

Name: _____

Period: _____

Date: _____

FLORIDA: A COMPLETE HISTORY

Student Workbook

Pre-European Contact to the Present Day | 17 Chapters

Name: _____

Period: _____

Teacher: _____

Year: _____

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HOW TO USE THIS WORKBOOK

This workbook has one chapter for each chapter of your Florida history course. Each chapter includes five sections:

A	VOCABULARY	Define key terms in your own words. Use your student handout and class notes.
B	SHORT ANSWER	Answer questions in complete sentences using evidence from the chapter.
C	PRIMARY SOURCE	Read an excerpt from a historical document and answer analysis questions.
D	MAP ACTIVITY	Complete a map or diagram, then answer a geographic thinking question.
E	ESSAY PROMPT	Plan and write a short essay responding to a critical thinking question.

Tips for Success

- Always read the chapter in your student handout before completing the workbook pages.
- Use specific evidence — names, dates, and events — in your short answers and essays.
- For primary sources, read slowly. These are real words from real people in history.
- For the essay prompt, use the planning questions to organize your thinking before you write.
- Your map activities will help you see patterns — look for connections between geography and history.

Name: _____

Period: _____

Date: _____

1

Pre-European Contact

Ancient Florida — c. 12,000 BCE to 1492 CE

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Paleo-Indians *Florida's earliest human inhabitants*

2. Archaic Period *Era of cultural development after the Ice Age*

3. Chiefdom *A political system led by a hereditary chief*

4. Calusa *Powerful indigenous nation of Southwest Florida*

5. Timucua *Indigenous nation of North and Central Florida*

6. Mound *Earthen or shell structure built by indigenous peoples*

Name: _____

Period: _____

Date: _____

1

Pre-European Contact

Ancient Florida — c. 12,000 BCE to 1492 CE

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. How was Florida's geography different during the Ice Age compared to today?

2. What evidence do archaeologists use to learn about Florida's ancient peoples?

3. Compare the Calusa and Timucua nations. What was different about how each lived?

4. Why do historians say Florida's indigenous peoples were "complex" societies?

Name: _____

Period: _____

Date: _____

1

Pre-European Contact

Ancient Florida — c. 12,000 BCE to 1492 CE

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Jacques Le Moyne de Morgues, Description of Florida, 1564*Origin: French artist and explorer, first European to document Timucua life*

"The natives of Florida are well-proportioned in body and limbs... They plant their fields in this manner: the king goes first with a hoe to break up the ground..."

Answer the following questions about this source:

1. What does this source tell us about how the Timucua organized their society?

2. What might be missing or biased in a European's description of indigenous life?

3. What questions would you want to ask a Timucua person that Le Moyne could not answer?

Name: _____

Period: _____

Date: _____

1

Pre-European Contact

Ancient Florida — c. 12,000 BCE to 1492 CE

SECTION D — MAP & DIAGRAM ACTIVITY

Mapping Florida's Indigenous Nations

Using your student handout, label the territories of Florida's major indigenous nations on the map outline below. Add a symbol for each nation's major resource or food source.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Calusa territory (Southwest)
- Timucua territory (North/Central)
- Apalachee territory (Panhandle)
- Tequesta territory (Southeast)
- Tocobaga territory (Tampa Bay)
- Ais territory (East Coast)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

1

Pre-European Contact

Ancient Florida — c. 12,000 BCE to 1492 CE

SECTION E — CRITICAL THINKING & ESSAY PROMPT

ESSAY PROMPT

Were Florida's indigenous peoples "primitive"? Using at least three specific pieces of evidence from this chapter, write an essay arguing that Florida's pre-contact civilizations were complex and sophisticated.

Before you write, answer these planning questions:

1. What is one piece of evidence that shows political complexity?

2. What is one piece of evidence that shows economic complexity?

3. What is the strongest counterargument, and how would you respond to it?

Write your response below. Use evidence from the chapter to support your argument.

Name: _____

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A large rectangular box containing 15 horizontal lines for writing.

Name: _____

Period: _____

Date: _____

2

Colonial Florida

1492–1821

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Conquistador *Spanish soldier/explorer who led conquest expeditions*

2. Mission *A religious settlement established by Spanish Franciscans*

3. Fort Mose *First free Black settlement in North America*

4. Seminole *New nation formed from Creek migrants and escaped enslaved people*

5. Treaty *A formal agreement between two governments or peoples*

6. Epidemic *A widespread outbreak of disease affecting many people*

Name: _____

Period: _____

Date: _____

2

Colonial Florida

1492–1821

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. Why did Spain's first four expeditions to Florida all fail?

2. How did the mission system change life for Florida's indigenous peoples?

3. Why did Spain offer freedom to enslaved people who escaped British colonies?

4. How did the Seminole nation form, and what made it unique?

Name: _____

Period: _____

Date: _____

2

Colonial Florida

1492–1821

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Álvar Núñez Cabeza de Vaca, *La Relación*, 1542

Origin: Survivor of the Narváez expedition; lived among indigenous peoples for 8 years

"We passed through many different peoples and languages... In all these lands, those who were at war would become friends so we could pass, and we left all of them in peace."

