



# A NEW DEAL FOR HAMILTON COUNTY

## Educational Activities

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TxDOT has created three TEKS-aligned educational activities about Hamilton County and the New Deal. Each activity is independent from the others so that educators can choose to incorporate one, two, or all three into their lesson plans.

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### MAP ACTIVITY

#### Create a map of one of the historic buildings or locations on the New Deal for Hamilton County Driving Tour

In this activity, students will create a detailed map of a selected site from the [New Deal for Hamilton County Driving Tour](#), incorporating essential mapping elements such as a legend, scale, symbols, and a compass rose. Over two to three class periods, students will research their chosen location, either by visiting the site or using online mapping tools, and take note of significant landmarks, roads, and natural features. They will then sketch their map, including the essential elements. Students will be provided a mapping outline if needed. The project concludes with students presenting their maps and discussing the historical significance of their site in relation to the New Deal.

#### TEKS

**4.20 Social studies skills.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps;

**5.24 Social studies skills.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps;

### DESIGN A ROADSIDE PARK

#### Utilize primary sources to develop a plan for a new roadside park in Texas

In this activity, students will design a roadside park by researching, planning, and optionally building a 3-D model of their park. The resources and research are from the era of the Great Depression and New Deal, focusing on their direct impact on beautification projects such as roadside parks. Students begin by utilizing primary sources to explore the purpose and common features of roadside parks, such as picnic areas, restrooms, and scenic overlooks. They will then sketch an overhead map, considering factors like location, accessibility, safety, and environmental impact. For an optional hands-on extension, students may construct a 3-D model using craft materials. The project concludes with a variety of presentation options where students share their designs and explain how their park benefits travelers.

#### TEKS

**7.7 History.** The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to: (E) analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.

**7.20 Social studies skills.** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

# A NEW DEAL FOR HAMILTON COUNTY

## Educational Activities

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### NEW DEAL ACTIVITY SHEET

#### Explore and analyze on the effects of the New Deal on Hamilton County

In this activity, students will explore the [New Deal for Hamilton County Driving Tour](#) brochure and informational banners to learn about the New Deal's impact on the region. The activity sheet includes a brief background on the Great Depression, which can be read aloud by an educator or completed independently by older students. After reviewing the materials, students will answer short-answer questions to demonstrate their understanding of key historical concepts (this can also be completed as a class discussion for younger students). An optional extended writing prompt is provided, with differentiated versions for grades 4-5 and grade 7.

#### TEKS

**4.5 History.** The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to: (A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals;

**5.5 History.** The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to: (A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;

**7.7 History.** The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to: (E) analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.

# MAPPING

## a New Deal Site



### OBJECTIVE

Students will create a detailed map of a selected location from the [New Deal for Hamilton County Driving Tour](#), incorporating essential map elements such as a legend, scale, symbols, and a compass rose.

### PACING

Two to three class periods (90-120 minutes)

### KEY VOCABULARY

**Legend (Key)** – Explains the symbols used on a map

**Scale** – Represents the ratio of distance on a map to real-world distance

**Compass Rose** – A design that shows directions (North, South, East, West)

**Landmark** – A recognizable feature, such as a building, statue, or natural formation, that holds historical, cultural, or geographical significance

### PREPARATION

- 1. Gather Materials:** Ensure students have access to the tour brochure and online mapping tools.
- 2. Review Map Features:** Provide examples of well-labeled maps to highlight key elements like scale, compass rose, and legend.
- 3. Select Sites:** Either assign sites from the tour or allow students to choose.
- 4. Demonstrate Mapping Tools:** Show students how to navigate Google Maps or another online tool to view and explore their chosen site.

