



EXPLORING FLORIDA

HISTORY, CULTURE, AND NATURE

An Activity Book
Featuring Artwork by Christopher M. Still



About the Artwork

In 1999, the Florida House of Representatives commissioned artist Christopher M. Still to create ten murals to hang in its Capitol chambers in Tallahassee. These meticulously researched works of art are intended to inspire House members with images of Florida's history and natural beauty. Eight of the paintings represent different eras in state history from prehistoric times to the present. Two murals depict underwater scenes—one featuring the animal life present in Florida springs and the other portraying the complexity of Florida's coral reef system. More information about each painting can be found on the artist's website christopherstill.com/fl-house-of-reps.

About the Artist



Christopher M. Still was born in Clearwater, Florida, in 1961. By the age of four his family knew he wanted to be an artist. Perhaps the only thing he loved more was fishing. Early on, his teachers fostered his talent by providing him with art materials, and allowing him to complete some assignments with drawings or paintings. He received a full scholarship to the Pennsylvania Academy of the Fine Arts and furthered his education with an apprenticeship and studies in Europe. In 2010, he was inducted into the Florida Artists Hall of Fame, and he is the Artist in Residence for the Florida Legislature. In 2016, he received an honorary doctorate from Florida State University. His paintings can be found in museums and private collections throughout Florida and the United States, including the Governor's Mansion of Florida and the Smithsonian Institution.

Created and produced by the



Division of Arts & Culture, Florida Department of State

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dos.fl.gov

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To download a free copy: MuseumofFloridaHistory.com/learn/learning-resources

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EXPLORING FLORIDA

History, Culture, and Nature

America250FL is an invitation to every Floridian to commemorate the influential role that Florida played in the rich and unique story of our country.

The United States of America is a nation of freedom and opportunity that our Founders set into motion with the Declaration of Independence. July 4, 2026, marks the 250th anniversary (semiquincentennial) of our nation's founding.

Florida's unique geographical position has always made the state a desirable place to be. When the American Revolution was taking place, the land had been well-developed by groups of Native inhabitants, whose predecessors had occupied the peninsula for at least 14,000 years.

Florida's human and natural landscapes have changed in the last 250 years. To help young people visualize and appreciate Florida's growth over time, this booklet features ten paintings by artist Christopher M. Still and related activities that explore different facets of our state's history and natural environment. America's semiquincentennial is an opportunity for Florida's youth to shape our nation's next chapter.

Scan to download a digital copy of this activity book and for more information about the content and the artist.





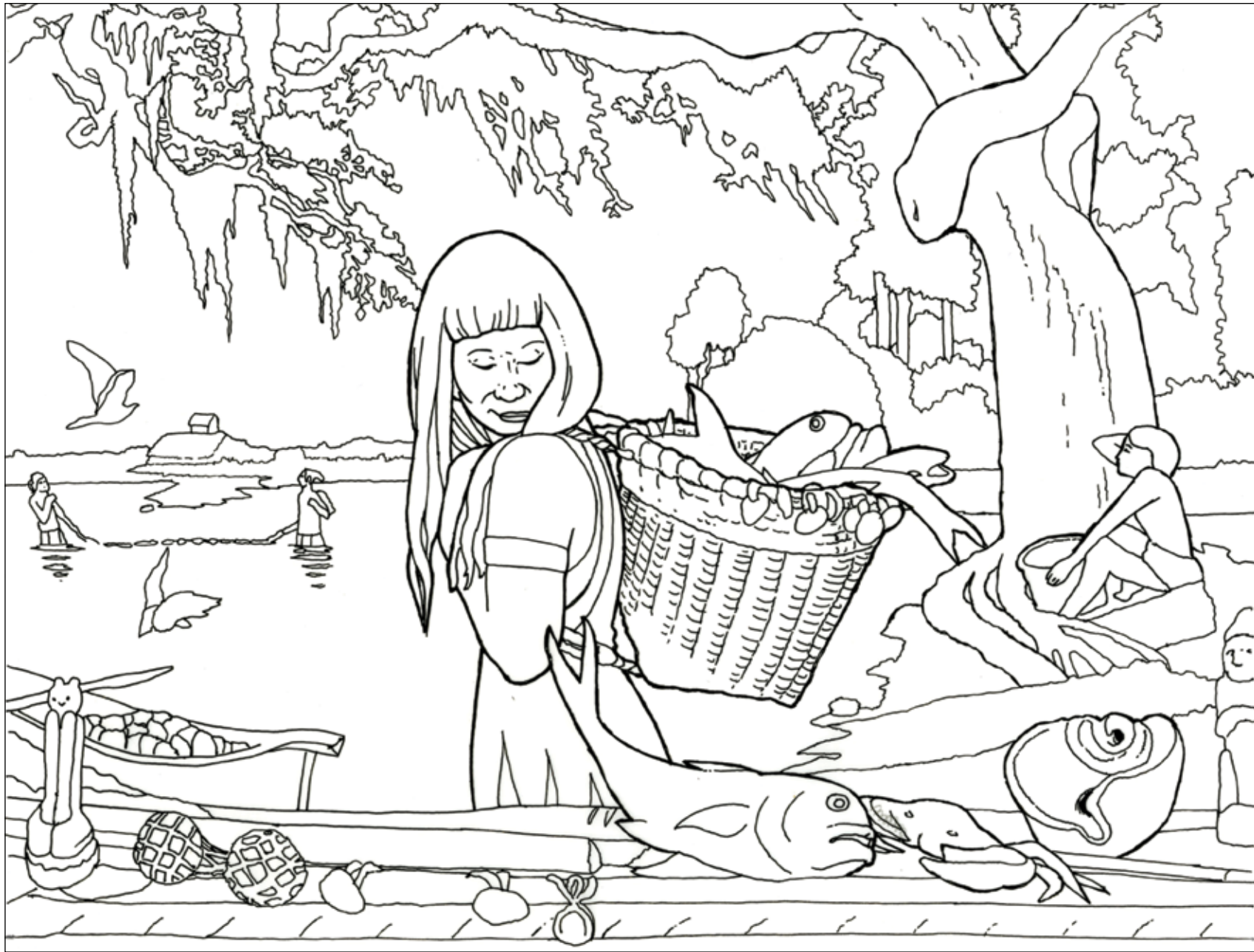
In Ages Past, painting by Christopher Still

EARLY HUMAN INHABITANTS

People first reached Florida at least 14,000 years ago. The Florida coastline was very different then. Many large animals that lived then (such as the saber-tooth tiger, mastodon, giant armadillo, and camel) are now extinct.

The people who lived in early Florida hunted small animals and gathered wild plants for food. Sometimes they hunted large animals. They also ate nuts and shellfish. They lived in areas where fresh water, firewood, and stones were available. They used stone, bone, wood, and shell to make tools. Native peoples' ways of life changed over time.

About 1,000 years ago, some Native groups in Florida began to grow corn, beans, and squash. They traded with people outside Florida. Some societies built large mounds made of soil and shells as in from shellfish. Today we can learn about their culture by studying objects they left behind, including clay pottery and stone tools.



1. Look at the picture above and circle tools that were used by Native Americans to gather food.
2. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the one on pg 2.
3. Click on "Go to Link" to learn more about the tools you circled.

Free Play

What do you know about the people who lived in Florida before European explorers arrived in 1513?

The people who lived in early Florida hunted animals, caught fish, and gathered wild plants for food. They lived in areas where fresh water, firewood, and stones were available. They used stone, bone, wood, and shell to make tools.

Archaeologists find objects buried in the ground that people from the past left behind. Studying these objects called "artifacts" can tell us a lot about how people lived and worked.

Your job for this Free Play is to be a virtual archaeologist and study an artifact used by Native Americans before 1513.

Directions:

1. Go to: floridamemory.com/items/show/16118.

Questions to answer:

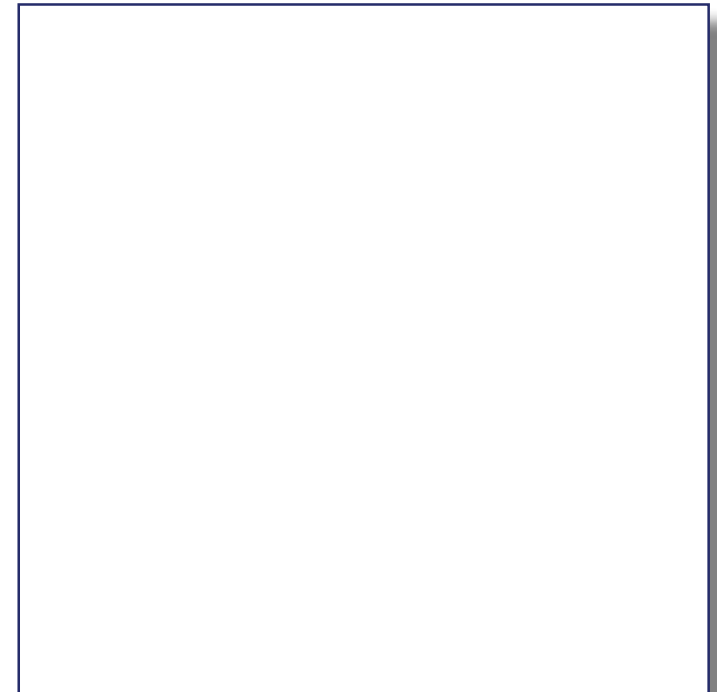
1. What is the object in the photo called?

