

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? Describe that experience and how learning to value struggle there could be useful in a mathematical context.
4. Describe ways you can think of that math teachers can help students value the process of struggle and not just the outcome.
5. What analogies do you see between struggle in mathematics and struggle in the Christian faith?

Chapter 9: Power

1. Describe a recent challenging math problem you explored. Which of the powers of mathematics did you develop or use in that exploration (interpretation, definition, quantification, abstraction, visualization, imagination, creation, strategization, modeling, multiple representations, generalizations, structure identification)?
2. Discuss creative power and coercive power that you have witnessed in mathematical settings.
3. How can teachers affirm their students' dignity as creative human beings in the way that they do mathematics?
4. What connections do you see between the way Su talks about power in a mathematics classroom and the way that Jesus talks to his followers about power?