



YALE NATIONAL INITIATIVE
to strengthen teaching in public schools®

Use of Curriculum Units by Teachers Who Visited the Yale National Initiative Website from June 2020- early November 2021



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The Yale National Initiative (YNI) publishes curriculum units written in its national seminars at <https://teachers.yale.edu/curriculum/>. The units are grouped by the seminar in which they were written, and seminars are grouped by the year in which they met. In October 2020, a Topical Index of Units was added, enabling website visitors to search for units in a specific topic area.

Website visitors may arrive at a curriculum unit in various ways. From the Topical Index of Units, website visitors may navigate to the Guide Entry, which provides a brief summary of the unit and identifies the subject areas and grade levels for which the unit was designed. The Guide Entry also includes a link to the full curriculum unit. Visitors may also navigate from the List of Volumes by Year to a specific seminar and the full contents of a curriculum unit; a link to the Guide Entry at the top offers viewers an opportunity to read the unit's summary. Alternatively, visitors may find a specific curriculum unit directly through a Google search, Facebook entry, or Twitter link and bypass the Topical Index and list of seminars and curriculum units.

A pop-up survey has been administered online using Qualtrics since February 19, 2016. Viewers of the YNI curriculum units online are presented with an invitation to provide feedback in a stationary blue box in a sidebar to the right of the unit.

A previous report examined responses to the pop-up survey that were received by July 4, 2017 on both the YNI and Yale-New Haven Teachers Institute (YNHTI) websites.¹ After that, responses to the pop-up survey were collected separately for the two websites. In 2020, another report analyzed responses to the pop-up survey that were received from the YNI website between June 2018 and April 2019.² This report provides an analysis of YNI website survey responses received from June 2020 to November 2021.

Of the 406 website visitors who went to the pop-up survey during this period, 8 did not answer any questions and were deleted from the data. In addition, 4 website visitors entered offensive or nonsense language that indicated that they were not providing an authentic response to the survey, and these responses were also deleted from the data. 394 responses remained in the dataset for analysis.

Many YNI website visitors who responded to the pop-up survey were not teachers. However, 219 out of the 394 legitimate responses (56%) identified themselves as teachers.

Background of teachers who responded to the YNI website pop-up survey

Teachers of grades from kindergarten through 12th grade as well as postsecondary teachers responded to the YNI website pop-up survey. Among teachers who responded to the survey, 11% taught elementary grades (K-5), 12% taught middle grades (6-8), and more than one third (37%) taught in high school (grades 9-12). Approximately 16% were from teachers at the postsecondary level. One quarter of the teachers who responded to the pop-up survey did not report the grades they teach. Those who didn't report grades taught were sometimes teachers who were retired or teachers who taught outside of conventional school programs.

¹ Kisker, Ellen Eliason (2017). Use of Teachers Institute curriculum units that are posted online. New Haven, CT: Yale National Initiative.

² Kisker, Ellen Eliason (2020). Use of curriculum units by teachers who visited the YNI website June 2018 through April 2019. New Haven, CT: Yale National Initiative. The pop-up survey was inadvertently deactivated from April 2019 to June 2020.

Highest grade taught among teachers who responded to the YNI website pop-up survey

	Number	Percent of reporting teachers	Percent of all teachers	Percent of all teachers (previous period)	Percent of reporting YNHTI teachers
Grades K-5	23	14%	11%	12%	10%
Grades 6-8	27	16%	12%	7%	10%
Grades 9-12	80	48%	37%	48%	48%
Postsecondary grades	35	21%	16%	12%	31%
No grade reported	54		25%	21%	
Total		165	219	88	29

Survey respondents also included teachers from all core subject areas. Teachers were most likely to teach in the areas of English and language arts (45%), history and social sciences (18%), mathematics and computer science (18%), and natural sciences (17%). Among teachers who reported any subject area (76% of teachers who responded to the survey), 58% taught in the English and language arts area, 24% taught in the history and social sciences area, 24% taught in the mathematics and computer science area, and 22% taught in the natural sciences.

Subjects areas taught by teachers who responded to the YNI website pop-up survey

	Number	Percent of reporting teachers	Percent of all teachers	Percent of all teachers (previous period)	Percent of reporting YNHTI teachers
English and language arts	98	58%	45%	47%	45%
History and social sciences	40	24%	18%	17%	21%
Languages other than English	11	7%	5%	5%	17%
Arts and music	27	16%	12%	11%	24%
Natural sciences	37	22%	17%	20%	31%
Mathematics and computer science	40	24%	18%	16%	21%
Vocational, career, and technical education	9	5%	4%	6%	17%
English as a second language	19	11%	9%	8%	7%
Other	36	21%	17%	11%	28%
Did not indicate subject area taught	51		24%	18%	
Total number		168	219	88	29

Percentages sum to more than 100% because teachers may teach in more than one subject area.

Pop-up survey respondents who were teachers were most likely to report teaching in a traditional public school (38%), an independent or private school (9%), or a 4-year college or university (9%). 23% of teachers did not indicate the type of school in which they taught. Some of these teachers may be retired or teach in programs outside of schools.

