



Curriculum Units by Fellows of the Yale-New Haven Teachers Institute
2025 Volume I: Objects, Material Culture, and Empire: Making Russia

Exploring Native American, Panamanian, and Russian Cultures

Curriculum Unit 25.01.07, published September 2025
by Maria Medianero

Unit Introduction

Studying music, dance, and the material culture of performance in the Spanish language classroom offers students a rich opportunity to expand their vocabulary and linguistic skills while also deepening their understanding of identity and cultural expression. These forms of artistic expression are not only powerful tools for communication, but also serve as living reflections of a community's values, history, and worldview. By engaging with these cultural elements in Spanish, students practice meaningful, real-world communication while exploring how identity is shaped through and by culture.

In this unit, students will explore the traditions of three distinct cultural groups: the Quinnipiac Tribe (Native American people of the Northeastern United States), Panamanians, and Russians. This cross-cultural comparison highlights both the diversity and the universality of cultural expression through performance. The Quinnipiac are studied to honor the Indigenous presence and legacy local to the Northeastern U.S., including the land many students may live on today. Panama offers a Spanish-speaking context with a vibrant blend of cultural influences, allowing students to apply and expand their language skills in an authentic setting. Russia, though linguistically and geographically distant, provides a contrasting lens through which to examine how traditional clothing, music, and dance preserve cultural identity across time and place.

Together, these case studies will help students analyze and reflect on how performance practices express values, reinforce community, and adapt over time while building the vocabulary and cultural awareness needed to communicate effectively and empathetically in Spanish.

This unit is designed for 8th grade students in Spanish Level I class who are exploring the rich cultural diversity of Native Americans (Quinnipiac Tribe), Panamanians and Russians through the lens of music, dance and traditional clothing. By studying the Quinnipiac Tribe alongside Panamanian and Russian cultures, students will gain a deeper understanding of how culture shapes identity. This comparative approach encourages critical thinking and fosters respect for different traditions. Students will engage in an in-depth study of the unique musical instruments, traditional dances, and distinctive clothing associated with these cultures. Through interactive lessons, students will learn the significance of each element in expressing cultural identity and heritage.

Integrating music and dance into learning encourages active student participation and brings energy and engagement to the educational experience. Additionally, exploring these cultural elements can enhance students' language skills as they learn new vocabulary and expressions related to music and art.

In this unit students will be able to identify and compare the musical instruments, dance styles and traditional clothing of Native American (Quinnipiac Tribe), Panamanian, and Russian cultures. I will introduce the topic to students through a multimedia presentation that will include pictures, videos and audio clips of instruments and dances. I will also ask an essential question to stimulate discussion. Students will discuss the role of music, dance and clothing in expressing cultural identity. They will identify key instruments from each culture; for example: Native American Quinnipiac tribal environmental sounds, Panama's meyorana and Russia's balalaika. They will explore traditional dance forms and their meanings in each culture and examine typical clothing styles and their symbolic representations. They will also understand the similarities and differences in the use of music and dance across cultures. At the end of this unit, students will create a presentation or visual project comparing the musical instruments, dance styles and clothing from the three cultures studied, demonstrating their understanding of cultural significance and similarities and differences.

The inclusion of the Quinnipiac Tribe is motivated primarily by our location; they are part of the larger group of Native American tribes historically rooted in what is now Connecticut, specifically between New Haven and Madison. Historically, they were known for their rich culture and deep connection to the land. The Quinnipiac people relied heavily on the natural resources around them for food, shelter and cultural practices. They traditionally lived in wigwams and engaged in agriculture, fishing and hunting. One significant aspect of their culture is storytelling, which was often shared through oral traditions. These stories conveyed important lessons and preserved the tribe's history. The Quinnipiac also have a unique spiritual belief system that has connected them to nature. They believe that everything in nature is interconnected and that they have a responsibility to protect the environment.

The Quinnipiac Tribe has a long and rich cultural heritage, with distinct practices in dance, music, and traditional clothing. Historically, the Quinnipiac people likely participated in ceremonial dances and rituals, though detailed records of these specific practices are scarce. Like many Northeastern tribes, their dances may have been tied to seasonal cycles, spiritual beliefs, and community events, and would have incorporated drumming, singing, and symbolic movements. Dancers may have worn garments made from buckskin and trade cloth, adorned with beads, quillwork, and natural materials. These clothing designs held deep symbolic meaning, reflecting spiritual beliefs, relationships with the natural world, and tribal identity. Feathered fans, shawls, and other regalia would have added movement and meaning to the dances.

