

# Coastal Mississippi Wildflowers

Book XIII

Marine Discovery Series

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Mississippi Department  
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1141 Bayview Avenue, Suite 101  
Biloxi, Mississippi 39530



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Written by  
Alicia M. Blair  
Howard II Elementary  
Biloxi, Mississippi

Researched and illustrated by  
students in Mrs. Blair's class of 1997

Produced by  
Mississippi Department of Marine Resources

## **Book XIII: MARINE DISCOVERY SERIES**

This book is dedicated to all the classes of young scientists.

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As Ms. Fitzgerald, known as The Fitz to her students, walked out of the classroom, she said, "I hope to have some very good news tomorrow! Bye." The students looked at each other and wondered, "What now?"

The next morning Ms. Fitz was beaming but refused to say a word until all the students were in the classroom. When the last student passed through the door, she called everyone into the class library.

She took a deep breath and said, "We are going to write a book!" The students looked at each other. Suong spoke up, "We already write books."

"Oh, but this one is going to be special. The Mississippi Department of Marine Resources has given us a grant that will pay for research books, field trips, and publishing supplies so we can research, write, and publish a book on Mississippi wildflowers!" The students cheered, for they loved writing books, collecting research, and gardening.

"What's the difference between a wildflower and a regular flower?" asked Linda. Ms. Fitz thought about it for a moment and then answered. "A wildflower is a flowering plant that grows naturally without cultivation, while what you call a regular flower refers to a flower that has been brought into the area purposely by humans either for food, decoration, medicine or to attract wildlife." "Can we use the wildflowers that we planted when we were in second grade?" asked Sade.

"Yes!" cried Ms. Fitz. "Not only will we use those, but we will collect and plant even more."

"Wow, where will we get more?" asked Keith. He was always anxious to go anywhere. Ms. Fitz explained that the class would go to several private gardens and public parks. They would collect plants wherever they could receive permission.

"We must not collect plants from areas that are protected by law. We also must be careful not to collect a plant that is a threatened or an endangered species."

"What's an endangered species?" asked Linda.

"An endangered species is a plant or an animal that may become extinct if something isn't done soon to save it," replied Tess.

"Isn't it an animal that lives in the rain forest that poachers are killing?" asked David.

"Yes, you are all correct," added Ms. Fitz. "But we have endangered species here in Mississippi, too. Just imagine what would happen if someone picked all the flowers of one species and that species grew in only one place. Those flowers would never have the chance to go to seed and reproduce. It wouldn't take long for them to disappear

altogether. Remember, extinct is forever. But if a plant is endangered, there is still time to save it."

"How can we find out which plants are threatened or endangered?" asked Lisa.

"I have a brochure that is put out by the Museum of Natural Science in Jackson. It tells about all the endangered plants and animals of Mississippi." Ms. Fitz went to the file cabinet and found it. She handed it to Lisa and said, "Why don't you do a report on this for the class?" Lisa looked up and smiled.

When Lisa read the brochure, she discovered that only two plants in Mississippi were on the list. One was the Southern Spicebush and the other was the Price's Potato Bean. Lisa looked up and asked Ms. Fitz, "Don't you have a Spicebush in your yard?"

"Why, yes, I do." Ms. Fitz looked at the picture and decided it was not the same one. This was another case when one common name referred to two different plants.

When Lisa read the article she found out that the Spicebush (also called the Pondberry) grows to six feet tall and has pale yellow flowers in the spring. It grows in the Yazoo Delta area of Mississippi. It also lives in other southeastern states. The plant grows best in wetlands such as bottomland hardwoods. It is endangered because people are draining the wetlands and suing the lands for homes, farms, or other businesses.

The following Tuesday the students entered the classroom. They looked at the man who was standing in the corner of the room. He had books, plants, and slides.

"Who are you?" asked Dustin. The man introduced himself as Mark LaSalle, a botanist and expert on wildflowers. When all students arrived, Dr. LaSalle talked about the project and ways he could help. Then he showed the students photographs of some of the local wildflowers. The students asked lots of questions about how and where to find the wildflowers. Dr. LaSalle reminded the students to pick flowers only with permission of the landowner.

"Picking flowers that are endangered is against the law," he reminded them.

"Ms. Fitz picks flowers from the side of roads and highways," commented Thuy.

