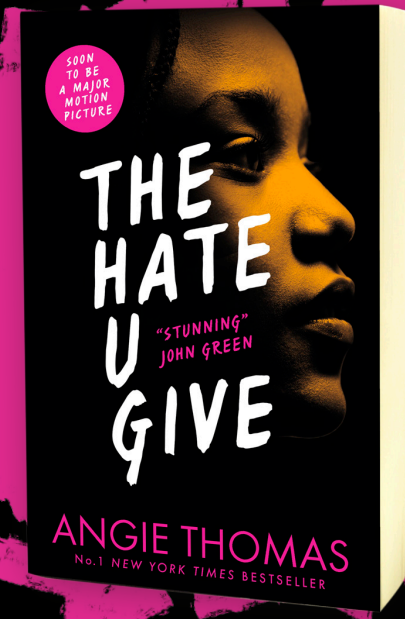


TEACHER NOTES

Teacher Notes by Vanessa Ryan-Rendall

WALKER BOOKS



THE HATE U GIVE
CREATOR: ANGIE THOMAS
ISBN: 9781406372151 PAPERBACK
MARCH 2017

ABOUT THE BOOK

Now a major motion picture, starring Amandla Stenberg.

No. 1 *New York Times* bestseller.

Winner of the Waterstones Children's Book Prize, Goodreads Choice Awards Best of the Best, National Book Award Longlist, British Book Awards Children's Book of the Year, and Teen Vogue Best YA Book of the Year.

Sixteen-year-old Starr lives in two worlds: the poor neighborhood where she was born and raised and her posh high school in the suburbs. The uneasy balance between them is shattered when Starr is the only witness to the fatal shooting of her unarmed best friend, Khalil, by a police officer. Now what Starr says could destroy her community. It could also get her killed.

Inspired by the Black Lives Matter movement, this is a powerful and gripping YA novel about one girl's struggle for justice.

ABOUT THE AUTHOR

Angie Thomas was born, raised, and still lives in Jackson, Mississippi. A former teen rapper, she recently won a Walter Dean Myers Grant, awarded by the We Need Diverse Books campaign. *The Hate U Give* is her first novel.

You can find her on Twitter
@acthomaswrites or visit her website, acthomaswrites.com.

ABOUT THE TEACHER NOTES AUTHOR

Vanessa Ryan-Rendall is an experienced primary school teacher, gifted education consultant and librarian. She has a keen interest in engaging students in literature while learning more about the natural world, and loves helping children build skills in investigating, problem-solving and creative thinking.

CURRICULUM LINKS

English (Language; Literature and Literacy) • Humanities and Social Sciences (Movements for Change in the 20th century) • General Capabilities

THEMES

Crime • Family Life • Coming of Age • Diversity & Multicultural
• Blended Families • Law & Crime • Prejudice & Racism • Violence

TEACHER NOTES

To Begin

Reviews

Read through the various reviews given to this book. What are the key themes recognised in these reviews? What are the key reasons the reviewers give us to entice us to read the book?

Building the Field

Explore any information about the Black Lives Matters movement so that you have some understanding about the issues raised in the story.

As You Read

Character Review

As characters are met throughout the book, create a character profile which includes: key traits, important life events, preferred way of talking, relationships, impact on others, how you would have a relationship with them?

Language Used in Speech

How differently does Starr speak when she is at home and with people in her community to when she is at school?

List some of the language she uses, what it means and how it gives Starr her characteristics.

Chapter Notes

- How did I feel during this chapter?
- How did Starr feel? What did she do? List and describe any other key people who appear in each chapter and their role with Starr.
- What real life events occurred? Find some evidence to show this using research from other sources.
- New language used.
- How has the author made you feel? Think of the language used to create tension, happiness, wonder, anxiety.

Key Themes

Relationships

As you read the novel, create links between different characters to show how their relationship grows and changes throughout the novel. Consider what links the characters together or what pulls them apart. Are there any similar events that push or pull characters together?

Note any language used that is common to this relationship, the history and prediction for the future.

Vocabulary

As you read along, write down any words that are unfamiliar to you and use a dictionary, online tools and other students to find out what it means. Is there a difference in meaning from these different sources?

Categorise these words into groups according to how they are used, when they are used, who uses this language, synonyms, word meaning, antonym etc.