Today, members of the Quinnipiac tribe continue to preserve and revitalize aspects of their cultural identity, even as centuries of colonization, displacement, and erasure have interrupted many traditional practices. Contemporary expressions of Quinnipiac heritage may include participation in intertribal powwows, educational initiatives, storytelling, and the teaching of crafts, language, and history. While traditional dances unique to the Quinnipiac may not be widely practiced or documented, the tribe's cultural identity remains active and resilient, grounded in a strong sense of community, ancestral knowledge, and connection to the land.

By learning about the music, dance, and traditional clothing of the Quinnipiac people, students are encouraged to connect with the Indigenous history of the land they live on, fostering a deeper sense of place and historical awareness.

Panama has a vibrant musical heritage that reflects its diverse cultural influences, including indigenous,

African and Spanish traditions. Traditional Panamanian music often features instruments such as the tambor (drum), maracas and the mejorana (guitar).

The tambor is particularly important in many celebrations, including the famous Feria de las Flores y del Café. This festival showcases the cultural richness of Panama and includes parades, dances and music. The maracas add rhythm to the music, while the mejorana provides melodic support, creating a lively atmosphere that reflects the spirit of the Panamanian people.

Dance is an integral part of Panamanian culture. The tamborito is a traditional dance that accompanies live music and often involves intricate footwork and vibrant costumes. Dancers wear colorful dresses, often adorned with lace and embroidery, which reflect the natural beauty of their surroundings.

Traditional clothing varies by region; for example, the pollera is a famous dress worn by women during festivals, symbolizing pride and cultural identity. Men often wear white shirts and trousers, complemented by handmade hats.

Russian music is known for its powerful melodies and rich harmonies. Traditional instruments include the balalaika, domra and bayan (accordion).

The balalaika has a triangular body and is played by strumming or plucking the strings. It is often used in folk music ensembles and is associated with Russian cultural identity. The domra is a similar stringed instrument but with a round body and is played in a manner similar to the balalaika.

Russian Folk dances are lively and energetic. The khorovod is a circle dance that often involves singing and storytelling. Dancers wear traditional clothing such as sarafans for women and kosovorotkas for men. These garments are often decorated with intricate patterns that reflect the region's culture.

I chose this topic because it allows students to connect language learning with cultural experiences. Understanding musical instruments, dances and clothing from different cultures enriches their knowledge and promotes respect for diversity. This unit encourages creativity and engagement, making learning Spanish more dynamic and meaningful.

Content Objectives

Understanding the rich cultural heritage of different regions can deepen our appreciation for their artistic expressions. This unit explores the musical instruments, dance styles, and traditional clothing of Native American (specifically the Quinnipiac Tribe), Panamanian, and Russian cultures. These three cultures are used as case studies to help students examine how different communities express identity, history, and values through performance and material culture. While these particular examples were chosen for their relevance to our location, linguistic focus, and opportunities for cultural contrast, the framework of this unit can be applied to many other world cultures. The goal is for students to develop the tools to analyze, compare, and appreciate a wide range of cultural traditions, while expanding their Spanish vocabulary and deepening their understanding of the diverse world around them.

Native American Culture (Quinnipiac Tribe)

Musical Instruments

Native American music is deeply woven into the fabric of their spiritual and social lives. Instruments such as the flute, drum, and rattles are commonly used.

- Flute: Traditionally made from wood or bone, the Native American flute is known for its soft, melodic sound. It is often used in ceremonies and storytelling.
- Drum: The drum is vital in Native American music, symbolizing the heartbeat of Mother Earth. Different tribes use various styles of drums, including hand drums and larger powwow drums.
- Rattles: Made from materials like gourds or wood, rattles are often used in dances and rituals, adding a rhythmic element to the music.
- Whistles: Made from bones, wood or other materials, whistles are used for signaling or creating melodic sounds.
- Bells: Often attached to clothes or other objects, bells add a percussive element to ceremonies.
- Voice: Human voice, through singing and chanting, is also a significant part of Native American music, often accompanying other instruments.

Dance

Dance is a significant aspect of Native American culture, often performed during ceremonies, celebrations, and storytelling.

