

THE HATE U GIVE

BY ANGIE THOMAS



"Absolutely riveting!"
JASON REYNOLDS

"Stunning."
JOHN GREEN



ANGIE THOMAS

THE HATE U GIVE

AUTHOR: ANGIE THOMAS

GENRE: Young Adult Fiction

PAGE COUNT: 444

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TOPICS: Police Brutality; Racial Injustice; Youth Activism; Identity

ABOUT THE BOOK

Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed.

Soon afterward, his death is a national headline. Some are calling him a thug, maybe even a drug dealer and a gangbanger. Protesters are taking to the streets in Khalil's name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what *really* went down that night? And the only person alive who can answer that is Starr. But what Starr does or does not say could upend her community. It could also endanger her life. ([Source: Amazon](#))

ABOUT THE AUTHOR

Angie Thomas was born, raised, and still resides in Jackson, Mississippi, as indicated by her accent. She is a former teen rapper whose greatest accomplishment was an article about her in *Right-On Magazine* with a picture included. She holds a BFA in Creative Writing from Belhaven University and an unofficial degree in Hip Hop. She is an inaugural winner of the Walter Dean Myers Grant 2015, awarded by We Need Diverse Books. Her debut novel, *The Hate U Give*, is a #1 *New York Times* Best Seller. Film rights have been optioned by Fox 2000 with George Tillman attached to direct and Hunger Games actress Amandla Stenberg attached to star. ([Source: Angie Thomas](#))

ABOUT THE CURRICULUM GUIDE

This curriculum guide is a resource to be used over 6 weeks. Educators can create a more meaningful reading experience for their students by leading them through a close read that connects the book to their own lives and the world.

The guide includes:

- weekly reading comprehension checks
- discussion questions with text analysis
- writing prompts
- research topics
- projects
- supplemental texts & media

SECTION 1

CHAPTERS: 1-5 (pages 3-92)
FOCUS: Identity: Names, Language
PREVIEW: Research and discuss African American Vernacular English – How does AAVE contribute to identity? How do you feel about the fact that white authors have used AAVE?

SECTION 2

CHAPTERS: 6-10 (pages 93-181)
FOCUS: Grief; Guilt; Betrayal
PREVIEW: Discuss – Why might Starr feel like she is betraying the black men in her life by dating someone who is white?

SECTION 3

CHAPTERS: 11-15 (pages 182-278)
FOCUS: Racism
PREVIEW: Supplemental Text – “Don’t criticize Black Lives Matter for provoking violence. The civil rights movement did, too.” (Washington Post)

SECTION 4

CHAPTERS: 16-19 (pages 281-334)
FOCUS: Bravery; Character Development
PREVIEW: Think about Starr’s mom’s definition of bravery. Write about a time you did something even though you were scared.

SECTION 5

CHAPTERS: 20-22 (pages 337-387)
FOCUS: Anger
PREVIEW: Research and discuss the outcomes of 10 recent police brutality cases – Were the officers indicted? How can we better hold police officers accountable?

SECTION 6

CHAPTERS: 23-26 (pages 388-444)
FOCUS: Risk; Activism
PREVIEW: Send a letter to your legislator on the issue of racial injustice. Be sure to include a call to action.

COMMON CORE STANDARDS

The prompts and activities in this guide are aligned with Common Core. Here are some of the key standards:

READING LITERATURE:

- 9-10.1, 11-12.1
- 9-10.2, 11-12.2
- 9-10.3, 11-12.3
- 9-10.4, 11-12.4
- 9-10.5, 11-12.5

READING INFORMATIONAL TEXTS:

- 9-10.1, 11-12.1
- 9-10.2, 11-12.2

SPEAKING & LISTENING:

- 9-10.1, 11-12.1
- 11-12.2
- 9-10.4, 11-12.4

WRITING:

- 9-10.1, 11-12.1
- 9-10.2, 11-12.2
- 9-10.3, 11-12.3
- 9-10.4, 11-12.4
- 9-10.7, 11-12.7
- 9-10.9, 11-12.9

www.corestandards.org

SECTION 1 GUIDE

READING CHECK

Use these simple comprehension questions to check that your students completed their reading assignment for this section and understand what they read:

1. Starr Carter, the main character of the novel, lives in Garden Heights but goes to Williamson Prep in a completely different part of town. She complains that most people in Garden Heights only know her as what?
2. How are Starr and Kenya related?
3. What does Thug Life stand for, according to Tupac?
4. Name one of the paintings that hang in the hallway of Starr’s family’s house.
5. What is Starr’s favorite television show?

Answer Key

1. *Big Mav’s daughter who works in the store.*
2. *They share a brother named Seven.*
3. *The Hate U Give Little Infants Fucks Everybody.*
4. *Black Jesus hanging from a cross or Malcolm X holding a shotgun.*
5. *The Fresh Prince of Bel Air.*

DISCUSSION QUESTIONS & TEXT ANALYSIS

1. Read and analyze this quote: *“Listen! The Hate U—the letter U—Give Little Infants Fucks Everybody. T-H-U-G L-I-F-E. Meaning what society gives us as youth, it bites them in the ass when we wild out. Get it?”* (Ch. 1, pg. 17)

- What does Khalil mean by “what society gives us as youth”?
- Initially, Starr thinks that Tupac is “old stuff” but Khalil argues that he is still relevant, using the above argument to convince her. Do you agree with Khalil that this interpretation of what “Thug Life” means is still relevant today? Why?
- Why do you think the author chose “The Hate U Give” as the title of the book?

2. Read and analyze this passage: *“I’ve seen it happen over and over again: a black person gets killed just for being black, and all hell breaks loose. ... I always said that if I saw it happen to somebody, I would have the loudest voice, making sure the world knew what went down. Now I am that person, and I’m too afraid to speak.”*

(Ch. 3, pgs. 34 and 35)

- Why is Starr afraid to speak up? What risk does telling her story entail?
- What does this conflict say about Starr’s character?
- What would you do in her situation?
- Share about a time when you were afraid to speak up. What happened?

3. Re-read the description of Carter’s Grocery, Starr’s family store, and the surrounding neighborhood (Ch. 3, pgs. 37 and 38).

- Which details stick out to you?
- Why do you think the author chose this as the setting?
- What inferences can you make about Starr’s family and their neighborhood from these descriptions?

SECTION 1
THE HATE U GIVE

CHAPTERS/PAGES:

Chapters 1-5
Pages 3-92

FOCUS:

- Identity: Names and Language

4. Consider the tone and language used in the novel:

- What point-of-view (1st, 2nd, or 3rd person) is the novel written in? Why do you think the author chose this method? What do you think the author's point of view is when it comes to police brutality?
- What can you tell about the setting (time and place) of the novel based off the way the characters speak?

5. Consider how language shapes identity:

- How does language contribute to the way individuals are perceived by others in society?
- How does Khalil's language affect the police officer's perception of him? Do you think the situation would have ended differently had Khalil used different language?
- How would you describe Starr's way of speaking? Formal or informal? How does her voice shape the reader's perception of her character?

See Research Topics for a project on African American Vernacular English (AAVE).

6. Starr hears about Khalil's death in a news story, but it fails to mention his name (Ch. 3, pg. 47).

- How does this skew the public's perception of Khalil?
- In what ways does a person's name add value to or contribute to a person's identity?

See Supplemental Texts & Media for more information about the #SayHerName movement, which is a social movement that seeks to raise awareness for black female victims of police brutality and anti-Black violence in the United States.

7. Starr thinks: "Daddy once told me that King's parents named him after the same gang he later joined, and that's why a name is important. It defines you. King became a King Lord when he took his first breath." (Ch. 3, pg. 48)

- How does this relate back to the meaning of "Thug Life"?
- Do you agree that names are important? Why or why not?
- In what ways does your name define you?

8. There are a few times in this first section that the author uses flashbacks. (Ch. 4, pgs. 59-60 and Ch. 5, pg. 83 are two examples)

- Why do you think the author uses this device?
- What does it add to the story and characters?