Answer the following questions about this source:

1. What does this passage suggest about how indigenous peoples responded to Cabeza de Vaca?

2. How does Cabeza de Vaca's account differ from what you might expect from a Spanish conquistador?

3. What does it tell us that a Spanish survivor had to rely on indigenous peoples to stay alive?

Name: _____

Period: _____

Date: _____

2

Colonial Florida

1492–1821

SECTION D — MAP & DIAGRAM ACTIVITY

Mapping Spanish Florida: Expeditions & Settlements

Draw and label the routes of two Spanish expeditions (Ponce de León 1513; de Soto 1539-42) on the map outline. Mark the location of St. Augustine and Fort Mose.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Ponce de León landing site, 1513
- De Soto's route, 1539-42
- St. Augustine, founded 1565
- Fort Mose, established 1693
- Apalachee mission region
- Calusa resistance zone (SW Florida)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

3

Territorial Florida Through Secession

1821–1861

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Indian Removal Act *Federal law ordering removal of southeastern Native peoples*

2. Reservation *Land set aside (and restricted) for indigenous peoples by the government*

3. Secession *The act of formally leaving a nation or union*

4. Plantation *A large farm using enslaved labor to grow cash crops*

5. Osceola *Seminole leader who refused removal and led resistance*

6. Statehood *The process by which a territory becomes a U.S. state*

Name: _____

Period: _____

Date: _____

3

Territorial Florida Through Secession

1821–1861

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. Why did the U.S. government want to remove the Seminoles from Florida?

2. How did Osceola resist removal, and what happened to him?

3. Why was Florida admitted as a slave state in 1845?

4. What specific reasons did Florida give for seceding from the Union in 1861?

Name: _____

Period: _____

Date: _____

3

Territorial Florida Through Secession

1821–1861

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Osceola, reported statement on the removal treaty, 1835

Origin: Seminole leader, recorded by U.S. Army officers at Fort King

"The only treaty I will execute is with this [drawing his knife and stabbing it through the treaty document]. You have guns, so have we. You have powder and lead, so have we. Your men will fight and so will ours — till the last drop of Seminole blood has moistened the dust of his hunting ground."

Answer the following questions about this source:

1. What does Osceola's action tell us about how he viewed the removal treaty?

2. Why might U.S. officials have been surprised by this response?

3. What does this moment reveal about the power dynamics between the U.S. and the Seminoles?

Name: _____

Period: _____

Date: _____

3

Territorial Florida Through Secession

1821–1861

SECTION D — MAP & DIAGRAM ACTIVITY

The Seminole Wars: Territory & Conflict

Label the key locations of the Second Seminole War on the map outline. Mark the Seminole reservation boundaries set by the Treaty of Moultrie Creek, major battle sites, and the Everglades refuge.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Moultrie Creek reservation boundary
- Fort Brooke (Tampa)
- Battle of Withlacoochee
- Fort King (Ocala area)
- Everglades refuge (final Seminole holdout)
- Tallahassee (territorial capital)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

4

Civil War in Florida

1861–1865

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Confederacy *The breakaway government formed by seceding Southern states*

2. U.S. Colored Troops *African American military units that fought for the Union*

3. Emancipation Proclamation *Lincoln's 1863 order freeing enslaved people in Confederate states*

4. Battle of Olustee *Florida's largest Civil War battle, February 1864*

5. Contraband *Term used for enslaved people who escaped to Union lines*

6. 13th Amendment *Constitutional amendment abolishing slavery, ratified 1865*

Name: _____

Period: _____

Date: _____

4

Civil War in Florida

1861–1865

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. Why was Florida important to the Confederate war effort despite having a small population?

2. What role did the U.S. Colored Troops play at the Battle of Olustee?

3. How did enslaved Floridians work toward their own freedom during the war?

4. What did freedom actually mean for formerly enslaved Floridians in 1865?

Name: _____

Period: _____

Date: _____

4

Civil War in Florida

1861–1865

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Corporal James Gooding, letter to President Lincoln, September 28, 1863

Origin: African American soldier, 54th Massachusetts Infantry (USCT)

"We have done a Soldier's Duty. Why Can't we have a Soldier's pay?... We appeal to You, Sir, as the Executive of the Nation, to have us Justly Dealt with."

Answer the following questions about this source:

1. What specific injustice is Corporal Gooding writing about?

2. What does this letter tell us about why Black soldiers were willing to fight despite unequal treatment?

3. How does this source connect to the broader argument for Black citizenship after the war?

Name: _____

Period: _____

Date: _____

4

Civil War in Florida

1861–1865

SECTION D — MAP & DIAGRAM ACTIVITY

Florida in the Civil War: Union & Confederate Control

Label Union-controlled and Confederate-controlled areas of Florida during the Civil War. Mark the locations of major ports, the Battle of Olustee, and key supply routes from Florida to Confederate armies.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Key West (Union-controlled throughout)
- Jacksonville (changed hands multiple times)
- Pensacola (Union-controlled 1862)
- Battle of Olustee, Feb. 1864
- Cattle supply routes to Confederate armies
- Salt production sites (Gulf Coast)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

5

Reconstruction

1865–1877

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Freedmen's Bureau *Federal agency assisting formerly enslaved people after the Civil War*

2. Reconstruction *The period of rebuilding and political reorganization after the Civil War*

3. 14th Amendment *Constitutional amendment granting citizenship and equal protection*

4. Black Codes *Laws passed to restrict the rights of free Black people*

5. Ku Klux Klan *White supremacist terrorist organization that targeted Black communities*

6. Jonathan Gibbs *Florida's Reconstruction-era Secretary of State and education leader*

Name: _____

Period: _____

Date: _____

5

Reconstruction

1865–1877

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. What political achievements did Black Floridians accomplish during Reconstruction?