- Powwows: are traditional Native American gatherings that celebrate cultural and personal pride. They are a time for sharing traditions, music, dance, and food.
- Intertribal Powwow: The powwow which attended was hosted by Quinnipiac University as an intertribal powwow, meaning it brought together members of different tribes. This is a way for different Native American communities to connect and share their traditions. The Quinnipiac Tribe, through events like the intertribal powwow, continues to showcase and preserve their rich cultural traditions, including traditional dances that are an important part of their heritage. (See figure 1)
- Traditional Dances: Powwows feature a variety of dances, each with its own style and meaning. Some common types of dance include the Grass Dance, Fancy Dance, and Blanket Dance.
- Ceremonial Dances: These dances are performed for spiritual purposes, often to honor ancestors or seek blessings. They include slow, deliberate movements and are accompanied by traditional music.



Figure 1

Quinnipiac Intertribal Powwow (Native American Celebration)

Clothing (Lavin, 2013)

Traditional Native American clothing varies by tribe and are often made from natural materials like animal hides, feathers, and beads.

- **Regalia:** During powwows and ceremonies, dancers wear regalia that represents their heritage. This includes beautifully designed dresses, vests, and accessories adorned with beads and feathers.
- **Everyday Wear:** Historically, clothing was practical, designed for the climate and lifestyle of each tribe. Today, many Native Americans blend traditional and contemporary styles.

Northeast tribes wore a breechcloth, a strip of soft leather drawn between the legs and held in place by looping it over a belt at the waist. In winter, both men and women wore leggings—basically, two tubes of leather or fur also attached to the waist belt and capes or robes made of leather or fur. Both men and women wore moccasins.

Panamanian Culture

Musical Instruments

Panama's traditional music features several distinctive instruments, including the meyorana (a five-stringed guitar), the socavon (a four-stringed guitar), tambores (wooden drums), and the guaracha (a stick played across notched wood). The tamborito dance uses the caja, repujador, and repicador drums. Additionally, the accordion and the violin are also prominent in Panamanian folk music.

- **Meyorana:** A string instrument similar to a guitar, the meyorana is essential in folk music. It is often played in groups during celebrations.
- **Congas:** These tall, cylindrical drums bring rhythm to Panamanian music, especially in genres like salsa and cumbia.
- **Maracas:** These percussion instruments are used to create lively rhythms, often played during dances and festive occasions.
- **Socavon:** A four-stringed guitar, the socavon is also used in traditional music.
- **Tambores:** Wooden drums are a staple of Panamanian folk music, used in various genres like tamborera and tamborito.
- **Guaracha:** This instrument is played by running a stick across notched wood, creating a distinctive sound.
- **Accordion:** The accordion is a popular instrument in Panamanian folk music, particularly in música típica.
- **Violin:** While the folk violin is being replaced by the accordion, the classical violin is gaining international recognition.

Dance

Panama's cultural dances are rich and diverse, reflecting the country's blended Hispanic, African, and Indigenous heritage. The most prominent dances include the tamborito, cumbia, and punto panameño. These dances are often performed during celebrations, festivals, and cultural events, showcasing elaborate

costumes and intricate choreography.

- **Tamborito:** This is considered the most iconic Panamanian dance, a courtship dance with a lively rhythm and provocative movements, typically performed by a couple. The dance involves a series of shuffling steps, with the female dancer twirling and the male dancer performing kneeling movements.
- **Cumbia:** Cumbia is a vibrant and energetic folk dance that embodies the joyful spirit of Panamanian fiestas. It is a mix of Hispanic and African music and dance styles, with simple, repetitive melodies and accented drum beats. The cumbia dance is known for its spontaneous, free-flowing style and the use of costumes like the pollera, a fancy dress with elaborate hair pieces and gold chains.
- **Punto Panameño:** This elegant dance is considered one of the most beautiful and refined Panamanian dances, typically performed by a couple. The punto involves intricate footwork, movements, and is characterized by its detailed choreography and use of instruments like the mejorana (a guitar-like instrument) and drums. (See figure 2)
- **Zapateo:** A dance style where dancers showcase their footwork and skills through intricate steps and movements.
- **Escovillado:** A dance where the couple moves away from each other with a short backwards-running movement.



Figure 2

El Punto (Panamanian dance)

Clothing (Madariaga, 1992)

In Panama, traditional clothing worn during cultural dances includes the montuno for men and the pollera for women. The montuno consists of a white shirt, black pants, a traditional hat, and black and white shoes. The pollera is a vibrant, handmade dress, often adorned with embroidered flowers, and is worn during festivals and celebrations.