Religion

Why does Black Jesus play a role in this story? Who is Black Jesus and who believes in him? Note down when he is mentioned, how he is spoken to or prayed to and the various contexts.

How does the church where the funeral for Khalil was held bring the community together? How is this church similar or different to those you know of, and what role does singing play in their belief system?

Black Lives Matter movement

Explore more about the Black Lives matter movement and make connections with events in real life to that of this story. Which events in the story link closely to real life events? Consider how this book may have helped the BLM movement?
(<https://blacklivesmatter.com/about/>)

History Matters

Research the Black Panthers, The slave rebellion of 1831 and any other significant event in Black American history. Explain how they have impacted Black people and minorities of today, and why they are still referred to.

Useful listening: <https://www.kqed.org/mindshift/64470/5-ways-the-black-panthers-shaped-u-s-schools>

Racism

In chapter 14 Maya admits to Starr that Hailey has been racist towards her over time too. Starr had forgotten the event and was ashamed that she had laughed it off at the time.

How do we in society allow racism to occur? Why do we allow it to occur? Why does it exist? Find examples of racism in current society, how it has been allowed to continue and times when people have spoken up.

Youth Voice

Why has this book been written from the perspective of a teenager? How could this viewpoint be more of a vehicle for change than an adults viewpoint? Do any of these issues raised in this book resonate with you?

Consider issues that students your age are passionate about. What could they write about, and in what way so that this issue is embraced and understood by more people?

Representation of Values

How does the author represent the various characters values throughout the text? Consider symbols, imagery, metaphors and actions to show the various values some of the characters have. Create a values web to show interlacing values held by different characters, and those that conflict.

Music

List the different musicians that are mentioned throughout the story. How do their lyrics play a role in this novel for Starr and the people around her. Who is Tupac? Research who he was and how he made an impact on the music scene and for Black people of America.

Art

How can art depict feelings about the Black Lives Matter movement?

Explore some of these artworks, and find your own to understand how art can bring about meaning. <https://www.wallsofjustice.com/black-lives-matter-gallery>

Chapter Study

Chapter 1

The novel begins at a party. Why would a novel that holds many big issues begin at a party? How does the author use descriptive language that makes you feel like you are at the party?

Starr goes to a 'White people school' - Williamson prep. Why does she go to this school?

Who is Black Jesus? Brown skinned Moses? Garden disciples? How are they referred to in the story, and how does this tell us more about Starr?

Pop! Why do you think the author didn't focus heavily on what happened at the party, but instead continued on with Khalil and Starr's conversation?

THUG - How does the title of the book and the acronym Khalil outlines help you to understand what this book could be about?

Chapter 2

Write a reflection on this chapter:

- Consider how you felt as you read this - draw on your feelings, prior knowledge of American violence and behaviour of most young people.

Chapter 3

How does Natasha's death link in with Khalil's death?

Sketch what her father and brothers might look like from Starr's description.

Who is Malcolm X, and why would grandma not want a photo of him next to Black Jesus?

Why does Starr say people treat you differently when someone has died? Do you think the way Sekani behaves after Khalil dies is better for Starr? Or when her father says "A'ight. Whenever you wanna."?

Why is there little coverage of Khalil's death on the news? Investigate crime in America today and reportage of black deaths. Does the current media coverage reflect what is happening in the story?

Why do tattooed tears under the eye represent death?

What else have you learnt about Kenya and Starr's relationship through their interaction at the shop?

Chapter 4

Why are there different viewpoints about the urgency for Starr to talk to the police?

What do you think Starr's dream represents?

How does the visit to Ms Rosalie give us more insight into who Starr is and who Khalil was?

What is a 'Nileator'? This is a type of word called a Portmanteau. Write down some other portmanteau words that help us to describe new concepts or ideas.

How did Ms Rosalie impact Starr and her family's life?

Chapter 5

Who is Black Jesus?

List some of the stereotypes seen in this chapter. How does Starr move against the stereotypes she perceives people as seeing her in?

Who is the 'Fresh Prince of Bel Air'? Find out who this is and why this TV show has a big impact on Starr.

Why does Starr think Hailey is not texting her? How can conflicting viewpoints, when not openly discussed, impact friendships? Would they be better off discussing the video Starr posted?

Starr now sees Chris as someone who could harm her because of his skin colour. Why do you think Starr feels this strongly? Is this fair that she feels this way?