### MATERIALS NEEDED

- ▶ [New Deal for Hamilton County Driving Tour](#) brochure
- ▶ Access to **Google Maps** (or another online mapping tool)
- ▶ Copies of [map outline page](#), graph paper, or blank paper
- ▶ Ruler
- ▶ Pencils, colored pencils, or markers
- ▶ Printed or digital images of chosen site (if possible)

### INSTRUCTIONS

#### DAY 1: RESEARCH & PLANNING

- 1. Introduction** (10 minutes)
  - ▶ Review the [New Deal for Hamilton County Driving Tour](#) brochure. Discuss the historical significance of the New Deal and how it influenced public works projects.
  - ▶ Explain that students will create a detailed map of one site from the tour.
- 2. Site Selection** (10 minutes)
  - ▶ Have students select a site from the brochure and share the reasons for their decision with a partner. Students should explain to their partners what interests them about the location and what features they noticed or read about in the brochure.
  - ▶ Allow students to visit the site or explore it virtually using Google Maps.
- 3. Observation & Note-Taking** (25 minutes)
  - ▶ Students closely examine their site, noting roads, buildings, natural features, and any landmarks.
  - ▶ Record measurements using the [Google Maps distance tool](#) (if online) or measure or estimate distances if visiting in person.

# MAPPING

## a New Deal Site

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### DAY 2: CREATING THE MAP

- 1. Sketching the Layout (15 minutes)**
  - ▶ Students begin drawing their site to scale on graph or blank paper. Students may utilize the map outline page included with this activity.
  - ▶ Outline major features such as roads, buildings, and landscape features.
- 2. Adding Map Elements (20 minutes)**
  - ▶ **Legend (Key):** Use symbols to represent features (e.g., trees, buildings, trails, roads).
  - ▶ **Scale:** Convert real-world distances into map distances.
  - ▶ **Compass Rose:** Indicate cardinal directions.
  - ▶ **Labels & Colors:** Clearly mark roads, bodies of water, and other significant features.
- 3. Peer Review & Revisions (10 minutes)**
  - ▶ Pair students to review each other's maps for clarity and accuracy.
  - ▶ Make necessary adjustments based on feedback.

### DAY 3: FINALIZING & PRESENTING

- 1. Final Touches (15 minutes)**
    - ▶ Students outline, color, and enhance the readability of their maps.
  - 2. Presentation (20 minutes)**
    - ▶ Each student briefly presents their map, explaining key features and why they are important.
    - ▶ Discuss how the site contributes to Hamilton County's history.
  - 3. Reflection & Discussion (10 min)**
    - ▶ What challenges did students face in creating their maps?
    - ▶ How did the New Deal impact Hamilton County's infrastructure?
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#### ASSESSMENTS

- ▶ **Accuracy:** Does the map reflect the actual layout of the site?
- ▶ **Map Elements:** Does the map include a legend, scale, compass rose, and symbols?
- ▶ **Presentation:** Did the student clearly explain the site and map?
- ▶ **Creativity & Effort:** Is the map well-designed and thoughtfully constructed?

