Intro to Law — Unit 1

Thinking like a careful legal reader

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

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

1. Readiness diagnostic: law, ethics and rules

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

Objective

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

Instruction

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

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

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

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

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

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Worked teaching example

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

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

Numbered assignment

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

intro-law-l001-q01

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

intro-law-l001-q02

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

intro-law-l001-q03

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

intro-law-l001-q04

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

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

intro-law-l001-q05

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

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

intro-law-l001-q06

Optional guided retry

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

Optional extension

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

Supplemental sources (not required)

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

2. Facts, allegations and inferences

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

Objective

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

Instruction

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

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

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

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

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

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Worked teaching example

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

Numbered assignment

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

intro-law-l002-q01

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

intro-law-l002-q02

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

intro-law-l002-q03

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

intro-law-l002-q04

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

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intro-law-l002-q05

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

intro-law-l002-q06

Optional guided retry

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

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

Optional extension

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

Supplemental sources (not required)

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

3. Legal questions versus policy preferences

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

Objective

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

Instruction

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

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

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

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

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

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Worked teaching example

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

Numbered assignment

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

intro-law-l003-q01

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

intro-law-l003-q02

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

intro-law-l003-q03

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

intro-law-l003-q04

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

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intro-law-l003-q05

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

intro-law-l003-q06

Optional guided retry

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

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

Optional extension

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

Supplemental sources (not required)

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

4. Primary and secondary authority

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

Objective

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

Instruction

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

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

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

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

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

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Worked teaching example

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

Numbered assignment

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

intro-law-l004-q01

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

intro-law-l004-q02

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

intro-law-l004-q03

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

intro-law-l004-q04

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

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intro-law-l004-q05

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

intro-law-l004-q06

Optional guided retry

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

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

Optional extension

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

Supplemental sources (not required)

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

5. IRAC: organize without pretending certainty

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l005-q01

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

intro-law-l005-q02

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

intro-law-l005-q03

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

intro-law-l005-q04

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

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

intro-law-l005-q05

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

intro-law-l005-q06

Optional guided retry

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

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

Optional extension

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

Supplemental sources (not required)

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

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

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

6. Educational information is not representation

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l006-q01

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

intro-law-l006-q02

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

intro-law-l006-q03

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

intro-law-l006-q04

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

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

intro-law-l006-q05

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

intro-law-l006-q06

Optional guided retry

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

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

Optional extension

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

Supplemental sources (not required)

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

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

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

7. Project 1: Thinking like a careful legal reader

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

Objective

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

Instruction

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

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

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

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

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

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

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l007-q01

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

intro-law-l007-q02

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

intro-law-l007-q03

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

intro-law-l007-q04

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

intro-law-l007-q05

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

intro-law-l007-q06

Optional guided retry

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

Optional extension

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

Supplemental sources (not required)

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

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

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

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

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

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

Objective

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

Instruction

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

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l008-q01

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

intro-law-l008-q02

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

intro-law-l008-q03

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

intro-law-l008-q04

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

intro-law-l008-q05

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

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

intro-law-l008-q06

Optional guided retry

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

Optional extension

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

Supplemental sources (not required)

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

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

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

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

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

Objective

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

Instruction

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l009-q01

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

intro-law-l009-q02

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

intro-law-l009-q03

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

intro-law-l009-q04

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

intro-law-l009-q05

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

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

intro-law-l009-q06

Optional guided retry

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

Optional extension

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

Supplemental sources (not required)

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

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

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

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

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

Objective

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

Instruction

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

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l010-q01

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

intro-law-l010-q02

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

intro-law-l010-q03

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

intro-law-l010-q04

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

intro-law-l010-q05

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

intro-law-l010-q06

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

intro-law-l010-q07

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

intro-law-l010-q08

Optional guided retry

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

Optional extension

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

Supplemental sources (not required)

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

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

Intro to Law — Unit 2

Constitutional structure and federalism

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

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

11. Three branches, distinct functions

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Three branches, distinct functions: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.

intro-law-l011-q01

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

intro-law-l011-q02

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

intro-law-l011-q03

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

intro-law-l011-q04

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

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

intro-law-l011-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Three branches, distinct functions issue for a new reader.

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

intro-law-l011-q06

Optional guided retry

Optional guided retry for Three branches, distinct functions:
Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Read this principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Three branches, distinct functions:
Original: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Changed fact: The agency claims it can disregard a binding court order simply because it prefers its policy.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

12. Federalism is not a simple hierarchy of every rule

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

Objective

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

Instruction

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

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

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

Assignment record: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Federalism is not a simple hierarchy of every rule: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.

intro-law-l012-q01

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

intro-law-l012-q02

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

intro-law-l012-q03

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

intro-law-l012-q04

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

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

intro-law-l012-q05

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

intro-law-l012-q06

Optional guided retry

Optional guided retry for Federalism is not a simple hierarchy of every rule:
A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Read this principle: The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Federalism is not a simple hierarchy of every rule:
Original: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Changed fact: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

13. Constitution, statute and regulation

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Constitution, statute and regulation: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.

intro-law-l013-q01

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

intro-law-l013-q02

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

intro-law-l013-q03

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

intro-law-l013-q04

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

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

intro-law-l013-q05

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

intro-law-l013-q06

Optional guided retry

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

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

Optional extension

Optional transfer challenge for Constitution, statute and regulation:
Original: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Changed fact: The legislature amends the statute to authorize a defined fee prospectively.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

14. Checks, vetoes and disagreement

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

Objective

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

Instruction

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

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

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

Assignment record: A fictional bill passes one house. A headline calls it an effective federal statute.

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

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

Numbered assignment

1. Fact discipline — Checks, vetoes and disagreement: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional bill passes one house. A headline calls it an effective federal statute.

intro-law-l014-q01

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

intro-law-l014-q02

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

intro-law-l014-q03

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

intro-law-l014-q04

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

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

intro-law-l014-q05

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

intro-law-l014-q06

Optional guided retry

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

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

Optional extension

Optional transfer challenge for Checks, vetoes and disagreement:
Original: A fictional bill passes one house. A headline calls it an effective federal statute.
Changed fact: Both houses pass it and a veto follows.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

15. Judicial review in an actual dispute

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l015-q01

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

intro-law-l015-q02

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

intro-law-l015-q03

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

intro-law-l015-q04

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

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

intro-law-l015-q05

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

intro-law-l015-q06

Optional guided retry

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

Read this principle: Courts can consider constitutional validity when a proper case lies within their authority. Jurisdiction, standing and procedure matter. A court decision addresses issues before it; it is not a general opinion poll or an unlimited license to supervise every disagreement.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Judicial review in an actual dispute:
Original: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Changed fact: A party instead identifies a particular denial, alleged injury and applicable rule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

16. Amendments and historical change

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Amendments and historical change: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.

intro-law-l016-q01

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

intro-law-l016-q02

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

intro-law-l016-q03

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

intro-law-l016-q04

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

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

intro-law-l016-q05

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

intro-law-l016-q06

Optional guided retry

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

Optional extension

Optional transfer challenge for Amendments and historical change:
Original: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.
Changed fact: A student treats the original three-fifths language as the current apportionment rule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

17. Project 2: Constitutional structure and federalism

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

Objective

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

Instruction

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

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

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

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

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

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l017-q01

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

intro-law-l017-q02

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

intro-law-l017-q03

4. Correct the one-house-passage headline.

intro-law-l017-q04

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

intro-law-l017-q05

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

intro-law-l017-q06

Optional guided retry

Optional guided retry for Project 2: Constitutional structure and federalism:
Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Read this principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Project 2: Constitutional structure and federalism:
Original: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Changed fact: The agency claims it can disregard a binding court order simply because it prefers its policy.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

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

Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

Objective

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

Instruction

Spaced practice 2 connects current concepts with earlier reasoning. Try recalling the distinction before rereading the printed principle; then revise using it. Retrieval is practice, not a memory contest. Explain why the changed fact matters rather than only changing the answer.

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Retrieval connection from unit 2, Three branches, distinct functions:
Principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
Record: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Change: The agency claims it can disregard a binding court order simply because it prefers its policy.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l018-q01

2. Retrieval connection from unit 2, Checks, vetoes and disagreement:
Principle: Federal lawmaking usually requires passage by both houses and presentment to the President, subject to constitutional exceptions and veto-override procedures. A veto is a constitutional check, not automatically a judicial finding that a bill is unconstitutional.
Record: A fictional bill passes one house. A headline calls it an effective federal statute.
Change: Both houses pass it and a veto follows.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l018-q02

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

intro-law-l018-q03

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

intro-law-l018-q04

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

intro-law-l018-q05

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

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

intro-law-l018-q06

Optional guided retry

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

Optional extension

Optional transfer challenge for Spiral lab 2: facts,rules and changed conditions:
Original: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Changed fact: The legislature amends the statute to authorize a defined fee prospectively.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview

Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

19. Unit 2 review: Constitutional structure and federalism

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

Objective

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

Instruction

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l019-q01

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

intro-law-l019-q02

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

intro-law-l019-q03

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

intro-law-l019-q04

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

intro-law-l019-q05

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

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

intro-law-l019-q06

Optional guided retry

Optional guided retry for Unit 2 review: Constitutional structure and federalism:
A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Read this principle: Courts can consider constitutional validity when a proper case lies within their authority. Jurisdiction, standing and procedure matter. A court decision addresses issues before it; it is not a general opinion poll or an unlimited license to supervise every disagreement.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 2 review: Constitutional structure and federalism:
Original: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Changed fact: A party instead identifies a particular denial, alleged injury and applicable rule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text

Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

20. Unit 2 assessment: Constitutional structure and federalism

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

Objective

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

Instruction

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

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

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

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

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

Worked teaching example

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

Numbered assignment

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

policy.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l020-q01

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2. Assessment record — unit 2, Federalism is not a simple hierarchy of every rule
Supplied principle: The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.
Original facts: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Assessment change: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l020-q02

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3. Assessment record — unit 2, Constitution, statute and regulation
Supplied principle: A constitution supplies foundational authority; a statute is enacted legislation; a regulation is an agency rule made under delegated authority and required procedures. A regulation cannot gain unlimited authority merely by calling itself a rule.
Original facts: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Assessment change: The legislature amends the statute to authorize a defined fee prospectively.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l020-q03

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4. Assessment record — unit 2, Checks, vetoes and disagreement
Supplied principle: Federal lawmaking usually requires passage by both houses and presentment to the President, subject to constitutional exceptions and veto-override procedures. A veto is a constitutional check, not automatically a judicial finding that a bill is unconstitutional.
Original facts: A fictional bill passes one house. A headline calls it an effective federal statute.
Assessment change: Both houses pass it and a veto follows.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l020-q04

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

Original facts: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Assessment change: A party instead identifies a particular denial, alleged injury and applicable rule.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l020-q05

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6. Assessment record — unit 2, Amendments and historical change
Supplied principle: The Constitution’s amendment process can change earlier text. The original transcript includes superseded and unjust historical provisions; never describe those as unchanged current rules. Compare the later amendment with the earlier provision and explain the legal change accurately. The Seventeenth Amendment replaced the original state-legislature selection of senators with popular election. The Fourteenth Amendment changed the earlier apportionment language. The Thirteenth Amendment prohibited slavery and involuntary servitude, with its stated exception for punishment for crime after conviction. Historical injustice should be explained accurately, not endorsed or presented as unchanged current law.
Original facts: An old worksheet says senators are always chosen by state legislatures because the 1787 text says so.
Assessment change: A student treats the original three-fifths language as the current apportionment rule.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l020-q06

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

intro-law-l020-q07

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

Optional guided retry

Optional guided retry for Unit 2 assessment: Constitutional structure and federalism:
A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Read this principle: The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 2 assessment: Constitutional structure and federalism:
Original: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Changed fact: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

Intro to Law — Unit 3

Rights, limits and responsibilities

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

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

21. Government action versus private choice

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Government action versus private choice: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.

intro-law-l021-q01

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

intro-law-l021-q02

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

intro-law-l021-q03

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

intro-law-l021-q04

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter. Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l021-q05

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

intro-law-l021-q06

Optional guided retry

Optional guided retry for Government action versus private choice:
A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Read this principle: A First Amendment issue ordinarily requires governmental action. A private host’s editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Government action versus private choice:
Original: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Changed fact: A city official orders rejection under an official policy.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

22. Speech and time, place and manner

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Speech and time, place and manner: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.

intro-law-l022-q01

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

intro-law-l022-q02

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

intro-law-l022-q03

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

intro-law-l022-q04

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter. Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l022-q05

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

intro-law-l022-q06

Optional guided retry

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

applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Speech and time, place and manner:
Original: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Changed fact: The critic receives the same time as everyone and the rule is consistently applied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

23. Searches: identify reasonableness questions

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Searches: identify reasonableness questions: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.

intro-law-l023-q01

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

intro-law-l023-q02

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

intro-law-l023-q03

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

intro-law-l023-q04

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter. Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l023-q05

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

intro-law-l023-q06

Optional guided retry

Optional guided retry for Searches: identify reasonableness questions:
A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Read this principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Searches: identify reasonableness questions:
Original: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Changed fact: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

24. Notice and opportunity to respond

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Notice and opportunity to respond: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.

intro-law-l024-q01

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

intro-law-l024-q02

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

intro-law-l024-q03

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

intro-law-l024-q04

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter. Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l024-q05

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

intro-law-l024-q06

Optional guided retry

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

Read this principle: Procedural due process often concerns notice and a meaningful chance to respond before certain governmental deprivations, with requirements varying by interest, context and urgency. It does not promise a favorable result. Explain process separately from the merits.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Notice and opportunity to respond:
Original: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.
Changed fact: A hearing occurs after an emergency temporary action under a specifically supplied exception.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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.
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Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
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Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

25. Equal protection and justified distinctions

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

Objective

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

Instruction

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

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

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Equal protection and justified distinctions: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.

intro-law-l025-q01

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

intro-law-l025-q02

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

intro-law-l025-q03

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

intro-law-l025-q04

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter. Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l025-q05

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

intro-law-l025-q06

Optional guided retry

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

Read this principle: Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before concluding.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Equal protection and justified distinctions:
Original: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Changed fact: A policy instead excludes a group from service without a stated lawful reason.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
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Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
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Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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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.

26. Accused persons and the burden of proof

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

Objective

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

Instruction

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

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

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

Assignment record: In a fictional criminal trial, a juror says the accused must testify or be convicted.

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

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

Worked teaching example

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

Numbered assignment

1. Fact discipline — Accused persons and the burden of proof: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: In a fictional criminal trial, a juror says the accused must testify or be convicted.

intro-law-l026-q01

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

intro-law-l026-q02

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

intro-law-l026-q03

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

intro-law-l026-q04

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter. Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l026-q05

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

intro-law-l026-q06

Optional guided retry

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

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

Optional extension

Optional transfer challenge for Accused persons and the burden of proof:
Original: In a fictional criminal trial, a juror says the accused must testify or be convicted.
Changed fact: A separate ordinary civil contract dispute arises.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
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.
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Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
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Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
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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.

27. Project 3: Rights, limits and responsibilities

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

Objective

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

Instruction

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

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

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

Complete fictional fact bank:
Case 1 — Government action versus private choice
Principle: A First Amendment issue ordinarily requires governmental action. A private host's editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
Original record: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Changed record: A city official orders rejection under an official policy.

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

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

Case 4 — Notice and opportunity to respond

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

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l027-q01

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

intro-law-l027-q02

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

intro-law-l027-q03

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

intro-law-l027-q04

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

intro-law-l027-q05

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

intro-law-l027-q06

Optional guided retry

Optional guided retry for Project 3: Rights, limits and responsibilities:
A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Read this principle: A First Amendment issue ordinarily requires governmental action. A private host’s editorial choice is not automatically a constitutional violation, though contracts and other laws can matter.
First identify the actor, then the claimed right.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Project 3: Rights, limits and responsibilities:
Original: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Changed fact: A city official orders rejection under an official policy.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)

Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

Objective

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

Instruction

Spaced practice 3 connects current concepts with earlier reasoning. Try recalling the distinction before rereading the printed principle; then revise using it. Retrieval is practice, not a memory contest. Explain why the changed fact matters rather than only changing the answer.

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Retrieval connection from unit 3, Government action versus private choice:
Principle: A First Amendment issue ordinarily requires governmental action. A private host's editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
Record: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Change: A city official orders rejection under an official policy.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l028-q01

2. Retrieval connection from unit 3, Notice and opportunity to respond:
Principle: Procedural due process often concerns notice and a meaningful chance to respond before certain governmental deprivations, with requirements varying by interest, context and urgency. It does not promise a favorable result. Explain process separately from the merits.
Record: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.
Change: A hearing occurs after an emergency temporary action under a specifically supplied exception.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l028-q02

3. Retrieval connection from unit 2, Federalism is not a simple hierarchy of every rule:
Principle: The federal government has constitutionally allocated powers; states retain substantial governing authority. Valid federal law can preempt conflicting state law within its scope. Not every federal policy displaces every local rule; check authority, conflict and coverage.
Record: A fictional federal safety rule and a local park rule concern different activities. Pat says the federal rule erases all park rules.
Change: Assume the valid federal rule expressly forbids states from imposing the specific conflicting requirement.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l028-q03

4. Retrieval connection from unit 2, Judicial review in an actual dispute:
Principle: Courts can consider constitutional validity when a proper case lies within their authority. Jurisdiction, standing and procedure matter. A court decision addresses issues before it; it is not a general opinion poll or an unlimited license to supervise every disagreement.
Record: A classroom court is asked to announce whether every future park policy will be fair, without a concrete dispute.
Change: A party instead identifies a particular denial, alleged injury and applicable rule.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l028-q04

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

intro-law-l028-q05

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

intro-law-l028-q06

Optional guided retry

Optional guided retry for Spiral lab 3: facts,rules and changed conditions:
A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Read this principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Spiral lab 3: facts,rules and changed conditions:
Original: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Changed fact: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

29. Unit 3 review: Rights, limits and responsibilities

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

Objective

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

Instruction

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

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

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

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

Worked teaching example

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

Numbered assignment

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

intro-law-l029-q01

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

intro-law-l029-q02

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

intro-law-l029-q03

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

intro-law-l029-q04

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

intro-law-l029-q05

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

intro-law-l029-q06

Optional guided retry

Optional guided retry for Unit 3 review: Rights, limits and responsibilities:
A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Read this principle: Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before concluding.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 3 review: Rights, limits and responsibilities:
Original: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Changed fact: A policy instead excludes a group from service without a stated lawful reason.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview

Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

30. Unit 3 assessment: Rights, limits and responsibilities

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

Objective

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

Instruction

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

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

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

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

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

Worked teaching example

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

Numbered assignment

1. Assessment record — unit 3, Government action versus private choice
Supplied principle: A First Amendment issue ordinarily requires governmental action. A private host's editorial choice is not automatically a constitutional violation, though contracts and other laws can matter. First identify the actor, then the claimed right.
Original facts: A privately run fictional poetry magazine declines a submission. Ari says this alone proves government censorship.
Assessment change: A city official orders rejection under an official policy.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No

real legal outcome is requested.

intro-law-l030-q01

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2. Assessment record — unit 3, Speech and time, place and manner
Supplied principle: Government speech restrictions require context: content, forum, purpose, scope and applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.
Original facts: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Assessment change: The critic receives the same time as everyone and the rule is consistently applied.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l030-q02

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3. Assessment record — unit 3, Searches: identify reasonableness questions
Supplied principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
Original facts: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Assessment change: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l030-q03

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4. Assessment record — unit 3, Notice and opportunity to respond
Supplied principle: Procedural due process often concerns notice and a meaningful chance to respond before certain governmental deprivations, with requirements varying by interest, context and urgency. It does not promise a favorable result. Explain process separately from the merits.
Original facts: Under a classroom public-benefit model, a recipient loses an authorized benefit based on a disputed form without receiving the required notice or review chance.
Assessment change: A hearing occurs after an emergency temporary action under a specifically supplied exception.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l030-q04

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

concluding.
Original facts: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Assessment change: A policy instead excludes a group from service without a stated lawful reason.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l030-q05

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6. Assessment record — unit 3, Accused persons and the burden of proof
Supplied principle: In a criminal trial the government bears the burden of proving guilt beyond a reasonable doubt. The accused need not prove innocence. Counsel and other Sixth Amendment protections concern criminal prosecutions; do not assume identical appointed-counsel rights in every civil disagreement.
Original facts: In a fictional criminal trial, a juror says the accused must testify or be convicted.
Assessment change: A separate ordinary civil contract dispute arises.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l030-q06

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

intro-law-l030-q07

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

intro-law-l030-q08

Optional guided retry

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

stopped after ten seconds solely for criticizing the chair.
Read this principle: Government speech restrictions require context: content, forum, purpose, scope and applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 3 assessment: Rights, limits and responsibilities:
Original: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Changed fact: The critic receives the same time as everyone and the rule is consistently applied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

Intro to Law — Unit 4

Federal and Texas courts

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.

31. Trial courts develop a factual record

intro-law-l031 | suggested week 7 | about 40 minutes;split sessions as needed

Objective

Explain and apply trial courts develop a factual record to a fictional original and changed record.

Instruction

Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party’s preference do not by themselves establish jurisdiction.

Today’s focus — Trial courts develop a factual record
Trial proceedings establish evidence and apply governing law. A judge determines legal questions and manages proceedings; a jury may determine disputed facts when a jury trial applies. Not every case uses a jury.

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

Assignment record: A fictional civil dispute has conflicting delivery testimony and no prior trial.

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

Two fictional witnesses disagree about when a parcel arrived. At a proper trial, the fact finder evaluates admissible evidence under applicable rules. That is different from asking an appeal court to privately interview new witnesses. A bench trial can assign fact finding to the judge without automatically creating an

error.

Numbered assignment

1. Fact discipline — Trial courts develop a factual record: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional civil dispute has conflicting delivery testimony and no prior trial.

intro-law-l031-q01

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2. Principle check: Restate the distinction taught in Trial courts develop a factual record 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-l031-q02

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3. Apply the original record: A fictional civil dispute has conflicting delivery testimony and no prior trial. Question: Which level ordinarily develops the evidence first? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l031-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The parties lawfully use a bench trial.
Explain how the analysis changes and what remains unresolved.

intro-law-l031-q04

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

Supplied offline source card
Title: US 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.

intro-law-l031-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 Trial courts develop a factual record 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.

Optional guided retry

Optional guided retry for Trial courts develop a factual record:
A fictional civil dispute has conflicting delivery testimony and no prior trial.
Read this principle: Trial proceedings establish evidence and apply governing law. A judge determines legal questions and manages proceedings; a jury may determine disputed facts when a jury trial applies. Not every case uses a jury.
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 Trial courts develop a factual record:
Original: A fictional civil dispute has conflicting delivery testimony and no prior trial.
Changed fact: The parties lawfully use a bench trial.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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.

32. Appeals review decisions and records

intro-law-l032 | suggested week 7 | about 40 minutes;split sessions as needed

Objective

Explain and apply appeals review decisions and records to a fictional original and changed record.

Instruction

Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party’s preference do not by themselves establish jurisdiction.

Today’s focus — Appeals review decisions and records
An appeal ordinarily identifies claimed error using the record and applicable review standard. It is not simply a second chance to present everything omitted at trial. Appellate procedures and preservation requirements differ across systems.

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: After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.

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

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

Worked teaching example

A party identifies a trial ruling and the preserved objection in the record. That supplies a possible appellate issue, not a promised reversal. The reviewer must identify the rule, standard of review and legal effect of any error. Disappointment alone would not substitute for those steps.

Numbered assignment

1. Fact discipline — Appeals review decisions and 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: After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.

intro-law-l032-q01

2. Principle check: Restate the distinction taught in Appeals review decisions and 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-l032-q02

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3. Apply the original record: After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.
Question: What does a reasoned appellate argument need beyond disappointment? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l032-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The party identifies a preserved objection and the exact ruling in the record.
Explain how the analysis changes and what remains unresolved.

intro-law-l032-q04

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5. Source card exercise: For Appeals review decisions and 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.

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.

intro-law-l032-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 Appeals review decisions and 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-l032-q06

Optional guided retry

Optional guided retry for Appeals review decisions and records:
After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.

Read this principle: An appeal ordinarily identifies claimed error using the record and applicable review standard. It is not simply a second chance to present everything omitted at trial. Appellate procedures and preservation requirements differ across systems.
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 Appeals review decisions and records:
Original: After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.
Changed fact: The party identifies a preserved objection and the exact ruling in the record.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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.

33. Federal questions and limited federal jurisdiction

intro-law-l033 | suggested week 7 | about 40 minutes;split sessions as needed

Objective

Explain and apply federal questions and limited federal jurisdiction to a fictional original and changed record.

Instruction

Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party's preference do not by themselves establish jurisdiction.

Today's focus — Federal questions and limited federal jurisdiction
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.

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: Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.

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 local disagreement is described as very important but supplies no federal claim or other jurisdictional basis. Importance is not itself a source of federal judicial power. The proper next analytical step is to identify a recognized jurisdictional basis, not simply choose a federal building or assume state courts lack authority.

Numbered assignment

1. Fact discipline — Federal questions and limited federal jurisdiction: 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: Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.

intro-law-l033-q01

2. Principle check: Restate the distinction taught in Federal questions and limited federal jurisdiction 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-l033-q02

3. Apply the original record: Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.
Question: Does importance alone establish federal jurisdiction? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l033-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A genuine federal statutory claim is added.
Explain how the analysis changes and what remains unresolved.

intro-law-l033-q04

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

Supplied offline source card
Title: US 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.

intro-law-l033-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 Federal questions and limited federal jurisdiction 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-l033-q06

Optional guided retry

Optional guided retry for Federal questions and limited federal jurisdiction:
Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.
Read this 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.
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 Federal questions and limited federal jurisdiction:
Original: Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.
Changed fact: A genuine federal statutory claim is added.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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.

34. Texas’s two high courts

intro-law-l034 | suggested week 7 | about 40 minutes;split sessions as needed

Objective

Explain and apply texas’s two high courts to a fictional original and changed record.

Instruction

Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party’s preference do not by themselves establish jurisdiction.

Today’s focus — Texas’s two high courts
Texas does not use one high court for all ordinary civil and adult criminal appeals. The Supreme Court handles civil matters; the Court of Criminal Appeals handles criminal appellate responsibilities. Intermediate courts and special jurisdictional rules must also be considered.

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

Assignment record: A classroom chart sends every adult criminal appeal to the Supreme Court of Texas because it says Supreme.

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 Texas chart labels the Supreme Court of Texas as the civil court of last resort and the Court of Criminal Appeals as the adult criminal counterpart. That distinction is correct at this introductory level. It does not mean every case proceeds directly there or that juvenile routing needs no separate research.

Numbered assignment

1. Fact discipline — Texas’s two high courts: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A classroom chart sends every adult criminal appeal to the Supreme Court of Texas because it says Supreme.

intro-law-l034-q01

2. Principle check: Restate the distinction taught in Texas’s two high courts 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-l034-q02

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3. Apply the original record: A classroom chart sends every adult criminal appeal to the Supreme Court of Texas because it says Supreme.
Question: Correct the structural misconception. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l034-q03

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

intro-law-l034-q04

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

Supplied offline source card
Title: Texas 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.

intro-law-l034-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 Texas’s two high courts 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-l034-q06

Optional guided retry

Optional guided retry for Texas’s two high courts:
A classroom chart sends every adult criminal appeal to the Supreme Court of Texas because it says Supreme.
Read this principle: Texas does not use one high court for all ordinary civil and adult criminal appeals. The

Supreme Court handles civil matters; the Court of Criminal Appeals handles criminal appellate responsibilities. Intermediate courts and special jurisdictional rules must also be considered.
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 Texas’s two high courts:
Original: A classroom chart sends every adult criminal appeal to the Supreme Court of Texas because it says Supreme.
Changed fact: The dispute is an ordinary civil contract appeal.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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.

35. Jurisdiction, venue and practical location

intro-law-l035 | suggested week 7 | about 40 minutes;split sessions as needed

Objective

Explain and apply jurisdiction, venue and practical location to a fictional original and changed record.

Instruction

Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party's preference do not by themselves establish jurisdiction.

Today's focus — Jurisdiction, venue and practical location
Jurisdiction concerns a court's legal power. Venue concerns the proper location within an authorized system. Convenience can matter practically but does not create legal power or override governing venue rules. Separate the concepts before researching details.

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 party chooses the nearest building and assumes its court can decide any case.

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

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

Worked teaching example

Two specialized courts share a courthouse address. The shared location does not give them identical power. Jurisdiction asks whether the court may hear the dispute; venue asks the proper location within the authorized system. A convenient address therefore cannot by itself establish either legal requirement.

Numbered assignment

1. Fact discipline — Jurisdiction, venue and practical location: 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 party chooses the nearest building and assumes its court can decide any case.

intro-law-l035-q01

2. Principle check: Restate the distinction taught in Jurisdiction, venue and practical location 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-l035-q02

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3. Apply the original record: A party chooses the nearest building and assumes its court can decide any case.
Question: Which two legal questions are being skipped? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l035-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The correct court type is selected but the wrong county is named.
Explain how the analysis changes and what remains unresolved.

intro-law-l035-q04

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

Supplied offline source card
Title: US 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.

intro-law-l035-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 Jurisdiction, venue and practical location 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-l035-q06

Optional guided retry

Optional guided retry for Jurisdiction, venue and practical location:
A party chooses the nearest building and assumes its court can decide any case.
Read this principle: Jurisdiction concerns a court’s legal power. Venue concerns the proper location within an authorized system. Convenience can matter practically but does not create legal power or override

governing venue rules. Separate the concepts before researching details.
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 Jurisdiction, venue and practical location:
Original: A party chooses the nearest building and assumes its court can decide any case.
Changed fact: The correct court type is selected but the wrong county is named.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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.

36. Juries, neutrality and access

intro-law-l036 | suggested week 8 | about 40 minutes;split sessions as needed

Objective

Explain and apply juries, neutrality and access to a fictional original and changed record.

Instruction

Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party’s preference do not by themselves establish jurisdiction.

Today’s focus — Juries, neutrality and access
Jury service requires impartial attention to evidence and law, not a promise to favor a party. Judges, interpreters and court staff have different responsibilities. Accessible communication supports participation without changing the burden of proof.

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

Assignment record: A fictional juror promises a friend to vote for one party before hearing evidence.

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 juror says I will wait for evidence and instructions before deciding. That respects neutrality more than a promise to favor a friend. An interpreter’s participation can support communication, but it does not prove credibility or shift the applicable burden. Evaluate testimony through the same lawful process.

Numbered assignment

1. Fact discipline — Juries, neutrality and access: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional juror promises a friend to vote for one party before hearing evidence.

intro-law-l036-q01

2. Principle check: Restate the distinction taught in Juries, neutrality and access 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-l036-q02

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3. Apply the original record: A fictional juror promises a friend to vote for one party before hearing evidence. Question: Why is this inconsistent with impartial adjudication? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l036-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: An interpreter is supplied for a participant.
Explain how the analysis changes and what remains unresolved.

intro-law-l036-q04

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

Supplied offline source card
Title: US 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.

intro-law-l036-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 Juries, neutrality and access 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-l036-q06

Optional guided retry

Optional guided retry for Juries, neutrality and access:
A fictional juror promises a friend to vote for one party before hearing evidence.
Read this principle: Jury service requires impartial attention to evidence and law, not a promise to favor a party. Judges, interpreters and court staff have different responsibilities. Accessible communication supports participation without changing the burden of proof.

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

Optional extension

Optional transfer challenge for Juries, neutrality and access:
Original: A fictional juror promises a friend to vote for one party before hearing evidence.
Changed fact: An interpreter is supplied for a participant.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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.

37. Project 4: Federal and Texas courts

intro-law-l037 | suggested week 8 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe federal and texas courts project using six specified deliverables.

Instruction

Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party’s preference do not by themselves establish jurisdiction.

Project brief: Design a fictional court-information kiosk: distinguish trial/appeal, federal/state, Texas civil/criminal high courts and jurisdiction/venue. Include an accessible diagram and a correction of one misleading courthouse headline.

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 — Trial courts develop a factual record
Principle: Trial proceedings establish evidence and apply governing law. A judge determines legal questions and manages proceedings; a jury may determine disputed facts when a jury trial applies. Not every case uses a jury.
Original record: A fictional civil dispute has conflicting delivery testimony and no prior trial.
Changed record: The parties lawfully use a bench trial.

Case 2 — Appeals review decisions and records
Principle: An appeal ordinarily identifies claimed error using the record and applicable review standard. It is not simply a second chance to present everything omitted at trial. Appellate procedures and preservation requirements differ across systems.
Original record: After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.
Changed record: The party identifies a preserved objection and the exact ruling in the record.

Case 3 — 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.
Original record: Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.
Changed record: A genuine federal statutory claim is added.

Case 4 — Texas’s two high courts
Principle: Texas does not use one high court for all ordinary civil and adult criminal appeals. The Supreme Court handles civil matters; the Court of Criminal Appeals handles criminal appellate responsibilities. Intermediate courts and special jurisdictional rules must also be considered.
Original record: A classroom chart sends every adult criminal appeal to the Supreme Court of Texas

because it says Supreme.
Changed record: The dispute is an ordinary civil contract appeal.

Case 5 — Jurisdiction, venue and practical location
Principle: Jurisdiction concerns a court’s legal power. Venue concerns the proper location within an authorized system. Convenience can matter practically but does not create legal power or override governing venue rules. Separate the concepts before researching details.
Original record: A party chooses the nearest building and assumes its court can decide any case.
Changed record: The correct court type is selected but the wrong county is named.

Case 6 — Juries, neutrality and access
Principle: Jury service requires impartial attention to evidence and law, not a promise to favor a party. Judges, interpreters and court staff have different responsibilities. Accessible communication supports participation without changing the burden of proof.
Original record: A fictional juror promises a friend to vote for one party before hearing evidence.
Changed record: An interpreter is supplied for a participant.

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

Two fictional witnesses disagree about when a parcel arrived. At a proper trial, the fact finder evaluates admissible evidence under applicable rules. That is different from asking an appeal court to privately interview new witnesses. A bench trial can assign fact finding to the judge without automatically creating an error.

Numbered assignment

1. Draw a trial-to-appeal diagram with an evidence-record label.

intro-law-l037-q01

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2. Add federal/state branches and label limited federal jurisdiction.

intro-law-l037-q02

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3. Correct the Texas high-court chart for adult criminal and civil matters.

intro-law-l037-q03

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4. Create a jurisdiction-versus-venue legend for the nearest-building example.

intro-law-l037-q04

5. Write an impartial-jury warning for the promised-vote vignette.

intro-law-l037-q05

6. Design an accessible text alternative to your diagram.

intro-law-l037-q06

Optional guided retry

Optional guided retry for Project 4: Federal and Texas courts:
A fictional civil dispute has conflicting delivery testimony and no prior trial.
Read this principle: Trial proceedings establish evidence and apply governing law. A judge determines legal questions and manages proceedings; a jury may determine disputed facts when a jury trial applies. Not every case uses a jury.
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 4: Federal and Texas courts:
Original: A fictional civil dispute has conflicting delivery testimony and no prior trial.
Changed fact: The parties lawfully use a bench trial.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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.

38. Spiral lab 4: facts,rules and changed conditions

intro-law-l038 | suggested week 8 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 4 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: Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party’s preference do not by themselves establish jurisdiction.

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 local disagreement is described as very important but supplies no federal claim or other jurisdictional basis. Importance is not itself a source of federal judicial power. The proper next analytical step is to identify a recognized jurisdictional basis, not simply choose a federal building or assume state courts lack authority.

Numbered assignment

1. Retrieval connection from unit 4, Trial courts develop a factual record:
Principle: Trial proceedings establish evidence and apply governing law. A judge determines legal questions and manages proceedings; a jury may determine disputed facts when a jury trial applies. Not every case uses a jury.
Record: A fictional civil dispute has conflicting delivery testimony and no prior trial.
Change: The parties lawfully use a bench 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-l038-q01

2. Retrieval connection from unit 4, Texas’s two high courts:
Principle: Texas does not use one high court for all ordinary civil and adult criminal appeals. The Supreme Court handles civil matters; the Court of Criminal Appeals handles criminal appellate responsibilities. Intermediate courts and special jurisdictional rules must also be considered.
Record: A classroom chart sends every adult criminal appeal to the Supreme Court of Texas because it says Supreme.
Change: The dispute is an ordinary civil contract appeal.
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-l038-q02

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3. Retrieval connection from unit 3, Speech and time, place and manner:
Principle: Government speech restrictions require context: content, forum, purpose, scope and applicable standards matter. A neutral scheduling rule differs from suppressing a viewpoint, but neutrality alone does not prove validity. Rights analysis is not simply whether someone was inconvenienced.
Record: A model public meeting gives each speaker two minutes under an evenly applied rule. One critic is instead stopped after ten seconds solely for criticizing the chair.
Change: The critic receives the same time as everyone and the rule is consistently applied.
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-l038-q03

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4. Retrieval connection from unit 3, Equal protection and justified distinctions:
Principle: Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before concluding.
Record: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Change: A policy instead excludes a group from service without a stated lawful reason.
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-l038-q04

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

intro-law-l038-q05

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6. Retrieval connection from unit 1, IRAC: organize without pretending certainty:
Principle: IRAC means issue, rule, application and conclusion. The application explains why specific facts satisfy or fail parts of a rule. A conclusion can be conditional when facts or authority are missing; the

acronym is an organizer, not a guarantee of a correct answer.
Record: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
Change: The equipment manager provides a written model exception accepting verified emails.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l038-q06

Optional guided retry

Optional guided retry for Spiral lab 4: facts,rules and changed conditions:
Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.
Read this 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.
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 4: facts,rules and changed conditions:
Original: Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.
Changed fact: A genuine federal statutory claim is added.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Criminal Cases
Exact URL: https://www.uscourts.gov/about-federal-courts/types-cases/criminal-cases
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

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

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

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

or evaluated automatically. Do not submit ZIP/code files or private records.

39. Unit 4 review: Federal and Texas courts

intro-law-l039 | suggested week 8 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party’s preference do not by themselves establish jurisdiction.

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

Two specialized courts share a courthouse address. The shared location does not give them identical power. Jurisdiction asks whether the court may hear the dispute; venue asks the proper location within the authorized system. A convenient address therefore cannot by itself establish either legal requirement.

Numbered assignment

1. Review station 1 — Trial courts develop a factual record
Principle: Trial proceedings establish evidence and apply governing law. A judge determines legal questions and manages proceedings; a jury may determine disputed facts when a jury trial applies. Not every case uses a jury.
Record: A fictional civil dispute has conflicting delivery testimony and no prior trial.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which level ordinarily develops the evidence first? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l039-q01

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2. Review station 2 — Appeals review decisions and records
Principle: An appeal ordinarily identifies claimed error using the record and applicable review standard. It is not simply a second chance to present everything omitted at trial. Appellate procedures and preservation

requirements differ across systems.
Record: After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What does a reasoned appellate argument need beyond disappointment? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l039-q02

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3. Review station 3 — 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.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Does importance alone establish federal jurisdiction? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l039-q03

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4. Review station 4 — Texas’s two high courts
Principle: Texas does not use one high court for all ordinary civil and adult criminal appeals. The Supreme Court handles civil matters; the Court of Criminal Appeals handles criminal appellate responsibilities. Intermediate courts and special jurisdictional rules must also be considered.
Record: A classroom chart sends every adult criminal appeal to the Supreme Court of Texas because it says Supreme.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Correct the structural misconception. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l039-q04

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5. Review station 5 — Jurisdiction, venue and practical location
Principle: Jurisdiction concerns a court’s legal power. Venue concerns the proper location within an authorized system. Convenience can matter practically but does not create legal power or override governing venue rules. Separate the concepts before researching details.
Record: A party chooses the nearest building and assumes its court can decide any case.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which two legal questions are being skipped? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l039-q05

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6. Review station 6 — Juries, neutrality and access
Principle: Jury service requires impartial attention to evidence and law, not a promise to favor a party. Judges, interpreters and court staff have different responsibilities. Accessible communication supports participation without changing the burden of proof.
Record: A fictional juror promises a friend to vote for one party before hearing evidence.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part

correction:(a)answer Why is this inconsistent with impartial adjudication? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l039-q06

Optional guided retry

Optional guided retry for Unit 4 review: Federal and Texas courts:
A party chooses the nearest building and assumes its court can decide any case.
Read this principle: Jurisdiction concerns a court’s legal power. Venue concerns the proper location within an authorized system. Convenience can matter practically but does not create legal power or override governing venue rules. Separate the concepts before researching details.
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 4 review: Federal and Texas courts:
Original: A party chooses the nearest building and assumes its court can decide any case.
Changed fact: The correct court type is selected but the wrong county is named.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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.

40. Unit 4 assessment: Federal and Texas courts

intro-law-l040 | suggested week 8 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Court systems have different jurisdictions and functions. Federal trial courts are district courts; federal courts of appeals review decisions, generally on a record rather than a completely new trial. Texas has varied trial courts and intermediate appellate courts. The Supreme Court of Texas is the civil court of last resort; the Court of Criminal Appeals has the corresponding role for adult criminal matters, with special rules and routes. Juvenile and other specialized proceedings require separate research. Court names, geographic location and a party’s preference do not by themselves establish jurisdiction.

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 party identifies a trial ruling and the preserved objection in the record. That supplies a possible appellate issue, not a promised reversal. The reviewer must identify the rule, standard of review and legal effect of any error. Disappointment alone would not substitute for those steps.

Numbered assignment

1. Assessment record — unit 4, Trial courts develop a factual record
Supplied principle: Trial proceedings establish evidence and apply governing law. A judge determines legal questions and manages proceedings; a jury may determine disputed facts when a jury trial applies. Not every case uses a jury.
Original facts: A fictional civil dispute has conflicting delivery testimony and no prior trial.
Assessment change: The parties lawfully use a bench trial.
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-l040-q01

2. Assessment record — unit 4, Appeals review decisions and records
Supplied principle: An appeal ordinarily identifies claimed error using the record and applicable review standard. It is not simply a second chance to present everything omitted at trial. Appellate procedures and preservation requirements differ across systems.
Original facts: After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.
Assessment change: The party identifies a preserved objection and the exact ruling in the record.
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-l040-q02

3. Assessment record — unit 4, Federal questions and limited federal jurisdiction
Supplied 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.
Original facts: Two neighbors have a local fence dispute and state-law claims only. One calls it federal because it feels important.
Assessment change: A genuine federal statutory claim is added.
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-l040-q03

4. Assessment record — unit 4, Texas’s two high courts
Supplied principle: Texas does not use one high court for all ordinary civil and adult criminal appeals. The Supreme Court handles civil matters; the Court of Criminal Appeals handles criminal appellate responsibilities. Intermediate courts and special jurisdictional rules must also be considered.
Original facts: A classroom chart sends every adult criminal appeal to the Supreme Court of Texas because it says Supreme.
Assessment change: The dispute is an ordinary civil contract appeal.
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-l040-q04

5. Assessment record — unit 4, Jurisdiction, venue and practical location
Supplied principle: Jurisdiction concerns a court’s legal power. Venue concerns the proper location within an authorized system. Convenience can matter practically but does not create legal power or override governing venue rules. Separate the concepts before researching details.
Original facts: A party chooses the nearest building and assumes its court can decide any case.
Assessment change: The correct court type is selected but the wrong county is named.
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-l040-q05

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6. Assessment record — unit 4, Juries, neutrality and access
Supplied principle: Jury service requires impartial attention to evidence and law, not a promise to favor a party. Judges, interpreters and court staff have different responsibilities. Accessible communication supports participation without changing the burden of proof.
Original facts: A fictional juror promises a friend to vote for one party before hearing evidence.
Assessment change: An interpreter is supplied for a participant.
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-l040-q06

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7. Comparison task: Use these two records.
A: A fictional civil dispute has conflicting delivery testimony and no prior trial.
A principle: Trial proceedings establish evidence and apply governing law. A judge determines legal questions and manages proceedings; a jury may determine disputed facts when a jury trial applies. Not every case uses a jury.
B: A fictional juror promises a friend to vote for one party before hearing evidence.
B principle: Jury service requires impartial attention to evidence and law, not a promise to favor a party. Judges, interpreters and court staff have different responsibilities. Accessible communication supports participation without changing the burden of proof.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l040-q07

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8. Research-limits task: For the changed record in Federal questions and limited federal jurisdiction, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
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.

intro-law-l040-q08

Optional guided retry

Optional guided retry for Unit 4 assessment: Federal and Texas courts:
After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.
Read this principle: An appeal ordinarily identifies claimed error using the record and applicable review standard. It is not simply a second chance to present everything omitted at trial. Appellate procedures and preservation requirements differ across systems.
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 4 assessment: Federal and Texas courts:
Original: After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.
Changed fact: The party identifies a preserved objection and the exact ruling in the record.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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 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: 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.

Intro to Law — Unit 5

Civil disputes and fair procedure

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.

41. Claims and requested relief

intro-law-l041 | suggested week 9 | about 40 minutes;split sessions as needed

Objective

Explain and apply claims and requested relief to a fictional original and changed record.

Instruction

Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

Today’s focus — Claims and requested relief
A complaint ordinarily identifies the parties, alleged facts, legal basis and requested remedy. Allegations are not findings. A requested remedy must be connected to the claim and governing law rather than a wish list.

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 simulated complaint says only The seller was unfair and asks for any punishment the writer wants.

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 simulated buyer alleges a promised lamp never arrived and asks for a supported civil remedy. This is more informative than saying the seller was bad: it identifies an obligation and alleged failure. It remains an

allegation until resolved through appropriate proof, and the requested remedy still needs a legal basis.

Numbered assignment

1. Fact discipline — Claims and requested relief: 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 simulated complaint says only The seller was unfair and asks for any punishment the writer wants.

intro-law-l041-q01

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2. Principle check: Restate the distinction taught in Claims and requested relief 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-l041-q02

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3. Apply the original record: A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
Question: What essential explanatory work is missing? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l041-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The buyer supplies a delivery promise, non-delivery allegation and request for documented loss.
Explain how the analysis changes and what remains unresolved.

intro-law-l041-q04

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

Supplied offline source card
Title: US 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.

intro-law-l041-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 Claims and requested relief 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-l041-q06

Optional guided retry

Optional guided retry for Claims and requested relief:
A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
Read this principle: A complaint ordinarily identifies the parties, alleged facts, legal basis and requested remedy. Allegations are not findings. A requested remedy must be connected to the claim and governing law rather than a wish list.
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 Claims and requested relief:
Original: A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
Changed fact: The buyer supplies a delivery promise, non-delivery allegation and request for documented loss.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Texas 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.

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.

42. Service and meaningful notice

intro-law-l042 | suggested week 9 | about 40 minutes;split sessions as needed

Objective

Explain and apply service and meaningful notice to a fictional original and changed record.

Instruction

Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

Today’s focus — Service and meaningful notice
Service is governed by specific rules and is not simply any communication. Required notice gives the responding party a fair chance to participate. Do not assume that telling a friend, posting publicly or sending an unverified message satisfies actual service requirements.

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

Assignment record: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.

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 recipient hears about a case through a rumor. Actual awareness and legally sufficient service are different concepts. Because no governing method or proof of compliance is supplied, service is not established. The course analyzes that distinction without sending a notice or calculating a real deadline.