-
2. What kind of object do you think this is? (tool, toy, jewelry, etc.)

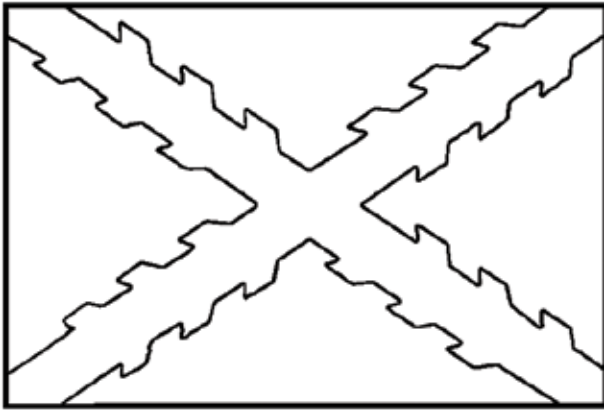
-
3. What do you think this object was used for?

-
4. Where in Florida was this object discovered?

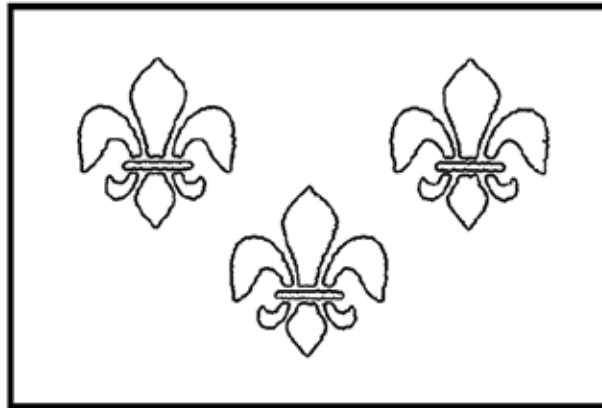
Draw a picture of what you think the object originally looked like.



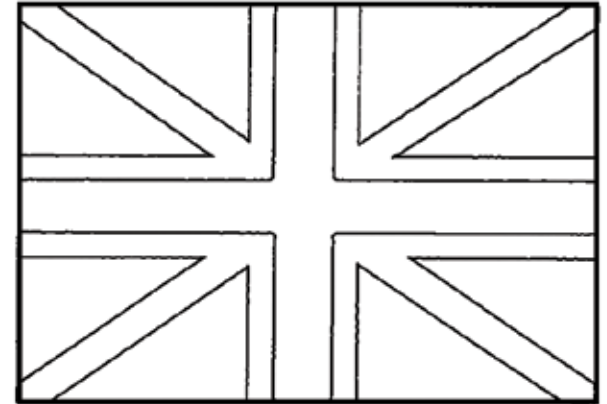
Five Flags Over Florida



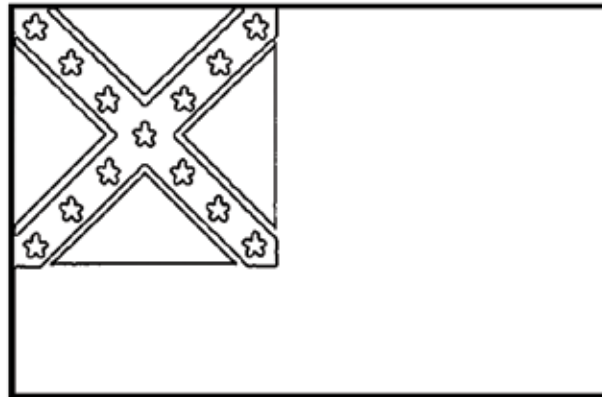
1. Spanish soldiers and explorers used a flag bearing the Cross of Burgundy when they occupied Florida from 1565 to 1763.



2. In 1564, French explorers established a short-lived settlement near present-day Jacksonville.



3. The flag of Britain flew over Florida from 1763 to 1783.



4. This flag was one of several flown in Florida during the Civil War from 1861 to 1865.



5. The design of Florida's current flag was adopted in 1900.

To see more of Florida's historic flags: [DOS.FL.gov/florida-facts/florida-state-symbols/state-flag/floridas-historic-flags/](https://dos.fl.gov/florida-facts/florida-state-symbols/state-flag/floridas-historic-flags/) Use the pictures on this website to color Florida's historic flags.



La Florida, painting by Christopher Still

EUROPEAN EXPLORATION AND COLONIZATION

Spanish explorer Juan Ponce de León landed on Florida's east coast in 1513. He called the area "La Florida." Over the next fifty years, the Spanish tried, but failed, to create permanent settlements in Florida. The French built a fort and settlement near Jacksonville, but it only lasted about a year. Spain finally achieved a permanent settlement when St. Augustine was founded in 1565.

The Spaniards established Catholic missions among the Apalachee and Timucua Indians. During the 1600s, many Florida Indians died of diseases. In the 1700s, Spanish Florida was attacked several times by English and French forces. The missions were destroyed, and many Indians were killed or enslaved. Later, the ancestors of today's Seminole and Miccosukee Indians, created new settlements in Florida.

In 1763, Britain took control of Florida and divided the land into East and West Florida. St. Augustine and Pensacola were the capitals of these two colonies. During the American Revolution, the two Floridas remained loyal to Britain.

Spain took control of Florida again after the American Revolution. Spanish and American settlers came to Florida. Enslaved Blacks escaped to Florida to seek their freedom. From 1817 to 1818, the U.S. government engaged the Seminole Indians in the first of three wars. When Spain transferred the peninsula to the United States in 1821, Florida became a U.S. territory.



1. Identify at least 5 different items in the picture above that make up the uniform worn by the Spanish explorers; 2. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the one on page 6; 3. Click on "Go to link" to learn more about the items you identified; 4. Go to floridamemory.com/items/show/11973; 5. How is the U.S. soldier uniform in the picture online different from the one worn by the Spanish explorers? How is it similar?

Free Play

What do you know about Florida geography in 1776?

By 1776, the Florida peninsula had been colonized, and people were traveling across the northern part of the state. As people became more familiar with interior and maritime boundaries in Florida, they documented the changes on maps and charts.

Cartographers are people who make maps and charts. They identify rivers, bays, forts, roads, and political boundaries of an area, such as cities, towns, and counties. Studying these documents can show us how knowledge of the geography of an area changed over time.

Your task for this Free Play is to compare a map of Florida from 1776 with a map from 1857 and identify the changes.

Directions:

1. View the 1776 Florida map on page 9 or on the Florida Memory website (floridamemory.com/items/show/323271)
2. Compare the 1776 map with the 1857 map of Florida found on the Florida Memory website (floridamemory.com/items/show/323192)

Questions to answer:

1. The 1776 map includes words in Spanish. Why would Spanish names appear on an English map?

2. What natural feature formed the border between East and West Florida? What river marked Florida's western border?

3. Examine the enlarged view of St. Augustine. Where are the buildings? _____

How many churches are identified? _____ What was the unit of measurement used? _____

