

Literature Mapping Part 2

This teacher-facing planning tool focuses on individual works within your curriculum, ensuring each text is taught with intentionality around representation, student identity, and classroom belonging. Completed before teaching each work, Part 2 helps educators prepare for the specific cultural, emotional, and community-building dimensions of every assigned reading.

What This Tool Offers

Identity-Conscious Text Preparation

Literature Mapping Part 2 moves from the broad curriculum vision of Part 1 to the granular preparation needed for each specific work. This tool ensures educators think proactively about representation, student connections, and potential challenges before beginning instruction.

Critical Planning Questions

The guide is organized around two key areas:

Connection - Identity & Representation:

- **Cultural Context:** What identities and cultures does this work represent? (Consider location, religion, time period, practices, celebrations, politics)
- **Student Connections:** Which students share aspects of culture with this work? How will the story empower them?
- **Knowledge Activation:** How can students' outside knowledge be activated, acknowledged, respected, and celebrated?
- **Protection from Tokenization:** What precautions prevent students from being forced into the "expert in the room" role?
- **Safe Learning Environment:** What steps will create safety and equity for all students?
- **Context Introduction:** How will you introduce or preview the content, context (history, politics, ideology), and culture?
- **Navigating Nuance:** Is there controversial or contested contextual information? How will you navigate complexity?
- **Windows & Mirrors:** In what ways will this text be a window for some students? In what ways might it be a mirror? How can you reinforce those connections?

Re-Imagining MIGRATION

Content - Learning Goals & Impact:

- **Essential Questions:** How does this work further your unit's essential question?
- **Call to Action:** What action do you want students to take in response to this work?
- **Assessment of Engagement:** How will you know if students have internalized, engaged with, or critiqued the themes and authors' claims?
- **Classroom Dynamic:** How do you envision your classroom dynamic being impacted by this work?

When to Use This Tool

Complete Part 2 for each individual work before you teach it. Unlike Part 1 (completed once for the unit/year), Part 2 is revisited for every new text, ensuring thoughtful preparation for each work's unique contribution to your curriculum. Integration: Part 2 builds directly on the big-picture planning from Part 1, translating unit-level goals into specific instructional decisions for each text.

Why This Matters

By addressing questions of representation, identity, and belonging before instruction begins, educators can:

- Prevent harm and tokenization
- Create authentic opportunities for all students to see themselves and learn about others
- Navigate controversial content with care
- Ensure every text serves both academic and socio-emotional learning goals

Part of the Re-Imagining Migration Literature Curriculum Resource Toolkit. This teacher-facing document ensures each text is taught with cultural responsiveness, student identity, and belonging at the center.

Re-Imagining MIGRATION

For each work (book, short story, article, poem):

Connection:

- What identities and culture(s) does this work represent?
 - Location, Religion, Time, Practices, Celebrations, Politics
- Who are the students in your class that share aspects of culture with this novel?
 - How will this story empower them?
 - How can their outside knowledge be activated, acknowledged, respected, and celebrated?
 - What precautions will you take to prevent them from being forced into the “expert in the room” role?
 - What steps will you need to take to create a safe and equitable learning environment for all students?
- How will you introduce or preview the content/ context (history, politics, ideology of the times) / culture / this work for your students?
 - Is there controversial / contested contextual information? How will you navigate the nuance?
- Considering all the topics in the work, in what ways do you imagine this text will be a window¹ for some of your students?
 - In what ways might it be a mirror?
 - How can you reinforce those connections?

Content

- How does this work further your essential question?
- What action do you want students to take in response to this work?
- How will you know if students have internalized /engaged with / critiqued the themes/authors' claims?
- How do you envision your classroom dynamic being impacted by this work?

¹ Rudine Sims Bishop, The Ohio State University. “Mirros, Windows, and Sliding Glass Doors” originally appeared in Perspectives: Choosing and Using Books for the Classroom. Vo. 6, No 3. Summer 1990.