DAY 1 | CHILDHOOD AND EDUCATION

Senator Benjie E. Wimberly
A Humanitarian

First and Last Name _____

Date _____ Class _____

NJSLS Social Studies 6.3.8.CivicsPD.3, 6.3.8.CivicsPR.5; NJSLS ELA RI.CR.6.1, RI.CI.6.2, W.AW.6.1; Common Core RH.6–8.1, RH.6–8.6, WHST.6–8.1; Mathematics 7.RP.A.3; Science practice MS-ETS1-3.
High school: NJSLS ELA RI.CR.11–12.1, RI.CI.11–12.2, W.AW.11–12.1; Common Core RH.9–10.1, RH.11–12.1, WHST.9–10.1, WHST.11–12.1.

Central inquiry. HOW DID BENJIE E. WIMBERLY TURN A LIFETIME OF SERVICE INTO OPPORTUNITIES FOR OTHERS?

Objective. Analyze Wimberly's life and career using biographical, legislative and quantitative evidence. Evaluate which sources can establish which claims.

Demonstration of Learning. Write an evidence based argument explaining how his forms of service developed and how a community can measure access.

Do Now. Which place or organization gives young people opportunities to grow? Name one thing young people can learn there.

Sources A and B | Official record and Club alumni profile. Benjie E. Wimberly was born on December 1, 1964, and grew up in Paterson. The Boys & Girls Club of Paterson and Passaic remembers him as a child at its Paterson Clubhouse and a graduate of Passaic County Technical Institute. He earned a sociology degree at Virginia State University in 1989 and obtained teacher certification through William Paterson University (A, B, C).

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DAY 1 | RECREATION AND EDUCATION

Learning to serve in Paterson

Source D | Wimberly reflects on his beginnings. In a 2025 contribution to New Jersey's afterschool professional network, Wimberly recalled working in recreation as a teenager and continuing during college. He described a progression in which some young people who once attended camp later worked in recreation. He named Victor Cruz and Essence Carson among former campers who went on to successful careers. His account tells readers what he values in the work.

1. Use B and D to trace two stages of Wimberly's path from youth participant to recreation worker. Explain how the two sources help connect these stages.

2. Compare the alumni profile with the official roster. Which question about Wimberly's life is each source especially suited to answer? Use one detail from each.

3. Source D appeared in an appreciation week feature written for afterschool professionals. How does the intended audience shape the account? Identify one detail included for that audience, one fact about his early work that this reflection alone cannot establish, and the source a researcher would use to confirm it.

Quick Write

What does the camper to worker pathway suggest about how a community develops future leaders? Cite D, corroborate it with one other source, and explain one way a city could document that pathway over time.

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