Numbered assignment

1. Fact discipline — Service and meaningful notice: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.

intro-law-l042-q01

2. Principle check: Restate the distinction taught in Service and meaningful notice 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-l042-q02

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3. Apply the original record: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.
Question: Why is the service conclusion unsupported? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l042-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The exercise explicitly supplies a model rule accepting a documented delivery method and shows compliance.
Explain how the analysis changes and what remains unresolved.

intro-law-l042-q04

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

Supplied offline source card
Title: US 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.

intro-law-l042-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 Service and meaningful notice 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-l042-q06

Optional guided retry

Optional guided retry for Service and meaningful notice:
A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.

Read this principle: Service is governed by specific rules and is not simply any communication. Required notice gives the responding party a fair chance to participate. Do not assume that telling a friend, posting publicly or sending an unverified message satisfies actual service requirements.
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 Service and meaningful notice:
Original: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.
Changed fact: The exercise explicitly supplies a model rule accepting a documented delivery method and shows compliance.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Texas 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.

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.

43. Answers and disputed facts

intro-law-l043 | suggested week 9 | about 40 minutes;split sessions as needed

Objective

Explain and apply answers and disputed facts to a fictional original and changed record.

Instruction

Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

Today’s focus — Answers and disputed facts
An answer responds to allegations and may raise defenses under applicable rules. Denial does not prove the opposite fact; admission, denial and lack of knowledge have distinct roles. Accurate issue lists help avoid arguing about facts both sides actually accept.

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: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were 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.

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

Both fictional parties agree that a sale occurred but disagree about payment. The common fact belongs in an agreed column; payment belongs in a disputed column. An allegation that payment occurred is not itself a finding. This issue list focuses later evidence analysis on the actual disagreement.

Numbered assignment

1. Fact discipline — Answers and disputed facts: 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: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.

intro-law-l043-q01

2. Principle check: Restate the distinction taught in Answers and disputed facts 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-l043-q02

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3. Apply the original record: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
Question: Which issue is disputed and which is shared? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l043-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A signed delivery record is added, but its signature is disputed.
Explain how the analysis changes and what remains unresolved.

intro-law-l043-q04

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

Supplied offline source card
Title: US 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.

intro-law-l043-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 Answers and disputed facts 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-l043-q06

Optional guided retry

Optional guided retry for Answers and disputed facts:
Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
Read this principle: An answer responds to allegations and may raise defenses under applicable rules. Denial does not prove the opposite fact; admission, denial and lack of knowledge have distinct roles.

Accurate issue lists help avoid arguing about facts both sides actually accept.
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 Answers and disputed facts:
Original: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
Changed fact: A signed delivery record is added, but its signature is disputed.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Texas 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.

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.

44. Discovery and limits

intro-law-l044 | suggested week 9 | about 40 minutes;split sessions as needed

Objective

Explain and apply discovery and limits to a fictional original and changed record.

Instruction

Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

Today’s focus — Discovery and limits
Discovery exchanges information through authorized procedures. Relevance, proportionality, privilege and privacy can limit requests. More information is not always legally obtainable, and preserving records differs from publicly distributing them.

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 simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.

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 simulated request seeks one transaction’s shipping log for the relevant date. Its connection to delivery is clearer than a request for every personal message. Narrowness improves the relevance/proportionality analysis but does not automatically overcome privilege, privacy, authentication or other applicable procedural limits.

Numbered assignment

1. Fact discipline — Discovery and limits: 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 simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.

intro-law-l044-q01

2. Principle check: Restate the distinction taught in Discovery and limits 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-l044-q02

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3. Apply the original record: A simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.
Question: What scope concerns arise? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l044-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The request is limited to the transaction’s delivery log and specified date.
Explain how the analysis changes and what remains unresolved.

intro-law-l044-q04

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

Supplied offline source card
Title: US 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.

intro-law-l044-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 Discovery and limits 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-l044-q06

Optional guided retry

Optional guided retry for Discovery and limits:
A simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.
Read this principle: Discovery exchanges information through authorized procedures. Relevance, proportionality, privilege and privacy can limit requests. More information is not always legally obtainable,

and preserving records differs from publicly distributing them.
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 Discovery and limits:
Original: A simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.
Changed fact: The request is limited to the transaction’s delivery log and specified date.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

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
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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.

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.

45. Motions and deciding what is actually disputed

intro-law-l045 | suggested week 9 | about 40 minutes;split sessions as needed

Objective

Explain and apply motions and deciding what is actually disputed to a fictional original and changed record.

Instruction

Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

Today’s focus — Motions and deciding what is actually disputed
A motion asks for a ruling; it is not itself evidence or a victory. Some motions concern procedure, others the merits under specified standards. Distinguish a legal question from a factual disagreement that requires proper evidence and decision.

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 party labels a document motion and assumes the case is won because it was submitted in the simulation.

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 judge allows more time to exchange records. Read the ruling’s actual scope: it changes a procedural schedule. It does not necessarily decide liability or damages. A motion is the request; the ruling is the decision on that request; neither label should be treated as a whole-case victory.

Numbered assignment

1. Fact discipline — Motions and deciding what is actually disputed: 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 party labels a document motion and assumes the case is won because it was submitted in the simulation.

intro-law-l045-q01

2. Principle check: Restate the distinction taught in Motions and deciding what is actually disputed 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-l045-q02

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3. Apply the original record: A party labels a document motion and assumes the case is won because it was submitted in the simulation.
Question: What does submission actually establish? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l045-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The classroom judge issues a reasoned ruling on that request.
Explain how the analysis changes and what remains unresolved.

intro-law-l045-q04

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

Supplied offline source card
Title: US 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.

intro-law-l045-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 Motions and deciding what is actually disputed 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-l045-q06

Optional guided retry

Optional guided retry for Motions and deciding what is actually disputed:
A party labels a document motion and assumes the case is won because it was submitted in the simulation.
Read this principle: A motion asks for a ruling; it is not itself evidence or a victory. Some motions concern

procedure, others the merits under specified standards. Distinguish a legal question from a factual disagreement that requires proper evidence and decision.
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 Motions and deciding what is actually disputed:
Original: A party labels a document motion and assumes the case is won because it was submitted in the simulation.
Changed fact: The classroom judge issues a reasoned ruling on that request.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Texas 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.

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.

46. Damages, injunctions and proportionate remedies

intro-law-l046 | suggested week 10 | about 40 minutes;split sessions as needed

Objective

Explain and apply damages, injunctions and proportionate remedies to a fictional original and changed record.

Instruction

Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

Today’s focus — Damages, injunctions and proportionate remedies
Compensatory damages aim to address legally recognized loss; injunctions order or forbid conduct under governing standards. Not every harm supports every remedy, and civil liability does not automatically produce punitive awards. Use only stipulated arithmetic in classroom models.

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

Assignment record: Classroom remedy model: proven repair cost 120 and no other recoverable loss. A claimant requests 120 plus an invented automatic 1000 bonus.

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

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

Worked teaching example

Model: a broken sign has a stipulated recoverable repair loss of twenty units and no other loss. The model supports twenty, not an invented automatic extra award. A separate injunction would concern conduct and require its own grounds. The arithmetic model is not advice about a real person’s damages.

Numbered assignment

1. Fact discipline — Damages, injunctions and proportionate remedies: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Classroom remedy model: proven repair cost 120 and no other recoverable loss. A claimant requests 120 plus an invented automatic 1000 bonus.

intro-law-l046-q01

2. Principle check: Restate the distinction taught in Damages, injunctions and proportionate remedies 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-l046-q02

3. Apply the original record: Classroom remedy model: proven repair cost 120 and no other recoverable loss. A claimant requests 120 plus an invented automatic 1000 bonus.
Question: What amount is supported by the supplied model? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l046-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The model separately stipulates an additional documented loss of 30 that is recoverable.
Explain how the analysis changes and what remains unresolved.

intro-law-l046-q04

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

Supplied offline source card
Title: US 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.

intro-law-l046-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 Damages, injunctions and proportionate remedies 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-l046-q06

Optional guided retry

Optional guided retry for Damages, injunctions and proportionate remedies:
Classroom remedy model: proven repair cost 120 and no other recoverable loss. A claimant requests 120 plus an invented automatic 1000 bonus.
Read this principle: Compensatory damages aim to address legally recognized loss; injunctions order or forbid conduct under governing standards. Not every harm supports every remedy, and civil liability does not automatically produce punitive awards. Use only stipulated arithmetic in classroom models.
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 Damages, injunctions and proportionate remedies:
Original: Classroom remedy model: proven repair cost 120 and no other recoverable loss. A claimant requests 120 plus an invented automatic 1000 bonus.
Changed fact: The model separately stipulates an additional documented loss of 30 that is recoverable.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.
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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.

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Jurisdiction/scope: Texas official judiciary overview
Source type: official-government-explanatory-overview
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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.

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.

47. Project 5: Civil disputes and fair procedure

intro-law-l047 | suggested week 10 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe civil disputes and fair procedure project using six specified deliverables.

Instruction

Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

Project brief: Build a simulated civil-case file from a fictional undelivered equipment order. Include a neutral timeline, claims/defenses chart, narrowly scoped information request and a proposed remedy comparison. All pages say NOT FOR FILING.

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 — Claims and requested relief
Principle: A complaint ordinarily identifies the parties, alleged facts, legal basis and requested remedy. Allegations are not findings. A requested remedy must be connected to the claim and governing law rather than a wish list.
Original record: A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
Changed record: The buyer supplies a delivery promise, non-delivery allegation and request for documented loss.

Case 2 — Service and meaningful notice
Principle: Service is governed by specific rules and is not simply any communication. Required notice gives the responding party a fair chance to participate. Do not assume that telling a friend, posting publicly or sending an unverified message satisfies actual service requirements.
Original record: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.
Changed record: The exercise explicitly supplies a model rule accepting a documented delivery method and shows compliance.

Case 3 — Answers and disputed facts
Principle: An answer responds to allegations and may raise defenses under applicable rules. Denial does not prove the opposite fact; admission, denial and lack of knowledge have distinct roles. Accurate issue lists help avoid arguing about facts both sides actually accept.
Original record: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
Changed record: A signed delivery record is added, but its signature is disputed.

Case 4 — Discovery and limits
Principle: Discovery exchanges information through authorized procedures. Relevance, proportionality, privilege and privacy can limit requests. More information is not always legally obtainable, and preserving

records differs from publicly distributing them.
Original record: A simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.
Changed record: The request is limited to the transaction’s delivery log and specified date.

Case 5 — Motions and deciding what is actually disputed
Principle: A motion asks for a ruling; it is not itself evidence or a victory. Some motions concern procedure, others the merits under specified standards. Distinguish a legal question from a factual disagreement that requires proper evidence and decision.
Original record: A party labels a document motion and assumes the case is won because it was submitted in the simulation.
Changed record: The classroom judge issues a reasoned ruling on that request.

Case 6 — Damages, injunctions and proportionate remedies
Principle: Compensatory damages aim to address legally recognized loss; injunctions order or forbid conduct under governing standards. Not every harm supports every remedy, and civil liability does not automatically produce punitive awards. Use only stipulated arithmetic in classroom models.
Original record: Classroom remedy model: proven repair cost 120 and no other recoverable loss. A claimant requests 120 plus an invented automatic 1000 bonus.
Changed record: The model separately stipulates an additional documented loss of 30 that is recoverable.

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 simulated buyer alleges a promised lamp never arrived and asks for a supported civil remedy. This is more informative than saying the seller was bad: it identifies an obligation and alleged failure. It remains an allegation until resolved through appropriate proof, and the requested remedy still needs a legal basis.

Numbered assignment

1. Make a complaint-versus-finding cover sheet for the equipment dispute.

intro-law-l047-q01

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2. Create the admission/dispute table for contract existence and delivery.

intro-law-l047-q02

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3. Write a narrowly scoped simulated delivery-log request.

intro-law-l047-q03

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4. Compare informal awareness with rule-compliant service conceptually.

intro-law-l047-q04

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5. Compare model repair damages with an injunction’s function.

intro-law-l047-q05

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6. Explain what a motion and a procedural ruling do not establish.

intro-law-l047-q06

Optional guided retry

Optional guided retry for Project 5: Civil disputes and fair procedure:
A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
Read this principle: A complaint ordinarily identifies the parties, alleged facts, legal basis and requested remedy. Allegations are not findings. A requested remedy must be connected to the claim and governing law rather than a wish list.
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 5: Civil disputes and fair procedure:
Original: A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
Changed fact: The buyer supplies a delivery promise, non-delivery allegation and request for documented loss.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: 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.

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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.

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.

48. Spiral lab 5: facts,rules and changed conditions

intro-law-l048 | suggested week 10 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 5 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: Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

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

Both fictional parties agree that a sale occurred but disagree about payment. The common fact belongs in an agreed column; payment belongs in a disputed column. An allegation that payment occurred is not itself a finding. This issue list focuses later evidence analysis on the actual disagreement.

Numbered assignment

1. Retrieval connection from unit 5, Claims and requested relief:
Principle: A complaint ordinarily identifies the parties, alleged facts, legal basis and requested remedy. Allegations are not findings. A requested remedy must be connected to the claim and governing law rather than a wish list.
Record: A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
Change: The buyer supplies a delivery promise, non-delivery allegation and request for documented loss. 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-l048-q01

2. Retrieval connection from unit 5, Discovery and limits:
Principle: Discovery exchanges information through authorized procedures. Relevance, proportionality, privilege and privacy can limit requests. More information is not always legally obtainable, and preserving records differs from publicly distributing them.
Record: A simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.
Change: The request is limited to the transaction’s delivery log and specified date.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l048-q02

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3. Retrieval connection from unit 4, Appeals review decisions and records:
Principle: An appeal ordinarily identifies claimed error using the record and applicable review standard. It is not simply a second chance to present everything omitted at trial. Appellate procedures and preservation requirements differ across systems.
Record: After a fictional trial, a party wants an appeal solely because the result was disappointing, with no identified error.
Change: The party identifies a preserved objection and the exact ruling in the record.
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-l048-q03

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4. Retrieval connection from unit 4, Jurisdiction, venue and practical location:
Principle: Jurisdiction concerns a court’s legal power. Venue concerns the proper location within an authorized system. Convenience can matter practically but does not create legal power or override governing venue rules. Separate the concepts before researching details.
Record: A party chooses the nearest building and assumes its court can decide any case.
Change: The correct court type is selected but the wrong county is named.
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-l048-q04

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5. Retrieval connection from unit 2, Constitution, statute and regulation:
Principle: A constitution supplies foundational authority; a statute is enacted legislation; a regulation is an agency rule made under delegated authority and required procedures. A regulation cannot gain unlimited authority merely by calling itself a rule.
Record: A model statute authorizes an agency to set application forms but not fees. The agency proposes a new fee.
Change: The legislature amends the statute to authorize a defined fee prospectively.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l048-q05

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6. Retrieval connection from unit 1, Educational information is not representation:
Principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.

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

intro-law-l048-q06

Optional guided retry

Optional guided retry for Spiral lab 5: facts,rules and changed conditions:
Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
Read this principle: An answer responds to allegations and may raise defenses under applicable rules. Denial does not prove the opposite fact; admission, denial and lack of knowledge have distinct roles. Accurate issue lists help avoid arguing about facts both sides actually accept.
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 5: facts,rules and changed conditions:
Original: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
Changed fact: A signed delivery record is added, but its signature is disputed.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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Source type: official-government-explanatory-overview
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Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
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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: 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: 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 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: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: 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.

49. Unit 5 review: Civil disputes and fair procedure

intro-law-l049 | suggested week 10 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

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 fictional judge allows more time to exchange records. Read the ruling’s actual scope: it changes a procedural schedule. It does not necessarily decide liability or damages. A motion is the request; the ruling is the decision on that request; neither label should be treated as a whole-case victory.

Numbered assignment

1. Review station 1 — Claims and requested relief
Principle: A complaint ordinarily identifies the parties, alleged facts, legal basis and requested remedy. Allegations are not findings. A requested remedy must be connected to the claim and governing law rather than a wish list.
Record: A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What essential explanatory work is missing? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l049-q01

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2. Review station 2 — Service and meaningful notice
Principle: Service is governed by specific rules and is not simply any communication. Required notice gives

the responding party a fair chance to participate. Do not assume that telling a friend, posting publicly or sending an unverified message satisfies actual service requirements.
Record: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is the service conclusion unsupported? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l049-q02

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3. Review station 3 — Answers and disputed facts
Principle: An answer responds to allegations and may raise defenses under applicable rules. Denial does not prove the opposite fact; admission, denial and lack of knowledge have distinct roles. Accurate issue lists help avoid arguing about facts both sides actually accept.
Record: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which issue is disputed and which is shared? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l049-q03

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4. Review station 4 — Discovery and limits
Principle: Discovery exchanges information through authorized procedures. Relevance, proportionality, privilege and privacy can limit requests. More information is not always legally obtainable, and preserving records differs from publicly distributing them.
Record: A simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What scope concerns arise? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l049-q04

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5. Review station 5 — Motions and deciding what is actually disputed
Principle: A motion asks for a ruling; it is not itself evidence or a victory. Some motions concern procedure, others the merits under specified standards. Distinguish a legal question from a factual disagreement that requires proper evidence and decision.
Record: A party labels a document motion and assumes the case is won because it was submitted in the simulation.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What does submission actually establish? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l049-q05

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6. Review station 6 — Damages, injunctions and proportionate remedies
Principle: Compensatory damages aim to address legally recognized loss; injunctions order or forbid conduct under governing standards. Not every harm supports every remedy, and civil liability does not automatically produce punitive awards. Use only stipulated arithmetic in classroom models.
Record: Classroom remedy model: proven repair cost 120 and no other recoverable loss. A claimant requests 120 plus an invented automatic 1000 bonus.

An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What amount is supported by the supplied model? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l049-q06

Optional guided retry

Optional guided retry for Unit 5 review: Civil disputes and fair procedure:
A party labels a document motion and assumes the case is won because it was submitted in the simulation.
Read this principle: A motion asks for a ruling; it is not itself evidence or a victory. Some motions concern procedure, others the merits under specified standards. Distinguish a legal question from a factual disagreement that requires proper evidence and decision.
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 5 review: Civil disputes and fair procedure:
Original: A party labels a document motion and assumes the case is won because it was submitted in the simulation.
Changed fact: The classroom judge issues a reasoned ruling on that request.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Texas 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.

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.

50. Unit 5 assessment: Civil disputes and fair procedure

intro-law-l050 | suggested week 10 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Civil proceedings address disputes and remedies; they are not automatically criminal punishment. A complaint states claims, an answer responds, service provides legally required notice, and discovery seeks relevant information under rules and limits. Motions ask a court for rulings. Many cases settle; others are decided through trial or authorized pretrial procedures. Federal examples here illustrate concepts, not a set of Texas filing instructions. Deadlines, forms, jurisdiction, privileges and remedies vary. Every document in this course must be marked SIMULATION—NOT FOR FILING.

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 fictional recipient hears about a case through a rumor. Actual awareness and legally sufficient service are different concepts. Because no governing method or proof of compliance is supplied, service is not established. The course analyzes that distinction without sending a notice or calculating a real deadline.

Numbered assignment

1. Assessment record — unit 5, Claims and requested relief
Supplied principle: A complaint ordinarily identifies the parties, alleged facts, legal basis and requested remedy. Allegations are not findings. A requested remedy must be connected to the claim and governing law rather than a wish list.
Original facts: A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
Assessment change: The buyer supplies a delivery promise, non-delivery allegation and request for documented loss.
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-l050-q01

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2. Assessment record — unit 5, Service and meaningful notice
Supplied principle: Service is governed by specific rules and is not simply any communication. Required notice gives the responding party a fair chance to participate. Do not assume that telling a friend, posting publicly or sending an unverified message satisfies actual service requirements.
Original facts: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.
Assessment change: The exercise explicitly supplies a model rule accepting a documented delivery method and shows compliance.
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-l050-q02

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3. Assessment record — unit 5, Answers and disputed facts
Supplied principle: An answer responds to allegations and may raise defenses under applicable rules. Denial does not prove the opposite fact; admission, denial and lack of knowledge have distinct roles. Accurate issue lists help avoid arguing about facts both sides actually accept.
Original facts: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
Assessment change: A signed delivery record is added, but its signature is disputed.
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-l050-q03

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4. Assessment record — unit 5, Discovery and limits
Supplied principle: Discovery exchanges information through authorized procedures. Relevance, proportionality, privilege and privacy can limit requests. More information is not always legally obtainable, and preserving records differs from publicly distributing them.
Original facts: A simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.
Assessment change: The request is limited to the transaction’s delivery log and specified date.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l050-q04

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5. Assessment record — unit 5, Motions and deciding what is actually disputed
Supplied principle: A motion asks for a ruling; it is not itself evidence or a victory. Some motions concern procedure, others the merits under specified standards. Distinguish a legal question from a factual disagreement that requires proper evidence and decision.
Original facts: A party labels a document motion and assumes the case is won because it was submitted in the simulation.
Assessment change: The classroom judge issues a reasoned ruling on that request.

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-l050-q05

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6. Assessment record — unit 5, Damages, injunctions and proportionate remedies
Supplied principle: Compensatory damages aim to address legally recognized loss; injunctions order or forbid conduct under governing standards. Not every harm supports every remedy, and civil liability does not automatically produce punitive awards. Use only stipulated arithmetic in classroom models.
Original facts: Classroom remedy model: proven repair cost 120 and no other recoverable loss. A claimant requests 120 plus an invented automatic 1000 bonus.
Assessment change: The model separately stipulates an additional documented loss of 30 that is recoverable.
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-l050-q06

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7. Comparison task: Use these two records.
A: A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
A principle: A complaint ordinarily identifies the parties, alleged facts, legal basis and requested remedy. Allegations are not findings. A requested remedy must be connected to the claim and governing law rather than a wish list.
B: Classroom remedy model: proven repair cost 120 and no other recoverable loss. A claimant requests 120 plus an invented automatic 1000 bonus.
B principle: Compensatory damages aim to address legally recognized loss; injunctions order or forbid conduct under governing standards. Not every harm supports every remedy, and civil liability does not automatically produce punitive awards. Use only stipulated arithmetic in classroom models.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l050-q07

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8. Research-limits task: For the changed record in Answers and disputed facts, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
Change: A signed delivery record is added, but its signature is disputed.

intro-law-l050-q08

Optional guided retry

Optional guided retry for Unit 5 assessment: Civil disputes and fair procedure:
A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.
Read this principle: Service is governed by specific rules and is not simply any communication. Required notice gives the responding party a fair chance to participate. Do not assume that telling a friend, posting publicly or sending an unverified message satisfies actual service requirements.

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 5 assessment: Civil disputes and fair procedure:
Original: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.
Changed fact: The exercise explicitly supplies a model rule accepting a documented delivery method and shows compliance.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Texas 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.

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.

Intro to Law — Unit 6

Criminal law, proof and young people

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.

51. Elements: every required part matters

intro-law-l051 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply elements: every required part matters to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Elements: every required part matters
An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.

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: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.

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

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

Worked teaching example

Model offense: intentionally moving another’s equipment without permission. A caretaker has express permission to move it. The no-permission condition is contradicted by that fact. Moving equipment alone

therefore does not establish every model element; the model is not an assertion that every real statute uses these exact words.

Numbered assignment

1. Fact discipline — Elements: every required part matters: 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: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.

intro-law-l051-q01

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2. Principle check: Restate the distinction taught in Elements: every required part matters 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-l051-q02

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3. Apply the original record: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Question: Which required element is not supported? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l051-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Permission is limited to one hour and the return circumstances are disputed.
Explain how the analysis changes and what remains unresolved.

intro-law-l051-q04

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

Supplied offline source card
Title: US 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.

intro-law-l051-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 Elements: every required part matters 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-l051-q06

Optional guided retry

Optional guided retry for Elements: every required part matters:
Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Read this principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
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 Elements: every required part matters:
Original: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Changed fact: Permission is limited to one hour and the return circumstances are disputed.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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.

52. Mental states are not all the same

intro-law-l052 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply mental states are not all the same to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Mental states are not all the same
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.

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

Assignment record: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.

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 rule requires knowing possession of another’s labeled item. A participant mistakenly picks up an identical unmarked item believing it their own. The belief fact matters to knowledge. The mistake does not automatically settle every real legal theory, but harm or possession alone cannot replace the stated mental-state inquiry.

Numbered assignment

1. Fact discipline — Mental states are not all the same: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.

intro-law-l052-q01

2. Principle check: Restate the distinction taught in Mental states are not all the same 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-l052-q02

3. Apply the original 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.
Question: Why does the belief fact matter? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l052-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A clear name tag and a message admitting awareness are added.
Explain how the analysis changes and what remains unresolved.

intro-law-l052-q04

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

Supplied offline source card
Title: US 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.

intro-law-l052-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 Mental states are not all the same 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-l052-q06

Optional guided retry

Optional guided retry for Mental states are not all the same:
A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.

Read this 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.
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 Mental states are not all the same:
Original: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Changed fact: A clear name tag and a message admitting awareness are added.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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.

53. Probable cause is not conviction

intro-law-l053 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply probable cause is not conviction to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Probable cause is not conviction
Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.

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

Assignment record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.

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 preliminary determination permits a case to proceed. That is not a trial finding of guilt. The later trial still has its own government burden on all required elements. Do not convert a preliminary threshold into a numerical version of reasonable doubt or a statement that conviction is inevitable.

Numbered assignment

1. Fact discipline — Probable cause is not conviction: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.

intro-law-l053-q01

2. Principle check: Restate the distinction taught in Probable cause is not conviction 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-l053-q02

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3. Apply the original record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Question: Identify the conflated stages. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l053-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A trial later ends in acquittal.
Explain how the analysis changes and what remains unresolved.

intro-law-l053-q04

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

Supplied offline source card
Title: US 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.

intro-law-l053-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 Probable cause is not conviction 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-l053-q06

Optional guided retry

Optional guided retry for Probable cause is not conviction:
A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Read this principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.

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 Probable cause is not conviction:
Original: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Changed fact: A trial later ends in acquittal.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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.

54. Counsel, silence and fair participation

intro-law-l054 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply counsel, silence and fair participation to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Counsel, silence and fair participation
The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.

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 prosecutor tells a fictional accused to prove innocence by describing every private conversation.

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

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

Worked teaching example

A learner analyzes a supplied fictional record without playing an accused person. The same burden and rights questions can be studied without personal admissions or an interrogation reenactment. Educational access does not require disclosure. A hypothetical accused’s silence is not a classroom shortcut around the government’s required proof.

Numbered assignment

1. Fact discipline — Counsel, silence and fair participation: 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 prosecutor tells a fictional accused to prove innocence by describing every private conversation.

intro-law-l054-q01

2. Principle check: Restate the distinction taught in Counsel, silence and fair participation 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-l054-q02

3. Apply the original record: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Question: What rights and burden concerns should the class identify? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l054-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The assignment instead allows analysis from supplied facts without roleplaying the accused.
Explain how the analysis changes and what remains unresolved.

intro-law-l054-q04

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

Supplied offline source card
Title: US 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.

intro-law-l054-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 Counsel, silence and fair participation 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-l054-q06

Optional guided retry

Optional guided retry for Counsel, silence and fair participation:
A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.

Read this principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.
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 Counsel, silence and fair participation:
Original: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Changed fact: The assignment instead allows analysis from supplied facts without roleplaying the accused.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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.

55. Stages and neutral vocabulary

intro-law-l055 | suggested week 11 | about 40 minutes;split sessions as needed

Objective

Explain and apply stages and neutral vocabulary to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Stages and neutral vocabulary
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.

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 timeline lists accusation, automatic sentence, then trial.

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 timeline shows charge, lawful plea proceeding and later sentencing. A contested trial need not appear after a valid guilty plea, but legal safeguards still matter. The charge alone did not supply a sentence. This distinguishes procedural functions without predicting the result or penalty in an actual case.

Numbered assignment

1. Fact discipline — Stages and neutral vocabulary: 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 timeline lists accusation, automatic sentence, then trial.

intro-law-l055-q01

2. Principle check: Restate the distinction taught in Stages and neutral vocabulary 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-l055-q02

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3. Apply the original record: A timeline lists accusation, automatic sentence, then trial.
Question: What sequencing misconception should be corrected? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l055-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A valid guilty plea is supplied instead of a contested trial.
Explain how the analysis changes and what remains unresolved.

intro-law-l055-q04

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

Supplied offline source card
Title: US 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.

intro-law-l055-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 Stages and neutral vocabulary 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-l055-q06

Optional guided retry

Optional guided retry for Stages and neutral vocabulary:
A timeline lists accusation, automatic sentence, then trial.
Read this 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.

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 Stages and neutral vocabulary:
Original: A timeline lists accusation, automatic sentence, then trial.
Changed fact: A valid guilty plea is supplied instead of a contested trial.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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.

56. Juvenile justice and confidentiality

intro-law-l056 | suggested week 12 | about 40 minutes;split sessions as needed

Objective

Explain and apply juvenile justice and confidentiality to a fictional original and changed record.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Today’s focus — Juvenile justice and confidentiality
Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.

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

Assignment record: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.

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 youth record is anonymized and marked for specialized juvenile-law research. That respects the fact that age may change procedure, confidentiality and available responses. It does not prove the accusation true or erase due process. Adult charts are not automatically controlling merely because the alleged act looks similar.

Numbered assignment

1. Fact discipline — Juvenile justice and confidentiality: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.

intro-law-l056-q01

2. Principle check: Restate the distinction taught in Juvenile justice and confidentiality 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-l056-q02

3. Apply the original record: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
Question: Why are both steps problematic for this exercise? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l056-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The case involves an adult instead.
Explain how the analysis changes and what remains unresolved.

intro-law-l056-q04

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

Supplied offline source card
Title: US 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.

intro-law-l056-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 Juvenile justice and confidentiality 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-l056-q06

Optional guided retry

Optional guided retry for Juvenile justice and confidentiality:
A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and

posts the child’s identity.
Read this principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
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 Juvenile justice and confidentiality:
Original: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
Changed fact: The case involves an adult instead.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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.

57. Project 6: Criminal law, proof and young people

intro-law-l057 | suggested week 12 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe criminal law, proof and young people project using six specified deliverables.

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

Project brief: Construct a non-graphic fictional bicycle-case analysis. Create an elements chart, identify facts supporting and undermining knowledge, label each procedural stage and prepare a neutral statement respecting the presumption of innocence. No real interviews or personal disclosures.

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 — Elements: every required part matters
Principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
Original record: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Changed record: Permission is limited to one hour and the return circumstances are disputed.

Case 2 — 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.
Original 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.
Changed record: A clear name tag and a message admitting awareness are added.

Case 3 — Probable cause is not conviction
Principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
Original record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Changed record: A trial later ends in acquittal.

Case 4 — Counsel, silence and fair participation
Principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.

Original record: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Changed record: The assignment instead allows analysis from supplied facts without roleplaying the accused.

Case 5 — 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.
Original record: A timeline lists accusation, automatic sentence, then trial.
Changed record: A valid guilty plea is supplied instead of a contested trial.

Case 6 — Juvenile justice and confidentiality
Principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
Original record: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
Changed record: The case involves an adult instead.

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

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

Worked teaching example

Model offense: intentionally moving another’s equipment without permission. A caretaker has express permission to move it. The no-permission condition is contradicted by that fact. Moving equipment alone therefore does not establish every model element; the model is not an assertion that every real statute uses these exact words.

Numbered assignment

1. Build the bicycle offense’s conduct/mental-state/permission chart.

intro-law-l057-q01

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2. Create supporting/undermining-knowledge rows for the identical bags.

intro-law-l057-q02

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3. Draw a charge-to-adjudication timeline without automatic sentencing.

intro-law-l057-q03

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4. Explain probable cause versus trial proof without percentages.

intro-law-l057-q04

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5. Write a neutral statement about silence and counsel.

intro-law-l057-q05

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6. Add a juvenile-research and privacy notice for the fictional 14-year-old.

intro-law-l057-q06

Optional guided retry

Optional guided retry for Project 6: Criminal law, proof and young people:
Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Read this principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
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 6: Criminal law, proof and young people:
Original: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Changed fact: Permission is limited to one hour and the return circumstances are disputed.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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.

58. Spiral lab 6: facts,rules and changed conditions

intro-law-l058 | suggested week 12 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 6 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: Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

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 preliminary determination permits a case to proceed. That is not a trial finding of guilt. The later trial still has its own government burden on all required elements. Do not convert a preliminary threshold into a numerical version of reasonable doubt or a statement that conviction is inevitable.

Numbered assignment

1. Retrieval connection from unit 6, Elements: every required part matters:
Principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
Record: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Change: Permission is limited to one hour and the return circumstances are disputed.
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-l058-q01

2. Retrieval connection from unit 6, Counsel, silence and fair participation:
Principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.
Record: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Change: The assignment instead allows analysis from supplied facts without roleplaying the accused.
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-l058-q02

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3. Retrieval connection from unit 5, Service and meaningful notice:
Principle: Service is governed by specific rules and is not simply any communication. Required notice gives the responding party a fair chance to participate. Do not assume that telling a friend, posting publicly or sending an unverified message satisfies actual service requirements.
Record: A fictional claimant tells a classmate to mention a lawsuit to the defendant, then claims official service is complete.
Change: The exercise explicitly supplies a model rule accepting a documented delivery method and shows compliance.
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-l058-q03

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4. Retrieval connection from unit 5, Motions and deciding what is actually disputed:
Principle: A motion asks for a ruling; it is not itself evidence or a victory. Some motions concern procedure, others the merits under specified standards. Distinguish a legal question from a factual disagreement that requires proper evidence and decision.
Record: A party labels a document motion and assumes the case is won because it was submitted in the simulation.
Change: The classroom judge issues a reasoned ruling on that request.
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-l058-q04

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5. Retrieval connection from unit 3, Searches: identify reasonableness questions:
Principle: The Fourth Amendment protects against unreasonable governmental searches and seizures. Warrants and probable cause are important, but exceptions and different contexts exist; not every search needs a warrant and not every warrant makes every action proper. Avoid applying criminal-investigation rules automatically to all settings.
Record: A hypothetical government search is described only as looking in a bag. No setting, consent, warrant or exception facts are given.
Change: A warrant specifically authorizes searching one identified storage area but the described action occurs elsewhere.
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-l058-q05

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

intro-law-l058-q06

Optional guided retry

Optional guided retry for Spiral lab 6: facts,rules and changed conditions:
A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Read this principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
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 6: facts,rules and changed conditions:
Original: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Changed fact: A trial later ends in acquittal.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: 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: 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: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: 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.

59. Unit 6 review: Criminal law, proof and young people

intro-law-l059 | suggested week 12 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

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 fictional timeline shows charge, lawful plea proceeding and later sentencing. A contested trial need not appear after a valid guilty plea, but legal safeguards still matter. The charge alone did not supply a sentence. This distinguishes procedural functions without predicting the result or penalty in an actual case.

Numbered assignment

1. Review station 1 — Elements: every required part matters
Principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
Record: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which required element is not supported? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q01

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2. Review station 2 — 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.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why does the belief fact matter? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q02

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3. Review station 3 — Probable cause is not conviction
Principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
Record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the conflated stages. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q03

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4. Review station 4 — Counsel, silence and fair participation
Principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.
Record: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What rights and burden concerns should the class identify? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q04

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5. Review station 5 — 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.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What sequencing misconception should be corrected? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q05

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6. Review station 6 — Juvenile justice and confidentiality
Principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
Record: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.

An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why are both steps problematic for this exercise? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l059-q06

Optional guided retry

Optional guided retry for Unit 6 review: Criminal law, proof and young people:
A timeline lists accusation, automatic sentence, then trial.
Read this 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.
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 6 review: Criminal law, proof and young people:
Original: A timeline lists accusation, automatic sentence, then trial.
Changed fact: A valid guilty plea is supplied instead of a contested trial.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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.

60. Unit 6 assessment: Criminal law, proof and young people

intro-law-l060 | suggested week 12 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Criminal prosecution is brought by government, and conviction requires proof of the offense’s elements beyond a reasonable doubt. An arrest or charge is not a conviction. Conduct, mental state, defenses, procedure and the precise statute matter; a bad outcome alone does not establish criminal guilt. Probable cause and trial proof serve different functions. Juvenile systems have specialized rules and should not be treated as simply smaller adult criminal courts. Classroom disputes use non-graphic fictional property events. Never reenact police encounters, interrogate anyone or make personal admissions.

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 fictional rule requires knowing possession of another’s labeled item. A participant mistakenly picks up an identical unmarked item believing it their own. The belief fact matters to knowledge. The mistake does not automatically settle every real legal theory, but harm or possession alone cannot replace the stated mental-state inquiry.

Numbered assignment

1. Assessment record — unit 6, Elements: every required part matters
Supplied principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
Original facts: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
Assessment change: Permission is limited to one hour and the return circumstances are disputed.
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-l060-q01

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2. Assessment record — unit 6, Mental states are not all the same
Supplied 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.
Original facts: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Assessment change: A clear name tag and a message admitting awareness are added.
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-l060-q02

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3. Assessment record — unit 6, Probable cause is not conviction
Supplied principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
Original facts: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Assessment change: A trial later ends in acquittal.
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-l060-q03

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4. Assessment record — unit 6, Counsel, silence and fair participation
Supplied principle: The accused has important rights including protection against compelled self-incrimination and criminal-prosecution counsel protections. Their operation depends on the setting and law. A course simulation must not pressure a learner to disclose personal conduct or treat silence as an admission.
Original facts: A mock prosecutor tells a fictional accused to prove innocence by describing every private conversation.
Assessment change: The assignment instead allows analysis from supplied facts without roleplaying the accused.
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-l060-q04

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5. Assessment record — unit 6, Stages and neutral vocabulary
Supplied 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.
Original facts: A timeline lists accusation, automatic sentence, then trial.
Assessment change: A valid guilty plea is supplied instead of a contested trial.

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-l060-q05

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6. Assessment record — unit 6, Juvenile justice and confidentiality
Supplied principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
Original facts: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
Assessment change: The case involves an adult instead.
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-l060-q06

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7. Comparison task: Use these two records.
A: Model offense: intentionally take another’s bicycle without permission. Tori borrows a bicycle with the owner’s written permission.
A principle: An offense is defined by its governing law. Separate required conduct, mental state and other elements. If the supplied model requires intentional taking without permission, prove each part rather than replacing the test with a general bad-person label.
B: A fictional 14-year-old is accused of damaging a sign. A classmate applies an adult sentencing chart and posts the child’s identity.
B principle: Age can change legal procedures, available responses, confidentiality and rights. Specialized juvenile law is not an excuse to remove due process. Do not assume adult penalties, public records or adult appellate routes automatically apply to a child.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l060-q07

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8. Research-limits task: For the changed record in Probable cause is not conviction, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Change: A trial later ends in acquittal.

intro-law-l060-q08

Optional guided retry

Optional guided retry for Unit 6 assessment: Criminal law, proof and young people:
A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Read this 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.

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 6 assessment: Criminal law, proof and young people:
Original: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Changed fact: A clear name tag and a message admitting awareness are added.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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.

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.

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.

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 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)

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.

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.

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. 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.

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-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)

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
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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.

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.

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. 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.

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.

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)

Supplied offline source card
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Supplied offline source card
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Exact URL: https://www.law.cornell.edu/rules/fre/rule_403
Jurisdiction/scope: US federal primary rule reproduced by academic publisher
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Reading purpose and limits: Relevant evidence may be excluded where specified dangers substantially outweigh probative value.
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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.

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.

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 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.

Supplied offline source card
Title: Cornell LII: Federal Evidence Rule 401
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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-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
Title: Cornell LII: Federal Evidence Rule 401
Exact URL: https://www.law.cornell.edu/rules/fre/rule_401
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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
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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.

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.

Supplied offline source card
Title: Cornell LII: Federal Evidence Rule 403
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Jurisdiction/scope: US federal primary rule reproduced by academic publisher
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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.

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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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.

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
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-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)

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
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Supplied offline source card
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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
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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.

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.

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 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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Jurisdiction/scope: US federal primary rule reproduced by academic publisher
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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)

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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.
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Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Government prosecution; burden beyond reasonable doubt; counsel and adjudication stages. No real reporting activity is assigned.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

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.

Intro to Law — Unit 8

Contracts: promises, agreement and performance

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.

71. Offers and invitations to negotiate

intro-law-l071 | suggested week 15 | about 40 minutes;split sessions as needed

Objective

Explain and apply offers and invitations to negotiate to a fictional original and changed record.

Instruction

Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

Today’s focus — Offers and invitations to negotiate
An offer generally invites acceptance on sufficiently definite proposed terms; advertisements or negotiations are not always offers. Examine language, context and what remains open. A beginner should identify ambiguity instead of declaring every price statement enforceable.

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: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.

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 adult says What price would you suggest for my chair? That invites discussion rather than clearly committing to a present exchange. Contrast an identified chair offered on specified terms with a defined

acceptance method. Language and context matter; an interested reply alone does not create missing assent.

Numbered assignment

1. Fact discipline — Offers and invitations to negotiate: 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: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.

intro-law-l071-q01

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2. Principle check: Restate the distinction taught in Offers and invitations to negotiate 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-l071-q02

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3. Apply the original record: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
Question: What indicates preliminary negotiation rather than a clear offer? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l071-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Seller instead sends a specific signed offer identifying the desk, price and acceptance terms.
Explain how the analysis changes and what remains unresolved.

intro-law-l071-q04

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5. Source card exercise: For Offers and invitations to negotiate, 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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l071-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 Offers and invitations to negotiate 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-l071-q06

Optional guided retry

Optional guided retry for Offers and invitations to negotiate:
Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
Read this principle: An offer generally invites acceptance on sufficiently definite proposed terms; advertisements or negotiations are not always offers. Examine language, context and what remains open. A beginner should identify ambiguity instead of declaring every price statement enforceable.
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 Offers and invitations to negotiate:
Original: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
Changed fact: Seller instead sends a specific signed offer identifying the desk, price and acceptance 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
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

72. Acceptance and changed terms

intro-law-l072 | suggested week 15 | about 40 minutes;split sessions as needed

Objective

Explain and apply acceptance and changed terms to a fictional original and changed record.

Instruction

Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

Today’s focus — Acceptance and changed terms
Acceptance must be analyzed under applicable law and the offer’s terms. A response proposing a different deal may be negotiation rather than an acceptance; goods transactions can have special rules. Avoid importing one simplified common-law model into every transaction.

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

Assignment record: Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.

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

Under a supplied exact-terms service model, a reply agrees only if a new room is added to the work. Compare the requested performance: the reply changes it. It is not matching acceptance under that model. Real goods transactions and other governing rules can differ, so the model does not settle every contract response.

Numbered assignment

1. Fact discipline — Acceptance and changed terms: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.

intro-law-l072-q01

2. Principle check: Restate the distinction taught in Acceptance and changed terms 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-l072-q02

3. Apply the original record: Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.
Question: Does this response match the supplied offer? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l072-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The response simply agrees to the stated service and price using the requested method.
Explain how the analysis changes and what remains unresolved.

intro-law-l072-q04

5. Source card exercise: For Acceptance and changed terms, 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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l072-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 Acceptance and changed terms 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-l072-q06

Optional guided retry

Optional guided retry for Acceptance and changed terms:
Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I

agree only if you also paint the fence.
Read this principle: Acceptance must be analyzed under applicable law and the offer’s terms. A response proposing a different deal may be negotiation rather than an acceptance; goods transactions can have special rules. Avoid importing one simplified common-law model into every transaction.
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 Acceptance and changed terms:
Original: Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.
Changed fact: The response simply agrees to the stated service and price using the requested method.
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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
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Supplied offline source card
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Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

73. Consideration and gift promises

intro-law-l073 | suggested week 15 | about 40 minutes;split sessions as needed

Objective

Explain and apply consideration and gift promises to a fictional original and changed record.

Instruction

Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

Today’s focus — Consideration and gift promises
Consideration concerns a bargained-for exchange, not merely kindness or a promise’s importance. Value need not mean equal market price. Some other legal theories can affect promises without ordinary consideration, so a simple gift example does not settle all possible remedies.

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

Assignment record: A fictional adult promises another adult a free souvenir next week without asking for anything in return.

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

Two adults agree to exchange a bicycle repair for a shelf assembly. Each performance is sought as the price of the other, illustrating a bargained exchange. Cash and equal market values are not required for this concept. Other contract elements and applicable law remain separate conditions.

Numbered assignment

1. Fact discipline — Consideration and gift promises: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional adult promises another adult a free souvenir next week without asking for anything in return.

intro-law-l073-q01

2. Principle check: Restate the distinction taught in Consideration and gift promises 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-l073-q02

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3. Apply the original record: A fictional adult promises another adult a free souvenir next week without asking for anything in return.
Question: What exchange is missing from an ordinary bargain analysis? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l073-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The promise instead exchanges the souvenir for a specified delivery service.
Explain how the analysis changes and what remains unresolved.

intro-law-l073-q04

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5. Source card exercise: For Consideration and gift promises, 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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l073-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 Consideration and gift promises 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-l073-q06

Optional guided retry

Optional guided retry for Consideration and gift promises:
A fictional adult promises another adult a free souvenir next week without asking for anything in return.
Read this principle: Consideration concerns a bargained-for exchange, not merely kindness or a promise’s

importance. Value need not mean equal market price. Some other legal theories can affect promises without ordinary consideration, so a simple gift example does not settle all possible remedies.
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 Consideration and gift promises:
Original: A fictional adult promises another adult a free souvenir next week without asking for anything in return.
Changed fact: The promise instead exchanges the souvenir for a specified delivery service.
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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
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Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
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Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

74. Capacity, legality and minors

intro-law-l074 | suggested week 15 | about 40 minutes;split sessions as needed

Objective

Explain and apply capacity, legality and minors to a fictional original and changed record.

Instruction

Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

Today’s focus — Capacity, legality and minors
Capacity and lawful purpose are distinct from agreement. Minors’ contracts and exceptions require careful jurisdiction-specific research; do not assume all are automatically binding or automatically void. No learner should make a real purchase or agreement to test a legal rule.

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

Assignment record: A lesson proposes using a real minor’s online purchase to demonstrate that every contract signed by anyone is always enforceable.

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

Two competent adults clearly agree to an unlawful transaction. Agreement and signatures do not cure illegality. Capacity and lawful purpose must be considered separately from mutual assent. Conversely, a lawful subject alone would not prove assent or consideration; several conditions can be necessary at the same time.

Numbered assignment

1. Fact discipline — Capacity, legality and minors: 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 lesson proposes using a real minor’s online purchase to demonstrate that every contract signed by anyone is always enforceable.

intro-law-l074-q01

2. Principle check: Restate the distinction taught in Capacity, legality and minors 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-l074-q02

3. Apply the original record: A lesson proposes using a real minor’s online purchase to demonstrate that every contract signed by anyone is always enforceable.
Question: Why is the universal claim unsound? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l074-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The hypothetical specifies competent adults, lawful purpose and no capacity dispute.
Explain how the analysis changes and what remains unresolved.

intro-law-l074-q04

5. Source card exercise: For Capacity, legality and minors, 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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
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Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l074-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 Capacity, legality and minors 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-l074-q06

Optional guided retry

Optional guided retry for Capacity, legality and minors:
A lesson proposes using a real minor’s online purchase to demonstrate that every contract signed by anyone is always enforceable.

