CURRICULUM CONNECTIONS

**Elijah: The Real McCoy**
(http://www.thehenryford.org/events/ ElijahTheRealMcCoy.aspx)

Dramatic Presentation in Greenfield Village. 15-minute play about Elijah McCoy's journey to overcome racial injustice and register 57 patents.

**Michigan Social Studies Grade Level Content Expectations**

**Grade 2**  
**H2.0.3** Use an example to describe the role of the individual in creating history.

**Grade 4**  
**H3.0.7** Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region.

**Grade 6**  
**H1.2.5** Identify the role of the individual in history and the significance of one person’s ideas.  
**H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).  
**H1.4.2** Describe and use themes of history to study patterns of change and continuity.

**Grade 7**  
**H1.2.6** Identify the role of the individual in history and the significance of one person’s ideas.  
**H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).  
**H1.4.2** Describe and use themes of history to study patterns of change and continuity.

**Michigan Social Studies High School Content Expectations**

**United States History & Geography**

**6.1.1** Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including:  
- gains from trade  
- increase in labor through immigration and migration  
- technological advances
National Curriculum Standards for Social Studies

Strands
II  Time, Continuity, and Change
VIII Science, Technology, and Society