Inspired by Guershon Harel’s call to pay attention to "intellectual need" in the introduction of mathematical concepts, I have attempted to motivate specific important concepts in real analysis by generating questions that reveal to students the utility of said concepts prior to their introduction. In this talk, I will discuss how I have integrated classroom voting in the setting of an introductory real analysis course. I will pay special attention to questions that have either revealed student misconceptions or generated interesting peer discussions in the classroom. (Received September 20, 2009)