Types of schools in which teachers who responded to the YNI website pop-up survey teach

	Number	Percent of reporting teachers	Percent of all teachers	Percent (previous period)	Percent of all teachers (previous period)	Percent of reporting YNHTI teachers
Traditional public school	84	50%	38%	53%	42%	36%
Charter school	11	7%	5%	7%	6%	4%
Parochial school	6	4%	3%	4%	3%	7%
Independent or private school	19	11%	9%	10%	8%	14%
Home school	2	2%	1%	1%	1%	11%
2-year college	3	2%	1%	3%	2%	7%
4-year college or university	19	11%	9%	7%	6%	4%
Other	23	14%	11%	15%	12%	18%
Did not indicate type of school	51		23%		20%	
Total number		168	219	72	90	28

Responses to the YNI website pop-up survey demonstrate that teachers from all over the United States and from diverse foreign countries (Australia, Canada, Germany, Mexico, India, Italy, Lebanon, and South Africa) are viewing the curriculum units written by Yale National Initiative Fellows. Between June 2020 and November 2021, more than three quarters of teachers who provided information about their location (78%) were located in the United States, across 40 states and the District of Columbia. These teachers were most likely to be located in California, Virginia, Pennsylvania, and Georgia.

Most of the teachers who responded to the YNI website pop-up survey had never participated in a Teachers Institute or the Yale National Initiative. Nevertheless, 19 teachers (9% of responding teachers, 10% of teachers who answered the question) reported that they had ever participated in a Teachers Institute or the Yale National Initiative.

How teachers found units they viewed during their YNI website visit

Teachers were most likely to have found the unit(s) they viewed during their website visit in an internet search. Nearly three quarters found the units they viewed that way. Small percentages of teachers found units they viewed in a variety of other ways.

How teachers found units they viewed on the YNI website

	Number	Percent	Percent (previous period)	Percent of teachers on YNHTI website
Found unit(s) in internet search	158	73%	73%	44%
Someone gave them a link to unit(s)	17	8%	9%	4%
Linked to a unit described on the YNI Facebook page	7	3%	3%	7%
Searched YNI Website	8	4%	2%	6%
Linked from resources for teachers	10	5%	2%	10%
Searched for unit by another Fellow	0	0%	0%	4%
Browsed directory of units on Website	8	4%	2%	6%
Teacher Rep for my school district told me about unit(s)	0	0%	0%	10%
Other way	21	10%	6%	8%
Total		217	88	72

Note: Other ways include learning about a unit from another teacher, a Twitter link, specific google search, being asked to read the unit for a master's program, receiving an email from CPS recommending website.

Nearly two thirds of YNI website visitors who were teachers viewed one curriculum unit during their website visit. 8% viewed two or three units, and 12% read more than three units during their visit. One fifth (17%) of teachers did not report how many units they viewed.

Number of curriculum units teachers viewed during their YNI website visit

	Number	Percent of reporting teachers	Percent of all teachers	Percent (previous period)	Percent of all teachers (4previous period)	Percent of reporting teachers (YNHTI)
Viewed one unit	137	76%	63%	69%	57%	64%
Viewed two or three units	18	10%	8%	9%	8%	14%
Viewed more than three units	26	14%	12%	22%	18%	22%
Did not say	38		17%		18%	
Total		181	219	74	90	36

What teachers did as they viewed unit(s) on the YNI website

Many teachers who viewed curriculum units on the website engaged with the units in more than a cursory way. Nearly half of teachers (46%) scrolled through the unit(s) they viewed to see if the unit(s) would meet their needs.

What teachers did as they viewed curriculum unit(s) during their YNI website visit

	Number	Percent	Percent (previous period)	Percent of YNHTI teachers
Scrolled through unit to see if it would meet needs	100	46%	49%	31%
Read beginning of unit	78	36%	40%	31%
Read sections of unit	83	38%	41%	26%
Read an entire unit	76	35%	40%	15%
Printed a unit to read later	33	15%	10%	11%
Did something else	33	15%	13%	11%
Read the bibliography in a unit				15%
Downloaded a unit				17%
Sent an email with the link to someone else				13%
Total		217	88	72

Note: Percentages sum to more than 100% because respondents could give multiple responses. Some response options were not presented to respondents to the YNI website survey (but were added in January 2022).

The teachers who said they did something else as they viewed the curriculum unit(s) usually indicated more specifically what they did:

Saved the unit as supporting evidence for graduate school research, literature review stage. (By the way, it would be great to have citation information on these curriculum units, or at least a date of publication.)

I also watched much of the 22 minute YouTube video on water to see if this would be appropriate for Distance Learning in a 7th grade ELA class - and the answer is YES

copied parts of a unit to consider or use later

Booked marked unit for next year...will use one of the activities to introduce Enlightenment unit

Bookmarked a unit to save for my own future classroom and as a model for a teacher training program I'm in.

Saved the url

Made notes from the ideas presented

noticed the phrase "pheasant people" and was completely distracted. If any curriculum designer, much less one bearing the name of Yale University, is so careless as to make a simple mistake, nothing else can be taken seriously. So sad.

I'm not sure what I did. I think I read an overview of the unit, but there were no specifics provided or links to the resources mentioned in the overview.

Looked for explanations of fractals for students completely unfamiliar with the concept.

It's not there...

