**Compulsory Voting SAC Lesson Narrative**

The concept of mandatory voting has been adapted by several countries around the world. Each has experienced benefits and drawbacks to requiring all eligible citizens to vote. The readings provided will give the students multiple perspectives on the issue and the graphic organizers will help facilitate discussion/debate on mandatory voting.

The goal for this lesson is to have students create a persuasive letter to their U.S. Representative stating whether or not mandatory voting should be implemented in the United States. Students will evaluate both sides of the issue on mandatory voting within groups and construct arguments based on the information provided.

This lesson is designed for multiple days, which will allow students to read through the materials and discuss within their groups the best supporting evidence for their stance on the issue.

By the end of the lesson, the students will have annotated readings, collected supporting evidence, and have written a letter to their U.S. Representative in Congress about mandatory voting.

**Breakdown of Lesson**

Prior to the day of the lesson, students will be given the **Mandatory Voting Key Vocabulary** (ITEM 1)students will need to look up these definitions prior to starting the lesson. After the warm up or bell ringer, review the vocabulary with students before getting started with the lesson. Have students keep the vocabulary while they work through the SAC as it will be a helpful resource to refer to.

Introduce the lesson topic and idea of compulsory by going through the **Mandatory Voting** Google Slides (ITEM 2). The slideshow has graphics and data that will help introduce the Structured Academic Controversy as well as the premise of the letter that students will be writing after completing the activity. The teacher should stress the importance of the possibility of adding a new amendment to the Constitution and how it might impact our democracy. By truly understanding both sides of the issue is how we can become informed voters and citizens.

Have students be set up in pairs but sitting in groups of four and pass out all materials. We recommend having the two readings **The Drawbacks of Compulsory Voting** (ITEM 3) and **The Benefits of Compulsory Voting** (ITEM 4) be in different colored pieces of paper and placed in a sheet protector with each reading facing outwards. We also recommend having the **reading comprehension questions** printed front and back. Also pass out **Should Voting be Mandatory (**ITEM 5)SAC grid to students as well. Be sure to explain the purpose of each document before getting started. Students should have all of their papers organized on their desks before getting started. We recommend telling students that they are taking on the opinion and perspective of their assigned reading and trying to find the positives

As you move through the SAC, use the **Should Voting be Mandatory? Step by Step Instructions Canva Slides** (ITEM 1)guide your class through the activity. When presenting in Canva, you can add a timer while in presenter mode to help your students keep track of their time. How long each step will take varies depending on grade level and ability. As students are working through the SAC, the teacher should be up and moving around the room, ensuring students are staying on task, and asking questions about why students are thinking the way they are. Jump into discussions between groups and pairs to further student engagement and learning. Below is the schedule that we found worked best for our classes, but feel free to adjust as needed:

* Students will read the initial perspectives for 10 minutes individually and silently. As some students read faster than others, we recommend having any students who complete the reading early, to begin working through their perspectives **reading comprehension questions**. The questions are designed to help students digest the reading, however, higher grade levels may find them unnecessary.
* Allow students to discuss the readings within their partner (they should have read the same reading as one another. Their conversation should be centered around finding the three best claims/ arguments why their perspective is right. Once they have found their claims and evidence they may begin to fill out their **Should Voting be Mandatory** SAC grid (Round 1 Question 1). Give students about 8 minutes to complete this work, if some groups finish early, have them go back to their **reading comprehension questions.**
* Students will then share their perspective and listen to the other pair’s perspective. During this time students will be filling out their graphic organizer (Round 1 Question 2) writing down only the claims/ arguments made. During this time students will be sharing and writing, not copying other students' work down. We have it set up in the step by step instructions by having the Benefits side share first for 4 minutes, and then the Drawbacks side will share second for 4 minutes.
* Students will then switch perspectives, and will read the new article. This is where having different colored paper for the **The Drawbacks of Compulsory Voting** and **The Benefits of Compulsory Voting** reading is helpful. As students are reading, they are trying to find the two claims that the other pair did not share in the previous round. Students will read the initial perspectives for 10 minutes individually and silently. As some students read faster than others, we recommend having any students who complete the reading early, to begin working through their perspectives **reading comprehension questions**.
* Allow students to discuss their readings within their partner (they should have read the same reading as one another. Their conversation should be centered around finding the two claims that the other group did not mention. They may begin to fill out their **Should Voting be Mandatory** SAC grid (Round 2 Question 3). Give students about 6 minutes to complete this work, if some groups finish early, have them go back to their **reading comprehension questions.**
* Students will then share their perspective and listen to the other pair’s perspective. During this time students will be filling out their graphic organizer (Round 2 Question 4) writing down only the claims/ arguments made. During this time students will be sharing and writing, not copying other students' work down. Both sides will need to share the two new claims that they found in around 4 minutes. If some groups finish early, have them begin to finally discuss what they think about compulsory voting and if the United States should make voting mandatory or if it should stay voluntary.
* Give students 5 minutes to finish filling out their **Should Voting be Mandatory** SAC grid (Round 3 Question 5). Students should discuss as a group what they think about the prospect of compulsory voting in the United States and whether or not it would be a good idea. While they are encouraged to come up with their own opinions, they need to come up with a consensus as a group about what they think should be done.
* Bring class to a close with a debrief on what students may have learned and ensure that all SAC grids have been filled out. The discussion should be centered around what the groups decided for question 5 and why. What were the arguments, claims, and evidence from the reading that were the most compelling and swayed their decision?

After completing the SAC and before moving on to the letter, we found it beneficial to review all claims from both perspectives to ensure that every student has the correct information. Use the **T Chart for Mandatory Voting Lesson** as a key to complete this activity. We filled in the chart together as a class as a way to review what we had learned during the SAC activity. This also ensures that all students have access to the correct information before getting started on their letters. Students may write down their answers on a separate piece of paper.

After reviewing the content and material, pass out the **Letter to Your Representative Instructions** (ITEM 6) and go over the instructions and expectations with the students, highlighting what they are expected to discuss in each of the four paragraphs. We had students type their responses so that they can go back and edit their draft as they worked through writing their letter. Depending on the grade level, it could be beneficial to use sentence starters for each paragraph or idea. We also allowed for students to use the reading, t-chart, and SAC scaffold as they were writing to assist them in organizing their ideas.