



3, 2, 1 Prompts

The three-part 3, 2, 1 Prompts strategy guides students through a reflective process that reinforces content understanding, deepens historical thinking, and surfaces lingering questions. This method encourages students to engage critically with lesson material while giving teachers insight into student comprehension and curiosity.

In the first phase, students list three facts or takeaways from the lesson. This step helps consolidate key knowledge and ensures students revisit the content in their own words, reinforcing recall and comprehension.

In the second phase, students identify two broader insights—such as why the topic matters, how it connects to larger historical themes, or how the evidence supports understanding. This phase shifts thinking from recall to interpretation, prompting students to consider historical significance and disciplinary thinking.

In the third phase, students write one lingering question they still have. This question invites curiosity, highlights gaps in understanding, and opens the door to further inquiry. It also gives teachers valuable feedback to inform future instruction.

By moving from factual review to thoughtful interpretation and ending with inquiry, the 3, 2, 1 Prompts strategy nurtures analytical thinking and metacognition. It provides a low-stakes yet high-impact opportunity for students to process learning and for teachers to assess depth of understanding at a glance.