Men's montuno:

- **Camisilla:** A white, long-sleeved shirt with a closed neck.
- **Black Long Pants:** Worn with the white shirt.
- **Sombrero Pintao:** A traditional straw hat with black lines.
- **Chácara:** A small bag worn on the left side of the body.
- **Chinelas:** Black and white shoes.

Women's pollera:

- **Handmade Dress:** Often made of cotton or linen.
- **Embellishments:** The dress is often adorned with colorful flower designs.

- Variety of Styles: Polleras can be worn for formal events like festivals or celebrations.
- Labor Intensive: Creating a pollera can take several years and involve many skilled craftspeople.

The pollera is known for its elaborate jewelry and ornaments. Traditional jewelry includes long necklaces, elaborate hair combs, and "tembleques," which are decorative hair pieces resembling flowers. Gold jewelry, especially, is a hallmark of Panamanian traditional dress.

Elaboration:

- Pollera: The national costume of Panama, the pollera, is a vibrant and intricately designed skirt. (See figure 3)
- Tembleques: These are non-jewelry ornaments placed in the hair, often resembling flowers, animals, or other symbolic designs. They are made of various materials, including wire, pearls, and crystals. A properly dressed woman in a pollera may wear 12-15 pairs of tembleques. (See figure 4)
- Hair Combs: Ornate gold hair combs are a key part of the overall look, complementing the pollera and other jewelry.
- Necklaces: Long, solid gold necklaces are also a traditional element, often worn in conjunction with the pollera.
- Gold: Gold is a prominent material used in Panamanian traditional jewelry, reflecting its cultural significance.

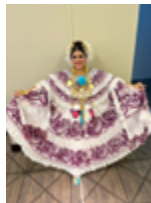


Figure 3

La Pollera (Luxury dress)



Figure 4

Los Tembleques (hair ornaments)

Russian Culture

Musical Instruments

Russian musical traditions feature a variety of instruments, with the balalaika, domra, gusli, and bayan (button accordion) being particularly well-known. Other instruments include the gudok (a bowed instrument), various percussion instruments like the treshchotka, and even spoons used rhythmically.

- **Balalaika:** This three-stringed, triangular instrument is one of the most recognizable Russian instruments, played with fingers or a plectrum. It comes in various sizes and is often used in balalaika orchestras. (See figure 5)
- **Domra:** A round string instrument, the domra is used in both folk and classical music, providing a unique sound that enhances Russian musical traditions.
- **Gusli:** One of the oldest known Slavic instruments, the gusli is a plucked string instrument that can resemble a harp or a dulcimer.
- **Bayan (Button Accordion):** While not exclusively Russian, the bayan is a button accordion that is widely used in Russian folk music.
- **Gudok:** This three-stringed bowed instrument is another traditional instrument, often played vertically.
- **Treshchotka:** This percussion instrument is used to imitate hand clapping.
- **Spoons:** These are used as percussion instruments to create rhythmic patterns.

Figure 5

Balalaika (Russian musical instrument)

Dance

Russian cultural dances are a vibrant part of the country's heritage, featuring a diverse range of styles and origins. Some of the most well-known examples include the khorovod, a circle dance with a ritualistic element performed in a range of East Slavic cultures, and the kalinka, a lively couple dance, often incorporating acrobatics. Other popular styles include the kamarinskaya, a dance with squatting steps, the berezka, which features dancers appearing to float, and the trepak, a spirited Russian and Ukrainian folk dance known for its jumping and lively steps. These dances are often performed with traditional costumes and music, reflecting the rich cultural traditions of Russia, Ukraine, and other East Slavic communities.

Elaboration:

- **Khorovod:** This is a traditional Slavic circle dance often associated with holidays and rituals. It involves dancers holding hands and moving in a circle, creating a sense of community and unity.
- **Kalinka:** A dynamic couple dance, kalinka is known for its energy and acrobatic moves. Dancers often combine stomping steps, squatting, jumping, and even acrobatic turns.
- **Kamarinskaya:** This dance is known for its unique squatting steps, often performed to the music of the same name. It showcases the grace and power of Russian folk dance.
- **Berezka:** This dance is characterized by its flowing movements and the dancers' ability to appear to float in mid-air. It's a visually stunning example of Russian folkdance artistry.
- **Trepak:** A lively and energetic dance, trepak features jumping and lively steps, often performed with a sense of fun and excitement.