#### TEKS

**4.20 Social studies skills.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps;

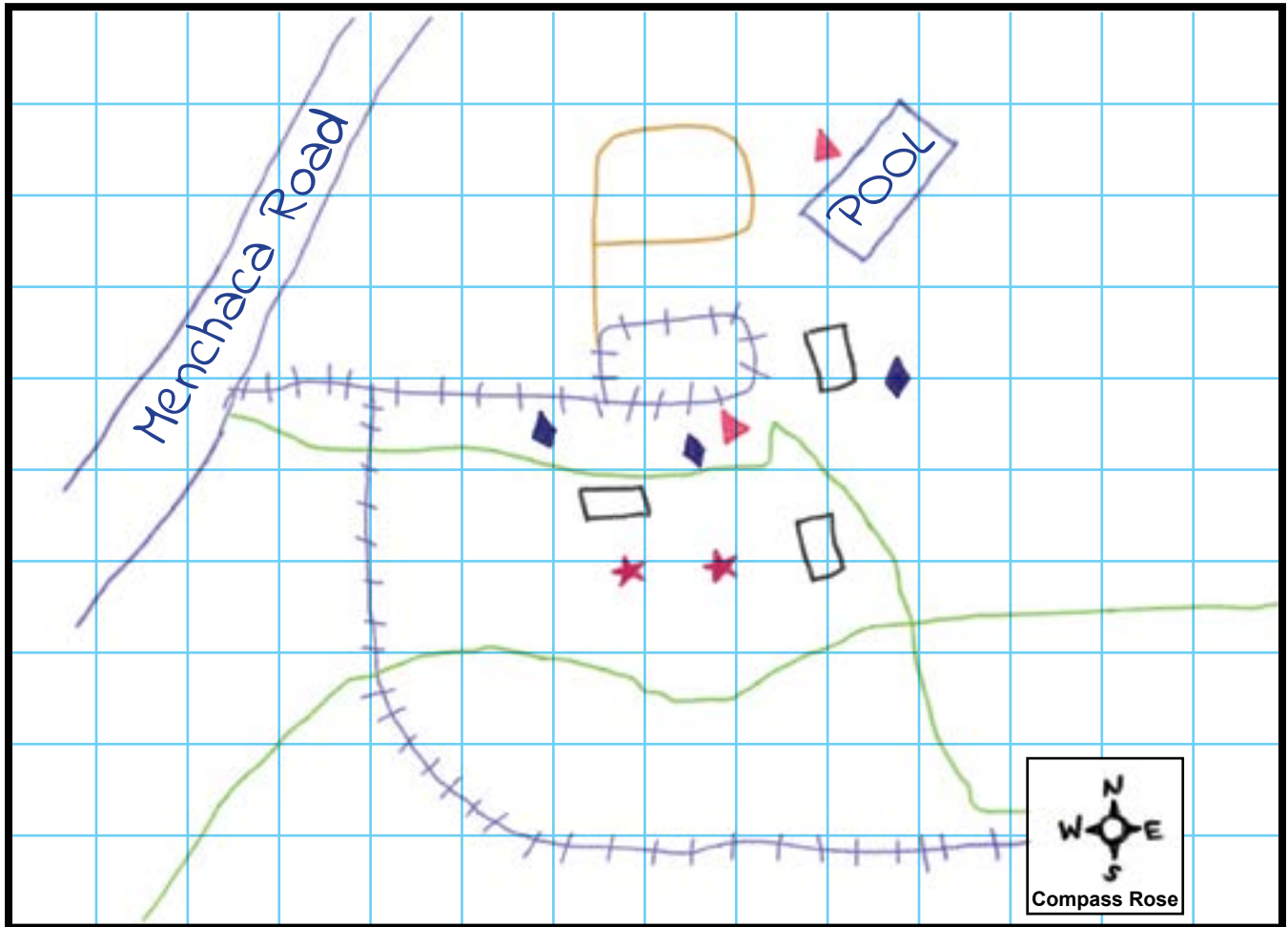
**5.24 Social studies skills.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps;



# MAPPING a New Deal Site

Name Example

Location Garrison Park Austin, TX



Scale 1 inch = 200 ft.





# MAPPING

## a New Deal Site

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Name \_\_\_\_\_

Location \_\_\_\_\_

Scale 1 inch = \_\_\_\_\_

**Legend**

# DESIGN

## a Roadside Park

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### OBJECTIVE

Students will research (utilizing primary sources), design, and present a roadside park that considers recreation, accessibility, safety, and environmental impact. The context of this lesson is the impact of the Great Depression and New Deal on projects such as roadside parks.

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### PACING

Two to three class periods (90-120 minutes)

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### KEY VOCABULARY

**Great Depression** – a severe economic crisis in the 1930s when many people lost their jobs, businesses failed, and families struggled to afford basic needs.

**New Deal** – The New Deal was a series of programs and laws created by President Franklin D. Roosevelt in the 1930s to help people find jobs and rebuild the economy during the Great Depression.

**Roadside Park** – a small rest area along a highway where motorists can stop to relax, have a picnic, and enjoy the surroundings.

**Primary Source** – A primary source is an original document or object from a specific time in history, such as a letter, photograph, newspaper, or artifact.