2. What were Black Codes and how did they try to recreate slavery "in all but name"?

3. How did the KKK use violence to suppress Black political participation in Florida?

4. Why did Reconstruction end, and what were the consequences for Black Floridians?

Name: _____

Period: _____

Date: _____

5

Reconstruction

1865–1877

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Florida Black Codes, 1865 — Vagrancy Provision

Origin: Florida State Legislature, 1865

"That all persons of color who are not in the lawful employment of some white person... shall be deemed vagrants, and upon conviction shall be fined... and in default of the payment of said fine, shall be hired out to any white person who will pay said fine."

Answer the following questions about this source:

1. How does this law attempt to control Black Floridians' freedom of movement and work?

2. How is this law similar to slavery? How is it different?

3. Why did the U.S. Congress respond to Black Codes by passing the 14th Amendment?

Name: _____

Period: _____

Date: _____

5

Reconstruction

1865–1877

SECTION D — MAP & DIAGRAM ACTIVITY

Reconstruction Florida: Political Power & Violence

On the map outline, mark areas of strong Black political organization during Reconstruction, locations of known KKK violence, and the location of Eatonville (the first Black incorporated municipality).

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Tallahassee (seat of Reconstruction government)
- Eatonville (near Orlando, incorporated 1887)
- Mims (site of Harry Moore's 1951 assassination)
- Areas of KKK activity (panhandle and North Florida)
- Major plantation counties (high Black population)
- Jacksonville (major Reconstruction political center)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

6

The Gilded Age

1877–1898

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Gilded Age *Era of rapid economic growth and stark inequality in late 19th century America*

2. Henry Flagler *Railroad and hotel developer who transformed Florida's East Coast*

3. Ybor City *Cigar-manufacturing district near Tampa; center of Cuban immigrant community*

4. Jim Crow *System of laws enforcing racial segregation in the South*

5. Convict Leasing *System renting out prisoners (mostly Black men) to private companies*

6. Disenfranchisement *The systematic removal of voting rights*

Name: _____

Period: _____

Date: _____

6

The Gilded Age

1877–1898

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. How did the railroad change Florida's economy and population in the 1880s–1890s?

2. Who were the workers who built and maintained Florida's railroads and hotels?

3. What was the convict leasing system and why was it called "re-enslavement"?

4. How did Jim Crow laws affect the daily life of Black Floridians after Reconstruction?

Name: _____

Period: _____

Date: _____

6

The Gilded Age

1877–1898

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Ida B. Wells, A Red Record, 1895 (on racial violence in the South)

Origin: African American journalist and anti-lynching activist

"The more the Afro-American yields and cringes and begs, the more he has to do so, the more he is insulted, outraged and lynched... The only way to right wrongs is to stop them at the beginning."

Answer the following questions about this source:

1. What strategy for resisting racial violence does Wells advocate in this passage?

2. How does this source connect to the situation of Black Floridians during the Gilded Age?

3. Why might this message have been considered dangerous by white Southerners?

Name: _____

Period: _____

Date: _____

6

The Gilded Age

1877–1898

SECTION D — MAP & DIAGRAM ACTIVITY

Gilded Age Florida: Railroads & Development

Draw and label the Florida East Coast Railway (Flagler) and the Plant System railroads. Mark the cities that grew because of the railroad, and indicate where Ybor City is located.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Florida East Coast Railway route (Jacksonville to Key West)
- Plant System railroad (to Tampa)
- Miami (incorporated 1896)
- Palm Beach (Flagler resort)
- Tampa (Plant's hub)
- Ybor City (cigar manufacturing district)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

7

The Spanish-American War

1895–1902

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Spanish-American War *Brief 1898 conflict ending Spain's colonial empire*

2. José Martí *Cuban poet and independence leader who organized in Florida*

3. Buffalo Soldiers *African American cavalry regiments (9th and 10th) who fought in Cuba*

4. Yellow Journalism *Sensationalist newspaper reporting that inflamed public opinion*

5. USS Maine *U.S. battleship that exploded in Havana Harbor, triggering the war*

6. Imperialism *A policy of extending a nation's power through colonization or military force*

Name: _____

Period: _____

Date: _____

7

The Spanish-American War

1895–1902

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. Why was Tampa chosen as the staging ground for the U.S. invasion of Cuba?

2. What role did Florida's Cuban immigrant community play in the war?

3. How were the Buffalo Soldiers treated in Tampa compared to their treatment in Cuba?

4. Did the U.S. "liberate" Cuba? What evidence supports or challenges this claim?

Name: _____

Period: _____

Date: _____

7

The Spanish-American War

1895–1902

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

José Martí, speech in Ybor City, Tampa, 1891

Origin: Cuban independence leader, speaking to cigar workers in Ybor City

"In the emigration, the soul of the homeland is preserved... Every Cuban who works here works for Cuba's freedom. The peso you earn with your hands feeds the revolution with your heart."