"That is all right if you pick in the area that is usually mowed. Highways and roadsides are filled with wildflowers. It's a good place. But be careful. Watch out for cars. I don't want any of you to get hurt," warned Dr. LaSalle.

Ms. Fitz smiled at Thuy and added, "You should have an adult with you if you want to collect on the side of the road. Cars are not the only problem. You want to watch out for broken glass, snakes, and insects."

"I thought you weren't afraid of snakes," remarked Linda.

"I'm not, but I have a respect for them and I always wear boots, long pants, and walk slowly through the grass. I don't want to step on a snake and I don't want it to get frightened and bite me!" replied Ms. Fitz.



Before Dr. LaSalle left, he gave the students a very special plant to take care of. The plant was a Sundew. He recommended that they put it in the sunny west window and put a jar over it. This would keep it warm and moist. The students crowded around the plant and commented about how small it was. "What's so special about it?" asked John.

"The Sundew is a carnivorous plant," answered Dr. LaSalle. "Wow!" cried John. He immediately looked around the room to see if there were any flies he could catch. Binh walked over to the class library and found the book on Mississippi wildflowers. She looked up Sundew and read quietly.

When she finished, she informed the class that Sundews were common to the Gulf Coast and bloomed from April to June. "What do the flowers look like?" asked Vu.

Binh replied, "They are very small, only about  $\frac{3}{4}$ " long and they are pink. Each has five petals and they really are carnivorous!" Dr. LaSalle quietly slipped out of the room as Cuong put the Sundew in the window and covered it.

"Our first field trip will be Friday. We are going to the Sandhill Crane Refuge. We will not be able to collect any flowers, but we will get to see a variety of them." Ms. Fitz and the students began to list all the supplies they would need to bring. The plant press, shovels, buckets, and pruning shears would be left behind. But the camera, notebooks, field guides, colored pencils and pads would be taken.

"What about the microscope?" asked Andrea.

"It's too awkward, but we could take the magnifying glasses," answered Ms. Fitz. Before she could turn around and ask someone to pack them, three students jumped up and headed for the supply closet.

"Could I use markers to draw the pictures instead of colored pencils?" asked Linh.

"You could, but if you make a mistake it is difficult to fix. With colored pencils you can erase a mistake and blend colors. You decide," replied Ms. Fitz.

On Friday morning, everyone was early. Two of the chaperones were Navy volunteers, Jo Nall and Don Wolfe. As soon as the students said the Pledge of Allegiance and listened to the announcements, they were out the door. The bus was filled with excitement. The day was cool and crisp--perfect for field work.

Mr. Harper was at the door to meet them when they arrived. Quickly, groups were formed and some went to the conference room for a short presentation while the others went to the room that showed Sandhill Cranes and pitcher plants. Another room had other local birds displayed. While the students found the birds interesting, they were anxious to hit the trail to see the wildflowers. After a demonstration on fire fighting, they did just that.



Groups of five and a chaperone walked along the trail. Students tried to guess the names of the flowering plants.

"Hey, there's a Sundew over here!" yelled Audrey.

"Come see this big green spider!" said Bui, trying to shout over Audrey.

"What's this?" asked Nicole.



Everyone hurried from one beautiful thing to another. Ms. Fitz reminded them to take notes. They could share their experiences later. Several students drew pictures, while others took photographs. The trail was long and the students were tired when they returned to the bus. But a nap was just what they needed.

After returning to the class, they soon began talking at once and trying to show their drawings. So Ms. Fitz asked them to sit down and write a narrative about the trip including all the things each one had seen. "Do this while it is fresh in your mind.

Tomorrow we will share."

The following week, the research books arrived.

"This is like Christmas!" shouted Maria. Some of the field guides were from Florida, Texas and Louisiana. Some had sketches and some had photos. All were filled

with wildflowers. Chris put all the books on the top bookshelf so everyone could find them.

Ms. Fitz then assigned each student a research project. They were to look through all the books and find one flower that grew on the Mississippi Gulf Coast and bloomed during the fall. "This will be your flower and you will learn everything you can about this one flower. Some of you found flowers last week at the Refuge that you wanted to adopt. Now find them in the book."

Within a few days, everyone had selected a flower and started researching. Meanwhile Ms. Fitz went searching along the roadsides for the plants. When she found one, she gave it to the student who was an expert on that flower. The flower was drawn and then pressed for the herbarium collection. Sometimes a student found the flower in his or her yard and brought it in. Again, Ms. Fitz warned them not to take plants from someone's yard without permission. Through the winter months the book research continued.