9. Read and analyze the following passage: "That means flipping the switch in my brain so I'm Williamson Starr. Williamson Starr doesn't use slang — if a rapper would say it, she doesn't say it, even if her white friends do. Slang makes them cool. Slang makes her "hood." Williamson Starr holds her tongue when people piss her off so nobody will think she's the "angry black girl." Williamson Starr is approachable. No stank-eyes, side-eyes, none of that. Williamson Starr is nonconfrontational. Basically, Williamson Starr doesn't give anyone a reason to call her ghetto." (Ch. 5, pg. 71)

- Write down all the instances you can find of Starr modifying her behavior to become "Williamson Starr." Then discuss the following questions:
- Why does Starr do this? She mentions that she doesn't want to be called "ghetto" but why does she think that will happen in the first place?
- Have you ever been compelled to shift your behavior in a similar way?

WRITING PROMPTS

1. Identity: Compare and Contrast

Create a Venn diagram of Williamson Starr and Garden Heights Starr and analyze how her two identities intersect and conflict. Write at least one paragraph about how Starr's personality differs depending on where she is and with who she is interacting. Use quotes and examples from the text.

Students should save their Venn diagram and add to it as they learn more about Starr's character. Their paragraph could also be built on and eventually morph into a full-length essay on this topic.

2. Identity: Compare and Contrast | Connection to Self

Reflect on the different roles you play in your life. How do you interact with your parents? At school? In your neighborhood? Choose two roles and compare and contrast them using a Venn diagram. Then, write at least one paragraph that discusses how your personality differs depending on your role.

RESEARCH TOPICS

African American Vernacular English (AAVE)

Divide your students into five groups and have each group research one of the questions. After they have completed their research, ask students to share with the whole group and discuss the students' reactions to their findings.

Research:

1. What is AAVE?
2. What is the history of how AAVE was developed?
3. What are some characteristics of AAVE and the identities of AAVE speakers?
4. Find examples of AAVE used in literature.
5. How is AAVE used in social media? Find some specific examples.

Discuss:

1. How does AAVE contribute to the speaker's identity?
2. Do you think using AAVE is acceptable? Are there any situations where it is not acceptable? If it is seen as not acceptable in certain situations, what does that say about our society's biases?
3. What is code-switching? In what situations do you change the way you speak and why? Is this conscious?
4. How do you feel about the fact that white authors have used AAVE in their books?
5. How has social media introduced AAVE into the lives of people who aren't black? When you see people who are not black using AAVE on social media, is that an example of cultural appropriation?

See Supplemental Texts & Media for tips on incorporating AAVE into your classroom.

PROJECTS

Timeline: Have we made any progress?

Throughout the 6-week cycle, students should work on building a detailed timeline of racial tensions and police brutality in the United States. The final project could be a digital presentation or a concrete, large-scale art project, based on classroom preference. Try splitting the students into groups during the research process and then piece the timeline together as a class.

Research historical, political and social events such as slavery, the Jim Crow era, the Civil Rights Movement, the creation of social media, high-profile officer-involved shootings, the election of Barack Obama and the Black Lives Matter social movement. Use these events and others to create a timeline.

Then, collect data on officer-involved shootings and other examples of police brutality against blacks over time. The Washington Post created a comprehensive database on officer-involved shootings. Visit it here:

www.washingtonpost.com/graphics/national/police-shootings-2017/

Add these statistics and others you find to the timeline, tracking changes throughout history.

Discuss students' findings during the research process or as a culmination during their final presentations:

1. How has the way we track police brutality changed over time? Does this skew the data?
2. How do political and social events affect police brutality?
3. Has police brutality spurred any social movements? Which ones?
4. Have we made any progress in regards to civil rights and equality for minority groups?
5. Are there instances where we made progress but then regressed?

SUPPLEMENTAL TEXTS & MEDIA

1. Database:

The Washington Post's Pulitzer Prize project on police shootings

www.washingtonpost.com/graphics/national/police-shootings-2017/

2. Article (For educators):

"Five Easy Pieces: Steps toward Integrating AAVE into the classroom"

www.csun.edu/~krowlands/Content/Academic_Resources/Language/About%20Language/Whitney-African%20American%20Vernacular.pdf

3. Website:

#SayHerName Movement

www.aapf.org/sayhername/

SECTION 2 GUIDE

READING CHECK

Use these simple comprehension questions to check that your students completed their reading assignment and understand what they read:

1. What are the names of the two prominent gangs in Starr’s neighborhood?
2. What does King attempt to place in Khalil’s casket at the funeral?
3. What is the name of the organization that April O’frah works for?
4. What do the Hogwarts houses in Harry Potter represent, according to Big Mav’s theory?
5. Who is DeVante hiding from when he comes into the store?

Answer Key

1. *King Lords and Garden Disciples.*
2. *A gray bandana.*
3. *Just Us for Justice.*
4. *Gangs.*
5. *King.*

DISCUSSION QUESTIONS AND TEXT ANALYSIS

1. Starr denies knowing Khalil when her Williamson friends ask her about the shooting.

(Ch. 7, pg. 113) Think about the traits that define Starr’s character.

- What about Starr’s personality motivated her to respond this way?
- What are some other traits that caused Starr to feel so guilty about the way she responded?
- What would you have done in her situation?

2. Starr struggles a lot with feelings of grief and guilt. At Khalil’s funeral, she feels like a “phony” for being placed in the front row and she even thinks that it is her fault that the riots are happening **(Ch. 8)**.

- Why does she feel guilty? Do you think she should feel this way?
- How do you think you would feel if you were in her shoes?

3. Read and analyze: *“But one of the nurses took my hand...looked me in the eye, and said, ‘Sometimes you can do everything right and things will still go wrong. The key is to never stop doing right.’”* **(Ch. 9, pg. 154)**

- What do you think of this advice? Do you think the statement is true?
- Can you think of a time you found this to be advice to be true?
- Have you ever received any advice that has really stuck with you in the same way this advice stuck with Starr’s mom?

See Writing Prompts for a connection to this question.

SECTION 2
THE HATE U GIVE

CHAPTERS/PAGES:

Chapters 6-10

Pages 93-181

FOCUS:

- Grief
- Guilt & Betrayal

COOPERATIVE
LEARNING STRATEGY

Gallery Tour: Students answer each question in #3 anonymously on a post-it note and stick it to the wall under the corresponding question.

Then, students get up and walk around to read their classmates’ answers.

4. Throughout this section, Starr is conflicted about dating someone who is white.
- Why might Starr feel like she is betraying the black men in her life by dating someone who is white? (Ch. 7, pg. 106)
 - In what ways does Starr hide part of herself from Chris? Why does she do this?
 - Chris states that race isn't a factor in their relationship (Ch. 9, pg. 161), but Starr disagrees. In what ways can his "colorblindness" be considered harmful?
5. Starr's dad has a theory that the Hogwarts Houses from the Harry Potter series are gangs (Ch. 10, pg. 166).
- Do you agree with his theory? Why or why not?
 - Can you think of other examples from pop culture (books, movies, television) where you can apply a similar theory?
6. Read and analyze the conversation between Starr and her father about the meaning of "Thug Life" (Ch. 10, Pages 168-171), specifically: *"Drugs come from somewhere, and they're destroying our community. You got folks like Brenda, who think they need them to survive, and then you got the Khalils, who think they need to sell them to survive. The Brendas can't get jobs unless they're clean, and they can't pay for rehab unless they got jobs. When the Khalils get arrested for selling drugs, they either spend most of their life in prison, another billion-dollar industry, or they have a hard time getting a real job and start selling drugs again. That's the hate they're giving us, baby, a system designed against us. That's Thug Life."* (Ch. 10, pg. 170)
- How is this conversation different from the one Starr has with Khalil in the beginning of the book?
 - What new information and perspectives does Starr gain during this conversation?
 - What do you think about Starr's realization that her "silence isn't helping Us"? (Ch. 10, pg. 171)
7. Starr's dad talks about how he became (and then stopped being) a King Lord (Ch. 10, pg. 175).
- What are the parallels between this conversation and the one they had about the meaning of "Thug Life"?
8. Starr's parents argue about whether to move out of Garden Heights (Ch. 10, pgs.180-181).
- In what ways does a child's environment dictate their life path?
 - In what ways is moving out of the neighborhood "selling out" or a betrayal to the community?
 - Is it possible to pursue better opportunities without leaving a neighborhood such as Garden Heights behind? How?