What does the insight by Starr mean in relation to how she was, is and could be feeling when she says this - 'Ms Brenda is Khalil's momma. Regardless'.

Chapter 6

As you read this chapter, draw up a timeline to outline the various feelings that the different attendees are feeling throughout the questioning. Compare how these feelings change and differ throughout the conversation.

Chapter 7

Starr's feelings about Chris are mentioned again, 'Am I betraying who I am by dating him?'. Why is this a constant struggle for her? Link in events and character interactions to explain your thoughts.

How does the basketball session turn into tears for Starr? How might this impact her feelings about the school she is at?

How is Starr's relationship with her uncle helping her work through her emotions? Give some examples of their conversation, their past and how he finishes the chapter.

Chapter 8

'Funerals aren't for dead people. They're for the living'. What does Starr mean by this?

How do Starr's emotions change throughout the funeral?

Starr is asking questions about the Pastor's reference to feeling joy in regards to Khalil's death. Why does this not make any sense to Starr yet it seems to make sense to those singing and clapping as the choir sings?

How does Ms O'Frah's speech and King's visit change the funeral service and Starr's thoughts?

Do you think Starr's privacy will be protected? Why does Starr feel that she will 'ever be ready for the shit that's about to happen'? Write a prediction down, justifying your ideas and look at this later on.

Chapter 9

What is a den, and why is this a safe place to go?

Why does Starr think the riots are her fault?

Why do you think Starr dreams about Natasha on the night of the riots?

Seven and Starr play a game of basketball the day after the riots, how does this game help her feel as if life is normal?

Consider the scene when Starr and Seven are picked up by their father and then in trouble by their mother. Have you ever been in trouble like this? Do you think the way her parents are reacting is justified?

'Sometimes you can do everything right and things will still go wrong. The left is to never stop doing right.' How might this help Starr get through everything? How could it help you get through hard times?

How does the visit to Uncle Carlos' house help Starr to feel happier? Give some examples of how she can somewhat forget about what has happened over the last week.

Chapter 10

Research times in recent history when there have been riots. List the reason these riots have occurred and the impact they had on local people.

Consider how interactions with police can be positive and negative. Consider who might feel differently about these experiences and why.

Who are the Black Panthers? Research the events that led up to the government targeting them.

How can a gang like the Black Panthers be seen to educate and empower people?

Summarise Starr's father's explanation of what 'The Hate you Give Life' is.

Why does Starr's father feel the need to help DeVante?

Why do Starr's parents have conflicting views on moving to a safer place? Consider if you need to live in a community to make a positive difference.

Chapter 11

Why does Starr feel the need to 'Code-switch' when she is at school? (Watch this for more insight: <https://www.youtube.com/watch?v=Bo3hRq2RnNI>) How will her behaviour in the lead up to the protest impact how she feels about being at Williamson?

Do you think people need to give a reason to protest if ultimately it is for a good cause? Consider the reasons the students protest at Williamson and why some of them thought it was a good idea.

How do curfew's help and harm communities?

What if the cameras had been rolling when the police arrived and harassed Maverick?

What evidence is there that Kenya is right in what she says about Starr being a coward? Draw on real life examples when people have or haven't spoken up about an important issue.

Chapter 12

How would a tank rolling down the street make you feel?

How is the anonymous tumblr account helping Starr and the cause?

In this chapter we see moments of teen life, sibling life and home life whilst Starr is dealing with Khalil's death. How do these moments add to your understanding of who Starr is and the situations she has been in?

Explore any organisations in your country that are like Just Us for Justice. How do they support people in a similar way to the organisation in the story?

What does pro-bono mean, and why does this make Starr's mum teary eyed?

Chapter 13

What can we assume happened to Mr Lewis if we only read the first sentence of chapter 13? Which words and past events help us to know what has happened? Why did the author chose not to detail this event out?

Throughout the novel there are moments of dark humour such as "Like you going to heaven", "Daddy mumbles." Why do you think the author included these moments?

Chapter 14

'We must believe in a different Jesus'. What does Starr mean by this and how does it reflect on actions and religious beliefs?

Consider 'Same shit, different century', and find some case studies over time to show similarities between events that have oppressed or harmed Black people in America.

What might the 'minority alliance' look like for Starr and Maya?

Chapter 15

How does Starr's conversation with her mum help her to work out how she feels towards Hailey?

How do people's simple prejudices against each other impact the wider community?