In Social Studies class, students were drawing the symbols of Mississippi. Quang asked if the Magnolia was the state wildflower. "No, but it is the state flower," answered Ms. Fitz. "Keep looking through the magazine and see if you can find the state wildflower."

A few minutes later, Ursula exclaimed, "It's the Coreopsis!" She went to the book on Mississippi wildflowers and looked it up. "Ms. Fitz, there are lots of Coreopsis. How will we know which is the state wildflower?" said Ursula with a very puzzled look on her face.

Ms. Fitz explained how each flower has a family name, genus name, species name, and a common name. "That's so confusing," shouted Keith. "One name ought to be enough."

"Think about it. You have a last name that you share with other people in your family. Then you have a first name that separates you from those people in your family. Then some of you have a nickname--one that is very special and just for you. The same thing happens with plants." She went on to explain that scientists give each plant a name that shows the relationship that the plant has with other plants. The name is in Latin. But people like you and me look at the plant and call it by a name that describes how it looks--like the Sunflower. That's how plants get so many names. To keep it all straight, use the Latin species name and there will be no confusion.



So Ursula looked at the list and found the species name. Then she compared it to the flowers in the book. Finally, she looked up and said, "This is the Mississippi wildflower." She pointed to the *Coreopsis lanceolata*.

"Don't we have one of those in our garden?" commented Hoang.

"Yes, we do. Let's go outside and look at it for just a minute." And they did.

In the spring, students selected another flower to study. This time they picked a spring blooming plant. Ms. Fitz continued to bring in samples.

Then one morning she announced that they were going on another field trip. This time they would go to a private garden in Ocean Springs. They would be allowed to collect plants. All the students helped to pack the equipment--this time they included shovels, buckets, bags and plant presses.

Once again, the Navy chaperones and the students arrived early. They drove to Ocean Springs. One group got off at Miss Becky's house while the second group went to Miss Dot's house. Both ladies are members of the Mississippi Native Plant Society.

Miss Dot took the students to her front yard where clumps of *Coreopsis* grew. The students helped her dig up and thin out much of it. Samples were placed in old newspaper bags which were blown up and tied off to protect the plant. Then they went to a bed of Obedient plants which also grew in clumps. Donny looked up from the plant and exclaimed, "The stems are square!"

"Yes, they are members of the Mint family and all of them have square stems," informed Miss Dot.

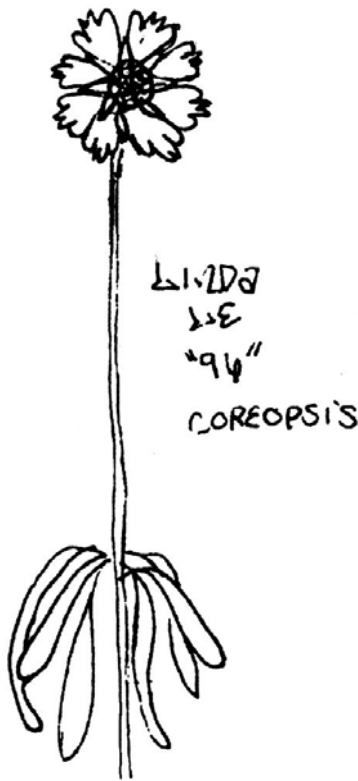
"What's this?" asked Suong.

"It's Yarrow. That's an old-time plant. It has a tall stalk of white flowers," explained Miss Dot. "It's called a Skull Cap."

The students then piled back into the bus, carefully placing their plants in a box in the back. At Miss Becky's house, they started in the front where she has a Plant Rock



Filter. She explained that the plants clean the sewage and waste from her house before it is returned to the ground.



"Plants not only provide us with oxygen and food but they also use our waste to become stronger plants," Miss Becky continued. The students looked at each other rather skeptically. But Ms. Fitz reassured them that this was indeed true and that this method had even been used in space.

Miss Becky explained that she was a member of the Mississippi Native Plant Society. "Is anyone here a native of Mississippi?" Several hands went up. "If you were born here then you are a native of Mississippi. Some plants are like that. They were here a long time before the European settlers came. Other plants are naturalized and they came with the settlers, sometimes on the bottom of shoes, and other times the settlers brought them. When the seeds and plants got here, the climate and soil were just like home, so they thrived."