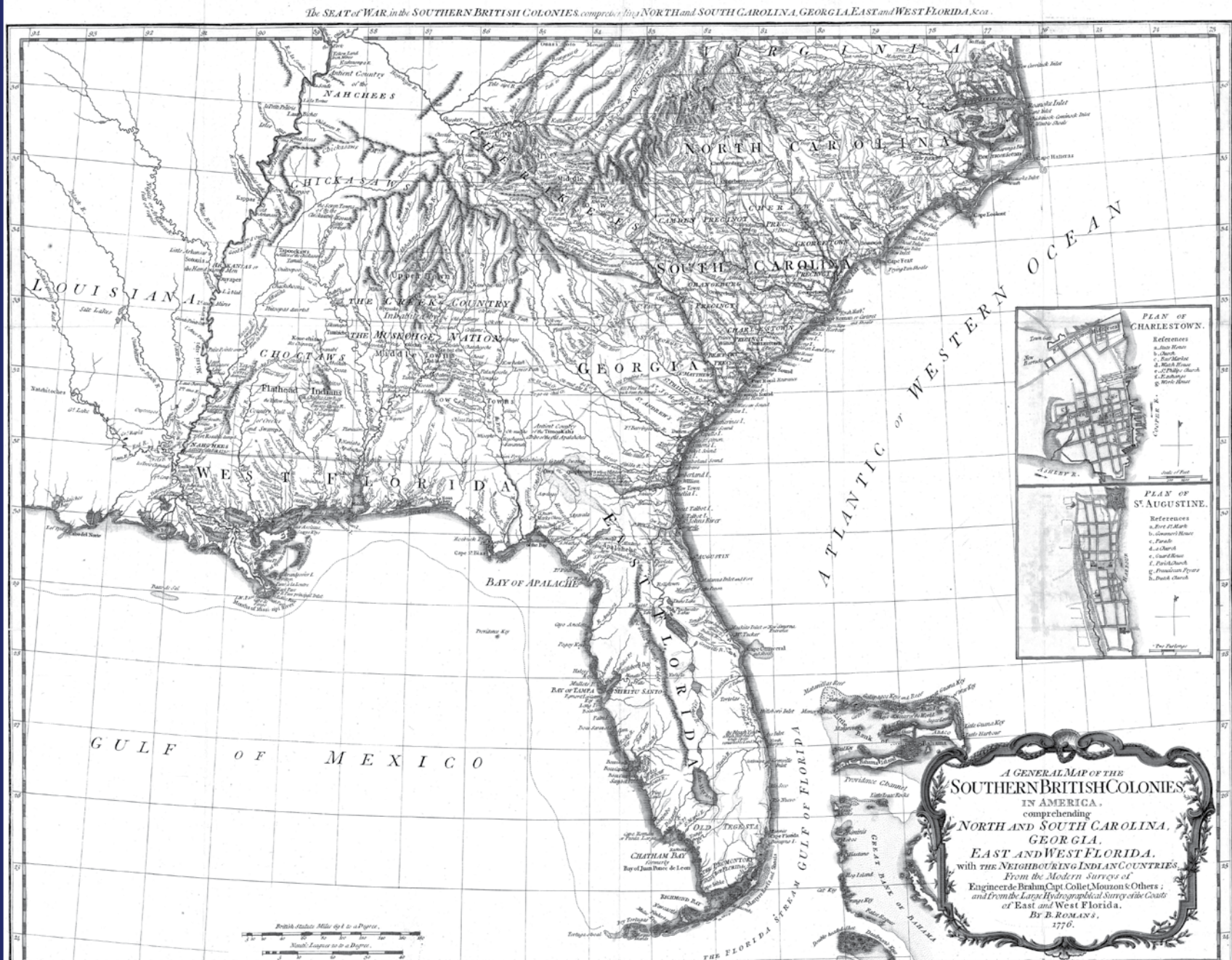
4. What is the modern location and name for Lake Mayaco? _____

What evidence supports this conclusion? _____

5. What is the modern name for Cow Ford? _____ What about General Mount? _____

6. What major body of water to the southwest of Florida is represented on the 1776 map? _____

What is the modern name for this body of water? _____



Map from 1776



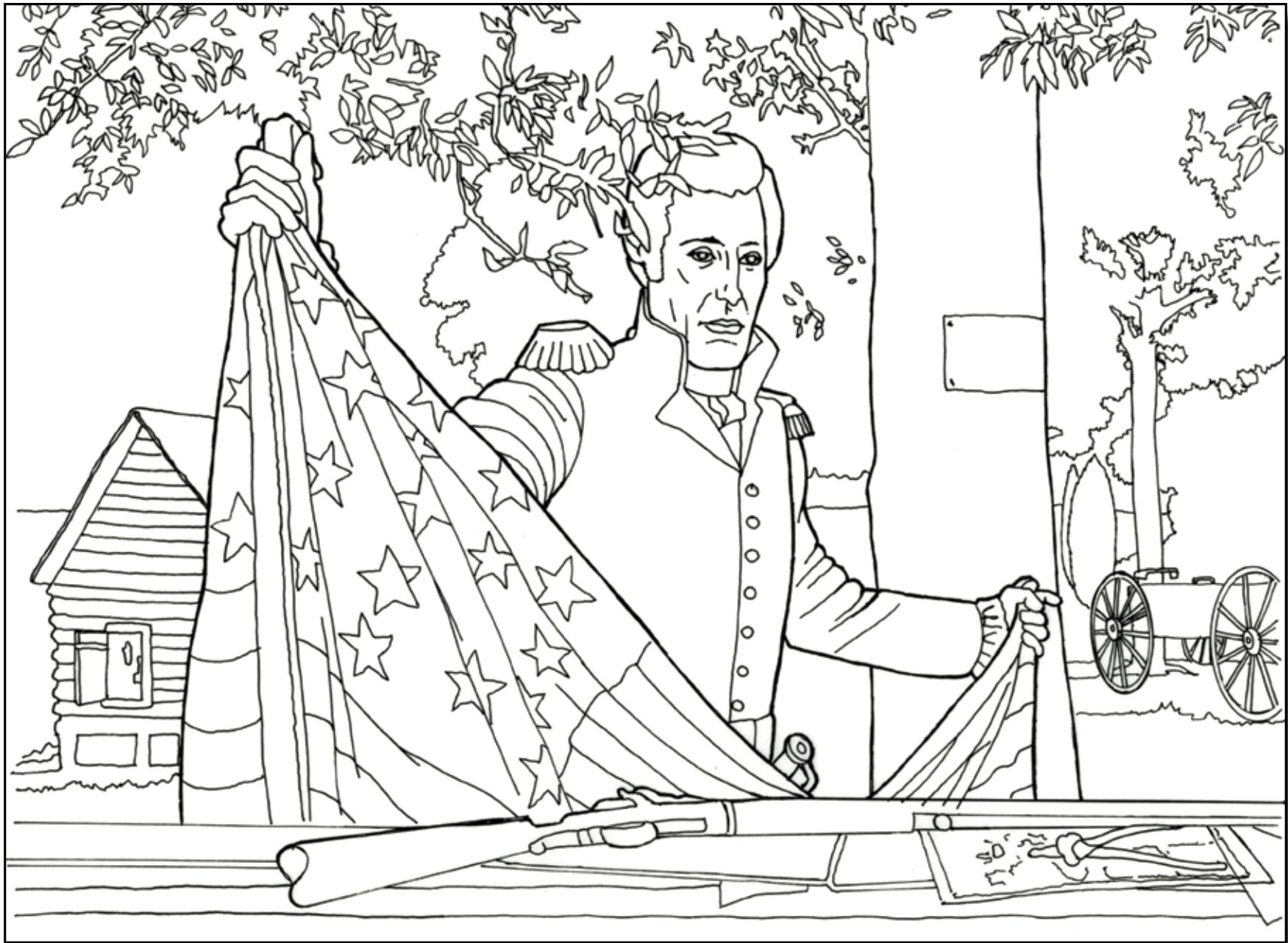
A New Capital, painting by Christopher Still

FROM TERRITORY TO STATE

Under the Spaniards, St. Augustine had continued to serve as the capital of East Florida. Pensacola had remained West Florida's capital. The U.S. combined the two Floridas into one territory. General Andrew Jackson set up a new territorial government in 1821. The young territory needed a new capital.

A site was chosen for the soon-to-be city halfway between the two original capitals. Tallahassee was established here as the capital of Florida in 1824. The first legislators met in a simple log cabin. Two years later, a new capitol building made of bricks was completed.

The territory's economy was based on agriculture, and enslaved people worked on numerous cotton plantations and small farms. By 1840, almost half of Florida's population consisted of Blacks, and most were enslaved. Florida became the 27th state in 1845.



1. What city in Florida is represented in this painting? (Clue: The log cabin was the first capitol.)
2. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the painting on pg 10.
3. Click on "Go to Link" to learn more about how Florida became a state.

Free Play

What do you know about Andrew Jackson?

Portraits are paintings that show what people look like at a certain point in time. They can be important state and family records or a way to remember a person. Artists usually are hired to paint a portrait, but some are made because an artist is inspired by or admires a person.

How do historians use portraits?

Historians use portraits to become familiar with the person they are researching. Because artists paint from their point of view, studying a group of portraits painted by different artists can tell us much more about the person.

Your task for this Free Play is to study various portraits of Andrew Jackson to find facts about who he was.

Directions:

1. Go to floridamemory.com/learn/research-tools/guides/governors/jackson.php
2. Click Jackson, Andrew, 1767-1845, under "Florida Photographic Collection"
3. Use the portraits of Andrew Jackson to answer the questions below.

Sketch or paste the most interesting portrait of Andrew Jackson.

1. What differences do you notice about Jackson's appearance in different portraits?

_____ What similarities do you notice? _____

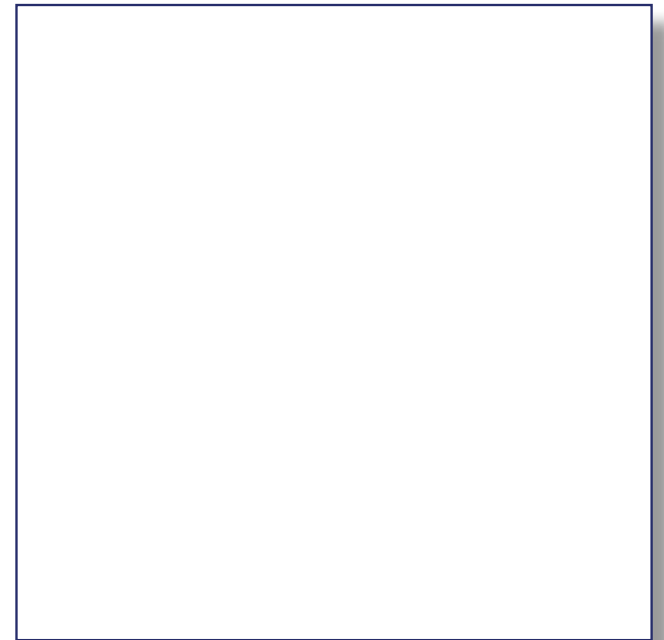
2. What is he wearing in most of the portraits? _____

3. Go to <https://www.floridamemory.com/items/show/160737> to fill in the blanks below.

A. Andrew Jackson was Florida's _____ governor.

B. He served as the governor of the territories of _____ and _____

Florida from March 10 until December 31, 1821.



