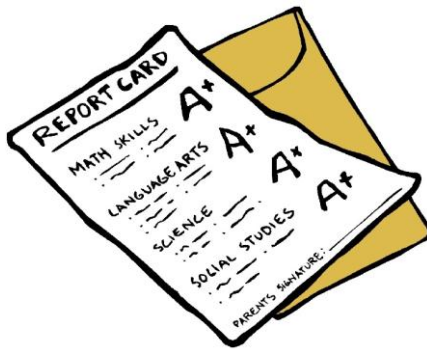


GLOBAL VOICES

Global Voices Information Sheet

Tiger Mom



Who is Tiger Mom?

- Amy Chua is a professor of law at Yale University and author of a parenting memoir called *Battle Hymn of the Tiger Mom*.
- The book relates her experience raising two daughters using strict parenting methods. She writes about not allowing her kids to go to sleepovers, accepting no less than an A on a report card, and taking what some consider to be extreme measures to encourage hard work and practice.
- To learn more about Tiger Mom and her parenting methods, watch her interview on ABC News: http://www.youtube.com/watch?v=GAel_qRfKx8
- The book was released on Jan. 11, 2011. Since then, Chua has been the subject of numerous articles criticizing her parenting methods. Many say that while her kids may get good grades, this doesn't necessarily make for happy children or contribute to the success of the collective.
- At the same time, China has far surpassed the United States in performance on standardized testing. As well, China is poised to overtake the United States economically. This has many worried that while Tiger Mom's methods are extreme, maybe she is raising children who will be more successful in the future.

Key Terms

- **achievement** – something accomplished, especially by superior ability, special effort, great courage, etc.
- **collective** – of or characteristic of a group of individuals taken together
- **empathy** – the attribution to an object, such as a work of art, of one's own emotional or intellectual feelings about it
- **individualist** – a person who shows independence and individuality in his/her behaviour, opinions, or action
- **success** – the favourable outcome of something attempted, or the attainment of wealth, fame, etc.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: parenting, success, teamwork, and individuality.
- Course Connections: Language and Social Studies.

Materials

- Chart paper
- Blackboard
- Global Voices column

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Knowledge and Understanding

1. Defining Success (estimated time: 20 minutes)
 - a. Divide the class into groups of four and provide each group with chart paper.
 - b. Ask groups to write the title "Success" on their chart paper.
 - c. Instruct each group to decorate their chart paper with words and symbols they associate with success. Ensure groups work together towards the final result of their display.
 - d. When groups are finished their work, ask them to show it to the class, explaining the meaning behind their creations.
 - e. After groups have finished presenting, ask students the following questions about success:
 - i. What is success?
 - ii. What does success look like in your life?

- iii. What does success look like to your parents?
 - iv. Do you find success to be more rewarding when it is achieved with other people? Or, do you find success more rewarding when you achieve it on your own?
 - v. Answer the following: In 15 years from now, I will consider myself successful if I achieve the following ...
 - vi. How do you celebrate your success?
 - vii. Does success motivate you?
- f. Explain to students that in today's Global Voices column, they will be learning about success and the role that our parents and guardians play in our achievement of success.

Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, giving each a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
 - d. Post-reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
 - a. On a piece of paper, ask each student to write the title of the column at the top of the page. Underneath the heading, have them create a chart with two columns across and five rows down.
 - b. In the first column, have them write the following questions:
 - i. What is the title of this column?
 - ii. Who is the author?
 - iii. What is the purpose of the column?
 - iv. What statistics or facts are listed in the column?
 - v. Are their biases or obvious points of view?
 - c. Have the students revisit the Global Voices column and fill in the chart answering the above questions.
 - d. Discuss the students' charts as a class. Address the reasons why it is important to understand the source and potential bias of a website or print resource offering news information. Explain that just because a source has a bias doesn't mean it has no value. One of the traditional purposes of publications is to express opinions and attempt to convince readers of their validity. Explain that this is why it's important for each of them to form their own opinion while reading publications instead of agreeing with everything.

Communication

1. Individual vs. Team Player: Think-Pair-Share (estimated time: 15 minutes)
 - a. Write two headings on the board: Individually Strong and Team Player.
 - b. Based on the information provided in the Global Voices column, ask students to volunteer the arguments for each side, recording suggestions on the board in point form.
 - c. When this is complete, ask students to think to themselves about these arguments, addressing which argument they think is stronger.
 - d. Ask students to join into pairs and discuss their thoughts and the argument they believe to be stronger.
 - e. When pairs have finished their discussions, bring the class back together and ask them to volunteer their thoughts. At this time, ask students to discuss whether they consider themselves to be more individualistic, or more of a team player. Then, ask students to brainstorm the positive and negative benefits of each.

Application

1. Parental Influence (estimated time: 15 minutes)
 - a. After learning about different parenting styles today, ask students to quietly think to themselves about the ways their parent(s) or guardian(s) encourage(s) them. Encourage students to write point-form notes of their thoughts.
 - b. After a few minutes of quiet reflection ask students to write a letter to their parent(s) or guardian(s) about the reasons why they appreciate them and the ways their influence is helping them to be successful in their life.
 - c. When letters are complete, ask students to bring them home and give them to their parent(s) or guardian(s).

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

University of California Berkeley Study - <http://greatergood.berkeley.edu/>