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### PREPARATION

- 1. Gather Materials:** Ensure students have access to the tour brochure and online mapping tools.
- 2. Review Resources:** Read through the **New Deal for Hamilton County Driving Tour** brochure to familiarize yourself with the content of the tour. Preview the primary sources to prepare for a discussion about the different types of roadside parks and why they were built- particularly those built as part of New Deal projects.
- 3. Decide on Extensions:** If students will be doing more research on the internet, consider previewing some online resources with appropriate content. If students will be creating 3D models, gather the necessary materials.

### MATERIALS NEEDED

- ▶ **New Deal for Hamilton County Driving Tour** brochure
- ▶ Student handout pages (begin on page 3 of this document)
- ▶ Graph paper or blank paper
- ▶ Colored pencils or markers
- ▶ Ruler
- ▶ Internet access or books for research (optional for extension)
- ▶ Cardboard, craft materials (optional for model building)

### INSTRUCTIONS

#### DAY 1 (A): RESEARCH AND BRAINSTORM (20-30 minutes)

1. Discuss the purpose of roadside parks (e.g., rest stops, picnic areas, historical sites, scenic overlooks). This information is provided as part of the lesson plan.
2. Utilizing the primary sources provided, students notice common features such as benches, picnic tables, restrooms, walking trails, and nearby roads. If needed or desired, students may extend their research on the internet.
3. As they examine the resources, students consider function, accessibility, safety, and environmental impact.



# DESIGN

## a Roadside Park

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### DAY 1 (B): PLAN YOUR PARK (30-45 minutes)

#### 1. Choose a Location:

- ▶ Be sure the park is near a highway or scenic road.
- ▶ Consider the terrain (flat, hilly, wooded, near water, etc.).

#### 2. Sketch a Layout:

- ▶ Draw an overhead map of the park on graph paper.
- ▶ Label features such as parking areas, picnic spots, restrooms, trails, and any attractions.
- ▶ Use symbols or colors to represent different areas.

#### 3. Add Design Elements:

- ▶ Think about safety (fences near steep areas, clear signage, lighting).
- ▶ Make the park welcoming with seating areas, shade, and rest areas.

### DAY 2 (Optional): BUILD A MODEL (45-60 minutes)

- ▶ Use cardboard, clay, or other materials to create a 3-D version of your design.
- ▶ Label key features with small signs.

### DAY 3: PRESENT YOUR PARK (30-45 minutes)

- ▶ Choose a modality for students to share. In a classroom setting, students can make presentations to the group, have a gallery walk of their designs, or create digital presentations. If completing this project independently, students may choose to create digital presentations or share/present to local government officials for consideration.
  - ▶ In addition to the design, students should share how their park benefits travelers.
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### ASSESSMENTS

- ▶ **Accuracy:** Does the design include essential park features and all required elements?
- ▶ **Research:** Did students utilize the primary sources to inform their design?
- ▶ **Creativity & Effort:** Is the park thoughtfully designed for accessibility and is it user-friendly?
- ▶ **Presentation:** Did the student clearly explain the design and rationale?

### TEKS

**7.7 History.** The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to: (E) analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.

**7.20 Social studies skills.** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

Student handout pages begin on page 3.



# DESIGN

## a Roadside Park

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**Let's go for a drive!** The very first stop on the **New Deal for Hamilton County Driving Tour** is a roadside park on Highway 281.

This is one of many roadside parks and rest areas built by the National Youth Administration (NYA) in preparation for the Texas Centennial Celebration in 1936.



These designated areas are designed for motorists as a stopping place. There are many different types of parks and rest areas that vary from a simple spot for drivers to pull off from the main roadways to picnic areas with bathroom facilities. The spots are chosen for a variety of reasons including convenience, historical sites, and scenic overlooks.