Read this principle: Capacity and lawful purpose are distinct from agreement. Minors' contracts and exceptions require careful jurisdiction-specific research; do not assume all are automatically binding or automatically void. No learner should make a real purchase or agreement to test a legal rule.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Capacity, legality and minors:
Original: A lesson proposes using a real minor's online purchase to demonstrate that every contract signed by anyone is always enforceable.
Changed fact: The hypothetical specifies competent adults, lawful purpose and no capacity dispute.
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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
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Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

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

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
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Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
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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.

75. Writing, clarity and incorporated terms

intro-law-l075 | suggested week 15 | about 40 minutes;split sessions as needed

Objective

Explain and apply writing, clarity and incorporated terms to a fictional original and changed record.

Instruction

Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

Today’s focus — Writing, clarity and incorporated terms
Some agreements must satisfy writing requirements; others can be enforceable without a formal document. Writing helps clarify obligations but does not eliminate ambiguity, invalid terms or missing assent. Identify subject, performance, timing and remedy language before assuming a document answers every question.

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

Assignment record: A fictional service note says Finish soon for a fair price and supplies no definition or context.

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 service note clearly identifies a task, completion date and price. That improves clarity compared with soon for something fair. It does not by itself establish every enforceability condition or remove writing requirements that might apply. Good drafting reduces ambiguity without creating unlimited legal certainty.

Numbered assignment

1. Fact discipline — Writing, clarity and incorporated terms: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional service note says Finish soon for a fair price and supplies no definition or context.

intro-law-l075-q01

2. Principle check: Restate the distinction taught in Writing, clarity and incorporated terms 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-l075-q02

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3. Apply the original record: A fictional service note says Finish soon for a fair price and supplies no definition or context.
Question: Which terms need clarification for this classroom drafting exercise? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l075-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A revised note supplies the scope, date and a stated price accepted by both adults.
Explain how the analysis changes and what remains unresolved.

intro-law-l075-q04

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

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intro-law-l075-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 Writing, clarity and incorporated terms 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-l075-q06

Optional guided retry

Optional guided retry for Writing, clarity and incorporated terms:
A fictional service note says Finish soon for a fair price and supplies no definition or context.
Read this principle: Some agreements must satisfy writing requirements; others can be enforceable without a formal document. Writing helps clarify obligations but does not eliminate ambiguity, invalid terms or

missing assent. Identify subject, performance, timing and remedy language before assuming a document answers every question.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Writing, clarity and incorporated terms:
Original: A fictional service note says Finish soon for a fair price and supplies no definition or context.
Changed fact: A revised note supplies the scope, date and a stated price accepted by both adults.
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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Jurisdiction/scope: Texas official agency overview
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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.

76. Breach and remedy are separate questions

intro-law-l076 | suggested week 16 | about 40 minutes;split sessions as needed

Objective

Explain and apply breach and remedy are separate questions to a fictional original and changed record.

Instruction

Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

Today’s focus — Breach and remedy are separate questions
Breach concerns failure to perform an enforceable obligation; remedies depend on law, causation, proof, mitigation and limits. Not every breach yields the entire demanded amount, and disappointment alone is not an automatic punitive award. Separate the promised performance from the legally recognized loss.

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: Model: a seller owes 10 identical folders but delivers 8; each missing folder’s stipulated recoverable replacement loss is 3. No other loss is supplied.

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

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

Worked teaching example

Model: a deliverer owes four identical labels and supplies three; each missing label has a stipulated recoverable value of two units. The performance gap is one label and the model loss is two. No unsupported penalty is added. Actual remedies would require governing law and complete facts.

Numbered assignment

1. Fact discipline — Breach and remedy are separate questions: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Model: a seller owes 10 identical folders but delivers 8; each missing folder’s stipulated recoverable replacement loss is 3. No other loss is supplied.

intro-law-l076-q01

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

intro-law-l076-q02

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3. Apply the original record: Model: a seller owes 10 identical folders but delivers 8; each missing folder’s stipulated recoverable replacement loss is 3. No other loss is supplied.
Question: Compute the model loss and identify the alleged performance gap. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l076-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The buyer receives the remaining two folders with no additional recoverable loss under the model.
Explain how the analysis changes and what remains unresolved.

intro-law-l076-q04

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

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l076-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 Breach and remedy are separate questions issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l076-q06

Optional guided retry

Optional guided retry for Breach and remedy are separate questions:
Model: a seller owes 10 identical folders but delivers 8; each missing folder’s stipulated recoverable replacement loss is 3. No other loss is supplied.

Read this principle: Breach concerns failure to perform an enforceable obligation; remedies depend on law, causation, proof, mitigation and limits. Not every breach yields the entire demanded amount, and disappointment alone is not an automatic punitive award. Separate the promised performance from the legally recognized loss.
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 Breach and remedy are separate questions:
Original: Model: a seller owes 10 identical folders but delivers 8; each missing folder's stipulated recoverable replacement loss is 3. No other loss is supplied.
Changed fact: The buyer receives the remaining two folders with no additional recoverable loss under the model.
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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

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

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

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

77. Project 8: Contracts: promises, agreement and performance

intro-law-l077 | suggested week 16 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe contracts: promises, agreement and performance project using six specified deliverables.

Instruction

Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

Project brief: Write and annotate a fictional adult-to-adult classroom equipment service agreement. Identify offer, acceptance, exchange, capacity stipulation, lawful purpose and clear performance terms. Add a nonbinding comparison of possible responses to a missed delivery; never sign a real contract.

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 — Offers and invitations to negotiate
Principle: An offer generally invites acceptance on sufficiently definite proposed terms; advertisements or negotiations are not always offers. Examine language, context and what remains open. A beginner should identify ambiguity instead of declaring every price statement enforceable.
Original record: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
Changed record: Seller instead sends a specific signed offer identifying the desk, price and acceptance terms.

Case 2 — Acceptance and changed terms
Principle: Acceptance must be analyzed under applicable law and the offer’s terms. A response proposing a different deal may be negotiation rather than an acceptance; goods transactions can have special rules. Avoid importing one simplified common-law model into every transaction.
Original record: Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.
Changed record: The response simply agrees to the stated service and price using the requested method.

Case 3 — Consideration and gift promises
Principle: Consideration concerns a bargained-for exchange, not merely kindness or a promise’s importance. Value need not mean equal market price. Some other legal theories can affect promises without ordinary consideration, so a simple gift example does not settle all possible remedies.
Original record: A fictional adult promises another adult a free souvenir next week without asking for anything in return.
Changed record: The promise instead exchanges the souvenir for a specified delivery service.

Case 4 — Capacity, legality and minors
Principle: Capacity and lawful purpose are distinct from agreement. Minors' contracts and exceptions require careful jurisdiction-specific research; do not assume all are automatically binding or automatically void. No learner should make a real purchase or agreement to test a legal rule.
Original record: A lesson proposes using a real minor's online purchase to demonstrate that every contract signed by anyone is always enforceable.
Changed record: The hypothetical specifies competent adults, lawful purpose and no capacity dispute.

Case 5 — Writing, clarity and incorporated terms
Principle: Some agreements must satisfy writing requirements; others can be enforceable without a formal document. Writing helps clarify obligations but does not eliminate ambiguity, invalid terms or missing assent. Identify subject, performance, timing and remedy language before assuming a document answers every question.
Original record: A fictional service note says Finish soon for a fair price and supplies no definition or context.
Changed record: A revised note supplies the scope, date and a stated price accepted by both adults.

Case 6 — Breach and remedy are separate questions
Principle: Breach concerns failure to perform an enforceable obligation; remedies depend on law, causation, proof, mitigation and limits. Not every breach yields the entire demanded amount, and disappointment alone is not an automatic punitive award. Separate the promised performance from the legally recognized loss.
Original record: Model: a seller owes 10 identical folders but delivers 8; each missing folder's stipulated recoverable replacement loss is 3. No other loss is supplied.
Changed record: The buyer receives the remaining two folders with no additional recoverable loss under the model.

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 adult says What price would you suggest for my chair? That invites discussion rather than clearly committing to a present exchange. Contrast an identified chair offered on specified terms with a defined acceptance method. Language and context matter; an interested reply alone does not create missing assent.

Numbered assignment

1. Draft a fictional service description identifying adult parties, equipment work, timing and stated price.

intro-law-l077-q01

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2. Identify offer and an exact-terms model acceptance.

intro-law-l077-q02

3. Explain each side’s bargained exchange.

intro-law-l077-q03

4. State competent-adult/lawful-purpose stipulations and limits concerning minors.

intro-law-l077-q04

5. Write a missed-delivery clause comparison without inventing punitive recovery.

intro-law-l077-q05

6. Apply the folder loss model and label assumptions.

intro-law-l077-q06

Optional guided retry

Optional guided retry for Project 8: Contracts: promises, agreement and performance:
Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
Read this principle: An offer generally invites acceptance on sufficiently definite proposed terms; advertisements or negotiations are not always offers. Examine language, context and what remains open. A beginner should identify ambiguity instead of declaring every price statement enforceable.
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 8: Contracts: promises, agreement and performance:
Original: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
Changed fact: Seller instead sends a specific signed offer identifying the desk, price and acceptance 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
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview

Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

intro-law-l078 | suggested week 16 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 8 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: Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

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

Two adults agree to exchange a bicycle repair for a shelf assembly. Each performance is sought as the price of the other, illustrating a bargained exchange. Cash and equal market values are not required for this concept. Other contract elements and applicable law remain separate conditions.

Numbered assignment

1. Retrieval connection from unit 8, Offers and invitations to negotiate:
Principle: An offer generally invites acceptance on sufficiently definite proposed terms; advertisements or negotiations are not always offers. Examine language, context and what remains open. A beginner should identify ambiguity instead of declaring every price statement enforceable.
Record: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
Change: Seller instead sends a specific signed offer identifying the desk, price and acceptance 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-l078-q01

2. Retrieval connection from unit 8, Capacity, legality and minors:
Principle: Capacity and lawful purpose are distinct from agreement. Minors’ contracts and exceptions require careful jurisdiction-specific research; do not assume all are automatically binding or automatically void. No learner should make a real purchase or agreement to test a legal rule.
Record: A lesson proposes using a real minor’s online purchase to demonstrate that every contract signed by anyone is always enforceable.
Change: The hypothetical specifies competent adults, lawful purpose and no capacity dispute.
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-l078-q02

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3. Retrieval connection from unit 7, 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.
Change: Dana also watched each numbered box enter the storage room.
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-l078-q03

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4. Retrieval connection from unit 7, 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.
Change: The image instead clearly shows the disputed box label at the relevant time.
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-l078-q04

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5. Retrieval connection from unit 5, Answers and disputed facts:
Principle: An answer responds to allegations and may raise defenses under applicable rules. Denial does not prove the opposite fact; admission, denial and lack of knowledge have distinct roles. Accurate issue lists help avoid arguing about facts both sides actually accept.
Record: Buyer says no boxes arrived. Seller admits a contract but claims all boxes were delivered.
Change: A signed delivery record is added, but its signature is disputed.
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-l078-q05

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6. Retrieval connection from unit 1, Legal questions versus policy preferences:
Principle: A legal question asks how an identified rule applies. A policy question asks whether a rule should

change. Both deserve reasons, but a preferred policy is not evidence of the present rule.
Record: A classroom model permits two library renewals. Jae wants three because a book is long.
Change: The policy is formally amended to allow three beginning next month.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l078-q06

Optional guided retry

Optional guided retry for Spiral lab 8: facts,rules and changed conditions:
A fictional adult promises another adult a free souvenir next week without asking for anything in return.
Read this principle: Consideration concerns a bargained-for exchange, not merely kindness or a promise's importance. Value need not mean equal market price. Some other legal theories can affect promises without ordinary consideration, so a simple gift example does not settle all possible remedies.
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 8: facts,rules and changed conditions:
Original: A fictional adult promises another adult a free souvenir next week without asking for anything in return.
Changed fact: The promise instead exchanges the souvenir for a specified delivery service.
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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

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

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

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: 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.

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.

79. Unit 8 review: Contracts: promises, agreement and performance

intro-law-l079 | suggested week 16 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

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 fictional service note clearly identifies a task, completion date and price. That improves clarity compared with soon for something fair. It does not by itself establish every enforceability condition or remove writing requirements that might apply. Good drafting reduces ambiguity without creating unlimited legal certainty.

Numbered assignment

1. Review station 1 — Offers and invitations to negotiate
Principle: An offer generally invites acceptance on sufficiently definite proposed terms; advertisements or negotiations are not always offers. Examine language, context and what remains open. A beginner should identify ambiguity instead of declaring every price statement enforceable.
Record: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What indicates preliminary negotiation rather than a clear offer? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l079-q01

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2. Review station 2 — Acceptance and changed terms
Principle: Acceptance must be analyzed under applicable law and the offer’s terms. A response proposing a

different deal may be negotiation rather than an acceptance; goods transactions can have special rules. Avoid importing one simplified common-law model into every transaction.
Record: Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Does this response match the supplied offer? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l079-q02

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3. Review station 3 — Consideration and gift promises
Principle: Consideration concerns a bargained-for exchange, not merely kindness or a promise's importance. Value need not mean equal market price. Some other legal theories can affect promises without ordinary consideration, so a simple gift example does not settle all possible remedies.
Record: A fictional adult promises another adult a free souvenir next week without asking for anything in return.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What exchange is missing from an ordinary bargain analysis? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l079-q03

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4. Review station 4 — Capacity, legality and minors
Principle: Capacity and lawful purpose are distinct from agreement. Minors' contracts and exceptions require careful jurisdiction-specific research; do not assume all are automatically binding or automatically void. No learner should make a real purchase or agreement to test a legal rule.
Record: A lesson proposes using a real minor's online purchase to demonstrate that every contract signed by anyone is always enforceable.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is the universal claim unsound? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l079-q04

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5. Review station 5 — Writing, clarity and incorporated terms
Principle: Some agreements must satisfy writing requirements; others can be enforceable without a formal document. Writing helps clarify obligations but does not eliminate ambiguity, invalid terms or missing assent. Identify subject, performance, timing and remedy language before assuming a document answers every question.
Record: A fictional service note says Finish soon for a fair price and supplies no definition or context.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which terms need clarification for this classroom drafting exercise? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l079-q05

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6. Review station 6 — Breach and remedy are separate questions
Principle: Breach concerns failure to perform an enforceable obligation; remedies depend on law, causation, proof, mitigation and limits. Not every breach yields the entire demanded amount, and disappointment alone is not an automatic punitive award. Separate the promised performance from the legally recognized

loss.
Record: Model: a seller owes 10 identical folders but delivers 8; each missing folder’s stipulated recoverable replacement loss is 3. No other loss is supplied.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Compute the model loss and identify the alleged performance gap. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l079-q06

Optional guided retry

Optional guided retry for Unit 8 review: Contracts: promises, agreement and performance:
A fictional service note says Finish soon for a fair price and supplies no definition or context.
Read this principle: Some agreements must satisfy writing requirements; others can be enforceable without a formal document. Writing helps clarify obligations but does not eliminate ambiguity, invalid terms or missing assent. Identify subject, performance, timing and remedy language before assuming a document answers every question.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 8 review: Contracts: promises, agreement and performance:
Original: A fictional service note says Finish soon for a fair price and supplies no definition or context.
Changed fact: A revised note supplies the scope, date and a stated price accepted by both adults.
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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

80. Unit 8 assessment: Contracts: promises, agreement and performance

intro-law-l080 | suggested week 16 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Contract law asks whether an agreement is legally enforceable and what follows from a failure to perform. Mutual assent, consideration, capacity and lawful purpose are useful introductory categories; state law and special statutory rules affect the details. Some agreements need writing and others may not. A promise is not automatically an enforceable contract, and a written page is not automatically valid. Unless a lesson specifies otherwise, contract characters are fictional competent adults and the activity has a lawful purpose. Supplied classroom rules simplify analysis, not replace current Texas law.

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

Under a supplied exact-terms service model, a reply agrees only if a new room is added to the work. Compare the requested performance: the reply changes it. It is not matching acceptance under that model. Real goods transactions and other governing rules can differ, so the model does not settle every contract response.

Numbered assignment

1. Assessment record — unit 8, Offers and invitations to negotiate
Supplied principle: An offer generally invites acceptance on sufficiently definite proposed terms; advertisements or negotiations are not always offers. Examine language, context and what remains open. A beginner should identify ambiguity instead of declaring every price statement enforceable.
Original facts: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
Assessment change: Seller instead sends a specific signed offer identifying the desk, price and acceptance 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-l080-q01

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2. Assessment record — unit 8, Acceptance and changed terms
Supplied principle: Acceptance must be analyzed under applicable law and the offer’s terms. A response proposing a different deal may be negotiation rather than an acceptance; goods transactions can have special rules. Avoid importing one simplified common-law model into every transaction.
Original facts: Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.
Assessment change: The response simply agrees to the stated service and price using the requested method.
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-l080-q02

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3. Assessment record — unit 8, Consideration and gift promises
Supplied principle: Consideration concerns a bargained-for exchange, not merely kindness or a promise’s importance. Value need not mean equal market price. Some other legal theories can affect promises without ordinary consideration, so a simple gift example does not settle all possible remedies.
Original facts: A fictional adult promises another adult a free souvenir next week without asking for anything in return.
Assessment change: The promise instead exchanges the souvenir for a specified delivery service.
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-l080-q03

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4. Assessment record — unit 8, Capacity, legality and minors
Supplied principle: Capacity and lawful purpose are distinct from agreement. Minors’ contracts and exceptions require careful jurisdiction-specific research; do not assume all are automatically binding or automatically void. No learner should make a real purchase or agreement to test a legal rule.
Original facts: A lesson proposes using a real minor’s online purchase to demonstrate that every contract signed by anyone is always enforceable.
Assessment change: The hypothetical specifies competent adults, lawful purpose and no capacity dispute.
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-l080-q04

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5. Assessment record — unit 8, Writing, clarity and incorporated terms
Supplied principle: Some agreements must satisfy writing requirements; others can be enforceable without a formal document. Writing helps clarify obligations but does not eliminate ambiguity, invalid terms or

missing assent. Identify subject, performance, timing and remedy language before assuming a document answers every question.
Original facts: A fictional service note says Finish soon for a fair price and supplies no definition or context.
Assessment change: A revised note supplies the scope, date and a stated price accepted by both adults.
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-l080-q05

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6. Assessment record — unit 8, Breach and remedy are separate questions
Supplied principle: Breach concerns failure to perform an enforceable obligation; remedies depend on law, causation, proof, mitigation and limits. Not every breach yields the entire demanded amount, and disappointment alone is not an automatic punitive award. Separate the promised performance from the legally recognized loss.
Original facts: Model: a seller owes 10 identical folders but delivers 8; each missing folder’s stipulated recoverable replacement loss is 3. No other loss is supplied.
Assessment change: The buyer receives the remaining two folders with no additional recoverable loss under the model.
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-l080-q06

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7. Comparison task: Use these two records.
A: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
A principle: An offer generally invites acceptance on sufficiently definite proposed terms; advertisements or negotiations are not always offers. Examine language, context and what remains open. A beginner should identify ambiguity instead of declaring every price statement enforceable.
B: Model: a seller owes 10 identical folders but delivers 8; each missing folder’s stipulated recoverable replacement loss is 3. No other loss is supplied.
B principle: Breach concerns failure to perform an enforceable obligation; remedies depend on law, causation, proof, mitigation and limits. Not every breach yields the entire demanded amount, and disappointment alone is not an automatic punitive award. Separate the promised performance from the legally recognized loss.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l080-q07

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8. Research-limits task: For the changed record in Consideration and gift promises, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A fictional adult promises another adult a free souvenir next week without asking for anything in return.
Change: The promise instead exchanges the souvenir for a specified delivery service.

intro-law-l080-q08

Optional guided retry

Optional guided retry for Unit 8 assessment: Contracts: promises, agreement and performance:
Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.
Read this principle: Acceptance must be analyzed under applicable law and the offer’s terms. A response proposing a different deal may be negotiation rather than an acceptance; goods transactions can have special rules. Avoid importing one simplified common-law model into every transaction.
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 8 assessment: Contracts: promises, agreement and performance:
Original: Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.
Changed fact: The response simply agrees to the stated service and price using the requested method.
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/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

Intro to Law — Unit 9

Torts: harm, care and responsibility

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.

81. Tort, contract and crime can overlap

intro-law-l081 | suggested week 17 | about 40 minutes;split sessions as needed

Objective

Explain and apply tort, contract and crime can overlap to a fictional original and changed record.

Instruction

A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

Today’s focus — Tort, contract and crime can overlap
Classify a claim by its legal basis and remedy, not just the seriousness of a story. Contract duties arise from an agreement; tort duties can arise independently; government prosecutes crimes. One event can create separate questions with different elements and burdens.

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

Assignment record: An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service.

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 borrower breaks a borrowed chair and also misses a separate promised delivery. Property damage and promised performance suggest different possible civil theories. The same person’s

involvement does not merge the tests. Identify each duty and element before deciding whether either claim is established.

Numbered assignment

1. Fact discipline — Tort, contract and crime can overlap: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service.

intro-law-l081-q01

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2. Principle check: Restate the distinction taught in Tort, contract and crime can overlap 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-l081-q02

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3. Apply the original record: An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service.
Question: Identify two possible civil theories to research without declaring liability. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l081-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: No repair agreement existed, but a person allegedly damaged the tablet through carelessness.
Explain how the analysis changes and what remains unresolved.

intro-law-l081-q04

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5. Source card exercise: For Tort, contract and crime can overlap, 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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l081-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 Tort, contract and crime can overlap 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-l081-q06

Optional guided retry

Optional guided retry for Tort, contract and crime can overlap:
An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service.
Read this principle: Classify a claim by its legal basis and remedy, not just the seriousness of a story. Contract duties arise from an agreement; tort duties can arise independently; government prosecutes crimes. One event can create separate questions with different elements and burdens.
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 Tort, contract and crime can overlap:
Original: An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service.
Changed fact: No repair agreement existed, but a person allegedly damaged the tablet through carelessness.
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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

or evaluated automatically. Do not submit ZIP/code files or private records.

82. Duty is a legal question to identify

intro-law-l082 | suggested week 17 | about 40 minutes;split sessions as needed

Objective

Explain and apply duty is a legal question to identify to a fictional original and changed record.

Instruction

A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

Today’s focus — Duty is a legal question to identify
A bad outcome does not automatically create a duty for every nearby person. Duty depends on law and relationships or conduct. A classroom hypothetical can stipulate a duty for practice, but an actual claim requires a valid source and context-specific analysis.

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: Model stipulates a shop owes reasonable care in storing a customer’s bicycle. A passerby with no supplied relationship is also blamed merely for being nearby.

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

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

Worked teaching example

Model: a custodian expressly owes reasonable care for stored instruments. A distant observer has no supplied relationship or undertaking. The custodian’s duty is stipulated; the observer’s duty is not established merely by knowing of the room. Actual duties require law and facts rather than automatic blame for proximity.

Numbered assignment

1. Fact discipline — Duty is a legal question to identify: 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: Model stipulates a shop owes reasonable care in storing a customer’s bicycle. A passerby with no supplied relationship is also blamed merely for being nearby.

intro-law-l082-q01

2. Principle check: Restate the distinction taught in Duty is a legal question to identify 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-l082-q02

3. Apply the original record: Model stipulates a shop owes reasonable care in storing a customer’s bicycle. A passerby with no supplied relationship is also blamed merely for being nearby.
Question: Whose duty is stipulated and whose is not? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l082-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The passerby voluntarily undertakes a specific protective task under a supplied model duty rule.
Explain how the analysis changes and what remains unresolved.

intro-law-l082-q04

5. Source card exercise: For Duty is a legal question to identify, 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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l082-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 Duty is a legal question to identify 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-l082-q06

Optional guided retry

Optional guided retry for Duty is a legal question to identify:
Model stipulates a shop owes reasonable care in storing a customer’s bicycle. A passerby with no supplied

relationship is also blamed merely for being nearby.
Read this principle: A bad outcome does not automatically create a duty for every nearby person. Duty depends on law and relationships or conduct. A classroom hypothetical can stipulate a duty for practice, but an actual claim requires a valid source and context-specific analysis.
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 Duty is a legal question to identify:
Original: Model stipulates a shop owes reasonable care in storing a customer’s bicycle. A passerby with no supplied relationship is also blamed merely for being nearby.
Changed fact: The passerby voluntarily undertakes a specific protective task under a supplied model duty rule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

83. Breach compares conduct with a standard

intro-law-l083 | suggested week 17 | about 40 minutes;split sessions as needed

Objective

Explain and apply breach compares conduct with a standard to a fictional original and changed record.

Instruction

A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

Today’s focus — Breach compares conduct with a standard
Where a duty exists, breach asks whether conduct fell below the applicable standard. Reasonable care is not a guarantee that no accident occurs. Identify foreseeable risk and feasible precautions without using hindsight alone.

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 stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.

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 store uses a safe dry shelf and follows the supplied reasonable-care standard, yet an unforeseeable event damages a package. The damage alone does not prove unreasonable conduct. Breach compares conduct with the applicable standard; causation and legally recognized harm are additional questions, not replacements for that comparison.

Numbered assignment

1. Fact discipline — Breach compares conduct with a standard: 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 stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.

intro-law-l083-q01

2. Principle check: Restate the distinction taught in Breach compares conduct with a standard 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-l083-q02

3. Apply the original record: A stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.
Question: Which facts support a breach argument? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l083-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The box was safely stored but damaged by an unforeseeable event not caused by the shop.
Explain how the analysis changes and what remains unresolved.

intro-law-l083-q04

5. Source card exercise: For Breach compares conduct with a standard, 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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l083-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 Breach compares conduct with a standard 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-l083-q06

Optional guided retry

Optional guided retry for Breach compares conduct with a standard:
A stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.

Read this principle: Where a duty exists, breach asks whether conduct fell below the applicable standard. Reasonable care is not a guarantee that no accident occurs. Identify foreseeable risk and feasible precautions without using hindsight alone.
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 Breach compares conduct with a standard:
Original: A stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.
Changed fact: The box was safely stored but damaged by an unforeseeable event not caused by the shop.
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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

84. Factual cause and legal limits

intro-law-l084 | suggested week 17 | about 40 minutes;split sessions as needed

Objective

Explain and apply factual cause and legal limits to a fictional original and changed record.

Instruction

A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

Today’s focus — Factual cause and legal limits
Factual causation asks whether conduct contributed in the legally required way; proximate-cause analysis limits responsibility through applicable legal standards such as foreseeability. Sequence alone is not causation. Do not assume every later event is legally attributable to the first actor.

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

Assignment record: A model exhibit falls after a loose stand is bumped. A separate bag across the room is damaged later by an unrelated spill.

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 cart bump immediately knocks a vase off its stand. That supplies a possible factual mechanism for the break. A separate unrelated window crack later that day is not caused by the bump merely because it happened afterward. Legal causal limits still require analysis even for a plausible physical chain.

Numbered assignment

1. Fact discipline — Factual cause and legal limits: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A model exhibit falls after a loose stand is bumped. A separate bag across the room is damaged later by an unrelated spill.

intro-law-l084-q01

2. Principle check: Restate the distinction taught in Factual cause and legal limits 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-l084-q02

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3. Apply the original record: A model exhibit falls after a loose stand is bumped. A separate bag across the room is damaged later by an unrelated spill.
Question: Why does timing alone not connect both losses to the bump? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l084-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Evidence shows the bump directly knocked the liquid container onto the bag.
Explain how the analysis changes and what remains unresolved.

intro-law-l084-q04

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5. Source card exercise: For Factual cause and legal limits, 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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l084-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 Factual cause and legal limits 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-l084-q06

Optional guided retry

Optional guided retry for Factual cause and legal limits:
A model exhibit falls after a loose stand is bumped. A separate bag across the room is damaged later by an unrelated spill.

Read this principle: Factual causation asks whether conduct contributed in the legally required way; proximate-cause analysis limits responsibility through applicable legal standards such as foreseeability. Sequence alone is not causation. Do not assume every later event is legally attributable to the first actor. 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 Factual cause and legal limits:
Original: A model exhibit falls after a loose stand is bumped. A separate bag across the room is damaged later by an unrelated spill.
Changed fact: Evidence shows the bump directly knocked the liquid container onto the bag.
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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

85. Harm, proof and comparative arguments

intro-law-l085 | suggested week 17 | about 40 minutes;split sessions as needed

Objective

Explain and apply harm, proof and comparative arguments to a fictional original and changed record.

Instruction

A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

Today’s focus — Harm, proof and comparative arguments
A negligence claim requires legally recognized harm as well as the other elements. Documented loss and causation matter; a demand is not proof. Plaintiff conduct or other actors may affect responsibility under applicable law, but percentages must not be invented from a short narrative.

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: Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.

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

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

Worked teaching example

Model: a damaged board has one documented recoverable repair cost of seven units. Two copies of the same receipt do not create fourteen units of loss. Proof of an amount also does not establish who caused it. Identify actual non-overlapping loss and the other claim elements separately.

Numbered assignment

1. Fact discipline — Harm, proof and comparative arguments: 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: Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.

intro-law-l085-q01

2. Principle check: Restate the distinction taught in Harm, proof and comparative arguments 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-l085-q02

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3. Apply the original record: Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.
Question: What loss is established in this closed exercise? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l085-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The record adds a separate proven recoverable 10 loss without overlap.
Explain how the analysis changes and what remains unresolved.

intro-law-l085-q04

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5. Source card exercise: For Harm, proof and comparative arguments, 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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l085-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 Harm, proof and comparative arguments 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-l085-q06

Optional guided retry

Optional guided retry for Harm, proof and comparative arguments:
Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.

Read this principle: A negligence claim requires legally recognized harm as well as the other elements. Documented loss and causation matter; a demand is not proof. Plaintiff conduct or other actors may affect responsibility under applicable law, but percentages must not be invented from a short narrative.
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 Harm, proof and comparative arguments:
Original: Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.
Changed fact: The record adds a separate proven recoverable 10 loss without overlap.
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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

86. Intentional conduct, reputation and careful speech

intro-law-l086 | suggested week 18 | about 40 minutes;split sessions as needed

Objective

Explain and apply intentional conduct, reputation and careful speech to a fictional original and changed record.

Instruction

A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

Today’s focus — Intentional conduct, reputation and careful speech
Intentional torts have specific elements; intent to act is not necessarily intent to cause every result. Defamation concepts distinguish factual assertions from opinions and require more than hurt feelings. Jurisdiction, falsity, publication, fault, harm and defenses matter; avoid personal accusations in class.

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

Assignment record: A fictional newsletter asserts as fact that a named fictional adult stole funds, relying only on a rumor.

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 reviewer says I dislike this sculpture’s color. That reads as subjective aesthetic criticism, unlike an unsupported factual accusation of theft. Context can still matter; simply inserting in my opinion does not necessarily protect an implied false factual assertion. No real person’s reputation is used for this exercise.

Numbered assignment

1. Fact discipline — Intentional conduct, reputation and careful speech: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional newsletter asserts as fact that a named fictional adult stole funds, relying only on a rumor.

intro-law-l086-q01

2. Principle check: Restate the distinction taught in Intentional conduct, reputation and careful speech 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-l086-q02

3. Apply the original record: A fictional newsletter asserts as fact that a named fictional adult stole funds, relying only on a rumor.
Question: What should a careful legal reader investigate before repeating or judging the claim? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l086-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The text instead clearly expresses a subjective opinion about a fictional painting’s style without implying undisclosed defamatory facts.
Explain how the analysis changes and what remains unresolved.

intro-law-l086-q04

5. Source card exercise: For Intentional conduct, reputation and careful speech, 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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l086-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 Intentional conduct, reputation and careful speech 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-l086-q06

Optional guided retry

Optional guided retry for Intentional conduct, reputation and careful speech:
A fictional newsletter asserts as fact that a named fictional adult stole funds, relying only on a rumor.
Read this principle: Intentional torts have specific elements; intent to act is not necessarily intent to cause every result. Defamation concepts distinguish factual assertions from opinions and require more than hurt feelings. Jurisdiction, falsity, publication, fault, harm and defenses matter; avoid personal accusations in class.
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 Intentional conduct, reputation and careful speech:
Original: A fictional newsletter asserts as fact that a named fictional adult stole funds, relying only on a rumor.
Changed fact: The text instead clearly expresses a subjective opinion about a fictional painting’s style without implying undisclosed defamatory facts.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

87. Project 9: Torts: harm, care and responsibility

intro-law-l087 | suggested week 18 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe torts: harm, care and responsibility project using six specified deliverables.

Instruction

A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

Project brief: Prepare a balanced fictional display-stand incident memo. Separate tort/contract possibilities, create a duty-breach-causation-harm matrix, present both sides' best facts and calculate only the expressly stipulated losses. Complete a midyear portfolio reflection without personal incident disclosure.

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 — Tort, contract and crime can overlap
Principle: Classify a claim by its legal basis and remedy, not just the seriousness of a story. Contract duties arise from an agreement; tort duties can arise independently; government prosecutes crimes. One event can create separate questions with different elements and burdens.
Original record: An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service.
Changed record: No repair agreement existed, but a person allegedly damaged the tablet through carelessness.

Case 2 — Duty is a legal question to identify
Principle: A bad outcome does not automatically create a duty for every nearby person. Duty depends on law and relationships or conduct. A classroom hypothetical can stipulate a duty for practice, but an actual claim requires a valid source and context-specific analysis.
Original record: Model stipulates a shop owes reasonable care in storing a customer's bicycle. A passerby with no supplied relationship is also blamed merely for being nearby.
Changed record: The passerby voluntarily undertakes a specific protective task under a supplied model duty rule.

Case 3 — Breach compares conduct with a standard
Principle: Where a duty exists, breach asks whether conduct fell below the applicable standard. Reasonable care is not a guarantee that no accident occurs. Identify foreseeable risk and feasible precautions without using hindsight alone.
Original record: A stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.
Changed record: The box was safely stored but damaged by an unforeseeable event not caused by the shop.

Case 4 — Factual cause and legal limits

Principle: Factual causation asks whether conduct contributed in the legally required way; proximate-cause analysis limits responsibility through applicable legal standards such as foreseeability. Sequence alone is not causation. Do not assume every later event is legally attributable to the first actor.
Original record: A model exhibit falls after a loose stand is bumped. A separate bag across the room is damaged later by an unrelated spill.
Changed record: Evidence shows the bump directly knocked the liquid container onto the bag.

Case 5 — Harm, proof and comparative arguments
Principle: A negligence claim requires legally recognized harm as well as the other elements. Documented loss and causation matter; a demand is not proof. Plaintiff conduct or other actors may affect responsibility under applicable law, but percentages must not be invented from a short narrative.
Original record: Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.
Changed record: The record adds a separate proven recoverable 10 loss without overlap.

Case 6 — Intentional conduct, reputation and careful speech
Principle: Intentional torts have specific elements; intent to act is not necessarily intent to cause every result. Defamation concepts distinguish factual assertions from opinions and require more than hurt feelings. Jurisdiction, falsity, publication, fault, harm and defenses matter; avoid personal accusations in class.
Original record: A fictional newsletter asserts as fact that a named fictional adult stole funds, relying only on a rumor.
Changed record: The text instead clearly expresses a subjective opinion about a fictional painting’s style without implying undisclosed defamatory facts.

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 borrower breaks a borrowed chair and also misses a separate promised delivery. Property damage and promised performance suggest different possible civil theories. The same person’s involvement does not merge the tests. Identify each duty and element before deciding whether either claim is established.

Numbered assignment

1. Create a tort-versus-contract issue table for the repair shop.

intro-law-l087-q01

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2. Map the stipulated shop duty and the passerby’s missing duty basis.

intro-law-l087-q02

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3. Analyze the fragile-package warning and available shelf.

intro-law-l087-q03

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4. Separate the bumped exhibit causal chain from the unrelated spill.

intro-law-l087-q04

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5. Calculate only stipulated stand losses in the original and changed record.

intro-law-l087-q05

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6. Write an 80–120 word balanced midyear memo naming one missing fact and one alternative.

intro-law-l087-q06

Optional guided retry

Optional guided retry for Project 9: Torts: harm, care and responsibility:
An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service.
Read this principle: Classify a claim by its legal basis and remedy, not just the seriousness of a story. Contract duties arise from an agreement; tort duties can arise independently; government prosecutes crimes. One event can create separate questions with different elements and burdens.
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 9: Torts: harm, care and responsibility:
Original: An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service.
Changed fact: No repair agreement existed, but a person allegedly damaged the tablet through carelessness.
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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

88. Spiral lab 9: facts,rules and changed conditions

intro-law-l088 | suggested week 18 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 9 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: A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

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 store uses a safe dry shelf and follows the supplied reasonable-care standard, yet an unforeseeable event damages a package. The damage alone does not prove unreasonable conduct. Breach compares conduct with the applicable standard; causation and legally recognized harm are additional questions, not replacements for that comparison.

Numbered assignment

1. Retrieval connection from unit 9, Tort, contract and crime can overlap:
Principle: Classify a claim by its legal basis and remedy, not just the seriousness of a story. Contract duties arise from an agreement; tort duties can arise independently; government prosecutes crimes. One event can create separate questions with different elements and burdens.
Record: An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service.
Change: No repair agreement existed, but a person allegedly damaged the tablet through carelessness.
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-l088-q01

2. Retrieval connection from unit 9, Factual cause and legal limits:
Principle: Factual causation asks whether conduct contributed in the legally required way; proximate-cause analysis limits responsibility through applicable legal standards such as foreseeability. Sequence alone is not causation. Do not assume every later event is legally attributable to the first actor.
Record: A model exhibit falls after a loose stand is bumped. A separate bag across the room is damaged later by an unrelated spill.
Change: Evidence shows the bump directly knocked the liquid container onto the bag.
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-l088-q02

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3. Retrieval connection from unit 8, Acceptance and changed terms:
Principle: Acceptance must be analyzed under applicable law and the offer’s terms. A response proposing a different deal may be negotiation rather than an acceptance; goods transactions can have special rules. Avoid importing one simplified common-law model into every transaction.
Record: Under a stated classroom exact-terms model, an adult offers a painting service for 100. The response says I agree only if you also paint the fence.
Change: The response simply agrees to the stated service and price using the requested method.
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-l088-q03

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4. Retrieval connection from unit 8, Writing, clarity and incorporated terms:
Principle: Some agreements must satisfy writing requirements; others can be enforceable without a formal document. Writing helps clarify obligations but does not eliminate ambiguity, invalid terms or missing assent. Identify subject, performance, timing and remedy language before assuming a document answers every question.
Record: A fictional service note says Finish soon for a fair price and supplies no definition or context.
Change: A revised note supplies the scope, date and a stated price accepted by both adults.
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-l088-q04

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5. Retrieval connection from unit 6, Probable cause is not conviction:
Principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
Record: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Change: A trial later ends in acquittal.
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-l088-q05

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6. Retrieval connection from unit 1, Primary and secondary authority:
Principle: Primary sources contain law made by authorized institutions. Secondary sources explain or analyze law and can help locate primary material. A summary’s confidence or popularity does not make it

binding, and an introduced bill is not necessarily enacted law.
Record: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.
Change: The blog links to an enacted version with a future effective date.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l088-q06

Optional guided retry

Optional guided retry for Spiral lab 9: facts,rules and changed conditions:
A stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.
Read this principle: Where a duty exists, breach asks whether conduct fell below the applicable standard. Reasonable care is not a guarantee that no accident occurs. Identify foreseeable risk and feasible precautions without using hindsight alone.
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 9: facts,rules and changed conditions:
Original: A stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.
Changed fact: The box was safely stored but damaged by an unforeseeable event not caused by the shop.
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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

Supplied offline source card
Title: 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.

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.

89. Unit 9 review: Torts: harm, care and responsibility

intro-law-l089 | suggested week 18 | about 40 minutes;split sessions as needed

Objective

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

Instruction

A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

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

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

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

Worked teaching example

Model: a damaged board has one documented recoverable repair cost of seven units. Two copies of the same receipt do not create fourteen units of loss. Proof of an amount also does not establish who caused it. Identify actual non-overlapping loss and the other claim elements separately.

Numbered assignment

1. Review station 1 — Tort, contract and crime can overlap
Principle: Classify a claim by its legal basis and remedy, not just the seriousness of a story. Contract duties arise from an agreement; tort duties can arise independently; government prosecutes crimes. One event can create separate questions with different elements and burdens.
Record: An adult repair shop allegedly damages a borrowed tablet and also fails its promised repair service. An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify two possible civil theories to research without declaring liability. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l089-q01

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2. Review station 2 — Duty is a legal question to identify
Principle: A bad outcome does not automatically create a duty for every nearby person. Duty depends on law and relationships or conduct. A classroom hypothetical can stipulate a duty for practice, but an actual

claim requires a valid source and context-specific analysis.
Record: Model stipulates a shop owes reasonable care in storing a customer’s bicycle. A passerby with no supplied relationship is also blamed merely for being nearby.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Whose duty is stipulated and whose is not? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l089-q02

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3. Review station 3 — Breach compares conduct with a standard
Principle: Where a duty exists, breach asks whether conduct fell below the applicable standard. Reasonable care is not a guarantee that no accident occurs. Identify foreseeable risk and feasible precautions without using hindsight alone.
Record: A stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which facts support a breach argument? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l089-q03

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4. Review station 4 — Factual cause and legal limits
Principle: Factual causation asks whether conduct contributed in the legally required way; proximate-cause analysis limits responsibility through applicable legal standards such as foreseeability. Sequence alone is not causation. Do not assume every later event is legally attributable to the first actor.
Record: A model exhibit falls after a loose stand is bumped. A separate bag across the room is damaged later by an unrelated spill.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why does timing alone not connect both losses to the bump? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l089-q04

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5. Review station 5 — Harm, proof and comparative arguments
Principle: A negligence claim requires legally recognized harm as well as the other elements. Documented loss and causation matter; a demand is not proof. Plaintiff conduct or other actors may affect responsibility under applicable law, but percentages must not be invented from a short narrative.
Record: Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What loss is established in this closed exercise? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l089-q05

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6. Review station 6 — Intentional conduct, reputation and careful speech
Principle: Intentional torts have specific elements; intent to act is not necessarily intent to cause every result. Defamation concepts distinguish factual assertions from opinions and require more than hurt feelings. Jurisdiction, falsity, publication, fault, harm and defenses matter; avoid personal accusations in class.

Record: A fictional newsletter asserts as fact that a named fictional adult stole funds, relying only on a rumor.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What should a careful legal reader investigate before repeating or judging the claim? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l089-q06

Optional guided retry

Optional guided retry for Unit 9 review: Torts: harm, care and responsibility:
Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.
Read this principle: A negligence claim requires legally recognized harm as well as the other elements. Documented loss and causation matter; a demand is not proof. Plaintiff conduct or other actors may affect responsibility under applicable law, but percentages must not be invented from a short narrative.
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 9 review: Torts: harm, care and responsibility:
Original: Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.
Changed fact: The record adds a separate proven recoverable 10 loss without overlap.
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/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

90. Midyear assessment: foundations through torts

intro-law-l090 | suggested week 18 | about 65 minutes;split sessions as needed

Objective

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

Instruction

A tort is a civil wrong recognized by law, distinct from a criminal prosecution and from a contractual promise. A negligence model asks about duty, breach, causation and legally recognized harm; causation includes factual and legal limits. These categories organize analysis but do not create a universal liability formula. Intentional torts and defenses have their own elements. A single event can raise more than one area of law, yet proving one claim does not automatically prove another. Classroom incidents are non-graphic and fictional, and no learner must recreate a hazard.

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

Model: a custodian expressly owes reasonable care for stored instruments. A distant observer has no supplied relationship or undertaking. The custodian’s duty is stipulated; the observer’s duty is not established merely by knowing of the room. Actual duties require law and facts rather than automatic blame for proximity.

Numbered assignment

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

intro-law-l090-q01

2. Assessment record — unit 2, Checks, vetoes and disagreement
Supplied principle: Federal lawmaking usually requires passage by both houses and presentment to the President, subject to constitutional exceptions and veto-override procedures. A veto is a constitutional check, not automatically a judicial finding that a bill is unconstitutional.
Original facts: A fictional bill passes one house. A headline calls it an effective federal statute.
Assessment change: Both houses pass it and a veto follows.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l090-q02

3. Assessment record — unit 3, Equal protection and justified distinctions
Supplied principle: Equal protection does not mean all people must receive identical treatment in every circumstance. Government classifications are examined under different standards depending on the classification and right. Identify who is compared, the stated reason and the applicable legal test before concluding.
Original facts: A model public library gives large-print books to readers who need them. A student says every accommodation is unequal and therefore unconstitutional.
Assessment change: A policy instead excludes a group from service without a stated lawful reason.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l090-q03

4. Assessment record — unit 4, Juries, neutrality and access
Supplied principle: Jury service requires impartial attention to evidence and law, not a promise to favor a party. Judges, interpreters and court staff have different responsibilities. Accessible communication supports participation without changing the burden of proof.
Original facts: A fictional juror promises a friend to vote for one party before hearing evidence.
Assessment change: An interpreter is supplied for a participant.
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-l090-q04

5. Assessment record — unit 5, Claims and requested relief
Supplied principle: A complaint ordinarily identifies the parties, alleged facts, legal basis and requested remedy. Allegations are not findings. A requested remedy must be connected to the claim and governing law rather than a wish list.
Original facts: A simulated complaint says only The seller was unfair and asks for any punishment the writer wants.
Assessment change: The buyer supplies a delivery promise, non-delivery allegation and request for documented loss.
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-l090-q05

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6. Assessment record — unit 6, Mental states are not all the same
Supplied 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.
Original facts: A model offense requires knowingly taking another’s bag. Two identical bags are switched, and a participant honestly believes the bag is their own.
Assessment change: A clear name tag and a message admitting awareness are added.
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-l090-q06

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7. 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-l090-q07

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8. Assessment record — unit 8, Capacity, legality and minors
Supplied principle: Capacity and lawful purpose are distinct from agreement. Minors’ contracts and exceptions require careful jurisdiction-specific research; do not assume all are automatically binding or automatically void. No learner should make a real purchase or agreement to test a legal rule.
Original facts: A lesson proposes using a real minor’s online purchase to demonstrate that every contract signed by anyone is always enforceable.
Assessment change: The hypothetical specifies competent adults, lawful purpose and no capacity dispute.
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-l090-q08

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9. Assessment record — unit 9, Harm, proof and comparative arguments
Supplied principle: A negligence claim requires legally recognized harm as well as the other elements. Documented loss and causation matter; a demand is not proof. Plaintiff conduct or other actors may affect responsibility under applicable law, but percentages must not be invented from a short narrative.
Original facts: Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.
Assessment change: The record adds a separate proven recoverable 10 loss without overlap.

