

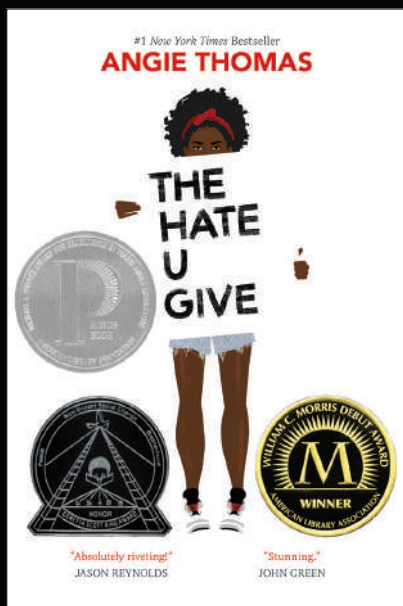


**READERS'  
GROUP  
GUIDE**

**THE HATE U GIVE**

by **ANGIE THOMAS**





## About the Book

Sixteen-year-old Starr Carter moves between two worlds: her predominantly white, suburban private school and her poorer, mostly black neighborhood. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood friend Khalil at the hands of a police officer. Everyone wants to know what really went down that night, and the only person who can speak up is Starr. But what she says—or does not say—could destroy her community and even endanger her life.

**William C. Morris Debut Award Winner**

**Odyssey Audiobook Award Winner**

**Michael L. Printz Honor**

**Coretta Scott King Author Honor**



**Soon to be a major  
motion picture!**

## Eight Starred Reviews

★ **"A marvel."**

—*ALA Booklist* (starred review)

★ **"Authentic."**

—*Publishers Weekly* (starred review)

★ **"Powerful."**

—*The Horn Book* (starred review)

★ **"Vivid."**

—*Shelf Awareness* (starred review)

★ **"Superb."**

—*BCCB* (starred review)

★ **"Necessary."**

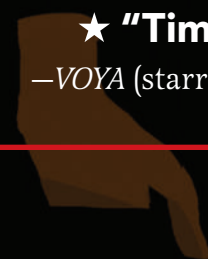
—*Kirkus Reviews* (starred review)

★ **"Achingly real."**

—*School Library Journal* (starred review)

★ **"Timely."**

—*VOYA* (starred review)



## About the Author

Angie Thomas made her debut with the #1 *New York Times* bestselling, award-winning novel *The Hate U Give*. A former teen rapper who holds a BFA in creative writing, Angie was born, raised, and still resides in Jackson, Mississippi. You can find her at [www.angiethomas.com](http://www.angiethomas.com).

# Reading, Discussing, & Sharing *The Hate U Give* with Young Readers

Whether you're considering using *The Hate U Give* in a large setting as a whole class, school, or community read, or using it in small group literature circles, or recommending it to individual readers, this novel can be used as a springboard for timely conversations about the following themes:

**Racism**

**Community**

**The Black Lives Matter Movement**

**Activism**

**Family**

**Justice**

**Law Enforcement**

**The Complexities of Gang Culture**

**Friendship**

**Identity**

## Discussion Prompts

1. As Starr and Khalil listen to Tupac, Khalil explains what Tupac said “Thug Life” meant. Discuss the meaning of the term “Thug Life” as an acronym and why the author might have chosen part of this as the title of the book. In what ways do you see this in society today? (Chapter 1, p. 17)
2. Chapter 2 begins with Starr flashing back to two talks her parents had with her when she was young. One was about sex (“the usual birds and bees”). The second was about what precautions to take when encountering a police officer (Chapter 2, p. 20). Have you had a similar conversation about what to do when stopped by the police? Reflect upon or imagine this conversation.
3. Thomas frequently uses motifs of silence and voice throughout the book. Find instances in the book where silence or voice and speech are noted, and talk about the author’s possible intentions for emphasizing these motifs.
4. At the police station after Starr details the events leading up to the shooting, the detective shifts her focus to Khalil’s past. Why do you think the detective did this? Discuss Starr’s reaction to this “bait” (Chapter 6, pp. 102–103). Discuss the way that Khalil is portrayed by the media. How does Starr work to counteract this media portrayal?
5. How do you think Starr would define family? What about Seven, DeVante, Kenya, and Khalil? Do you have to be related by blood to consider a person family? How do you define family?
6. Once news of Khalil’s shooting spreads across the neighborhood, unrest arises: “Sirens wail outside. The news shows three patrol cars that have been set ablaze at the police precinct . . . A gas station near the freeway gets looted . . . My neighborhood is a war zone” (Chapter 9, pp. 138–139). Respond to this development and describe some parallels to current events.
7. Chris and Starr have a breakthrough in their relationship—Starr admits to him that she was in the car with Khalil and shares the memories of Natasha’s murder (Chapter 17, pp. 298–301). Discuss why Starr’s admission and releasing of this burden to Chris is significant. Explore the practice of “code switching” and discuss how you might code switch in different circumstances in your own life.
8. How and why does the neighborhood react to the grand jury’s decision (Chapter 23)? How does Starr use her voice as a weapon, and why does she feel that it is vital that she does? Refer back to “Thug Life” and discuss how the acronym resonates in this chapter.
9. Maverick’s rose garden is a recurring symbol throughout the course of the novel. Discuss the symbolism of the rose garden and how it contributes to the overall theme.
10. Starr pledges to “never be quiet” (Chapter 26, p. 444). After reading this book, how can you use your voice to promote and advance social justice? Reflect on how you and your community discuss and address inequality.

# Extension Activities

## Before Reading

**Video.** Watch a video in which author Angie Thomas discusses how Tupac, artistic activism, and Black Lives Matter inspired her to write *The Hate U Give*. <https://www.youtube.com/watch?v=H6ufAb82GJ0>

**KWL Chart.** Have students complete a KWL chart for the Black Lives Matter movement. In the first column of the chart, have students record what they already Know about the movement. Next, have them write down what they want to learn Want to learn during the novel study. Revisit the chart at the end of the unit to reflect upon what they Learned about Black Lives Matter.

**Artists as Activists—Tupac Shakur.** Have students perform a close reading annotation of Tupac’s poem, “The Rose That Grew from Concrete.” Discuss as a class the meaning of the poem and the ways that his message is relevant today.

**Identity.** As a journal/free writing activity, have students respond to the following prompts: How would you describe the environment at your school? Is it inclusive? Clique-y? What do friend groups have in common (sports teams, common interests, ethnicity, etc.)? What would make it hard for someone to find their place?

## During Reading

**Double Entry Journal.** Create a double entry journal to reflect on especially poignant passages from the text. Encourage students to make text-to-self, text-to-text, and text-to-world connections.

**Identity Playlist.** Create a playlist for Starr that shows both sides of her, the Garden Heights Starr and the Williamson Starr. Have students explain their song choices by referring to specific events in the novel.

**Conflict.** Create a chart to keep track of the emerging internal and external conflicts that the following characters face throughout the course of the novel: Starr, Maverick “Big Mav”, Lisa, Seven, Uncle Carlos, DeVante, Kenya.

**Media.** Divide students into small groups and assign each of them a different media format (newspaper article, social media, filmed news segment, podcast, photo journal, etc.) Have each group produce a news segment that uncovers the story behind Khalil’s murder.

## After Reading

**Bravery.** Many characters throughout the novel exhibit bravery. Discuss the individual actions of various characters who chose to be courageous. Do you think bravery is an inherent trait, or is it something that develops because of being faced with adversity? Compose a response to this question and cite evidence from the text to support your response.

**Family Tree.** Create a visual family tree for the Carter family. For each family member represented, include the following information: a quote from the text that represents the character, details from the text about their physical description, and an adjective to describe them.

**Difficult Conversations.** Starr has some challenging conversations about race with Chris, Maya, and Hailey. Some of these conversations are productive and lead to a deeper respect and understanding, while others are unsuccessful and leave both parties feeling hurt. As a class, discuss the best strategies you can use to engage in challenging conversations in your own life.