# DESIGN

## a Roadside Park

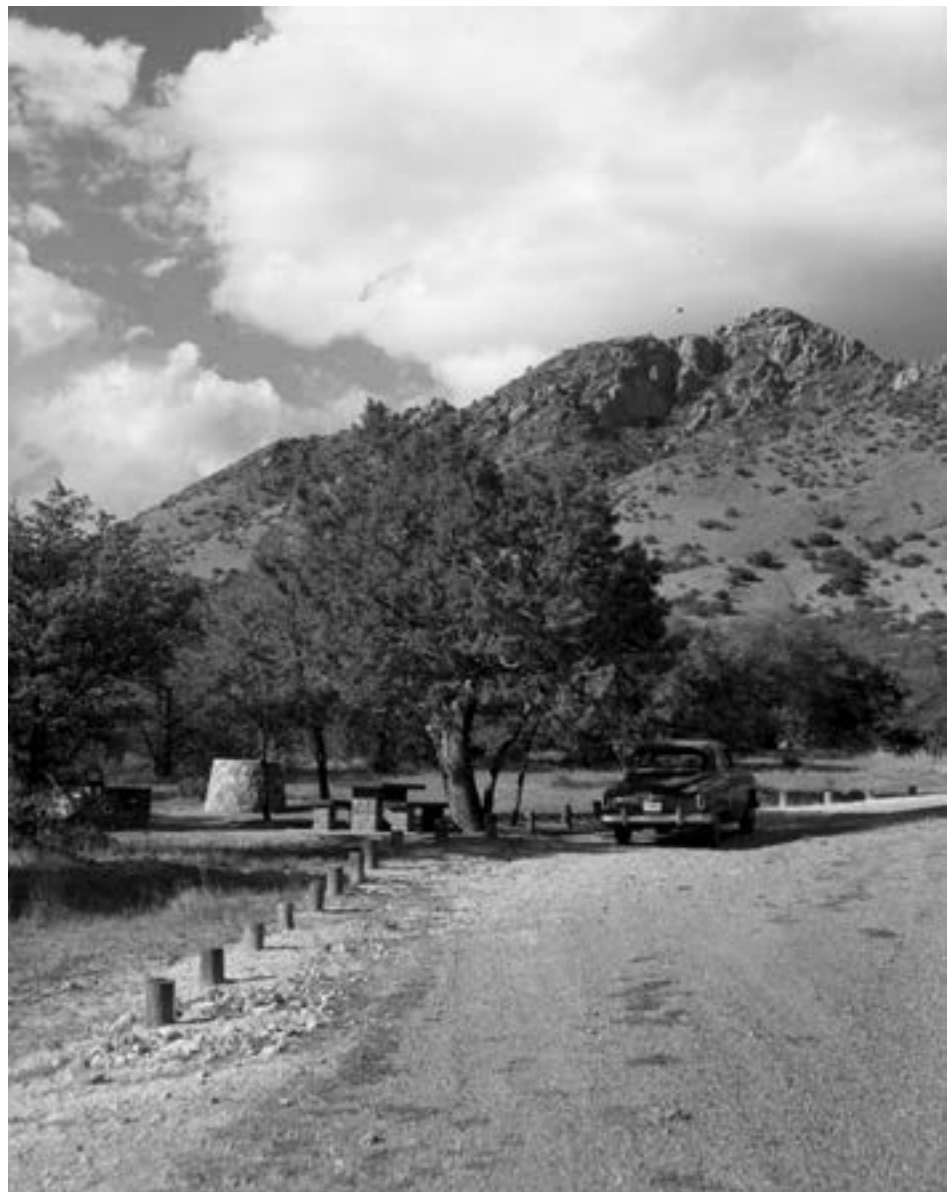
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### Research Roadside Parks

In this activity you will design your own roadside park. Examine the following examples of roadside parks and rest areas. Pay close attention to common features such as benches, picnic tables, restrooms, walking trails, and nearby roads. If needed or desired, you may extend your research on the internet. As you examine the resources, consider accessibility, safety, and environmental impact.

#### **Roadside Park –**

Roadside area designated as a stopping place for motorists' use, generally constructed between the early 1930s and mid-1970s prior to Interstate Highway system development.