See Supplemental Texts & Media for a link to Tupac Shakur's poem, "The Rose That Grew from Concrete." Section 6 also has a tie-in to this poem.

WRITING PROMPTS

1. "Sometimes you can do everything right and things will still go wrong."

Reflect on the advice Lisa gives her daughter (Ch. 9, pg. 154).

Write one paragraph that answers the following:

- Describe a time when you did everything right and things still went wrong.
- What did you learn from that experience?
- In what ways did your perspective change?

2. Guilt

Is Starr guilty of betraying herself or others? Find examples in the text to support your opinion. Use specific quotations in your writing.

RESEARCH TOPICS

School-To-Prison Pipeline

To expand on the conversation Big Mav and Starr have in the car regarding systemic racism ([Ch. 10, Pages 168-171](#)), research the school-to-prison pipeline.

Research:

1. What is the school-to-prison pipeline?
2. What are some policies schools implement that contribute to this phenomenon?
3. What are some judicial policies, such as mandatory minimum sentencing, that also play a key part in the school-to-prison pipeline?
4. Find statistics on incarceration, juvenile delinquency, and school expulsions and how they differ by race, city, and have changed over time. How does your city compare?
5. Find specific stories and examples of how this concept has affected students across the country.
6. What organizations are working to change this system? What are they doing?

Discuss how your findings relate to the larger context of racism in society and incorporate it into your timeline project where applicable.

1. Had you heard about the school-to-prison pipeline before? How does the research make you feel?
2. Has this concept affected you or someone you know? If you are comfortable sharing, what happened?
3. How is the school-to-prison pipeline an example of systemic racism in our society?
4. In addition to what some organizations are trying to do, what other ideas do you have that could solve this issue?

This research topic can be folded into the timeline project started in Section 1: Projects. See Supplemental Texts & Media for information about the documentary, “13th.”

SUPPLEMENTAL TEXTS & MEDIA

1. Poem:

“The Rose That Grew From Concrete” by Tupac Shakur
allpoetry.com/The-Rose-That-Grew-From-Concrete

2. Documentary:

“13th” (Available on Netflix)

Trailer: www.netflix.com/title/80091741

A thought-provoking documentary in which scholars, activists and politicians analyze the criminalization of African Americans and the U.S. prison boom.

SECTION 3 GUIDE

READING CHECK

Use these simple comprehension questions to check that your students completed their reading assignment and understand what they read:

1. What is the name of the new blog that Starr starts on Tumblr?
2. What event happens at school that makes Starr angry?
3. What restaurant do Starr and her mom go to eat at together?
4. What new position does Starr’s Mom have an interview for?
5. What is the name of Starr’s dog?

Answer Key

1. *The Khalil I Know.*
2. *The protest/walkout.*
3. *IHOP.*
4. *Pediatrics Nursing Manager.*
5. *Brickz.*

DISCUSSION QUESTIONS & TEXT ANALYSIS

1. Starr thinks: *“They act like I’m the official representative of the black race and they owe me an explanation.”* (Ch. 11, pg. 186)

- How is classifying someone as “the official representative” of their race a form of racism or stereotyping?
- Do you think Starr also feeds into stereotyping others? If so, how?

2. Mr. Lewis shows Starr and her dad a scar on his stomach and says: *“Got it after some white boys cut me ‘cause I drank from their fountain.”* (Ch. 11, pg. 190) Then after the cops show up, Starr thinks: *“Mr. Lewis says, much softer than he was minutes ago. His hands are at his sides too. His parents must’ve had the talk with him when he was twelve.”*

(Ch. 11, pg. 191)

- Compare and contrast the ways in which Starr and Mr. Lewis experience racism given their age difference. Use specific examples from the research in your timeline project to support your answer.

3. Maverick and Mr. Lewis are arguing in the street when two police officers intervene (Ch. 11, pgs. 191-195).

Do you think the officers are justified in intervening?

If asked, what do you think their reasons would be for approaching Maverick and Mr. Lewis? Sekani asks, *“Why did they do Daddy like that?”* and internally Starr says that she knows why (pg. 195). Why do you think the officers treated Maverick that way?

- Why do you think the author specifically identified the officers’ races? Why do you think she chose to have one black officer and one white officer in this scene?
- Compare the ways in which the two officers interact with Maverick in this scene. Does their behavior surprise you? How?

SECTION 3
THE HATE U GIVE

CHAPTERS/PAGES:

Chapters 11-15

Pages 182-278

FOCUS:

- Racism

4. Read and analyze: “Daddy once told me there’s a rage passed down to every black man from his ancestors, born the moment they couldn’t stop the slave masters from hurting their families. Daddy also said there’s nothing more dangerous than when that rage is activated.” (Ch. 11, pg. 196)

- This quote clearly states that rage is “passed down to every black man.” How do women play into this idea? Do you think they have anger as well? Do they have more or less than men? Do you think their anger manifests any differently?
- In our current media, the Black Lives Matter movement gets criticized for using their anger in the form of protesting and rioting. Do you think this criticism is fair or do you think their anger and violence is justified?

Facilitate this as a paired reading discussion question. See Supplemental Texts & Media for a link to “Don’t Criticize Black Lives Matter for provoking violence. The civil rights movement did, too.”

5. Maverick finds out that Starr and Chris are dating (Ch. 13, pg. 229).

- Why do you think Maverick reacts to this news the way he does?
- Do you think Maverick is more hurt that Chris is white or that the whole family kept it a secret from him? Support your answer.
- Based on what you know about Maverick’s character, would you have expected him to react this way?

6. DeVante tells Starr the real reason why Khalil was selling drugs before he died (Ch. 13, pg. 237).

- How does Starr feel after learning this and how does it change her perception of him?
- How does this information contribute to Starr’s understanding of “Thug Life”?
- Why do you think the author waited to reveal this information until later in the book?

7. Read and analyze: “They couldn’t look out for us like King Lords do... With King Lords, we had a whole bunch of folks who had our backs, no matter what. They bought us clothes and shit our momma couldn’t afford and always made sure we ate... It was just cool to have somebody take care of us for a change, instead of the other way around.” (Ch. 13, pg. 238)

- How does this quote contribute to the meaning of “Thug Life”?
- What other comparisons can you make between gangs and families?
- What flaws, if any, do you see in DeVante’s logic? Which gang dynamics conflict with the idea of “family”?

8. Read and analyze: “DeVante. Khalil. Neither one of them thought they had much of a choice. If I were them, I’m not sure I’d make a much better one. Guess that makes me a thug too.” (Ch. 13, pg. 239)

- How does this quote relate to “Thug Life”?
- Why do you think the author includes the word “thought” in this sentence: “Neither one of them thought they had much of a choice.”? Do you think DeVante or Khalil had choices? Support your answer using specific examples from the text.
- How does this quote mark a shift in Starr’s perspective after her conversation with DeVante?

9. Read and analyze: “I can’t breathe, like I’m drowning in the tears I refuse to shed. I won’t give One-Fifteen or his father the satisfaction of crying. Tonight, they shot me too, more than once, and killed a part of me. Unfortunately for them, it’s the part that felt any hesitation about speaking out.” (Ch. 14, pg. 247)

- Throughout the novel so far, Starr has been hesitant to speak out publicly about what she witnessed the night Khalil was murdered. What specifically happened to help her shake this hesitation?
- Identify the phrases in this passage that use figurative language. Do you find these phrases more or less impactful than literal language? Why do you think authors choose to use figurative language?

10. Many characters draw comparisons, both explicitly and implicitly, between DeVante and Khalil. (Examples: Ch. 13, pg. 222 and Ch. 14, pg. 256)

- What are some of the similarities and differences between these two characters?
- Why do you think so many characters (Starr, Maverick, Uncle Carlos) are determined to help DeVante?

11. The building conflict between Hailey and Starr comes to a head in the scene at Maya’s house (Ch. 14), setting a scene to discuss the parallels to racism in today’s society.

