**Extra Credit Opportunity #3**

Student’s Name

Institutional Affiliation

Course

Professor’s Name

Date

**Extra Credit Opportunity #3**

At the beginning of this chapter, the author expounds on the concept of dialogue, while referring to a society with a hierarchical structure of governance. He suggests that dialogue is equal to love, humility, and faith and therefore requires the dialoguing parties to be hopeful, have mutual trust, and a sense of critical thinking. The author significantly lambasts individuals who are self-centered and only take action without getting the opinion of others.

Freire explains the existing relationship between human beings and the world. He involves educators who argue that they should be accountable for how their students' perception of reality and history. To get a broader understanding of the relationship the author gets deeper by comparing animals and human beings. He argues that they differ in all aspects including the fact that the animals do not perceive history and only live the moment. Conversely, human beings perceive history and have gradually shaped the world to the current level, and can still shape the future.

The author relates historical moments to the ideas and values that people believed at the time, which he refers to as the themes. He argues that these themes significantly shape the students' perception of history and reality, thus deepening their understanding of most issues across the world. Similarly, Freire suggests that the educators get a better insight thus improving the quality of information they deliver to the student. The author proposes that the educators should primarily embark on auditory and visual materials while teaching the students on historical matters so that they can understand how history relates to the modern society and also gauge the students' reactions and feelings about it.