Florida State Seal

Each state in the nation has a seal—a visual image that illustrates its unique character. New and different seals were made for Florida when it became a territory in 1821 and a state in 1845, and another after the Civil War. The state's current seal was adopted in 1985. It features a steamboat on the water, a sabal palm (the state tree), and a Native woman scattering flowers.



To learn more about Florida's state seals: dos.fl.gov/florida-facts/florida-state-symbols/state-seal/

Use the picture on this website to color Florida's current state seal.



Patriot and Warrior, painting by Christopher Still

THE NATIVE PEOPLE OF FLORIDA

In the 1830s, the U.S. government decided to relocate Florida's native peoples to a new territory, today's Oklahoma. This sparked the Second Seminole War as the Seminoles resisted removal from Florida.

The war lasted for seven years, from 1835 to 1842. Eventually, some Seminoles left on their own, some were captured and sent to Oklahoma, and others escaped to the Everglades in south Florida. About 5,000 Seminoles were removed from Florida. Only about 200 were able to survive in the Everglades.

The Seminoles were made up of the descendants of Florida's many original tribes. These tribes combined with Natives from the southeast and escaped African slaves who found refuge with the Native people.



1. Who is the man in the painting on page 14?
2. Circle and try to identify at least 3 different objects he is wearing.
3. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the painting on pg 14.
4. Click on "Go to link" to learn more about the objects you circled.

Free Play

What do you know about the daily life of Seminole Indians?

Florida is home to two federally recognized tribes: the Miccosukee Tribe of Indians of Florida and The Seminole Tribe of Florida. Both play an important role in Florida's culture and economy. The descendants of the 200 Seminoles who remained in Florida in 1860 lived in camps in the south Florida Everglades. Each camp had several open-air houses called "chickees" that were used for cooking, eating, sleeping, and working. The Seminoles also used new plants for food and medicine and developed a traditional style of clothing called patchwork. The campfire was the center of activity, and families gathered at night to share stories and legends.

Your task for this Free Play is to study an old photograph to identify what daily life was like for Seminole Indians.

Directions:

View the photo on page 17 or on the Florida Memory website at floridamemory.com/items/show/141564.

Questions to answer:

1. What is your first impression about the photograph? _____
2. What things are happening in the picture? _____
3. How would you describe the people (their age, clothing, expressions, relationship)? _____
4. Make a list of activities that are taking place. _____
5. Make another list of objects in the photograph. _____
6. When do you think the picture was taken (the year, the time of day)? _____
7. Where was it taken? _____ How can you tell? _____





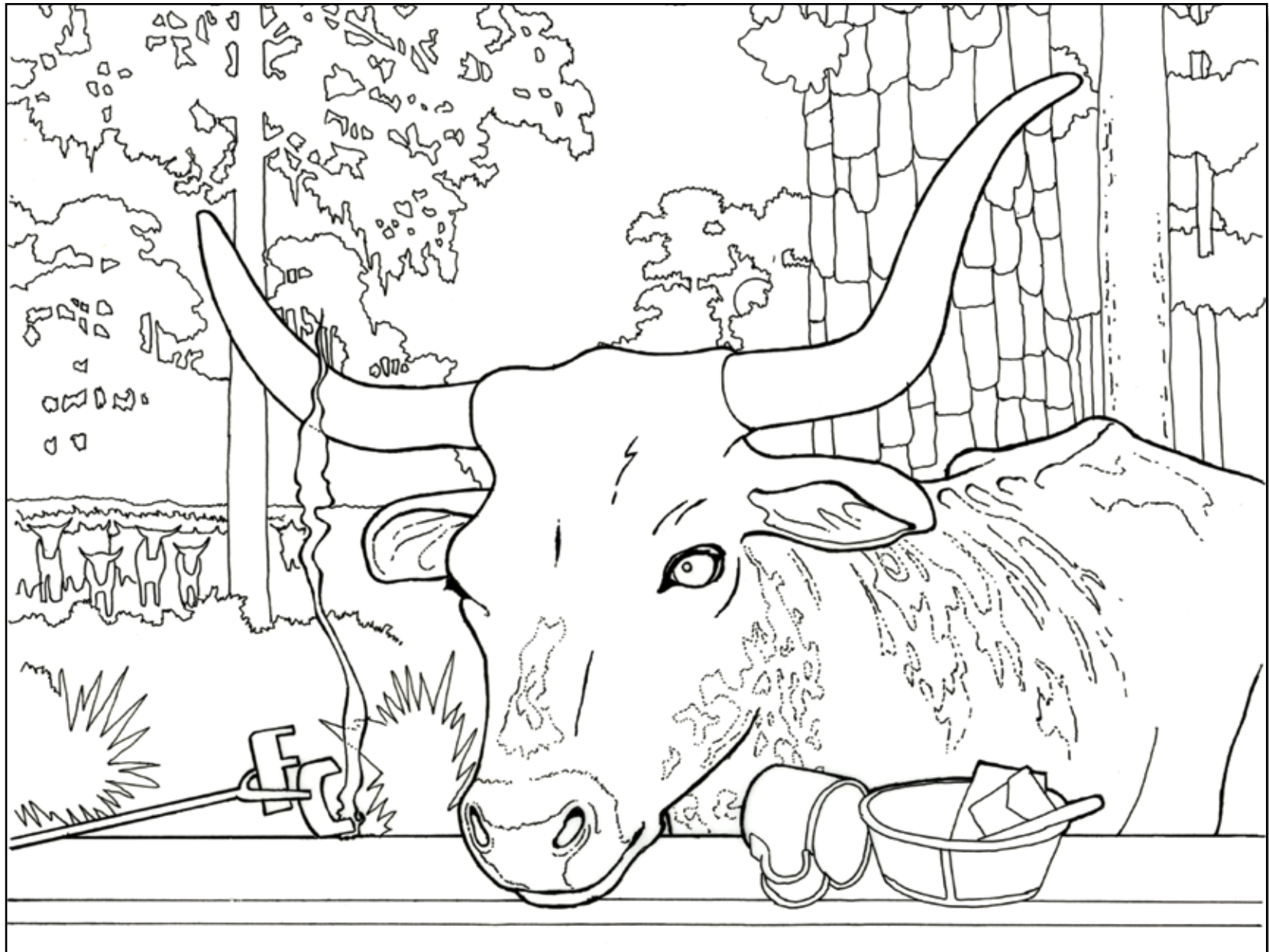
Reflecting on Ocean Pond, painting by Christopher Still

CIVIL WAR AND RECONSTRUCTION

Most political leaders in southern states believed that slavery was necessary, but slavery had been outlawed in most northern states and territories. After Abraham Lincoln was elected President in 1860, Florida and other southern states withdrew from the United States because of this issue. Florida joined southern states in forming the Confederate States of America, also called the Confederacy.

The Civil War lasted from April 1861 to April 1865. Florida sent 15,000 men and many supplies, including salt, beef, cotton, pork, and other products, to help the Confederacy. Northern ships patrolling Florida's coast tried to block supplies from coming and going. Many White and Black residents helped the northern cause in quiet ways. Several battles took place in the state, but Florida did not experience as much warfare as its neighbors to the north.

After the Civil War, the U.S. government set up a policy called Reconstruction in the South. It wanted states to accept new rules, including requiring states to follow the federal Constitution to improve conditions for newly-emancipated Freedmen.



1. Do you think cows always lived in Florida? Why or why not?
2. Circle the branding iron in the painting. Why do you think owners brand their cows?
3. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the painting on pg 18.
4. Click on "Go to link" to learn more about the history of cattle in Florida.

Free Play

What do you know about Florida's role in the Civil War?

During the Civil War, Floridians faced a shortage of many items, such as coffee, sugar, salt, and even shoes. People created alternative ways to produce these items. For example, people boiled sea water to produce salt so that they could preserve their meat.

Historians study documents such as letters, diaries, memoirs, and photographs to interpret how historical events impacted people's daily lives.

For this activity, your task is to read an excerpt from a memoir to understand how the Civil War impacted people's lives in Florida.

Directions:

1. Read the memoir excerpt on page 21 and use it to answer the questions below.

Questions to answer:

1. How did Joshua's family feel about the war? _____
2. How old was he when he enrolled in the First Florida Reserves? _____
3. What was the inventive way to make salt? _____
4. What kind of meat did they preserve? _____
5. How does Joshua describe its appearance? _____

Excerpt from Joshua Hoyet Frier's Civil War Memoir

Who was Joshua Hoyet Frier?