# DESIGN a Roadside Park

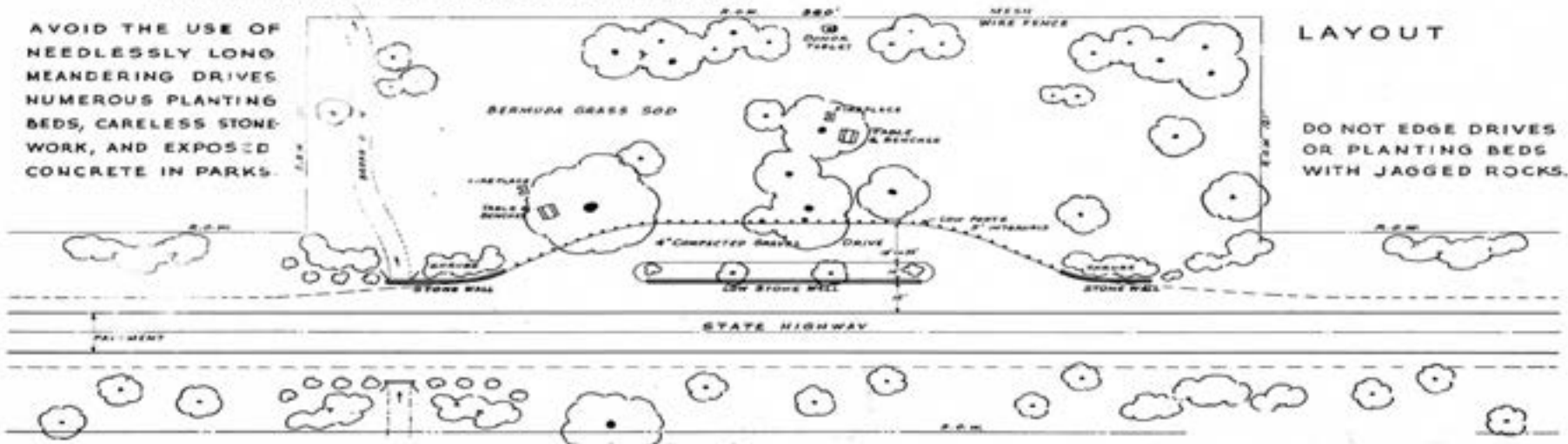


**VIEW SHOWING IMPROVED PARK**  
NOTE THE SIMPLICITY OF DESIGN, WITH FEW FIXTURES —  
AND THE OMISSION OF UNNECESSARY FEATURES.

## IMPROVEMENT OF A TYPICAL ROADSIDE PARK

SELECTED SITES SHOULD BE IMPROVED  
BY THE CONSTRUCTION OF FENCES —  
CLEARING, GRUBBING, PRUNING, GRADING,  
LEVELLING — CONSTRUCTION OF DRIVES,  
WALLS AND FIXTURES — PLACING OF LOW  
POSTS — SODDING — AND PLANTING OF  
SHRUBS AND TREES

AVOID THE USE OF  
NEEDLESSLY LONG  
MEANDERING DRIVES  
NUMEROUS PLANTING  
BEDS, CARELESS STONE  
WORK, AND EXPOSED  
CONCRETE IN PARKS.





# DESIGN

## a Roadside Park

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**Rest Area** – area designated as a stopping place for motorists’ use, generally built along Interstate Highways or other limited-access freeways from the late 1950s to the present.



**Scenic Overlook** – roadside park or turnout constructed in response to exceptional natural scenery or views visible from the overlook.



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**Picnic Area** – Usually refers to the portion(s) of a roadside park or safety rest area with picnic arbors and table/bench sets. Tables, seating, and grills were often built from local, natural materials.



