

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

- [Alley Re-Sourced](#) guide for *Uhuru*.
- Four response signs labeled “Agree”, “Disagree”, “Depends”, and “Neutral” or “Not Sure” (included).
- Discussion Statements (included).
- Discussion Agreements (included).
- Writing materials.
- Values in Motion Student Handout (included, numbered separately for printing).
 - Includes Show Story Web, Outline, and Response tracker.

Step 1

Prepare the Discussion

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

- Establish the following expectations:
 - Critique ideas rather than people.
 - Listen to understand before responding.
 - Support interpretations with moments from the performance.
 - Allow classmates to change their minds without judgment.
 - 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.
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Step 2

Choose a Position

- Read or display one statement. Give students a quiet moment to consider their initial response and record it on the Student Response Tracker.
 - Ask students to move to the area that best represents their current position: Agree, Disagree, Depends, or Neutral / Not Sure Yet.
 - Students who cannot or prefer not to move may point to a response sign, hold up a response card, or mark their selection on the organizer.
 - Emphasize that students are choosing a starting position, not making a permanent decision. They may move to another position whenever the discussion changes or complicates their thinking.
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Step 3

Discuss in Position Groups

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

Step 4

Hear Different Perspectives

- Invite each group to share its claim and evidence with the class. Encourage students to listen for ideas that support, challenge, or complicate their initial thinking.
 - After every group has shared, open the discussion for questions and responses.
Prompt students as needed by asking:
 - “What moment in the play led you to that interpretation?”
 - “Does another character see this differently?”
 - “What might this position overlook?” or
 - “Do the character’s intentions and impact support the same conclusion?”
 - Students may move to a new position at any point. Invite students who move to explain which idea influenced their thinking, but do not require them to speak.
 - Repeat Steps 2–4 with the remaining statements.
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Step 5

Reflect

- Ask students to complete the final section of the Student Response Tracker.
 - Students should select one statement, record their final position, and explain how evidence or another perspective supported, challenged, or complicated their thinking.
- Students may respond in writing, record an audio response, discuss their reflection with a partner, or share it with the class.
- Conclude by asking what the range of responses reveals about the show. 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.

Core statements

1	Sprite belongs on Kilimanjaro as much as anyone born and raised in Tanzania.
2	Mshale sees the mountain more clearly than the tourists do.
3	Good intentions matter, even when a person's actions cause harm.
4	The hikers benefit from labor they do not fully see or understand.
5	Choosing not to reach the summit is Sprite's greatest success.
6	By the end of the play, Mshale and Sprite have found freedom.

Optional Statements

- Henry's desire to help others is also a desire to be seen as a good person.
- Frannie and Mshale use one another in equally harmful ways.
- A person can claim a culture even if they did not grow up inside it.
- The people with the most power in the play are not always the people who appear to be in control.

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.

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Response Tracker

Statement 1

- Position
Agree Disagree Depends Neutral/Not sure
- Evidence or reason
- Final Position
Agree Disagree Depends Neutral/Not sure
- What influenced my thinking was...

Statement 2

- Position
Agree Disagree Depends Neutral/Not sure
- Evidence or reason
- Final Position
Agree Disagree Depends Neutral/Not sure
- What influenced my thinking was...

Statement 3

- Position
Agree Disagree Depends Neutral/Not sure
- Evidence or reason
- Final Position
Agree Disagree Depends Neutral/Not sure
- What influenced my thinking was...

Statement 4

- Position
Agree Disagree Depends Neutral/Not sure
- Evidence or reason
- Final Position
Agree Disagree Depends Neutral/Not sure
- What influenced my thinking was...