Joshua Hoyet Frier was born in Lowndes County, Georgia. He lived with his family near the Florida border. Frier's father and brothers were opposed to secession. One brother eventually enlisted in the Eighth Florida Infantry Regiment and was killed by Confederate authorities after he deserted. On his seventeenth birthday, May 20, 1864, Joshua Frier enrolled in a Florida militia company that eventually became the First Florida Reserves, Company B. The unit remained in north Florida throughout its service. This selection is from his work, *Reminiscences of the War Between the States by a Boy in the Far South at Home and in the Rank of the Confederate Militia*.

But the most serious ill convenience however, that was felt was salt, having by our civilization been accustomed to a free and all most unlimited supply; to be suddenly cut off without a grain, was a situation that can be imagined, but not realized only by experience. It is true the South had a long coast line where unlimited quantities might have been manufactured (and it was done later on) we had no arrangements of making it, and iron mind you at this time was as scarce as hens teeth. There was no persons among us that understood the manufacture of it, and last but not least, was a dread of Yankee gun boats for while according to reports, our army had uniformly been successful on land; we had invariable been worsted where they could get at us with those invulnerable monsters, and the idea of setting up an industry right under the nose of the United States Navy was something we did not do until forced to do so. But the salt was gone and it meant we had to either have some, or quit eating, the one looked like an impossibility, while the other was a dreadful alternative.

About this time some inventive person discovered that by taking up the dirt out of the meat houses, and leaching it a fair article of salt could be made: this he published for the good of suffering humanity. Next day all hands went to work, erecting hoppers to leach the earth in, and improvising furnaces for the evaporation of the water after it had leached out the precious property, late in the evening we took a small run off, the product of which was about one gallon of I hardly know what to call it, it looked much more like mud than salt; but it was salty any how. The water leached abundance of other matter out of the meat house soil besides salt, but for the sake of what little salt there was in it we manufactured several bushels of it; and that winter 1862-63 we saved our pork with it. A piece of pork liberally smeared with it had the appearance of being wallowed in the mud. But even a new danger confronted us; the supply of dirt was limited, in fact it was all utilized the first season. So at the dawn of 1863 the prospect of a Salt famine added gravity to the already grave situation.



The Okeehumkee on the Oklawaha, painting by Christopher Still

FLORIDA DEVELOPMENT

At the end of the 1800s, agriculture, cattle raising, and manufacturing became important. Roads and railroads were built to support these industries. Steamboats carried people, mail, and supplies along Florida rivers and to distant places.

Tourists began to arrive because of Florida's natural beauty and mild climate. Land was cheap, so some people came to invest in businesses. The railroads allowed Florida products, especially citrus, to be sent to northern markets. During the Spanish-American War in 1898, Florida was the base for U.S. efforts to help Cubans win freedom from Spanish rule.

By the early 1900s, Florida's population and prosperity were growing rapidly. After World War I, land developers, businessmen, new residents, and vacationers in gas-powered vehicles added to this growth. Many people grew wealthy by buying, developing, and selling land. The potential of the Sunshine State seemed endless.



1. Go to <https://www.floridamemory.com/items/show/320103>.
2. How does the steamboat in the painting on page 22 differ from the boat in the photograph? How is it similar?
3. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the painting on page 22.
4. Click on "Go to link" to learn more about the history of steamboat travel in Florida.

Free Play

What do you know about baseball in Florida?

The development of transportation enabled people to come to Florida to live, work, vacation, and play baseball! Professional baseball leagues were created in the late 1800s, and many teams were located in northern states. As the sport became more popular, teams decided to train in Florida during the colder months.

Curators assemble exhibits to display and interpret a collection of related objects. Exhibits are found in museums, but can also be found online. Exhibits are a great way to learn about interesting topics, and they can inspire us to learn more.

Your task for this Free Play is to look through the Florida Memory online exhibit about baseball in Florida.

Directions:

View the Baseball Photo Exhibit at floridamemory.com/photographiccollection/photo_exhibits/baseball.

Questions to answer:

1. What professional teams do you recognize in the exhibit? _____
2. What cities had spring training? _____
3. List the local teams in the exhibit. _____
4. Who was John Henry "Pop" Lloyd? _____
5. Which Florida governor is pictured wearing a New York Yankees uniform? _____
What was the occasion? _____
6. When did women play professional baseball? _____ Why? _____
7. Where in Florida are the fields in the exhibit located? _____

Symbols

State Reptile

Alligators symbolize Florida's vast untamed wilderness and swamps. They are found throughout Florida and prefer lakes, swamps, canals, and other wetlands.

State Bird

The Mockingbird is a year-round Florida resident and often sings all night long, especially under bright springtime moonlight.

State Butterfly

The Zebra Longwing butterfly is found throughout Florida, although it is more common in south Florida, particularly in the Everglades National Park.

State Animal

The Florida Panther is a large, long-tailed, pale brown cat that grows to six feet or longer. They are the most endangered of all the Florida symbols and reside mostly in south Florida.

State Marine Mammal

The Manatee, also called a sea cow, is a gray, waterplant-eating, gentle giant that reaches eight to fourteen feet in length and can weigh more than a ton.

State Wildflower

The Coreopsis is a colorful flower used in Florida's roadside plantings and highway beautification programs. It is found in a variety of colors ranging from gold to pink.

State Tree

The Sabal Palm is the most common palm in Florida. It grows in almost any soil and has many uses, including food, medicine, and landscaping.

State Shell

The Horse Conch also is known as the giant band shell. It is native to marine waters around Florida and can grow to a length of twenty-four inches.

To learn about all of Florida's symbols:
DOS.FL.gov/florida-facts/florida-state-symbols/



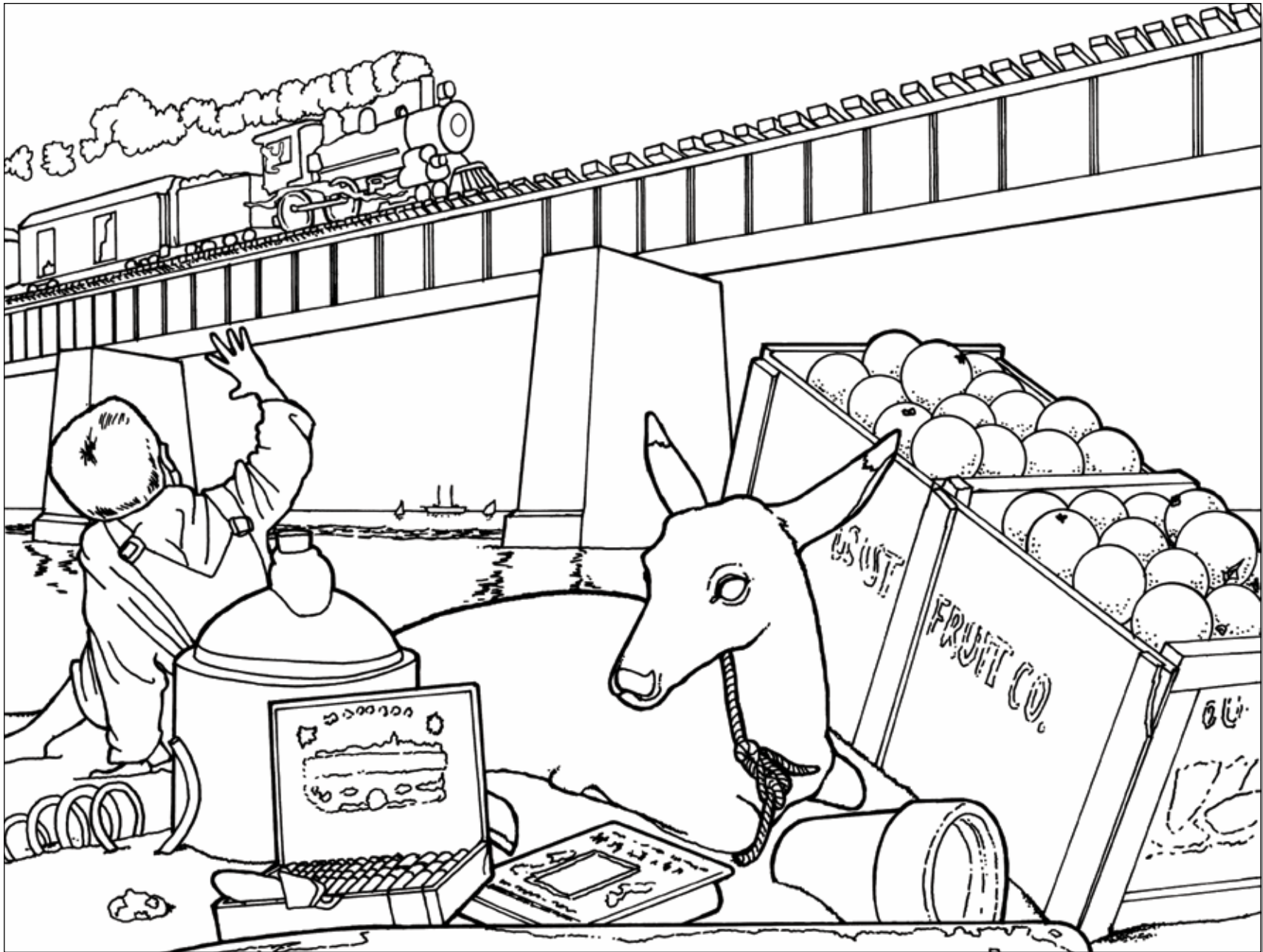


To Have and Have Not, painting by Christopher Still

THE GREAT DEPRESSION IN FLORIDA

The land boom ended suddenly in 1926 when money and public trust ran out. The economy was damaged further by two serious hurricanes and a fruit fly invasion in citrus groves. Floridians already knew about hardship when the Great Depression descended on the nation in 1929.