Using/adapting content to fit my students' needs; feel content is very good.

I read through the information and used it to create a handout and whiteboard lesson.

I've used this website on several occasions. I find it very useful when preparing to teach a literature unit.

Scanned through the site's resources in preparation to use and share out later.

Wrote down ideas. I looked at this yesterday- came back this am to look at one section. Have looked at this site before. It is very helpful and gets me thinking about teaching different pieces in new ways.

I imagined how the lesson would play out. I had hoped to see the results of the students' work. As a retired writing professor, I then thought of ways it could be continued as a rhetorical lesson--e.g. writing up the results for a newspaper, as an ad for one fiber, as instructions for choosing wigs, etc.

Read it all

I emailed myself a link to it

Bookmarked web address for external link and reading reference for class discussion

Like all people inhabiting the United States of America, the American Indians were the first immigrants to the land" (Hamm 3) I read this bullshit and had to quit

I also took a couple of notes and bookmarked this page.

Printed appendix

Printed the bibliography to use later; attempted to locate teacher to contact about possible mentor texts for the assignments/learning activities described

Read one paragraph

Excellent lessons! I scrolled through the units, but plan to read them all thoroughly.

went to links to explore

I skimmed the whole thing, looking for a specific reference to a specific boarding school and references to First Mesa

due to major accessibility problems, I had to leave before I got to the curriculum

How long teachers spent viewing unit(s) on the YNI website

Half of the teachers reported that they spent more than 10 minutes looking at units during their visit to the website, and 18% said that they spent between 5 and 10 minutes viewing units. One quarter of teachers did not report how long they spent viewing units.

How long teachers spent viewing curriculum unit(s) during their YNI website visit

	Number	Percent of reporting teachers	Percent of all teachers	Percent of all teachers (previous period)	Percent of YNHTI reporting teachers
Less than a minute	3	2%	1%	1%	8%
Between 1 and 5 minutes	13	8%	6%	7%	8%
Between 5 and 10 minutes	40	25%	18%	18%	23%
More than 10 minutes	107	66%	49%	50%	62%
Did not say	56		26%	24%	
Total		163	219	90	26

Use of curriculum units by teachers who visited the website

Most of the teachers had not viewed curriculum units on the website before, but 14% of the teachers who answered the question were return visitors.

The website pop-up survey asked first-time viewers of the on-line curriculum materials about how they planned to use the curriculum materials they viewed, and returning viewers were asked how they had used the curriculum materials they had viewed in a prior website visit. Of the 219 teachers who responded to the pop-up survey, 152 (69%) were visiting for the first time, 25 (11%) had visited before, and 42 (19%) did not indicate whether they had visited before.

Most of the teachers visiting the website for the first time planned to use a unit they viewed in some way. Teachers viewing the curriculum units for the first time were most likely to report that they planned to read the unit to help them prepare their own unit on the topic (46%), read the teaching strategies in the unit(s) to get ideas for their own teaching (43%), or implement unit(s) with adaptations (42%). More than one quarter planned to read the subject matter to prepare for teaching (30%), share the unit(s) with another teacher who might be interested (26%), or read the bibliographies to identify other resources they could use (25%).

Teachers who had ever viewed curriculum materials on the website before were most likely to report that they had read the unit to prepare their own unit on the topic (52%), implemented the unit with adaptations (48%) or read bibliographies to identify other resources they could use (48%). Many teachers had read the teaching strategies to get ideas for teaching (44%) or read the subject matter to prepare for teaching (44%). One fifth to one third of teachers who had visited the website before had read the subject matter because they were interested in the topic (32%), shared the unit with another teacher who might be interested (28%), or implemented the unit as written (20%),

How teachers planned to use or actually used the curriculum materials they viewed

Planned use (new unit viewers) or actual use (returning unit viewers)	First-time curriculum viewers		Returning curriculum viewers	
	Number	Percent	Number	Percent
Plan to implement as written	13	9% (11%)		
Implemented as written			5	20% (18%)
Plan to implement with adaptations	64	42% (52%)		
Implemented with adaptations			12	48% (36%)
Plan to read subject matter to prepare for teaching	45	30% (35%)		
Read subject matter to prepare for teaching			11	44% (18%)
Plan to read subject matter because interested in topic	30	20% (18%)		
Read subject matter because interested in topic			8	32% (27%)
Plan to read bibliographies to identify other resources I can use	38	25% (19%)		
Read bibliographies to identify other resources I can use			12	48% (36%)
Plan to read teaching strategies to get ideas for teaching	65	43% (39%)		
Read teaching strategies to get ideas for teaching			11	44% (27%)
Plan to share unit(s) with a teacher who might be interested	39	26% (23%)		
Shared unit(s) with a teacher who might be interested			7	28% (18%)
Plan to read unit to help me prepare my own unit on the topic	70	46% (44%)		
Read unit to help me prepare my own unit on the topic			13	52% (27%)
Other planned use	18	12% (10%)		
Other actual use			5	20% (27%)
Not sure how will use unit(s)	6	4% (3%)		
Don't remember			2	8% (9%)
Don't plan to use units viewed	13	9% (3%)		
Did not use units viewed			2	8% (0%)
Total	152		25	

Percentages sum to more than 100 percent because teachers could report more than one (planned) use. Percentages in parentheses pertain to the previous period.