- Starr says: “I don’t care what your intention was, Hailey. That fried chicken comment felt racist to me.” (pg. 243) Do you agree with Starr? In situations like this, particularly with race, how much does intention matter?
- Hailey says about One-Fifteen: “His life matters too, you know?” (pg. 248) Do you think this is a direct allusion to the All Lives Matter counter-movement? In what ways does the All Lives Matter movement undermine what Black Lives Matter is trying to accomplish? How do you feel about people who claim All Lives Matter in comparison to Black Lives Matter? *Facilitate this as a paired reading discussion question. See Supplemental Texts & Media for a link to “Why ‘All Lives Matter’ is Such a Perilous Phrase” to fuel this discussion.*
- At the end of her conversation with Maya, Starr thinks: “We let people say stuff, and they say it so much that it becomes okay to them and normal for us. What’s the point of having a voice if you’re gonna be silent in those moments you shouldn’t be?” (pg. 252) How does this realization help Starr and Maya bond? How does remaining silent perpetuate a culture where passive racism is accepted? Is there a double meaning in the last sentence?

WRITING PROMPTS

Fear

How does fear of the “other” contribute to racism in our society? Find examples from the text to support your claim.

See Supplemental Texts & Media for a link to the documentary, “The Color of Fear,” which students could use as evidence.

RESEARCH TOPICS

1. Implicit Bias

Research:

1. What is implicit bias? How is this different from explicit bias? Which is more dangerous? Why?
2. Do cops experience implicit bias when interacting with the public? If so, how does this affect their work and is this a problem for society? Cite evidence from your research to answer these questions.
3. Which certain groups of people are more likely to be negatively impacted by implicit biases?

Go back to the text:

1. Re-read Chapter 11, pages 191-195.
2. Do you think the cops let their biases influence them in this situation? Cite specific examples from the text to support your claim.

Reflect and Discuss:

1. Can you think of a time when you assumed something about a stranger? Thinking back on it now, would you consider that assumption you made to be an implicit bias?
2. How do you think we, as individuals, can work to overcome our biases?

2. Microaggressions

Research:

1. What are “microaggressions”?
2. What is the historical context and origin?

Go back to the text:

1. Find instances of microaggressions in Chapters 11-15.

Discuss:

1. How do microaggressions contribute to racism and creating a culture where racism is accepted?
2. Describe microaggressions you have encountered as a victim, witness, or, perhaps unknowingly at the time, a perpetrator.

SUPPLEMENTAL TEXTS & MEDIA

1. Article:

“Don’t Criticize Black Lives Matter for provoking violence. The civil rights movement did, too.”

www.washingtonpost.com/posteverything/wp/2015/10/01/dont-criticize-black-lives-matter-for-provoking-violence-the-civil-rights-movement-did-too/?utm_term=.ace2d3ddc4bf

2. Article:

“Why ‘All Lives Matter’ is Such a Perilous Phrase”

www.nytimes.com/2016/07/16/us/all-lives-matter-black-lives-matter.html

3. Documentary:

“The Color of Fear”

www.diversitytrainingfilms.com/films-2/films/

“Using ‘The Color of Fear’ in the Classroom”

pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1001&context=wgss_fac

SECTION 4 GUIDE

READING CHECK

Use these simple comprehension questions to check that your students completed their reading assignment and understand what they read:

1. What vehicle do Chris and Starr take to prom?
2. Why is Chris angry at Starr during prom?
3. What is Starr's family watching on TV when someone starts shooting at their house?
4. Which Ten-Point Program do Starr and her brothers know how to recite?
5. Who protects Starr and her family on her way to testify to the grand jury?

Answer Key

1. A Rolls-Royce.
2. Because she didn't tell him that she was the witness to Khalil's murder.
3. Basketball playoffs, Cleveland vs. Chicago.
4. The Black Panthers'.
5. Cedar Grove King Lords.

DISCUSSION QUESTIONS & TEXT ANALYSIS

1. Starr thinks: *"I asked Dr. Davis if Just Us could have a roundtable discussion at Williamson like they do at Garden High. He said he didn't see the need."* (Ch. 16, pg. 283)
 - Why do you think Dr. Davis would say there is "no need" to have these discussions at Williamson?
 - Do you think Williamson needs roundtable discussions? Why or why not? Use examples from the text to support your opinion.
2. The author peppers imagery of a fight throughout Starr's interview with the television network (Ch. 16, pgs. 287-290).
 - Why do you think the author uses this language to describe the interview?
 - How does this imagery add to the drama? What emotions does it evoke?
3. Read and analyze: *"This all happened because he' — I can't say his name — 'assumed that we were up to no good. Because we're black and because of where we live. We were just two kids, minding our business, you know? His assumption killed Khalil. It could've killed me.'" (Ch. 16, pg. 290)*
 - Do you think Starr is right? Did One-Fifteen kill Khalil because of assumptions and implicit bias?
 - What other assumptions do characters make about one another in the book? Are they just as dangerous?
 - What assumptions do you think people make about you based on what you look like or where you live?
 - Have you ever made a judgement about someone that turned out to be wrong? Share your experience and tell the class what you learned.

Use the *Implicit Bias* research project from Section 3 to guide this discussion.

SECTION 4
THE HATE U GIVE

CHAPTERS/PAGES:
Chapters 16-19
Pages 281-334

FOCUS:

- Bravery
- Character Development

4. When Chris and Starr fight during prom, Chris is angry that Starr didn't tell him she was the witness. (Ch. 17)

- Do you think Chris is justified in being angry? Why or why not?
- How do Chris's experiences and racial background affect his point of view?
- Consider Chris's character traits and behavior in the story. How do they contrast with those of Hailey? What purpose does each of these characters serve in the novel?

5. Read and analyze: *"Being two different people is so exhausting. I've taught myself to speak with two different voices and only say certain things around certain people. I've mastered it. As much as I say I don't have to choose which Starr I am with Chris, maybe without realizing it, I have to an extent. Part of me feels like I can't exist around people like him."*

(Ch. 17, pg. 301)

- What does Starr mean by "people like him"?
- Is this statement true? Can you recall examples in the text when Starr did modify her behavior in front of Chris? Why do you think she didn't realize she was doing this?
- Do you think Starr is a reliable narrator? Why or why not? Find examples in the text that support your opinion.
- In general, how does the narrator affect the reader's perception of the characters and the action in the story?

6. Starr struggles with wanting to speak up while wishing she could just be "normal." Prom is a rare night when she can forget about it all. While describing the night, she thinks: *"I don't think about Khalil or Natasha. It's one of the best nights of my life."* (Ch. 17, pg. 305)

- What emotion do these two lines evoke? Why do you think the author juxtaposed these sentences in this way?
- What does Starr's internal conflict tell you about her character?

7. Consider the discussion between the characters on the importance of "the neighborhood."

- *"Well that's what he [Maverick] always says. That people out here are fake, and that Garden Heights is real."* (Ch. 18, pg. 308): Why do you think Maverick says this? Think about your own neighborhood. Do you think of it as "real" and other places as "fake"? Why or why not?
- *"And that living in the suburbs don't make you any less black than living in the hood."* (Ch. 18, pg. 309): Why do you think Maverick says this? Does the reason change the meaning? Do you think Maverick really believes this? Who and what has influenced Maverick to change his mind about leaving Garden Heights?

8. While she is a secondary character in the novel, Lisa undeniably stands out as a strong woman. Discuss her character and how it influences other characters in the book.

- What traits does Lisa have? Cite specific examples from the text. How do they dictate her actions? (Consider her career, forgiving Mav for his relationship with Iesha, raising Seven, staying with Mav while he was in prison, etc.)
- How does Lisa's character defy the stereotypes society attributes to women?
- In what ways does Lisa influence Maverick? Starr? Seven?

9. Consider Uncle Carlos's character and what he adds to the novel.

- What traits does Uncle Carlos have? Cite specific examples from the text. How do his traits dictate his actions?
- Think about the ways in which Uncle Carlos lives between two worlds. How does that influence his point of view, specifically when it comes to Khalil's death and what it means to live in the suburbs?
- Why do you think the author chose to make Uncle Carlos a cop?