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-l090-q09

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10. Assessment record — unit 3, Accused persons and the burden of proof
Supplied principle: In a criminal trial the government bears the burden of proving guilt beyond a reasonable doubt. The accused need not prove innocence. Counsel and other Sixth Amendment protections concern criminal prosecutions; do not assume identical appointed-counsel rights in every civil disagreement.
Original facts: In a fictional criminal trial, a juror says the accused must testify or be convicted.
Assessment change: A separate ordinary civil contract dispute arises.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l090-q10

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11. Assessment record — unit 6, Probable cause is not conviction
Supplied principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
Original facts: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Assessment change: A trial later ends in acquittal.
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-l090-q11

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12. Assessment record — unit 9, Factual cause and legal limits
Supplied principle: Factual causation asks whether conduct contributed in the legally required way; proximate-cause analysis limits responsibility through applicable legal standards such as foreseeability. Sequence alone is not causation. Do not assume every later event is legally attributable to the first actor.
Original facts: A model exhibit falls after a loose stand is bumped. A separate bag across the room is damaged later by an unrelated spill.
Assessment change: Evidence shows the bump directly knocked the liquid container onto the bag.
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-l090-q12

Optional guided retry

Optional guided retry for Midyear assessment: foundations through torts:
Model stipulates a shop owes reasonable care in storing a customer’s bicycle. A passerby with no supplied relationship is also blamed merely for being nearby.
Read this principle: A bad outcome does not automatically create a duty for every nearby person. Duty

depends on law and relationships or conduct. A classroom hypothetical can stipulate a duty for practice, but an actual claim requires a valid source and context-specific analysis.
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 Midyear assessment: foundations through torts:
Original: Model stipulates a shop owes reasonable care in storing a customer’s bicycle. A passerby with no supplied relationship is also blamed merely for being nearby.
Changed fact: The passerby voluntarily undertakes a specific protective task under a supplied model duty rule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

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

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

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27
Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: 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: 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 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: 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: 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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.

Intro to Law — Unit 10

Property, possession and intellectual property

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.

91. Ownership and possession

intro-law-l091 | suggested week 19 | about 40 minutes;split sessions as needed

Objective

Explain and apply ownership and possession to a fictional original and changed record.

Instruction

Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing records.

Today’s focus — Ownership and possession
Possession means control or custody; ownership concerns recognized legal interests. A borrower can possess another’s property without owning it, while an owner can temporarily lack possession. Evidence of a transfer or permission matters more than a simple snapshot.

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: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.

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 library patron holds a borrowed atlas. Possession is supplied by the loan; ownership has not been transferred. Returning the atlas changes who physically holds it without requiring a new ownership transfer.

Distinguish custody from legal interest instead of using physical control as a universal ownership test.

Numbered assignment

1. Fact discipline — Ownership and possession: 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: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.

intro-law-l091-q01

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2. Principle check: Restate the distinction taught in Ownership and possession 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-l091-q02

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3. Apply the original record: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
Question: Distinguish the two relationships. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l091-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A valid transfer agreement later conveys ownership.
Explain how the analysis changes and what remains unresolved.

intro-law-l091-q04

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

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL:
https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l091-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 Ownership and possession 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-l091-q06

Optional guided retry

Optional guided retry for Ownership and possession:
Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
Read this principle: Possession means control or custody; ownership concerns recognized legal interests. A borrower can possess another’s property without owning it, while an owner can temporarily lack possession. Evidence of a transfer or permission matters more than a simple snapshot.
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 Ownership and possession:
Original: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
Changed fact: A valid transfer agreement later conveys ownership.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview

Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

92. Permissions, licenses and boundaries

intro-law-l092 | suggested week 19 | about 40 minutes;split sessions as needed

Objective

Explain and apply permissions, licenses and boundaries to a fictional original and changed record.

Instruction

Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing records.

Today’s focus — Permissions, licenses and boundaries
Permission can be limited by purpose, time or place. A license to use property is not necessarily an ownership interest. Trespass and other claims have particular elements and defenses; do not equate every boundary mistake with a proven crime or tort.

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

Assignment record: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.

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 event ticket permits entry to a hall for one performance. It does not itself convey the hall or permission to enter locked offices. The permission’s time, place and purpose define the supplied scope. Any actual trespass claim would still require the relevant legal elements and defenses.

Numbered assignment

1. Fact discipline — Permissions, licenses and boundaries: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.

intro-law-l092-q01

2. Principle check: Restate the distinction taught in Permissions, licenses and boundaries 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-l092-q02

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3. Apply the original record: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
Question: Which permission has actually been supplied? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l092-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The owner expressly adds greenhouse access for a specified visit.
Explain how the analysis changes and what remains unresolved.

intro-law-l092-q04

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

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL:
https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l092-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 Permissions, licenses and boundaries 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-l092-q06

Optional guided retry

Optional guided retry for Permissions, licenses and boundaries:
A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
Read this principle: Permission can be limited by purpose, time or place. A license to use property is not

necessarily an ownership interest. Trespass and other claims have particular elements and defenses; do not equate every boundary mistake with a proven crime or tort.
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 Permissions, licenses and boundaries:
Original: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
Changed fact: The owner expressly adds greenhouse access for a specified visit.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

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

93. Easements and shared-use maps

intro-law-l093 | suggested week 19 | about 40 minutes;split sessions as needed

Objective

Explain and apply easements and shared-use maps to a fictional original and changed record.

Instruction

Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing records.

Today’s focus — Easements and shared-use maps
An easement can authorize a particular use of another’s land without transferring full ownership. Scope, creation, location and termination require actual documents and law. A classroom map should label its assumptions rather than infer rights from an informal path alone.

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

Assignment record: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.

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 instrument grants a walking path across a strip of land. That use interest differs from owning the entire parcel. Building a garage is not authorized merely by the stated walking right. The actual grant, creation rules and scope would matter outside the closed diagram.

Numbered assignment

1. Fact discipline — Easements and shared-use maps: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.

intro-law-l093-q01

2. Principle check: Restate the distinction taught in Easements and shared-use maps 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-l093-q02

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3. Apply the original record: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.
Question: Why does the stated use matter? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l093-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The instrument expressly grants a different identified use.
Explain how the analysis changes and what remains unresolved.

intro-law-l093-q04

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

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL:
https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l093-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 Easements and shared-use maps 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-l093-q06

Optional guided retry

Optional guided retry for Easements and shared-use maps:
A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.

Read this principle: An easement can authorize a particular use of another’s land without transferring full ownership. Scope, creation, location and termination require actual documents and law. A classroom map should label its assumptions rather than infer rights from an informal path alone.
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 Easements and shared-use maps:
Original: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.
Changed fact: The instrument expressly grants a different identified use.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

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

94. Leases and repairs: do not improvise remedies

intro-law-l094 | suggested week 19 | about 40 minutes;split sessions as needed

Objective

Explain and apply leases and repairs: do not improvise remedies to a fictional original and changed record.

Instruction

Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing records.

Today’s focus — Leases and repairs: do not improvise remedies
A lease creates contractual and property relationships under governing law. Texas repair and remedy rules contain conditions, notice requirements and exceptions. A summary of rights is not permission to stop paying rent or conduct a self-help experiment; actual disputes require individualized assistance.

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

Assignment record: A fictional adult tenant sees a repair guide and concludes any minor inconvenience permits immediate rent withholding.

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 simulated repair checklist lacks evidence of required notice under its expressly supplied model. The student can identify that missing documentation. That analytical observation is not a direction to send a real notice, withhold rent or invoke a remedy; actual Texas conditions and individualized facts would require separate attention.

Numbered assignment

1. Fact discipline — Leases and repairs: do not improvise remedies: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional adult tenant sees a repair guide and concludes any minor inconvenience permits immediate rent withholding.

intro-law-l094-q01

2. Principle check: Restate the distinction taught in Leases and repairs: do not improvise remedies 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-l094-q02

3. Apply the original record: A fictional adult tenant sees a repair guide and concludes any minor inconvenience permits immediate rent withholding.
Question: What overgeneralization is present? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l094-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The classroom supplies a complete hypothetical checklist and asks only whether each item is documented.
Explain how the analysis changes and what remains unresolved.

intro-law-l094-q04

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

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL:
https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l094-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 Leases and repairs: do not improvise remedies 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-l094-q06

Optional guided retry

Optional guided retry for Leases and repairs: do not improvise remedies:
A fictional adult tenant sees a repair guide and concludes any minor inconvenience permits immediate rent withholding.
Read this principle: A lease creates contractual and property relationships under governing law. Texas repair and remedy rules contain conditions, notice requirements and exceptions. A summary of rights is not permission to stop paying rent or conduct a self-help experiment; actual disputes require individualized assistance.
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 Leases and repairs: do not improvise remedies:
Original: A fictional adult tenant sees a repair guide and concludes any minor inconvenience permits immediate rent withholding.
Changed fact: The classroom supplies a complete hypothetical checklist and asks only whether each item is documented.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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Exact URL: https://www.copyright.gov/fair-use/
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Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

95. Deposits and ordinary wear

intro-law-l095 | suggested week 19 | about 40 minutes;split sessions as needed

Objective

Explain and apply deposits and ordinary wear to a fictional original and changed record.

Instruction

Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing records.

Today’s focus — Deposits and ordinary wear
Texas agency guidance distinguishes normal wear and tear from abnormal damage in deposit discussions. Itemization and other conditions matter. A classroom comparison can identify which evidence to research without promising a deposit outcome or asserting all deductions are prohibited.

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

Assignment record: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.

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 dated photo shows a cracked tile before a tenant’s occupancy. That evidence matters to attribution of later claimed damage. It does not conclusively authenticate itself or decide every deposit issue. Compare wear, cause, records and applicable requirements rather than assume a later damage list proves responsibility.

Numbered assignment

1. Fact discipline — Deposits and ordinary wear: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.

intro-law-l095-q01

2. Principle check: Restate the distinction taught in Deposits and ordinary wear 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-l095-q02

3. Apply the original record: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
Question: Why should the two entries be analyzed separately? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l095-q03

4. Counterfactual: Begin with the original record above, then change only this fact: Before-and-after records show the door was already broken.
Explain how the analysis changes and what remains unresolved.

intro-law-l095-q04

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

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL:
https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l095-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 Deposits and ordinary wear 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-l095-q06

Optional guided retry

Optional guided retry for Deposits and ordinary wear:
A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
Read this principle: Texas agency guidance distinguishes normal wear and tear from abnormal damage in deposit discussions. Itemization and other conditions matter. A classroom comparison can identify which evidence to research without promising a deposit outcome or asserting all deductions are prohibited.
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 Deposits and ordinary wear:
Original: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
Changed fact: Before-and-after records show the door was already broken.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
Jurisdiction/scope: Texas official agency overview
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Reading purpose and limits: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
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Supplied offline source card
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Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
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Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

96. A physical copy is not copyright

intro-law-l096 | suggested week 20 | about 40 minutes;split sessions as needed

Objective

Explain and apply a physical copy is not copyright to a fictional original and changed record.

Instruction

Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing records.

Today’s focus — A physical copy is not copyright
Copyright protects qualifying original expression, not ownership of a physical object alone. Buying a poster generally does not convey all reproduction rights. Ideas, facts, permissions, public domain and statutory limitations require separate analysis. Do not claim all internet material is free to copy.

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

Assignment record: An adult buys one illustrated poster and assumes that permits selling unlimited copies of its artwork.

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 adult owns one printed songbook but has no supplied reproduction license. Physical ownership does not automatically convey the copyright right to print copies for sale. Permission, public-domain status or a valid statutory limitation would require support. The conclusion concerns distinct rights, not a claim that every use is forbidden.

Numbered assignment

1. Fact discipline — A physical copy is not copyright: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: An adult buys one illustrated poster and assumes that permits selling unlimited copies of its artwork.

intro-law-l096-q01

2. Principle check: Restate the distinction taught in A physical copy is not copyright 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-l096-q02

3. Apply the original record: An adult buys one illustrated poster and assumes that permits selling unlimited copies of its artwork.
Question: Which interests have been confused? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l096-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A valid license expressly permits the proposed reproduction within stated conditions.
Explain how the analysis changes and what remains unresolved.

intro-law-l096-q04

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

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

intro-law-l096-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 A physical copy is not copyright 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-l096-q06

Optional guided retry

Optional guided retry for A physical copy is not copyright:
An adult buys one illustrated poster and assumes that permits selling unlimited copies of its artwork.
Read this principle: Copyright protects qualifying original expression, not ownership of a physical object

alone. Buying a poster generally does not convey all reproduction rights. Ideas, facts, permissions, public domain and statutory limitations require separate analysis. Do not claim all internet material is free to copy. 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 A physical copy is not copyright:
Original: An adult buys one illustrated poster and assumes that permits selling unlimited copies of its artwork.
Changed fact: A valid license expressly permits the proposed reproduction within stated conditions.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

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

97. Project 10: Property, possession and intellectual property

intro-law-l097 | suggested week 20 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe property, possession and intellectual property project using six specified deliverables.

Instruction

Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing records.

Project brief: Build a fictional property-rights atlas with a borrowed camera, a limited garden path, a utility strip and a poster license. Label owner, possessor, permission and uncertain scope; add a housing-source checklist with no actual address or remedy action.

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 — Ownership and possession
Principle: Possession means control or custody; ownership concerns recognized legal interests. A borrower can possess another’s property without owning it, while an owner can temporarily lack possession. Evidence of a transfer or permission matters more than a simple snapshot.
Original record: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
Changed record: A valid transfer agreement later conveys ownership.

Case 2 — Permissions, licenses and boundaries
Principle: Permission can be limited by purpose, time or place. A license to use property is not necessarily an ownership interest. Trespass and other claims have particular elements and defenses; do not equate every boundary mistake with a proven crime or tort.
Original record: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
Changed record: The owner expressly adds greenhouse access for a specified visit.

Case 3 — Easements and shared-use maps
Principle: An easement can authorize a particular use of another’s land without transferring full ownership. Scope, creation, location and termination require actual documents and law. A classroom map should label its assumptions rather than infer rights from an informal path alone.
Original record: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.
Changed record: The instrument expressly grants a different identified use.

Case 4 — Leases and repairs: do not improvise remedies

Principle: A lease creates contractual and property relationships under governing law. Texas repair and remedy rules contain conditions, notice requirements and exceptions. A summary of rights is not permission to stop paying rent or conduct a self-help experiment; actual disputes require individualized assistance.
Original record: A fictional adult tenant sees a repair guide and concludes any minor inconvenience permits immediate rent withholding.
Changed record: The classroom supplies a complete hypothetical checklist and asks only whether each item is documented.

Case 5 — Deposits and ordinary wear
Principle: Texas agency guidance distinguishes normal wear and tear from abnormal damage in deposit discussions. Itemization and other conditions matter. A classroom comparison can identify which evidence to research without promising a deposit outcome or asserting all deductions are prohibited.
Original record: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
Changed record: Before-and-after records show the door was already broken.

Case 6 — A physical copy is not copyright
Principle: Copyright protects qualifying original expression, not ownership of a physical object alone. Buying a poster generally does not convey all reproduction rights. Ideas, facts, permissions, public domain and statutory limitations require separate analysis. Do not claim all internet material is free to copy.
Original record: An adult buys one illustrated poster and assumes that permits selling unlimited copies of its artwork.
Changed record: A valid license expressly permits the proposed reproduction within stated conditions.

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 library patron holds a borrowed atlas. Possession is supplied by the loan; ownership has not been transferred. Returning the atlas changes who physically holds it without requiring a new ownership transfer. Distinguish custody from legal interest instead of using physical control as a universal ownership test.

Numbered assignment

1. Draw camera owner/possessor rows before and after the hypothetical transfer.

intro-law-l097-q01

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2. Map garden path permission without adding greenhouse access.

intro-law-l097-q02

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3. Annotate the utility strip’s stated use and the shed claim.

intro-law-l097-q03

4. Build a repair-source checklist with no remedy action.

intro-law-l097-q04

5. Compare carpet wear, door damage and preexisting-door evidence.

intro-law-l097-q05

6. Explain why buying the poster is not buying all reproduction rights.

intro-law-l097-q06

Optional guided retry

Optional guided retry for Project 10: Property, possession and intellectual property:
Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
Read this principle: Possession means control or custody; ownership concerns recognized legal interests. A borrower can possess another’s property without owning it, while an owner can temporarily lack possession. Evidence of a transfer or permission matters more than a simple snapshot.
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 10: Property, possession and intellectual property:
Original: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
Changed fact: A valid transfer agreement later conveys ownership.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

98. Spiral lab 10: facts,rules and changed conditions

intro-law-l098 | suggested week 20 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 10 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: Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing 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 instrument grants a walking path across a strip of land. That use interest differs from owning the entire parcel. Building a garage is not authorized merely by the stated walking right. The actual grant, creation rules and scope would matter outside the closed diagram.

Numbered assignment

1. Retrieval connection from unit 10, Ownership and possession:
Principle: Possession means control or custody; ownership concerns recognized legal interests. A borrower can possess another’s property without owning it, while an owner can temporarily lack possession. Evidence of a transfer or permission matters more than a simple snapshot.
Record: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
Change: A valid transfer agreement later conveys ownership.
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-l098-q01

2. Retrieval connection from unit 10, Leases and repairs: do not improvise remedies:
Principle: A lease creates contractual and property relationships under governing law. Texas repair and remedy rules contain conditions, notice requirements and exceptions. A summary of rights is not permission to stop paying rent or conduct a self-help experiment; actual disputes require individualized assistance.
Record: A fictional adult tenant sees a repair guide and concludes any minor inconvenience permits immediate rent withholding.
Change: The classroom supplies a complete hypothetical checklist and asks only whether each item is documented.
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-l098-q02

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3. Retrieval connection from unit 9, Duty is a legal question to identify:
Principle: A bad outcome does not automatically create a duty for every nearby person. Duty depends on law and relationships or conduct. A classroom hypothetical can stipulate a duty for practice, but an actual claim requires a valid source and context-specific analysis.
Record: Model stipulates a shop owes reasonable care in storing a customer’s bicycle. A passerby with no supplied relationship is also blamed merely for being nearby.
Change: The passerby voluntarily undertakes a specific protective task under a supplied model duty rule.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l098-q03

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4. Retrieval connection from unit 9, Harm, proof and comparative arguments:
Principle: A negligence claim requires legally recognized harm as well as the other elements. Documented loss and causation matter; a demand is not proof. Plaintiff conduct or other actors may affect responsibility under applicable law, but percentages must not be invented from a short narrative.
Record: Model supplies a damaged display stand and a documented 40 repair loss. One side demands 4000 because the event was upsetting, with no additional model remedy basis.
Change: The record adds a separate proven recoverable 10 loss without overlap.
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-l098-q04

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5. Retrieval connection from unit 7, 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.
Change: The same message is offered only to show the recipient had notice of a possible defect.
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-l098-q05

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

intro-law-l098-q06

Optional guided retry

Optional guided retry for Spiral lab 10: facts,rules and changed conditions:
A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.
Read this principle: An easement can authorize a particular use of another’s land without transferring full ownership. Scope, creation, location and termination require actual documents and law. A classroom map should label its assumptions rather than infer rights from an informal path alone.
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 10: facts,rules and changed conditions:
Original: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.
Changed fact: The instrument expressly grants a different identified use.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation

Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: 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: 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.

99. Unit 10 review: Property, possession and intellectual property

intro-law-l099 | suggested week 20 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing 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 fictional dated photo shows a cracked tile before a tenant’s occupancy. That evidence matters to attribution of later claimed damage. It does not conclusively authenticate itself or decide every deposit issue. Compare wear, cause, records and applicable requirements rather than assume a later damage list proves responsibility.

Numbered assignment

1. Review station 1 — Ownership and possession
Principle: Possession means control or custody; ownership concerns recognized legal interests. A borrower can possess another’s property without owning it, while an owner can temporarily lack possession. Evidence of a transfer or permission matters more than a simple snapshot.
Record: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Distinguish the two relationships. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l099-q01

2. Review station 2 — Permissions, licenses and boundaries
Principle: Permission can be limited by purpose, time or place. A license to use property is not necessarily an ownership interest. Trespass and other claims have particular elements and defenses; do not equate every boundary mistake with a proven crime or tort.
Record: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which permission has actually been supplied? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l099-q02

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3. Review station 3 — Easements and shared-use maps
Principle: An easement can authorize a particular use of another’s land without transferring full ownership. Scope, creation, location and termination require actual documents and law. A classroom map should label its assumptions rather than infer rights from an informal path alone.
Record: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why does the stated use matter? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l099-q03

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4. Review station 4 — Leases and repairs: do not improvise remedies
Principle: A lease creates contractual and property relationships under governing law. Texas repair and remedy rules contain conditions, notice requirements and exceptions. A summary of rights is not permission to stop paying rent or conduct a self-help experiment; actual disputes require individualized assistance.
Record: A fictional adult tenant sees a repair guide and concludes any minor inconvenience permits immediate rent withholding.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What overgeneralization is present? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l099-q04

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5. Review station 5 — Deposits and ordinary wear
Principle: Texas agency guidance distinguishes normal wear and tear from abnormal damage in deposit discussions. Itemization and other conditions matter. A classroom comparison can identify which evidence to research without promising a deposit outcome or asserting all deductions are prohibited.
Record: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why should the two entries be analyzed separately? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l099-q05

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6. Review station 6 — A physical copy is not copyright
Principle: Copyright protects qualifying original expression, not ownership of a physical object alone. Buying a poster generally does not convey all reproduction rights. Ideas, facts, permissions, public domain and

statutory limitations require separate analysis. Do not claim all internet material is free to copy.
Record: An adult buys one illustrated poster and assumes that permits selling unlimited copies of its artwork.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which interests have been confused? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l099-q06

Optional guided retry

Optional guided retry for Unit 10 review: Property, possession and intellectual property:
A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
Read this principle: Texas agency guidance distinguishes normal wear and tear from abnormal damage in deposit discussions. Itemization and other conditions matter. A classroom comparison can identify which evidence to research without promising a deposit outcome or asserting all deductions are prohibited.
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 10 review: Property, possession and intellectual property:
Original: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
Changed fact: Before-and-after records show the door was already broken.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

100. Unit 10 assessment: Property, possession and intellectual property

intro-law-l100 | suggested week 20 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Property law concerns recognized interests and permissions, not simply who physically holds an object. Ownership, possession, leases, licenses and easements describe different relationships. Landlord-tenant duties and remedies in Texas have detailed statutory and contractual conditions, so this course never directs withholding rent, changing locks or taking action in a real dispute. Intellectual property concerns intangible interests; owning a physical copy does not automatically transfer copyright. Use fictional maps and documents rather than home addresses or personal housing 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 fictional event ticket permits entry to a hall for one performance. It does not itself convey the hall or permission to enter locked offices. The permission’s time, place and purpose define the supplied scope. Any actual trespass claim would still require the relevant legal elements and defenses.

Numbered assignment

1. Assessment record — unit 10, Ownership and possession
Supplied principle: Possession means control or custody; ownership concerns recognized legal interests. A borrower can possess another’s property without owning it, while an owner can temporarily lack possession. Evidence of a transfer or permission matters more than a simple snapshot.
Original facts: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
Assessment change: A valid transfer agreement later conveys ownership.
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-l100-q01

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2. Assessment record — unit 10, Permissions, licenses and boundaries
Supplied principle: Permission can be limited by purpose, time or place. A license to use property is not necessarily an ownership interest. Trespass and other claims have particular elements and defenses; do not equate every boundary mistake with a proven crime or tort.
Original facts: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
Assessment change: The owner expressly adds greenhouse access for a specified visit.
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-l100-q02

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3. Assessment record — unit 10, Easements and shared-use maps
Supplied principle: An easement can authorize a particular use of another’s land without transferring full ownership. Scope, creation, location and termination require actual documents and law. A classroom map should label its assumptions rather than infer rights from an informal path alone.
Original facts: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.
Assessment change: The instrument expressly grants a different identified use.
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-l100-q03

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4. Assessment record — unit 10, Leases and repairs: do not improvise remedies
Supplied principle: A lease creates contractual and property relationships under governing law. Texas repair and remedy rules contain conditions, notice requirements and exceptions. A summary of rights is not permission to stop paying rent or conduct a self-help experiment; actual disputes require individualized assistance.
Original facts: A fictional adult tenant sees a repair guide and concludes any minor inconvenience permits immediate rent withholding.
Assessment change: The classroom supplies a complete hypothetical checklist and asks only whether each item is documented.
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-l100-q04

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5. Assessment record — unit 10, Deposits and ordinary wear
Supplied principle: Texas agency guidance distinguishes normal wear and tear from abnormal damage in deposit discussions. Itemization and other conditions matter. A classroom comparison can identify which evidence to research without promising a deposit outcome or asserting all deductions are prohibited.
Original facts: A fictional move-out list includes naturally worn carpet and a broken door caused by a

supplied accidental impact.
Assessment change: Before-and-after records show the door was already broken.
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-l100-q05

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6. Assessment record — unit 10, A physical copy is not copyright
Supplied principle: Copyright protects qualifying original expression, not ownership of a physical object alone. Buying a poster generally does not convey all reproduction rights. Ideas, facts, permissions, public domain and statutory limitations require separate analysis. Do not claim all internet material is free to copy.
Original facts: An adult buys one illustrated poster and assumes that permits selling unlimited copies of its artwork.
Assessment change: A valid license expressly permits the proposed reproduction within stated conditions.
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-l100-q06

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7. Comparison task: Use these two records.
A: Alex lends an adult friend a camera for a weekend. The friend holds it and says holding it proves ownership.
A principle: Possession means control or custody; ownership concerns recognized legal interests. A borrower can possess another’s property without owning it, while an owner can temporarily lack possession. Evidence of a transfer or permission matters more than a simple snapshot.
B: An adult buys one illustrated poster and assumes that permits selling unlimited copies of its artwork.
B principle: Copyright protects qualifying original expression, not ownership of a physical object alone. Buying a poster generally does not convey all reproduction rights. Ideas, facts, permissions, public domain and statutory limitations require separate analysis. Do not claim all internet material is free to copy.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l100-q07

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8. Research-limits task: For the changed record in Easements and shared-use maps, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.
Change: The instrument expressly grants a different identified use.

intro-law-l100-q08

Optional guided retry

Optional guided retry for Unit 10 assessment: Property, possession and intellectual property:
A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
Read this principle: Permission can be limited by purpose, time or place. A license to use property is not necessarily an ownership interest. Trespass and other claims have particular elements and defenses; do not equate every boundary mistake with a proven crime or tort.

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 10 assessment: Property, possession and intellectual property:
Original: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
Changed fact: The owner expressly adds greenhouse access for a specified visit.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

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

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

Intro to Law — Unit 11

Families, minors and privacy

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.

101. Legal relationships and neutral terminology

intro-law-l101 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply legal relationships and neutral terminology to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner’s family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student’s parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today’s focus — Legal relationships and neutral terminology
A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family’s status or treating one family structure as morally superior.

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

Assignment record: A fictional article uses conservatorship and possession schedule as if they were identical.

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 plan separately names who makes an education decision and where a child spends a holiday. The clauses answer different questions. A general relationship label alone cannot replace either clause. Read the actual terms without asking learners to describe their own households or predict a real custody outcome.

Numbered assignment

1. Fact discipline — Legal relationships and neutral terminology: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional article uses conservatorship and possession schedule as if they were identical.

intro-law-l101-q01

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2. Principle check: Restate the distinction taught in Legal relationships and neutral terminology 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-l101-q02

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3. Apply the original record: A fictional article uses conservatorship and possession schedule as if they were identical.
Question: What distinction should the editor explain? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l101-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The article adds the precise fictional order’s separate decision and scheduling clauses.
Explain how the analysis changes and what remains unresolved.

intro-law-l101-q04

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

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l101-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 Legal relationships and neutral terminology 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-l101-q06

Optional guided retry

Optional guided retry for Legal relationships and neutral terminology:
A fictional article uses conservatorship and possession schedule as if they were identical.
Read this principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating one family structure as morally superior.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Legal relationships and neutral terminology:
Original: A fictional article uses conservatorship and possession schedule as if they were identical.
Changed fact: The article adds the precise fictional order's separate decision and scheduling clauses.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: 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: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

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

102. Joint decision making is not automatically equal time

intro-law-l102 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply joint decision making is not automatically equal time to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Joint decision making is not automatically equal time
Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.

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

Assignment record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.

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

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

Worked teaching example

A supplied joint-management plan expressly assigns an unequal time schedule. Sharing decision responsibility does not logically require half the physical time. In the exercise, the actual schedule supplies the time arrangement. If an equal schedule were stated, it would come from those terms, not automatically from the word joint.

Numbered assignment

1. Fact discipline — Joint decision making is not automatically equal time: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.

intro-law-l102-q01

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2. Principle check: Restate the distinction taught in Joint decision making is not automatically equal time 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-l102-q02

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3. Apply the original record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Question: Identify the unsupported inference. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l102-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The order itself expressly provides an equal-time schedule.
Explain how the analysis changes and what remains unresolved.

intro-law-l102-q04

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

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l102-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 Joint decision making is not automatically equal time 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-l102-q06

Optional guided retry

Optional guided retry for Joint decision making is not automatically equal time:
A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Read this principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
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 Joint decision making is not automatically equal time:
Original: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Changed fact: The order itself expressly provides an equal-time schedule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: 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: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

103. Rights and responsibilities are distinct categories

intro-law-l103 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply rights and responsibilities are distinct categories to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Rights and responsibilities are distinct categories
Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.

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

Assignment record: A fictional adult says disagreement about a visit means every independent support obligation disappears.

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 order contains an information-sharing duty and a separate payment duty. A dispute about one does not automatically erase the other. Each obligation and any lawful modification must be analyzed on its own terms. This model does not authorize self-help or determine an actual family obligation.

Numbered assignment

1. Fact discipline — Rights and responsibilities are distinct categories: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional adult says disagreement about a visit means every independent support obligation disappears.

intro-law-l103-q01

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2. Principle check: Restate the distinction taught in Rights and responsibilities are distinct categories 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-l103-q02

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3. Apply the original record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Question: Why is that conclusion not supported by the stated disagreement? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l103-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A lawful modified order specifically changes an obligation prospectively.
Explain how the analysis changes and what remains unresolved.

intro-law-l103-q04

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

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l103-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 Rights and responsibilities are distinct categories 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.

Optional guided retry

Optional guided retry for Rights and responsibilities are distinct categories:
A fictional adult says disagreement about a visit means every independent support obligation disappears.
Read this principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
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 Rights and responsibilities are distinct categories:
Original: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Changed fact: A lawful modified order specifically changes an obligation prospectively.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: 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: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

104. Best interests and reasoned fact analysis

intro-law-l104 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply best interests and reasoned fact analysis to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Best interests and reasoned fact analysis
Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student's personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.

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

Assignment record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.

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

Independent fictional example: Dev's school starts at 8 am. Cedar's route is ten minutes and Elm's is twenty; both have transport. Cedar is available after school Tuesday, and Elm Thursday; an agreed supervised program covers other days. These are individualized travel and care facts, unlike a job-title stereotype. Compare whether each proposed plan gets Dev to school and supplies care, then identify missing legal criteria, safety and other relevant facts. The shorter journey alone does not determine a best-interest outcome. This is issue analysis, not a real custody prediction or a preferred family schedule.

Numbered assignment

1. Fact discipline — Best interests and reasoned fact analysis: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.

intro-law-l104-q01

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2. Principle check: Restate the distinction taught in Best interests and reasoned fact analysis 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-l104-q02

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3. Apply the original record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Question: What is wrong with the reasoning? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l104-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Replace the job-title stereotype with this neutral fictional record: River starts school at 8:30 am; Ash’s route is 12 minutes and Brook’s is 25 minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday; Brook is available Tuesday/Thursday; an agreed fictional supervised program covers Friday. No safety, preference, health or other legal-standard facts are supplied. These facts are for comparing logistical questions, not choosing a real custody outcome.
Explain how the analysis changes and what remains unresolved.

intro-law-l104-q04

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

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l104-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 Best interests and reasoned fact analysis 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-l104-q06

Optional guided retry

Optional guided retry for Best interests and reasoned fact analysis:
In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Read this principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student’s personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
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 Best interests and reasoned fact analysis:
Original: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Changed fact: Replace the job-title stereotype with this neutral fictional record:River starts school at8:30am;Ash’s route is12minutes and Brook’s is25minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday;Brook is available Tuesday/Thursday;an agreed fictional supervised program covers Friday. No safety,preference,health or other legal-standard facts are supplied. These facts are for comparing logistical questions,not choosing a real custody outcome.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: 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: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

105. Orders, agreements and modification

intro-law-l105 | suggested week 21 | about 40 minutes;split sessions as needed

Objective

Explain and apply orders, agreements and modification to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Orders, agreements and modification
A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.

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

Assignment record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.

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

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

Worked teaching example

A private draft proposes changing a fictional schedule next month. Until authorized modification is established, it is a proposal rather than proof that a court order changed. A later lawful revised order with an effective date would be different evidence. No real form, signature or submission is needed.

Numbered assignment

1. Fact discipline — Orders, agreements and modification: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as

appropriate; explain why the distinction matters.
Record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.

intro-law-l105-q01

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2. Principle check: Restate the distinction taught in Orders, agreements and modification 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-l105-q02

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3. Apply the original record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Question: What legal steps and authority have not been established? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l105-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The exercise supplies a lawful revised order with a specified effective date.
Explain how the analysis changes and what remains unresolved.

intro-law-l105-q04

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

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l105-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 Orders, agreements and modification 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-l105-q06

Optional guided retry

Optional guided retry for Orders, agreements and modification:
A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Read this principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
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 Orders, agreements and modification:
Original: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Changed fact: The exercise supplies a lawful revised order with a specified effective date.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: 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: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

106. Protecting sensitive records

intro-law-l106 | suggested week 22 | about 40 minutes;split sessions as needed

Objective

Explain and apply protecting sensitive records to a fictional original and changed record.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Today's focus — Protecting sensitive records
Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone's personal history.

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 class project proposes uploading a real family order with addresses and a child's birth date.

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 classroom uses Record A with invented clauses rather than a real child's name, address and birth date. The legal distinction can still be analyzed. Removing unnecessary identifiers protects privacy without lowering the reasoning goal. If family characters are unwelcome, a neutral planning-board analogy can preserve the same authority-versus-schedule comparison.

Numbered assignment

1. Fact discipline — Protecting sensitive 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 class project proposes uploading a real family order with addresses and a child’s birth date.

intro-law-l106-q01

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2. Principle check: Restate the distinction taught in Protecting sensitive 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-l106-q02

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3. Apply the original record: A class project proposes uploading a real family order with addresses and a child’s birth date.
Question: Design a safer alternative that preserves the learning goal. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l106-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A learner prefers not to use family characters at all.
Explain how the analysis changes and what remains unresolved.

intro-law-l106-q04

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5. Source card exercise: For Protecting sensitive 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.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l106-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 Protecting sensitive 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-l106-q06

Optional guided retry

Optional guided retry for Protecting sensitive records:
A class project proposes uploading a real family order with addresses and a child’s birth date.
Read this principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone’s personal history.
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 Protecting sensitive records:
Original: A class project proposes uploading a real family order with addresses and a child’s birth date.
Changed fact: A learner prefers not to use family characters at all.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: 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: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

107. Project 11: Families, minors and privacy

intro-law-l107 | suggested week 22 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe families, minors and privacy project using six specified deliverables.

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

Project brief: Create an anonymous fictional family-information explainer or neutral planning-board equivalent. Separate authority, scheduling and independent duties; correct the equal-time misconception and create a privacy checklist using no real records.

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 — Legal relationships and neutral terminology
Principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating one family structure as morally superior.
Original record: A fictional article uses conservatorship and possession schedule as if they were identical.
Changed record: The article adds the precise fictional order's separate decision and scheduling clauses.

Case 2 — Joint decision making is not automatically equal time
Principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Original record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Changed record: The order itself expressly provides an equal-time schedule.

Case 3 — Rights and responsibilities are distinct categories
Principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Original record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Changed record: A lawful modified order specifically changes an obligation prospectively.

Case 4 — Best interests and reasoned fact analysis
Principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student's personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Original record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Changed record: Replace the job-title stereotype with this neutral fictional record: River starts school at 8:30 am; Ash's route is 12 minutes and Brook's is 25 minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday; Brook is available Tuesday/Thursday; an agreed fictional supervised program covers Friday. No safety, preference, health or other legal-standard facts are supplied. These facts are for comparing logistical questions, not choosing a real custody outcome.

Case 5 — Orders, agreements and modification
Principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Original record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Changed record: The exercise supplies a lawful revised order with a specified effective date.

Case 6 — Protecting sensitive records
Principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone's personal history.
Original record: A class project proposes uploading a real family order with addresses and a child's birth date.
Changed record: A learner prefers not to use family characters at all.

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 plan separately names who makes an education decision and where a child spends a holiday. The clauses answer different questions. A general relationship label alone cannot replace either clause. Read the actual terms without asking learners to describe their own households or predict a real custody outcome.

Numbered assignment

1. Create authority/schedule/duty columns for the supplied fictional order clauses or planning-board analogy.

intro-law-l107-q01

2. Correct the joint-means-half-time claim.

intro-law-l107-q02

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3. Explain why a scheduling dispute does not automatically erase support duties.

intro-law-l107-q03

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4. Replace the job-title stereotype with relevant individualized questions.

intro-law-l107-q04

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5. Distinguish a private proposed schedule from a lawful modified order.

intro-law-l107-q05

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6. Design a privacy panel and a non-family alternative.

intro-law-l107-q06

Optional guided retry

Optional guided retry for Project 11: Families, minors and privacy:
A fictional article uses conservatorship and possession schedule as if they were identical.
Read this principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating one family structure as morally superior.
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 11: Families, minors and privacy:
Original: A fictional article uses conservatorship and possession schedule as if they were identical.
Changed fact: The article adds the precise fictional order's separate decision and scheduling clauses.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: 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: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

108. Spiral lab 11: facts,rules and changed conditions

intro-law-l108 | suggested week 22 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 11 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: Family law concerns legal relationships, duties and court orders, not judgments about a learner’s family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student’s parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

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 order contains an information-sharing duty and a separate payment duty. A dispute about one does not automatically erase the other. Each obligation and any lawful modification must be analyzed on its own terms. This model does not authorize self-help or determine an actual family obligation.

Numbered assignment

1. Retrieval connection from unit 11, Legal relationships and neutral terminology:
Principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family’s status or treating one family structure as morally superior.
Record: A fictional article uses conservatorship and possession schedule as if they were identical.
Change: The article adds the precise fictional order’s separate decision and scheduling clauses.

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-l108-q01

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2. Retrieval connection from unit 11, Best interests and reasoned fact analysis:
Principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student’s personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Change: Replace the job-title stereotype with this neutral fictional record: River starts school at 8:30 am; Ash’s route is 12 minutes and Brook’s is 25 minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday; Brook is available Tuesday/Thursday; an agreed fictional supervised program covers Friday. No safety, preference, health or other legal-standard facts are supplied. These facts are for comparing logistical questions, not choosing a real custody outcome.
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-l108-q02

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3. Retrieval connection from unit 10, Permissions, licenses and boundaries:
Principle: Permission can be limited by purpose, time or place. A license to use property is not necessarily an ownership interest. Trespass and other claims have particular elements and defenses; do not equate every boundary mistake with a proven crime or tort.
Record: A fictional garden owner permits an adult to cross one marked path, not enter the greenhouse.
Change: The owner expressly adds greenhouse access for a specified visit.
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-l108-q03

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4. Retrieval connection from unit 10, Deposits and ordinary wear:
Principle: Texas agency guidance distinguishes normal wear and tear from abnormal damage in deposit discussions. Itemization and other conditions matter. A classroom comparison can identify which evidence to research without promising a deposit outcome or asserting all deductions are prohibited.
Record: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
Change: Before-and-after records show the door was already broken.
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-l108-q04

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5. Retrieval connection from unit 8, Consideration and gift promises:
Principle: Consideration concerns a bargained-for exchange, not merely kindness or a promise’s importance. Value need not mean equal market price. Some other legal theories can affect promises without ordinary consideration, so a simple gift example does not settle all possible remedies.
Record: A fictional adult promises another adult a free souvenir next week without asking for anything in

return.
Change: The promise instead exchanges the souvenir for a specified delivery service.
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-l108-q05

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6. Retrieval connection from unit 1, Educational information is not representation:
Principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.
Record: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
Change: Instead the student creates a general source list with no recommendation about the neighbor’s case.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l108-q06

Optional guided retry

Optional guided retry for Spiral lab 11: facts,rules and changed conditions:
A fictional adult says disagreement about a visit means every independent support obligation disappears.
Read this principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
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 11: facts,rules and changed conditions:
Original: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Changed fact: A lawful modified order specifically changes an obligation prospectively.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: 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: 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 Attorney General: Renter's Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

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

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

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas 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.

109. Unit 11 review: Families, minors and privacy

intro-law-l109 | suggested week 22 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

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 private draft proposes changing a fictional schedule next month. Until authorized modification is established, it is a proposal rather than proof that a court order changed. A later lawful revised order with an effective date would be different evidence. No real form, signature or submission is needed.

Numbered assignment

1. Review station 1 — Legal relationships and neutral terminology
Principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating one family structure as morally superior.
Record: A fictional article uses conservatorship and possession schedule as if they were identical.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What distinction should the editor explain? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q01

2. Review station 2 — Joint decision making is not automatically equal time
Principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the unsupported inference. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q02

3. Review station 3 — Rights and responsibilities are distinct categories
Principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is that conclusion not supported by the stated disagreement? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q03

4. Review station 4 — Best interests and reasoned fact analysis
Principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student’s personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Record: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What is wrong with the reasoning? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q04

5. Review station 5 — Orders, agreements and modification
Principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What legal steps and authority have not been established? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q05

6. Review station 6 — Protecting sensitive records
Principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone’s personal history.
Record: A class project proposes uploading a real family order with addresses and a child’s birth date.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Design a safer alternative that preserves the learning goal. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l109-q06

Optional guided retry

Optional guided retry for Unit 11 review: Families, minors and privacy:
A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Read this principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
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 11 review: Families, minors and privacy:
Original: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Changed fact: The exercise supplies a lawful revised order with a specified effective date.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

110. Unit 11 assessment: Families, minors and privacy

intro-law-l110 | suggested week 22 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Family law concerns legal relationships, duties and court orders, not judgments about a learner's family. Texas uses conservatorship terminology for child-related decision making. Joint managing conservatorship does not necessarily mean equal physical time; rights, possession schedules and support are distinct. Actual orders, applicable statutes and safety circumstances matter. Every family record here is fictional, and students may replace characters with neutral planning-board roles when preferred. No exercise asks about the student's parents, custody, finances, health or experiences of conflict. Supplied fictional plan clauses for project use only: Clause A assigns joint education decision making to fictional adults Ash and Brook. Clause B states that fictional child River stays with Ash Monday through Thursday and Brook Friday through Sunday. Clause C states an independent model payment duty for Brook and an information-sharing duty for both adults. No amount or real order is supplied; do not calculate support or infer that this model is a recommended schedule. Neutral alternative: replace adults with two planning coordinators, child with a shared equipment kit, and payment with an independent maintenance contribution.

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

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

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

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

Worked teaching example

A supplied joint-management plan expressly assigns an unequal time schedule. Sharing decision responsibility does not logically require half the physical time. In the exercise, the actual schedule supplies the time arrangement. If an equal schedule were stated, it would come from those terms, not automatically from the word joint.

Numbered assignment

1. Assessment record — unit 11, Legal relationships and neutral terminology
Supplied principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family's status or treating

one family structure as morally superior.
Original facts: A fictional article uses conservatorship and possession schedule as if they were identical.
Assessment change: The article adds the precise fictional order’s separate decision and scheduling clauses.
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-l110-q01

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2. Assessment record — unit 11, Joint decision making is not automatically equal time
Supplied principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Original facts: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Assessment change: The order itself expressly provides an equal-time schedule.
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-l110-q02

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3. Assessment record — unit 11, Rights and responsibilities are distinct categories
Supplied principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Original facts: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Assessment change: A lawful modified order specifically changes an obligation prospectively.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l110-q03

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4. Assessment record — unit 11, Best interests and reasoned fact analysis
Supplied principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student’s personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Original facts: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Assessment change: Replace the job-title stereotype with this neutral fictional record: River starts school at 8:30 am; Ash’s route is 12 minutes and Brook’s is 25 minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday; Brook is available Tuesday/Thursday; an agreed fictional supervised program covers Friday. No safety, preference, health or other legal-standard facts are supplied. These facts are for comparing logistical questions, not choosing a real custody outcome.
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-l110-q04

5. Assessment record — unit 11, Orders, agreements and modification
Supplied principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Original facts: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Assessment change: The exercise supplies a lawful revised order with a specified effective date.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l110-q05

6. Assessment record — unit 11, Protecting sensitive records
Supplied principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone’s personal history.
Original facts: A class project proposes uploading a real family order with addresses and a child’s birth date.
Assessment change: A learner prefers not to use family characters at all.
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-l110-q06

7. Comparison task: Use these two records.
A: A fictional article uses conservatorship and possession schedule as if they were identical.
A principle: A legal relationship can carry defined rights and duties; a label in ordinary conversation may not describe a court order accurately. Explain terms without deciding a real family’s status or treating one family structure as morally superior.
B: A class project proposes uploading a real family order with addresses and a child’s birth date.
B principle: Family documents can contain identifying, financial and health information. Educational relevance does not justify collecting real records. Use anonymized fictional cards and minimize details; privacy protections and access rules vary. Fairness analysis is possible without disclosing anyone’s personal history.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l110-q07

8. Research-limits task: For the changed record in Rights and responsibilities are distinct categories, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Change: A lawful modified order specifically changes an obligation prospectively.

intro-law-l110-q08

Optional guided retry

Optional guided retry for Unit 11 assessment: Families, minors and privacy:
A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Read this principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
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 11 assessment: Families, minors and privacy:
Original: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Changed fact: The order itself expressly provides an equal-time schedule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: 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: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

Intro to Law — Unit 12

Workplace rights and youth 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.

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.

111. Overlapping child-labor hour rules

intro-law-l111 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply overlapping child-labor hour rules to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today’s focus — Overlapping child-labor hour rules
Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.

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: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.

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 covered fictional fifteen-year-old works two hours outside school time on a school day. Two is below the supplied federal three-hour school-day ceiling. That checks only one limit; weekly hours, time of day, duties, coverage and exceptions still require attention. Passing one comparison does not establish complete employment-law compliance.

Numbered assignment

1. Fact discipline — Overlapping child-labor hour rules: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas's eight-hour daily ceiling alone controls.

intro-law-l111-q01

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2. Principle check: Restate the distinction taught in Overlapping child-labor hour rules in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l111-q02

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3. Apply the original record: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas's eight-hour daily ceiling alone controls.
Question: Which supplied rule resolves this classroom comparison? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l111-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Assume a non-school day with all other relevant conditions separately verified.
Explain how the analysis changes and what remains unresolved.

intro-law-l111-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

intro-law-l111-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 Overlapping child-labor hour rules issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l111-q06

Optional guided retry

Optional guided retry for Overlapping child-labor hour rules:
Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Read this principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
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 Overlapping child-labor hour rules:
Original: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Changed fact: Assume a non-school day with all other relevant conditions separately verified.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

112. Duties matter as well as hours

intro-law-l112 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply duties matter as well as hours to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer's legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today's focus — Duties matter as well as hours
Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.