Narrative responses by teachers who selected "Other" described a range of planned and actual uses of the curriculum units or expressed an opinion about what they found:

I plan to give a lecture on Arthur Dove and his inspiration from music

I plan to use some of the overviews as evidence in a literature review for my Action Research capstone project.

Expand ideas for research

I'm planning to teach a lesson on writing memoir for middle schoolers. In my google search, I was looking for mentor texts. I plan to use one of the examples and the less-descriptive one written by the author of this guide. (I can't tell who that is, but plan to credit Yale University and will look specifically to see who put this up.)

I didn't get anything I could use. Do I need an account to view things in greater detail?

Disappointed, not there

I plan to share this site as a resource.

use it for research

Put it in my brainpan for scholarly writing.

I plan to use some of the text for student annotation

"Like all people inhabiting the United States of America, the American Indians were the first immigrants to the land" (Hamm 3) that is something and immigrant would say

I plan to use these ideas to collaborate with Eng-12 teachers. We are trying to re-vamp the literary research paper.

to support my unit of work

I'm concerned about "upside" rhetoric

I plan to expand on the author's strategies

I plan to share some of the strategies and resources on my Facebook teaching page

Not applicable

Use of curriculum units by YNI website viewers who were not teachers

As noted earlier, nearly half of the website visitors who responded to the pop-up survey were not teachers. The survey asked these respondents about their reasons for reading units on the website. The responses given most often were to learn about a subject in which the respondent was interested (32%), to do research as a student for a school project (30%), and to identify other resources about the subject matter that may be useful (23%).

Reasons for reading curriculum units on the YNI website among pop-up survey respondents who were not teachers

	Number	Percent	Percent (previous period)	Percent YNHTI website
To do research for a school project (student)	52	30%	38%	25%
To learn about a subject of interest	55	32%	33%	23%
To identify other resources about the subject matter that may be useful	40	23%	28%	16%
To help child or another student learn about the subject matter	15	9%	15%	8%
To satisfy curiosity about what the Website is all about	19	11%	13%	10%
To explore curriculum resources for an educational program outside of regular school	14	8%	11%	11%
To explore curriculum resources for school district or teachers	14	8%	10%	9%
To learn about the curriculum resources developed by teachers participating in the Teachers Institute or Yale National Initiative professional development	6	3%	4%	6%
Other	34	20%	22%	22%
To explore resources that can be used in home schooling				11%
Total	174		72	125

Percentages sum to more than 100 percent because respondents could report more than one reason.

The website pop-up survey respondents who were not teachers had various other reasons for reading curriculum units:

I am a student, and I am clarifying my doubts regarding this subject.

Your reports are just as racist as your school

My father was Carl Clark, a descendant of Hotel Clark owners.

I am a teacher in training, needing information on how to teach an element of literature.

Family heritage research.

I need to write an essay about this subject

Knowledge is Power

I am student and I am research for whole numbers in the foundation phase interfere, with their understanding of fraction when fractions are introduced at an early stage

seeking critical explanation on enthymemes

human inquisitiveness :)

what makes democracy so successful in the US?

research for a fiction novel

I am a regular retiree that spent the bulk of my life pursuing academics, and I heard this term on tv and was curious as to what exactly it is. Now I know

Artifacts my son and I found and this pertains to several items found in northern Arizona

We have developed the Heritage Crest, the first African American Crest. And we are very interested in Story telling for the Crest.

to do my inca webquest

Pat Flynn was my mother and until now, I was unaware of her writings with the Yale teachers institute ,well the full writings

As a young girl I was raised in Jackson ward and wanted the history to share with family members

Area & Perimeter for Building a House

To learn more about my family

Genealogy

Pure curiosity about Shakespeare's conventional definitions of love.

Preparing for my firstborn child. They should be able to just walk through math with the kind of interest one has in English for its usefulness in daily life.

généalogie

To know who interested African Cultures is taken over in your school and country

I am a school librarian gathering resources for teachers

I am an undergraduate studying urban education and the Black English Vernacular

Manufacturing

Writing Essay

start manufacturing

People said you are anti black

[Likelihood of repeat visits to the YNI website](#)

High percentages of respondents, both teachers and others, reported that they were likely to return to the YNI website. Two thirds of teachers and more than half of other survey respondents reported that they were at least somewhat likely to return to the YNI website. In fact, half of teachers and 40% of other survey respondents said they were very likely to return.

Likelihood that teachers and other survey respondents will return to the YNI website

	Teachers			Other survey respondents			YNHTI website	
	Number	Percent	Percent (previous period)	Number	Percent	Percent (previous period)	Teachers	Other respondents
Very likely to return	113	52%	53%	70	40%	40%	26%	26%
Somewhat likely to return	28	13%	13%	25	14%	17%	6%	18%
Somewhat unlikely to return	10	5%	6%	11	6%	8%	3%	3%
Very unlikely to return	11	5%	3%	10	6%	6%	1%	6%
Did not say	57	26%	24%	58	33%	29%	64%	47%
Total	219		90	174		72	72	125

Comments and suggestions by YNI website viewers

In response to an open-ended question asking for suggestions or comments, many website pop-up survey respondents expressed gratitude for the curriculum materials or praised the unit(s) they read. In addition to brief, general expressions of gratitude, Website users expressed thanks or praise for specific features of the Website or the units. For example:

Some of the general comments expressed gratitude that the curriculum units are shared online or encouraged Yale to continue posting curriculum units online. Some comments explain what they value about the units. For example:

This website is a wonderful resource for educators who continue to learn and teach others within their communities. Thank you for providing the opportunity to access educational materials that can extend beyond the classroom.