10. Read and analyze: *"Because the Ten-Point Program didn't work for the Panthers. Huey Newton died a crackhead, and the government crushed the Panthers one by one. By any means necessary didn't keep Brother Malcolm from dying, possibly at the hands of his own people. Intentions always look better on paper than in reality. The reality is, I may not make it to the courthouse in the morning."* (Ch. 18, pg. 321)

- Why does Starr speak up even though she thinks the reality is so grim?
- What are some other examples of: *"Intentions always look better on paper than in reality"*?
- Consider the larger historical context of this quote, using your timeline project as a reference. Has the overall state of racial tensions improved in the United States since the days of the Black Panthers? Is it important for people to continue speaking up even when it seems like progress is not made? Why or why not?

11. On the morning of the grand jury hearing, Starr thinks: *“Time to see if I’ll fail Khalil or not.”* (Ch. 19, pg. 324) Throughout the story, Starr has placed pressure on herself and felt guilty when things go “wrong,” like it is her fault.

- Does Starr really have any power in this situation? Explain your answer.
- What else could she do to ensure justice for Khalil?

WRITING PROMPTS

1. Bravery

Starr thinks: *“There’s that word again. Bravery. Brave people’s legs don’t shake. Brave people don’t feel like puking. Brave people sure don’t have to remind themselves how to breathe if they think about that night too hard.”* (Ch. 16, pg. 284) Later, Starr’s mom says: *“Brave doesn’t mean you’re not scared...It means you go on even though you’re scared.”*

(Ch. 19, pg. 331)

- Write two paragraphs answering the following questions:
- Whose definition of bravery do you agree with more? Or, what does bravery mean to you?
- Describe a time when you did something brave even though you were scared.

2. Character

Choose a character from the novel to analyze. Using quotations and specific examples from the text, write a five-paragraph essay answering one of these prompts about your character:

- What does your character value (i.e., truth, family, drugs) and how has that influenced your character’s behavior throughout the story?
- What other characters or events are interfering with your character’s goals? What obstacles are in the way? How does your character react to these obstacles?
- How does your character change throughout the story? What is the catalyst behind this shift?

RESEARCH TOPICS

1. The Black Panthers

Research:

1. Who were the Black Panthers?
2. When and why did the Black Panther Party begin?
3. What did the Black Panthers believe in?
4. What did they do? What impact did their actions have on society at that time?
5. What do you want to know about the Black Panthers?

2. Grand Jury Proceedings

Research:

1. What is a grand jury? What types of cases do they hear? How does it differ from a trial jury?
2. What typically happens during grand jury proceedings? Who is present for a grand jury?
3. What purpose does a grand jury serve?
4. What are some famous grand jury proceedings? What happened in those cases?

PROJECT

Character Glossary Flip Book

Materials Needed: three half-pieces of paper per student

1. Fold your first half-piece of paper hamburger style, almost in half, but leaving one index finger worth of space on the right edge.
2. Fold your second half-piece of paper hamburger style, leaving three fingers worth of space on the right edge. Put the first piece of paper inside the one you just folded. Set those to the side.
3. Fold your last half-piece of paper hamburger style, leaving four fingers worth of space on the right edge. Put the other folded pieces of paper in the one you just folded.
4. You should now have a book with five pages that look like tabs on the right side. Staple the spine of the book.
5. Write the name of a character on each tab, using the tabs at the back of the book for major characters.
6. On each character's page, write and/or draw details about the person. Include: their characteristics and values, how they change, how they influence other characters, and why they are important in the story.

SECTION 5 GUIDE

READING CHECK

Use these simple comprehension questions to check that your students completed their reading assignment and understand what they read:

1. Why does Starr fight Hailey?
2. What punishment does the school give to Starr and Seven for fighting?
3. Who shows up to the barbecue party uninvited?
4. What happened to DeVante?
5. Did the grand jury indict One-Fifteen in the murder of Khalil?

Answer Key

1. Hailey started saying hurtful things about Khalil. Examples: “He was probably going to end up dead anyway.” or “The cop probably did everyone a favor.”
2. They get suspended for three days.
3. Isha.
4. He got jumped and beat up by King Lords.
5. No.

DISCUSSION QUESTIONS & TEXT ANALYSIS

1. Read and analyze: “I’m not apologizing because it was only a joke! ... It doesn’t make me racist. I’m not letting you guys guilt trip me like this. What’s next? You want me to apologize because my ancestors were slave masters or something stupid?” (Ch. 20, pg. 340)
 - Does saying something in a joking manner make it exempt from being racist? How do jokes contribute to the culture of racism as a whole?
 - Compare this comment with what Chris says later on: “I feel like I should apologize on behalf of white people everywhere.” (Ch. 22, pg. 375) Do you agree with Hailey or Chris on this matter? Why? Do you think white people should feel guilty for past historical events?
2. As the girls fight, Starr thinks: “I’m no longer Williamson Starr or even Garden Heights Starr. I’m pissed.” (Ch. 20, pg. 342)
 - Why do you think the author specifically includes the first sentence?
 - Based on this scene, what are some of Starr’s values regardless of which role she is playing?
 - Which of her values does Starr ignore while blinded by anger?
3. Read and analyze: “They with a capital T. There’s Them and then there’s Us. Sometimes They look like Us and don’t realize They are Us.” (Ch. 20, pg. 343)
 - In Starr’s mind, who is “Them” and who is “Us”?
 - Is there a Them/Us in your own life? If so, what are the two different groups? Is race the only dividing factor? What else contributes to social divisions?
 - How does this way of thinking affect society and the ways in which people interact with each other in everyday situations?
 - What does Starr mean by “Sometimes They look like Us and don’t realize They are Us”?

SECTION 5
THE HATE U GIVE

CHAPTERS/PAGES:

Chapters 20-22
(Pages 337-387)

FOCUS:

- Anger

4. Maverick talks with members of the Garden Disciples and the Cedar Grove King Lords about what to do if One-Fifteen does not get indicted (Ch. 20, pg. 345).

- Why do you think Maverick was able to get the members of two gangs to work together on a plan? What does this say about his character?
- Why do you think Maverick specifically says: “y’all gotta tell these li’l dudes not to burn this neighborhood down”? Do you think younger people are more inclined to riot in situations like this? If so, why do you think that’s the case?
- Consider this quote: “Yeah, they mad. We all mad, but burning down our neighborhood ain’t gon’ fix it.” Do you agree with Maverick? Why or why not? Are there situations in which anger to this degree is justified? If so, what are they?

5. Starr’s two worlds collide at the pool party at Uncle Carlos’s house and “surprisingly, everything’s all right” (Ch. 21).

- Starr worries about how she should act: “I never know which Starr I should be. I can use some slang, but not too much slang, some attitude, but not too much attitude, so I’m not a ‘sassy black girl.’ I have to watch what I say and how I say it, but I can’t sound ‘white.’” Why do you think Starr is so preoccupied with how she should behave?
- Why do you think the author chose to create a scenario where Starr’s worlds come together without any issues? What message do you think the author might be trying to convey?

6. When his birth mother, Iesha, shows up uninvited to his party, Seven erupts (Ch. 21, pgs. 364-365).

- How does Seven’s anger color what he says to Iesha? Do you think he would have said the same things had he calmed down before talking to her?
- Are some things better left unsaid? Or do you think Seven is justified in saying what he did to his mother? Explain your opinion.

7. Throughout the novel, Starr struggles with the family dynamic that exists between her, Kenya, and Seven. The first time that Starr expresses resentment toward Kenya for referring to Seven as “her brother” and not “our brother” is on page 5. Starr finally speaks up about this, saying to Kenya: “Our brother. He’s mine too.” (Ch. 21, pg. 367)

- What do you think motivated Starr to finally speak her mind?
- Why is this so important to her?
- In the face of Kenya’s non-reaction, Starr thinks that she “hoped for something.” What do you think she wants from Kenya?

8. Starr decides to go to Chris’s house while she waits for the grand jury decision because she “needs normal.” (Ch. 22, pg. 374)

- Why do you think Starr considers Chris “normal”?
- Starr also thinks, “I can’t lose him [Seven] too. I’d never be normal again.” (Ch. 22, pg. 383) What do you think “normal” is to Starr? She has already lost two people close to her, why does the thought of losing Seven in particular seem to be a breaking point?
- Is there a universal “normal” or is it rooted in cultural and racial biases? Explain your answer.

