

Appendix A

John Parker's Patents

Investigate and learn about patents. John P. Parker had many patents for the foundry technology he developed. Reflect on how patents are an example of a legacy that is built upon over time. We still use technology that was patented centuries ago, which means we are connected to the past in this way too.

Learn about patents and intellectual property rights. Consider the parallels between patents and intellectual property rights and published books and copyright. [Resource1](#) | [Resource2](#)

Findings:

Consider how racial prejudice hid and denied the intellectual property created by African Americans.

[Resource](#)

Findings:

Learn more about the specific patents that Parker secured, including for farming equipment and tobacco processing. [Resource](#)

Findings:

Learn about additional African American patent holders.

[Resource](#)

Findings:

Identify one way in which your life is linked to one of the patents you've discovered.

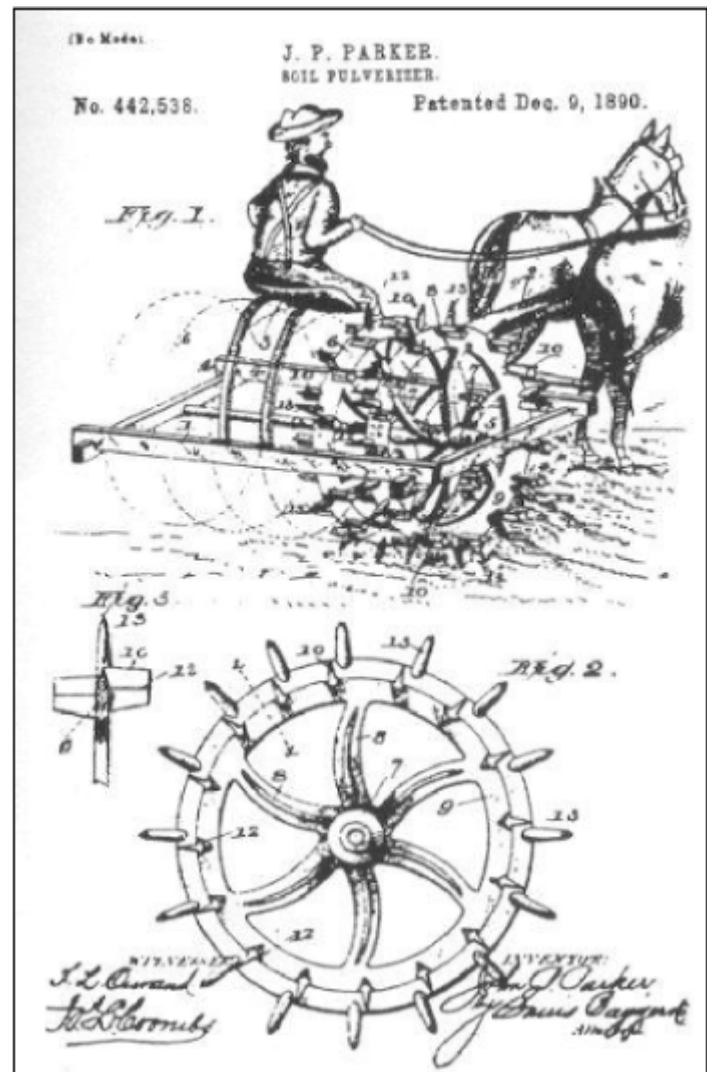


Figure 1: Drawing of a John Parker patent (1890)

Appendix B

Historical Markers

Historical markers are evidence of the people and events of the past. But historical markers do not just appear, they are created with intention and sometimes controversy. Historical markers represent what a community values and decides is worthy of preservation. Some historical markers are controversial because they relate to an issue that continues to be debated.

Learn about the process of how to establish a historical marker. Who is in charge of creating a marker and what permissions are required? Investigate the legislative process for establishing the John P. Parker House marker that was begun in 2014. [Resource 1](#) | [Resource 2](#)

According to the historical marker, what is the story of John P. Parker? Why is he “important?”

Besides historical markers, how else does your community, state, and country designate “important” places and people? Who decides what and who are “important?”

Investigate their community and surroundings for evidence of historical markers or designation of importance. What do the markers preserve?

Appendix B (cont.)

Choose one marker. When was it established and what values and stories are illustrated with the marker?

As a class, students then create a visualization/map of the different historical markers in your community. What does the map reveal about what you knew or did not know about the history of our community?

What history is included and what is not included and why?

What historical marker(s) would you want to create?

Appendix C

Legacy Project

The National Underground Railroad Freedom Center spotlights the stories of those who endured and battled against slavery in the United States. These freedom seekers and freedom fighters modeled the courage, cooperation, and perseverance that inspires and guides us to pursue social justice for all. Their actions influenced future generations.

The Freedom Center wants to know: What legacy and evidence will you leave for future generations?

The actions you take today and tomorrow can be a model for future generations to follow. You have the power, so how will you use it? We challenge you to reflect upon the example you wish to set for others and determine a course of action that will make it happen. Your actions speak volumes. What do you want to say?

Create a two-minute video. In the video, explain the lesson future generations will learn from your story. In addition, tell us what you intend to do in your life that will set an example for others to follow. What evidence will you leave behind? Perhaps you will continue upon a path, or perhaps you will change the path you are currently taking. Don't focus on your past actions. The Freedom Center wants to know your intentions for your future.

We encourage you to use your creativity and submit a video that reflects who you are and who you want to become. Submissions will be evaluated based upon the following criteria:

- **Lesson of your story:** Identify the lesson you want future generations to learn from your story. What will others learn from your life?
- **Explanation:** Include a clear and detailed explanation of why this lesson will be important for future generations. How will this lesson help other people? What evidence will you leave behind?
- **Action plan:** Identify actions you intend to take in your life that will set an example for future generations. How will these actions illustrate the lesson of your story? What evidence will you leave behind?
- **Video length:** Videos must not be longer than two minutes.
- **Video quality:** Evaluators must be able to hear and see you.

	0	1	2
Lesson of your story	Not addressed	Viewer has a vague understanding of what others will learn from this individual. The identified lesson may have a meaningful impact on others.	Viewer has a clear understanding of what others will learn from this individual. The identified lesson would have a meaningful impact on others.
Explanation	Not addressed	The explanation is vague. The viewer is not given a clear explanation of how this lesson will help others.	The explanation is clear and detailed. The viewer is told precisely how this lesson will help others. Relevant evidence is identified.
Action plan	Not addressed	A vague or incomplete action plan is presented. The viewer cannot identify specific elements of the action plan. The proposed may have a meaningful impact on others.	A clear and specific action plan is presented. The viewer can identify specific elements of the action plan. The proposed plan will have a meaningful impact on others. Relevant evidence is identified.

Total score _____



513-333-7500 | freedomcenter.org |