidence, reliability and fair questions:
Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.
Read this principle: A witness should distinguish what they personally perceived from guesses or reports by

others. Observation conditions, memory and opportunities to check affect reliability. Confidence does not remove uncertainty, and respectful questions can expose limits without accusing a witness of lying.
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 7 assessment: Evidence, reliability and fair questions:
Original: Witness Dana saw a closed truck at dusk but did not see anyone unload it. Dana says every box was delivered.
Changed fact: Dana also watched each numbered box enter the storage room.
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: Cornell LII: Federal Evidence Rule 401
Exact URL: https://www.law.cornell.edu/rules/fre/rule_401
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Relevance requires some tendency affecting a consequential fact; relevance alone is not admissibility.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII: Federal Evidence Rule 403
Exact URL: https://www.law.cornell.edu/rules/fre/rule_403
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Relevant evidence may be excluded where specified dangers substantially outweigh probative value.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII: Federal Evidence Rule 801
Exact URL: https://www.law.cornell.edu/rules/fre/rule_801
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Out-of-court assertion offered for truth; exclusions and exceptions exist. Federal illustration, not a complete Texas evidence code. Dated currentness note—November 7,2026 CST: the official current federal evidence compilation is amended through December 1,2025. An amendment to Rule 801 is listed as pending/projected for December 1,2026, not already effective on this course-check date. Pending changes can be delayed or withdrawn. Before later reuse, especially on or after that projected date, reopen the then-current official rule and pending-amendments status; do not assume this dated check remains current.
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: Civil Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/civil-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: Complaint, service, discovery, settlement, trial and typical preponderance standard; not a Texas procedural manual.
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.