9. Iesha protects Seven, Starr, Kenya, Lyric, and DeVante by letting them “escape” (Ch. 22, pgs. 384-386).

- How does Iesha’s protective act differ from the way Lisa protects her kids? What does this say about their characteristics and their circumstances?
- In your mind, is Iesha’s sacrifice at all diminished by the language she uses as she asks them to leave? Why do you think she does not outright tell them what she is planning?
- Why do you think it takes Seven longer to realize what Iesha has done?
- Consider this quote from the previous chapter: “But they share a momma, and it makes things different between them. It’s like they have a stronger bond or something.” (Ch. 21, pg. 362-363) Why does Starr place so much value in them sharing a mother? What do you think the author is trying to convey about motherhood with this statement?

10. Starr and her friends learn about the grand jury’s decision not to indict the officer who killed Khalil in a news story just as a Tupac song ends on the radio (Ch. 22, pg. 387).

- Why do you think the author reveals the grand jury’s decision in this way?
How did you feel when you read the grand jury’s decision?

WRITING PROMPTS

Anger

Starr struggles with her feelings of anger: “WebMD calls it a stage of grief — anger. But I doubt I’ll ever get to the other stages. This one slices me into millions of pieces. Every time I’m whole and back to normal, something happens to tear me apart, and I’m forced to start all over again.”

(Ch. 20, pg. 343)

Recall a time when you were angry and write one paragraph that answers the following:

- Why were you angry? What happened?
- How did you react? Did you show your anger or bottle it in? Why?
- How did your reaction affect you and the people around you? What consequences did your reaction have?

Write a second paragraph that answers the following:

- What did you learn from the situation?

Would you react differently next time? What would you do?

COOPERATIVE LEARNING STRATEGY

Write-Pair-Share: After students are finished with their prompt, ask them to read and edit a partner’s work. Students should revise their essays then share their final drafts with the class.

RESEARCH TOPICS

Officer Indictments in Police Brutality Cases

Research:

1. What is the difference between an indictment and a conviction? What are some reasons why a case would go through an indictment process first?
2. Research the outcomes of 10 recent police brutality cases:
 - What was the name of the person killed and what were the circumstances around their death?
 - Was the officer indicted? Were they then convicted? What was the leading argument or basis for the decision?

Discuss:

1. Why do you think officers are rarely indicted in these cases? (Facilitate this as a paired reading discussion question. See Supplemental Texts & Media for a link to an article, “Why Police Officers Aren’t Held Accountable When They Kill People,” that can help fuel this discussion.)
2. Based on your research, how do you feel about the author’s decision to have One-Fifteen not be indicted?
3. How can we better hold police officers (and other authority figures) accountable for their actions?

SUPPLEMENTAL TEXTS & MEDIA

Article:

“Why Police Officers Aren’t Held Accountable When They Kill People”

www.teenvogue.com/story/why-police-officers-arent-held-accountable-when-they-kill-people

SECTION 6 GUIDE

READING CHECK

Use these simple comprehension questions to check that your students completed their reading assignment and understand what they read:

1. What is painted across certain store fronts in Garden Heights to protect them from looters during the riots?
2. Name one of the questions Starr, Seven, and DeVante ask Chris to test whether he earns his “black card.”
3. What does Starr throw and where does she throw it after her speech to the protesters?
4. Who saves the kids from the fire?
5. What does Starr’s family plan to do about the damaged store?

Answer Key

1. “Black owned.”
2. “You eat green bean casserole?” or “Macaroni and cheese: full meal or side dish?”
3. She throws a can of tear gas at the cops.
4. Mr. Lewis and Mr. Reuben’s nephew, Tim.
5. They plan to rebuild it.

DISCUSSION QUESTIONS & TEXT ANALYSIS

1. Read and analyze: “Anything. Everything. Scream. Cry. Puke. Hit somebody. Burn something. Throw something. They gave me the hate, and now I wanna fuck everybody, even if I’m not sure how.” (Ch. 23, pg. 389)
 - Think back to when Maverick said they needed to stop the young people in the community from reacting to the verdict with anger (Ch. 20, pg. 345). Now that it’s happened, do you blame Starr for feeling this way? Why or why not? How do you think you would react?
 - How does this passage relate back to the meaning of “Thug Life”? In this situation specifically, who gave Starr the hate?
 - Consider the sentence structure used in this passage (i.e. mostly one- to two-word sentences). Do you think this is more effective at conveying Starr’s mood than long, descriptive sentences would’ve been? Why or why not? What emotions do these sentences evoke?
2. As the riots start in Starr’s old neighborhood, she has flashbacks to various memories from her childhood (Ch. 23, pgs. 394-395, 397).
 - What impact do these flashbacks have on the plot as the riots unravel?
 - How do the flashbacks support Seven’s point of view on the destruction of the neighborhood?
3. Starr and DeVante express different reactions to the rioting (Ch. 23, pgs. 395 & 397).
 - What do you think helps Starr realize “...this isn’t it. Not for me”? How does Starr direct her anger after she realizes physical violence and destruction are not for her?
 - Think about the overall differences between Starr and DeVante (i.e. gender, socioeconomic class, etc). How do these factors contribute to their differing reactions?
 - Do you find yourself agreeing more with one character in this situation? Who? Why do you think that is?

SECTION 6
THE HATE U GIVE

CHAPTERS/PAGES:
Chapters 23-26
(Pages 388-444)

FOCUS:

- Risk
- Activism

4. Read and analyze: *“Everybody wants to talk about how Khalil died...But this isn’t about how Khalil died. It’s about the fact that he lived. His life mattered. Khalil lived!”* (Ch. 24, pg. 412)

- Given the fact that she is saying this at a riot inspired by Khalil’s wrongful death, what does Starr mean by this?
- What does it say about Starr’s character that she is choosing to focus on Khalil’s life?
- Ms. O’Frah tells Starr to “use her weapon.” (Ch. 24, pg. 411) What is her weapon and how does she use it? Do you think she uses it effectively? Why or why not?
- Throughout the whole novel, Starr has been thinking about the risk involved in speaking up about being the witness to Khalil’s murder and in this chapter she reveals herself publicly. What motivates her to become a public activist for the cause? What risk is involved in her actions?

5. Many people in the neighborhood break the long-standing rule against snitching after the fire at the store (Ch. 25, pgs. 424-425).

- What causes everyone to react this way?
- In what ways is Starr a catalyst to this event?
- Just as it is risky for Starr to speak up about being the witness, there is also risk involved in DeVante speaking up. What consequences and potential benefits does DeVante face by taking this risk? Why do you think he chooses to speak up in this moment?

6. Starr and Maverick have a conversation about his roses. Consider these two passages: *“He goes back to work on his roses. An entire bush lies on the counter. The roses are dry, and some of the petals have fallen off. Daddy sets the bush in a clay pot and pours dirt over the roots.”* After Starr asks if they will be okay, he says, *“Yeah. A li’l damaged, but alive. I’m gon’ try something different with them. Putting them in new soil can be like hitting a reset button.”* (Ch. 26, pgs. 434-435)

- What symbolism can you find in these two passages? What do the roses and new soil represent? What does it mean that the roses are currently dry?
- Can you think of any other texts this passage might be alluding to? The author is using the literary device, allusion, when she indirectly references the poem “The Rose That Grew From Concrete” by Tupac Shakur. Why do you think she does this? Why do you think she chooses to allude, both explicitly and indirectly, to Tupac so heavily throughout the book?
- In a previous section, there is a description of the neighborhood that includes the line *“grass grows up through the cracks in the sidewalk.”* (Ch. 22, pg. 379) Do you think this is also an allusion to “The Rose That Grew From Concrete”? Why or why not? If so, how is the symbolism different with grass as compared to roses?
- In what ways is Starr a “rose that grew from concrete”? Are any other characters in the book as well? How?

See Supplemental Texts & Media for a link to Tupac Shakur’s poem, “The Rose That Grew from Concrete.”

