

Chapter 7: Truth

1. Describe a time when shallow knowledge (in any subject) led you astray. How did that make you feel? How is deep knowledge an antidote?
2. Sometimes parties on two sides of an argument have different perspectives on the same event or issue. Both views may be true, but each may be just part of the picture. Describe a time when you've experienced or observed this and how knowing the whole truth in that situation could help everyone.
3. How can mathematical thinking equip you to converse with and respect people who hold different views?
4. How is a mathematical understanding of truth similar to an understanding of truth in the Christian faith? How is it different?

Chapter 8: Struggle

1. Describe an activity you enjoy and make a list of all the internal and external goods you can think of that are associated with that activity. Then describe an activity you don't enjoy and make a similar list. What do you notice about these lists?
2. What internal goods does mathematics offer? Discuss how these goods multiply when you share them with others.
3. Have you ever had an experience as a student in which you valued the process of struggle and not just the outcome? If so, describe that experience and how learning to value struggle there could be useful in a mathematical context. If not, describe ways you can think of that math teachers can help students value the process of struggle and not just the outcome.
4. What analogies do you see between struggle in mathematics and struggle in the Christian faith?