Other Notable Dances: Russia also boasts a wide variety of other folk dances, including the hopak, a Ukrainian folk dance with Cossack origins, and various regional dances reflecting the diverse ethnic groups within Russia. The barynya, a fast-paced dance, and the chechotka, a tap dance performed with bast shoes, are also part of the rich tapestry of Russian folk dance.

Clothing (Metropolitan Museum of Art, 1982)

Traditional Russian clothing varies by region, often made with vibrant colors and intricate patterns.

- Sarafan: A traditional dress worn by women, the sarafan is often accompanied by a blouse and a headscarf, reflecting regional styles.
- Cossack Attire: Men often wear Cossack uniforms that include a long coat, boots, and a fur hat, representing a proud historical legacy.

Traditional Russian costume consists of straight, flowing lines. Beginning at the turn of the 18th century, the sarafan became the most popular article of peasant women's clothing in the northern and central regions of the Russian empire. Sarafans were regularly worn until well into the 20th century, having first been mentioned in chronicles dating back to the year 1376. The origin of the term sarafan lies in Persia, but the structure of the sarafan was inspired by Viking women's clothing. Old Russia cultivated, especially during the era of the Grand Principality of Moscow, strong ties to Western Asia and Southwest Asia and served also as an intermediary in the trade between European countries like Sweden, and Asian countries like Persia, and what is today Turkey. The sarafan most likely originated from a kaftan-like costume that was worn in Russia by women and men. Through trade with central Europe, the quality and color of clothes grew. Sarafans originally had a tighter form but became wider through the influence of the Russian Orthodox Church.

After the reforms of Peter the Great, which also introduced various westernized or modernized cultural standards to Russia (with contention), only peasants wore the sarafan for daily use, while the upper classes switched to western European fashion.

In many areas of the former Grand Principality of Moscow and today's southern Russia panyova skirts were also worn by women. Today the garment is most often seen at performances of Russian folk song and dance, and is worn on Russian folk and religious holidays. Designers from Russia, Belarus, and Ukraine are re-imagining the sarafan style with its old national heritage for the 21st century as a summertime light dress that can be with its modern shape a part of a woman's wardrobe today. The outer layer of a matryoshka doll is traditionally depicted as wearing a sarafan.

Exploring the musical instruments, dance styles, and clothing of Native American, Panamanian, and Russian cultures allows students to appreciate the richness of these traditions. By engaging with these diverse elements, learners can build a deeper understanding of the world and the people in it. Embracing cultural diversity fosters respect and curiosity, paving the way for a more connected global community.

Teaching Strategies

In an 8th-grade Spanish class, exploring the diverse musical instruments, dances, and clothing of different cultures can enhance students' understanding of global diversity. Focusing on Native American, Panamanian, and Russian traditions provides a rich opportunity to learn about history, art, and cultural expression. Here is an outline of effective teaching strategies to engage students in these topics.

1. Cultural Immersion through Multimedia Sources

Utilize videos and audio recordings to introduce students to traditional music from Native American, Panamanian, and Russian cultures. For instance, play recordings of Native American flute music, Panamanian tamborito, and Russian balalaika performances. Encourage students to listen for unique sounds and instruments, which can lead to discussions about the significance of music in each culture.

Activities:

- Create a playlist of music from each culture.
- Have students write a short reflection on how the music makes them feel or what images it conjures.
- Build vocabulary families based on sounds and their associations

2. Hands-On Learning with Instruments

If possible, provide students with access to traditional instruments. For Native American culture, this might include flutes or drums; for Panamanian culture, consider maracas or la caja; and for Russian, a balalaika or domra. Allow students to build these instruments and experiment with them while discussing their history and use in cultural ceremonies.

Activities:

- Organize small group sessions where students can explore each instrument.
- Have students present a brief history of the instrument they explored to the class.
- Create maracas using craft materials and have students shake them to make sounds.

3. Dance Exploration

Dance is an essential part of cultural expression. Teach students traditional dances from each culture. For example, students can learn the traditional powwow dances of Native Americans, the tamborito dance from Panama, and the kalinka dance from Russia. Incorporating movement helps students appreciate the physicality and joy of cultural practices.

Activities:

- Watch instructional videos on these dances and practice as a class.
- Host a cultural dance day where students can dress in traditional clothing or colors representing each culture.
- Make instructions for each dance in Spanish

4. Fashion and Clothing

Discuss the significance of clothing in each culture. Native American clothing often features intricate beadwork and symbolism, Panamanian clothing may include colorful polleras, while Russian traditional attire often showcases rich embroidery and fur. Create a visual display of these garments to enhance understanding.