Answer the following questions about this source:

1. How does Martí connect the everyday work of cigar factory workers to the Cuban independence movement?

2. Why would Tampa's Cuban exile community be so important to the revolution?

3. What does this source tell us about the relationship between Florida and Cuba?

Name: _____

Period: _____

Date: _____

7

The Spanish-American War

1895–1902

SECTION D — MAP & DIAGRAM ACTIVITY

The Spanish-American War: Florida's Role

Mark Tampa's role as the staging ground, draw the route of U.S. forces from Tampa to Cuba, and label the key battle sites in Cuba. Also mark Key West as a naval base.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Tampa Bay (Port Tampa departure point)
- Key West (naval base)
- Havana Harbor (USS Maine explosion)
- San Juan Hill, Cuba (key battle)
- Santiago de Cuba (final naval battle)
- Ybor City (Cuban exile community)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

8

Progressive Florida

1900–1917

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Progressive Era *Period of reform in early 20th century America*

2. Convict Leasing *System leasing prisoners to private employers; abolished in Florida 1923*

3. Everglades Drainage *State project to drain South Florida wetlands for agriculture*

4. Suffrage *The right to vote*

5. Child Labor *The use of children as workers, often in dangerous conditions*

6. Phosphate *Mineral mined in Central Florida; major Gilded Age industry*

Name: _____

Period: _____

Date: _____

8

Progressive Florida

1900–1917

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. What reforms did Progressive Era Floridians push for?

2. Who was excluded from Progressive Era reforms in Florida, and why?

3. What was the convict leasing system and what finally ended it in Florida?

4. What were the long-term consequences of draining the Everglades?

Name: _____

Period: _____

Date: _____

8

Progressive Florida

1900–1917

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Governor Napoleon Broward, campaign speech on Everglades drainage, 1904

Origin: Florida Governor, arguing for state-funded Everglades drainage project

"Water is the enemy. It stands between the people and the land. Drain the swamp and you give the farmer millions of acres of the richest soil in the world. The Everglades will become the garden of Florida."

Answer the following questions about this source:

1. How does Broward describe the Everglades? What does his language reveal about his values?

2. What does this source NOT tell us about the Everglades?

3. Knowing what we know today about the Everglades' ecological importance, how do you evaluate Broward's argument?

Name: _____

Period: _____

Date: _____

8

Progressive Florida

1900–1917

SECTION D — MAP & DIAGRAM ACTIVITY

Progressive Era Florida: Industry & Environment

Label the major industries of Progressive Era Florida on the map. Mark the Everglades drainage canal system, phosphate mining regions, and the location of the Overseas Railroad to Key West.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Phosphate mining region (Central Florida)
- Everglades drainage canals (South Florida)
- Turpentine camp regions (North Florida)
- Overseas Railroad route to Key West
- Pensacola (naval timber industry)
- Jacksonville (finance and commerce center)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

9

Florida in World War I

1917–1920

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. World War I

Global conflict 1914–1918; U.S. entered April 1917

2. Great Migration

Movement of African Americans from the South to Northern cities

3. Red Summer

Summer of 1919; widespread racial violence against Black Americans

4. Ocoee Massacre

Election Day 1920 attack on Black community in Ocoee, Florida

5. Influenza Pandemic

1918 global flu pandemic that killed tens of thousands of Floridians

6. U-boat

German submarine; threatened Atlantic shipping including off Florida

Name: _____

Period: _____

Date: _____

9

Florida in World War I

1917–1920

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. How did World War I change Florida's economy and military presence?

2. Why did racial violence increase after World War I rather than decrease?

3. What happened at Ocoee on Election Day 1920, and why?

4. What contradiction did Black veterans returning from WWI face?

Name: _____

Period: _____

Date: _____

9

Florida in World War I

1917–1920

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Eyewitness account of the Ocoee Massacre, November 2, 1920

Origin: African American survivor, recorded by the NAACP investigation, 1921

"They came in the night with guns and torches. We had done nothing but try to vote. By morning, every Black home in Ocoee was burned. Those who could run ran into the swamps. Many did not come back."

Answer the following questions about this source:

1. What was the "crime" that triggered the Ocoee Massacre?

2. What does this event tell us about the relationship between voting rights and racial violence in 1920 Florida?

3. Why do you think the Ocoee Massacre is not well known today?

Name: _____

Period: _____

Date: _____

9

Florida in World War I

1917–1920

SECTION D — MAP & DIAGRAM ACTIVITY

Florida in WWI: Military Bases & the Home Front

Mark the locations of major WWI military training bases in Florida. Draw arrows showing German U-boat patrol zones off Florida's coast. Label the city of Ocoee.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Camp Johnston (Jacksonville)
- Pensacola Naval Air Station
- U-boat patrol zones (Atlantic and Gulf coast)
- Ocoee (site of 1920 Election Day massacre)
- Key West (naval base)
- Tampa (troop departure point)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

10

The 1920s: Boom, Bust & Hurricane

1920–1929

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Land Boom *Period of rapid real estate speculation in 1920s Florida*

2. Speculation *Buying something in hopes of selling it for a higher price later*

3. Rosewood Massacre *January 1923 destruction of a Black Florida community by a white mob*

4. Great Miami Hurricane *1926 hurricane that ended the land boom*

5. Okeechobee Hurricane *1928 hurricane that killed 2,500+, mostly Black farm workers*

6. Reparations *Compensation paid to victims of injustice or their descendants*

Name: _____

Period: _____

Date: _____

10

The 1920s: Boom, Bust & Hurricane

1920–1929

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. What drove the Florida land boom of the early 1920s?