She looked around her garden and found a Plantain, also called Whiteman's Footprint, because it was found everywhere the white man went. "Chew on it and then put it on an insect bit. It will stop the itching." "Of course," she quickly added, "never put a plant in your mouth unless you are positive that you have identified it correctly! The plant could be poisonous or you may be allergic to it."

"Hey, there's some Yarrow," shouted Chris.

"Does anyone in your class have asthma?" asked Miss Becky.

"Yes, Cuong does," said Linda.

"Some asthma sufferers drink a tea made of this to clean out the sinuses," explained Miss Becky. Quietly Cuong worked his way over there.

The class followed Miss Becky around her yard. She pointed out the Blue Sage, which is a Mississippi native. It blooms all summer and attracts butterflies. The Common Violet is common in the area and can be eaten raw in a salad. The small tender leaves are best.



In one of the wetter spots in her yard, the students found Horsetail. This species of plant is so old, it was eaten by dinosaurs. The Mayhaw tree is a native and has red berries. These make a delicious jelly that is also very good for the heart. Elderberries are another native. People and wildlife eat these berries. Boneset is another plant in the bones. "But it tasted terrible!" said Miss Becky. The Crimson Clover is used in the treatment of cancer. St. John's Wort is used in AIDS research. Then, of course, there is the Campers' Friend. She held up a large soft leaf and explained how campers could safely use it instead of toilet paper. The students rolled their eyes up. "It's also called Mullein and makes a good tea," Miss Becky explained.

At the end of their tour they arrived at the potting shed where Miss Becky passed around seeds and plant cuttings to all. Like kids at Christmas, the students smiled and said thank you as they hurried excitedly toward the bus.

Afterward, the students went to the Gulf Islands National Seashore for lunch. Ms. Fitz warned them that they could not pick any flowers at the park, but they could take photos and draw them. While some students played on the playground equipment, others sprawled on the grass to draw flowers or watch insects with the magnifying glasses.

After returning from the field trip, Ms. Fitz was anxious to press some of the flowers before they started to wilt, store the seeds, and plant the living plants.

Minh brought over the plant press and Thu found the stack of newspapers. They opened the press. The first layer was a wooden rack. The second was made of cardboard, cut from a box and had the same shape and size as the wooden rack. The third layer was a sheet of newspaper. The plant was carefully placed on the newspaper. Each leaf was put into position. The flowers were placed so that each would dry flat. Plants with roots had to be cleaned first. No need to press the dirt! A student filled out the label and placed it next to the plant. Another layer of newspaper was placed on top of the plant. Another plant was placed on it. Every three or four layers of newspapers, a layer of cardboard was added. When several layers of cardboard were in place, the wooden rack was added. All layers were tied together with a cord. The press was placed by the air conditioner so that the air could flow through the cardboard and dry the flowers. It would take several weeks for the flowers to dry.

Meanwhile other students sorted through the plants and put them in bottomless plastic pots. These pots were then placed in the garden soil, watered and labeled according to species. "Why do you put them in the pot?" asked Thuy.

"This way we know where the plant is even when it has died back after blooming." Ms. Fitz lowered her voice and whispered, "It also protects them from the weed-wacker man!"

One afternoon, Viet had finished all his work and was looking for something to do. He looked at the plant press that had been sitting by the air conditioner for over a month and thought that it was time to check and see if the plants were ready to mount.

With permission from Ms. Fitz, he carefully untied the cord and opened the press one layer at a time. The plants looked and felt dry. "Can I mount these?" asked Viet.

"Do you remember how?" quizzed Ms. Fitz.

"I think so. I have to get the large white construction paper and the rubber cement. Then I put the plant on the paper and center it. If any dirt falls off, I have to remove it. Then I put rubber cement on the back of the flower, the leaves and the stem. Then I place it on the paper. If any rubber cement leaks, I have to wipe it off with a tissue."

"Good, I am glad you remembered." Ms. Fitz smiled and whispered, "Go for it!" and he did. Later she went by and watched him for a while. He was doing a good job. "Don't forget to glue the labels on the bottom corner," she instructed. Viet nodded and continued his work.

