Triad Assignment No. 1: Constructing a Triad Essay—Step One

What is a “triad”? A triad is a set of three analytical elements (any combination of concept, event, person, process, institution, etc.) that are connected to our reading. Our eventual goal is to produce an essay based on a triad. For this assignment, we build on earlier exercises to construct the rudiments of such an essay.

Purpose: The purpose of the assignment is to strengthen skills in the area of reading comprehension and the ability to make connections among different concepts, events, or people in history.

Knowledge: By doing this assignment, you will acquire a firm comprehension of a given text or set of texts in this course, knowledge that can then be effectively deployed on later exams.

Skills: In this assignment you will develop the skill of establishing a hierarchy for the mass of information that you encounter, and also to identify and deploy evidence for your assertions.

Tasks: Step 1) Choose one of the two triads below on which to work:

<table>
<thead>
<tr>
<th>Glorious Revolution</th>
<th>states</th>
</tr>
</thead>
<tbody>
<tr>
<td>French and Indian War</td>
<td>Articles of Confederation</td>
</tr>
<tr>
<td>American Declaration of Independence</td>
<td>Constitution of 1787</td>
</tr>
</tbody>
</table>

Step 2) Identify the chapters of books or portions of lecture that are most directly relevant to the items of the triad.

Step 3) Review those chapters or notes for at least 30 minutes, noting where and how the three items in the triad appear. (This review period is critical.)

Step 4) Compose a sentence that combines all three of the items in the triad and draws on the material that we have read to this point in the course. This is your thesis.

Step 5) Using bullet points, make SIX factually true statements, based on the reading and/or lecture, that either directly support or provide necessary context for the thesis statement.

Step 6) At the end of each bullet point, include a reference to the source of that information (lecture, Wood or course textbook). Be sure to include the page number (book) or date (lecture), and make sure that you have evidence from all three of those sources.

Step 7) Go back and review the thesis. Is it still accurate in light of the evidence you have now provided? Is all the evidence actually relevant to making the thesis valid? If no, then make appropriate changes to either the thesis or the selection or presentation of evidence.

Criteria: The assignment will be good if

a) the thesis contains all three of the items in the triad (highlighted in bold) [5 points];
b) the thesis is clear, grammatically correct, and reflective of the reading [15 points];
c) the evidence provided is accurate and relevant to the thesis, and is presented in clear and complete sentences [36 points];
d) each piece of evidence includes the source and its page number or date [24 points];
e) at least one piece of evidence comes from each of the three basic sources: lecture, Wood, and Werth [10 points];
f) the assignment is printed or typed on clean white paper using the formula below [10 points]:

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Triad Exercises
Triad Assignments
Success in History 100

THESIS: Triad exercises in discussion section and triad assignments completed at home provide a solid foundation for students’ success in History 100 and indeed in life more generally.

• Triad exercises in discussion sections allow students to explore complex ideas and to work with instructors and other students in making connections among various ideas, events, and texts (lecture, 9/08/15)
• Triad exercises compel students and instructors alike to think in a more systematic fashion about what they have read (Wood, 125).
• Having practiced writing thesis statements in class, students are in a much better position to do the same on their own at home (Werth, 174).
• Triad assignments compel students and instructors alike to think about evidence and about the kinds of sources that support a given argument (Werth, 123).
• As students do more triad exercises and assignments, they improve their skills of analysis, writing, and critical thinking (Wood, 75).
• Beyond serving as the basis for students to do well on exams and thus achieve success in History 100, these skills are valuable in any walk of life and represent an important source of human happiness and well-being (Wood, 13).