Statement 5

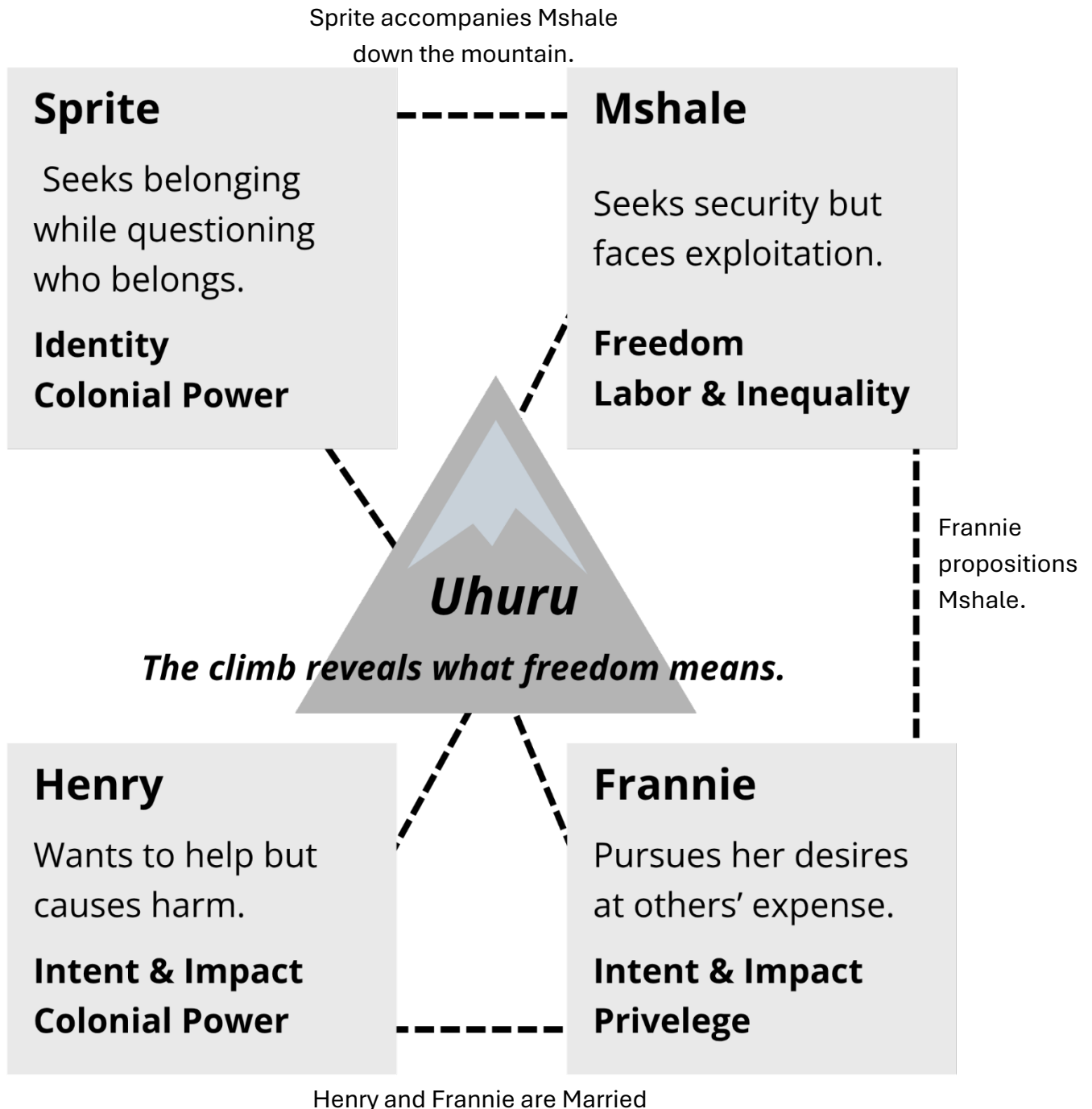
- Position
Agree Disagree Depends Neutral/Not sure
- Evidence or reason
- Final Position
Agree Disagree Depends Neutral/Not sure
- What influenced my thinking was...

Statement 6

- Position
Agree Disagree Depends Neutral/Not sure
- Evidence or reason
- Final Position
Agree Disagree Depends Neutral/Not sure
- What influenced my thinking was...

Uhuru: Story Web and Outline

Story Web



Uhuru: Story Web and Outline

Outline

Use this outline as a guide to help you remember the play as you complete the activity.

Basic Play Information

- Title: Uhuru
- Playwright: Gloria Majule
- Genre: Contemporary comedy-drama
- Setting: The Machame Route of Mount Kilimanjaro in Tanzania
- Central Points of View: Mshale and Sprite, alongside Henry and Frannie

Major Themes

- Identity and Belonging
- Freedom and Self-Definition
- Colonialism, Ownership, and Cultural Power
- Privilege, Labor, and Economic Inequality
- Good Intentions, Impact, and the Need to Be Seen

Key Moments and Ideas

- Sprite returns from America to climb Kilimanjaro as an act of decolonization, while Mshale, a former porter, sees the mountain as work and a route to a different life.
- Sprite challenges porter exploitation and who gets to define Tanzanian identity, clashing with Mshale's experiences and Henry and Frannie's missionary work.
- Hidden motives emerge: Sprite was taken to America by missionaries, Henry helped take Tanzanian children abroad for adoption, and Frannie has concealed her intentions toward Mshale.
- After Frannie shatters Mshale's imagined future, Sprite gives up the summit to accompany him down. Three days later, Mshale says he feels free at Mbezi Beach.

Overall Impact

- Through humor and conflict, the play examines how colonial attitudes shape tourism, religion, adoption, labor, identity, and belonging.
- Sprite's decision transforms "reaching Uhuru" from conquering a summit into choosing solidarity, connection, and self-defined freedom.