Another afternoon while weeding the garden, several students decided that it was time for another field trip. "I haven't been on a field trip yet," said Robert, a new student. "I didn't get to go on the trip to Miss Becky's house because I was sick," added Steven.

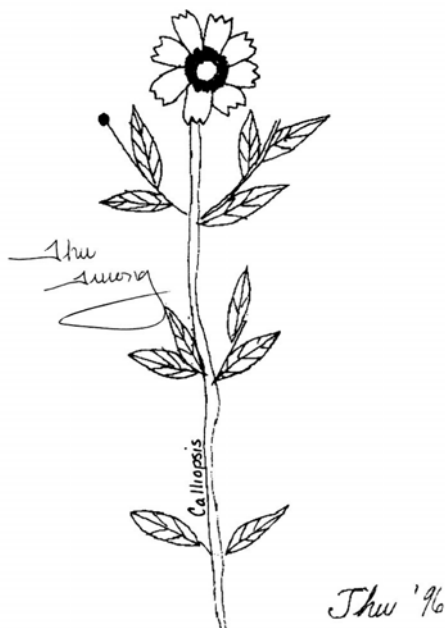
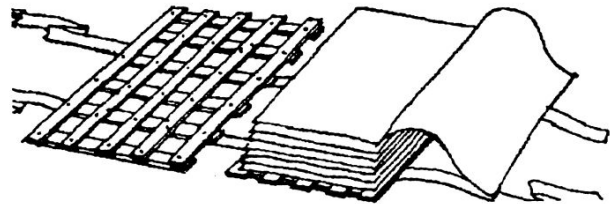
"We could go to the Farmer's Market like we did in the second grade," said Peter. "They sell plants there." So the boys went to Ms. Fitz with their idea.

"That's great! Ms. Sturgis is going next week with her class of second graders. We could help her with the kids and still get to look for wildflowers," agreed Ms. Fitz. But the following Tuesday it rained so the students had to wait until Thursday.

Dressed in their Botanist T-shirts, the fourth graders led the second graders down the block towards the Farmer's Market. It took only ten minutes to walk there. In the large building the students saw only a few plant stalls. Ms. Fitz

<b>Herbarium of McClammy Elementary no. 001</b>	
<i>Genus/species</i>	
<i>common name</i>	
<i>locality</i>	<i>date</i>
<i>collected by</i>	<i>habitat</i>
<i>identified by</i>	

**Plant Press**



bought a Fig tree. In a stall outside she found a Wild Azalea, Blue Iris, and a Purple Coneflower. It took most of the students to carry them all back to school.

One day in Art class, the students were drawing some of the flowers Ms. Fitz brought to school. She reminded them that they would have to identify the flower and label the drawing. Thanh quietly raised his hand and asked Ms. Fitz, "Which Sunflower is this?"

"First look at the leaves. Are they alternate or opposite?" answered Ms. Fitz.

Thanh looked and replied, "Both! The bottom leaves are opposite but the top are alternate."

"That eliminates these flowers," answered Ms. Fitz while pointing to her reference book. "Now look at the shape of the leaves. This one has long thin leaves--linear," she continued.

"Do you think it is the Narrow-leaf Sunflower?" asked Thanh. They looked at the flowering date which was July to December.

"Okay, that's possible," they both agreed. Then they looked at the distribution which was throughout Mississippi. "That's not much help," said Ms. Fitz. After looking at the flower and the description, Thanh and Ms. Fitz finally decided that the flower was indeed a Narrow-leafed Sunflower.

One morning before school was out, Ms. Fitz called the students to the library and made a very important announcement. "Boys and girls, we are ALL going to fifth grade together!" The students cheered--some because they were excited about being in the same class next year and others just to know they were going on to fifth grade. When the roar died down, she explained that the process was called looping and that she was looking forward to working with them again in fifth grade. This would also give them the opportunity to finish the book on wildflowers.



When August arrived, students were excited about their new room, which was on the third floor instead of the second. It was larger and the greenhouse fit into one of the tall southern windows.

On the first day of school, Ms. Fitz reminded the students about their unfinished project. The garden was weeded, Botany folders were dusted off, plant presses were emptied, and seeds were planted.