2. What warning signs appeared before the boom collapsed, and why did investors ignore them?

3. What happened at Rosewood in January 1923?

4. Why was Florida already in economic depression before the 1929 national crash?

Name: _____

Period: _____

Date: _____

10

The 1920s: Boom, Bust & Hurricane

1920–1929

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Minnie Lee Langley, Rosewood survivor testimony, 1993

Origin: Survivor of the Rosewood Massacre, testified before the Florida Legislature

"We had to run through the swamp in the dark. I was just a child. My family lost everything — our home, our church, our school. And for seventy years, nobody talked about it. It was like we had never existed."

Answer the following questions about this source:

1. What does "it was like we had never existed" mean to you? What does erasure of history do to a community?

2. Why did it take 70 years for Florida to officially acknowledge the Rosewood Massacre?

3. What does paying reparations in 1994 mean? Is it enough?

Name: _____

Period: _____

Date: _____

10

The 1920s: Boom, Bust & Hurricane

1920–1929

SECTION D — MAP & DIAGRAM ACTIVITY

1920s Florida: Boom, Disaster & Racial Violence

Mark the epicenter of the land boom (Miami area), the location of Rosewood, and the paths of the 1926 Miami Hurricane and 1928 Okeechobee Hurricane. Shade areas most affected by the busts.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Miami / Miami Beach (center of land boom)
- Rosewood (Levy County — 1923 massacre)
- Path of Great Miami Hurricane, 1926
- Path of Okeechobee Hurricane, 1928
- Lake Okeechobee (failed dike, 1928)
- Palm Beach (Flagler's resort, boom symbol)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

10

The 1920s: Boom, Bust & Hurricane

1920–1929

SECTION E — CRITICAL THINKING & ESSAY PROMPT

ESSAY PROMPT

What do the Florida land boom and the Rosewood Massacre have in common? Write an essay connecting these two seemingly different events through the theme of who has power and who is vulnerable.

Before you write, answer these planning questions:

1. Who had power during the land boom, and who was left out or harmed?

2. What made the Rosewood community vulnerable to attack?

3. What deeper forces connect economic speculation and racial violence in 1920s Florida?

Write your response below. Use evidence from the chapter to support your argument.

Name: _____

Period: _____

Date: _____

A large rectangular box containing 15 horizontal lines for writing.

Name: _____

Period: _____

Date: _____

11

The 1930s: Depression & New Deal Florida

1929–1939

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Great Depression

Severe global economic crisis beginning with the 1929 stock market crash

2. New Deal

FDR's programs providing relief, recovery, and reform during the Depression

3. CCC

Civilian Conservation Corps — employed young men in conservation projects

4. WPA

Works Progress Administration — employed artists, writers, and laborers

5. Overseas Highway

Road connecting Miami to Key West, built on Flagler's old railroad route

6. Labor Day Hurricane

1935 hurricane that killed 400+ in the Florida Keys

Name: _____

Period: _____

Date: _____

11

The 1930s: Depression & New Deal Florida

1929–1939

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. Why did Florida enter the Depression earlier than most of the country?

2. What New Deal programs operated in Florida, and what did they build?

3. How did the New Deal both help and exclude Black Floridians?

4. What is the legacy of the New Deal in Florida today?

Name: _____

Period: _____

Date: _____

11

The 1930s: Depression & New Deal Florida

1929–1939

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Ernest Hemingway, "Who Murdered the Vets?", *New Masses*, September 1935

Origin: American author, writing from Key West after the Labor Day Hurricane killed hundreds of WWI veterans

"Who sent them down to the Florida Keys to live in frame shacks on the Keys in hurricane months? Who is responsible for their death? ...The veterans had built the bonus march on Washington. They were sent to the Keys."

Answer the following questions about this source:

1. Who is Hemingway blaming for the veterans' deaths? What is his argument?

2. What does this source tell us about how the government treated WWI veterans during the Depression?

3. How does this connect to what you learned about veterans after WWI in Chapter 9?

Name: _____

Period: _____

Date: _____

11

The 1930s: Depression & New Deal Florida

1929–1939

SECTION D — MAP & DIAGRAM ACTIVITY

New Deal Florida: Projects & Infrastructure

Mark the locations of major New Deal projects in Florida: CCC state parks, the Overseas Highway, WPA public buildings in major cities, and the path of the 1935 Labor Day Hurricane.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Overseas Highway route (Miami to Key West)
- Labor Day Hurricane path, 1935
- CCC park locations (Myakka River, Highlands Hammock, Gold Head Branch)
- WPA projects in Jacksonville, Tampa, Miami
- Homestead (near epicenter of hurricane damage)
- Civilian Conservation Corps camp locations

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

12

World War II

1939–1945

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Double V Campaign *Black Americans' WWII slogan: victory abroad AND victory at home*

2. U-boat *German submarine that sank ships off Florida's coast in 1942*

3. Rationing *Government limits on consumer goods during wartime*

4. POW *Prisoner of War; Florida held thousands of German and Italian POWs*

5. Tuskegee Airmen *African American WWII pilots who trained partly in Florida*

6. Home Front *Civilian activities supporting the war effort*

Name: _____

Period: _____

Date: _____

12

World War II

1939–1945

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. How did German U-boats bring the war directly to Florida's coastline?