What do you predict will happen in Part 2 from what you have researched about real life events, character traits and plot structure.

Chapter 16

Why did the author feel that it was necessary to have Part 2 of her novel? Reflect on this technique and how it was created

How has DeVante's life changed, and how can this impact the wider community?

What does the word 'Bravery' mean in Starr's context? Consider what she says about bravery and what bravery means to you in your own and other contexts?

How do the analogies of fighting make you feel about the questions being answered by Starr during the interview?

Chapter 17

How does the author's writing technique appeal to you through her use of highly emotional scenes to those of going to the prom? Why is the contrast in Starr's life important to this story?

Examine a prom scene from another book or from what you understand of prom night. How do they compare? How does this scene build more of your understanding about Starr and Chris?

Chapter 18

What does 'Being real' mean to Maverick? What does it mean to you? Do you have similar or different viewpoints on this?

How does the family prayer spoken by Starr's father speak to the reader about the family's beliefs and need to pray?

What is the Black Panther's ten point program? Why would a father want his children to know these lines off by heart?

In this chapter Carlos brings up the time when Maverick was not around. In previous chapters, Maverick was also made aware of the fact he is not as present. Why do you think this reoccurs between the adults in the story, and why does this need to be known by the reader?

Chapter 19

What sort of house has Starr woken up to in comparison to the one she would have fallen asleep to? Give examples of how the author portrays the emotion in the air.

Look back at your response to the question about bravery in chapter 16. Can you add to this definition?

Why do you think the author chose not to detail Starr's experience in the courtroom? Do you think it would have added more value to the story?

Predict the outcome of this hearing, considering why Part 3 is 8 weeks later.

Chapter 20

What does '*So we're living*' mean?

What leads Starr to hit Hailey? Was this something that could have been stopped? How do you think this could have happened?

What is a '*Territory war*'?

Are you surprised by Starr's parents reaction to the fight? Why do you feel this way?

Chapter 21

What might have happened in these ten weeks that the author chose to leave out? Consider how this technique helps the story.

How does the opening scene shape the chapter?

How can '*code-switching*' be exhausting for Starr? Why does she feel she has to do this?

What do we know about the relationship Seven has with his mother Iesha? Find evidence throughout the novel to understand why Seven reacted how he did at this point in the story.

What does the final sentence '*Good days don't last forever though*' pre-empt?

Chapter 22

Why would Starr think the jury are not going to rule in Khalil's favour? Link this to real events that have happened in the past to justify your thinking.

How does Starr's description of Garden Heights help you to understand what the neighbourhood must look like to Chris? What might he be thinking about the neighbourhood Starr spent a lot of her life in?

Why would Iesha want to protect her children yet put herself in danger? How and why are Iesha's actions a paradox?

Chapter 23

How does the opening line set the reader up for what comes next?

How do the use of swear words highlight the enormity of this decision? Could other language be used and be just as powerful? Try to come up with an alternative yet powerful script that could replace the swear words.

Singers like Tupac and Ice Cube are mentioned throughout the book. How does their music reflect on how the main characters are treated, and how they feel about life in America?

Chapter 24

'*Khalil lived*' is shouted throughout the night riots. What does this mean to Starr after she speaks on the roof of the car?

If you were to watch this film footage on the screen, how would it make you feel considering the outcome from the jury? How would it make Hailey feel? Other characters in the story? Why would this footage bring about different feelings for the different characters in this story?

Chapter 25

The intensity of the first part of this chapter is strong. How do authors write to make readers feel they need to read a scene faster than others? What has Angie Thomas used in this chapter to make you want to pick up your pace?

Why does Starr's father still not trust Chris?

Why does DeVante agree to snitch on King?

Chapter 26

Why has Starr chosen to not be friends with Hailey anymore, and why do you think Hailey sent the text she did?

How does Mr Lewis' and Fo'ty Ounce impact the family after they have seen the state the store is in? Why do they need to rebuild? Do you think this is fair to make them feel that they have to do this?

Throughout the book we know how badly King treated Iesha. Why did she choose to stay with him despite knowing he would harm her? How common is this scenario in the country you live in? Why is this the case?

Starr mentions fairytales. Why do we expect many life experiences to be fairytales?

Who are the people Starr mentions on the final pages?

How can Starr make her final promise? What is driving her to be the change? Research the Black Lives Matter movement and other movements where people are continuing to '*never give up...never be quiet*'.

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