Students were divided into four groups. Each group was assigned one chapter for the book. Students compared notes and wrote a rough draft. Drafts were edited and typed. Now the work to assemble the book began. Sketches were selected and research was put into paragraph form. Each group decided on a title for their book and wrote a dedication. Ms. Fitz took a photograph of each group for the author page. For three days the students edited, typed, drew, thought, and finally produced a finished project. On the morning of the fourth day, the students joined Ms. Fitz in the library. Each group read their book and showed the illustrations. Students made suggestions and freely gave compliments.



The art teacher collected the sketches and watercolors. The best examples were framed and hung on the wall. Ms. Fitz collected the books and told the students that it was time to plan the Author's signing party.

## Resources

Crosby Arboretum, Picayune

Poster on Wildflowers NASF-CFFP-178 from the U.S. Forestry Service

Poster on Wildflowers of MS, from the Mississippi Transportation Commission, P.O. Box 1850, Jackson, MS 39215-1850

Mississippi Native Plant Society

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## Glossary


<b>achene</b>	A small dry, hard fruit with one seed that does not open when ripe.
<b>alternate</b>	Leaves placed singly along the stem, not opposite.
<b>annual</b>	A plant that lives one year (or one growing season).
<b>axillary</b>	On the axil, the spot where the leaf stem meets the branch or the stem.
<b>basal</b>	Growing from the base of the stem.
<b>berry</b>	A simple fruit with skin around the fleshy meat and seed.
<b>biennial</b>	A plant that lives two years (or two growing seasons).
<b>bracts</b>	A small leaf that grows at the base of a flower.
<b>capsule</b>	A dry fruit, which opens into two or more sections when ripe.
<b>carnivorous</b>	Plants that "digest" animal matter.
<b>cluster</b>	A group of flowers.
<b>compound</b>	Made of two or more similar parts.
<b>corm</b>	The underground stem of a plant, bulblike.
<b>deciduous</b>	A plant that loses leaves annually.
<b>disc (disk)</b>	The central part of the composite flower that is surrounded by rays and is made up of tiny tubular flowers.
<b>drupe</b>	A fruit with a hard seed or pit inside.
<b>elliptic</b>	Shaped like an oval.
<b>entire</b>	Margin of the leaf is smooth and without lobes or teeth.
<b>evergreen</b>	Has green leaves or needles yearlong.
<b>habitat</b>	The place where a plant naturally grows.
<b>lanceolate</b>	Rounded base narrowing to the tip, lance-shaped.
<b>legume</b>	A pod, such as a pea or bean, containing many seeds.
<b>linear</b>	Long and narrow.
<b>lobed</b>	Having lobes, rounded parts of leaves or petals.
<b>margin</b>	The edge of a leaf.
<b>nodes</b>	The place on a stem where leaves grow.
<b>opposite</b>	Placed in pairs across from each other on a stem, not alternate.
<b>orbicular</b>	Like a sphere or circle, round.
<b>ovate</b>	Egg-shaped.
<b>panicle</b>	An elongated, branched flower cluster with stalked flowers.
<b>perennial</b>	A plant that lives more than two years (or two growing seasons).
<b>petals</b>	The segment of the flowers, usually colored.
<b>pinnate</b>	The leaf that has a structure similar to a feather, with lateral branching.
<b>pinnatifid</b>	Divided in a pinnate manner.
<b>raceme</b>	A cluster of flowers with stalked flowers arranged along a central stem.


<b>ray</b>	The petal-like flowers of a composite "flower" that encircle the disk flowers.
<b>rhizome</b>	Root-like, horizontal, underground stem that sends up leafy shoots.
<b>rosettes</b>	Circular group of leaves located around the bases of plants.
<b>scapose</b>	Having a leafless flower stalk.
<b>schizocarp</b>	The dry fruit that divides in two, each containing a seed.
<b>spatulate</b>	Broad rounded end and narrow base, shaped like a spatula.
<b>stamen</b>	The male organ of a flower that contains pollen.
<b>taproot</b>	A very long central root like a carrot.
<b>terminal</b>	The end of a stem or branch.
<b>toothed</b>	Having tooth-like indentions along the edge of a leaf.
<b>trifoliate</b>	Having three leaves or appearing to have three.
<b>tubular</b>	Hollow, round, open at one or both ends.
<b>umbel</b>	A cluster of flowers where the stalks are similar in length and come from a common center (like the rays of an umbrella).