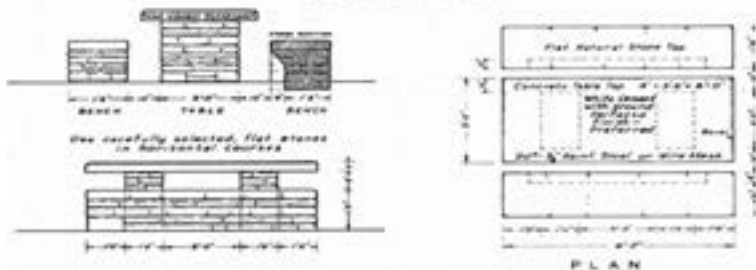
# DESIGN a Roadside Park

## TABLES AND BENCHES FOR ROADSIDE PARKS

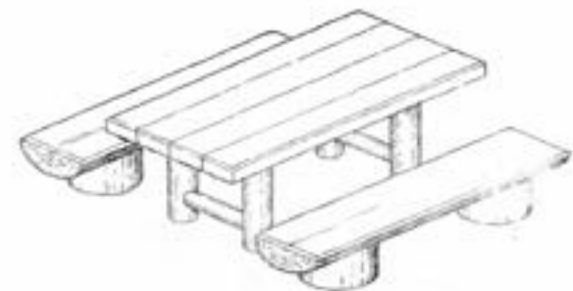
### STONE AND CONCRETE



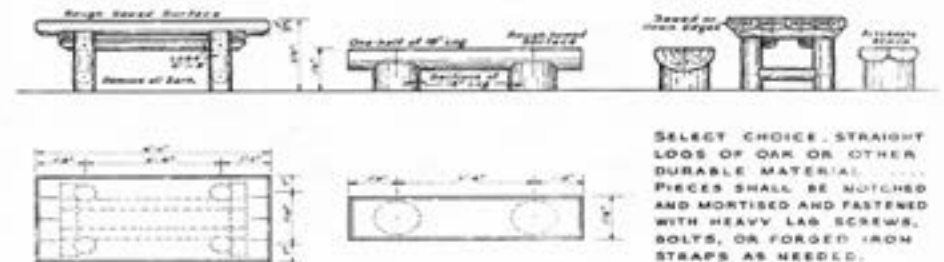
### DETAILS



### HEAVY TIMBER



### DETAILS



# DESIGN

## a Roadside Park

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**Comfort Station** – Building with restroom facilities at safety rest areas.



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## Plan Your Park

### 1. Choose a Location

- ▶ Be sure the park is near a highway or scenic road.
- ▶ Consider the terrain (flat, hilly, wooded, near water, etc.).

### 2. Sketch a Layout

- ▶ Draw an overhead map of the park on graph paper.
- ▶ Label features such as parking areas, picnic spots, restrooms, trails, and any attractions.
- ▶ Use symbols or colors to represent different areas.

### 3. Add Design Elements

- ▶ Think about safety (fences near steep areas, clear signage, lighting).
- ▶ Make the park welcoming with seating areas, shade, and rest or picnic areas.

# NEW DEAL

## Activity Sheet

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### OBJECTIVE

Students will analyze information from the **New Deal for Hamilton County** driving tour brochure and exhibit banners to understand the impact of the New Deal in Hamilton County and demonstrate their learning through short-answer and extended writing responses.

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### PACING

One to two class periods (60-90 minutes)

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### KEY VOCABULARY

**Great Depression** – a severe economic crisis in the 1930s when many people lost their jobs, businesses failed, and families struggled to afford basic needs.

**New Deal** – The New Deal was a series of programs and laws created by President Franklin D. Roosevelt in the 1930s to help people find jobs and rebuild the economy during the Great Depression.

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### INSTRUCTIONS

- 1. Introduction (10-15 minutes)**
  - ▶ Provide a brief overview of the Great Depression and the New Deal.
  - ▶ Explain that students will explore primary sources to understand how the New Deal shaped Hamilton County.
  - ▶ Discuss key features of the **New Deal for Hamilton County** driving tour brochure and exhibit banners, pointing out important details to look for.
- 2. Reading & Information Gathering (15-20 minutes)**
  - ▶ Have students read the background paragraph independently or as a group.
  - ▶ Allow time for students to examine the brochure and banners, taking notes on key facts and themes.