2. What was the Double V Campaign, and what did it mean for Black Floridians?

3. How did World War II transform Florida's economy?

4. How did the war experience prepare Black veterans to demand civil rights after 1945?

Name: _____

Period: _____

Date: _____

12

World War II

1939–1945

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Pittsburgh Courier, Double V Campaign editorial, February 7, 1942

Origin: Major African American newspaper; launched the Double V Campaign

"We call upon the President and Congress to declare war on Japan and the Axis powers AND declare war on the fascism right here at home... We have a stake in this fight. We are Americans too."

Answer the following questions about this source:

1. What two "victories" does the Double V Campaign demand?

2. Why would African Americans feel they needed to argue that "we are Americans too"?

3. How does this source connect the war abroad to the Civil Rights struggle at home?

Name: _____

Period: _____

Date: _____

12

World War II

1939–1945

SECTION D — MAP & DIAGRAM ACTIVITY

Florida in World War II: Bases, U-boats & the Home Front

Mark at least five major WWII military installations in Florida. Draw a shaded zone showing where German U-boats operated off Florida's coast. Mark German POW camp locations.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Camp Blanding (near Jacksonville)
- MacDill Army Air Field (Tampa)
- Homestead Army Air Field
- Naval Air Station Pensacola
- German U-boat operating zone (offshore)
- German/Italian POW camp locations (statewide)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

13

1946–1959: Postwar Growth & Early Civil Rights

1946–1959

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Suburbanization *Rapid growth of suburbs as people moved away from city centers*

2. Harry T. Moore *NAACP leader and first martyr of the modern Civil Rights Movement*

3. Brown v. Board *1954 Supreme Court ruling declaring school segregation unconstitutional*

4. Tallahassee Bus Boycott *1956 student-led boycott of segregated city buses in Tallahassee*

5. Cape Canaveral *Florida's Space Coast; site of early U.S. rocket launches*

6. NAACP *National Association for the Advancement of Colored People*

Name: _____

Period: _____

Date: _____

13

1946–1959: Postwar Growth & Early Civil Rights

1946–1959

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. What factors drove Florida's population explosion after World War II?

2. Who was Harry T. Moore and why is he called the first martyr of the Civil Rights Movement?

3. How did the Tallahassee Bus Boycott compare to the more famous Montgomery Bus Boycott?

4. How did the launch of NASA change Florida's economy and identity?

Name: _____

Period: _____

Date: _____

13

1946–1959: Postwar Growth & Early Civil Rights

1946–1959

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

C.K. Steele, interview on the Tallahassee Bus Boycott, 1956

Origin: Reverend C.K. Steele, NAACP leader and boycott organizer, Tallahassee

"We will not ride these buses until we are treated as full human beings. This is not about a seat. This is about dignity. We taught Montgomery and Montgomery taught us — we are one movement."

Answer the following questions about this source:

1. What does Steele mean when he says "this is not about a seat"?

2. How does this source challenge the idea that the Civil Rights Movement was led only by a few famous figures?

3. Why do you think the Tallahassee Bus Boycott is less famous than the Montgomery Boycott?

Name: _____

Period: _____

Date: _____

13

1946–1959: Postwar Growth & Early Civil Rights

1946–1959

SECTION D — MAP & DIAGRAM ACTIVITY

Postwar Florida: Growth & Civil Rights Geography

Mark the areas of greatest postwar population growth in Florida. Identify the locations of key early Civil Rights events: Tallahassee Bus Boycott, Harry Moore's home in Mims, and the University of Florida (where Virgil Hawkins was denied admission).

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Miami-Dade (explosive postwar growth)
- Orlando area (early suburbanization)
- Tallahassee (bus boycott, 1956)
- Mims/Brevard County (Harry Moore assassination, 1951)
- Gainesville (UF — Virgil Hawkins case)
- Cape Canaveral (Space Coast development)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

14

The 1960s: Civil Rights, Space & Change

1960–1969

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Sit-in *Protest where demonstrators occupy a segregated space and refuse to leave*

2. Cuban Missile Crisis *13-day 1962 standoff over Soviet nuclear missiles in Cuba*

3. Civil Rights Act *1964 federal law outlawing segregation in public places*

4. Kennedy Space Center *NASA launch facility on Florida's Space Coast*

5. Cuban Exile Community *Cubans who fled Castro's revolution; many settled in South Florida*

6. Voting Rights Act *1965 federal law protecting Black Americans' right to vote*

Name: _____

Period: _____

Date: _____

14

The 1960s: Civil Rights, Space & Change

1960–1969

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. What Civil Rights tactics were used in Florida in the early 1960s?