From 1920 to the mid-1940s, Florida's government began to represent a larger proportion of its citizens more fairly, including making it possible for more people to vote. Florida continues to lead the way across the nation protecting the votes of its citizens and is often referred to as the "gold-standard" in elections administration.



1. Which of Florida's many industries are represented in this painting?
2. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the painting on pg. 26.
3. Click on "Go to link" to learn more about the history of Florida's growth.

Crossword Puzzle

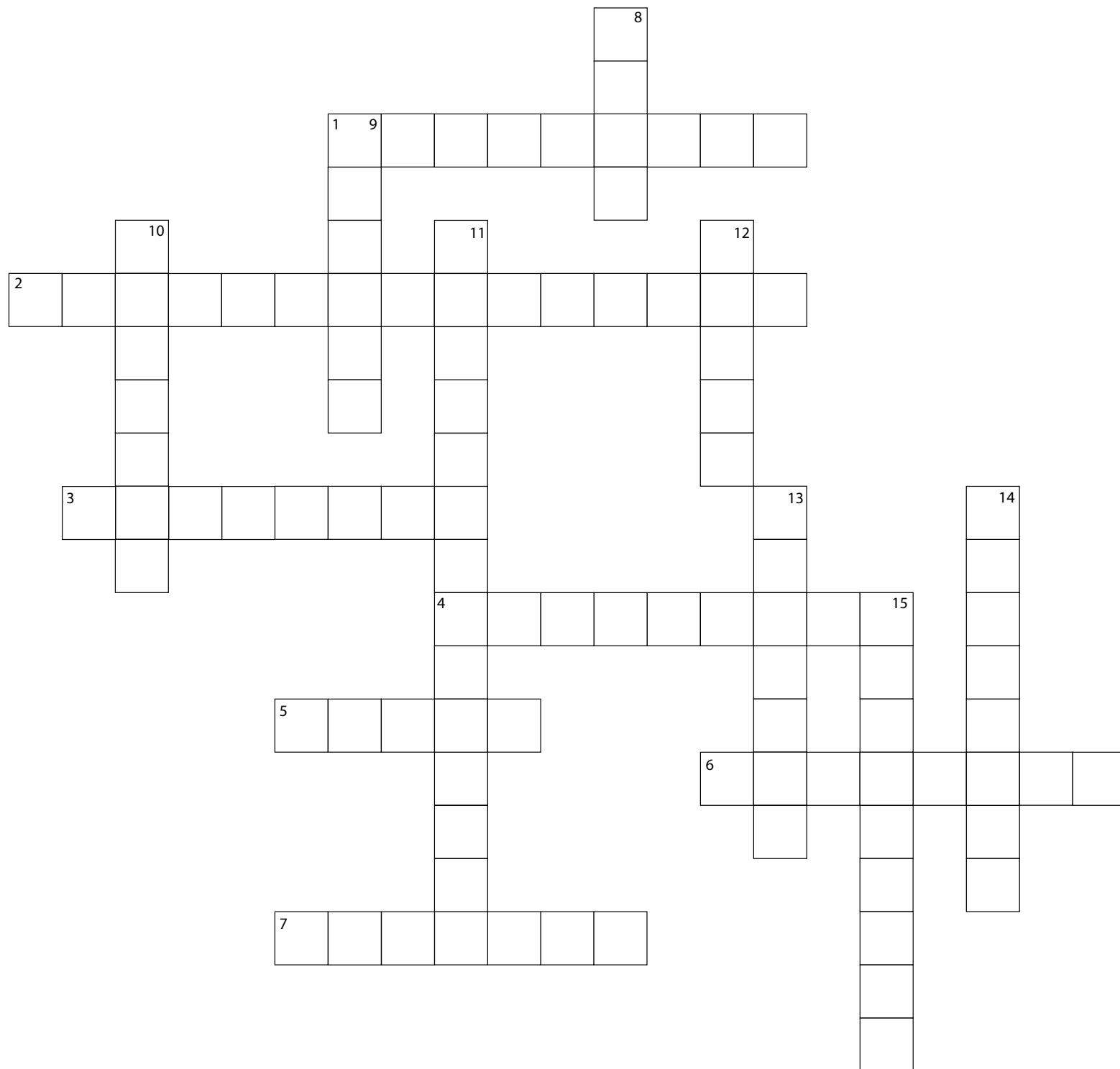
Across

1. The sea level was much lower 14,000 years ago, so the Florida _____ was twice the size that it is now.
2. Spanish explorer _____ landed on Florida's east coast in 1513, and he called the area *La Florida*.
3. _____ began to arrive because of Florida's natural beauty.
4. The _____ allowed Florida products, especially citrus, to be sent to northern markets.
5. During the Civil War, Northern ships tried to _____ supplies from coming and going.
6. Because of its mild weather and landscape, the state became a major _____ site for men and women in the military.
7. During the _____ -American War in 1898, Florida was the base of US. efforts to help Cubans win freedom from Spanish rule.

Down

8. In 1763, Britain took control of Florida and divided the land into _____ and West Florida.
9. The people who lived in Early Florida hunted small animals and gathered wild _____ for food.
10. General Andrew _____ set up a new territorial government in 1821.
11. After the Civil War, the U.S. government set up a policy called _____ in the South.
12. The land boom ended suddenly in 1926 when _____ and public trust ran out.
13. In 1860, Florida and other southern states left the United States because of _____.
14. Steamboats carried people, mail, and _____ along Florida rivers and to distant places
15. The _____ and the Miccosukee are descendants of Florida's first people.

Answer Key:
Across 1. PENINSULA; 2. JUAN PONCE DE LEÓN; 3. TOURISTS; 4. RAILROADS; 5. BLOCK; 6. TRAINING; 7. SPANISH
Down 8. EAST; 9. PLANTS; 10. JACKSON; 11. RECONSTRUCTION; 12. MONEY; 13. SLAVERY; 14. SUPPLIES; 15. SEMINOLES





A New Age, painting by Christopher Still

WORLD WAR II AND THE POST-WAR “BOOM”

World War II helped to renew Florida’s economy. Because of its landscape and mild climate, the state became a major training site for men and women in the military. Airports and roads were constructed. This prepared the state for a large increase in population after the war. Newcomers from other states and countries helped to create a dynamic population. Beginning in the 1950s, changes in laws and public education sought to protect peoples’ rights and prevent discrimination.

Florida’s economy became more diverse after World War II. Growth in tourism, agriculture, and other industries created jobs and opportunities, causing businesses and corporations to move to the state. The space industry brought people, technology, research, and media attention. Over time, legislation, education, transportation, health care, and the economy have kept pace with the needs of a vibrant and varied population. Today, Florida is ranked #1 in economy, #1 in higher education, and best-in-the-nation for entrepreneurship, talent development, new business creations, and tourism.



1. Why is Florida known as the Sunshine State? 2. In the picture above, circle any common Florida symbols you see; 3. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the painting on page 30; 4. Click on "Go to link" to learn more about Florida symbols.

Free Play

How did Florida support World War II?

During World War II, many items used every day were rationed so that there were enough supplies for the war. Posters were distributed around the country to encourage people to buy war bonds and conserve food, clothing, and gasoline. These posters also persuaded women to join the military as nurses or to work in factories.

Your task for this Free Play is to study posters from World War II to find out how the U.S. motivated citizens to support the war.

Directions:

1. Go to floridamemory.com/learn/exhibits/wwii/homefront/.
2. Use the exhibit to answer the questions below.



Sketch your own poster to promote something you need or an issue that is important to you (i.e., recycling, eating more oranges, riding your bike).

Questions to answer:

1. What actions were people being asked to take to support the war effort? _____
2. What resources were families asked to save and/or recycle for the war effort? _____
Why was this important? _____
3. What role did women have in supporting the war effort? _____

Math Game

Using the numbers in the grid, solve the formulas to discover important dates in Florida's history. When you see a plus (+) sign, add the numbers together. When you see a minus (-) sign, subtract the second number from the first one.

