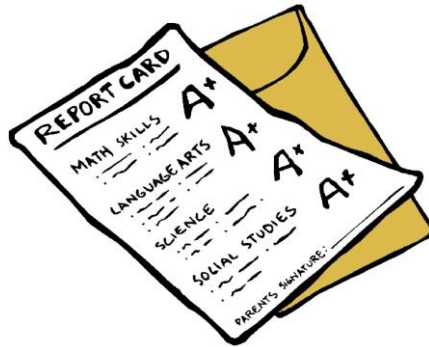




Global Voices Information Sheet

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 Secondary 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: Business Studies, Canadian and World Studies, English, and Social Sciences and Humanities.

Materials

- Chart paper or Blackboard
- Computers and internet
- 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: 15 minutes)
 - a. Ask students the following suggested 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. How do you celebrate your success?
 - vi. Does success motivate you?

- b. When this discussion is complete, ask students to answer the following question in a written reflection: In 15 years from now, I will consider myself successful if ...
- c. 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. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
 - c. Post-reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column provoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?
2. Media Literacy (estimated time: 10 minutes)
 - a. Ask students to write answers to the following five key questions of media literacy:
 - i. Who created this message?
 - ii. What creative writing techniques are used to attract my attention?
 - iii. How might people understand this message differently?
 - iv. What values, lifestyles and point of view are represented in, or omitted from, this message?
 - v. Why is this message being sent?

Communication

1. Individual vs. Team Player Debate (estimated time: 20 minutes)
 - a. Explain to students that in the Global Voices column, Tiger Mom believes that children need to be individually strong to be successful while the counterargument is that children need to learn how to be a team player and work collectively in order to be successful.
 - b. Ask students to divide into pairs.
 - c. In their pairs, students must take on one of the sides and debate their viewpoint with their partner.
 - d. When the debates are finished, bring the class back together and write the following headings on the board: Individually Strong and Team Player.
 - e. Ask students to present the arguments for each side on the board, recording suggestions on the board in point form.
 - f. When this is complete ask students to discuss both sides, addressing which argument they believe is stronger.
 - g. When this is complete, ask student to reflect on the ways they learn best and the role their parent(s) or guardian(s) play in this learning process. Students will record point form notes on this topic.

- h. When students go home that night ask them to discuss this topic with their parent(s) or guardian(s), and encourage them to have an active and productive discussion around how they can better work together.

Application

1. Website Analysis: University of California Berkeley Study (estimated time: take home project)
 - a. Explain to students that they will be exploring the UC Berkeley website called, "Greater Good: the science of a meaningful life."
 - b. Ask students to explore the website and select an article that addresses the issues presented in the Global Voices column.
 - c. In a written reflection, students must summarize the article, outlining its findings and arguments. Then, they must compare the findings in the article to those of Tiger Mom's, either supporting her viewpoint or arguing against it.
 - d. Students will hand in completed written reflections to the classroom teacher.

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/>