2. Why were St. Augustine's demonstrations in 1963–64 especially significant?

3. How did the Cuban Missile Crisis affect Floridians differently than other Americans?

4. How did the Cuban Revolution reshape South Florida's culture and politics?

Name: _____

Period: _____

Date: _____

14

The 1960s: Civil Rights, Space & Change

1960–1969

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Dr. Martin Luther King Jr., telegram to Florida governor, June 1964

Origin: SCLC, during the St. Augustine demonstrations

"St. Augustine is the oldest city in America. It is fitting that the oldest city witness the newest commitment to freedom and justice. We will not leave until the walls of segregation fall in this ancient place."

Answer the following questions about this source:

1. Why did Dr. King specifically mention that St. Augustine was "the oldest city in America"?

2. What does it mean to demonstrate for civil rights in the oldest European settlement in the U.S.?

3. How did St. Augustine's demonstrations help pass the 1964 Civil Rights Act?

Name: _____

Period: _____

Date: _____

14

The 1960s: Civil Rights, Space & Change

1960–1969

SECTION D — MAP & DIAGRAM ACTIVITY

Florida in the 1960s: Civil Rights & Cold War

Mark the locations of key Florida civil rights demonstrations. Show the distance between Miami and Cuba (approximately 90 miles). Mark Kennedy Space Center and indicate the Moon landing launch site.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- St. Augustine (1963-64 demonstrations)
- Tallahassee (continued civil rights activity)
- Miami (Cuban exile community; Missile Crisis proximity)
- Cuba (90 miles from Key West)
- Kennedy Space Center (Apollo launches)
- Jacksonville (civil rights and Freedom Riders)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

15

The 1970s & 1980s: Growth, Crisis & Transformation

1970–1989

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Walt Disney World *Theme park complex opened 1971 near Orlando; transformed Central Florida*

2. Mariel Boatlift *1980 arrival of 125,000 Cuban refugees in South Florida*

3. McDuffie Riots *1980 Miami uprising after police killing of Arthur McDuffie*

4. Cocaine Wars *Drug trafficking violence that made Miami one of America's most dangerous cities*

5. Challenger Disaster *1986 Space Shuttle explosion killing 7 crew members; launched from Florida*

6. Everglades Crisis *Ecological collapse of South Florida's wetlands due to drainage and pollution*

Name: _____

Period: _____

Date: _____

15

The 1970s & 1980s: Growth, Crisis & Transformation

1970–1989

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. How did Walt Disney World transform Central Florida's economy and landscape?

2. What were the causes of the McDuffie Riots in 1980?

3. How did the Mariel Boatlift change South Florida?

4. What caused the Everglades ecological crisis, and what was done about it?

Name: _____

Period: _____

Date: _____

15

The 1970s & 1980s: Growth, Crisis & Transformation

1970–1989

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Miami Herald editorial on the McDuffie Riots, May 1980

Origin: Miami Herald newspaper, May 19, 1980

"Miami is burning. But before we ask why it is burning, we must ask why we are surprised. This city has been telling us for years that the patience of its Black community was not limitless."

Answer the following questions about this source:

1. What does the editorial mean by saying we should ask "why we are surprised"?

2. How does this source connect the McDuffie Riots to longer patterns in Miami's history?

3. What responsibility does the editorial suggest white Miami has for what happened?

Name: _____

Period: _____

Date: _____

15

The 1970s & 1980s: Growth, Crisis & Transformation

1970–1989

SECTION D — MAP & DIAGRAM ACTIVITY

Florida in the 1970s–1980s: Growth & Crisis

Mark Walt Disney World near Orlando. Shade the "Cocaine corridor" in South Florida. Indicate the area most affected by the Mariel Boatlift. Mark Kennedy Space Center (Challenger launch site) and the Everglades.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Walt Disney World (Orange County, opened 1971)
- Miami-Dade (Mariel arrivals; McDuffie riots; cocaine trade)
- Everglades (ecological crisis zone)
- Kennedy Space Center (Challenger launch site, 1986)
- I-4 Corridor (rapid central Florida development)
- Little Havana, Miami (Cuban exile center)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

16

The 1990s & Early 2000s

1990–2010

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Hurricane Andrew *Category 5 hurricane that devastated South Dade County in 1992*

2. Rosewood Reparations *1994 Florida law compensating Rosewood Massacre survivors*

3. Bush v. Gore *2000 Supreme Court case stopping the Florida recount; decided the presidency*

4. Hanging Chad *Partially punched ballot card; became symbol of the 2000 election crisis*

5. Everglades Restoration *Multi-billion dollar federal project to restore the Everglades ecosystem*

6. Subprime Mortgage *High-risk home loan that fueled and then crashed Florida's real estate boom*

Name: _____

Period: _____

Date: _____

16

The 1990s & Early 2000s

1990–2010

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. How did Hurricane Andrew reveal the inadequacy of Florida's building codes?