common name:	Arrowhead	
genus/species:	<u>Sagittaria latifolia</u>	
family:	Alismataceae	
habitat:	marshes, ditches, ponds, swamps	
flowering:	June-September	
fruit:	achene	
description:	perennial, with tubers leaves basal, ovate, flowers white on a raceme	


common name:	Blue-Eyed Grass	
genus/species:	<u>Sisyrinchium angustifolium</u>	
family:	Iridaceae	
habitat:	roadsides, woods	
flowering:	March-June	
fruit:	capsule	
description:	perennial, leaves alternate and basal, flowers bluish	


common name:	Bitterweed	
genus/species:	<u>Helenium amarum</u>	
family:	Asteraceae	
habitat:	roadsides, pastures	
flowering:	May-December	
fruit:	achene	
description:	annual with taproot leaves alternate, linear ray flowers female, yellow, three lobed tip disc flowers yellow	

common name:	Calliopsis	
genus/species:	<u>Coreopsis tinctoria</u>	
family:	Asteraceae	
habitat:	fields, roadsides	
flowering:	May-July	
fruit:	achene	
description:	annual or perennial leaves are opposite, linear disc flower red, ray flower yellow with red tip at the base and three lobed at the tip	


common name:	Candy Root	
genus/species:	<u>Polygala lutea</u>	
family:	Polygalaceae	
habitat:	savannahs, pinelands	
flowering:	April-October	
fruit:	capsule	
description:	biennial, leaves in basal rosettes, flower orange, on raceme	


common name:	Crimson Clover	
genus/species:	<u>Trifolium incarnatum</u>	
family:	Fabaceae	
habitat:	fields, roadsides	
flowering:	April-June	
fruit:	legume	
description:	winter annual, leaves alternate, trifoliate, flowers red, axillary head elongated (native of Europe)	


common name:	Common Violet	
genus/species:	<u>Viola floridana</u>	
family:	Violaceae	
habitat:	street edges and woods	
flowering:	February-November	
fruit:	capsule	
description:	perennial, leaves basal, ovate margins toothed, flowers bluish to violet to white, five petals	


common name:	Elderberry	
genus/species:	<u>Sambucus canadensis</u>	
family:	Caprifoliaceae	
habitat:	roadsides, thickets	
flowering:	all year	
fruit:	blackfruit	
description:	leaves opposite, pinnately compound, toothed	


common name:	False Wild Garlic	
genus/species:	<u>Nothoscordum</u> <u>bivalve</u>	
family:	Liliaceae	
habitat:	praries, roadsides	
flowering:	February-May	
fruit:	capsule	
description:	perennial, leaves basal, linear, flowers yellowish to white, umbelish	


common name:	French Mulberry	
genus/species:	<u>Callicarpa</u> <u>americana</u>	
family:	Verbenaceae	
habitat:	wet ditches	
flowering:	June-July	
fruit:	fushia colored drupe	
description:	shrub, leaves opposite, ovate, margins toothed, flowers pinkish, in clusters	

common name:	Flowering Dogwood	
genus/species:	<u>Cornus</u> <u>florida</u>	
family:	Cornaceae	
habitat:	yards, fields	
flowering:	March-April	
fruit:	drupe	
description:	small to medium tree, leaves opposite, elliptical flowers yellow, in clusters, surrounded by four white notched bracts that look like petals	

common name:	Grass-Pink Orchid	
genus/species:	<u>Calopogon</u> <u>pulchellus</u>	
family:	Orchidaceae	
habitat:	savannahs, pinwoods, wet	
flowering:	April-June	
fruit:	capsule	
description:	perennial from corm, leaves are linear and basal, flowers are pink on a raceme	


common name:	Lyre-Leaved Sage	
genus/species:	<u>Salvia lyrata</u>	
family:	Lamiaceae	
habitat:	yards, fields, roadsides, woods	
flowering:	April-June	
fruit:	schizocarp	
description:	leaves in a basal rosette, toothed flower panicle like, purple to white	


common name:	Obedient Plant	
genus/species:	<u>Physostegia virginiana</u>	
family:	Lamiaceae	
habitat:	praries, roadsides	
flowering:	June-September	
fruit:	schizocarp	
description:	perennial, with rhizomes, leaves opposite, elliptical flowers lavender on terminal and axillary racemes	


common name:	Meadow Beauty	
genus/species:	<u>Rhexia alifanus</u>	
family:	Melastomataceae	
habitat:	pinelands	
flowering:	May-September	
fruit:	capsule	
description:	perennial, leaves opposite, simple flowers deep pink, in cluster, four petals	