Example: Florida became the 27th state in:

$$A1 \quad A2+C1 \quad D1 \quad D3-C2 = 1845$$

Questions

- Spanish explorer Juan Ponce de León landed on Florida's east coast in:
A1 B2-A1 C1-B1 A1+B1
- Britain took control of Florida in:
D2-C2 A3-B1 B2 C1
- Andrew Jackson made Florida a U.S. Territory in:
B2-A2 A2+C1 D2-B2 A1
- The Civil War lasted from April 1861 to April:
A1 B2+B1 B2 B1+C1
- Florida was the base of U.S. efforts to help Cubans win freedom from Spanish rule during the Spanish-American War in:
C1-B1 D2 B2+C1 A3-A1
- Florida's economy had already been damaged by two hurricanes and a fruit fly invasion by the time the Great Depression descended on the nation in:
A2-D1 D3-C1 B2-D1 A3

	A	B	C	D
1	1	2	3	4
2	5	6	7	8
3	9	19	11	12

Bonus:

World War II helped to renew Florida's economy in:
D3-C3 C2+B1 A3-A2 A3-D2



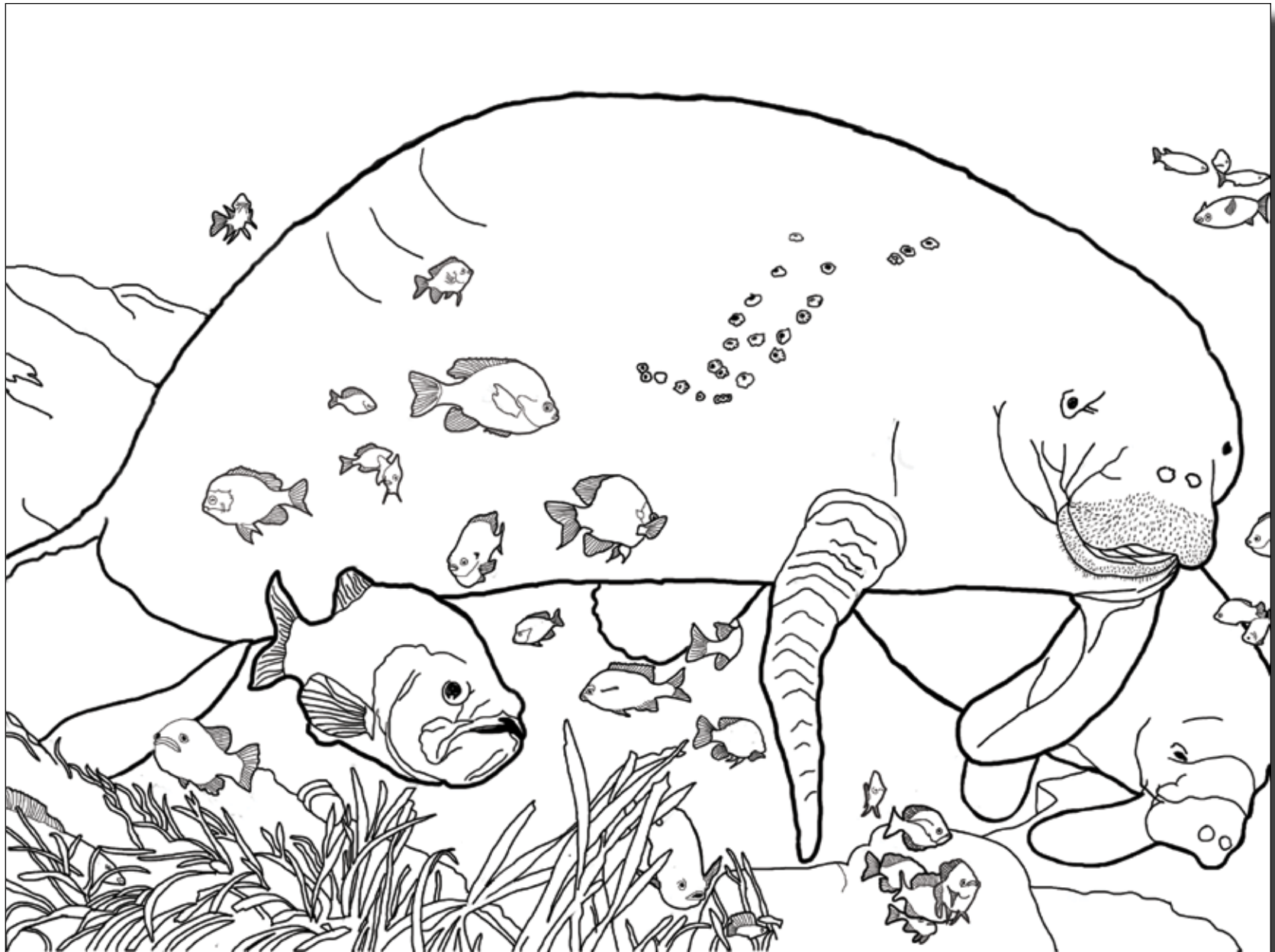
The Spring of Life, painting by Christopher Still

FLORIDA'S SPRINGS

Florida's springs provide homes for many kinds of plants, fish, and other creatures. As seawater cools in winter, manatees migrate to the springs' warmer waters, joined by schools of fish and other marine life. The waters of the springs sustain the rivers that flow to the sea.

Springs form from water stored in an underground feature called an aquifer. Water collecting in the aquifer puts pressure on water already there. This pressure forces water to the surface, creating springs. Florida's main aquifer, the Floridan Aquifer, consists of a porous rock called limestone that runs beneath the entire state. The Floridan Aquifer provides the water that supplies most of the state's springs.

Florida's earliest inhabitants visited the springs. Much later, springs drew the state's first tourists. Florida's springs release nineteen billion gallons of groundwater daily—more than any other spring system in the world. They support a growing number of people, along with plants, animals, and fish, and protecting them is vital to Florida's future.



1. Study the manatees in the painting on page 34;
2. How do you think manatees are able to move through the water;
3. What other kinds of underwater life do you see here?
4. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the painting on page 34;
5. Click on "Go to Link" to learn more about the variety of underwater life in Florida.



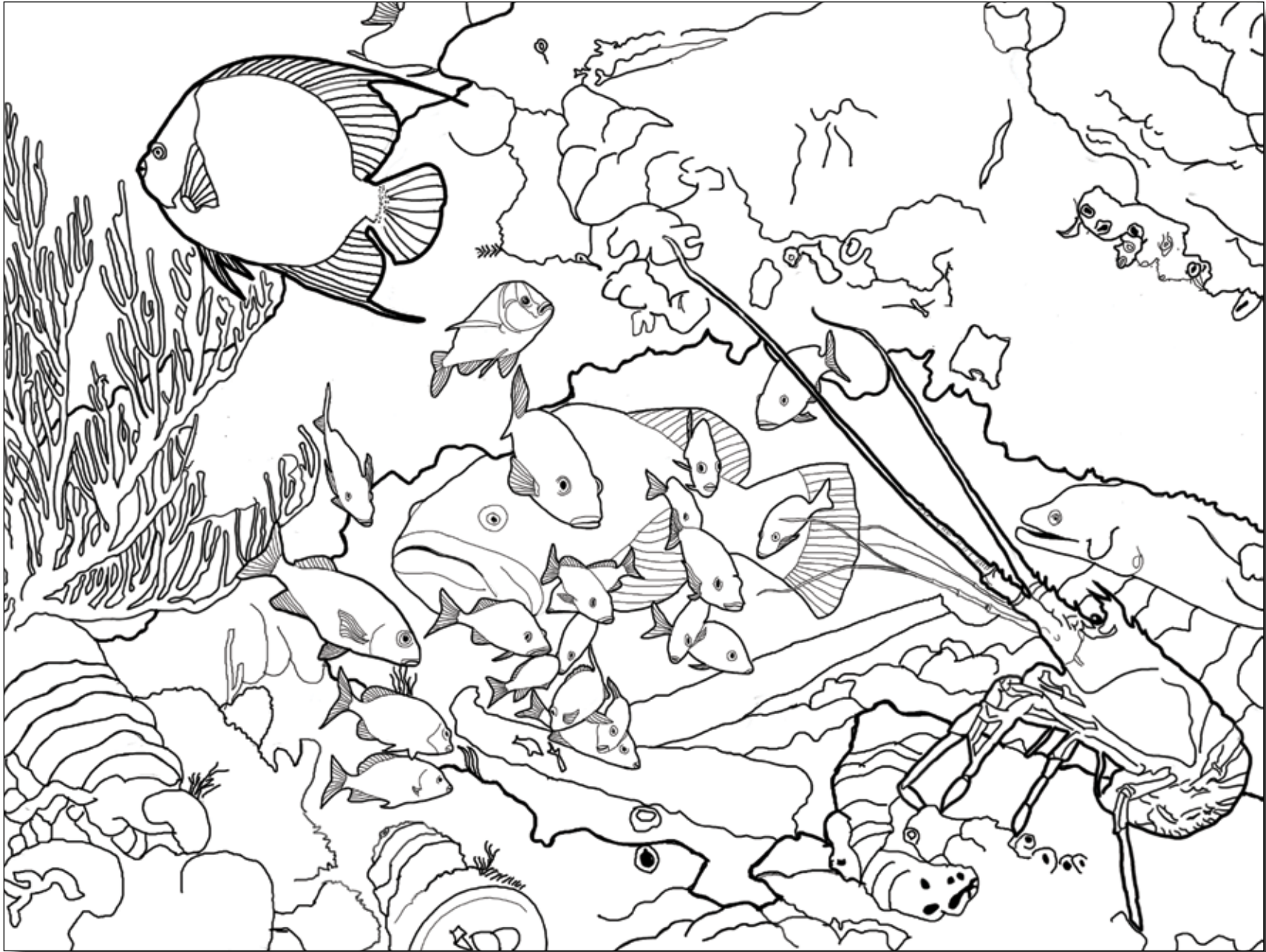
Beyond the Seven Mile Bridge, painting by Christopher Still

FLORIDA'S CORAL REEFS

Coral reefs teem with a wide variety of plants, fish, and other sea creatures. A reef develops from a single young coral called a larva, which attaches itself to the sea floor. As the coral grows, it releases calcium to make a hard shell in which it lives. Eventually, the coral reproduces and spreads to form the reef, but this takes thousands of years.

