Julius Nyerere Biography and Research Simulation Task

Grades 6 through 12 | Five Day Interdisciplinary Inquiry

First Name _____ Last Name _____
Date _____ Class _____

Essential Question

What would make independence meaningful in people’s daily lives, according to Nyerere, and how should his leadership be evaluated?

Objective

Analyze biography, policy arguments, a tribute, and historical interpretation to connect ideas with evidence about leadership.

Demonstration of Learning

Complete 15 multiple choice questions and a RACE response using evidence from at least three sources.

NJSLS Social Studies

NJSLS Social Studies 6.2.12.HistoryCC.5.a: compare methods of African and Asian independence. This packet supplies a Tanzanian case for comparison. 6.2.12.CivicsHR.5.a: evaluate human and civil rights since the Universal Declaration of Human Rights.

NJSLS English Language Arts

NJSLS ELA RI.CR.6.1, RI.AA.6.7, RI.MF.6.6, W.AW.6.1: evidence, claims, information across formats, and argument. Grades 9 through 12 extend source evaluation and independent corroboration.

CCSS and CCLS Literacy Connections

CCSS and CCLS literacy connections: RH.6–8.1, RH.9–10.1, RH.11–12.1; WHST.6–8.1, WHST.9–10.1, WHST.11–12.1. These are literacy pathways, not additional New Jersey standards.

Interdisciplinary and Amistad Connections

History and civics examine African agency and liberation. ELA evaluates argument. Mathematics calculates change using labeled practice data. Science designs a controlled investigation. An extension compares this inquiry with a separately sourced freedom struggle in the United States.

Read the biography first. Days 1 through 4 include a Do Now, source reading, and Quick Write. Day 5 includes the assessment, planner, and extended response. Full references appear on page 13 and in the Teacher Guide.

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Biography of Mwalimu Julius Kambarage Nyerere

Julius Kambarage Nyerere was born on April 13, 1922, in Butiama, near Lake Victoria, in what was then Tanganyika. He belonged to the Zanaki community. His education took him to Musoma and Tabora, then to Makerere in Uganda, where he trained as a teacher. He later studied at the University of Edinburgh and graduated in 1952. His experiences as an educator helped shape his belief that learning should serve society. [1, 2, 3]

Nyerere became known as Mwalimu, the Kiswahili word for teacher. He led the Tanganyika African National Union, or TANU, in the campaign for independence from British rule. Tanganyika became independent on December 9, 1961, with Nyerere as prime minister. In 1962, he became president of the republic. The union of Tanganyika and Zanzibar on April 26, 1964, created the united republic later named Tanzania. Nyerere served as its first president. [1, 3]

His public career connected national independence with African cooperation, education, and economic self determination. The Arusha Declaration of 1967 set out a socialist direction. He left the presidency in 1985 and later chaired the South Centre. He died on October 14, 1999. His life invites inquiry into both the purposes of leadership and the consequences of public policy. [3, 4]

Timeline

1922 Born in Butiama
1952 Graduates from the University of Edinburgh
1961 Tanganyika gains independence
1962 Becomes president of the republic
1964 Tanganyika and Zanzibar unite
1967 Arusha Declaration and Education for Self Reliance
1985 Leaves the presidency
1999 Dies on October 14

Biography Check: Explain how one experience before independence may help you understand one later priority. Distinguish your inference from a stated fact.

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