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

Assignment record: A fictional 16-year-old's hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.

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

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 youth's schedule is permissible but the supplied task is prohibited hazardous work with no exception. Hours and duties are separate requirements. The schedule does not authorize the task, and an adult's permission does not automatically waive the restriction. No actual machinery or workplace experiment is assigned.

Numbered assignment

1. Fact discipline — Duties matter as well as hours: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional 16-year-old's hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.

intro-law-l112-q01

2. Principle check: Restate the distinction taught in Duties matter as well as hours 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-l112-q02

3. Apply the original record: A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Question: Why is the hours-only approval incomplete? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l112-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The duties change to a permitted clerical task under all supplied conditions.
Explain how the analysis changes and what remains unresolved.

intro-law-l112-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l112-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 Duties matter as well as hours 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-l112-q06

Optional guided retry

Optional guided retry for Duties matter as well as hours:
A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited

hazardous work with no exception supplied.
Read this principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
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 Duties matter as well as hours:
Original: A fictional 16-year-old's hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Changed fact: The duties change to a permitted clerical task under all supplied conditions.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

113. Pay records and transparent calculations

intro-law-l113 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply pay records and transparent calculations to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today’s focus — Pay records and transparent calculations
A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.

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: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.

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

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

Worked teaching example

Model: three hours at ten units per hour gives thirty gross units. A stipulated lawful two-unit deduction gives twenty-eight net units. Gross and net are different quantities. Arithmetic alone does not establish compliance with wage law; coverage, rate, deduction legality and records require separate analysis.

Numbered assignment

1. Fact discipline — Pay records and transparent calculations: 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: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.

intro-law-l113-q01

2. Principle check: Restate the distinction taught in Pay records and transparent calculations 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-l113-q02

3. Apply the original record: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Question: Identify the arithmetic discrepancy, not an automatic legal verdict. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l113-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
Explain how the analysis changes and what remains unresolved.

intro-law-l113-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l113-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 Pay records and transparent calculations 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-l113-q06

Optional guided retry

Optional guided retry for Pay records and transparent calculations:
Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross

pay 50.
Read this principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
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 Pay records and transparent calculations:
Original: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Changed fact: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

114. Discrimination: identify the protected connection

intro-law-l114 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply discrimination: identify the protected connection to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer's legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today's focus — Discrimination: identify the protected connection
Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.

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

Assignment record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.

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 covered employer explicitly rejects an applicant because of a protected characteristic. That stated connection raises a discrimination issue beyond general disappointment. The legal analysis still requires the governing statute and applicable conditions. A neutral qualification decision would need different evidence rather than an invented discriminatory motive.

Numbered assignment

1. Fact discipline — Discrimination: identify the protected connection: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.

intro-law-l114-q01

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2. Principle check: Restate the distinction taught in Discrimination: identify the protected connection 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-l114-q02

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3. Apply the original record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Question: Which fact makes this more than a general complaint about unfairness? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l114-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link. Explain how the analysis changes and what remains unresolved.

intro-law-l114-q04

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5. Source card exercise: For Discrimination: identify the protected connection, 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: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l114-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 Discrimination: identify the protected connection 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-l114-q06

Optional guided retry

Optional guided retry for Discrimination: identify the protected connection:
In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Read this principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
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 Discrimination: identify the protected connection:
Original: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Changed fact: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

115. Accommodation and equal access

intro-law-l115 | suggested week 23 | about 40 minutes;split sessions as needed

Objective

Explain and apply accommodation and equal access to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today’s focus — Accommodation and equal access
Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.

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

Assignment record: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.

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 worker receives instructions in an accessible written format while others receive spoken instructions. The format difference can support access to the same substantive task. Identical delivery is not the sole measure of fairness. Applicable accommodation duties, reasonableness and limits still matter; no personal health disclosure is required.

Numbered assignment

1. Fact discipline — Accommodation and equal access: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.

intro-law-l115-q01

2. Principle check: Restate the distinction taught in Accommodation and equal access 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-l115-q02

3. Apply the original record: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Question: What legal misconception should be examined? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l115-q03

4. Counterfactual: Begin with the original record above, then change only this fact: An effective alternate format is offered and the relevant legal conditions are supplied.
Explain how the analysis changes and what remains unresolved.

intro-law-l115-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l115-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 Accommodation and equal access 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-l115-q06

Optional guided retry

Optional guided retry for Accommodation and equal access:
A fictional worker requests an accessible written instruction format. A manager rejects it solely because

everyone must receive information in exactly the same format.
Read this principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
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 Accommodation and equal access:
Original: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Changed fact: An effective alternate format is offered and the relevant legal conditions are supplied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

116. Retaliation and safe information seeking

intro-law-l116 | suggested week 24 | about 40 minutes;split sessions as needed

Objective

Explain and apply retaliation and safe information seeking to a fictional original and changed record.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer's legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Today's focus — Retaliation and safe information seeking
Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.

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

Assignment record: A fictional covered employer's message says a worker lost a shift because the worker assisted a discrimination investigation.

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 shift reduction occurs before the protected participation alleged to have caused it. That chronology weakens that particular causal explanation. It does not prove every alternative lawful or unlawful. Analyze protected activity, adverse action, reason and applicable law instead of treating temporal sequence as a complete legal verdict.

Numbered assignment

1. Fact discipline — Retaliation and safe information seeking: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional covered employer's message says a worker lost a shift because the worker assisted a discrimination investigation.

intro-law-l116-q01

2. Principle check: Restate the distinction taught in Retaliation and safe information seeking 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-l116-q02

3. Apply the original record: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
Question: Identify the claimed connection to protected activity. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l116-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A documented unrelated schedule change occurred before any protected activity.
Explain how the analysis changes and what remains unresolved.

intro-law-l116-q04

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

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l116-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 Retaliation and safe information seeking 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-l116-q06

Optional guided retry

Optional guided retry for Retaliation and safe information seeking:
A fictional covered employer’s message says a worker lost a shift because the worker assisted a

discrimination investigation.
Read this principle: Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
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 Retaliation and safe information seeking:
Original: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
Changed fact: A documented unrelated schedule change occurred before any protected activity.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

117. Project 12: Workplace rights and youth safety

intro-law-l117 | suggested week 24 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe workplace rights and youth safety project using six specified deliverables.

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer's legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

Project brief: Build a youth-workplace education packet from supplied fictional schedules, pay records and access requests. Compare overlapping requirements, show arithmetic with units, identify safe duties and create a neutral rights-source card without contacting an employer.

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 — Overlapping child-labor hour rules
Principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
Original record: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas's eight-hour daily ceiling alone controls.
Changed record: Assume a non-school day with all other relevant conditions separately verified.

Case 2 — Duties matter as well as hours
Principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
Original record: A fictional 16-year-old's hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Changed record: The duties change to a permitted clerical task under all supplied conditions.

Case 3 — Pay records and transparent calculations
Principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
Original record: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Changed record: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.

Case 4 — Discrimination: identify the protected connection
Principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged,

relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
Original record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Changed record: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link.

Case 5 — Accommodation and equal access
Principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
Original record: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Changed record: An effective alternate format is offered and the relevant legal conditions are supplied.

Case 6 — Retaliation and safe information seeking
Principle: Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
Original record: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
Changed record: A documented unrelated schedule change occurred before any protected activity.

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 covered fictional fifteen-year-old works two hours outside school time on a school day. Two is below the supplied federal three-hour school-day ceiling. That checks only one limit; weekly hours, time of day, duties, coverage and exceptions still require attention. Passing one comparison does not establish complete employment-law compliance.

Numbered assignment

1. Compare the stipulated 15-year-old four-hour school day with applicable federal/state limits.

intro-law-l117-q01

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2. Add a separate hazardous-duty check for the 16-year-old.

intro-law-l117-q02

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3. Audit the fictional five-hours-at 12 pay record.

intro-law-l117-q03

4. Identify the protected-ground evidence and coverage questions.

intro-law-l117-q04

5. Explain an accessible-format request without guaranteeing every accommodation.

intro-law-l117-q05

6. Make a retaliation timeline and safe-information note.

intro-law-l117-q06

Optional guided retry

Optional guided retry for Project 12: Workplace rights and youth safety:
Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Read this principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
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 12: Workplace rights and youth safety:
Original: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Changed fact: Assume a non-school day with all other relevant conditions separately verified.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

118. Spiral lab 12: facts,rules and changed conditions

intro-law-l118 | suggested week 24 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Spaced practice 12 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: Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

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

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

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

Worked teaching example

Model: three hours at ten units per hour gives thirty gross units. A stipulated lawful two-unit deduction gives twenty-eight net units. Gross and net are different quantities. Arithmetic alone does not establish compliance with wage law; coverage, rate, deduction legality and records require separate analysis.

Numbered assignment

1. Retrieval connection from unit 12, Overlapping child-labor hour rules:
Principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
Record: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Change: Assume a non-school day with all other relevant conditions separately verified.
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-l118-q01

2. Retrieval connection from unit 12, Discrimination: identify the protected connection:
Principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
Record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Change: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link.
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-l118-q02

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3. Retrieval connection from unit 11, Joint decision making is not automatically equal time:
Principle: Texas library guidance explains that joint managing conservators may share decision-making responsibilities without exactly equal time. A short label does not establish all rights, responsibilities or schedules. Read the actual terms rather than inferring a schedule from the word joint.
Record: A fictional order names two joint managing conservators and separately states a schedule. A commentator ignores the schedule and insists the word joint guarantees half the days.
Change: The order itself expressly provides an equal-time schedule.
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-l118-q03

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4. Retrieval connection from unit 11, Orders, agreements and modification:
Principle: A private plan and a court order have different legal significance. An order does not necessarily change because someone privately proposes a new arrangement. Modification depends on law and procedure; this course assigns no real forms, signatures, service or court contact.
Record: A fictional parent drafts a new schedule on a scrap of paper and declares an existing order permanently replaced.
Change: The exercise supplies a lawful revised order with a specified effective date.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l118-q04

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5. Retrieval connection from unit 9, Breach compares conduct with a standard:
Principle: Where a duty exists, breach asks whether conduct fell below the applicable standard. Reasonable care is not a guarantee that no accident occurs. Identify foreseeable risk and feasible precautions without using hindsight alone.
Record: A stipulated reasonable-care model concerns storing fragile boxes. The shop stacks heavy boxes on a clearly marked fragile package despite an available safe shelf.
Change: The box was safely stored but damaged by an unforeseeable event not caused by the shop.
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-l118-q05

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

intro-law-l118-q06

Optional guided retry

Optional guided retry for Spiral lab 12: facts,rules and changed conditions:
Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Read this principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
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 12: facts,rules and changed conditions:
Original: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Changed fact: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview

Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: 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: 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: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: 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.

119. Unit 12 review: Workplace rights and youth safety

intro-law-l119 | suggested week 24 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

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

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

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

Worked teaching example

A fictional worker receives instructions in an accessible written format while others receive spoken instructions. The format difference can support access to the same substantive task. Identical delivery is not the sole measure of fairness. Applicable accommodation duties, reasonableness and limits still matter; no personal health disclosure is required.

Numbered assignment

1. Review station 1 — Overlapping child-labor hour rules
Principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
Record: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which supplied rule resolves this classroom comparison? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q01

2. Review station 2 — Duties matter as well as hours
Principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
Record: A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is the hours-only approval incomplete? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q02

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3. Review station 3 — Pay records and transparent calculations
Principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
Record: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the arithmetic discrepancy, not an automatic legal verdict. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q03

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4. Review station 4 — Discrimination: identify the protected connection
Principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
Record: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which fact makes this more than a general complaint about unfairness? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q04

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5. Review station 5 — Accommodation and equal access
Principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
Record: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What legal misconception should be examined? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q05

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6. Review station 6 — Retaliation and safe information seeking
Principle: Retaliation protections can cover certain discrimination complaints or participation, subject to

governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
Record: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the claimed connection to protected activity. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l119-q06

Optional guided retry

Optional guided retry for Unit 12 review: Workplace rights and youth safety:
A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Read this principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
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 12 review: Workplace rights and youth safety:
Original: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Changed fact: An effective alternate format is offered and the relevant legal conditions are supplied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are

not required; last modifiedAugust 27,2026.
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.

120. Unit 12 assessment: Workplace rights and youth safety

intro-law-l120 | suggested week 24 | about 40 minutes;split sessions as needed

Objective

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

Instruction

Employment law combines federal and state requirements, coverage conditions and exceptions. Age, job duties, hours and the employer’s legal coverage matter. Texas Workforce Commission guidance compares state child-labor limits with federal requirements; satisfying a less restrictive state rule does not excuse violating an applicable federal rule. Discrimination and retaliation are legal categories with specific elements, not labels for every disappointment. This unit uses fictional workplaces and supplied schedules only. Do not apply for a job, approach an employer, test machinery or disclose a personal workplace problem for credit.

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

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

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

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

Worked teaching example

A fictional youth’s schedule is permissible but the supplied task is prohibited hazardous work with no exception. Hours and duties are separate requirements. The schedule does not authorize the task, and an adult’s permission does not automatically waive the restriction. No actual machinery or workplace experiment is assigned.

Numbered assignment

1. Assessment record — unit 12, Overlapping child-labor hour rules
Supplied principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
Original facts: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
Assessment change: Assume a non-school day with all other relevant conditions separately verified.
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-l120-q01

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2. Assessment record — unit 12, Duties matter as well as hours
Supplied principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
Original facts: A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Assessment change: The duties change to a permitted clerical task under all supplied conditions.
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-l120-q02

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3. Assessment record — unit 12, Pay records and transparent calculations
Supplied principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
Original facts: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Assessment change: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
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-l120-q03

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4. Assessment record — unit 12, Discrimination: identify the protected connection
Supplied principle: Employment discrimination law concerns covered conduct linked to protected grounds under applicable statutes. Not every unfair decision is unlawful discrimination. Identify the reason alleged, relevant comparisons, coverage and evidence while avoiding stereotypes or personal disclosures.
Original facts: In a fictional covered workplace, a qualified applicant is rejected solely because of a protected religion, according to a stipulated message.
Assessment change: The record instead shows a consistent relevant qualification missing from the application and no protected-ground link.
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-l120-q04

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5. Assessment record — unit 12, Accommodation and equal access
Supplied principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
Original facts: A fictional worker requests an accessible written instruction format. A manager rejects it

solely because everyone must receive information in exactly the same format.
Assessment change: An effective alternate format is offered and the relevant legal conditions are supplied.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l120-q05

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6. Assessment record — unit 12, Retaliation and safe information seeking
Supplied principle: Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
Original facts: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
Assessment change: A documented unrelated schedule change occurred before any protected activity.
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-l120-q06

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7. Comparison task: Use these two records.
A: Assume ordinary covered nonagricultural work, a school day, age 15 and no exception. A fictional employer schedules four hours, arguing Texas’s eight-hour daily ceiling alone controls.
A principle: Where both state and federal requirements apply, an employer must comply with both; a looser state provision does not cancel the federal one. The source states that federal rules limit covered 14 and 15-year-olds to three hours on a school day, subject to the actual scope and exceptions.
B: A fictional covered employer’s message says a worker lost a shift because the worker assisted a discrimination investigation.
B principle: Retaliation protections can cover certain discrimination complaints or participation, subject to governing law and proof. Separate the underlying complaint from a later adverse action and its reason. Safe classroom analysis uses fictional timelines; no real reporting or confrontation is assigned.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l120-q07

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8. Research-limits task: For the changed record in Pay records and transparent calculations, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Change: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.

intro-law-l120-q08

Optional guided retry

Optional guided retry for Unit 12 assessment: Workplace rights and youth safety:
A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.

Read this principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
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 12 assessment: Workplace rights and youth safety:
Original: A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Changed fact: The duties change to a permitted clerical task under all supplied conditions.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
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.

Intro to Law — Unit 13

Consumers, claims and financial caution

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.

121. Advertisements and misleading impressions

intro-law-l121 | suggested week 25 | about 40 minutes;split sessions as needed

Objective

Explain and apply advertisements and misleading impressions to a fictional original and changed record.

Instruction

Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

Today’s focus — Advertisements and misleading impressions
Evaluate an advertisement’s overall message, material claims and qualifications rather than one attractive word. A statement’s accuracy, evidence and likely interpretation matter under applicable consumer law. Do not conclude that every exaggeration is legally actionable or that fine print cures every misleading headline.

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

Assignment record: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.

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 advertisement says no fee while an unavoidable checkout fee is omitted from its prominent message. Identify the potential overall-message inconsistency and material cost. The analysis needs context and applicable law; neither fine print nor the word free automatically resolves every consumer claim.

Numbered assignment

1. Fact discipline — Advertisements and misleading impressions: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.

intro-law-l121-q01

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2. Principle check: Restate the distinction taught in Advertisements and misleading impressions 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-l121-q02

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3. Apply the original record: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
Question: What potential inconsistency should a careful reader identify? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l121-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The ad prominently and clearly lists exactly what the kit includes and excludes.
Explain how the analysis changes and what remains unresolved.

intro-law-l121-q04

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

Supplied offline source card
Title: Texas 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.

intro-law-l121-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 Advertisements and misleading impressions 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-l121-q06

Optional guided retry

Optional guided retry for Advertisements and misleading impressions:
A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
Read this principle: Evaluate an advertisement’s overall message, material claims and qualifications rather than one attractive word. A statement’s accuracy, evidence and likely interpretation matter under applicable consumer law. Do not conclude that every exaggeration is legally actionable or that fine print cures every misleading headline.
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 Advertisements and misleading impressions:
Original: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
Changed fact: The ad prominently and clearly lists exactly what the kit includes and excludes.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

122. Warranties and promises have a scope

intro-law-l122 | suggested week 25 | about 40 minutes;split sessions as needed

Objective

Explain and apply warranties and promises have a scope to a fictional original and changed record.

Instruction

Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

Today’s focus — Warranties and promises have a scope
A warranty or guarantee should be read for who promises what, for how long, and subject to which lawful conditions. Written terms, implied protections and statutory rights may interact. A broad slogan is not a substitute for the actual scope of the promise.

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

Assignment record: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.

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 guarantee promises replacement of a specified part for one year. It does not expressly promise every repair cost forever. Read scope, duration and lawful conditions before extending the promise. Other statutory or implied protections could matter, but they must be researched rather than invented from the slogan.

Numbered assignment

1. Fact discipline — Warranties and promises have a scope: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.

intro-law-l122-q01

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

intro-law-l122-q02

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3. Apply the original record: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Question: Which supplied limits contradict that claim? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l122-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The writing expressly adds labor during the six-month period.
Explain how the analysis changes and what remains unresolved.

intro-law-l122-q04

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

Supplied offline source card
Title: 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.

intro-law-l122-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 Warranties and promises have a scope issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l122-q06

Optional guided retry

Optional guided retry for Warranties and promises have a scope:
A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Read this principle: A warranty or guarantee should be read for who promises what, for how long, and

subject to which lawful conditions. Written terms, implied protections and statutory rights may interact. A broad slogan is not a substitute for the actual scope of the promise.
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 Warranties and promises have a scope:
Original: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Changed fact: The writing expressly adds labor during the six-month period.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

123. Refund policies and legal rights

intro-law-l123 | suggested week 25 | about 40 minutes;split sessions as needed

Objective

Explain and apply refund policies and legal rights to a fictional original and changed record.

Instruction

Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

Today’s focus — Refund policies and legal rights
A seller’s return policy and a legal remedy for a defective or misrepresented product are not identical. A no-change-of-mind-return policy does not by itself resolve all statutory claims, and consumer law does not necessarily require refunds for every preference change.

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

Assignment record: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.

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 store voluntarily allows preference returns for seven days. That policy is distinct from independent rights involving defects or misrepresentation. It may provide more than a legal minimum, but does not define every statutory remedy. Analyze the actual reason for return instead of assuming one policy answers all claims.

Numbered assignment

1. Fact discipline — Refund policies and legal rights: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.

intro-law-l123-q01

2. Principle check: Restate the distinction taught in Refund policies and legal rights 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-l123-q02

3. Apply the original record: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.
Question: Why does that conclusion go beyond the supplied policy? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l123-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The product is as described and the only issue is a changed color preference.
Explain how the analysis changes and what remains unresolved.

intro-law-l123-q04

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

Supplied offline source card
Title: Texas 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.

intro-law-l123-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 Refund policies and legal rights 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-l123-q06

Optional guided retry

Optional guided retry for Refund policies and legal rights:
A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is

legally barred.
Read this principle: A seller’s return policy and a legal remedy for a defective or misrepresented product are not identical. A no-change-of-mind-return policy does not by itself resolve all statutory claims, and consumer law does not necessarily require refunds for every preference change.
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 Refund policies and legal rights:
Original: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.
Changed fact: The product is as described and the only issue is a changed color preference.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

124. Scams: verify without interacting

intro-law-l124 | suggested week 25 | about 40 minutes;split sessions as needed

Objective

Explain and apply scams: verify without interacting to a fictional original and changed record.

Instruction

Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

Today’s focus — Scams: verify without interacting
Urgency, secrecy, unexpected payment demands and impersonation can be warning signs. Verification should use independently known reliable information, not the contact details or links inside a suspicious message. A warning sign is a reason for caution, not proof of every factual allegation.

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

Assignment record: A fictional message demands immediate gift-card payment to avoid an invented course penalty and says not to tell anyone.

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 message uses an official-looking seal and demands secret urgent payment. The image does not authenticate the sender. Urgency, secrecy and unexpected payment instructions warrant caution. The classroom response is no clicking, paying, replying or actual contact; analyze the invented message and the reliable source card only.

Numbered assignment

1. Fact discipline — Scams: verify without interacting: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional message demands immediate gift-card payment to avoid an invented course penalty and says not to tell anyone.

intro-law-l124-q01

2. Principle check: Restate the distinction taught in Scams: verify without interacting 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-l124-q02

3. Apply the original record: A fictional message demands immediate gift-card payment to avoid an invented course penalty and says not to tell anyone.
Question: Identify warning signs and a safe classroom response. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l124-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The message includes a realistic logo and familiar name.
Explain how the analysis changes and what remains unresolved.

intro-law-l124-q04

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

Supplied offline source card
Title: Texas 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.

intro-law-l124-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 Scams: verify without interacting 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-l124-q06

Optional guided retry

Optional guided retry for Scams: verify without interacting:
A fictional message demands immediate gift-card payment to avoid an invented course penalty and says

not to tell anyone.
Read this principle: Urgency, secrecy, unexpected payment demands and impersonation can be warning signs. Verification should use independently known reliable information, not the contact details or links inside a suspicious message. A warning sign is a reason for caution, not proof of every factual allegation.
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 Scams: verify without interacting:
Original: A fictional message demands immediate gift-card payment to avoid an invented course penalty and says not to tell anyone.
Changed fact: The message includes a realistic logo and familiar name.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

125. Credit and debt: read before calculating

intro-law-l125 | suggested week 25 | about 40 minutes;split sessions as needed

Objective

Explain and apply credit and debt: read before calculating to a fictional original and changed record.

Instruction

Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

Today’s focus — Credit and debt: read before calculating
Credit involves repayment obligations and terms such as principal, interest, fees and timing. A small periodic payment does not show total cost by itself. This course uses stated simple arithmetic models, not real accounts, compound-interest predictions or individualized borrowing recommendations.

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: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.

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

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

Worked teaching example

Model: a borrower receives fifty units and repays fifty-five once with no other cost. The stated borrowing cost is five units. Without a repayment period and required calculation method, this is not an APR. A dollar difference and an annualized legally defined rate are different quantities.

Numbered assignment

1. Fact discipline — Credit and debt: read before calculating: 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: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.

intro-law-l125-q01

2. Principle check: Restate the distinction taught in Credit and debt: read before calculating 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-l125-q02

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3. Apply the original record: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
Question: Find the stated dollar borrowing cost and distinguish it from an annual percentage rate. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l125-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The stated repayment changes to 115 with the same principal and no other costs.
Explain how the analysis changes and what remains unresolved.

intro-law-l125-q04

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

Supplied offline source card
Title: Texas 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.

intro-law-l125-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 Credit and debt: read before calculating 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-l125-q06

Optional guided retry

Optional guided retry for Credit and debt: read before calculating:
Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
Read this principle: Credit involves repayment obligations and terms such as principal, interest, fees and

timing. A small periodic payment does not show total cost by itself. This course uses stated simple arithmetic models, not real accounts, compound-interest predictions or individualized borrowing recommendations.
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 Credit and debt: read before calculating:
Original: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
Changed fact: The stated repayment changes to 115 with the same principal and no other costs.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
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Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

126. A clear dispute record separates claim from proof

intro-law-l126 | suggested week 26 | about 40 minutes;split sessions as needed

Objective

Explain and apply a clear dispute record separates claim from proof to a fictional original and changed record.

Instruction

Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

Today’s focus — A clear dispute record separates claim from proof
A useful consumer record includes transaction terms, what was received, the discrepancy, evidence and requested resolution. Allegations should be labeled; private identifiers should be omitted. A classroom letter remains an unsent simulation and does not establish a real deadline or legal entitlement.

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

Assignment record: A fictional receipt lists three blue folders at 4 each; the box contains two. The proposed letter accuses an unnamed worker of theft without evidence.

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 receipt lists four notebooks, but the supplied inventory shows three. A careful unsent letter describes the count discrepancy and requests review. It does not accuse an employee of theft without proof. If a later record shows separate delivery, the writer updates the account rather than preserve an unsupported allegation.

Numbered assignment

1. Fact discipline — A clear dispute record separates claim from 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 fictional receipt lists three blue folders at 4 each; the box contains two. The proposed letter accuses an unnamed worker of theft without evidence.

intro-law-l126-q01

2. Principle check: Restate the distinction taught in A clear dispute record separates claim from 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-l126-q02

3. Apply the original record: A fictional receipt lists three blue folders at 4 each; the box contains two. The proposed letter accuses an unnamed worker of theft without evidence.
Question: Rewrite the claim as a supported discrepancy. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l126-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A complete record shows the third folder arrived separately.
Explain how the analysis changes and what remains unresolved.

intro-law-l126-q04

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

Supplied offline source card
Title: 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.

intro-law-l126-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 A clear dispute record separates claim from 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-l126-q06

Optional guided retry

Optional guided retry for A clear dispute record separates claim from proof:
A fictional receipt lists three blue folders at 4 each; the box contains two. The proposed letter accuses an unnamed worker of theft without evidence.
Read this principle: A useful consumer record includes transaction terms, what was received, the discrepancy, evidence and requested resolution. Allegations should be labeled; private identifiers should be omitted. A classroom letter remains an unsent simulation and does not establish a real deadline or legal entitlement.
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 A clear dispute record separates claim from proof:
Original: A fictional receipt lists three blue folders at 4 each; the box contains two. The proposed letter accuses an unnamed worker of theft without evidence.
Changed fact: A complete record shows the third folder arrived separately.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
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Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

127. Project 13: Consumers, claims and financial caution

intro-law-l127 | suggested week 26 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe consumers, claims and financial caution project using six specified deliverables.

Instruction

Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

Project brief: Create an unsent fictional consumer-information file: annotate an ad, warranty and receipt; compute stated costs; write a factual discrepancy letter marked SIMULATION—NOT TO SEND; include a scam-response plan involving no interaction.

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 — Advertisements and misleading impressions
Principle: Evaluate an advertisement’s overall message, material claims and qualifications rather than one attractive word. A statement’s accuracy, evidence and likely interpretation matter under applicable consumer law. Do not conclude that every exaggeration is legally actionable or that fine print cures every misleading headline.
Original record: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
Changed record: The ad prominently and clearly lists exactly what the kit includes and excludes.

Case 2 — Warranties and promises have a scope
Principle: A warranty or guarantee should be read for who promises what, for how long, and subject to which lawful conditions. Written terms, implied protections and statutory rights may interact. A broad slogan is not a substitute for the actual scope of the promise.
Original record: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Changed record: The writing expressly adds labor during the six-month period.

Case 3 — Refund policies and legal rights
Principle: A seller’s return policy and a legal remedy for a defective or misrepresented product are not identical. A no-change-of-mind-return policy does not by itself resolve all statutory claims, and consumer law does not necessarily require refunds for every preference change.
Original record: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.
Changed record: The product is as described and the only issue is a changed color preference.

Case 4 — Scams: verify without interacting
Principle: Urgency, secrecy, unexpected payment demands and impersonation can be warning signs. Verification should use independently known reliable information, not the contact details or links inside a

suspicious message. A warning sign is a reason for caution, not proof of every factual allegation.
Original record: A fictional message demands immediate gift-card payment to avoid an invented course penalty and says not to tell anyone.
Changed record: The message includes a realistic logo and familiar name.

Case 5 — Credit and debt: read before calculating
Principle: Credit involves repayment obligations and terms such as principal, interest, fees and timing. A small periodic payment does not show total cost by itself. This course uses stated simple arithmetic models, not real accounts, compound-interest predictions or individualized borrowing recommendations.
Original record: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
Changed record: The stated repayment changes to 115 with the same principal and no other costs.

Case 6 — A clear dispute record separates claim from proof
Principle: A useful consumer record includes transaction terms, what was received, the discrepancy, evidence and requested resolution. Allegations should be labeled; private identifiers should be omitted. A classroom letter remains an unsent simulation and does not establish a real deadline or legal entitlement.
Original record: A fictional receipt lists three blue folders at 4 each; the box contains two. The proposed letter accuses an unnamed worker of theft without evidence.
Changed record: A complete record shows the third folder arrived separately.

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 advertisement says no fee while an unavoidable checkout fee is omitted from its prominent message. Identify the potential overall-message inconsistency and material cost. The analysis needs context and applicable law; neither fine print nor the word free automatically resolves every consumer claim.

Numbered assignment

1. Annotate the complete-kit ad’s headline and exclusion.

intro-law-l127-q01

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2. Make a six-month parts-warranty scope table.

intro-law-l127-q02

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3. Distinguish voluntary preference returns from defect remedies.

intro-law-l127-q03

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4. Mark three scam warnings and a no-interaction response.

intro-law-l127-q04

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5. Calculate both model credit costs without inventing APR.

intro-law-l127-q05

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6. Write the unsent folder discrepancy letter without a theft accusation.

intro-law-l127-q06

Optional guided retry

Optional guided retry for Project 13: Consumers, claims and financial caution:
A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
Read this principle: Evaluate an advertisement’s overall message, material claims and qualifications rather than one attractive word. A statement’s accuracy, evidence and likely interpretation matter under applicable consumer law. Do not conclude that every exaggeration is legally actionable or that fine print cures every misleading headline.
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 13: Consumers, claims and financial caution:
Original: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
Changed fact: The ad prominently and clearly lists exactly what the kit includes and excludes.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

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

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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

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

128. Spiral lab 13: facts,rules and changed conditions

intro-law-l128 | suggested week 26 | about 40 minutes;split sessions as needed

Objective

Retrieve and compare six supplied scenarios from current and earlier units.

Instruction

Spaced practice 13 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: Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

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 store voluntarily allows preference returns for seven days. That policy is distinct from independent rights involving defects or misrepresentation. It may provide more than a legal minimum, but does not define every statutory remedy. Analyze the actual reason for return instead of assuming one policy answers all claims.

Numbered assignment

1. Retrieval connection from unit 13, Advertisements and misleading impressions:
Principle: Evaluate an advertisement’s overall message, material claims and qualifications rather than one attractive word. A statement’s accuracy, evidence and likely interpretation matter under applicable consumer law. Do not conclude that every exaggeration is legally actionable or that fine print cures every misleading headline.
Record: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
Change: The ad prominently and clearly lists exactly what the kit includes and excludes.
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-l128-q01

2. Retrieval connection from unit 13, Scams: verify without interacting:
Principle: Urgency, secrecy, unexpected payment demands and impersonation can be warning signs. Verification should use independently known reliable information, not the contact details or links inside a suspicious message. A warning sign is a reason for caution, not proof of every factual allegation.
Record: A fictional message demands immediate gift-card payment to avoid an invented course penalty and says not to tell anyone.
Change: The message includes a realistic logo and familiar name.
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-l128-q02

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3. Retrieval connection from unit 12, Duties matter as well as hours:
Principle: Child-labor restrictions can prohibit hazardous occupations even when a schedule fits hour limits. Permission from an employer or parent does not necessarily remove a statutory restriction. Check exact duties, age, coverage and any genuine exception.
Record: A fictional 16-year-old’s hours fit the schedule rules, but the job includes a task listed as prohibited hazardous work with no exception supplied.
Change: The duties change to a permitted clerical task under all supplied conditions.
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-l128-q03

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4. Retrieval connection from unit 12, Accommodation and equal access:
Principle: Accommodation can address barriers related to disability or religion under applicable law. A request, coverage, reasonableness and limits must be analyzed; different treatment is not automatically favoritism or unlawful. Do not ask learners to disclose disability, health or beliefs.
Record: A fictional worker requests an accessible written instruction format. A manager rejects it solely because everyone must receive information in exactly the same format.
Change: An effective alternate format is offered and the relevant legal conditions are supplied.
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-l128-q04

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5. Retrieval connection from unit 10, Easements and shared-use maps:
Principle: An easement can authorize a particular use of another’s land without transferring full ownership. Scope, creation, location and termination require actual documents and law. A classroom map should label its assumptions rather than infer rights from an informal path alone.
Record: A fictional deed diagram expressly labels a two-meter utility access strip. A neighbor claims it authorizes building a private shed there.
Change: The instrument expressly grants a different identified use.
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-l128-q05

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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-l128-q06

Optional guided retry

Optional guided retry for Spiral lab 13: facts,rules and changed conditions:
A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.
Read this principle: A seller's return policy and a legal remedy for a defective or misrepresented product are not identical. A no-change-of-mind-return policy does not by itself resolve all statutory claims, and consumer law does not necessarily require refunds for every preference change.
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 13: facts,rules and changed conditions:
Original: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.
Changed fact: The product is as described and the only issue is a changed color preference.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance

Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Renter's Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

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.

129. Unit 13 review: Consumers, claims and financial caution

intro-law-l129 | suggested week 26 | about 40 minutes;split sessions as needed

Objective

Revise six overconfident conclusions using accurate rules, facts and limits.

Instruction

Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

Review method: A conclusion is only as strong as its rule and factual support. At each station, identify the editor’s overclaim, replace it with a supported statement, and explain the limit. Revisit any station that mixes an allegation with a finding or a model with actual law. Use source cards to check scope, not to collect personal information. The station records are fully printed below.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

Model: a borrower receives fifty units and repays fifty-five once with no other cost. The stated borrowing cost is five units. Without a repayment period and required calculation method, this is not an APR. A dollar difference and an annualized legally defined rate are different quantities.

Numbered assignment

1. Review station 1 — Advertisements and misleading impressions
Principle: Evaluate an advertisement’s overall message, material claims and qualifications rather than one attractive word. A statement’s accuracy, evidence and likely interpretation matter under applicable consumer law. Do not conclude that every exaggeration is legally actionable or that fine print cures every misleading headline.
Record: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What potential inconsistency should a careful reader identify? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l129-q01

2. Review station 2 — Warranties and promises have a scope
Principle: A warranty or guarantee should be read for who promises what, for how long, and subject to which lawful conditions. Written terms, implied protections and statutory rights may interact. A broad slogan is not a substitute for the actual scope of the promise.
Record: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which supplied limits contradict that claim? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l129-q02

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3. Review station 3 — Refund policies and legal rights
Principle: A seller’s return policy and a legal remedy for a defective or misrepresented product are not identical. A no-change-of-mind-return policy does not by itself resolve all statutory claims, and consumer law does not necessarily require refunds for every preference change.
Record: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why does that conclusion go beyond the supplied policy? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l129-q03

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4. Review station 4 — Scams: verify without interacting
Principle: Urgency, secrecy, unexpected payment demands and impersonation can be warning signs. Verification should use independently known reliable information, not the contact details or links inside a suspicious message. A warning sign is a reason for caution, not proof of every factual allegation.
Record: A fictional message demands immediate gift-card payment to avoid an invented course penalty and says not to tell anyone.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify warning signs and a safe classroom response. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l129-q04

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5. Review station 5 — Credit and debt: read before calculating
Principle: Credit involves repayment obligations and terms such as principal, interest, fees and timing. A small periodic payment does not show total cost by itself. This course uses stated simple arithmetic models, not real accounts, compound-interest predictions or individualized borrowing recommendations.
Record: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Find the stated dollar borrowing cost and distinguish it from an annual percentage rate. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l129-q05

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6. Review station 6 — A clear dispute record separates claim from proof
Principle: A useful consumer record includes transaction terms, what was received, the discrepancy, evidence and requested resolution. Allegations should be labeled; private identifiers should be omitted. A

classroom letter remains an unsent simulation and does not establish a real deadline or legal entitlement.
Record: A fictional receipt lists three blue folders at 4 each; the box contains two. The proposed letter accuses an unnamed worker of theft without evidence.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Rewrite the claim as a supported discrepancy. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l129-q06

Optional guided retry

Optional guided retry for Unit 13 review: Consumers, claims and financial caution:
Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
Read this principle: Credit involves repayment obligations and terms such as principal, interest, fees and timing. A small periodic payment does not show total cost by itself. This course uses stated simple arithmetic models, not real accounts, compound-interest predictions or individualized borrowing recommendations.
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 13 review: Consumers, claims and financial caution:
Original: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
Changed fact: The stated repayment changes to 115 with the same principal and no other costs.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

130. Unit 13 assessment: Consumers, claims and financial caution

intro-law-l130 | suggested week 26 | about 40 minutes;split sessions as needed

Objective

Integrate unit rules, facts, source limits and fair counterarguments.

Instruction

Consumer law addresses market practices and particular transactions through federal and state rules. An advertisement, contract, warranty and store policy are different sources of promises or legal obligations. A dissatisfied customer does not automatically have a legal claim, and a store policy does not necessarily cancel a statutory right. Use fictional receipts and account-free scenarios. Never enter payment information, open an account, contact a seller, click a suspicious link or send a complaint for this course. Financial illustrations teach reading and arithmetic rather than personal financial or legal advice.

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 fictional guarantee promises replacement of a specified part for one year. It does not expressly promise every repair cost forever. Read scope, duration and lawful conditions before extending the promise. Other statutory or implied protections could matter, but they must be researched rather than invented from the slogan.

Numbered assignment

1. Assessment record — unit 13, Advertisements and misleading impressions
Supplied principle: Evaluate an advertisement’s overall message, material claims and qualifications rather than one attractive word. A statement’s accuracy, evidence and likely interpretation matter under applicable consumer law. Do not conclude that every exaggeration is legally actionable or that fine print cures every misleading headline.
Original facts: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
Assessment change: The ad prominently and clearly lists exactly what the kit includes and excludes.

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-l130-q01

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2. Assessment record — unit 13, Warranties and promises have a scope
Supplied principle: A warranty or guarantee should be read for who promises what, for how long, and subject to which lawful conditions. Written terms, implied protections and statutory rights may interact. A broad slogan is not a substitute for the actual scope of the promise.
Original facts: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Assessment change: The writing expressly adds labor during the six-month period.
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-l130-q02

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3. Assessment record — unit 13, Refund policies and legal rights
Supplied principle: A seller’s return policy and a legal remedy for a defective or misrepresented product are not identical. A no-change-of-mind-return policy does not by itself resolve all statutory claims, and consumer law does not necessarily require refunds for every preference change.
Original facts: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.
Assessment change: The product is as described and the only issue is a changed color preference.
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-l130-q03

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4. Assessment record — unit 13, Scams: verify without interacting
Supplied principle: Urgency, secrecy, unexpected payment demands and impersonation can be warning signs. Verification should use independently known reliable information, not the contact details or links inside a suspicious message. A warning sign is a reason for caution, not proof of every factual allegation.
Original facts: A fictional message demands immediate gift-card payment to avoid an invented course penalty and says not to tell anyone.
Assessment change: The message includes a realistic logo and familiar name.
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-l130-q04

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5. Assessment record — unit 13, Credit and debt: read before calculating
Supplied principle: Credit involves repayment obligations and terms such as principal, interest, fees and timing. A small periodic payment does not show total cost by itself. This course uses stated simple arithmetic models, not real accounts, compound-interest predictions or individualized borrowing recommendations.

Original facts: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
Assessment change: The stated repayment changes to 115 with the same principal and no other costs.
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-l130-q05

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6. Assessment record — unit 13, A clear dispute record separates claim from proof
Supplied principle: A useful consumer record includes transaction terms, what was received, the discrepancy, evidence and requested resolution. Allegations should be labeled; private identifiers should be omitted. A classroom letter remains an unsent simulation and does not establish a real deadline or legal entitlement.
Original facts: A fictional receipt lists three blue folders at 4 each; the box contains two. The proposed letter accuses an unnamed worker of theft without evidence.
Assessment change: A complete record shows the third folder arrived separately.
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-l130-q06

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7. Comparison task: Use these two records.
A: A fictional ad says Entire kit included but the displayed essential component is sold separately in a tiny unrelated note.
A principle: Evaluate an advertisement’s overall message, material claims and qualifications rather than one attractive word. A statement’s accuracy, evidence and likely interpretation matter under applicable consumer law. Do not conclude that every exaggeration is legally actionable or that fine print cures every misleading headline.
B: A fictional receipt lists three blue folders at 4 each; the box contains two. The proposed letter accuses an unnamed worker of theft without evidence.
B principle: A useful consumer record includes transaction terms, what was received, the discrepancy, evidence and requested resolution. Allegations should be labeled; private identifiers should be omitted. A classroom letter remains an unsent simulation and does not establish a real deadline or legal entitlement.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l130-q07

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8. Research-limits task: For the changed record in Refund policies and legal rights, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.
Change: The product is as described and the only issue is a changed color preference.

intro-law-l130-q08

Optional guided retry

Optional guided retry for Unit 13 assessment: Consumers, claims and financial caution:
A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Read this principle: A warranty or guarantee should be read for who promises what, for how long, and subject to which lawful conditions. Written terms, implied protections and statutory rights may interact. A broad slogan is not a substitute for the actual scope of the promise.
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 13 assessment: Consumers, claims and financial caution:
Original: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Changed fact: The writing expressly adds labor during the six-month period.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

Intro to Law — Unit 14

Digital privacy, expression and responsible tools

Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Student copy. Parent-paced. No private answer keys. Use extra paper for full explanations. All optional oral tasks have equal written or parent-observed alternatives.

131. Consent has a defined scope

intro-law-l131 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply consent has a defined scope to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Consent has a defined scope
Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional artist permits private classroom display of a drawing. Selling it in a public advertisement changes purpose and audience. The original permission does not establish that broader authorization. Consent scope

and any applicable legal requirements must be analyzed; the class can instead use an original invented graphic.

Numbered assignment

1. Fact discipline — Consent has a defined scope: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.

intro-law-l131-q01

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2. Principle check: Restate the distinction taught in Consent has a defined scope in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l131-q02

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3. Apply the original record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Question: What change requires separate analysis? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l131-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The practice instead uses a teacher-written text transcript with invented speakers and no recording.
Explain how the analysis changes and what remains unresolved.

intro-law-l131-q04

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5. Source card exercise: For Consent has a defined scope, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l131-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Consent has a defined scope issue for a new reader. Include the

governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l131-q06

Optional guided retry

Optional guided retry for Consent has a defined scope:
Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Read this principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Consent has a defined scope:
Original: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Changed fact: The practice instead uses a teacher-written text transcript with invented speakers and no recording.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners

Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

132. Data minimization protects learning

intro-law-l132 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply data minimization protects learning to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Data minimization protects learning
Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A practice form uses invented document labels instead of real birth dates and account numbers. Those identifiers are unnecessary to learn source classification. Removing them reduces risk while preserving the task. Anonymizing a real record can still leave identifying details, so genuinely fictional data is the safer course design.

Numbered assignment

1. Fact discipline — Data minimization protects learning: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.

intro-law-l132-q01

2. Principle check: Restate the distinction taught in Data minimization protects learning in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l132-q02

3. Apply the original record: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Question: Which fields should be removed and why? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l132-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The sheet uses Fictional Record A and no identifying facts.
Explain how the analysis changes and what remains unresolved.

intro-law-l132-q04

5. Source card exercise: For Data minimization protects learning, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l132-q05

6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Data minimization protects learning issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l132-q06

Optional guided retry

Optional guided retry for Data minimization protects learning:
A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.

Read this principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead. Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Data minimization protects learning:
Original: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Changed fact: The sheet uses Fictional Record A and no identifying facts.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

133. Screenshots need context and provenance

intro-law-l133 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply screenshots need context and provenance to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Screenshots need context and provenance
A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: An image claims a new statute passed, but the visible heading says introduced bill.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A screenshot labels a proposal as an effective law but omits the page’s introduced status. The claim exceeds the source. Verify official status, date and operative text rather than trust the image’s appearance. An unsuccessful search alone would not prove no authority exists; state what has actually been verified.

Numbered assignment

1. Fact discipline — Screenshots need context and provenance: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: An image claims a new statute passed, but the visible heading says introduced bill.

intro-law-l133-q01

2. Principle check: Restate the distinction taught in Screenshots need context and provenance in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l133-q02

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3. Apply the original record: An image claims a new statute passed, but the visible heading says introduced bill.
Question: What source-status error is present? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l133-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The source card supplies an official enacted text and effective date.
Explain how the analysis changes and what remains unresolved.

intro-law-l133-q04

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5. Source card exercise: For Screenshots need context and provenance, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l133-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Screenshots need context and provenance issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l133-q06

Optional guided retry

Optional guided retry for Screenshots need context and provenance:
An image claims a new statute passed, but the visible heading says introduced bill.
Read this principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.

Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Screenshots need context and provenance:
Original: An image claims a new statute passed, but the visible heading says introduced bill.
Changed fact: The source card supplies an official enacted text and effective date.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

134. Ideas, facts and expression

intro-law-l134 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply ideas, facts and expression to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Ideas, facts and expression
Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A learner independently explains a scientific fact in original words. That differs from copying another author’s expressive illustration of the fact. Copyright’s treatment of underlying facts does not make every presentation free to reproduce. Attribution and permission are distinct; check license, public domain or an applicable limitation where needed.

Numbered assignment

1. Fact discipline — Ideas, facts and expression: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.

intro-law-l134-q01

2. Principle check: Restate the distinction taught in Ideas, facts and expression in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l134-q02

3. Apply the original record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Question: Which parts require separate treatment? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l134-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The learner makes an original diagram using basic facts without tracing expressive artwork.
Explain how the analysis changes and what remains unresolved.

intro-law-l134-q04

5. Source card exercise: For Ideas, facts and expression, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l134-q05

6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Ideas, facts and expression issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l134-q06

Optional guided retry

Optional guided retry for Ideas, facts and expression:
A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.