It is excellent. Very clear, lots of resources. Useful images.

Perfect timing for finding the resources since this would be my first year teaching Civics to ninth grade honors and advanced scholars.

This site is very valuable to me as a student/first-year teacher.

Excellent resources and ideas. I am searching for specifics on Indigenous people.

What I saw was absolutely PERFECT!!!!

Thanks to all the teachers involved in this! The explanation of a subject in layman terms by breaking down and going into depth is simply brilliant!

Thanks again!

They were informative, especially history-wise.

This site is very informative and well-written. I'm glad I found it.

Since it is my first time visiting, I am thrilled to have found this resource.

It was very comprehensive and informative.

The site is friendly and useful.

Some website users praised specific curriculum units. For example:

Good, accurate content

I enjoyed seeing the detail and depth of information that is most often lacking in educational units.

I thought this unit on implicit bias and the teaching of Frankenstein was very helpful.

The unit is very well organized and helped me decide to keep Heart of Darkness in my 12 AP curriculum.

This unit had ideas that were exactly what I was looking for-- adding more diverse voices and a different approach to literary research.

The unit on Hamlet was very insightful.

Thank you exploring others less known but significant contributors to our rich African American heritage.

In Maths, the conceptual explanation for a topic is important. The article I read provided that. I enjoyed it.

Absolutely glad to have read about Shakespeare's work and the arbitrary definitions of love. I would have included Othello as well! Distinctive perspectives give a greater sense of understanding. I commend Justin R. Brady for the article.

Thank you for a wonderful introduction to the sonnet and suggestions on how one might study this poetic form.

Well written or well organized

Well-organized unit with scholarly resources. I will definitely look at other units.

It is well organized.

Just that it is a well thought out article, excellently written, and very informative.

I thought it was clearly written and understandable to anyone curious enough to look it up.

The information was concise, to the point, and easy to follow. The instructor explained the material quite well. I was able to follow the instructor step by step, all the way to the end of the problem. Compared to some other websites, which have been a nightmare to follow, I am so grateful for your website. The instructor is very professional in his/her presentation.

Nice and easy language used for better understanding. The information was very useful to me.

Provides good ideas or useful teaching strategies

I thought the unit was very thorough! I won't have the time to do all of the suggested activities, but I appreciate the teaching ideas and, especially, the writing examples, which is what I was looking for!

Thank you for hands on math projects! Math understanding has to happen beyond paper and pencil "projects". We are a project based public charter elementary level.

They were really helpful! Great example of teaching math in an engaging, relevant way.

These are food for thought--I teach special education students and number sense needs to be developed, albeit it at an elementary level. Thank you for sharing this unit!

The comprehension questions will be very useful in doing a book club on a book from the Bluford Series. My students will really like the suggested activities as well.

Thank you for the decimal unit, a great mix of hands on activities

Some website users made suggestions for or expressed concerns about specific curriculum units. For example:

The information about the religious perspective from which Shakespeare writes began clearly defined and supported. Then, halfway through, the information became muddled with a mix of Catholic and Protestant identities. What was off-putting was after the writer began so eloquently, with phrasing that was intellectual and refreshing, until..."That being said..." No. Please, no.

I viewed the unit "Lift Every Voice and Sing" an Analysis of Social Change... I am stunned to have read this section: "Unfortunately, in 2008 this generation has not taken heed to his voice of correcting the negative behavior and nonviolence. Demonstrated in the media clips produced by ABC news Chicago, the violence among city teens has increased. Descriptions of the media segments are provided below: We will view clips and engage in 20 minute discussions focused on solutions." This completely disregards systemic racism that is inherent in this country. It places blame on people of color for "negative behavior" without addressing the systems that are in place to keep black children down. It ignores issues of poverty, class, and housing. It's the most tone death statement and it is nothing but poor practice that perpetuates a white-centric viewpoint. In a word, this unit is nothing short of a micro aggression. Edit it. Adjust it. Take it down.

I viewed "Religious Elements in Shakespeare's Hamlet" by Pamela Ronson. Very helpful in many ways, but very heavy handed in others, suggesting simplistic associations the text does not support. It might have given some examples of other biblical allusions, or of how Shakespeare mixes both Catholic and Protestant references: For example, David Kaula writes of Gertrude as the Whore of Babylon and Claudius as the anti-Christ, suggesting the characters can be read as ciphers for Catholicism; but Stephen Greenblatt accurately notes that both Gertrude and Claudius are more Protestant than Catholic in their abbreviated mourning rites (associated with Protestantism and the lack of purgatory). There are other references that could be viewed as Protestant or Catholic, and given the controversies in England at the time, this could be helpful.

