

## Approved for use at CHS Grade 10

### Summary of the Work:

Four mothers, four daughters, four families, whose histories shift with the four winds depending on who's telling the stories. In 1949, four Chinese women, recent immigrants to San Francisco, meet weekly to play mahjong and tell stories of what they left behind in China. United in loss and new hope for their daughters' futures, they call themselves the Joy Luck Club. Their daughters, who have never heard these stories, think their mothers' advice is irrelevant to their modern American lives – until their own inner crises reveal how much they've unknowingly inherited of their mothers' pasts.

With wit and sensitivity, Amy Tan examines the sometimes painful, often tender, and always deep connection between mothers and daughters. As each woman reveals her secrets, trying to unravel the truth about her life, the strings become more tangled, more entwined. Mothers boast or despair over daughters, and daughters roll their eyes even as they feel the inextricable tightening of their matriarchal ties. Tan is an astute storyteller, enticing readers to immerse themselves into these lives of complexity and mystery.--Goodreads

### Professional Reviews and/or Critical Essays:

“Intensely poetic, startlingly imaginative and moving, this remarkable book will speak to many women, mothers and grown daughters, about the persistent tensions and powerful bonds between generations and cultures.”

<https://www.publishersweekly.com/978-0-399-13420-3>

### Rationale:

*The Joy Luck Club* beautifully captures the themes of culture and cultural identity, which are central themes of exploration in many of our textbooks, including *The Springboard* Honors English textbook. Students read essays, short stories, poems, and novels that deal with this theme as outlined by our textbooks. In addition to illustrating cultural themes, *The Joy Luck Club* gives students the opportunity to study four mother-daughter relationships through a historical lens. The language and dialects provided by the seven different narrators create a rich text for students to examine how different narrative voices function. By affirming identities and expanding worldviews, *The Joy Luck Club* gives students an excellent model for personal and reflective narrative writing. Furthermore, the novel helps provide a framework for students to discover the diverse ways that people live both here and abroad. Lastly, immigrants and Chinese immigrants have played a significant role in Montana history and culture, which makes this literary contribution to our own local culture even more valuable.

### Noted Distinction:

#### *The Joy Luck Club*

- Finalist, National Book Awards 1989 for Fiction
- National Registry of Film announced that *The Joy Luck Club* is one of 25 chosen to be part of its permanent archive.

### Readability

- Lexile Score: 930
- Readability Level:

### Learning Resources Guidelines

- The novel meets the Learning Resources Guidelines.

### Standard Alignment:

#### Montana Content Standards for ELA (RL.9-10)

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians,

	<p>interact with other characters, and advance the plot or develop the theme. Craft and Structure</p> <p>RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.6 Determine an author’s point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia, paying specific attention to cultural nuances), determining which details are emphasized in each account.</p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.9 Draw evidence from literary or informational texts, including American Indian texts to support analysis, reflection, and research.</p> <p>SL.9-10.1.d Respond thoughtfully to diverse perspectives, with specific attention to culture, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b><u>MT Content Standards for ELA (RL. 11-12)</u></b></p> <p>RL.11-12.2 Determine two or more themes or central ideas of a text, including those by and about American Indians, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)</p> <p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), include works by and about American Indians.</p> <p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian</p>
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# Joy Luck Club

by Amy Tan

(Published in 1989)

	<p>works, including how two or more texts from the same period treat similar themes or topics.</p> <p>SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1.d Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><b>Notes on the Text:</b> <i>(The best way to evaluate and understand a novel is to personally read the book in its entirety.)</i></p>	<p><b>Connection to the Curriculum:</b></p>
<p><b>Additional Connections:</b> <i>(AP, Honors, Essential/Applied, Dramas, Films, etc.)</i></p> <p>Connections reviews how the book fulfills a curricular objective or how it provides insight for the students related to curriculum.</p>	