

Uhuru – Values in Motion

Post-Show Activity for Grades 9-12

Goals

- Students will identify and analyze key themes and conflicting perspectives from *Uhuru*.
- Students will develop and revise interpretations by listening to others, considering multiple viewpoints, and supporting their positions with specific moments from the performance.
- Students will demonstrate their understanding through movement, small-group conversation, and whole-class discussion.

NOTE: This activity has been aligned with TEKS and [Universal Design for Learning](#). TEKS can be found at the end of this document.

Materials Needed

- Four response signs labeled “Agree”, “Disagree”, “Depends”, and “Neutral” or “Not Sure” (included).
- Discussion Statements (included).
- Discussion Agreements (included).
- Writing materials.
- Values in Motion Response Tracker (included, numbered separately for printing).
- Optional: [Alley Re-Sourced](#) guide for *Uhuru* to provide additional context.

Step 1

Prepare the Discussion

1. Place one response sign in each corner or designated area of the room.
2. Select four to six statements from the included Discussion Statements.
3. Choose statements that best fit your students, available time, and learning goals.
4. Explain that each statement has more than one reasonable interpretation.
5. The goal is not to reach a correct answer or persuade the class to agree.
6. The goal is to examine the play, hear different perspectives, and notice how ideas may become more complicated through discussion.
7. Establish the following expectations:

8. Critique ideas rather than people.
9. Listen to understand before responding.
10. Support interpretations with moments from the performance.
11. Allow classmates to change their minds without judgment.
12. Remind students that choosing Depends or Neutral / Not Sure Yet is a valid position, but they should be prepared to explain what makes the statement complicated or what additional information they would need.

Step 2

Choose a Position

13. Read or display one statement.
14. Give students a quiet moment to consider their initial response and record it on the Response Tracker.
15. Ask students to move to the area that best represents their current position: Agree, Disagree, Depends, or Neutral / Not Sure Yet.
16. Students who cannot or prefer not to move may point to a response sign or mark their selection on the Response Tracker.
17. Emphasize that students are choosing a starting position, not making a permanent decision.
18. They may move to another position whenever the discussion changes or complicates their thinking.

Step 3

Discuss in Position Groups

19. Give students two or three minutes to discuss their reasoning with the classmates in their area.
20. Ask each group to identify at least one moment from the performance that supports its position.
21. Students should consider:
22. why they selected their position,
23. what evidence from the play supports it,
24. what makes the statement more complicated, and
25. what someone in another area might argue.
26. Ask each group to prepare one claim and one piece of supporting evidence to share.
27. Students may select a speaker or divide the response among several group members.

Step 4**Hear Different Perspectives**

28. Invite each group to share its claim and evidence with the class.
29. Encourage students to listen for ideas that support, challenge, or complicate their initial thinking.
30. After every group has shared, open the discussion for questions and responses.
31. Prompt students as needed by asking:
 32. “What moment in the play led you to that interpretation?”
 33. “Does another character see this differently?”
 34. “What might this position overlook?” or
 35. “Do the character’s intentions and impact support the same conclusion?”
36. Students may move to a new position at any point.
37. Invite students who move to explain which idea influenced their thinking, but do not require them to speak.
38. Repeat Steps 2–4 with the remaining statements.

Step 5**Reflect**

39. Ask students to complete the final section of the Response Tracker.
40. Students should select one statement, record their final position, and explain how evidence or another perspective supported, challenged, or complicated their thinking.
41. Students may respond in writing, record an audio response, discuss their reflection with a partner, or share it with the class.
42. Conclude by asking what the range of responses reveals about the show.
43. Emphasize that the play’s central conflicts do not always lead to simple conclusions and that reconsidering a position can demonstrate deeper thinking rather than uncertainty.

TEKS

Fine Arts – Theatre, High School Levels I–IV

- (4A–D), (5A–B) – Evaluate live theatre using appropriate vocabulary; express and support personal responses to a performance; compare different interpretations of characters, conflicts, and themes; and examine theatre’s relationship to history, society, and culture.

English Language Arts and Reading, English I–IV

- (1A), (4F–G), (5B–C), (7A–B) – Engage in meaningful and respectful discourse; make inferences and draw conclusions using evidence; develop spoken or written responses that demonstrate understanding; and analyze how characterization, conflict, and plot contribute to theme.

VALUES IN MOTION

AGREE

Choose the position that best represents your thinking right now.

VALUES IN MOTION

DISAGREE

Choose the position that best represents your thinking right now.

VALUES IN MOTION

DEPENDS

Choose the position that best represents your thinking right now.

VALUES IN MOTION

NEUTRAL

NOT SURE YET

Choose the position that best represents your thinking right now.

Values in Motion Discussion Statements

Uhuru

Read one statement at a time. Students choose a position, discuss their reasoning, listen to other perspectives, and may move as their thinking develops. Use 1-3 statements from the “Warm Up Statements” section to provide low-stakes opportunities for practice.

Warm Up Statements

1. Chocolate is an overrated dessert.
2. A hamburger counts as a sandwich.
3. Pepsi is just as good as Coke.

Core statements

1. Good intentions matter, even when a person’s actions cause harm.
2. A person can claim a culture even if they were not raised in that culture.
3. Choosing not to reach the summit is Sprite’s greatest success.
4. By the end of the play, Mshale and Sprite have found freedom.
5. Frannie and Mshale use one another in equally harmful ways.

Optional Statements

1. The tourist industry on Mount Kilimanjaro exploits the people who live there.
2. The tourist industry on Mount Kilimanjaro provides employment and economic opportunities to the people who live there.
3. Henry’s desire to help others is also a desire to be seen as a good person.

Values in Motion Discussion Agreements

Use these agreements to make room for thoughtful disagreement and changing perspectives.

1	Critique ideas, not people. Respond to a classmate's reasoning without judging the classmate.
2	Listen to understand. Let others finish, then describe the idea you are responding to.
3	Use the play. Connect your position to a character, action, line, image, or production choice.
4	Make room for complexity. A statement may be partly true, depend on context, or raise another question.
5	You may move. Change positions whenever another perspective complicates or changes your thinking.
6	You may pass. No one is required to explain a personal experience or why they changed positions.