

Literature Mapping Part 1

Introduction:

This teacher-facing planning tool helps educators design coherent, purposeful literature units and year-long curricula centered on migration, belonging, identity, and community. By addressing essential questions before teaching begins, educators can thoughtfully map how texts work together to build both academic skills and classroom belonging.

What This Tool Offers:

Big-Picture Curriculum Planning

Literature Mapping Part 1 guides teachers through critical reflection on their unit or year as a whole, ensuring that text selection and sequencing serve clear learning goals. Rather than treating texts as isolated works, this tool helps educators articulate the throughline connecting all assigned readings and the cumulative impact on student learning.

Essential Planning Questions

The guide prompts teachers to consider:

- **Central Questions & Tensions:** What essential questions or debates will anchor the unit? (Example: Is hope an individual or collective responsibility? Is one's identity more shaped by one's past or one's present?)
- **Learning Outcomes:** What should students know and be able to demonstrate by the unit's end?
- **Learning Arc Alignment:** Where do selected works fit within the Re-Imagining Migration framework (Moving Stories, Understanding Migration, Turning to Action)?
- **Text Connections:** How do works communicate with each other across contexts like location, religion, time period, cultural practices, celebrations, socioeconomic factors, and politics?
- **Thematic Arc:** How do themes build from the beginning through the middle to the end of the unit?
- **Community Impact:** How will these themes strengthen classroom culture and build belonging?

- **Dispositions Development:** What dispositions will students develop through each text?
- **Universal Access:** How will scaffolding ensure all students can access material, be inspired to challenge themselves, and form original opinions?

When to Use This Tool

- **Timing:** Complete Part 1 once at the beginning of your unit or year, before diving into individual text planning. While you may return to revise it as the year progresses, the primary goal is upfront strategic thinking about how your texts work together.
- **Scope:** Depending on your curriculum structure, complete Part 1 either once for the entire year (recommended when teaching one text per unit) or once per multi-text unit.
- **What You'll Need:** Before beginning, gather all works you plan to teach, relevant standards and assessments, student roster and demographic data, and classroom community observations.

The Path Forward

After completing Part 1's big-picture planning, educators move to Literature Mapping Part 2, which provides detailed analysis of each individual work's contribution to the unit's goals. Together, these tools ensure that every text serves the dual purpose of advancing academic objectives and building a belonging-centered classroom community.

This resource is part of the Re-Imagining Migration Literature Curriculum Resource Toolkit. This teacher-facing document helps establish the foundation for purposeful, connected literature instruction.

Unit/Year Long Questions

- What is/are your essential question(s)? What central tensions or debates will students engage in throughout your unit?
Examples: Is hope an individual or collective responsibility? Is one's identity more shaped by one's past or one's present?
- What do you want students to know/show by the end of your unit/year?
- Where do the works you selected fit along the [Learning Arc?](#)
- How are the works connected/are they in communication with each other?
Consider Context (Location, Religion, Time of Publication, Practices, Celebrations, Socioeconomic Factors, Politics)
- What is the arc of your unit? (What themes do you address at the beginning, middle, and end of your unit, and how do they build upon each other?)
- How will these themes strengthen your current classroom culture?
- How will you use these works to build belonging in your classroom?
- What [dispositions](#) are you working toward in each book?
- How do you plan to scaffold your work so that **all students** can:
 - Access the material
 - Be inspired to explore/challenge themselves
 - Form original opinions