7. Read and analyze: *“I rest my head on Chris’s shoulder as we hold hands, oxygen masks on both of us. I’m not gonna lie and say tonight was better because he was here—frankly this has been one fucked-up night, nothing could make it better—but it doesn’t hurt that we went through it together.”* (Ch. 25, pgs. 425-426)

- Does Chris risk anything by attending the riots?
- Why do you think Maverick starts to change his mind about Chris after these events? What do you learn about each of their respective characters from their interaction on page 428?
- What do you think might be going on in Chris’s mind as he not only sees Garden Heights for the first time, but also witnesses the riots?
- At the start of the novel, Chris insisted race didn’t matter in his relationship with Starr. How do you think his perspective on race, prejudice, and stereotypes change after he sees Garden Heights and the riots? Do you think he will still be so colorblind? Why or why not?

8. The conflict between Hailey and Starr resolves when Starr sends her a message that says: *“Things will never be the way they used to be”* and then deletes Hailey’s number from her phone (Ch. 26, pg. 433).

- How did you feel about Hailey’s apology and Starr’s reaction?
- Compare how Starr handled conflict with Hailey at the beginning of the book to how she handled it now. What about Starr has changed?

9. The author uses the literary device of foreshadowing throughout the novel. Find specific examples in the text and use them to support your discussion on how foreshadowing adds to the story:

- Why do you think authors use foreshadowing?
- How does foreshadowing add drama or suspense to the novel?
- What hints about the book’s ending did you notice while you were reading? Were your predictions correct? Which examples, if any, of foreshadowing did you initially miss?

10. In literature, the “fourth wall” refers to the conceptual barrier between the fictional work and its readers. The author breaks the fourth wall in this book by listing names of real-life people who have been killed by police officers (Ch. 26, pg. 443).

- Did you recognize any of these names? What emotions did this list evoke?
- Why do you think the author made this choice?
- What purpose does this novel serve in today’s social and political climate?

11. Read and analyze: *“Yet I think it’ll change one day. How? I don’t know. When? I definitely don’t know. Why? Because there will always be someone ready to fight. Maybe it’s my turn. Others are fighting too, even in the Garden, where sometimes it feels like there’s not a lot worth fighting for. People are realizing and shouting and marching and demanding. They’re not forgetting. I think that’s the most important part. Khalil, I’ll never forget. I’ll never give up. I’ll never be quiet. I promise.”* (Ch. 26, pgs. 443-444)

- What are some adjectives that you would use to describe the ending?
- How did the ending make you feel? Are you optimistic that things will change one day? Why or why not?
- Do you think Starr is right in saying that people won’t forget? Refer to your timeline project and analyze the cyclical nature of history.
- Why do you think the author chose this optimistic resolution despite the grim reality of racial justice in today’s society?

WRITING PROMPTS

1. Thug Life

Tupac’s definition of “Thug Life” is introduced early on (Ch. 1, pg. 17) by Khalil, and Starr continues to think about this conversation throughout the entire novel. At one point she thinks: *“When Khalil told me what it meant I kind of understood it. I really understand it now.”* (Ch. 12, pg. 205) Write an essay about how Starr’s understanding of “Thug Life” develops throughout the novel. Citing at least one specific example from the text in each paragraph, write a total of five paragraphs:

- one introductory paragraph with a clear thesis statement
- one paragraph about what you think Starr’s initial understanding of “Thug Life” was at the beginning of the novel, after her initial conversation with Khalil, and why Starr thinks this way
- one paragraph about how Starr’s understanding of “Thug Life” changes after her conversation with Maverick (Ch. 10, pgs. 168-171) and how and why Starr developed her opinions
- one paragraph about what you think Starr’s understanding of “Thug Life” is at the end of the book and how and why Starr developed her opinions
- one conclusion paragraph about why you think the author used this theme throughout the novel and how this related to Starr’s character development

2. Risk

Discuss positive and negative risks. For example, drug use is a risk that likely has negative consequences whereas moving to a new neighborhood to escape gang activity is a risk that would hopefully have positive consequences. Brainstorm others.

Write one paragraph about a risk you took that had negative consequences and one paragraph about a risk that had positive consequences.

3. Letter to Your Legislator

- Look up your legislators (two Senators and one Representative) using this website: www.govtrack.us/congress/members
- Write a letter to one of your legislators on the issue of racial justice. Make sure to follow formal letter-writing format and include the following:
 - One sentence explaining who you are.
 - Describe the overall issue you are concerned about concisely and explain why it is important to you.
 - Describe a major specific concern within the larger issue.
 - Describe specifically what you want your legislator to do about the issue (i.e. make a public statement, support a bill, etc).
 - Thank your legislator for their consideration.

RESEARCH TOPICS

Activism

Research

1. What is activism? What is advocacy?
2. Break into four groups. Each group will research one of the following protests from history and answer the following questions: Who participated? Why were they protesting? Where did it occur? When did it occur? What was the result of the protest?
 - a) Vietnam War protests
 - b) Tiananmen Square
 - c) Arab Spring
 - d) Occupy Wall Street
3. There are many different forms of activism besides protesting. Each group should also research one of the following types of activism. Students should answer the following questions: What is the definition of the terms? What is one famous example from history of these types of activism? Who participated? Where did it occur? When did it occur? What were they advocating for? What was the result?
 - a) Boycotts
 - b) Sit-ins and Walkouts
 - c) Guerilla Theater
 - d) Picketing and Marches
4. When did the Black Lives Matter movement start, who founded it, and what is the mission? What are two events the Black Lives Matter movement organized and how did they help further their mission?
5. Find three other activist organizations that are working in the area of police brutality. What are they called and what are they doing?

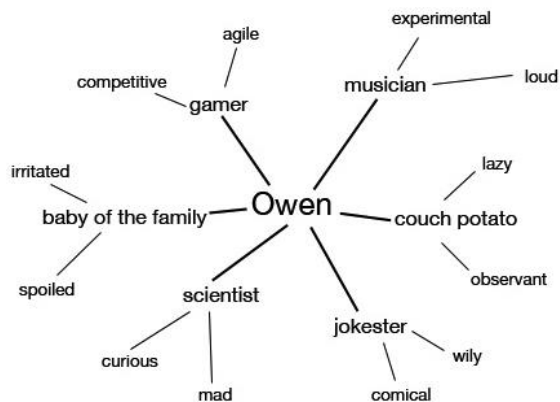
WORDS ALIVE VOLUNTEER FACILITATOR'S GUIDE

WARM UPS

1. Create an Identity Map:

1. Write your name in the center of the paper.
2. Write down 3-4 "roles" you identify with in your life in the area surrounding your name. Examples include: sister, brother, student, reader, artist, gamer, class clown, etc. Draw a line from your name to each role.
3. Now, for each role, write down adjectives that describes them based on that particular role. For example, someone might describe themselves as "protective" based on their role of "big sister." Write down 1-2 adjectives for each role. Draw a line connecting each role and adjective.
4. If time allows, find a partner and share your identity maps with each other. Discuss the similarities and differences between the roles you inhabit and the adjectives you use to describe yourselves.

Example of a completed Identity Map:



(Source: www.visualthesaurus.com/cm/lessons/mapping-your-identity-a-back-to-school-ice-breaker/)

2. Roundtable: Respect

Materials Needed: two pieces of paper, two pencils.

On one sheet of paper write the question "How do you show respect?" and on the other write "When do you feel disrespected?" Pass each paper around the class and have each student write their answer and then pass it along to the next person. After everyone has contributed, discuss the answers.

Teachers can hang these sheets of paper up in their classroom as a reminder to students that everyone feels and show respect in different ways.

FACILITATION
BEST PRACTICES

Create a safe space to share opinions.

Don't fear silences. Give students time to think before they talk.

Validate students' responses with reflective listening.

Ask follow-up questions.

Keep the session engaging & fun.

ROLE PLAY

In pairs, students choose which character they each want to be. Give students time to write a question they want their own character to ask their partner's character. Students ask each other their questions, reimagining scenes and inventing new ones in a role play.

DISCUSSION QUESTIONS

1. Although you focused on how names shape identity while reading the first five chapters of the book, names play a big role throughout the novel.

