

Chapter 11: Freedom

1. In what settings have you experienced any of these freedoms: freedom of knowledge, freedom to explore, freedom of understanding, or freedom to imagine? What contributed to you feeling that freedom?
2. What things have you experienced in a math classroom that feel like freedom? What things feel like domination?
3. How does Su's discussion of freedom in this chapter relate to the other virtues and human desires he's discussed in other chapters?

Chapter 12: Community

1. In what ways can teachers create a community in the classroom in which participants push one another to grow while not being overly focused on achievement?
2. What ideas do you have for balancing the fact that there are often right answers to mathematics problems with the desire to create mathematical communities that are not focused on achievement and being right?
3. Even if you're not using math regularly in your life after this class, in what ways can you help others to feel like they can belong in mathematical communities?

Chapter 13: Love

1. In what ways can your attitude toward mathematics show love to others?
2. In what educational settings have you seen teachers show love?
3. As you think back over the whole book, what stands out to you most? What will you take with you from reading this book? What do you wish Su had addressed more?