I don't believe this section is formatted the way the author intended: "Thus, the powers of 10 are $1 = 100$, $10 = 101$, $100 = 102$, $1000 = 103$, and so forth. The order of magnitude of a number is based on the largest power of ten less than the number. For example: 1000 7, 452 10,000, so the order of magnitude of 7,452 is 3. To simplify this example: the order of magnitude is 3 because there are 3 digits that follow the 7 in 7,452. To make it clear: 100 256 1000, so the order of magnitude of 256 is 2. Simplified: the order of magnitude is 2 because there are 2 digits following the leading 2 in 256." I understand what they're getting at but something seems to be missing or not formatted correctly.

The units submitted to you should be reviewed before being posted. This is from the unit: "...storytelling in the African culture has been a way of passing on traditions, codes of behavior, as well as maintaining social order. Writing had not been developed in ancient Africa, but there were ways for Africans to transmit their thoughts, beliefs, and feelings. Africans utilized various forms of art, myths and ceremonies. The tradition of African storytelling is one of the most ancient in African culture." I was appalled to discover that Yale is promoting on this website the idea that there is a single African culture. This whole paragraph assumes that there is one culture in Africa. Also, writing HAD been developed in ancient Africa, in Egypt. Of course, that was a DIFFERENT African culture. It makes me doubt the quality of anything else on this site...

I was a bit perplexed at the inclusion of the rap performance...but it broke up some information that can be tedious... so I am not sure what to do with it.

I will also leave comments on the unit "The Amazing Zero", but I wanted to also comment here. While the broad content of the article was interesting and somewhat thought provoking, the article itself is extremely confusing and difficult to read. Exponents have been lost in the formatting, and a rule for estimation is given, but then the example that should support it shows precise addition rather than estimating. Sentences lack correct punctuation and grammar. Activity descriptions lack detail and often make no sense at all. If this article had not been assigned reading in my master's program I would have given up on it after the first paragraph. Has anyone at Yale proofread this? Let's just say this article does not put Yale's best foot forward. And it definitely does not make me want to dig deeper into your other educational web offerings.

Relationship among operations: similarly to addition and multiplication being related (since multiplication could be seen as "multiple addition"), division could be seen as "multiple subtraction"

As an African American, I was offended by the title itself.

Keep the curriculum honest with the best-known answers -no politics or ideology and students will enroll.

Stop being racist

I wish quotes were cited (line/act/scene) because there was an abundance of these quotes. I wanted to be able to follow along with the book.

The necessity or efficacy of devoting content space to the notion that some Indian children benefited by becoming teachers of white culture in the boarding school classrooms, etc. is questionable and at best, odd. It's like pointing to a bearskin rug as an example of elevation of the bear's social status and lifestyle to a civilized home.

Under Figure 15: "connection between subtracting the negative and adding" should read "connection between adding the negative and subtracting"

No mention of how to use the electrolyte in the demonstration of dye-sensitized solar panel.

The website offered great information and this was the first website I found to include the chemistry behind the soap and detergent interaction with water. The illustrations could be a little more clear and updated, but overall, excellent!

Much of the material was well written for the layperson, however for me the most important section was entitled "What environmental concerns are there with soaps and detergents?". And this particular section was confusing and seems highly specific to the context of manufacturing, and seemed to emphasize downplaying environmental risk due to current practices (?). What I was interested is the environmental concern with the consumption of these products, and this issue was not well covered.

Inaccuracy:

How could you let such a small but obvious error get through?

The American Indians were the first people to immigrate to the United States. "There is no important scholarly disagreement with the theory that these people first came to North America from Asia, across a land bridge then connecting Siberia with Alaska, and over a period of time migrated throughout the two Americas" (Hamm, 1983: 3). This statement is untrue, the western hemisphere is Indigenous land. wherever you go you are standing on Native Land

Archaeocetus is NOT the earliest whale. Pakicetus is the earliest whale. Early whales are called archaeocetes, but Archaeocetus is a whale from the Miocene. I study fossil whales, and hope you can edit this unit to reflect this information accurately.

I appreciated the discussion of Civil War medicine. However, I think the statement that "Surgical techniques ranged from barbaric to nonexistent." is overdrawn, and I would not consider Walt Whitman a reliable resource on a discussion of medicine.

Unit: The Impact of Disease on the Civil War. Looking up diseases comparing the Civil war and WWI, I found an item on you site which states that Lincoln gave the Gettysburg Address months after the war ended. It has been my understanding that Lincoln died days after Lee surrendered, and that the Gettysburg Address was months after the Battle of Gettysburg. For anyone, this seems a major error, for Yale, yikes.

Writing issues and typos:

The material I read was interesting but poorly written. There were many logical mistakes, e.g., "... Republican prisoners were executed and sent to concentration camps."

In their comments, some teachers and other website visitors talked about how they planned to use a unit, how they were using a unit, or how using a unit worked out. For example:

School teachers

No - I think the unit on Trevor Noah's book for Young Adults (based on Born a Crime) was very thorough. I especially liked the connections to Nelson Mandela and Nadine Gordimer. We currently teach a unit on Mandela as part of our "textbook", and I would like to incorporate your unit into this study. I loved the mentor sentence examples, and how this unit prepares a student to write a personal essay. This is very useful!