- Find examples of when the meaning of a name is mentioned and describe how that meaning parallels or contradicts that character's identity.
- When the kids are in the car during the riots, they discuss names. Addressing Chris about DeVante's name, Seven says: *"What makes his name or our names any less normal than yours? Who or what defines 'normal' to you? If my pops were here, he'd say you've fallen into the trap of the white standard."* (Ch. 23, pg. 401) What names do you consider "normal"? How does your racial and cultural background influence your version of "normal"? What type of comments or assumptions, if any, have people made about your name?
- Use your phone or Chromebook to quickly find the meaning of your own name. In what ways does the meaning represent who you are? If it doesn't, why not?

2. Read and analyze: *"I go quiet. If I face the truth, as ugly as it is, she's right. I was ashamed of Garden Heights and everything in it. It seems stupid now though. I can't change where I come from or what I've been through, so why should I be ashamed of what makes me, me? That's like being ashamed of myself. Nah. Fuck that."* (Ch. 26, pg. 441)

- How does where you come from influence who you are?
- Starr demonstrates self-awareness in by admitting she was ashamed of where she is from. How did she come to this realization?
- Can you think of a time in your own life when you weren't initially self-aware? How did you come to that realization and what did you do about it? In what ways is self-awareness a challenge?

3. Consider how the characters in the novel both contribute to and defy stereotypes.

- Which characters contribute to racial and gender stereotypes? In what way?
- Which characters defy racial and gender stereotypes? In what way?
- Why are stereotypes so resistant to change?
- What are some specific ways to reduce prejudice in children? How would this affect the cycle of Thug Life?

4. What is colorblindness? Do you think colorblindness is the new modern racism or what society should strive for? Explain your opinion.

5. Starr mentions that although she likes Harry Potter, she could never see herself in it. She does relate to Will from The Fresh Prince of Bel Air, but even then, she is relating to a male character. The author uses these examples as a platform to discuss minority representation in the media.

- How do you see your race or gender represented in mainstream media? In what ways do you relate to that typical representation? In what ways does that representation fall short?
- Starr, people in Garden Heights, and many others find music icons like Tupac, Biggie Smalls, Ice Cube, and other rappers to be inspirational, uplifting role models. What do you think it means for them that the rest of the world has labelled them thugs, gangsters, and say things like, "Well, they were gonna end up dead anyway"?
- How important is the ability to see yourself represented positively or cast as a hero in mainstream media?

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SMALL GROUP
STATIONS

Split the class into small groups. Each group discusses one topic/theme from the novel with a facilitator. After 15 minutes, the student groups rotate (facilitators remain in the same position leading the discussion on the same theme).

6. How has the book changed your perspective of police brutality and racial tensions in the United States?

7. At the beginning of the novel, Starr thinks: *“When I was twelve, my parents had two talks with me. One was the usual birds and bees...the other talk was about what to do if a cop stopped me.”* (Ch. 2, pg. 20)

- What does it say about our society that minority parents feel that this is a vital conversation to have with their children? Do you think white parents have this talk with their kids?
- Have you ever had to consciously think about how you interact with police or authority figures?

8. Think about what you learned about implicit bias throughout these past few weeks.

- How do you think that affected One-Fifteen’s interaction with Khalil?
- Does the issue of police brutality stem from racist cops or is there a larger systemic issue at hand?
- How do you think we can work toward changing this issue?

9. Consider the media’s coverage of officer-involved shootings and police brutality:

- Do you think the media provides objective coverage of these incidents? Use examples from your research and timeline project to support your answer.
- How does the media affect public opinion of the victim? What about the officer?
- How does the media’s coverage influence the outcome of officer indictments?

10. Consider social media’s role in relation to police brutality:

- How does social media affect the public’s awareness of these events?
- How does social media affect the ability for the average person to have a voice?
- Is it worth voicing our views on social media if it seems the only reactions will be praise from the like-minded or hate from those who disagree? In what ways in social media a productive forum for discussion? In what ways is it ineffective?
- How does the anonymity of the internet affect how we interact on social media?

11. By the end of the novel, Starr has developed an activist mentality, thinking: *“Because there will always be someone ready to fight. Maybe it’s my turn.”* (Ch. 26, pg. 443)

- Did this book inspire you to get more involved in activism? Why or why not? If your answer is yes, what specifically do you want to get more involved in and how do you plan to accomplish that?
- Social media has been the impetus for many recent social movements, including Black Lives Matter, Arab Spring, and Occupy Wall Street. Is activism that occurs primarily online as meaningful and valuable as more traditional approaches, such as protesting? Why or why not? Do you think social media makes activism more accessible or solely creates an environment where people feel like they’re contributing, but only do so minimally (aka slacktivism)? Support your opinion with examples you’ve seen in your day-to-day life.

12. Discuss the idea of duality.

- What are the two sides to Starr’s identity?
- What other themes in the book are dual in nature?
- Focus on your assigned arts component theme and explore the duality of it. Positives and negatives? Alternative perspectives?
- Why is it important for us to consider the duality of people and situations?

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STUDENT FACILITATORS

Let students take the lead!

Give students time to write down questions they wonder about the book. Then, give each student an allotted amount of time to ask their question(s) and facilitate the feedback from their peers.

WRITING PROMPTS

1. Free Writing

“Free writing” is a technique in which a person writes continuously for a set period time without regard to spelling, grammar, or other self-editing techniques. Encourage students to try their best to not stop writing for the entire time, even if this results in them doing abnormal things like writing the same word over and over again until they get a new thought, or going off-topic.

With these guidelines in mind, guide students in a three-minute free writing exercise on the topic: “How did this book make you feel?”

2. Reverse Poem: Duality

Discuss:

- Brainstorm multiple positive and negative statements about one theme from the book (identity, grief, guilt, racism, bravery, anger, risk, activism). These can be generic but encourage students to also think to statements that apply to their lives.
- Discuss synonyms for the theme.

Write:

- Use the attached template, Attachment A, to write a reverse poem around one theme from the book. Use the words and phrases from the above discussion to help you. This can be worked on individually or in pairs. Attachment B is an example of a completed poem. Read the poem forwards and backwards to see the duality.

3. Redefine At-Risk

Discuss:

- What does at-risk mean? What comes to mind when you hear this phrase?
- Do you consider yourself to be at-risk or have you ever had this label applied to you? How do you feel about this?
- Why do you think at-risk is inherently associated with negative things?
- What could be positive about being at-risk?

Write:

- Redefine at-risk. Write about why society should consider at-risk a positive label. Use examples from the text or your own life to support your argument.

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WRITING WARM UP

Before students begin the prompt, get their minds moving!

Play a word game like Scattergories, brainstorm together, and show examples of before sending them off to do the assignment.

ATTACHMENT A

Reverse Poem Template

I am _____ (one word – positive)

And refuse to believe that

_____ (one word – positive)

I realize this may be a shock, but

“ _____ ” (phrase – positive)

Is a lie

“ _____ ” (state a lie)

So in thirty years, I will tell _____ (person/people) that

“ _____ ” (phrase – negative)

_____ (person/people) will know that

I have my priorities straight because

_____ (one word – negative)

Is more important than

_____ (one word – positive)

But this will not be true in my era.

_____ (phrase – negative)

Experts tell me

_____ (phrase – negative)

I do not concede that

_____ (phrase – positive)

In the future,

_____ (phrase – negative)

No longer can it be said that

_____ (phrase – positive)

It will be evident that

_____ (phrase – negative)

It is foolish to presume that

_____ (phrase – positive)

And all of this will come true unless we choose to reverse it.

ATTACHMENT B

Reverse Poem Example (On the theme risk)

I am scared
And I refuse to believe that
Everything will be okay
I realize this may be a shock, but
“Progress is possible”
Is a lie
“Change is always negative”
So in thirty years, I will tell my friends
“Every risk I took resulted in failure”
People will know that
I have my priorities straight because
Complacency
Is more important than
Growth
But this will not be true in my era
Poverty is rampant.
Experts tell me
Global warming will destroy the earth
I do not concede that
Progress is possible
In the future,
Everyone is unhappy.
No longer can it be said that
People take risks to better themselves.
It will be evident that
Risk is a four-letter word
It is foolish to presume that
Risk can be positive
And all of this will come true unless we choose to reverse it.