Read this principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Ideas, facts and expression:
Original: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Changed fact: The learner makes an original diagram using basic facts without tracing expressive artwork.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

135. Fair use requires four-factor reasoning

intro-law-l135 | suggested week 27 | about 40 minutes;split sessions as needed

Objective

Explain and apply fair use requires four-factor reasoning to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — Fair use requires four-factor reasoning
The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

Fictional example: A learner privately quotes two necessary sentences from a published factual article and adds a paragraph criticizing its argument. Factor 1, purpose/character: specific criticism and new analysis may favor fair use; an education label alone does not decide it. Factor 2, nature: the supplied published factual character may favor fair use compared with highly creative unpublished expression. Factor 3, amount/substantiality: two sentences may be limited, but their importance to the article is unknown; even a short quotation could be its expressive heart. Factor 4, market: the exercise does not supply price, licensing practice or audience effects, so market harm cannot be confidently ruled out; not substituting for the article would be relevant. Weigh the factors together: some supplied facts favor fair use, while substantiality and market facts remain incomplete. No guaranteed ruling, word-count safe harbor or actual copying task follows.

Numbered assignment

1. Fact discipline — Fair use requires four-factor reasoning: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.

intro-law-l135-q01

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2. Principle check: Restate the distinction taught in Fair use requires four-factor reasoning in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l135-q02

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3. Apply the original record: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Question: Apply all four factors without promising a result. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l135-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied. Explain how the analysis changes and what remains unresolved.

intro-law-l135-q04

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5. Source card exercise: For Fair use requires four-factor reasoning, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l135-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original Fair use requires four-factor reasoning issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l135-q06

Optional guided retry

Optional guided retry for Fair use requires four-factor reasoning:
A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Read this principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Fair use requires four-factor reasoning:
Original: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Changed fact: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)

Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

136. AI text is not legal authority

intro-law-l136 | suggested week 28 | about 40 minutes;split sessions as needed

Objective

Explain and apply ai text is not legal authority to a fictional original and changed record.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Today’s focus — AI text is not legal authority
A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional tool invents a citation-shaped string. A student labels it unverified and does not use it as authority. The responsible next step is locating and reading an actual source, checking jurisdiction and currentness. Fluency and a formal-looking citation are not evidence that a case or holding is genuine.

Numbered assignment

1. Fact discipline — AI text is not legal authority: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.

intro-law-l136-q01

2. Principle check: Restate the distinction taught in AI text is not legal authority in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l136-q02

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3. Apply the original record: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
Question: What should the student do with the unsupported citation? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l136-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: An actual source text is supplied and the claimed proposition differs from its words.
Explain how the analysis changes and what remains unresolved.

intro-law-l136-q04

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5. Source card exercise: For AI text is not legal authority, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l136-q05

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6. Neutral explanation: In 80–120 words, or a 60–90 second private explanation with an equivalent script/in-person option, answer the original AI text is not legal authority issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l136-q06

Optional guided retry

Optional guided retry for AI text is not legal authority:
A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.

Read this principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for AI text is not legal authority:
Original: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
Changed fact: An actual source text is supplied and the claimed proposition differs from its words.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

137. Project 14: Digital privacy, expression and responsible tools

intro-law-l137 | suggested week 28 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe digital privacy, expression and responsible tools project using six specified deliverables.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Project brief: Design a fictional privacy-respecting legal-literacy webpage on paper or as text only. Include minimal-data fields, a scoped-permission notice, a source-verification checklist and a four-factor copyright analysis. No actual publication, account access or copied commercial worksheet.

Build an educational artifact by organizing facts before recommending anything. A chart should label its columns; a map should explain its symbols; a memo should separate issue, rule, application and conclusion. If a fact is absent, write unknown rather than fill it in. A polished appearance never substitutes for accurate reasoning.

Complete fictional fact bank:
Case 1 — Consent has a defined scope
Principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Original record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Changed record: The practice instead uses a teacher-written text transcript with invented speakers and no recording.

Case 2 — Data minimization protects learning
Principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.
Original record: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Changed record: The sheet uses Fictional Record A and no identifying facts.

Case 3 — Screenshots need context and provenance
Principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.
Original record: An image claims a new statute passed, but the visible heading says introduced bill.
Changed record: The source card supplies an official enacted text and effective date.

Case 4 — Ideas, facts and expression

Principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
Original record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Changed record: The learner makes an original diagram using basic facts without tracing expressive artwork.

Case 5 — Fair use requires four-factor reasoning
Principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.
Original record: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Changed record: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied.

Case 6 — AI text is not legal authority
Principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
Original record: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
Changed record: An actual source text is supplied and the claimed proposition differs from its words.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional artist permits private classroom display of a drawing. Selling it in a public advertisement changes purpose and audience. The original permission does not establish that broader authorization. Consent scope and any applicable legal requirements must be analyzed; the class can instead use an original invented graphic.

Numbered assignment

1. Create a minimal-data fictional form for source classification.

intro-law-l137-q01

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2. Write a scoped-permission notice for private practice and explain why public ads differ.

intro-law-l137-q02

3. Annotate a proposed-bill screenshot’s status error.

intro-law-l137-q03

4. Compare original factual explanation with copied expressive artwork.

intro-law-l137-q04

5. Complete a four-factor chart for copying the entire commercial workbook.

intro-law-l137-q05

6. Create an AI-citation verification panel with a recording-free alternative.

intro-law-l137-q06

Optional guided retry

Optional guided retry for Project 14: Digital privacy, expression and responsible tools:
Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Read this principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Project 14: Digital privacy, expression and responsible tools:
Original: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Changed fact: The practice instead uses a teacher-written text transcript with invented speakers and no recording.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

138. Spiral lab 14: facts,rules and changed conditions

intro-law-l138 | suggested week 28 | about 40 minutes;split sessions as needed

Objective

Retrieve and compare six supplied scenarios from current and earlier units.

Instruction

Spaced practice 14 connects current concepts with earlier reasoning. Try recalling the distinction before rereading the printed principle; then revise using it. Retrieval is practice, not a memory contest. Explain why the changed fact matters rather than only changing the answer.

Current unit context: Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

For each task, the complete principle, original record and changed fact appear in the question. No earlier assignment or outside website is needed.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A screenshot labels a proposal as an effective law but omits the page’s introduced status. The claim exceeds the source. Verify official status, date and operative text rather than trust the image’s appearance. An unsuccessful search alone would not prove no authority exists; state what has actually been verified.

Numbered assignment

1. Retrieval connection from unit 14, Consent has a defined scope:
Principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Change: The practice instead uses a teacher-written text transcript with invented speakers and no recording.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l138-q01

2. Retrieval connection from unit 14, Ideas, facts and expression:
Principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
Record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Change: The learner makes an original diagram using basic facts without tracing expressive artwork.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l138-q02

3. Retrieval connection from unit 13, Warranties and promises have a scope:
Principle: A warranty or guarantee should be read for who promises what, for how long, and subject to which lawful conditions. Written terms, implied protections and statutory rights may interact. A broad slogan is not a substitute for the actual scope of the promise.
Record: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Change: The writing expressly adds labor during the six-month period.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l138-q03

4. Retrieval connection from unit 13, Credit and debt: read before calculating:
Principle: Credit involves repayment obligations and terms such as principal, interest, fees and timing. A small periodic payment does not show total cost by itself. This course uses stated simple arithmetic models, not real accounts, compound-interest predictions or individualized borrowing recommendations.
Record: Model: an adult borrows 100 and must repay 110 once, with no other costs or time-value assumptions.
Change: The stated repayment changes to 115 with the same principal and no other costs.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l138-q04

5. Retrieval connection from unit 11, Rights and responsibilities are distinct categories:
Principle: Family rules can assign duties as well as powers. A right to information, a decision-making responsibility and a support obligation need separate identification. Do not conclude that one conflict automatically cancels another legal duty.
Record: A fictional adult says disagreement about a visit means every independent support obligation disappears.
Change: A lawful modified order specifically changes an obligation prospectively.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l138-q05

6. Retrieval connection from unit 1, Legal questions versus policy preferences:
Principle: A legal question asks how an identified rule applies. A policy question asks whether a rule should change. Both deserve reasons, but a preferred policy is not evidence of the present rule.
Record: A classroom model permits two library renewals. Jae wants three because a book is long.
Change: The policy is formally amended to allow three beginning next month.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l138-q06

Optional guided retry

Optional guided retry for Spiral lab 14: facts,rules and changed conditions:
An image claims a new statute passed, but the visible heading says introduced bill.
Read this principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Spiral lab 14: facts,rules and changed conditions:
Original: An image claims a new statute passed, but the visible heading says introduced bill.
Changed fact: The source card supplies an official enacted text and effective date.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app's type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

139. Unit 14 review: Digital privacy, expression and responsible tools

intro-law-l139 | suggested week 28 | about 40 minutes;split sessions as needed

Objective

Revise six overconfident conclusions using accurate rules, facts and limits.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Review method: A conclusion is only as strong as its rule and factual support. At each station, identify the editor’s overclaim, replace it with a supported statement, and explain the limit. Revisit any station that mixes an allegation with a finding or a model with actual law. Use source cards to check scope, not to collect personal information. The station records are fully printed below.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

Fictional example: A learner privately quotes two necessary sentences from a published factual article and adds a paragraph criticizing its argument. Factor 1, purpose/character: specific criticism and new analysis may favor fair use; an education label alone does not decide it. Factor 2, nature: the supplied published factual character may favor fair use compared with highly creative unpublished expression. Factor 3, amount/substantiality: two sentences may be limited, but their importance to the article is unknown; even a short quotation could be its expressive heart. Factor 4, market: the exercise does not supply price, licensing practice or audience effects, so market harm cannot be confidently ruled out; not substituting for the article would be relevant. Weigh the factors together: some supplied facts favor fair use, while substantiality and market facts remain incomplete. No guaranteed ruling, word-count safe harbor or actual copying task follows.

Numbered assignment

1. Review station 1 — Consent has a defined scope
Principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Record: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part

correction:(a)answer What change requires separate analysis? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q01

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2. Review station 2 — Data minimization protects learning
Principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.
Record: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which fields should be removed and why? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q02

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3. Review station 3 — Screenshots need context and provenance
Principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.
Record: An image claims a new statute passed, but the visible heading says introduced bill.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What source-status error is present? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q03

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4. Review station 4 — Ideas, facts and expression
Principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
Record: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which parts require separate treatment? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q04

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5. Review station 5 — Fair use requires four-factor reasoning
Principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.
Record: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Apply all four factors without promising a result. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q05

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6. Review station 6 — AI text is not legal authority
Principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
Record: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What should the student do with the unsupported citation? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l139-q06

Optional guided retry

Optional guided retry for Unit 14 review: Digital privacy, expression and responsible tools:
A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Read this principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 14 review: Digital privacy, expression and responsible tools:
Original: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Changed fact: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index

updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

140. Unit 14 assessment: Digital privacy, expression and responsible tools

intro-law-l140 | suggested week 28 | about 40 minutes;split sessions as needed

Objective

Integrate unit rules, facts, source limits and fair counterarguments.

Instruction

Digital legal literacy combines source verification, privacy, permission, context and law. A public-looking page does not make all personal data appropriate to collect or all media free to reuse. Consent has a scope; platform rules and legal rights are not identical. Copyright protects qualifying expression, while facts and ideas raise different questions. Fair use is a context-dependent four-factor analysis, not a fixed percentage or automatic education exception. Use invented accounts and original materials. Never enter another person’s account, collect a classmate’s data, publish work or upload private records for credit.

Assessment directions: This is an open-resource application assessment. The principles and fictional records are supplied in the questions so that access to a website or earlier paperwork is unnecessary. Work independently at first if appropriate; then a parent may discuss reasoning and invite a correction. Label any assistance. Use IRAC where requested, show units in calculations, and distinguish a supplied rule from an actual legal claim. There is no assigned pass threshold or fixed deadline. The parent may split a longer assessment across sessions.

Reasoning example below is separate from the assessment records; use its method, not an unsupported outcome.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A practice form uses invented document labels instead of real birth dates and account numbers. Those identifiers are unnecessary to learn source classification. Removing them reduces risk while preserving the task. Anonymizing a real record can still leave identifying details, so genuinely fictional data is the safer course design.

Numbered assignment

1. Assessment record — unit 14, Consent has a defined scope
Supplied principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Original facts: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Assessment change: The practice instead uses a teacher-written text transcript with invented speakers and no recording.

Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l140-q01

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2. Assessment record — unit 14, Data minimization protects learning
Supplied principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.
Original facts: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Assessment change: The sheet uses Fictional Record A and no identifying facts.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l140-q02

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3. Assessment record — unit 14, Screenshots need context and provenance
Supplied principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.
Original facts: An image claims a new statute passed, but the visible heading says introduced bill.
Assessment change: The source card supplies an official enacted text and effective date.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l140-q03

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4. Assessment record — unit 14, Ideas, facts and expression
Supplied principle: Copyright generally protects original expression rather than underlying ideas, systems or facts. Another person’s distinctive wording or illustration can still be protected even when the topic is factual. Attribution is good practice but does not itself grant permission.
Original facts: A learner writes an original explanation of the idea of a triangle, but wants to copy an entire distinctive paid illustration and says facts cannot be copyrighted.
Assessment change: The learner makes an original diagram using basic facts without tracing expressive artwork.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l140-q04

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5. Assessment record — unit 14, Fair use requires four-factor reasoning
Supplied principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be

stated.
Original facts: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Assessment change: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l140-q05

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6. Assessment record — unit 14, AI text is not legal authority
Supplied principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
Original facts: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
Assessment change: An actual source text is supplied and the claimed proposition differs from its words.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l140-q06

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7. Comparison task: Use these two records.
A: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
A principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
B: A fictional AI output cites a case that the supplied official source card does not identify and gives no court, date or text.
B principle: A fluent answer can contain invented cases, outdated rules or missing jurisdiction. Verify each legal claim and citation against reliable sources before using it; an AI summary is not a court, statute or lawyer. Do not input private facts or rely on a tool for personal legal decisions.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l140-q07

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8. Research-limits task: For the changed record in Screenshots need context and provenance, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: An image claims a new statute passed, but the visible heading says introduced bill.
Change: The source card supplies an official enacted text and effective date.

intro-law-l140-q08

Optional guided retry

Optional guided retry for Unit 14 assessment: Digital privacy, expression and responsible tools:
A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Read this principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Unit 14 assessment: Digital privacy, expression and responsible tools:
Original: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Changed fact: The sheet uses Fictional Record A and no identifying facts.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

Intro to Law — Unit 15

Research, case reading and civic information

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.

141. Plan the question before searching

intro-law-l141 | suggested week 29 | about 40 minutes;split sessions as needed

Objective

Explain and apply plan the question before searching to a fictional original and changed record.

Instruction

Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion’s holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

Today’s focus — Plan the question before searching
A useful research question states the legal issue, jurisdiction, time and relevant facts. Broad questions invite irrelevant or outdated answers. Research can reveal that more facts are needed; it does not guarantee a single clear answer.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional student searches Is this legal? without identifying the act, the state or date.

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 research plan asks which supplied federal court structure applies to a stated federal claim at the trial stage. Issue, jurisdiction and procedural stage narrow the search. The plan is more useful than asking whether everything is legal. It still must identify the actual source and any missing jurisdictional

requirements.

Numbered assignment

1. Fact discipline — Plan the question before searching: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional student searches Is this legal? without identifying the act, the state or date.

intro-law-l141-q01

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2. Principle check: Restate the distinction taught in Plan the question before searching 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-l141-q02

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3. Apply the original record: A fictional student searches Is this legal? without identifying the act, the state or date.
Question: Rewrite it as a bounded classroom research question. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l141-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The task instead concerns a federal evidence rule in a federal mock proceeding.
Explain how the analysis changes and what remains unresolved.

intro-law-l141-q04

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5. Source card exercise: For Plan the question before searching, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l141-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 Plan the question before searching 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-l141-q06

Optional guided retry

Optional guided retry for Plan the question before searching:
A fictional student searches Is this legal? without identifying the act, the state or date.
Read this principle: A useful research question states the legal issue, jurisdiction, time and relevant facts. Broad questions invite irrelevant or outdated answers. Research can reveal that more facts are needed; it does not guarantee a single clear answer.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Plan the question before searching:
Original: A fictional student searches Is this legal? without identifying the act, the state or date.
Changed fact: The task instead concerns a federal evidence rule in a federal mock proceeding.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

142. Bills, statutes and effective dates

intro-law-l142 | suggested week 29 | about 40 minutes;split sessions as needed

Objective

Explain and apply bills, statutes and effective dates to a fictional original and changed record.

Instruction

Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion’s holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

Today’s focus — Bills, statutes and effective dates
A proposed bill is not automatically law. Enactment and effective date are distinct questions, and amendments can change operative language. An official source’s status labels and dates must be read before treating a provision as currently applicable.

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: Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.

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 enacted fictional rule takes effect in March, but the event occurred in January. Enactment alone does not establish that the March rule governed January. Compare operative dates and any transition/retroactivity provisions. A current publication date is not automatically the event’s applicable-law date.

Numbered assignment

1. Fact discipline — Bills, statutes and effective dates: 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: Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.

intro-law-l142-q01

2. Principle check: Restate the distinction taught in Bills, statutes and effective dates 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-l142-q02

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3. Apply the original record: Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.
Question: Why can neither card automatically establish a current operative rule for that event? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l142-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The event occurs after B’s stated effective date and no transition issue is supplied.
Explain how the analysis changes and what remains unresolved.

intro-law-l142-q04

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5. Source card exercise: For Bills, statutes and effective dates, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l142-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 Bills, statutes and effective dates 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-l142-q06

Optional guided retry

Optional guided retry for Bills, statutes and effective dates:
Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.

Read this principle: A proposed bill is not automatically law. Enactment and effective date are distinct questions, and amendments can change operative language. An official source’s status labels and dates must be read before treating a provision as currently applicable.
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 Bills, statutes and effective dates:
Original: Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.
Changed fact: The event occurs after B’s stated effective date and no transition issue is supplied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

143. Read a simulated holding in context

intro-law-l143 | suggested week 29 | about 40 minutes;split sessions as needed

Objective

Explain and apply read a simulated holding in context to a fictional original and changed record.

Instruction

Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion’s holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

Today’s focus — Read a simulated holding in context
A holding is the court’s resolution of an issue necessary to its decision; broader commentary may have a different role. Facts, procedural posture and jurisdiction constrain what a decision supports. A mock opinion teaches structure but is not real authority and receives no fake citation.

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: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.

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

SIMULATED OPINION: under a model requiring a numbered permit, the court denies an application lacking that number. A comment praising future digital forms does not decide their legal validity. The narrow resolution concerns the missing model condition. This fictional teaching opinion has no reporter citation or authority over actual disputes.

Numbered assignment

1. Fact discipline — Read a simulated holding in context: 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: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.

intro-law-l143-q01

2. Principle check: Restate the distinction taught in Read a simulated holding in context 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-l143-q02

3. Apply the original record: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
Question: Identify the narrow decision and the separate comment. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l143-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The issue in a new simulation is whether a specific electronic signature satisfies an expressly supplied rule.
Explain how the analysis changes and what remains unresolved.

intro-law-l143-q04

5. Source card exercise: For Read a simulated holding in context, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l143-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 Read a simulated holding in context 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-l143-q06

Optional guided retry

Optional guided retry for Read a simulated holding in context:
SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
Read this principle: A holding is the court’s resolution of an issue necessary to its decision; broader commentary may have a different role. Facts, procedural posture and jurisdiction constrain what a decision supports. A mock opinion teaches structure but is not real authority and receives no fake citation.
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 Read a simulated holding in context:
Original: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
Changed fact: The issue in a new simulation is whether a specific electronic signature satisfies an expressly supplied rule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

144. Currentness and later treatment

intro-law-l144 | suggested week 29 | about 40 minutes;split sessions as needed

Objective

Explain and apply currentness and later treatment to a fictional original and changed record.

Instruction

Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion’s holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

Today’s focus — Currentness and later treatment
A source may be amended, reversed, limited or superseded. Check dates, history and later treatment; finding a case is not the final research step. A beginner can record that a currentness check is incomplete rather than imply access to every legal research tool.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional memo relies on a 2015 rule, but the supplied 2024 amendment changes the relevant sentence.

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 source log contains an old rule and a later amendment. The reader compares versions, dates and transition language before choosing the operative text. Newest does not automatically govern every historical event, and an older case is not necessarily still good law. Record any incomplete later-treatment check honestly.

Numbered assignment

1. Fact discipline — Currentness and later treatment: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional memo relies on a 2015 rule, but the supplied 2024 amendment changes the relevant sentence.

intro-law-l144-q01

2. Principle check: Restate the distinction taught in Currentness and later treatment 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-l144-q02

3. Apply the original record: A fictional memo relies on a 2015 rule, but the supplied 2024 amendment changes the relevant sentence.
Question: What must the writer compare before using the older rule? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l144-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The event occurred before the amendment’s effective date.
Explain how the analysis changes and what remains unresolved.

intro-law-l144-q04

5. Source card exercise: For Currentness and later treatment, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l144-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 Currentness and later treatment 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-l144-q06

Optional guided retry

Optional guided retry for Currentness and later treatment:
A fictional memo relies on a 2015 rule, but the supplied 2024 amendment changes the relevant sentence.

Read this principle: A source may be amended, reversed, limited or superseded. Check dates, history and later treatment; finding a case is not the final research step. A beginner can record that a currentness check is incomplete rather than imply access to every legal research tool.
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 Currentness and later treatment:
Original: A fictional memo relies on a 2015 rule, but the supplied 2024 amendment changes the relevant sentence.
Changed fact: The event occurred before the amendment’s effective date.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

145. Public information has access rules and exceptions

intro-law-l145 | suggested week 29 | about 40 minutes;split sessions as needed

Objective

Explain and apply public information has access rules and exceptions to a fictional original and changed record.

Instruction

Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion's holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

Today's focus — Public information has access rules and exceptions
Texas public-information law concerns access to government records under legal procedures, with exceptions and confidentiality rules. Public agency possession does not mean every record is freely disclosable. A class can study categories without making requests or seeking anyone's identifying records.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional student claims that every government-held file, including confidential child information, must be released on demand.

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 agency publishes an organizational chart. A student can analyze that already public document without requesting private personnel files. Government possession of other records does not make them all disclosable. Access law includes procedures and confidentiality exceptions; the course requires no actual request or agency contact.

Numbered assignment

1. Fact discipline — Public information has access rules and exceptions: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional student claims that every government-held file, including confidential child information, must be released on demand.

intro-law-l145-q01

2. Principle check: Restate the distinction taught in Public information has access rules and exceptions 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-l145-q02

3. Apply the original record: A fictional student claims that every government-held file, including confidential child information, must be released on demand.
Question: What distinction is missing? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l145-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The task uses an already published agency organizational chart.
Explain how the analysis changes and what remains unresolved.

intro-law-l145-q04

5. Source card exercise: For Public information has access rules and exceptions, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l145-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 Public information has access rules and exceptions 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-l145-q06

Optional guided retry

Optional guided retry for Public information has access rules and exceptions:
A fictional student claims that every government-held file, including confidential child information, must be

released on demand.
Read this principle: Texas public-information law concerns access to government records under legal procedures, with exceptions and confidentiality rules. Public agency possession does not mean every record is freely disclosable. A class can study categories without making requests or seeking anyone’s identifying records.
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 Public information has access rules and exceptions:
Original: A fictional student claims that every government-held file, including confidential child information, must be released on demand.
Changed fact: The task uses an already published agency organizational chart.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
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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: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

146. Neutral policy analysis separates is from ought

intro-law-l146 | suggested week 30 | about 40 minutes;split sessions as needed

Objective

Explain and apply neutral policy analysis separates is from ought to a fictional original and changed record.

Instruction

Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion’s holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

Today’s focus — Neutral policy analysis separates is from ought
Describe current law accurately before proposing change. A policy argument can compare consequences, rights, administrability and alternatives without misrepresenting opposing views or demanding partisan agreement. Distinguish evidence-based predictions from values and uncertainties.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional council debate asks whether a public study room should require reservations. One memo calls its preferred policy existing law despite no enacted rule.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional memo says a reservation policy might reduce waits. That is a policy prediction needing reasons, not a statement that the policy is already enacted. A balanced analysis also considers access, costs and alternatives. Describing existing law accurately does not require supporting it or opposing it politically.

Numbered assignment

1. Fact discipline — Neutral policy analysis separates is from ought: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional council debate asks whether a public study room should require reservations. One memo calls its preferred policy existing law despite no enacted rule.

intro-law-l146-q01

2. Principle check: Restate the distinction taught in Neutral policy analysis separates is from ought 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-l146-q02

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3. Apply the original record: A fictional council debate asks whether a public study room should require reservations. One memo calls its preferred policy existing law despite no enacted rule.
Question: Correct the descriptive and normative categories. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l146-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A lawful reservation rule is later supplied as adopted and effective.
Explain how the analysis changes and what remains unresolved.

intro-law-l146-q04

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5. Source card exercise: For Neutral policy analysis separates is from ought, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l146-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 Neutral policy analysis separates is from ought 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-l146-q06

Optional guided retry

Optional guided retry for Neutral policy analysis separates is from ought:
A fictional council debate asks whether a public study room should require reservations. One memo calls its

preferred policy existing law despite no enacted rule.
Read this principle: Describe current law accurately before proposing change. A policy argument can compare consequences, rights, administrability and alternatives without misrepresenting opposing views or demanding partisan agreement. Distinguish evidence-based predictions from values and uncertainties.
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 Neutral policy analysis separates is from ought:
Original: A fictional council debate asks whether a public study room should require reservations. One memo calls its preferred policy existing law despite no enacted rule.
Changed fact: A lawful reservation rule is later supplied as adopted and effective.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

147. Project 15: Research, case reading and civic information

intro-law-l147 | suggested week 30 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe research, case reading and civic information project using six specified deliverables.

Instruction

Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion’s holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

Project brief: Build a fictional civic-research binder with a question plan, a source hierarchy card, a mock-opinion brief, a version comparison and a balanced reservation-policy memo. Identify unknowns and cite exact source URLs; do not file an information request or contact officials.

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 — Plan the question before searching
Principle: A useful research question states the legal issue, jurisdiction, time and relevant facts. Broad questions invite irrelevant or outdated answers. Research can reveal that more facts are needed; it does not guarantee a single clear answer.
Original record: A fictional student searches Is this legal? without identifying the act, the state or date.
Changed record: The task instead concerns a federal evidence rule in a federal mock proceeding.

Case 2 — Bills, statutes and effective dates
Principle: A proposed bill is not automatically law. Enactment and effective date are distinct questions, and amendments can change operative language. An official source’s status labels and dates must be read before treating a provision as currently applicable.
Original record: Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.
Changed record: The event occurs after B’s stated effective date and no transition issue is supplied.

Case 3 — Read a simulated holding in context
Principle: A holding is the court’s resolution of an issue necessary to its decision; broader commentary may have a different role. Facts, procedural posture and jurisdiction constrain what a decision supports. A mock opinion teaches structure but is not real authority and receives no fake citation.
Original record: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
Changed record: The issue in a new simulation is whether a specific electronic signature satisfies an expressly supplied rule.

Case 4 — Currentness and later treatment

Principle: A source may be amended, reversed, limited or superseded. Check dates, history and later treatment; finding a case is not the final research step. A beginner can record that a currentness check is incomplete rather than imply access to every legal research tool.
Original record: A fictional memo relies on a 2015 rule, but the supplied 2024 amendment changes the relevant sentence.
Changed record: The event occurred before the amendment’s effective date.

Case 5 — Public information has access rules and exceptions
Principle: Texas public-information law concerns access to government records under legal procedures, with exceptions and confidentiality rules. Public agency possession does not mean every record is freely disclosable. A class can study categories without making requests or seeking anyone’s identifying records.
Original record: A fictional student claims that every government-held file, including confidential child information, must be released on demand.
Changed record: The task uses an already published agency organizational chart.

Case 6 — Neutral policy analysis separates is from ought
Principle: Describe current law accurately before proposing change. A policy argument can compare consequences, rights, administrability and alternatives without misrepresenting opposing views or demanding partisan agreement. Distinguish evidence-based predictions from values and uncertainties.
Original record: A fictional council debate asks whether a public study room should require reservations. One memo calls its preferred policy existing law despite no enacted rule.
Changed record: A lawful reservation rule is later supplied as adopted and effective.

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 research plan asks which supplied federal court structure applies to a stated federal claim at the trial stage. Issue, jurisdiction and procedural stage narrow the search. The plan is more useful than asking whether everything is legal. It still must identify the actual source and any missing jurisdictional requirements.

Numbered assignment

1. Write a bounded question naming issue, jurisdiction and event date.

intro-law-l147-q01

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2. Sort the proposed and future-effective source cards.

intro-law-l147-q02

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3. Brief the mock written-consent opinion and label it SIMULATED.

intro-law-l147-q03

4. Compare 2015 and 2024 versions with the event date.

intro-law-l147-q04

5. Distinguish public organizational chart from confidential child records.

intro-law-l147-q05

6. Write a balanced reservation-policy memo separating current rule and proposal.

intro-law-l147-q06

Optional guided retry

Optional guided retry for Project 15: Research, case reading and civic information:
A fictional student searches Is this legal? without identifying the act, the state or date.
Read this principle: A useful research question states the legal issue, jurisdiction, time and relevant facts. Broad questions invite irrelevant or outdated answers. Research can reveal that more facts are needed; it does not guarantee a single clear answer.
Make two boxes:one supplied fact and one legal condition. Draw an arrow explaining their connection. State one thing the record does not establish.

Optional extension

Optional transfer challenge for Project 15: Research, case reading and civic information:
Original: A fictional student searches Is this legal? without identifying the act, the state or date.
Changed fact: The task instead concerns a federal evidence rule in a federal mock proceeding.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
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Reading purpose and limits: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
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Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

148. Spiral lab 15: facts,rules and changed conditions

intro-law-l148 | suggested week 30 | about 40 minutes;split sessions as needed

Objective

Retrieve and compare six supplied scenarios from current and earlier units.

Instruction

Spaced practice 15 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: Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion’s holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

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

SIMULATED OPINION: under a model requiring a numbered permit, the court denies an application lacking that number. A comment praising future digital forms does not decide their legal validity. The narrow resolution concerns the missing model condition. This fictional teaching opinion has no reporter citation or authority over actual disputes.

Numbered assignment

1. Retrieval connection from unit 15, Plan the question before searching:
Principle: A useful research question states the legal issue, jurisdiction, time and relevant facts. Broad questions invite irrelevant or outdated answers. Research can reveal that more facts are needed; it does not guarantee a single clear answer.
Record: A fictional student searches Is this legal? without identifying the act, the state or date.
Change: The task instead concerns a federal evidence rule in a federal mock proceeding.
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-l148-q01

2. Retrieval connection from unit 15, Currentness and later treatment:
Principle: A source may be amended, reversed, limited or superseded. Check dates, history and later treatment; finding a case is not the final research step. A beginner can record that a currentness check is incomplete rather than imply access to every legal research tool.
Record: A fictional memo relies on a 2015 rule, but the supplied 2024 amendment changes the relevant sentence.
Change: The event occurred before the amendment’s effective date.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l148-q02

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3. Retrieval connection from unit 14, Data minimization protects learning:
Principle: Collect only information necessary for a legitimate educational task. Birth dates, addresses, account identifiers and private experiences are rarely needed to analyze a fictional legal problem. De-identification can fail if details still identify a person; use genuinely invented records instead.
Record: A mock legal-research sheet asks for a learner’s home address and a family case number even though the task is to classify source types.
Change: The sheet uses Fictional Record A and no identifying facts.
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-l148-q03

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4. Retrieval connection from unit 14, Fair use requires four-factor reasoning:
Principle: The federal fair-use analysis considers purpose and character, nature of the copyrighted work, amount and substantiality, and effect on the potential market. No fixed word count, percentage or educational label guarantees the outcome. Courts evaluate the facts, and reasonable uncertainty should be stated.
Record: A learner proposes copying an entire current commercial workbook for distribution because the class is educational.
Change: The learner instead quotes a short necessary passage for specific criticism with attribution and no market substitution supplied.
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-l148-q04

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5. Retrieval connection from unit 12, Pay records and transparent calculations:
Principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
Record: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.
Change: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
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-l148-q05

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6. Retrieval connection from unit 1, Primary and secondary authority:
Principle: Primary sources contain law made by authorized institutions. Secondary sources explain or analyze law and can help locate primary material. A summary’s confidence or popularity does not make it binding, and an introduced bill is not necessarily enacted law.
Record: A blog summarizes a proposed bicycle bill as if it were already a Texas statute. The bill page says introduced.
Change: The blog links to an enacted version with a future effective date.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l148-q06

Optional guided retry

Optional guided retry for Spiral lab 15: facts,rules and changed conditions:
SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
Read this principle: A holding is the court’s resolution of an issue necessary to its decision; broader commentary may have a different role. Facts, procedural posture and jurisdiction constrain what a decision supports. A mock opinion teaches structure but is not real authority and receives no fake citation.
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 15: facts,rules and changed conditions:
Original: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
Changed fact: The issue in a new simulation is whether a specific electronic signature satisfies an expressly supplied rule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation

Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are

not required; last modifiedAugust 27,2026.
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.

149. Unit 15 review: Research, case reading and civic information

intro-law-l149 | suggested week 30 | about 40 minutes;split sessions as needed

Objective

Revise six overconfident conclusions using accurate rules, facts and limits.

Instruction

Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion’s holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

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

An agency publishes an organizational chart. A student can analyze that already public document without requesting private personnel files. Government possession of other records does not make them all disclosable. Access law includes procedures and confidentiality exceptions; the course requires no actual request or agency contact.

Numbered assignment

1. Review station 1 — Plan the question before searching
Principle: A useful research question states the legal issue, jurisdiction, time and relevant facts. Broad questions invite irrelevant or outdated answers. Research can reveal that more facts are needed; it does not guarantee a single clear answer.
Record: A fictional student searches Is this legal? without identifying the act, the state or date.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Rewrite it as a bounded classroom research question. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l149-q01

2. Review station 2 — Bills, statutes and effective dates
Principle: A proposed bill is not automatically law. Enactment and effective date are distinct questions, and amendments can change operative language. An official source’s status labels and dates must be read before treating a provision as currently applicable.
Record: Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why can neither card automatically establish a current operative rule for that event? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l149-q02

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3. Review station 3 — Read a simulated holding in context
Principle: A holding is the court’s resolution of an issue necessary to its decision; broader commentary may have a different role. Facts, procedural posture and jurisdiction constrain what a decision supports. A mock opinion teaches structure but is not real authority and receives no fake citation.
Record: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify the narrow decision and the separate comment. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l149-q03

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4. Review station 4 — Currentness and later treatment
Principle: A source may be amended, reversed, limited or superseded. Check dates, history and later treatment; finding a case is not the final research step. A beginner can record that a currentness check is incomplete rather than imply access to every legal research tool.
Record: A fictional memo relies on a 2015 rule, but the supplied 2024 amendment changes the relevant sentence.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What must the writer compare before using the older rule? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l149-q04

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5. Review station 5 — Public information has access rules and exceptions
Principle: Texas public-information law concerns access to government records under legal procedures, with exceptions and confidentiality rules. Public agency possession does not mean every record is freely disclosable. A class can study categories without making requests or seeking anyone’s identifying records.
Record: A fictional student claims that every government-held file, including confidential child information, must be released on demand.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What distinction is missing? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l149-q05

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6. Review station 6 — Neutral policy analysis separates is from ought
Principle: Describe current law accurately before proposing change. A policy argument can compare

consequences, rights, administrability and alternatives without misrepresenting opposing views or demanding partisan agreement. Distinguish evidence-based predictions from values and uncertainties.
Record: A fictional council debate asks whether a public study room should require reservations. One memo calls its preferred policy existing law despite no enacted rule.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Correct the descriptive and normative categories. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l149-q06

Optional guided retry

Optional guided retry for Unit 15 review: Research, case reading and civic information:
A fictional student claims that every government-held file, including confidential child information, must be released on demand.
Read this principle: Texas public-information law concerns access to government records under legal procedures, with exceptions and confidentiality rules. Public agency possession does not mean every record is freely disclosable. A class can study categories without making requests or seeking anyone’s identifying records.
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 15 review: Research, case reading and civic information:
Original: A fictional student claims that every government-held file, including confidential child information, must be released on demand.
Changed fact: The task uses an already published agency organizational chart.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by

government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

150. Unit 15 assessment: Research, case reading and civic information

intro-law-l150 | suggested week 30 | about 40 minutes;split sessions as needed

Objective

Integrate unit rules, facts, source limits and fair counterarguments.

Instruction

Legal research is a structured inquiry: identify the question, jurisdiction and time; locate primary authority; read its relevant language; check later developments; then explain uncertainty. A statute, a bill, a regulation, a judicial opinion and a commentary have different roles. A real opinion’s holding depends on the issue, facts and procedural setting, not a sentence lifted out of context. This unit uses explicitly simulated opinions with no invented reporter citations. Public-information access has exceptions and procedures; learning about it never requires submitting a request or contacting an agency.

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

An enacted fictional rule takes effect in March, but the event occurred in January. Enactment alone does not establish that the March rule governed January. Compare operative dates and any transition/retroactivity provisions. A current publication date is not automatically the event’s applicable-law date.

Numbered assignment

1. Assessment record — unit 15, Plan the question before searching
Supplied principle: A useful research question states the legal issue, jurisdiction, time and relevant facts. Broad questions invite irrelevant or outdated answers. Research can reveal that more facts are needed; it does not guarantee a single clear answer.
Original facts: A fictional student searches Is this legal? without identifying the act, the state or date.
Assessment change: The task instead concerns a federal evidence rule in a federal mock proceeding.
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-l150-q01

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2. Assessment record — unit 15, Bills, statutes and effective dates
Supplied principle: A proposed bill is not automatically law. Enactment and effective date are distinct questions, and amendments can change operative language. An official source’s status labels and dates must be read before treating a provision as currently applicable.
Original facts: Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.
Assessment change: The event occurs after B’s stated effective date and no transition issue is supplied.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l150-q02

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3. Assessment record — unit 15, Read a simulated holding in context
Supplied principle: A holding is the court’s resolution of an issue necessary to its decision; broader commentary may have a different role. Facts, procedural posture and jurisdiction constrain what a decision supports. A mock opinion teaches structure but is not real authority and receives no fake citation.
Original facts: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
Assessment change: The issue in a new simulation is whether a specific electronic signature satisfies an expressly supplied rule.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l150-q03

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4. Assessment record — unit 15, Currentness and later treatment
Supplied principle: A source may be amended, reversed, limited or superseded. Check dates, history and later treatment; finding a case is not the final research step. A beginner can record that a currentness check is incomplete rather than imply access to every legal research tool.
Original facts: A fictional memo relies on a 2015 rule, but the supplied 2024 amendment changes the relevant sentence.
Assessment change: The event occurred before the amendment’s effective date.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l150-q04

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5. Assessment record — unit 15, Public information has access rules and exceptions
Supplied principle: Texas public-information law concerns access to government records under legal procedures, with exceptions and confidentiality rules. Public agency possession does not mean every record is freely disclosable. A class can study categories without making requests or seeking anyone’s identifying records.
Original facts: A fictional student claims that every government-held file, including confidential child information, must be released on demand.

Assessment change: The task uses an already published agency organizational chart.
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-l150-q05

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6. Assessment record — unit 15, Neutral policy analysis separates is from ought
Supplied principle: Describe current law accurately before proposing change. A policy argument can compare consequences, rights, administrability and alternatives without misrepresenting opposing views or demanding partisan agreement. Distinguish evidence-based predictions from values and uncertainties.
Original facts: A fictional council debate asks whether a public study room should require reservations. One memo calls its preferred policy existing law despite no enacted rule.
Assessment change: A lawful reservation rule is later supplied as adopted and effective.
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-l150-q06

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7. Comparison task: Use these two records.
A: A fictional student searches Is this legal? without identifying the act, the state or date.
A principle: A useful research question states the legal issue, jurisdiction, time and relevant facts. Broad questions invite irrelevant or outdated answers. Research can reveal that more facts are needed; it does not guarantee a single clear answer.
B: A fictional council debate asks whether a public study room should require reservations. One memo calls its preferred policy existing law despite no enacted rule.
B principle: Describe current law accurately before proposing change. A policy argument can compare consequences, rights, administrability and alternatives without misrepresenting opposing views or demanding partisan agreement. Distinguish evidence-based predictions from values and uncertainties.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l150-q07

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8. Research-limits task: For the changed record in Read a simulated holding in context, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
Change: The issue in a new simulation is whether a specific electronic signature satisfies an expressly supplied rule.

intro-law-l150-q08

Optional guided retry

Optional guided retry for Unit 15 assessment: Research, case reading and civic information:
Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.
Read this principle: A proposed bill is not automatically law. Enactment and effective date are distinct

questions, and amendments can change operative language. An official source’s status labels and dates must be read before treating a provision as currently applicable.
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 15 assessment: Research, case reading and civic information:
Original: Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.
Changed fact: The event occurs after B’s stated effective date and no transition issue is supplied.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

Intro to Law — Unit 16

Negotiation, mediation and oral advocacy

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.

151. Positions and underlying interests

intro-law-l151 | suggested week 31 | about 40 minutes;split sessions as needed

Objective

Explain and apply positions and underlying interests to a fictional original and changed record.

Instruction

Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

Today’s focus — Positions and underlying interests
A position is a stated demand; an interest is a concern the demand may serve. Identifying interests can reveal options without requiring a party to surrender rights. Do not assume a person’s motives beyond the supplied facts.

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: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.

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

One fictional club asks for an early meeting because transport ends early; another asks for the same time because a room is visible then. The positions match, but the supplied interests differ. Exploring alternatives

requires those actual interests, not assumptions about personality or a demand that either group surrender rights.

Numbered assignment

1. Fact discipline — Positions and underlying interests: 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: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.

intro-law-l151-q01

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2. Principle check: Restate the distinction taught in Positions and underlying interests 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-l151-q02

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3. Apply the original record: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
Question: Separate positions from the supplied interests. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l151-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The second club’s task also requires proximity to an electrical outlet.
Explain how the analysis changes and what remains unresolved.

intro-law-l151-q04

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5. Source card exercise: For Positions and underlying interests, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l151-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 Positions and underlying interests 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-l151-q06

Optional guided retry

Optional guided retry for Positions and underlying interests:
Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
Read this principle: A position is a stated demand; an interest is a concern the demand may serve. Identifying interests can reveal options without requiring a party to surrender rights. Do not assume a person’s motives beyond the supplied facts.
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 Positions and underlying interests:
Original: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
Changed fact: The second club’s task also requires proximity to an electrical outlet.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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.

152. Negotiation uses options and limits

intro-law-l152 | suggested week 31 | about 40 minutes;split sessions as needed

Objective

Explain and apply negotiation uses options and limits to a fictional original and changed record.

Instruction

Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

Today’s focus — Negotiation uses options and limits
Generate multiple possible agreements, compare objective criteria and recognize a no-agreement alternative. Cooperation is not coerced consent. A simulated negotiation may end without agreement if the options do not satisfy lawful limits and informed preferences.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.

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 proposed room is too small under the supplied capacity rule. Splitting time does not cure its inadequate capacity. Negotiation evaluates feasibility and alternatives, not merely compromise as a virtue. If no option meets the constraints, a no-agreement result can be reasoned and legitimate in the simulation.

Numbered assignment

1. Fact discipline — Negotiation uses options and limits: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.

intro-law-l152-q01

2. Principle check: Restate the distinction taught in Negotiation uses options and limits 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-l152-q02

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3. Apply the original record: Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.
Question: Which option fails a stated constraint, and what remains uncertain? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l152-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: Both rooms are unavailable under a corrected schedule.
Explain how the analysis changes and what remains unresolved.

intro-law-l152-q04

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5. Source card exercise: For Negotiation uses options and limits, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l152-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 Negotiation uses options and limits 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-l152-q06

Optional guided retry

Optional guided retry for Negotiation uses options and limits:
Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.
Read this principle: Generate multiple possible agreements, compare objective criteria and recognize a

no-agreement alternative. Cooperation is not coerced consent. A simulated negotiation may end without agreement if the options do not satisfy lawful limits and informed preferences.
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 Negotiation uses options and limits:
Original: Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.
Changed fact: Both rooms are unavailable under a corrected schedule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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.

153. Mediation is facilitation, not a guaranteed verdict

intro-law-l153 | suggested week 31 | about 40 minutes;split sessions as needed

Objective

Explain and apply mediation is facilitation, not a guaranteed verdict to a fictional original and changed record.

Instruction

Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

Today’s focus — Mediation is facilitation, not a guaranteed verdict
A mediator helps parties communicate and explore agreement; the mediator ordinarily is not the judge who imposes the outcome. Applicable programs, agreements and law affect confidentiality and enforceability. Do not promise that every statement is absolutely confidential or every mediation ends in settlement.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

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 mediator asks each side to explain concerns and helps draft options. That is facilitation, not an imposed merits judgment. A later agreement’s legal effect requires its own analysis. Do not promise that every mediation statement is absolutely confidential or that settlement is inevitable.

Numbered assignment

1. Fact discipline — Mediation is facilitation, not a guaranteed verdict: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.

intro-law-l153-q01

2. Principle check: Restate the distinction taught in Mediation is facilitation, not a guaranteed verdict 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-l153-q02

3. Apply the original record: A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.
Question: What role error is present? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l153-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The person is instead a separately authorized arbitrator under a supplied valid agreement.
Explain how the analysis changes and what remains unresolved.

intro-law-l153-q04

5. Source card exercise: For Mediation is facilitation, not a guaranteed verdict, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l153-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 Mediation is facilitation, not a guaranteed verdict 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-l153-q06

Optional guided retry

Optional guided retry for Mediation is facilitation, not a guaranteed verdict:
A fictional mediator announces I can require this settlement because I am the mediator, with no other

decision-making authority supplied.
Read this principle: A mediator helps parties communicate and explore agreement; the mediator ordinarily is not the judge who imposes the outcome. Applicable programs, agreements and law affect confidentiality and enforceability. Do not promise that every statement is absolutely confidential or every mediation ends in settlement.
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 Mediation is facilitation, not a guaranteed verdict:
Original: A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.
Changed fact: The person is instead a separately authorized arbitrator under a supplied valid agreement.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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
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Supplied offline source card
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Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)

Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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.

154. Arbitration depends on authority and governing law

intro-law-l154 | suggested week 31 | about 40 minutes;split sessions as needed

Objective

Explain and apply arbitration depends on authority and governing law to a fictional original and changed record.

Instruction

Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

Today’s focus — Arbitration depends on authority and governing law
Arbitration can place a dispute before an arbitrator under an agreement or other authority. Scope, binding effect, review and enforceability require careful legal analysis. An arbitration label does not automatically cover every person, issue or remedy.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional clause covers disputes about delivery, but one party assumes it necessarily decides an unrelated dispute with a person who never agreed.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A supplied valid arbitration agreement covers two named adults and a particular delivery issue. That supports authority for that model dispute, not unrelated claims by all other people. Scope, binding effect, review and governing law remain separate questions. A meeting label alone creates no unlimited decision-making power.