I am interested in the aspects of how teaching multiple versions of books, like this lesson has it, and its current effects on cultural sensitivity. I came up with a performance assessment lesson plan for my MA course that involved literature, theater and culture. During my presentation I was asked to reconsider a section of my performance task. Basically, I was told to rethink the idea of having my students dress up in character representing the story based on its country of origin. Does this REALLY affect my students? Why? How? Does this involve the current status that we are in with regards to cultural variance and cultural consciousness?

I am so excited about the unit on Progressivism and Poetry that I viewed today! I will be implementing much of what I read. I will be bookmarking this site.

Excellent unit on the cardiovascular system. I will adapt the unit slightly for the level of my classroom. I look forward to exploring more units in this site and have book marked this page. Thank you-

The unit that I found is a perfect jumping off point to introduce Hispanic Heritage Month. I love the objectives and the activities. In order to celebrate culture, I plan on delivering some of this content through mini lessons during each day of HHM.

I was searching for some cursory materials on The Wiz for a student struggling to develop her paper topic. I did not send her a link to this site because I am sure she would simply restate what was already stated in the lesson plan. However, after reading the plan and looking at the bibliography, I decided to encourage the student to consider analyzing the theme of liberation in the film.

The unit summary on Persepolis was well written and will provide plenty of material that I can scaffold for my 8th grade English Learners. I am, especially, looking forward to creating virtual classroom activities including Gallery Walk, and Free write Fridays.

I find this website extremely useful. I have used it in preparing several units of literature before. I will certainly use the one I looked at today on Oedipus Rex.

We are a 4 yr CBE/PBL CTE school with competency-based grading. I liked the approach and will be using some of the conceptual work around poetry in my class.

I was very impressed by the fantasy unit curriculum that I accessed on this site. I plan to use this as a guide, as I craft my own unit for students in my sixth grade ELA classroom. Thank you for this excellent resource!

I appreciated the depth and scholarship of the unit lesson. It led me to other resources and ideas I had not considered regarding Julius Caesar. I am teaching this unit with an emphasis on rhetoric, but will now add the aspects of male friendship and political allies.

The website is a great resource for teachers and for professors who teach the students who will become teachers. I tell students to use the units on the website as models for the lesson plans they create in my upper-division English courses.

Others

so extremely glad this resource is available as a parent in a school that is not meeting my child's needs academically. I am responsible for making the effort to bridge the gap and it very difficult to try to explain texts in way that a teach expects a person to understand them. I have college degree and I was never required to read The Odyssey. How can I help my learner.

This information provided me with the historical background of my Creek by blood and Choctaw by blood ancestors who I found on Indian census and the 1906 Dawes Roll. It also explains the 160 acres of land that was allotted to my great grandmother. Very informative!

In my perfunctory examination of this website, I find a plethora of information that I am certain will assist me in the essay I am writing. I will be happy to cite this page carefully as I believe that your site will be of great interest to others.

Some respondents made comments about the website. For example:

Website easy to use

I think it's easy to use, rich with content, and I plan on visiting the Yale website again!

Very user intuitive!

Wonderfully comprehensive and accessible. Thank you.

Really- it is very slick, accessible and informative.

Your website is easier to use than most I've encountered. Thanks.

Add search function, better navigation

Love the site! It would be great if we could search by grade level and content.

Formatting

Make the font bigger. I really liked the information. Good job.

Other functions

http://teachers.yale.edu/curriculum/search/viewer.php?id=new_haven_84.02.03_u&skin=h

The above link says the unit is currently unavailable. It's as if someone started to work on it but then decided to stop...

It is VERY user Un-friendly. There is a lot of text, and I can't find the important information quickly: I do not want to read long text about rationale before figuring out what the unit's content is or what the activities are. It looks like an assignment for a course, not materials from a teacher translated for other teachers. Please make this more reader-friendly! I think I want to use these materials, but I was too tired to figure out what the lesson was about and couldn't figure out where to find the information on the page

Some of the comments requested additional content. For example:

Additional related units

Links to other units within the subject area from unit discovered

More content

I would love to see some visual materials added to the curriculum units.

When I first navigated to the page, I was excited that someone had spent so much time thoroughly reviewing the music and dance practices of Native American cultures. I was ultimately disappointed to find that this unit somehow did not include actual songs or dances. How can anyone truly understand such a topic without participating or at least observing one of the songs or dances in question? This was not nearly as useful to me as I hoped it would be. For context, I teach elementary general music and am working on a unit to integrate with a 5th grade social studies unit on Native Americans.

Yes. I was very eager to see the student work--to see them act as agents and narrators of their learning. Posting a video of students experimenting, for example, would be interesting for me--I'd get the benefit of how they integrated and used their considerable home knowledge about hair textures and processes as they learned the technical knowledge about polymers, and how new knowledge arose.

I was looking for sonnets by people of color. There is very little content here- lots of planning- but little content. I know how to plan- I have an advanced degree. I was looking for obscure sonnets. On a quick search, I only saw ballads not sonnets.

I only viewed the "to persuade" section; it was extremely well done, I only would have liked more on enthymemes and how they are being aggressively used in populism. Great project - thanks!

I am unable to find suitable links to some of the resources being used in the unit. Both the Nelson Mandela and Nadine Gordimer resources are not available for me to use in my classroom.

