

Glenn Loury: An Independent Mind

Teacher's Guide: K – 8

This document is addressed to the instructor. Other documents in this lesson packet are addressed to students.

This lesson provides an overview of the life and work of African American economist **Glenn Cartman Loury**, one of America's leading thinkers on issues related to race, poverty, and social policy. A technical economist by training, Loury is usually identified as a Black conservative, though his worldview has undergone a series of transformations since he first emerged as an outspoken Reaganite in the 1980s.

Born and raised in a working-class neighborhood on the South Side of Chicago, Loury became the first Black tenured professor of economics at Harvard in 1982, doing groundbreaking work on the concept of "social capital."

Lesson Objectives

In this lesson, students will:

- Evaluate how Loury maximized his human capital—skills, experiences and social understanding. Learn the concept of social capital—investment and return from human relationships.
- Compare and contrast Loury's childhood experience with Black intellectualism, Black entrepreneurship, safe neighborhoods, and extended family values with their personal experiences and/or common stereotypes.
- Discuss the meaning and value of personal responsibility despite adversity.
- Reflect on the purpose of fathers or father figures in the lives of children.
- Analyze individuals' giftings, and how these positively or negatively impact a person's decisions and destiny.
- Discuss Loury's ambition and willingness to be an independent thinker.
- Learn about political ideologies, ethnic stereotypes, and contemporary race issues.
- Examine views of the interaction between race, economics, and inequality.
- Learn the importance of critical thinking and innovative ideas, such as "social capital."
- Apply Woodson Principles of agency, innovation, competence, and witness to SEL-based questions using Glenn Loury's life as an example.

Prompt

Use any prompt to stimulate interest and group discussion.

What is the value of thinking for ourselves? How does hard work (in school, at home or in a job) pay off? How do your relationships enhance your ability to succeed?

You may refer to the *Opening Questions* document.

Share the prepared *PowerPoint presentation* with students.

Select activities from the accompanying Activity Pack according to your time allowance and student appropriateness. Some of the supplemental materials can be used to spark group discussion and allow independent classwork. Included in the Activity Pack are:

- *Activities and Assignments (grades 3-8)*
- *Multiple Choice Questions (grades 4-8)*
- *Critical Thinking Discussion Exercises (grades K-5 with guidance; 6-8 unassisted)*
- *Matching Quiz, Answer Key included (1-3)*
- *Crossword Puzzle, Answer Key included (4-8)*
- *Woodson Principles*

Vocabulary

Abstract, Conservative, Dilemma, Dissertation, Ineradicably, Intellectualism, Philosophy, Progressive, Rehabilitation, Reparations, Revolution, Scholarship

Videos

Be sure to review the videos on these platforms before showing to students for language and topic appropriateness for your students.

[10 Most Genius Black Kids Who Are Too Smart For their Age](#) (9:20 min) (Grades 4-8)

YouTube Shorts

[Become a True Intellectual I Glenn Loury \(youtube.com\)](#) (Grades 3-8)

[My Advice to African-Americans I Glenn Loury \(youtube.com\)](#) (Grades 5-8)

Standards and Learning Objectives

Mapped to the College, Career and Civic Life (C3) Framework for Social Studies State Standards published by the National Council for the Social Studies

K-2

Civics

D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.5.K-2. Explain what governments are and some of their functions.

D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

D2.Civ.10.K-2. Compare their own point of view with others' perspectives.

D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

Economics

D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.

D2.Eco.6.K-2. Explain how people earn income.

D2.Eco.13.K-2. Describe examples of capital goods and human capital.

History

D2.His.1.K-2. Create a chronological sequence of multiple events.

D2.His.2.K-2. Compare life in the past to life today.

D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

Data Sources

D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.

ELA

D4.1.K-2. Construct an argument with reasons.

D4.2.K-2. Construct explanations using correct sequence and relevant information.

DD4.4.K-2. Ask and answer questions about arguments.

D4.5.K-2. Ask and answer questions about explanations.

D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.

D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

Grades 3-5

Civics

D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings.

D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.

D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.

D2.Civ.13.3-5. Explain how policies are developed to address public problems.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

Economics

D2.Eco.1.3-5. Compare the benefits and costs of individual choices.

D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

- D2.Eco.4.3-5.** Explain why individuals and businesses specialize and trade.
- D2.Eco.6.3-5.** Explain the relationship between investment in human capital, productivity, and future incomes.
- D2.Eco.7.3-5.** Explain how profits influence sellers in markets.
- D2.Eco.13.3-5.** Describe ways people can increase productivity by using improved capital goods and improving their human capital.
- D2.Eco.14.3-5.** Explain how trade leads to increasing economic interdependence among nations.
- D2.Eco.15.3-5.** Explain the effects of increasing economic interdependence on different groups within participating nations.

History

- D2.His.2.3-5.** Compare life in specific historical time periods to life today.
- D2.His.3.3-5.** Generate questions about individuals and groups who have shaped significant historical changes and continuities.
- D2.His.4.3-5.** Explain why individuals and groups during the same historical period differed in their perspectives.
- D2.His.5.3-5.** Explain connections among historical contexts and people's perspectives at the time.
- D2.His.11.3-5.** Infer the intended audience and purpose of a historical source from information within the source itself.
- D2.His.12.3-5.** Generate questions about multiple historical sources and their relationships to particular historical events and developments.
- D2.His.14.3-5.** Explain probable causes and effects of events and developments.
- D2.His.16.3-5.** Use evidence to develop a claim about the past.
- D2.His.17.3-5.** Summarize the central claim in a secondary work of history.

ELA

- D4.1.3-5.** Construct arguments using claims and evidence from multiple sources.
- D4.2.3-5.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- D4.6.3-5.** Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- D4.7.3-5.** Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Grades 6-8

Civics

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

Economics

D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

History

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

ELA

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.