Numbered assignment

1. Fact discipline — Arbitration depends on authority and governing law: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional clause covers disputes about delivery, but one party assumes it necessarily decides an unrelated dispute with a person who never agreed.

intro-law-l154-q01

2. Principle check: Restate the distinction taught in Arbitration depends on authority and governing law 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-l154-q02

3. Apply the original record: A fictional clause covers disputes about delivery, but one party assumes it necessarily decides an unrelated dispute with a person who never agreed.
Question: What scope questions arise? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l154-q03

4. Counterfactual: Begin with the original record above, then change only this fact: Both parties and the stated delivery issue are expressly within a valid supplied classroom agreement.
Explain how the analysis changes and what remains unresolved.

intro-law-l154-q04

5. Source card exercise: For Arbitration depends on authority and governing law, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l154-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 Arbitration depends on authority and governing law 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-l154-q06

Optional guided retry

Optional guided retry for Arbitration depends on authority and governing law:
A fictional clause covers disputes about delivery, but one party assumes it necessarily decides an unrelated

dispute with a person who never agreed.
Read this principle: Arbitration can place a dispute before an arbitrator under an agreement or other authority. Scope, binding effect, review and enforceability require careful legal analysis. An arbitration label does not automatically cover every person, issue or remedy.
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 Arbitration depends on authority and governing law:
Original: A fictional clause covers disputes about delivery, but one party assumes it necessarily decides an unrelated dispute with a person who never agreed.
Changed fact: Both parties and the stated delivery issue are expressly within a valid supplied classroom agreement.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)

Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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.

155. Oral advocacy is structured reasoning

intro-law-l155 | suggested week 31 | about 40 minutes;split sessions as needed

Objective

Explain and apply oral advocacy is structured reasoning to a fictional original and changed record.

Instruction

Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

Today’s focus — Oral advocacy is structured reasoning
An oral argument should state the requested result, rule, relevant facts, application and strongest limitation. Listening and answering a question matters more than volume or theatrical confidence. Offer a written script or private in-person presentation with equal reasoning criteria.

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: Model record: ten folders were owed, eight arrived, and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.

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 advocate requests a stipulated twenty-unit repair loss. The argument names the model loss rule, connects the repair record, and acknowledges disputed causation. A clear conditional request is more honest than demanding an unsupported extra penalty. Written scripts and parent-observed delivery demonstrate the same reasoning as a recording.

Numbered assignment

1. Fact discipline — Oral advocacy is structured reasoning: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Model record: ten folders were owed, eight arrived, and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue

that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.

intro-law-l155-q01

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2. Principle check: Restate the distinction taught in Oral advocacy is structured reasoning in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l155-q02

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3. Apply the original record: Model record: ten folders were owed, eight arrived, and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
Question: Plan a concise argument without adding facts. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l155-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The decision maker asks whether both folders later arrived with no remaining model loss.
Explain how the analysis changes and what remains unresolved.

intro-law-l155-q04

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5. Source card exercise: For Oral advocacy is structured reasoning, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l155-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 Oral advocacy is structured reasoning issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l155-q06

Optional guided retry

Optional guided retry for Oral advocacy is structured reasoning:
Model record:ten folders were owed,eight arrived,and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
Read this principle: An oral argument should state the requested result, rule, relevant facts, application and strongest limitation. Listening and answering a question matters more than volume or theatrical confidence. Offer a written script or private in-person presentation with equal reasoning criteria.
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 Oral advocacy is structured reasoning:
Original: Model record:ten folders were owed,eight arrived,and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
Changed fact: The decision maker asks whether both folders later arrived with no remaining model loss.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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.

156. A written resolution needs clear scope

intro-law-l156 | suggested week 32 | about 40 minutes;split sessions as needed

Objective

Explain and apply a written resolution needs clear scope to a fictional original and changed record.

Instruction

Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

Today’s focus — A written resolution needs clear scope
A simulated agreement should identify parties, obligations, timing, conditions and unresolved issues. Signing can have real consequences, so all class agreements are unsigned fictional drafts. An unclear statement of peace is not the same as a complete, lawful settlement.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional room-sharing draft says Everyone will be reasonable and omits times, responsibilities and what happens if a room is unavailable.

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 room plan assigns a specific room, time and cleanup duty, but says nothing about cancellation. Identify the remaining gap rather than call the draft complete. Add a clear proposed contingency as an unsigned simulation. Good drafting reduces uncertainty; it does not itself create a real enforceable settlement.

Numbered assignment

1. Fact discipline — A written resolution needs clear scope: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional room-sharing draft says Everyone will be reasonable and omits times, responsibilities and what happens if a room is unavailable.

intro-law-l156-q01

2. Principle check: Restate the distinction taught in A written resolution needs clear scope in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l156-q02

3. Apply the original record: A fictional room-sharing draft says Everyone will be reasonable and omits times, responsibilities and what happens if a room is unavailable.
Question: Which concrete terms should be clarified? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l156-q03

4. Counterfactual: Begin with the original record above, then change only this fact: A revised draft assigns times and tasks but still fails to identify the room.
Explain how the analysis changes and what remains unresolved.

intro-law-l156-q04

5. Source card exercise: For A written resolution needs clear scope, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l156-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 A written resolution needs clear scope issue for a new reader. Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l156-q06

Optional guided retry

Optional guided retry for A written resolution needs clear scope:
A fictional room-sharing draft says Everyone will be reasonable and omits times, responsibilities and what happens if a room is unavailable.

Read this principle: A simulated agreement should identify parties, obligations, timing, conditions and unresolved issues. Signing can have real consequences, so all class agreements are unsigned fictional drafts. An unclear statement of peace is not the same as a complete, lawful settlement.
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 A written resolution needs clear scope:
Original: A fictional room-sharing draft says Everyone will be reasonable and omits times, responsibilities and what happens if a room is unavailable.
Changed fact: A revised draft assigns times and tasks but still fails to identify the 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: 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.

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.

157. Project 16: Negotiation, mediation and oral advocacy

intro-law-l157 | suggested week 32 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe negotiation, mediation and oral advocacy project using six specified deliverables.

Instruction

Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

Project brief: Conduct a fictional room-sharing mediation and advocacy lab. Use two role cards, the supplied constraints and three proposed options; create an unsigned draft and a 90-second argument. Submit a private small recording, an in-person parent log or an equally detailed written script—never contact real disputants.

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 — Positions and underlying interests
Principle: A position is a stated demand; an interest is a concern the demand may serve. Identifying interests can reveal options without requiring a party to surrender rights. Do not assume a person’s motives beyond the supplied facts.
Original record: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
Changed record: The second club’s task also requires proximity to an electrical outlet.

Case 2 — Negotiation uses options and limits
Principle: Generate multiple possible agreements, compare objective criteria and recognize a no-agreement alternative. Cooperation is not coerced consent. A simulated negotiation may end without agreement if the options do not satisfy lawful limits and informed preferences.
Original record: Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.
Changed record: Both rooms are unavailable under a corrected schedule.

Case 3 — Mediation is facilitation, not a guaranteed verdict
Principle: A mediator helps parties communicate and explore agreement; the mediator ordinarily is not the judge who imposes the outcome. Applicable programs, agreements and law affect confidentiality and enforceability. Do not promise that every statement is absolutely confidential or every mediation ends in settlement.
Original record: A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.
Changed record: The person is instead a separately authorized arbitrator under a supplied valid agreement.

Case 4 — Arbitration depends on authority and governing law

Principle: Arbitration can place a dispute before an arbitrator under an agreement or other authority. Scope, binding effect, review and enforceability require careful legal analysis. An arbitration label does not automatically cover every person, issue or remedy.
Original record: A fictional clause covers disputes about delivery, but one party assumes it necessarily decides an unrelated dispute with a person who never agreed.
Changed record: Both parties and the stated delivery issue are expressly within a valid supplied classroom agreement.

Case 5 — Oral advocacy is structured reasoning
Principle: An oral argument should state the requested result, rule, relevant facts, application and strongest limitation. Listening and answering a question matters more than volume or theatrical confidence. Offer a written script or private in-person presentation with equal reasoning criteria.
Original record: Model record: ten folders were owed, eight arrived, and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
Changed record: The decision maker asks whether both folders later arrived with no remaining model loss.

Case 6 — A written resolution needs clear scope
Principle: A simulated agreement should identify parties, obligations, timing, conditions and unresolved issues. Signing can have real consequences, so all class agreements are unsigned fictional drafts. An unclear statement of peace is not the same as a complete, lawful settlement.
Original record: A fictional room-sharing draft says Everyone will be reasonable and omits times, responsibilities and what happens if a room is unavailable.
Changed record: A revised draft assigns times and tasks but still fails to identify the room.

Record-version scope: Task 1 requires only the original Case 1 position/interest cards; the changed Case 1 outlet record is optional enrichment. Other numbered tasks name their own constraints. Original and changed versions are alternatives, not facts to silently merge.

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

One fictional club asks for an early meeting because transport ends early; another asks for the same time because a room is visible then. The positions match, but the supplied interests differ. Exploring alternatives requires those actual interests, not assumptions about personality or a demand that either group surrender rights.

Numbered assignment

1. Make position/interest cards using only the original Case 1 record: poster visibility versus model assembly on a flat surface. Label each club’s stated table demand and its supplied interest. The changed Case 1 outlet fact is optional enrichment, not required for this task.

intro-law-l157-q01

2. Evaluate room A noon and room B one against noon-only availability.

intro-law-l157-q02

3. Write a mediator role statement and distinguish authorized arbitration.

intro-law-l157-q03

4. Check the delivery-only clause against an unrelated nonparty dispute.

intro-law-l157-q04

5. Present a 90-second argument or equivalent 120–180 word script on the 6 model loss.

intro-law-l157-q05

6. Draft unsigned room/time/task/contingency terms and unresolved-issues list.

intro-law-l157-q06

Optional guided retry

Optional guided retry for Project 16: Negotiation, mediation and oral advocacy:
Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
Read this principle: A position is a stated demand; an interest is a concern the demand may serve. Identifying interests can reveal options without requiring a party to surrender rights. Do not assume a person’s motives beyond the supplied facts.
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 16: Negotiation, mediation and oral advocacy:
Original: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
Changed fact: The second club’s task also requires proximity to an electrical outlet.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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.

158. Spiral lab 16: facts,rules and changed conditions

intro-law-l158 | suggested week 32 | about 40 minutes;split sessions as needed

Objective

Retrieve and compare six supplied scenarios from current and earlier units.

Instruction

Spaced practice 16 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: Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

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 mediator asks each side to explain concerns and helps draft options. That is facilitation, not an imposed merits judgment. A later agreement’s legal effect requires its own analysis. Do not promise that every mediation statement is absolutely confidential or that settlement is inevitable.

Numbered assignment

1. Retrieval connection from unit 16, Positions and underlying interests:
Principle: A position is a stated demand; an interest is a concern the demand may serve. Identifying interests can reveal options without requiring a party to surrender rights. Do not assume a person’s motives beyond the supplied facts.
Record: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
Change: The second club’s task also requires proximity to an electrical outlet.
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-l158-q01

2. Retrieval connection from unit 16, Arbitration depends on authority and governing law:
Principle: Arbitration can place a dispute before an arbitrator under an agreement or other authority. Scope, binding effect, review and enforceability require careful legal analysis. An arbitration label does not automatically cover every person, issue or remedy.
Record: A fictional clause covers disputes about delivery, but one party assumes it necessarily decides an unrelated dispute with a person who never agreed.
Change: Both parties and the stated delivery issue are expressly within a valid supplied classroom agreement.
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-l158-q02

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3. Retrieval connection from unit 15, Bills, statutes and effective dates:
Principle: A proposed bill is not automatically law. Enactment and effective date are distinct questions, and amendments can change operative language. An official source’s status labels and dates must be read before treating a provision as currently applicable.
Record: Source Card A says proposed; Card B says enacted but effective next January. The fictional event occurred last October.
Change: The event occurs after B’s stated effective date and no transition issue is supplied.
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-l158-q03

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4. Retrieval connection from unit 15, Public information has access rules and exceptions:
Principle: Texas public-information law concerns access to government records under legal procedures, with exceptions and confidentiality rules. Public agency possession does not mean every record is freely disclosable. A class can study categories without making requests or seeking anyone’s identifying records.
Record: A fictional student claims that every government-held file, including confidential child information, must be released on demand.
Change: The task uses an already published agency organizational chart.
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-l158-q04

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5. Retrieval connection from unit 13, Refund policies and legal rights:
Principle: A seller’s return policy and a legal remedy for a defective or misrepresented product are not identical. A no-change-of-mind-return policy does not by itself resolve all statutory claims, and consumer law does not necessarily require refunds for every preference change.
Record: A fictional shop says no discretionary returns. A consumer claims that proves every possible defect claim is legally barred.
Change: The product is as described and the only issue is a changed color preference.
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-l158-q05

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6. Retrieval connection from unit 1, IRAC: organize without pretending certainty:
Principle: IRAC means issue, rule, application and conclusion. The application explains why specific facts satisfy or fail parts of a rule. A conclusion can be conditional when facts or authority are missing; the acronym is an organizer, not a guarantee of a correct answer.
Record: Classroom rule: only signed equipment requests reserve a camera. Mina emails an unsigned request and says the camera is reserved.
Change: The equipment manager provides a written model exception accepting verified emails.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l158-q06

Optional guided retry

Optional guided retry for Spiral lab 16: facts,rules and changed conditions:
A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.
Read this principle: A mediator helps parties communicate and explore agreement; the mediator ordinarily is not the judge who imposes the outcome. Applicable programs, agreements and law affect confidentiality and enforceability. Do not promise that every statement is absolutely confidential or every mediation ends in settlement.
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 16: facts,rules and changed conditions:
Original: A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.
Changed fact: The person is instead a separately authorized arbitrator under a supplied valid agreement.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners

Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
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Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: 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.

159. Unit 16 review: Negotiation, mediation and oral advocacy

intro-law-l159 | suggested week 32 | about 40 minutes;split sessions as needed

Objective

Revise six overconfident conclusions using accurate rules, facts and limits.

Instruction

Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

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 fictional advocate requests a stipulated twenty-unit repair loss. The argument names the model loss rule, connects the repair record, and acknowledges disputed causation. A clear conditional request is more honest than demanding an unsupported extra penalty. Written scripts and parent-observed delivery demonstrate the same reasoning as a recording.

Numbered assignment

1. Review station 1 — Positions and underlying interests
Principle: A position is a stated demand; an interest is a concern the demand may serve. Identifying interests can reveal options without requiring a party to surrender rights. Do not assume a person’s motives beyond the supplied facts.
Record: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Separate positions from the supplied interests. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l159-q01

2. Review station 2 — Negotiation uses options and limits
Principle: Generate multiple possible agreements, compare objective criteria and recognize a no-agreement alternative. Cooperation is not coerced consent. A simulated negotiation may end without agreement if the options do not satisfy lawful limits and informed preferences.
Record: Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which option fails a stated constraint, and what remains uncertain? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l159-q02

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3. Review station 3 — Mediation is facilitation, not a guaranteed verdict
Principle: A mediator helps parties communicate and explore agreement; the mediator ordinarily is not the judge who imposes the outcome. Applicable programs, agreements and law affect confidentiality and enforceability. Do not promise that every statement is absolutely confidential or every mediation ends in settlement.
Record: A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What role error is present? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l159-q03

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4. Review station 4 — Arbitration depends on authority and governing law
Principle: Arbitration can place a dispute before an arbitrator under an agreement or other authority. Scope, binding effect, review and enforceability require careful legal analysis. An arbitration label does not automatically cover every person, issue or remedy.
Record: A fictional clause covers disputes about delivery, but one party assumes it necessarily decides an unrelated dispute with a person who never agreed.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What scope questions arise? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l159-q04

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5. Review station 5 — Oral advocacy is structured reasoning
Principle: An oral argument should state the requested result, rule, relevant facts, application and strongest limitation. Listening and answering a question matters more than volume or theatrical confidence. Offer a written script or private in-person presentation with equal reasoning criteria.
Record: Model record: ten folders were owed, eight arrived, and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Plan a concise argument without adding facts. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l159-q05

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6. Review station 6 — A written resolution needs clear scope
Principle: A simulated agreement should identify parties, obligations, timing, conditions and unresolved issues. Signing can have real consequences, so all class agreements are unsigned fictional drafts. An unclear statement of peace is not the same as a complete, lawful settlement.
Record: A fictional room-sharing draft says Everyone will be reasonable and omits times, responsibilities and what happens if a room is unavailable.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which concrete terms should be clarified? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l159-q06

Optional guided retry

Optional guided retry for Unit 16 review: Negotiation, mediation and oral advocacy:
Model record:ten folders were owed,eight arrived,and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
Read this principle: An oral argument should state the requested result, rule, relevant facts, application and strongest limitation. Listening and answering a question matters more than volume or theatrical confidence. Offer a written script or private in-person presentation with equal reasoning criteria.
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 16 review: Negotiation, mediation and oral advocacy:
Original: Model record:ten folders were owed,eight arrived,and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
Changed fact: The decision maker asks whether both folders later arrived with no remaining model loss.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners

Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
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Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
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Supplied offline source card
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Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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.

160. Unit 16 assessment: Negotiation, mediation and oral advocacy

intro-law-l160 | suggested week 32 | about 40 minutes;split sessions as needed

Objective

Integrate unit rules, facts, source limits and fair counterarguments.

Instruction

Not every dispute must end in a trial. Negotiation involves parties seeking agreement; mediation adds a facilitator who ordinarily does not impose a decision; arbitration can involve a decision maker under an agreement and governing law. Binding effect, confidentiality and enforceability vary, so never promise that all ADR is private, voluntary at every stage or automatically final. Advocacy should use accurate rules, fair treatment and supported facts. Oral practice may be recorded privately, in person, or replaced with an equivalent written script. No actual settlement, waiver or signature is assigned.

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 proposed room is too small under the supplied capacity rule. Splitting time does not cure its inadequate capacity. Negotiation evaluates feasibility and alternatives, not merely compromise as a virtue. If no option meets the constraints, a no-agreement result can be reasoned and legitimate in the simulation.

Numbered assignment

1. Assessment record — unit 16, Positions and underlying interests
Supplied principle: A position is a stated demand; an interest is a concern the demand may serve. Identifying interests can reveal options without requiring a party to surrender rights. Do not assume a person’s motives beyond the supplied facts.
Original facts: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
Assessment change: The second club’s task also requires proximity to an electrical outlet.
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-l160-q01

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2. Assessment record — unit 16, Negotiation uses options and limits
Supplied principle: Generate multiple possible agreements, compare objective criteria and recognize a no-agreement alternative. Cooperation is not coerced consent. A simulated negotiation may end without agreement if the options do not satisfy lawful limits and informed preferences.
Original facts: Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.
Assessment change: Both rooms are unavailable under a corrected schedule.
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-l160-q02

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3. Assessment record — unit 16, Mediation is facilitation, not a guaranteed verdict
Supplied principle: A mediator helps parties communicate and explore agreement; the mediator ordinarily is not the judge who imposes the outcome. Applicable programs, agreements and law affect confidentiality and enforceability. Do not promise that every statement is absolutely confidential or every mediation ends in settlement.
Original facts: A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.
Assessment change: The person is instead a separately authorized arbitrator under a supplied valid agreement.
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-l160-q03

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4. Assessment record — unit 16, Arbitration depends on authority and governing law
Supplied principle: Arbitration can place a dispute before an arbitrator under an agreement or other authority. Scope, binding effect, review and enforceability require careful legal analysis. An arbitration label does not automatically cover every person, issue or remedy.
Original facts: A fictional clause covers disputes about delivery, but one party assumes it necessarily decides an unrelated dispute with a person who never agreed.
Assessment change: Both parties and the stated delivery issue are expressly within a valid supplied classroom agreement.
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-l160-q04

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5. Assessment record — unit 16, Oral advocacy is structured reasoning
Supplied principle: An oral argument should state the requested result, rule, relevant facts, application and strongest limitation. Listening and answering a question matters more than volume or theatrical confidence. Offer a written script or private in-person presentation with equal reasoning criteria.

Original facts: Model record: ten folders were owed, eight arrived, and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
Assessment change: The decision maker asks whether both folders later arrived with no remaining model loss.
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-l160-q05

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6. Assessment record — unit 16, A written resolution needs clear scope
Supplied principle: A simulated agreement should identify parties, obligations, timing, conditions and unresolved issues. Signing can have real consequences, so all class agreements are unsigned fictional drafts. An unclear statement of peace is not the same as a complete, lawful settlement.
Original facts: A fictional room-sharing draft says Everyone will be reasonable and omits times, responsibilities and what happens if a room is unavailable.
Assessment change: A revised draft assigns times and tasks but still fails to identify the 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-l160-q06

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7. Comparison task: Use these two records.
A: Two fictional clubs both demand the same display table. One needs visible space for posters; the other needs a flat surface for assembling models.
A principle: A position is a stated demand; an interest is a concern the demand may serve. Identifying interests can reveal options without requiring a party to surrender rights. Do not assume a person’s motives beyond the supplied facts.
B: A fictional room-sharing draft says Everyone will be reasonable and omits times, responsibilities and what happens if a room is unavailable.
B principle: A simulated agreement should identify parties, obligations, timing, conditions and unresolved issues. Signing can have real consequences, so all class agreements are unsigned fictional drafts. An unclear statement of peace is not the same as a complete, lawful settlement.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l160-q07

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8. Research-limits task: For the changed record in Mediation is facilitation, not a guaranteed verdict, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A fictional mediator announces I can require this settlement because I am the mediator, with no other decision-making authority supplied.
Change: The person is instead a separately authorized arbitrator under a supplied valid agreement.

intro-law-l160-q08

Optional guided retry

Optional guided retry for Unit 16 assessment: Negotiation, mediation and oral advocacy:
Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.
Read this principle: Generate multiple possible agreements, compare objective criteria and recognize a no-agreement alternative. Cooperation is not coerced consent. A simulated negotiation may end without agreement if the options do not satisfy lawful limits and informed preferences.
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 16 assessment: Negotiation, mediation and oral advocacy:
Original: Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.
Changed fact: Both rooms are unavailable under a corrected schedule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter

Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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.

Intro to Law — Unit 17

Legal careers, ethics and access

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.

161. Different careers have different authority

intro-law-l161 | suggested week 33 | about 40 minutes;split sessions as needed

Objective

Explain and apply different careers have different authority to a fictional original and changed record.

Instruction

Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

Today’s focus — Different careers have different authority
A lawyer’s authorization, a judge’s neutral role, a paralegal’s supervised tasks and a court reporter’s record work are not interchangeable. Training and licensing requirements vary by role and jurisdiction. Interest in a career does not itself authorize legal practice.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional paralegal is described as independently deciding clients’legal strategy with no lawyer supervision or other authority.

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 court reporter produces an accurate transcript while a judge decides issues and lawyers advocate. These roles have different functions and authority. A paralegal’s supervised research is not the

same as independent representation. Interest or experience does not replace required training, licensing or authorized scope.

Numbered assignment

1. Fact discipline — Different careers have different authority: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional paralegal is described as independently deciding clients'legal strategy with no lawyer supervision or other authority.

intro-law-l161-q01

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2. Principle check: Restate the distinction taught in Different careers have different authority in your own words. Identify one limit that prevents treating it as a universal rule. Use the principle printed above, not an unsupported internet summary.

intro-law-l161-q02

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3. Apply the original record: A fictional paralegal is described as independently deciding clients'legal strategy with no lawyer supervision or other authority.
Question: Which role boundary needs checking? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l161-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The task is organizing a fictional record under a supervising lawyer's direction.
Explain how the analysis changes and what remains unresolved.

intro-law-l161-q04

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5. Source card exercise: For Different careers have different authority, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person's outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters.
Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

intro-law-l161-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 Different careers have different authority issue for a new reader.

Include the governing distinction, two supplied details, and the most important uncertainty or limit. Do not add an accusation or recommend real action.

intro-law-l161-q06

Optional guided retry

Optional guided retry for Different careers have different authority:
A fictional paralegal is described as independently deciding clients'legal strategy with no lawyer supervision or other authority.
Read this principle: A lawyer's authorization, a judge's neutral role, a paralegal's supervised tasks and a court reporter's record work are not interchangeable. Training and licensing requirements vary by role and jurisdiction. Interest in a career does not itself authorize legal practice.
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 Different careers have different authority:
Original: A fictional paralegal is described as independently deciding clients'legal strategy with no lawyer supervision or other authority.
Changed fact: The task is organizing a fictional record under a supervising lawyer's direction.
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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index

Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.

162. Competence includes checking limits

intro-law-l162 | suggested week 33 | about 40 minutes;split sessions as needed

Objective

Explain and apply competence includes checking limits to a fictional original and changed record.

Instruction

Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

Today’s focus — Competence includes checking limits
Competence means more than confidently answering. Professionals must recognize knowledge limits, research relevant law and use appropriate supervision or assistance under their rules. A student demonstrates responsibility by flagging uncertainty rather than pretending to be a lawyer.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.

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 lawyer encounters unfamiliar law and arranges appropriate competent assistance rather than guessing. That process respects knowledge limits. Texas competence rules and their actual conditions matter; confidence alone is not competence. A student should flag uncertainty and provide education, not pretend the course authorizes legal advice.

Numbered assignment

1. Fact discipline — Competence includes checking limits: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.

intro-law-l162-q01

2. Principle check: Restate the distinction taught in Competence includes checking limits 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-l162-q02

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3. Apply the original record: A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.
Question: What responsible research steps were omitted? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l162-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The trainee documents the gap and seeks authorized supervision within the fictional office.
Explain how the analysis changes and what remains unresolved.

intro-law-l162-q04

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5. Source card exercise: For Competence includes checking limits, 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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l162-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 Competence includes checking limits 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-l162-q06

Optional guided retry

Optional guided retry for Competence includes checking limits:
A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.
Read this principle: Competence means more than confidently answering. Professionals must recognize

knowledge limits, research relevant law and use appropriate supervision or assistance under their rules. A student demonstrates responsibility by flagging uncertainty rather than pretending to be a lawyer.
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 Competence includes checking limits:
Original: A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.
Changed fact: The trainee documents the gap and seeks authorized supervision within the fictional office.
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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.

163. Conflicts concern divided duties

intro-law-l163 | suggested week 33 | about 40 minutes;split sessions as needed

Objective

Explain and apply conflicts concern divided duties to a fictional original and changed record.

Instruction

Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

Today’s focus — Conflicts concern divided duties
A conflict can arise when responsibilities or interests materially interfere with professional duties. Rules about consent, disclosure and whether representation is permitted vary; some conflicts cannot be cured by a casual agreement. Identify relationships without collecting real client information. In Texas, Rule 1.06(a) prohibits a lawyer from representing opposing parties in the same litigation; the consent provision for other situations does not erase that prohibition.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.

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 Texas hypothetical asks one lawyer to represent opposing parties in the same litigation. Rule 1.06(a)prohibits that representation. The consent provision for other situations does not erase this same-litigation prohibition. The worked answer identifies the precise category rather than claiming friendship or any signature cures every conflict.

Numbered assignment

1. Fact discipline — Conflicts concern divided duties: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.

intro-law-l163-q01

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2. Principle check: Restate the distinction taught in Conflicts concern divided duties 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-l163-q02

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3. Apply the original record: A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.
Question: What professional concern is present? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l163-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The scenario instead involves unrelated matters with no supplied adverse interests.
Explain how the analysis changes and what remains unresolved.

intro-law-l163-q04

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5. Source card exercise: For Conflicts concern divided duties, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas Disciplinary Rules of Professional Conduct
Exact URL:
https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l163-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 Conflicts concern divided duties 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-l163-q06

Optional guided retry

Optional guided retry for Conflicts concern divided duties:
A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.
Read this principle: A conflict can arise when responsibilities or interests materially interfere with professional duties. Rules about consent, disclosure and whether representation is permitted vary; some conflicts cannot be cured by a casual agreement. Identify relationships without collecting real client information. In Texas, Rule 1.06(a) prohibits a lawyer from representing opposing parties in the same litigation; the consent provision for other situations does not erase that prohibition.
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 Conflicts concern divided duties:
Original: A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.
Changed fact: The scenario instead involves unrelated matters with no supplied adverse interests.
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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf

Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.

164. Confidentiality and privilege are not identical

intro-law-l164 | suggested week 33 | about 40 minutes;split sessions as needed

Objective

Explain and apply confidentiality and privilege are not identical to a fictional original and changed record.

Instruction

Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

Today’s focus — Confidentiality and privilege are not identical
Professional confidentiality duties can cover information beyond a narrow evidentiary privilege. Privilege concerns protection against compelled disclosure under applicable law and conditions. Exceptions, waiver and role matter; do not promise that every conversation with any legal worker is absolutely secret.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional student says any conversation near a courthouse is automatically privileged forever.

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 qualifying confidential legal-advice communication is stipulated in a model with no waiver or exception. That supports the supplied privilege analysis. Ethical confidentiality can protect additional client information beyond privilege. Neither concept means every conversation with anyone near a courthouse is absolutely secret forever.

Numbered assignment

1. Fact discipline — Confidentiality and privilege are not identical: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional student says any conversation near a courthouse is automatically privileged forever.

intro-law-l164-q01

2. Principle check: Restate the distinction taught in Confidentiality and privilege are not identical 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-l164-q02

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3. Apply the original record: A fictional student says any conversation near a courthouse is automatically privileged forever.
Question: Which required relationships and conditions are missing? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l164-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The simulation supplies a qualifying confidential lawyer-client legal-advice communication and no waiver or exception.
Explain how the analysis changes and what remains unresolved.

intro-law-l164-q04

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5. Source card exercise: For Confidentiality and privilege are not identical, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: Texas Disciplinary Rules of Professional Conduct
Exact URL:
https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l164-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 Confidentiality and privilege are not identical 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-l164-q06

Optional guided retry

Optional guided retry for Confidentiality and privilege are not identical:
A fictional student says any conversation near a courthouse is automatically privileged forever.
Read this principle: Professional confidentiality duties can cover information beyond a narrow evidentiary privilege. Privilege concerns protection against compelled disclosure under applicable law and conditions. Exceptions, waiver and role matter; do not promise that every conversation with any legal worker is absolutely secret.
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 Confidentiality and privilege are not identical:
Original: A fictional student says any conversation near a courthouse is automatically privileged forever.
Changed fact: The simulation supplies a qualifying confidential lawyer-client legal-advice communication and no waiver or exception.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)

Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.

165. Access to justice is a systems question

intro-law-l165 | suggested week 33 | about 40 minutes;split sessions as needed

Objective

Explain and apply access to justice is a systems question to a fictional original and changed record.

Instruction

Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

Today’s focus — Access to justice is a systems question
Cost, language, disability, geography and information barriers can affect access. Court self-help materials and legal-aid information have different roles from individual representation. Eligibility and service scope vary; researching resources is not a guarantee of representation or a requirement to disclose need.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional self-help glossary explains court vocabulary but promises no individual representation. It may reduce an information barrier without creating an attorney-client relationship. Legal-aid eligibility and service scope require actual program information. A general guide must not advertise a free lawyer for every reader’s civil dispute.

Numbered assignment

1. Fact discipline — Access to justice is a systems question: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.

intro-law-l165-q01

2. Principle check: Restate the distinction taught in Access to justice is a systems question 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-l165-q02

3. Apply the original record: A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.
Question: Why is that promise overbroad? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l165-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The page accurately describes an informational guide and clearly states its limits.
Explain how the analysis changes and what remains unresolved.

intro-law-l165-q04

5. Source card exercise: For Access to justice is a systems question, 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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters.
Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l165-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 Access to justice is a systems question 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-l165-q06

Optional guided retry

Optional guided retry for Access to justice is a systems question:
A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.

Read this principle: Cost, language, disability, geography and information barriers can affect access. Court self-help materials and legal-aid information have different roles from individual representation. Eligibility and service scope vary; researching resources is not a guarantee of representation or a requirement to disclose need.
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 Access to justice is a systems question:
Original: A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.
Changed fact: The page accurately describes an informational guide and clearly states its limits.
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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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Supplied offline source card
Title: Texas Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality

includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.

166. Ethical research leaves a transparent record

intro-law-l166 | suggested week 34 | about 40 minutes;split sessions as needed

Objective

Explain and apply ethical research leaves a transparent record to a fictional original and changed record.

Instruction

Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

Today’s focus — Ethical research leaves a transparent record
A reliable work product identifies sources, scope, uncertainties and updates. Do not fabricate citations, omit known contrary authority or misstate a holding to favor a side. Citation format matters, but an elegant citation to a nonexistent source is not evidence.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: A fictional memo deletes a supplied later amendment because it weakens the writer’s preferred argument.

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 memo includes a later amendment and explains that its effective date follows the event. That transparent comparison is better than hiding the amendment. The writer must still check transition and retroactivity rules. Honest advocacy states why authority matters or does not, rather than suppressing inconvenient research.

Numbered assignment

1. Fact discipline — Ethical research leaves a transparent record: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: A fictional memo deletes a supplied later amendment because it weakens the writer’s preferred argument.

intro-law-l166-q01

2. Principle check: Restate the distinction taught in Ethical research leaves a transparent record 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-l166-q02

3. Apply the original record: A fictional memo deletes a supplied later amendment because it weakens the writer’s preferred argument.
Question: What correction is required? Give a reasoned answer with a specific fact-to-rule link.

intro-law-l166-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The amendment is not applicable to the event date under the supplied transition rule.
Explain how the analysis changes and what remains unresolved.

intro-law-l166-q04

5. Source card exercise: For Ethical research leaves a transparent record, 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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters.
Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

intro-law-l166-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 Ethical research leaves a transparent record 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-l166-q06

Optional guided retry

Optional guided retry for Ethical research leaves a transparent record:
A fictional memo deletes a supplied later amendment because it weakens the writer’s preferred argument.
Read this principle: A reliable work product identifies sources, scope, uncertainties and updates. Do not

fabricate citations, omit known contrary authority or misstate a holding to favor a side. Citation format matters, but an elegant citation to a nonexistent source is not evidence.
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 Ethical research leaves a transparent record:
Original: A fictional memo deletes a supplied later amendment because it weakens the writer's preferred argument.
Changed fact: The amendment is not applicable to the event date under the supplied transition rule.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.
Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
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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.

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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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.

167. Project 17: Legal careers, ethics and access

intro-law-l167 | suggested week 34 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe legal careers, ethics and access project using six specified deliverables.

Instruction

Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

Project brief: Create a fictional legal-career and ethics orientation portfolio: compare four roles, resolve a conflict vignette, distinguish confidentiality from privilege and audit a mock research memo. Offer a two-minute career briefing or equivalent written briefing with no provider contact.

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 — Different careers have different authority
Principle: A lawyer’s authorization, a judge’s neutral role, a paralegal’s supervised tasks and a court reporter’s record work are not interchangeable. Training and licensing requirements vary by role and jurisdiction. Interest in a career does not itself authorize legal practice.
Original record: A fictional paralegal is described as independently deciding clients’legal strategy with no lawyer supervision or other authority.
Changed record: The task is organizing a fictional record under a supervising lawyer’s direction.

Case 2 — Competence includes checking limits
Principle: Competence means more than confidently answering. Professionals must recognize knowledge limits, research relevant law and use appropriate supervision or assistance under their rules. A student demonstrates responsibility by flagging uncertainty rather than pretending to be a lawyer.
Original record: A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.
Changed record: The trainee documents the gap and seeks authorized supervision within the fictional office.

Case 3 — Conflicts concern divided duties
Principle: A conflict can arise when responsibilities or interests materially interfere with professional duties. Rules about consent, disclosure and whether representation is permitted vary; some conflicts cannot be cured by a casual agreement. Identify relationships without collecting real client information. In Texas, Rule 1.06(a) prohibits a lawyer from representing opposing parties in the same litigation; the consent provision for other situations does not erase that prohibition.
Original record: A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.
Changed record: The scenario instead involves unrelated matters with no supplied adverse interests.

Case 4 — Confidentiality and privilege are not identical

Principle: Professional confidentiality duties can cover information beyond a narrow evidentiary privilege. Privilege concerns protection against compelled disclosure under applicable law and conditions. Exceptions, waiver and role matter; do not promise that every conversation with any legal worker is absolutely secret.
Original record: A fictional student says any conversation near a courthouse is automatically privileged forever.
Changed record: The simulation supplies a qualifying confidential lawyer-client legal-advice communication and no waiver or exception.

Case 5 — Access to justice is a systems question
Principle: Cost, language, disability, geography and information barriers can affect access. Court self-help materials and legal-aid information have different roles from individual representation. Eligibility and service scope vary; researching resources is not a guarantee of representation or a requirement to disclose need.
Original record: A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.
Changed record: The page accurately describes an informational guide and clearly states its limits.

Case 6 — Ethical research leaves a transparent record
Principle: A reliable work product identifies sources, scope, uncertainties and updates. Do not fabricate citations, omit known contrary authority or misstate a holding to favor a side. Citation format matters, but an elegant citation to a nonexistent source is not evidence.
Original record: A fictional memo deletes a supplied later amendment because it weakens the writer’s preferred argument.
Changed record: The amendment is not applicable to the event date under the supplied transition rule.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

A fictional court reporter produces an accurate transcript while a judge decides issues and lawyers advocate. These roles have different functions and authority. A paralegal’s supervised research is not the same as independent representation. Interest or experience does not replace required training, licensing or authorized scope.

Numbered assignment

1. Compare lawyer, judge, paralegal and court reporter roles.

intro-law-l167-q01

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2. Audit the outdated-rule trainee’s missing checks.

intro-law-l167-q02

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3. Resolve the same-litigation opposing-party conflict vignette.

intro-law-l167-q03

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4. Distinguish ethical confidentiality and evidentiary privilege.

intro-law-l167-q04

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5. Correct the every-civil-reader-free-lawyer advertisement.

intro-law-l167-q05

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6. Restore the omitted amendment to a transparent research memo.

intro-law-l167-q06

Optional guided retry

Optional guided retry for Project 17: Legal careers, ethics and access:
A fictional paralegal is described as independently deciding clients'legal strategy with no lawyer supervision or other authority.
Read this principle: A lawyer's authorization, a judge's neutral role, a paralegal's supervised tasks and a court reporter's record work are not interchangeable. Training and licensing requirements vary by role and jurisdiction. Interest in a career does not itself authorize legal practice.
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 17: Legal careers, ethics and access:
Original: A fictional paralegal is described as independently deciding clients'legal strategy with no lawyer supervision or other authority.
Changed fact: The task is organizing a fictional record under a supervising lawyer's direction.
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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance

Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.

168. Spiral lab 17: facts,rules and changed conditions

intro-law-l168 | suggested week 34 | about 40 minutes;split sessions as needed

Objective

Retrieve and compare six supplied scenarios from current and earlier units.

Instruction

Spaced practice 17 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: Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

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 Texas hypothetical asks one lawyer to represent opposing parties in the same litigation. Rule 1.06(a)prohibits that representation. The consent provision for other situations does not erase this same-litigation prohibition. The worked answer identifies the precise category rather than claiming friendship or any signature cures every conflict.

Numbered assignment

1. Retrieval connection from unit 17, Different careers have different authority:
Principle: A lawyer’s authorization, a judge’s neutral role, a paralegal’s supervised tasks and a court reporter’s record work are not interchangeable. Training and licensing requirements vary by role and jurisdiction. Interest in a career does not itself authorize legal practice.
Record: A fictional paralegal is described as independently deciding clients’legal strategy with no lawyer supervision or other authority.
Change: The task is organizing a fictional record under a supervising lawyer’s direction.
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-l168-q01

2. Retrieval connection from unit 17, Confidentiality and privilege are not identical:
Principle: Professional confidentiality duties can cover information beyond a narrow evidentiary privilege. Privilege concerns protection against compelled disclosure under applicable law and conditions. Exceptions, waiver and role matter; do not promise that every conversation with any legal worker is absolutely secret.
Record: A fictional student says any conversation near a courthouse is automatically privileged forever.
Change: The simulation supplies a qualifying confidential lawyer-client legal-advice communication and no waiver or exception.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l168-q02

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3. Retrieval connection from unit 16, Negotiation uses options and limits:
Principle: Generate multiple possible agreements, compare objective criteria and recognize a no-agreement alternative. Cooperation is not coerced consent. A simulated negotiation may end without agreement if the options do not satisfy lawful limits and informed preferences.
Record: Fictional clubs can use room A at noon or room B at one; one club has a suppliednoon-only availability.
Change: Both rooms are unavailable under a corrected schedule.
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-l168-q03

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4. Retrieval connection from unit 16, Oral advocacy is structured reasoning:
Principle: An oral argument should state the requested result, rule, relevant facts, application and strongest limitation. Listening and answering a question matters more than volume or theatrical confidence. Offer a written script or private in-person presentation with equal reasoning criteria.
Record: Model record: ten folders were owed, eight arrived, and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
Change: The decision maker asks whether both folders later arrived with no remaining model loss.
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-l168-q04

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5. Retrieval connection from unit 14, Screenshots need context and provenance:
Principle: A digital image can be altered, cropped, mislabeled or out of date. Evaluate origin, completeness, date and corroboration before treating it as authority or proof. Do not use invasive methods to investigate; classroom provenance records are supplied and fictional.
Record: An image claims a new statute passed, but the visible heading says introduced bill.
Change: The source card supplies an official enacted text and effective date.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l168-q05

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6. Retrieval connection from unit 1, Educational information is not representation:
Principle: General legal information describes institutions or rules. Individual legal advice evaluates someone’s actual rights, deadlines and strategy. A beginner should identify when jurisdiction, facts and professional judgment are missing rather than claiming to represent another person.
Record: A student sees a fictional contract worksheet and offers to guarantee a neighbor’s real lawsuit outcome.
Change: Instead the student creates a general source list with no recommendation about the neighbor’s case.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l168-q06

Optional guided retry

Optional guided retry for Spiral lab 17: facts,rules and changed conditions:
A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.
Read this principle: A conflict can arise when responsibilities or interests materially interfere with professional duties. Rules about consent, disclosure and whether representation is permitted vary; some conflicts cannot be cured by a casual agreement. Identify relationships without collecting real client information. In Texas, Rule 1.06(a) prohibits a lawyer from representing opposing parties in the same litigation; the consent provision for other situations does not erase that prohibition.
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 17: facts,rules and changed conditions:
Original: A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.
Changed fact: The scenario instead involves unrelated matters with no supplied adverse interests.
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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas 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.

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Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
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Reading purpose and limits: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation

Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

169. Unit 17 review: Legal careers, ethics and access

intro-law-l169 | suggested week 34 | about 40 minutes;split sessions as needed

Objective

Revise six overconfident conclusions using accurate rules, facts and limits.

Instruction

Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

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 fictional self-help glossary explains court vocabulary but promises no individual representation. It may reduce an information barrier without creating an attorney-client relationship. Legal-aid eligibility and service scope require actual program information. A general guide must not advertise a free lawyer for every reader’s civil dispute.

Numbered assignment

1. Review station 1 — Different careers have different authority
Principle: A lawyer’s authorization, a judge’s neutral role, a paralegal’s supervised tasks and a court reporter’s record work are not interchangeable. Training and licensing requirements vary by role and jurisdiction. Interest in a career does not itself authorize legal practice.
Record: A fictional paralegal is described as independently deciding clients’legal strategy with no lawyer supervision or other authority.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which role boundary needs checking? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l169-q01

2. Review station 2 — Competence includes checking limits
Principle: Competence means more than confidently answering. Professionals must recognize knowledge limits, research relevant law and use appropriate supervision or assistance under their rules. A student demonstrates responsibility by flagging uncertainty rather than pretending to be a lawyer.
Record: A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What responsible research steps were omitted? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l169-q02

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3. Review station 3 — Conflicts concern divided duties
Principle: A conflict can arise when responsibilities or interests materially interfere with professional duties. Rules about consent, disclosure and whether representation is permitted vary; some conflicts cannot be cured by a casual agreement. Identify relationships without collecting real client information. In Texas, Rule 1.06(a) prohibits a lawyer from representing opposing parties in the same litigation; the consent provision for other situations does not erase that prohibition.
Record: A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What professional concern is present? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l169-q03

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4. Review station 4 — Confidentiality and privilege are not identical
Principle: Professional confidentiality duties can cover information beyond a narrow evidentiary privilege. Privilege concerns protection against compelled disclosure under applicable law and conditions. Exceptions, waiver and role matter; do not promise that every conversation with any legal worker is absolutely secret.
Record: A fictional student says any conversation near a courthouse is automatically privileged forever.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Which required relationships and conditions are missing? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l169-q04

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5. Review station 5 — Access to justice is a systems question
Principle: Cost, language, disability, geography and information barriers can affect access. Court self-help materials and legal-aid information have different roles from individual representation. Eligibility and service scope vary; researching resources is not a guarantee of representation or a requirement to disclose need.
Record: A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Why is that promise overbroad? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l169-q05

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6. Review station 6 — Ethical research leaves a transparent record
Principle: A reliable work product identifies sources, scope, uncertainties and updates. Do not fabricate citations, omit known contrary authority or misstate a holding to favor a side. Citation format matters, but an elegant citation to a nonexistent source is not evidence.
Record: A fictional memo deletes a supplied later amendment because it weakens the writer’s preferred argument.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer What correction is required? (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l169-q06

Optional guided retry

Optional guided retry for Unit 17 review: Legal careers, ethics and access:
A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.
Read this principle: Cost, language, disability, geography and information barriers can affect access. Court self-help materials and legal-aid information have different roles from individual representation. Eligibility and service scope vary; researching resources is not a guarantee of representation or a requirement to disclose need.
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 17 review: Legal careers, ethics and access:
Original: A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.
Changed fact: The page accurately describes an informational guide and clearly states its limits.
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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips

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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.

170. Unit 17 assessment: Legal careers, ethics and access

intro-law-l170 | suggested week 34 | about 40 minutes;split sessions as needed

Objective

Integrate unit rules, facts, source limits and fair counterarguments.

Instruction

Legal work includes lawyers, judges, paralegals, legal assistants, court reporters and other roles with different training, authority and duties. This course does not qualify a learner to practice law or provide legal advice. Professional ethics require role-specific attention to competence, conflicts, honesty and protected information. Confidentiality and evidentiary privilege are related but distinct and have limits; avoid absolute promises. Access-to-justice research can examine reliable information and barriers without seeking help for a real dispute or contacting a provider for an assignment.

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 fictional lawyer encounters unfamiliar law and arranges appropriate competent assistance rather than guessing. That process respects knowledge limits. Texas competence rules and their actual conditions matter; confidence alone is not competence. A student should flag uncertainty and provide education, not pretend the course authorizes legal advice.