2. What is the significance of Florida paying reparations to Rosewood survivors in 1994?

3. What happened during the 2000 presidential election in Florida?

4. How did Florida's 2000s housing bubble resemble the 1920s land boom?

Name: _____

Period: _____

Date: _____

16

The 1990s & Early 2000s

1990–2010

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Bush v. Gore, Supreme Court decision, December 12, 2000

Origin: U.S. Supreme Court, 5-4 decision stopping the Florida recount

"The recount process... is inconsistent with the minimum procedures necessary to protect the fundamental right of each voter... On the question of whether there is a constitutional violation, we are unanimous."

Answer the following questions about this source:

1. What does the Court say is the problem with the recount?

2. If the recount was constitutionally flawed, what should have happened instead?

3. Four justices disagreed with this decision. What does a 5-4 Supreme Court vote tell us about the Court's role in elections?

Name: _____

Period: _____

Date: _____

16

The 1990s & Early 2000s

1990–2010

SECTION D — MAP & DIAGRAM ACTIVITY

1990s–2000s Florida: Disaster, Election & Crisis

Mark the track and impact zone of Hurricane Andrew (1992). Highlight the contested Florida counties in the 2000 election (Palm Beach, Broward, Miami-Dade). Mark the path of the 2004–05 hurricane seasons.

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Hurricane Andrew path and impact zone, 1992
- Homestead (most devastated by Andrew)
- Palm Beach County (butterfly ballot controversy, 2000)
- Broward County (hanging chads, 2000)
- Miami-Dade (stopped its own recount, 2000)
- Florida Panhandle (multiple 2004 hurricane strikes)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

17

2011–Present: Contemporary Florida

2011–Present

SECTION A — VOCABULARY & KEY TERMS

Define each term in your own words. Use your notes and the student handout.

1. Stand Your Ground *Florida law allowing use of deadly force if you feel threatened*

2. Black Lives Matter *Movement responding to police violence and racial injustice against Black Americans*

3. Pulse Shooting *2016 hate crime killing 49 at an Orlando nightclub*

4. Parkland *2018 school shooting killing 17; survivors launched March for Our Lives*

5. Sea Level Rise *Gradual increase in ocean levels driven by climate change*

6. Amendment 4 *2018 Florida ballot measure restoring voting rights to 1.4 million people with felony convictions*

Name: _____

Period: _____

Date: _____

17

2011–Present: Contemporary Florida

2011–Present

SECTION B — SHORT ANSWER QUESTIONS

Answer each question in complete sentences using evidence from the chapter.

1. What is the Stand Your Ground law and why did the Trayvon Martin case bring it to national attention?

2. How did student survivors of the Parkland shooting change the national conversation?

3. Why is Florida especially vulnerable to sea level rise and climate change?

4. What did Amendment 4 do, and why is it significant in the context of Florida history?

Name: _____

Period: _____

Date: _____

17

2011–Present: Contemporary Florida

2011–Present

SECTION C — PRIMARY SOURCE ANALYSIS

SOURCE

Emma González, speech at March for Our Lives, Washington D.C., March 24, 2018

Origin: Marjory Stoneman Douglas High School student and gun control activist

"Six minutes and about twenty seconds. In a little over six minutes, seventeen of our friends were taken from us... Politicians who sit in their gilded House and Senate seats funded by the NRA telling us nothing could be done to prevent this — we call BS."

Answer the following questions about this source:

1. Why does González repeat the time "six minutes and about twenty seconds"?

2. What is her argument about politicians and the NRA? Is it effective?

3. How does this source connect to the long history of young people demanding change in Florida?

Name: _____

Period: _____

Date: _____

17

2011–Present: Contemporary Florida

2011–Present

SECTION D — MAP & DIAGRAM ACTIVITY

Contemporary Florida: Crisis, Change & Vulnerability

Shade the areas of Florida most vulnerable to sea level rise (primarily South Florida and coastal areas). Mark Sanford/Sanford area (Trayvon Martin), Orlando (Pulse nightclub), Parkland (Marjory Stoneman Douglas), and Miami Beach (sea level rise adaptation).

[Use this space to complete your map or diagram activity]

Map Key / Labels to include:

- Sanford (Trayvon Martin, 2012)
- Orlando — Pulse nightclub (2016)
- Parkland, Broward County (MSD shooting, 2018)
- Miami Beach (sea level rise adaptation projects)
- Fort Myers/Lee County (Hurricane Ian, 2022)
- South Florida coastal zone (most vulnerable to sea level rise)

After completing your map, answer this question:

Name: _____

Period: _____

Date: _____

17

2011–Present: Contemporary Florida

2011–Present

SECTION E — CRITICAL THINKING & ESSAY PROMPT

ESSAY
PROMPT

What kind of Florida do you want to leave to the next generation? Drawing on everything you have learned in this course, write an essay identifying the most important challenge Florida faces and proposing a path forward based on the lessons of history.

Before you write, answer these planning questions:

1. What is the most important unresolved problem from Florida's history that still affects us today?

2. What does history tell us about how Floridians have responded to crises in the past?

3. What specific action or change would you argue for, and how does history support your argument?

Write your response below. Use evidence from the chapter to support your argument.

Name: _____

Period: _____

Date: _____

A large rectangular box containing 15 horizontal lines for writing.