common name:	Philadelphia Fleabane	
genus/species:	<u>Erigeron philadelphicus</u>	
family:	Asteraceae	
habitat:	old fields, yards, waste sites	
flowering:	April-June	
fruit:	achene	
description:	biennial or perennial, leaves alternate, simple, margins toothed, flowers in clusters, disc yellow, ray white to lavender	



common name:	Pipewort	
genus/species:	<u>Eriocaulon</u> <u>decanulare</u>	
family:	Eriocaulaceae	
habitat:	bogs, savannahs	
flowering:	May-November	
fruit:	capsule	
description:	perennial, leaves in basal rosette, solitary white flower, very hard head	

common name:	Red Buckeye	
genus/species:	<u>Aesculus</u> <u>pavia</u>	
family:	Hippocastanaceae	
habitat:	streams in hilly areas	
flowering:	March-May	
fruit:	capsule	
description:	leaflets about 6 in. long, strongly veined, serrate terminal flower cluster, dark red tubular	

common name:	Queen Anne's Lace	
genus/species:	<u>Daucus</u> <u>carota</u>	
family:	Apiaceae	
habitat:	roadsides	
flowering:	April-October	
fruit:	elliptical schizocarp	
description:	2-3 ft. tall, perennial with taproot, leaves alternate, fernlike flowers white, compound umbel	

common name:	Red Sage	
genus/species:	<u>Salvia</u> <u>coccinea</u>	
family:	Lamiaceae	
habitat:	roadsides	
flowering:	May-December	
fruit:	schizocarp	
description:	perennial, leaves opposite, toothed margins, flowers red on panicle	

common name:	Spiderwort
genus/species:	<u>Tradescantia</u> <u>ohiensis</u>
family:	Commelinaceae
habitat:	wet woods, roadsides
flowering:	perennial
fruit:	capsule
description:	leaves alternate, linear flower purple, pink to blue, three petals, in clusters



common name:	Sneezeweed
genus/species:	<u>Helenium</u> <u>flexuosum</u>
family:	Asteraceae
habitat:	roadsides, ditches
flowering:	September-October
fruit:	achene
description:	perennial, leaves alternate, elliptic, entire to toothed disc flowers reddish to brown ray flowers yellow, three lobed at tip




common name:	Sunbonnet
genus/species:	<u>Chaptalia</u> <u>tomentosa</u>
family:	Asteraceae
habitat:	savannahs, pinelands, wet
flowering:	February-May
fruit:	achene
description:	heads terminal, solitary disc yellow, rays white





common name:	Southern Dewberry
genus/species:	<u>Rubus</u> <u>trivialis</u>
family:	Rosaceae
habitat:	alluvial soil
flowering:	February-March
fruit:	berry
description:	thorny vine, 3-5 leaves, foliate flowers white, single, five petals






common name:	Sundew	
genus/species:	<u>Drosera brevifolia</u>	
family:	Droseraceae	
habitat:	savannahs, wet ditches	
flowering:	April-June	
fruit:	capsule	
description:	perennial, leaves basal, spatulate, covered with glandular hairs, flowers pink or white scapose; insects stick to substance on the hairs; blades roll over and insect is digested by enzymes	

common name:	Yellow pitcher plant	
genus/species:	<u>Sarracenia alata</u>	
family:	Sarraceniaceae	
habitat:	savannahs, bogs, pinelands, roadsides, marshes	
flowering:	March-April	
fruit:	capsule	
description:	stem underground, leaves hollow and hooded, to 2' tall, flower yellowish-green, five petals blooms before leaves are fully developed	

common name:	Thistle	
genus/species:	<u>Carduus sp.</u>	
family:	Asteraceae	
habitat:	roadsides	
flowering:	May-frost	
fruit:	achene	
description:	biennial, leaves alternate, margins toothed heads terminal, beige to yellow disc flowers (along the coast)	

common name:	Wild Azalea	
genus/species:	<u>Rhododendron canescens</u>	
family:	Ericaceae	
habitat:	moist pinewoods, savannahs	
flowering:	March-May	
fruit:	capsule	
description:	large shrub, leaves alternate, elliptical to lanceolate, slightly toothed, deciduous, flowers pink to white, tubular, in clusters, fragrant	