Numbered assignment

1. Assessment record — unit 17, Different careers have different authority
Supplied principle: A lawyer’s authorization, a judge’s neutral role, a paralegal’s supervised tasks and a court reporter’s record work are not interchangeable. Training and licensing requirements vary by role and jurisdiction. Interest in a career does not itself authorize legal practice.
Original facts: A fictional paralegal is described as independently deciding clients’legal strategy with no lawyer supervision or other authority.
Assessment change: The task is organizing a fictional record under a supervising lawyer’s direction.
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-l170-q01

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2. Assessment record — unit 17, Competence includes checking limits
Supplied principle: Competence means more than confidently answering. Professionals must recognize knowledge limits, research relevant law and use appropriate supervision or assistance under their rules. A student demonstrates responsibility by flagging uncertainty rather than pretending to be a lawyer.
Original facts: A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.
Assessment change: The trainee documents the gap and seeks authorized supervision within the fictional office.
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-l170-q02

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3. Assessment record — unit 17, Conflicts concern divided duties
Supplied principle: A conflict can arise when responsibilities or interests materially interfere with professional duties. Rules about consent, disclosure and whether representation is permitted vary; some conflicts cannot be cured by a casual agreement. Identify relationships without collecting real client information. In Texas, Rule 1.06(a) prohibits a lawyer from representing opposing parties in the same litigation; the consent provision for other situations does not erase that prohibition.
Original facts: A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.
Assessment change: The scenario instead involves unrelated matters with no supplied adverse interests.
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-l170-q03

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4. Assessment record — unit 17, Confidentiality and privilege are not identical
Supplied principle: Professional confidentiality duties can cover information beyond a narrow evidentiary privilege. Privilege concerns protection against compelled disclosure under applicable law and conditions. Exceptions, waiver and role matter; do not promise that every conversation with any legal worker is absolutely secret.
Original facts: A fictional student says any conversation near a courthouse is automatically privileged forever.
Assessment change: The simulation supplies a qualifying confidential lawyer-client legal-advice communication and no waiver or exception.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l170-q04

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5. Assessment record — unit 17, Access to justice is a systems question
Supplied principle: Cost, language, disability, geography and information barriers can affect access. Court self-help materials and legal-aid information have different roles from individual representation. Eligibility

and service scope vary; researching resources is not a guarantee of representation or a requirement to disclose need.
Original facts: A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.
Assessment change: The page accurately describes an informational guide and clearly states its limits.
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-l170-q05

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6. Assessment record — unit 17, Ethical research leaves a transparent record
Supplied principle: A reliable work product identifies sources, scope, uncertainties and updates. Do not fabricate citations, omit known contrary authority or misstate a holding to favor a side. Citation format matters, but an elegant citation to a nonexistent source is not evidence.
Original facts: A fictional memo deletes a supplied later amendment because it weakens the writer’s preferred argument.
Assessment change: The amendment is not applicable to the event date under the supplied transition rule.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l170-q06

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7. Comparison task: Use these two records.
A: A fictional paralegal is described as independently deciding clients’legal strategy with no lawyer supervision or other authority.
A principle: A lawyer’s authorization, a judge’s neutral role, a paralegal’s supervised tasks and a court reporter’s record work are not interchangeable. Training and licensing requirements vary by role and jurisdiction. Interest in a career does not itself authorize legal practice.
B: A fictional memo deletes a supplied later amendment because it weakens the writer’s preferred argument.
B principle: A reliable work product identifies sources, scope, uncertainties and updates. Do not fabricate citations, omit known contrary authority or misstate a holding to favor a side. Citation format matters, but an elegant citation to a nonexistent source is not evidence.
Name one distinct issue in each and explain why the rule for A cannot simply replace the rule for B.

intro-law-l170-q07

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8. Research-limits task: For the changed record in Conflicts concern divided duties, identify the relevant jurisdiction/source type from the printed cards and two checks needed before any actual-case conclusion.
Record: A fictional lawyer is asked to represent both opposing sides in the same contested case and says friendship eliminates every conflict.
Change: The scenario instead involves unrelated matters with no supplied adverse interests.

intro-law-l170-q08

Optional guided retry

Optional guided retry for Unit 17 assessment: Legal careers, ethics and access:
A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.
Read this principle: Competence means more than confidently answering. Professionals must recognize knowledge limits, research relevant law and use appropriate supervision or assistance under their rules. A student demonstrates responsibility by flagging uncertainty rather than pretending to be a lawyer.
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 17 assessment: Legal careers, ethics and access:
Original: A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.
Changed fact: The trainee documents the gap and seeks authorized supervision within the fictional office.
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: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.

Intro to Law — Unit 18

Integrated legal reasoning and civic capstone

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.

171. Build a disciplined case timeline

intro-law-l171 | suggested week 35 | about 40 minutes;split sessions as needed

Objective

Explain and apply build a disciplined case timeline to a fictional original and changed record.

Instruction

The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

Today’s focus — Build a disciplined case timeline
A timeline records dated events with sources and uncertainty labels. Chronology helps test causal and procedural claims, but does not create a legal deadline or prove causation by itself. Keep allegations separate from agreed facts.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.

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 invoice is dated Tuesday and a witness alleges delivery Wednesday. The timeline labels the invoice date as supplied and the delivery as alleged. Chronology organizes the record without converting

the allegation into a finding or inventing a legal deadline. A new agreed receipt could change the confidence label.

Numbered assignment

1. Fact discipline — Build a disciplined case timeline: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.
Record: Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.

intro-law-l171-q01

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2. Principle check: Restate the distinction taught in Build a disciplined case timeline 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-l171-q02

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3. Apply the original record: Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.
Question: Create an event entry and identify the disagreement. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l171-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: A complete agreed inventory confirms eight arrived.
Explain how the analysis changes and what remains unresolved.

intro-law-l171-q04

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5. Source card exercise: For Build a disciplined case timeline, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l171-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 Build a disciplined case timeline 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-l171-q06

Optional guided retry

Optional guided retry for Build a disciplined case timeline:
Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.
Read this principle: A timeline records dated events with sources and uncertainty labels. Chronology helps test causal and procedural claims, but does not create a legal deadline or prove causation by itself. Keep allegations separate from agreed facts.
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 Build a disciplined case timeline:
Original: Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.
Changed fact: A complete agreed inventory confirms eight arrived.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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 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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

172. Map multiple legal issues without merging them

intro-law-l172 | suggested week 35 | about 40 minutes;split sessions as needed

Objective

Explain and apply map multiple legal issues without merging them to a fictional original and changed record.

Instruction

The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

Today’s focus — Map multiple legal issues without merging them
Use separate element or issue columns for contract, tort, consumer and evidence questions. One story can raise several theories, but proof of an agreement does not establish negligent handling or deceptive advertising. Avoid double-counting the same loss.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder record adds a box damaged in transit, an ad promising a complete kit and a cropped approval message.

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 agreement promises equipment maintenance while a separate accident allegedly damages property. Contract and tort columns ask different questions. The promise does not by itself establish unreasonable care, cause or harm. An evidence column separately evaluates what each record supports, preventing one theory from silently proving another.

Numbered assignment

1. Fact discipline — Map multiple legal issues without merging them: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a

missing fact as appropriate; explain why the distinction matters.
Record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder record adds a box damaged in transit, an ad promising a complete kit and a cropped approval message.

intro-law-l172-q01

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2. Principle check: Restate the distinction taught in Map multiple legal issues without merging them 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-l172-q02

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3. Apply the original record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder record adds a box damaged in transit, an ad promising a complete kit and a cropped approval message.
Question: Identify three distinct research tracks and their factual needs. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l172-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The ad is unrelated to this transaction.
Explain how the analysis changes and what remains unresolved.

intro-law-l172-q04

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5. Source card exercise: For Map multiple legal issues without merging them, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l172-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 Map multiple legal issues without merging them 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-l172-q06

Optional guided retry

Optional guided retry for Map multiple legal issues without merging them:
Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. The Alder record adds a box damaged in transit, an ad promising a complete kit and a cropped approval message.
Read this principle: Use separate element or issue columns for contract, tort, consumer and evidence questions. One story can raise several theories, but proof of an agreement does not establish negligent handling or deceptive advertising. Avoid double-counting the same loss.
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 Map multiple legal issues without merging them:
Original: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. The Alder record adds a box damaged in transit, an ad promising a complete kit and a cropped approval message.
Changed fact: The ad is unrelated to this transaction.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not

Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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 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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

173. Evaluate evidence on both sides

intro-law-l173 | suggested week 35 | about 40 minutes;split sessions as needed

Objective

Explain and apply evaluate evidence on both sides to a fictional original and changed record.

Instruction

The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

Today’s focus — Evaluate evidence on both sides
A balanced evidence chart states what each item supports, its limitations and the strongest contrary interpretation. Do not equate quantity with reliability or exclude unfavorable proof merely because it hurts an argument. Supplied relevance and authentication rules govern the classroom chart.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.

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 document is authentic but says approved without naming the approved action. Authentication supports identity, not a single definite meaning. The complete exchange may clarify purpose. A balanced evidence chart can therefore credit provenance while noting ambiguity rather than treating authentic as synonymous with conclusive.

Numbered assignment

1. Fact discipline — Evaluate evidence on both sides: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.

Record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.

intro-law-l173-q01

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2. Principle check: Restate the distinction taught in Evaluate evidence on both sides 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-l173-q02

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3. Apply the original record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.
Question: Compare the three items without inventing missing context. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l173-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The complete message says complete payment received, not complete delivery.
Explain how the analysis changes and what remains unresolved.

intro-law-l173-q04

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5. Source card exercise: For Evaluate evidence on both sides, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l173-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 Evaluate evidence on both sides 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-l173-q06

Optional guided retry

Optional guided retry for Evaluate evidence on both sides:
Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.
Read this principle: A balanced evidence chart states what each item supports, its limitations and the strongest contrary interpretation. Do not equate quantity with reliability or exclude unfavorable proof merely because it hurts an argument. Supplied relevance and authentication rules govern the classroom chart.
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 Evaluate evidence on both sides:
Original: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.
Changed fact: The complete message says complete payment received, not complete delivery.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.

Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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 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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

174. Calculate a model remedy without double counting

intro-law-l174 | suggested week 35 | about 40 minutes;split sessions as needed

Objective

Explain and apply calculate a model remedy without double counting to a fictional original and changed record.

Instruction

The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

Today’s focus — Calculate a model remedy without double counting
Use only stipulated recoverable losses and state assumptions. A refund, replacement and damages can overlap; do not automatically add all labels as separate recoveries. Real remedies require law, proof, causation and limits beyond this arithmetic exercise.

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: Model: two folders are missing at 3 each; a separate proven recoverable packaging loss is 4. The replacement value 6 and refund value 6 refer to the same missing folders.

Method: First identify the actor and issue. Read the supplied principle as a limited model or overview, not a universal rule. Mark agreed facts, allegations and unknowns. Link a fact to each relevant condition. Consider a different interpretation and state a conditional conclusion when authority or facts are incomplete. Your reasons matter more than choosing a side. Use only the fictional record; no real case, private document or external contact is needed.

Safety: Legal education only, not individualized legal advice. All disputes and records are fictional classroom simulations. Do not file, pay, contact police/courts/parties, visit a courthouse, investigate a real person, or disclose private family/case information. Use supplied facts; personal disclosure is never required. Written or private in-person alternatives replace every recording activity.

Worked teaching example

Model: one repair loss is five units, shown on two duplicate receipts. The non-overlapping total remains five, not ten. If a separate stipulated recoverable two-unit loss is added, the model total becomes seven. Actual recovery would still require law, causation, proof and applicable limits beyond the arithmetic.

Numbered assignment

1. Fact discipline — Calculate a model remedy without double counting: 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: Model: two folders are missing at 3 each; a separate proven recoverable packaging loss is 4. The replacement value 6 and refund value 6 refer to the same missing folders.

intro-law-l174-q01

2. Principle check: Restate the distinction taught in Calculate a model remedy without double counting 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-l174-q02

3. Apply the original record: Model: two folders are missing at 3 each; a separate proven recoverable packaging loss is 4. The replacement value 6 and refund value 6 refer to the same missing folders.
Question: Calculate the non-overlapping model total. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l174-q03

4. Counterfactual: Begin with the original record above, then change only this fact: The packaging loss is already included in the stated 6 rather than separate.
Explain how the analysis changes and what remains unresolved.

intro-law-l174-q04

5. Source card exercise: For Calculate a model remedy without double counting, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l174-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 Calculate a model remedy without double counting 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-l174-q06

Optional guided retry

Optional guided retry for Calculate a model remedy without double counting:
Model: two folders are missing at 3 each; a separate proven recoverable packaging loss is 4. The replacement value 6 and refund value 6 refer to the same missing folders.
Read this principle: Use only stipulated recoverable losses and state assumptions. A refund, replacement and damages can overlap; do not automatically add all labels as separate recoveries. Real remedies require law, proof, causation and limits beyond this arithmetic exercise.
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 Calculate a model remedy without double counting:
Original: Model: two folders are missing at 3 each; a separate proven recoverable packaging loss is 4. The replacement value 6 and refund value 6 refer to the same missing folders.
Changed fact: The packaging loss is already included in the stated 6 rather than separate.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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Title: Cornell LII: Federal Evidence Rule 401
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Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
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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.

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview

Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

175. Present and respond with intellectual honesty

intro-law-l175 | suggested week 35 | about 40 minutes;split sessions as needed

Objective

Explain and apply present and respond with intellectual honesty to a fictional original and changed record.

Instruction

The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

Today’s focus — Present and respond with intellectual honesty
A capstone advocate requests a limited educational result, states the supplied rule, applies relevant facts and answers the strongest contrary point. A neutral decision maker explains which issues remain open. Oral delivery has a full written or parent-observed alternative and no public posting.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder advocate requests the model 10 under the original separate-loss facts, but the count was initially disputed.

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 recommendation requests seven model units only if both distinct losses are established. When asked about a missing causal link, the speaker acknowledges the condition rather than inventing evidence. Advocacy can be confident about the method while conditional about facts. A written script can show the same honesty and reasoning.

Numbered assignment

1. Fact discipline — Present and respond with intellectual honesty: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a missing fact as appropriate; explain why the distinction matters.

Record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder advocate requests the model 10 under the original separate-loss facts, but the count was initially disputed.

intro-law-l175-q01

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2. Principle check: Restate the distinction taught in Present and respond with intellectual honesty 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-l175-q02

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3. Apply the original record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder advocate requests the model 10 under the original separate-loss facts, but the count was initially disputed.
Question: State both the requested result and its factual condition. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l175-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The decision maker accepts that all ten folders arrived.
Explain how the analysis changes and what remains unresolved.

intro-law-l175-q04

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5. Source card exercise: For Present and respond with intellectual honesty, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l175-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 Present and respond with intellectual honesty 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-l175-q06

Optional guided retry

Optional guided retry for Present and respond with intellectual honesty:
Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. The Alder advocate requests the model 10 under the original separate-loss facts, but the count was initially disputed.
Read this principle: A capstone advocate requests a limited educational result, states the supplied rule, applies relevant facts and answers the strongest contrary point. A neutral decision maker explains which issues remain open. Oral delivery has a full written or parent-observed alternative and no public posting.
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 Present and respond with intellectual honesty:
Original: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. The Alder advocate requests the model 10 under the original separate-loss facts, but the count was initially disputed.
Changed fact: The decision maker accepts that all ten folders arrived.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not

Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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 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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

176. A reasoned recommendation is not a real verdict

intro-law-l176 | suggested week 36 | about 40 minutes;split sessions as needed

Objective

Explain and apply a reasoned recommendation is not a real verdict to a fictional original and changed record.

Instruction

The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

Today’s focus — A reasoned recommendation is not a real verdict
A final memo can distinguish a model conclusion, an unresolved legal issue and a policy suggestion. State jurisdiction, source limits and remaining facts. No student has adjudicatory authority, and no formal real filing, judgment, enrollment or credential follows from this course exercise.

Reasoning practice: Write the legal condition on one line and the supplied fact on the next. Explain the link instead of merely copying both. A different result requires a changed fact, rule or justified interpretation—not a stronger opinion.

Assignment record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A capstone writer labels an educational recommendation a binding Texas court verdict and tells fictional parties to obey it as real law.

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 class recommends clearer receipt labels. That is a policy proposal, not automatically a current legal duty. Its separate model dispute analysis is an educational recommendation, not a binding court judgment. Label findings, unknowns and suggestions so that a reader cannot mistake the exercise for actual adjudication or individualized advice.

Numbered assignment

1. Fact discipline — A reasoned recommendation is not a real verdict: From this record, quote or accurately paraphrase two legally significant details. Label each as a supplied/stipulated fact, an allegation or a

missing fact as appropriate; explain why the distinction matters.
Record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A capstone writer labels an educational recommendation a binding Texas court verdict and tells fictional parties to obey it as real law.

intro-law-l176-q01

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2. Principle check: Restate the distinction taught in A reasoned recommendation is not a real verdict 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-l176-q02

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3. Apply the original record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A capstone writer labels an educational recommendation a binding Texas court verdict and tells fictional parties to obey it as real law.
Question: Correct the status and scope of the work product. Give a reasoned answer with a specific fact-to-rule link.

intro-law-l176-q03

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4. Counterfactual: Begin with the original record above, then change only this fact: The writer adds a neutral policy idea for clearer delivery records.
Explain how the analysis changes and what remains unresolved.

intro-law-l176-q04

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5. Source card exercise: For A reasoned recommendation is not a real verdict, use the complete supplied offline card below. Record its jurisdiction/type and exact URL. Explain what it can contribute, and one reason it cannot by itself guarantee a real person’s outcome. No browsing or separate registry lookup is required.

Supplied offline source card
Title: US 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.

intro-law-l176-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 A reasoned recommendation is not a real verdict 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-l176-q06

Optional guided retry

Optional guided retry for A reasoned recommendation is not a real verdict:
Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. A capstone writer labels an educational recommendation a binding Texas court verdict and tells fictional parties to obey it as real law.
Read this principle: A final memo can distinguish a model conclusion, an unresolved legal issue and a policy suggestion. State jurisdiction, source limits and remaining facts. No student has adjudicatory authority, and no formal real filing, judgment, enrollment or credential follows from this course exercise.
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 A reasoned recommendation is not a real verdict:
Original: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. A capstone writer labels an educational recommendation a binding Texas court verdict and tells fictional parties to obey it as real law.
Changed fact: The writer adds a neutral policy idea for clearer delivery records.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not

Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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Jurisdiction/scope: US federal primary rule reproduced by academic publisher
Source type: federal-primary-rule-academic-reproduction
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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.

Supplied offline source card
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Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
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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.

177. Project 18: Integrated legal reasoning and civic capstone

intro-law-l177 | suggested week 36 | about 65 minutes;split sessions as needed

Objective

Create a complete, privacy-safe integrated legal reasoning and civic capstone project using six specified deliverables.

Instruction

The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

Project brief: Complete the Alder Studio capstone: timeline, source and issue matrix, evidence table, non-overlapping model calculation, balanced educational memo and a two-minute private oral argument or equivalent script. Include an alternative interpretation and a clearly labeled policy suggestion; never send or file anything.

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 — Build a disciplined case timeline
Principle: A timeline records dated events with sources and uncertainty labels. Chronology helps test causal and procedural claims, but does not create a legal deadline or prove causation by itself. Keep allegations separate from agreed facts.
Original record: Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.
Changed record: A complete agreed inventory confirms eight arrived.

Case 2 — Map multiple legal issues without merging them
Principle: Use separate element or issue columns for contract, tort, consumer and evidence questions. One story can raise several theories, but proof of an agreement does not establish negligent handling or deceptive advertising. Avoid double-counting the same loss.
Original record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder record adds a box damaged in transit, an ad promising a complete kit and a cropped approval message.
Changed record: The ad is unrelated to this transaction.

Case 3 — Evaluate evidence on both sides
Principle: A balanced evidence chart states what each item supports, its limitations and the strongest contrary interpretation. Do not equate quantity with reliability or exclude unfavorable proof merely because it hurts an argument. Supplied relevance and authentication rules govern the classroom chart.

Original record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.
Changed record: The complete message says complete payment received, not complete delivery.

Case 4 — Calculate a model remedy without double counting
Principle: Use only stipulated recoverable losses and state assumptions. A refund, replacement and damages can overlap; do not automatically add all labels as separate recoveries. Real remedies require law, proof, causation and limits beyond this arithmetic exercise.
Original record: Model: two folders are missing at 3 each; a separate proven recoverable packaging loss is 4. The replacement value 6 and refund value 6 refer to the same missing folders.
Changed record: The packaging loss is already included in the stated 6 rather than separate.

Case 5 — Present and respond with intellectual honesty
Principle: A capstone advocate requests a limited educational result, states the supplied rule, applies relevant facts and answers the strongest contrary point. A neutral decision maker explains which issues remain open. Oral delivery has a full written or parent-observed alternative and no public posting.
Original record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder advocate requests the model 10 under the original separate-loss facts, but the count was initially disputed.
Changed record: The decision maker accepts that all ten folders arrived.

Case 6 — A reasoned recommendation is not a real verdict
Principle: A final memo can distinguish a model conclusion, an unresolved legal issue and a policy suggestion. State jurisdiction, source limits and remaining facts. No student has adjudicatory authority, and no formal real filing, judgment, enrollment or credential follows from this course exercise.
Original record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A capstone writer labels an educational recommendation a binding Texas court verdict and tells fictional parties to obey it as real law.
Changed record: The writer adds a neutral policy idea for clearer delivery records.

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 invoice is dated Tuesday and a witness alleges delivery Wednesday. The timeline labels the invoice date as supplied and the delivery as alleged. Chronology organizes the record without converting the allegation into a finding or inventing a legal deadline. A new agreed receipt could change the confidence label.

Numbered assignment

1. Make a sourced Alder timeline labeling the original eight-versus-ten dispute.

intro-law-l177-q01

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2. Build contract, tort, consumer and evidence columns with needed facts.

intro-law-l177-q02

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3. Compare inventory, cropped approval and no-count witness fairly.

intro-law-l177-q03

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4. Calculate original and overlap-changed model losses.

intro-law-l177-q04

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5. Give a two-minute private argument or 180–240 word script with an opposing point.

intro-law-l177-q05

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6. Write a simulated recommendation and separate one proposed recordkeeping policy.

intro-law-l177-q06

Optional guided retry

Optional guided retry for Project 18: Integrated legal reasoning and civic capstone:
Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.
Read this principle: A timeline records dated events with sources and uncertainty labels. Chronology helps test causal and procedural claims, but does not create a legal deadline or prove causation by itself. Keep allegations separate from agreed facts.
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 18: Integrated legal reasoning and civic capstone:
Original: Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.
Changed fact: A complete agreed inventory confirms eight arrived.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains.

Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
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Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
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Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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 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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
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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.

178. Spiral lab 18: facts,rules and changed conditions

intro-law-l178 | suggested week 36 | about 40 minutes;split sessions as needed

Objective

Retrieve and compare six supplied scenarios from current and earlier units.

Instruction

Spaced practice 18 connects current concepts with earlier reasoning. Try recalling the distinction before rereading the printed principle; then revise using it. Retrieval is practice, not a memory contest. Explain why the changed fact matters rather than only changing the answer.

Current unit context: The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

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 document is authentic but says approved without naming the approved action. Authentication supports identity, not a single definite meaning. The complete exchange may clarify purpose. A balanced evidence chart can therefore credit provenance while noting ambiguity rather than treating authentic as synonymous with conclusive.

Numbered assignment

1. Retrieval connection from unit 18, Build a disciplined case timeline:
Principle: A timeline records dated events with sources and uncertainty labels. Chronology helps test causal and procedural claims, but does not create a legal deadline or prove causation by itself. Keep allegations separate from agreed facts.
Record: Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.
Change: A complete agreed inventory confirms eight arrived.
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-l178-q01

2. Retrieval connection from unit 18, Calculate a model remedy without double counting:
Principle: Use only stipulated recoverable losses and state assumptions. A refund, replacement and damages can overlap; do not automatically add all labels as separate recoveries. Real remedies require law, proof, causation and limits beyond this arithmetic exercise.
Record: Model: two folders are missing at 3 each; a separate proven recoverable packaging loss is 4. The replacement value 6 and refund value 6 refer to the same missing folders.
Change: The packaging loss is already included in the stated 6 rather than separate.
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-l178-q02

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3. Retrieval connection from unit 17, Competence includes checking limits:
Principle: Competence means more than confidently answering. Professionals must recognize knowledge limits, research relevant law and use appropriate supervision or assistance under their rules. A student demonstrates responsibility by flagging uncertainty rather than pretending to be a lawyer.
Record: A fictional trainee gives a definite answer from an outdated rule without checking jurisdiction.
Change: The trainee documents the gap and seeks authorized supervision within the fictional office.
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-l178-q03

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4. Retrieval connection from unit 17, Access to justice is a systems question:
Principle: Cost, language, disability, geography and information barriers can affect access. Court self-help materials and legal-aid information have different roles from individual representation. Eligibility and service scope vary; researching resources is not a guarantee of representation or a requirement to disclose need.
Record: A fictional information page advertises that every reader automatically gets a free lawyer for every civil dispute.
Change: The page accurately describes an informational guide and clearly states its limits.
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-l178-q04

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5. Retrieval connection from unit 15, Read a simulated holding in context:
Principle: A holding is the court’s resolution of an issue necessary to its decision; broader commentary may have a different role. Facts, procedural posture and jurisdiction constrain what a decision supports. A mock opinion teaches structure but is not real authority and receives no fake citation.
Record: SIMULATED OPINION: Under the supplied rule requiring written consent, the court denies this license because the record has no writing. It adds that electronic signatures might be useful someday.
Change: The issue in a new simulation is whether a specific electronic signature satisfies an expressly supplied rule.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l178-q05

6. Retrieval connection from unit 1, Readiness diagnostic: law, ethics and rules:
Principle: A written policy can govern a club without being a criminal statute. Identify who created a rule and what consequence it authorizes before classifying it. Disagreement with a rule is not itself proof that the rule is legally invalid.
Record: A fictional chess club asks members to arrive by 4 pm. Robin arrives at 4:10. A member says Robin committed a crime. No statute is supplied.
Change: Assume a teacher also calls arriving late unfair.
Without inventing facts, name the central distinction, and explain one before/after difference. Then explain why an unsupported universal conclusion would be unsafe.

intro-law-l178-q06

Optional guided retry

Optional guided retry for Spiral lab 18: facts,rules and changed conditions:
Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.
Read this principle: A balanced evidence chart states what each item supports, its limitations and the strongest contrary interpretation. Do not equate quantity with reliability or exclude unfavorable proof merely because it hurts an argument. Supplied relevance and authentication rules govern the classroom chart.
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 18: facts,rules and changed conditions:
Original: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.
Changed fact: The complete message says complete payment received, not complete delivery.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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 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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index

Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

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.

179. Unit 18 review: Integrated legal reasoning and civic capstone

intro-law-l179 | suggested week 36 | about 40 minutes;split sessions as needed

Objective

Revise six overconfident conclusions using accurate rules, facts and limits.

Instruction

The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

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 fictional recommendation requests seven model units only if both distinct losses are established. When asked about a missing causal link, the speaker acknowledges the condition rather than inventing evidence. Advocacy can be confident about the method while conditional about facts. A written script can show the same honesty and reasoning.

Numbered assignment

1. Review station 1 — Build a disciplined case timeline
Principle: A timeline records dated events with sources and uncertainty labels. Chronology helps test causal and procedural claims, but does not create a legal deadline or prove causation by itself. Keep allegations separate from agreed facts.
Record: Fictional Alder Studio orders 10 folders at 3 each from Birch Supply. The supplied log says eight arrived on Monday; one witness says ten arrived but did not count.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Create an event entry and identify the disagreement. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l179-q01

2. Review station 2 — Map multiple legal issues without merging them
Principle: Use separate element or issue columns for contract, tort, consumer and evidence questions. One story can raise several theories, but proof of an agreement does not establish negligent handling or deceptive advertising. Avoid double-counting the same loss.
Record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder record adds a box damaged in transit, an ad promising a complete kit and a cropped approval message.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Identify three distinct research tracks and their factual needs. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l179-q02

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3. Review station 3 — Evaluate evidence on both sides
Principle: A balanced evidence chart states what each item supports, its limitations and the strongest contrary interpretation. Do not equate quantity with reliability or exclude unfavorable proof merely because it hurts an argument. Supplied relevance and authentication rules govern the classroom chart.
Record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Compare the three items without inventing missing context. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l179-q03

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4. Review station 4 — Calculate a model remedy without double counting
Principle: Use only stipulated recoverable losses and state assumptions. A refund, replacement and damages can overlap; do not automatically add all labels as separate recoveries. Real remedies require law, proof, causation and limits beyond this arithmetic exercise.
Record: Model: two folders are missing at 3 each; a separate proven recoverable packaging loss is 4. The replacement value 6 and refund value 6 refer to the same missing folders.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Calculate the non-overlapping model total. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l179-q04

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5. Review station 5 — Present and respond with intellectual honesty
Principle: A capstone advocate requests a limited educational result, states the supplied rule, applies relevant facts and answers the strongest contrary point. A neutral decision maker explains which issues remain open. Oral delivery has a full written or parent-observed alternative and no public posting.
Record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a

separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. The Alder advocate requests the model 10 under the original separate-loss facts, but the count was initially disputed.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer State both the requested result and its factual condition. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l179-q05

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6. Review station 6 — A reasoned recommendation is not a real verdict
Principle: A final memo can distinguish a model conclusion, an unresolved legal issue and a policy suggestion. State jurisdiction, source limits and remaining facts. No student has adjudicatory authority, and no formal real filing, judgment, enrollment or credential follows from this course exercise.
Record: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A capstone writer labels an educational recommendation a binding Texas court verdict and tells fictional parties to obey it as real law.
An editor says: The short story proves every legal issue and no qualification is needed. Write a three-part correction:(a)answer Correct the status and scope of the work product. (b)name the key supporting detail;(c)state the remaining limit. Use the printed principle.

intro-law-l179-q06

Optional guided retry

Optional guided retry for Unit 18 review: Integrated legal reasoning and civic capstone:
Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. The Alder advocate requests the model 10 under the original separate-loss facts, but the count was initially disputed.
Read this principle: A capstone advocate requests a limited educational result, states the supplied rule, applies relevant facts and answers the strongest contrary point. A neutral decision maker explains which issues remain open. Oral delivery has a full written or parent-observed alternative and no public posting.
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 18 review: Integrated legal reasoning and civic capstone:
Original: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. The Alder advocate requests the model 10 under the original separate-loss facts, but the count was initially disputed.
Changed fact: The decision maker accepts that all ten folders arrived.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no

additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: US 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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 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: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Submit typed numbered responses; or handwritten photo; or a printed page scanned as image/PDF; or a parent-paper completion log with the actual paper retained. Optional private audio/video may replace written explanation if each numbered task is identified. Each image/PDF/audio/video file must be at most 4 MiB and pass the app’s type/signature checks; use short clips or an equally detailed written script instead of a large file. An HTTPS reference may be stored as text only: it is not opened or evaluated automatically. Do not submit ZIP/code files or private records.

180. Cumulative final: reasoned legal literacy

intro-law-l180 | suggested week 36 | about 80 minutes;split sessions as needed

Objective

Integrate cumulative rules, facts, source limits and fair counterarguments.

Instruction

The capstone combines source reading, claim classification, evidence assessment, calculation and respectful advocacy. A complete analysis separates facts from assumptions and legal elements from policy preferences. All named persons and institutions are fictional. The project asks for a reasoned educational recommendation under supplied rules, not a prediction of a real court or an actual settlement. Different well-supported conclusions can earn credit when the record genuinely leaves an issue open. The final review returns to constitutional structure, courts, rights and professional limits as well as private-law topics.

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.

Purpose of this cumulative final: open-resource synthesis and retrieval using previously taught fictional records. Many questions deliberately repeat earlier unit assessments. It is not a test of transfer to eighteen unseen cases. Compare your current reasoning with earlier work if available; earlier paperwork is not required.

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 agreement promises equipment maintenance while a separate accident allegedly damages property. Contract and tort columns ask different questions. The promise does not by itself establish unreasonable care, cause or harm. An evidence column separately evaluates what each record supports, preventing one theory from silently proving another.

Numbered assignment

1. Assessment record — unit 1, Facts, allegations and inferences
Supplied principle: A fact describes something that happened; an allegation is a party’s claim about it. An inference links observations to a possible explanation. Mark uncertainty rather than treating an accusation or a confident tone as proof.

Original facts: Sam says Lee took a blue folder. A photograph shows Lee carrying a blue object, but not its owner or contents.
Assessment change: A dated inventory identifies the photographed object as Lee’s own notebook.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l180-q01

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2. Assessment record — unit 2, Three branches, distinct functions
Supplied principle: Legislatures make statutes, executives administer and enforce law, and courts decide cases within their authority. Checks and balances require interactions without making the branches identical. Identify the function before evaluating whether an action is authorized.
Original facts: Congress passes a model federal statute; an agency administers it; a court interprets it in a case.
Assessment change: The agency claims it can disregard a binding court order simply because it prefers its policy.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l180-q02

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3. Assessment record — unit 3, Accused persons and the burden of proof
Supplied principle: In a criminal trial the government bears the burden of proving guilt beyond a reasonable doubt. The accused need not prove innocence. Counsel and other Sixth Amendment protections concern criminal prosecutions; do not assume identical appointed-counsel rights in every civil disagreement.
Original facts: In a fictional criminal trial, a juror says the accused must testify or be convicted.
Assessment change: A separate ordinary civil contract dispute arises.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l180-q03

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4. Assessment record — unit 4, Jurisdiction, venue and practical location
Supplied principle: Jurisdiction concerns a court’s legal power. Venue concerns the proper location within an authorized system. Convenience can matter practically but does not create legal power or override governing venue rules. Separate the concepts before researching details.
Original facts: A party chooses the nearest building and assumes its court can decide any case.
Assessment change: The correct court type is selected but the wrong county is named.
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-l180-q04

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5. Assessment record — unit 5, Discovery and limits
Supplied principle: Discovery exchanges information through authorized procedures. Relevance,

proportionality, privilege and privacy can limit requests. More information is not always legally obtainable, and preserving records differs from publicly distributing them.
Original facts: A simulated missing-delivery dispute seeks every unrelated personal message on a worker’s phone.
Assessment change: The request is limited to the transaction’s delivery log and specified date.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l180-q05

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6. Assessment record — unit 6, Probable cause is not conviction
Supplied principle: Different decisions require different evidentiary showings. A preliminary basis for investigation or legal process is not the same as proof beyond a reasonable doubt at trial. Never express the criminal trial standard as a fixed numerical percentage.
Original facts: A fictional news report says a charge proves guilt because a preliminary hearing occurred.
Assessment change: A trial later ends in acquittal.
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-l180-q06

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7. 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-l180-q07

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8. Assessment record — unit 8, Offers and invitations to negotiate
Supplied principle: An offer generally invites acceptance on sufficiently definite proposed terms; advertisements or negotiations are not always offers. Examine language, context and what remains open. A beginner should identify ambiguity instead of declaring every price statement enforceable.
Original facts: Adult seller says I might sell this desk for about 80 if I decide to move. Adult buyer replies I accept.
Assessment change: Seller instead sends a specific signed offer identifying the desk, price and acceptance 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-l180-q08

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9. Assessment record — unit 9, Intentional conduct, reputation and careful speech
Supplied principle: Intentional torts have specific elements; intent to act is not necessarily intent to cause every result. Defamation concepts distinguish factual assertions from opinions and require more than hurt feelings. Jurisdiction, falsity, publication, fault, harm and defenses matter; avoid personal accusations in class.
Original facts: A fictional newsletter asserts as fact that a named fictional adult stole funds, relying only on a rumor.
Assessment change: The text instead clearly expresses a subjective opinion about a fictional painting’s style without implying undisclosed defamatory facts.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l180-q09

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10. Assessment record — unit 10, Deposits and ordinary wear
Supplied principle: Texas agency guidance distinguishes normal wear and tear from abnormal damage in deposit discussions. Itemization and other conditions matter. A classroom comparison can identify which evidence to research without promising a deposit outcome or asserting all deductions are prohibited.
Original facts: A fictional move-out list includes naturally worn carpet and a broken door caused by a supplied accidental impact.
Assessment change: Before-and-after records show the door was already broken.
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-l180-q10

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11. Assessment record — unit 11, Best interests and reasoned fact analysis
Supplied principle: Child-related decisions can involve a best-interest standard under applicable law. It is not a license to decide by stereotypes or a student’s personal preferences. Identify relevant facts, lawful criteria and missing information; never ask learners to choose between their actual family members.
Original facts: In a fictional scheduling exercise, an advocate relies only on the claim that one job title always makes a better parent.
Assessment change: Replace the job-title stereotype with this neutral fictional record: River starts school at 8:30 am; Ash’s route is 12 minutes and Brook’s is 25 minutes. Both adults have suitable transport. Ash is available after school on Monday/Wednesday; Brook is available Tuesday/Thursday; an agreed fictional supervised program covers Friday. No safety, preference, health or other legal-standard facts are supplied. These facts are for comparing logistical questions, not choosing a real custody outcome.
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-l180-q11

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12. Assessment record — unit 12, Pay records and transparent calculations
Supplied principle: A pay stub can record hours, rate and deductions, but actual wage rights require applicable law, coverage and facts. Calculate a supplied model accurately without declaring a real wage violation or assuming every deduction is lawful or unlawful.
Original facts: Model payroll: five hours at 12 per hour, no deductions or overtime issues. The fictional record shows gross pay 50.

Assessment change: A correction records 60 gross and separately identifies a stipulated lawful 5 deduction.
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-l180-q12

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13. Assessment record — unit 13, Warranties and promises have a scope
Supplied principle: A warranty or guarantee should be read for who promises what, for how long, and subject to which lawful conditions. Written terms, implied protections and statutory rights may interact. A broad slogan is not a substitute for the actual scope of the promise.
Original facts: A fictional six-month parts warranty is cited as proof that all labor costs forever are covered.
Assessment change: The writing expressly adds labor during the six-month period.
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-l180-q13

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14. Assessment record — unit 14, Consent has a defined scope
Supplied principle: Permission for one use does not automatically authorize every new use, recipient or duration. A privacy-sensitive design identifies what is needed and who can access it. Applicable law may impose additional requirements, and clicking a box does not settle every legal question.
Original facts: Fictional participants permit a private class audio practice. A club proposes posting the recording publicly as an advertisement.
Assessment change: The practice instead uses a teacher-written text transcript with invented speakers and no recording.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l180-q14

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15. Assessment record — unit 15, Neutral policy analysis separates is from ought
Supplied principle: Describe current law accurately before proposing change. A policy argument can compare consequences, rights, administrability and alternatives without misrepresenting opposing views or demanding partisan agreement. Distinguish evidence-based predictions from values and uncertainties.
Original facts: A fictional council debate asks whether a public study room should require reservations. One memo calls its preferred policy existing law despite no enacted rule.
Assessment change: A lawful reservation rule is later supplied as adopted and effective.
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-l180-q15

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16. Assessment record — unit 16, Oral advocacy is structured reasoning
Supplied principle: An oral argument should state the requested result, rule, relevant facts, application and strongest limitation. Listening and answering a question matters more than volume or theatrical

confidence. Offer a written script or private in-person presentation with equal reasoning criteria.
Original facts: Model record: ten folders were owed, eight arrived, and each missing folder has a stipulated recoverable loss of three units. No other recoverable loss is supplied. An advocate has 90 seconds to argue that the fictional missing-folder record supports a stipulated 6 loss, not an unsupported 600 penalty.
Assessment change: The decision maker asks whether both folders later arrived with no remaining model loss.
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-l180-q16

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17. Assessment record — unit 17, Confidentiality and privilege are not identical
Supplied principle: Professional confidentiality duties can cover information beyond a narrow evidentiary privilege. Privilege concerns protection against compelled disclosure under applicable law and conditions. Exceptions, waiver and role matter; do not promise that every conversation with any legal worker is absolutely secret.
Original facts: A fictional student says any conversation near a courthouse is automatically privileged forever.
Assessment change: The simulation supplies a qualifying confidential lawyer-client legal-advice communication and no waiver or exception.
Analyze the changed record in four labeled parts: issue, relevant rule, application and a qualified conclusion. Identify the original inference that must be revised or explain why the same limit remains. No real legal outcome is requested.

intro-law-l180-q17

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18. Assessment record — unit 18, Evaluate evidence on both sides
Supplied principle: A balanced evidence chart states what each item supports, its limitations and the strongest contrary interpretation. Do not equate quantity with reliability or exclude unfavorable proof merely because it hurts an argument. Supplied relevance and authentication rules govern the classroom chart.
Original facts: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations, not actual Texas remedy rules. A dated inventory lists eight folders; a cropped message says complete; a witness admits not counting.
Assessment change: The complete message says complete payment received, not complete delivery.
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-l180-q18

Optional guided retry

Optional guided retry for Cumulative final: reasoned legal literacy:
Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate

proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. The Alder record adds a box damaged in transit, an ad promising a complete kit and a cropped approval message.
Read this principle: Use separate element or issue columns for contract, tort, consumer and evidence questions. One story can raise several theories, but proof of an agreement does not establish negligent handling or deceptive advertising. Avoid double-counting the same loss.
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 Cumulative final: reasoned legal literacy:
Original: Fictional competent adults Alder Studio and Birch Supply agree on ten folders at three model units each. The delivery log records eight; a witness says ten arrived but admits not counting. For the remedy exercise only, each missing folder has a stipulated recoverable replacement loss of three units, and a separate proven recoverable packaging loss is four units. No other recoverable loss is supplied. These are classroom stipulations,not actual Texas remedy rules. The Alder record adds a box damaged in transit, an ad promising a complete kit and a cropped approval message.
Changed fact: The ad is unrelated to this transaction.
Write a two-column before/after analysis. Identify exactly what changed and what legal question remains. Suggest one fictional additional record that could clarify a genuinely missing fact,or explain why no additional fact is needed under a stipulated model. Do not create a real record,contact anyone or invent authority.

Supplemental sources (not required)

Supplied offline source card
Title: Texas State Law Library: Legal Research for Beginners
Exact URL: https://guides.sll.texas.gov/legal-research-for-beginners
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Distinguishes primary law from explanatory secondary sources. Free public guide; account-only databases/books not required.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Attorney General: Consumer Protection
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection
Jurisdiction/scope: Texas official agency overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Education, complaints and public-interest civil enforcement; agency information is not private representation.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Constitution transcript
Exact URL: https://www.archives.gov/founding-docs/constitution-transcript
Jurisdiction/scope: US federal primary historical text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Read with subsequent amendments, not as an unchanged 1787 statement.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Bill of Rights
Exact URL: https://www.archives.gov/founding-docs/bill-of-rights-transcript
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: First ten amendments; ratified 1791. Scope and later interpretation matter.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: National Archives: Amendments 11–27

Exact URL: https://www.archives.gov/founding-docs/amendments-11-27
Jurisdiction/scope: US federal primary constitutional text
Source type: official-primary-constitutional-text
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Includes 14th Amendment due process/equal protection and later amendments superseding earlier provisions.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: US Courts: Court role and structure
Exact URL: https://www.uscourts.gov/about-federal-courts/court-role-and-structure
Jurisdiction/scope: US federal judiciary official overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: District courts determine facts/apply law; appellate courts review legal application; federal and state systems differ.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: 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: 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 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: 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: 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: Cornell LII/Wex: Contract
Exact URL: https://www.law.cornell.edu/wex/contracts
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mutual assent, consideration, capacity, legality and remedies. Academic explanatory source, not Texas binding authority.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Negligence
Exact URL: https://www.law.cornell.edu/wex/negligence
Jurisdiction/scope: US academic secondary overview; state law varies
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Duty, breach, cause-in-fact, proximate cause and harm. Four-part classroom model combines causal components; not an automatic liability formula.
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: Renter’s Rights
Exact URL: https://www.texasattorneygeneral.gov/consumer-protection/home-real-estate-and-travel/renters-rights
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: Lease, repairs, deposits, wear and tear. Remedies have conditions; course assigns no rent withholding or actual notices.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: What is Copyright?
Exact URL: https://www.copyright.gov/what-is-copyright/
Jurisdiction/scope: US federal official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Original expression, fixed works, exclusive rights and limitations; ideas are not protected as expression.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: US Copyright Office: Fair Use Index
Exact URL: https://www.copyright.gov/fair-use/
Jurisdiction/scope: US federal official agency explanation

Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Four-factor, case-specific analysis; no guaranteed word/page/percentage safe harbor. Index updatedNovember 2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Child Custody and Support
Exact URL: https://guides.sll.texas.gov/child-custody-and-support
Jurisdiction/scope: Texas official public-library guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Conservatorship, rights and duties; joint managing conservatorship does not necessarily mean equal time.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas Workforce Commission: Texas Child Labor Law
Exact URL: https://www.twc.texas.gov/programs/wage-and-hour/texas-child-labor-law
Jurisdiction/scope: Texas official agency overview plus federal-law comparisons
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Age, duties, hours, coverage and exceptions matter; when applicable federal and state requirements differ, comply with both.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: EEOC Youth: What is Employment Discrimination?
Exact URL: https://www.eeoc.gov/youth/what-employment-discrimination
Jurisdiction/scope: US federal official agency guidance
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Protected grounds, harassment, accommodations and retaliation; statutory coverage must be checked.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: BLS Occupational Outlook Handbook: Legal Occupations
Exact URL: https://www.bls.gov/ooh/legal/home.htm
Jurisdiction/scope: US federal official occupational overview
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Roles include lawyers, judges, paralegals, mediators, court reporters. Wage/projection numbers are not required; last modifiedAugust 27,2026.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Texas State Law Library: Important Case Research Tips
Exact URL: https://guides.sll.texas.gov/case-law-research/important-research-tips
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: Check proper jurisdiction and later treatment. Free research alone is not a full citator guarantee.
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: Public Information Act Overview
Exact URL: https://www.texasattorneygeneral.gov/open-government/members-public/overview-public-information-act
Jurisdiction/scope: Texas official agency explanation
Source type: official-government-explanatory-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Access to government records with confidentiality/other exceptions; not everything held by government is releasable.
Outside browsing is supplemental. Use this printed metadata and the lesson's original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Mediation
Exact URL: https://www.law.cornell.edu/wex/mediation
Jurisdiction/scope: US academic secondary overview; program and state law vary
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Mediator ordinarily facilitates rather than imposes a merits decision; an agreement can have legal

consequences.
Outside browsing is supplemental. Use this printed metadata and the lesson’s original principle to complete the exercise offline.

Supplied offline source card
Title: Cornell LII/Wex: Arbitration
Exact URL: https://www.law.cornell.edu/wex/arbitration
Jurisdiction/scope: US academic secondary overview; agreement and governing law matter
Source type: academic-secondary-overview
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Authority, scope, binding effect and review are not universal. Course does not adopt a blanket claim about all arbitration.
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: Rules and Standards
Exact URL: https://www.txcourts.gov/rules-forms/rules-standards/
Jurisdiction/scope: Texas official judiciary current-rule index
Source type: official-rule-index
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Lists current rules: professional conduct March 7,2025; evidence July 2,2026; civil procedure October 1,2026. Course does not teach actual filing deadlines.
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 Disciplinary Rules of Professional Conduct
Exact URL: https://www.txcourts.gov/media/1459244/texas-disciplinary-rules-of-professional-conduct-pdf.pdf
Jurisdiction/scope: Texas official primary professional rules PDF
Source type: official-primary-professional-conduct-rules
Verified: 2026-11-07 (America/Chicago CST; dated reading, not an ongoing guarantee)
Reading purpose and limits: Rules 1.01 competence,1.05 confidentiality and 1.06 conflicts read in official PDF. Confidentiality includes protected unprivileged client information; opposing parties in same litigation prohibited by 1.06(a).
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.