A breakdown of 1st sample **Part 2 Regents Essay level 6:**

**Topic: Should voting be mandatory?**

**THERE IS NOT “ONE WAY” to WRITE/ORGANIZE THIS ESSAY. THIS IS HOW ONE OF THE SAMPLE 6 ESSAYS IS ORGANIZED.**

**Introduction:**

* Introductory/topic sentence **establishes the claim/argument:** “American citizens should not be required to vote because compulsory voting contradicts the fundamental purpose of democracy itself.”
* 4 additional sentences that expand upon and clarify the ideas introduced in the first sentence (democracy, freedom, connection to voting process, etc.)
* The final sentence of the above suggests a counterclaim: “Although successful in other countries, compulsory voting in the US would only be problematic due to…”

**Body Paragraph 1:**

* Topic sentence suggests the *purpose* of voting.
* 2nd sentence explicates how mandatory voting will undermine that purpose

This sentence *incorporates* and*connects* **2 different quotations** from **2 different sources.**

* **3rd** sentence clarifies the implications of the above quotations in the writer’s own words
* **4th** sentence paraphrases and cites a counterclaim, and uses this idea to pose a rhetorical question: “If voter turnout is in decline as is stated **in text 4…”** (3rd source)

**(Note: The essay has already met the 3 source and counterclaim requirements. Now the writer develops these ideas *further,* with additional examples and analysis.)**

**Body Paragraph 2:**

* Topic sentence answers the rhetorical question and introduces an idea about the role of politicians.
* A quote supporting this idea (from text 4 in included)
* A sentence or two clarifying and connecting these ideas to the next quote included from text 4.

**Body Paragraph 3: (It is not necessary to devote a whole paragraph to the counterclaim and your refutation, but it appears this person does. It’s difficult to tell if he has indented or if the spacing is just due to cross-outs.)**

* The topic sentence references text one (without a direct quotation) and how it addresses several counterclaims.
* The next sentence refutes these ideas by quoting text 3.
* The final sentence clarifies these ideas and once again connects them back to the central argument

**Conclusion:** Three sentences reiterating the main points of the argument.