More lessons, more information about lessons or activities

I was disappointed that there was no day by day plan. When we are already pressed for time, it would be useful to see another teacher's daily plans. Changing it to meet my own classroom is crucial; reinventing the wheel is not.

It would be great if there were more organizers and directions for the Unit. I love the idea of having the students look at the story through different lenses but you don't really address how you will teach that to them. What will that lesson look like? I also LOVE the memoir project... but you don't describe how to implement it at all past the content and skills section... and what articles are you having them read? these would be helpful too!

Also, what scaffolds do you have in place for the ELL and Special Education students. I would love to see the types of accommodations that you recommend.

What is here is excellent, but, like the commenter at the bottom, I would like to have access to the actual files the teacher uses with the students. I was dismayed that they weren't there when I got to the bottom, actually. Teachers are so time-strapped -- especially English teachers -- we need all the time-savers we can get.

Do you have any anchor charts that relate to the Virtual/Distance Learning environment? Students cannot Turn and Talk in our virtual world.

I feel like I'm browsing without access. Why not make the whole thing open so even people without accounts can see everything?

Could you include any link to graphic organizers used in units?

Teachers speak of handouts, questions, and other supplementary materials used. It would be fantastic to have at least some of those handouts to get an idea of how the teachers are using the questions/quizzes to address their larger overarching question.

I found the unit interesting on a conceptual level, but would have been interested in seeing supporting materials for the unit (handouts, worksheets, etc), as creating these from scratch often takes more time than conceptualizing the unit itself.

Create and attach the resources in your unit plan.

Yes, on this page [https://teachers.yale.edu/curriculum/viewer/initiative_18.02.09_u] - which is the only one I accessed it has references to images for additional resources like graphic organizers, etc.

1. It would be help if these (website URL) references were hyperlinked so users could access the information directly. Also if you actually displayed the images themselves on your webpage directly, perhaps with the image and text BOTH linking to the original file.

2. Some of the (website URL) references contain superscript numbers, even when changing these after pasting the page reference into my browser returned errors.

For example here are the two I tried which did not work, there may be others

[a] "How to Read Poetry" is a graphic organizer to help students with second and third readings (depending on the age level). It is a middle step between the initial read and connecting to it to a deeper meaning. The URL to access it is: <https://i.pinimg.com/originals/f3/50/22/f3502276517f6257e7fa01d1f483e7.png>; & & page not available

[b] This URL is a graphic organizer for students to write on when looking at art. It can be accessed here by copying and pasting it in your browser:

<https://i.pinimg.com/originals/0e/37/d4/0e37d4eebf976563973e4d.png>; - & & page not available

Hope this is useful.

Better description of evidence, citations

I would love links to the resources.

please add when the article was published so that students like myself are able to create reliable referencing lists.

I am having a hard time finding the date of publication

Please add dates of publication and/or citation details to give credit to the authors.

May I have the citation of this article.

A citation tool would be very helpful.

Other comments

Did it specify whether/how we can use all or parts of these materials? I felt this was unclear about what we can legally use.

Video, EdPuzzle, Quizizz. :-) Multimedia versions of lessons that are "plug and play" are the new "ebook" - weakly tied together so they can be custom-fit into Google Classroom or LMS in an order that makes sense. The future of education is mashups. Rigidly structured curriculum doesn't work any more. We need UDL, which is flexible and engaging. Edutainment is not an oxymoron.

I love the fact that African Cultures and stories are taught in your school and the level of dedication with which the teacher is applying everything for the students to understand. I am a Nigerian and a documentary photographer that have been documenting African cultures and traditional values. i would love to share some of my work so your institution can use it in lecturing students over there.

Thank you and please keep up this tremendous work. I am so grateful to have been part of this, honored and humbled. Rereading, even this droplet of the wealth provided, strengthens my resolve and gives me hope and vision. Thank you to the contributors of the units as well and the inconceivably kind and generous spirits Behind the scenes, the professors, staff, administrators, and all donators, in all regards, that have made this amazing accomplishment possible. From the bottom of my heart I hope that it will continue and am still committed to be useful in any way that I can. And in particular, it is incumbent upon me to recognize and honor the man of whom the Yale National Initiative is a lifelong endeavor. The man who envisioned the Institute and incredibly has seen it to fruition. I worked under his tutelage for more than a decade, undeniable the hardest, most challenging, and in the end, rewarding decade of my life. It was not easy... not for me. not for anyone else. And mostly, not for Jim, who bore all the brunt. Did all of the Heavy lifting for 3 decades, silently and almost invisibly. A man, a mission, and an unwavering commitment, which he demanded of everyone else as well. But never more than himself. I believe his motto must be "bend the bow, but don't break!" A Master. NO ONE in my life, has pushed me so far, so hard, and so persistently and not broken me! I thank you. I surely almost broke, but undoubtedly Jim's gentle nearly invisible touch is a force of nature. Tough (very tough) Love. Thank you Jim. I am such a better man for it, and oh so much more capable of being useful. Thank you. Thank you. Thank you. With all gratitude and Joy, and humility I thank All of you that have given SO very much. I am forever indebted to you all.
Thank you Jim.