Activities:

- Have students create a clothing collage using images from magazines or online resources or make an actual piece of clothing, like a sash which could be beaded, embroidered or embellished.
- Organize a “fashion show” where students present what they learned about the clothing of each culture.

5. Integrating Language Skills

Since this is a Spanish class, incorporate vocabulary related to instruments, dance, and clothing in Spanish. For example, teach the words for instruments (e.g., “flauta” for flute, “tambor” for drum), dance (e.g., “baile”), and clothing (e.g., “ropa tradicional”). This bilingual approach reinforces language learning while deepening cultural understanding.

Activities:

- Create flashcards with images and Spanish vocabulary.
- Have students label images of instruments and clothing with their Spanish names.

6. Culminating Project

To wrap up the unit, have students create a project that synthesizes their learning. They could choose to write a report, create a presentation, or even produce a short video that showcases what they've learned about the musical instruments, dances, and clothing from Native American, Panamanian, and Russian cultures.

Activities:

- Set up a “cultural fair” where students can display their projects, share food, and perform dances from each culture.
- Create a video montage showcasing the dances, instruments and clothing studied, narrated by students.
- Students create artwork inspired by the Native American, Panamanian and Russian cultures and compile a playlist of music from each country for a class listening party.

Exploring Native American, Panamanian, and Russian musical instruments, dance, and clothing in an 8th-grade Spanish class offers a unique opportunity for students to engage with diverse cultures. By using a variety of teaching strategies, multimedia resources, hands-on activities, dance, fashion exploration, language integration, and culminating projects, students can develop a deeper understanding and appreciation for these rich cultural traditions. These experiences not only enhance their learning of the Spanish language but also foster respect and curiosity about the world around them.

Appendix on Implementing District Standards

Connecticut World Language Standard 1.1 Demonstrate comprehension of spoken and written language in the target language.

Connecticut World Language Standard 1.2 Understand and interpret written language on a variety of topics.

Connecticut World Language Standard 1.3 Present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Connecticut World Language Standard 2.1 Engage in conversations in the target language.

Connecticut World Language Standard 3.1 Understand and appreciate the cultural products and practices of the target language.

Bibliography

Quinnipiac University Powwow

The Quinnipiac: Cultural Conflict in Southern New England by John Menta 2003

Connecticut's Indigenous Peoples: What Archaeology, History, and Oral Traditions Teach us About their Communities and Cultures by Lucianne Lavin 2013

Biblioteca Nacional de Panama

<https://bdigital.binal.ac.pa>

Ministerio de Cultura

<https://micultura.gob.pa/micultura>

La Pollera, traje nacional de Panama =: The Pollera, the national costume of Panama by Edgardo a. De Leon Madariaga 1992

Russian Folk Music

<https://folkways.si.edu>

Yale collection of musical instruments

music.yale.edu

Culture of Russia

En.wikipedia.org

Russian folk musical instruments

<https://yale.summon.serialssolutions.com>

History of Russian Costume from the Eleventh to the Twentieth Century by the Metropolitan Museum of Art
1982

References

"Quinnipiac: The People of the Long Water Land"

<http://www.connecticuthistory.org>

"Fort Nathan Hale & Black Rock Fort."

2016. *Fort-Nathan-Hale.org*. http://www.fort-nathan-hale.org/Quinnipiac_History.html.

Grant-Costa, Paul. 2013. "East Haven Quinnipiac Fort." *Op-Ed: The Blog of the Yale Indian Papers Project*.

<https://campuspress.yale.edu/yipp/this-week-in-new-england-native-documentary-history-9/>.

"Yale Indian Papers Project - Images." 2007. *Yale University*.

http://findit.library.yale.edu/yipp/?utf8=%E2%9C%93&search_field=all_fields&q=quinnipiac.

Menta, John. 2005. *The Quinnipiac: Cultural Conflict in Southern New England*. New Haven, CT: Peabody Museum of Natural History.

"Dudley Farm Museum." 2017. <http://www.dudleyfarm.com/>.

"Branford Historical Society." 2017. <http://www.branfordhistoricalsociety.org/>

<https://teachersinstitute.yale.edu>

©2025 by the Yale-New Haven Teachers Institute, Yale University

For terms of use visit <https://teachersinstitute.yale.edu/terms>