### PREPARATION

- 1. Gather Materials:** Ensure students have access to the tour brochure, exhibit banners, and activity sheet.
- 2. Review Resources:** Read through the brochure and banners to familiarize yourself with the content. Review the information about the Great Depression and New Deal included with the activity sheet. Research more information about the time period as necessary to support your students.
- 3. Make Decisions:** Decide whether the background reading will be read aloud as a group or completed independently. Review the extended writing prompts and select the appropriate level for students (grades 4-5 or grade 7).

### MATERIALS NEEDED

- ▶ **New Deal for Hamilton County** driving tour brochure and exhibit banners
- ▶ Copies of **New Deal Activity Sheet**
- ▶ Pencils
- ▶ Lined paper for writing extended responses

# NEW DEAL

## Activity Sheet

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- 3. Short-Answer Questions** (15-20 minutes)
    - ▶ Students complete the short-answer section of the **activity sheet**, using the brochure and banners as references.
    - ▶ For younger students, this step can be conducted as a guided class discussion instead.
  - 4. Extended Writing Response** (Optional, 20-30 minutes)
    - ▶ Introduce the differentiated writing prompts for grades 4-5 and grade 7.
    - ▶ Assign a prompt to the students and have them write a response, incorporating details from their research. The 7th grade prompt can be used as an extension for younger students as well.
    - ▶ Encourage peer discussion or brainstorming before writing for additional support.
  - 5. Wrap-Up & Discussion** (10-15 minutes)
    - ▶ Invite students to share key takeaways from their research.
    - ▶ Discuss how the New Deal's projects continue to impact Hamilton County today.
    - ▶ Reflect on the importance of preserving historical sites and local history.
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### ASSESSMENTS

- ▶ **Understanding the Content:** Does the student demonstrate knowledge of the New Deal's impact on Hamilton County? Do the responses reflect critical thinking and engagement in the material?
- ▶ **Use of Evidence:** Does the student include specific details from the banners and brochure to support answers?
- ▶ **Extended Writing:** Writing is clear and easy to understand. The student addresses the prompt and supports with evidence from the banners and brochure.

### TEKS

**4.5 History.** The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to: (A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals;

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# HAMILTON COUNTY AND THE NEW DEAL

## Activity Sheet

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Name \_\_\_\_\_

### The Great Depression and the New Deal

The Great Depression was a time in the 1930s when many people in the United States lost their jobs, businesses closed, and families struggled to afford food and housing. It was one of the hardest times in American history. To help people, President Franklin D. Roosevelt created a plan called the New Deal. This plan provided jobs by building roads, schools, parks, and other important places. It also helped farmers, businesses, and families get back on their feet. Many buildings and parks we still use today in Texas were built during the New Deal, including some in Hamilton County!

Answer these questions using two to three complete sentences. Provide specific evidence from the brochure and banner.

1. Why did Texas officials decide to build roadside parks in 1936, and who built the Hamilton Roadside Park?

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2. How does the design of the Hamilton ISD gymnasium reflect the Art Deco and WPA Moderne styles? Give at least two specific examples.

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# HAMILTON COUNTY AND THE NEW DEAL

## Activity Sheet

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3. What is unique about the mural inside the Hamilton Post Office, and what does it depict? Who commissioned it?

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4. How did the construction of the Henry Street and Bell Street bridges reflect the goals of the New Deal?

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# HAMILTON COUNTY AND THE NEW DEAL

## Activity Sheet

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5. How did the New Deal projects, such as the construction of schools, gyms, and parks, impact the daily lives of people in Hamilton County during the Great Depression?

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### Extended Writing Prompts:

#### 4th-5th Grade

Many New Deal projects in Hamilton County focused on community spaces like gyms, pools, and schools. Why do you think these types of projects were important during the Great Depression? Provide specific information about the Great Depression and New Deal. Use text evidence from the banners and driving tour brochure.

#### 7th Grade

The New Deal led to the construction of many public works projects in Hamilton County, such as parks, schools, bridges, and post offices. Choose one site from the Hamilton County Driving Tour and explain how it reflects the goals of the New Deal. In your response, describe the site's purpose, its historical significance, and how it benefited the local community. Use specific details from your research to support your answer.