Corals work with zooxanthellae (zo-zan-thel-ee), a tiny algae, or type of plant. These little plants give oxygen and nutrients to the corals, and the corals provide fuel to help their partners convert sunlight into food.

Florida has its own coral reef called the Florida Reef Tract. This reef system extends from the clear waters west of the Florida Keys up the southeast Florida coast. The Florida Reef Tract forms the largest living coral reef system in North America. Coral reefs exist only in warmer waters. They are rare and fragile ecosystems.



1. Find and circle the lobster in this image; 2. What other kinds of sea life do you recognize in the image on page 36; 3. Go to christopherstill.com/fl-house-of-reps and click on the picture that matches the painting on page 36; 4. Click on "Go to link" to learn more about Florida sea life.

High Points in Florida History

12,000 B.C.

People first moved into Florida at the end of the last Ice Age.

5,000 B.C.

People established the first permanent settlements, primarily on the coast.

A.D. 500

The Woodland culture emerged.

1200

The powerful Mississippian culture emerged.

1500

The Timucua, Calusa, and Apalachee were important Native American groups in Florida.

1783

Spain resumed control of Florida.

1818

Andrew Jackson invaded Florida during the First Seminole War.

1821

Through the 1819 Adams-Onís Treaty, Florida officially became a U.S. territory, with Andrew Jackson as the first governor.

1824

Tallahassee was established as Florida's capital.

1835

The Second Seminole War began and continued until 1842.

1864

Confederates defeated Union forces at Olustee.

1865

Victory at the Battle of Natural Bridge made Tallahassee the only Confederate capital east of the Mississippi River to avoid capture.

1868

Floridians adopted a new federally mandated state constitution. A second state seal was adopted.

1885

A new state constitution was adopted, replacing the 1868 version.

1888

Railroad baron Henry Flagler completed the Ponce de León Hotel in St. Augustine.

1940

The Banana River Naval Air Station opened; later, it became Cape Canaveral Space Center.

1941

The U.S. entered the Second World War. Florida training bases opened all over the state.

1943

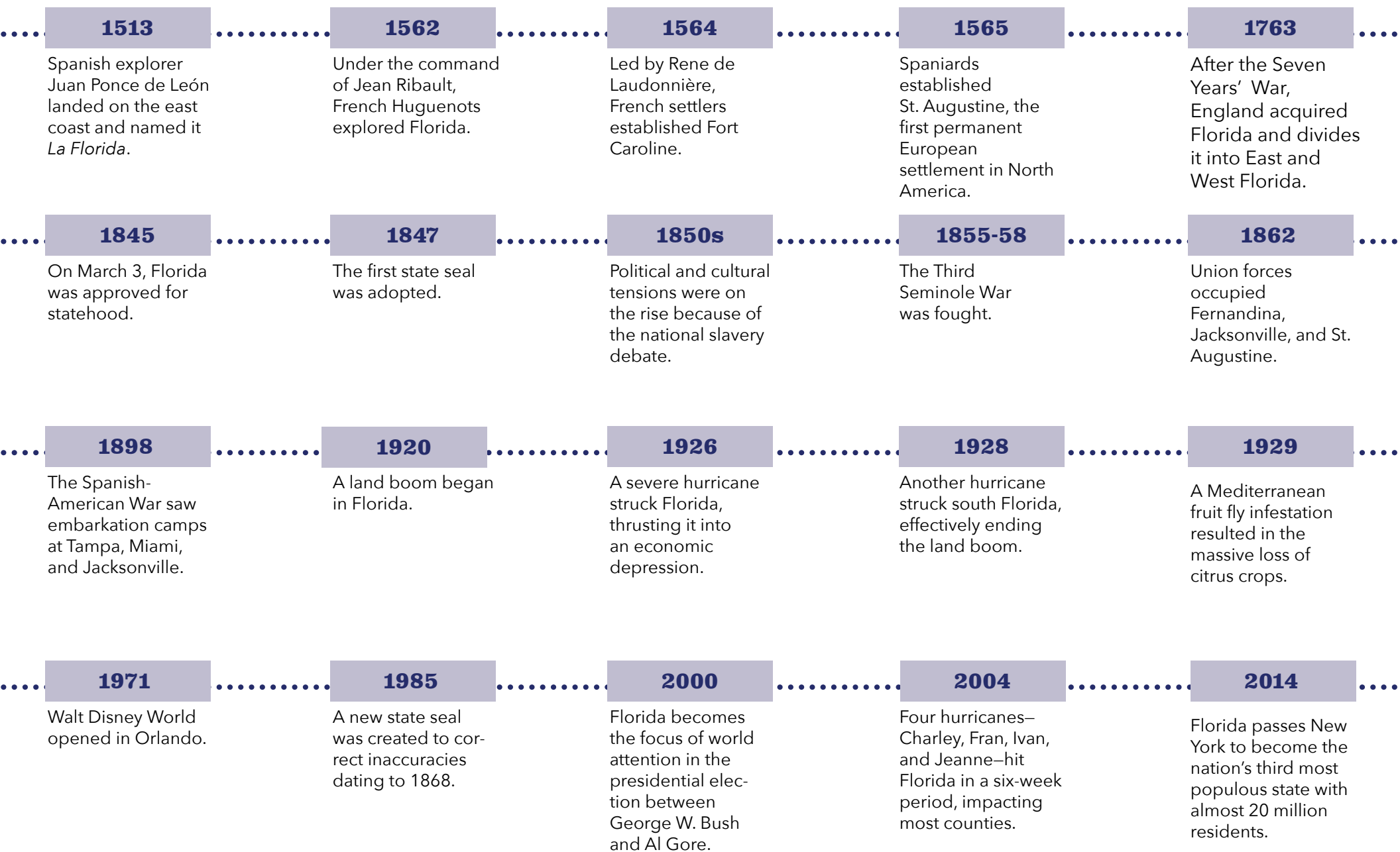
The Wainwright shipyard in Panama City built more than 100 Liberty Ships for the U.S. war effort.

1945

World War II ended.

1961

On May 5, Alan Shepard, the first American astronaut, was launched into space from Cape Canaveral Space Center (later called Cape Kennedy).



Source: Florida Memory (floridamemory.com/exhibits/timeline) and Museum staff.

A Note for Educators

A selection of State Academic Standards for fourth- and fifth-grade social studies, art, and science are presented below. The content of this booklet can be aligned with benchmarks in other subjects, and activities can be adapted easily for younger and older youths.

Social Studies

- SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.
- SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.
- SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
- SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
- SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.
- SS.4.A.4.2 Describe pioneer life in Florida.
- SS.4.A.5.1 Describe Florida's involvement . . . in the Civil War.
- SS.4.A.7.1 Describe the causes and effects of the 1920s Florida land boom and bust.
- SS.4.A.7.3 Identify Florida's role in World War II.
- SS.5.A.1.1 Use primary and secondary sources to understand history.
- SS.5.A.1.2 Utilize timelines to identify and discuss American history time periods.
- SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution.
- SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution.

Visual Arts

- VA.4.H.1.1: Identify historical and cultural influences that have inspired artists to produce works of art.
- VA.4.H.1.3: Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.
- VA.5.H.1.1: Examine historical and cultural influences that inspire artists and their work.
- VA.5.C.1.2: Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.

Science

- SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.
- SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.E.7.2 Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.

A Note for Educators

A selection of State Academic Standards for seventh- and eighth-grade social studies, art, and science are presented below. The content of this booklet can be aligned with benchmarks in other subjects, and activities can be adapted easily for younger and older youths.

Social Studies

- SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.8.G.4.6 Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.
- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1 Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.5.1 Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

Visual Arts

- VA.68.C.1.2 Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
- VA.68.H.1.1 Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.
- VA.68.S.1.5 Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

Science

- SC.7.N.1.5 Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.



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