**Activists.** Tupac, the Black Panthers, and Dr. Martin Luther King are a few real-life activists mentioned throughout the course of the novel. As a culminating research project, choose an activist who you find to be inspirational and create a short digital presentation to share with the class.



# Angie Thomas's Inspiration for the Book

I remember the first time I saw Emmett Louis Till.

I came across his photo in a *Jet* magazine that marked the anniversary of his death. At the time, I was convinced he wasn't real, or at least that he wasn't a person. Mutilated beyond recognition, he looked more like a prop from a movie to me; a monster from some over-the-top horror flick.

But he was a person, a boy, and his story was a cautionary tale, even three decades after he died. "Know your worth," my mom would say, "but also know that not everyone values you as much as I do."

Still, Emmett wasn't real to me.

In a way, he was a tale of yesteryear. There was no way I'd ever have to worry about anything like that happening to me or to someone I knew. Things had changed, even in Mississippi.

I grew up in a neighborhood that's notorious for all the wrong reasons. While everything they showed on the news was true, there was so much more that you wouldn't see unless you lived there. My neighbors were family. The neighborhood drug dealer was a superhero who gave kids money for snacks and beat up pedophiles who tried to snatch little girls off the street. The cops could be superheroes too, but I was taught at a young age to be "mindful" around them. We'd all heard stories, and they were realer than Emmett.

I remember the first time I saw the video of Oscar Grant. I was in college, which was in a nicer part of town than where I lived, but only ten minutes away from it, and it was very, very white. I did everything I could so no one would label me as the "black girl from the hood." I could leave home blasting Tupac loudly, but by the time I arrived to pick up a friend, I was listening to the Jonas Brothers. I kept quiet whenever race came up, despite the glances I'd get because as the "token black girl," I was expected to speak.

But Oscar did something to me. Suddenly, Emmett wasn't history. Emmett was still reality.

The video was undeniable evidence that had never been provided for the stories I'd heard. Yet my classmates, who had never heard such tales, had their own opinions about it:

"He should've just done what they said." "I heard he was an ex-con and a drug dealer." "They were just doing their job." And I hate to admit it, but I still remained silent.

I was hurt, no doubt. And angry. Frustrated. Straight-up pissed. I knew plenty of Oscars. I grew up with them and I was friends with them. This was like being told that they deserved to die.

As the unrest took place in Oakland, I wondered how my community would react if that happened to one of our Oscars . . . or if I became an Oscar.

From all of those questions and emotions, *The Hate U Give* was born.

**I expressed  
those feelings  
the best way I  
knew how . . .**

I've always told stories. When I can't find a way to say the words out loud, I create characters who do it for me. *The Hate U Give* started as a short story, and I thought I was done telling Starr and Khalil's story because I foolishly hoped Oscar wouldn't happen again.

But then there was Trayvon. Michael. Eric. Tamir.

And there was more anger, frustration, and hurt for me, my peers, and the kids in my neighborhood who saw themselves in those gentlemen. So I expressed those feelings the best way I knew how, through story, in hopes that I would give a voice to every kid who feels the same way I do and is not sure how to express it.

But my ultimate hope is that everyone who reads this book, no matter their experiences, walks away from it understanding those feelings and sharing them in some way.

And maybe then, Emmett Louis Till can truly become history.

**I grew up in a  
neighborhood that's  
notorious for all the  
wrong reasons.**



# ***The Hate U Give* in Schools Nationwide**

**Educators and librarians reflect on why they choose to share  
*The Hate U Give* with young readers:**

**"Because everyone deserves a door, a window, and a mirror. Because I hope my students will give and receive less hate!"**

—Abbie Morgan, Thomas College

**"To help students know their experiences matter and that they can voice them with confidence and conviction."**

—Megan McCurlee, Parkway North High School

**"*The Hate U Give* is the first book some of my high school students have EVER actually read. I teach *The Hate U Give* because it flies off my shelf, because it addresses issues that must be talked about, and because my students LOVE it."**

—Kelly Diamond, Rogers High School

**"One of my students who 'doesn't read' enjoyed this book because he said it was real to him. Now he is on a quest to read books with characters of color. It changed his life."**

—Linh Tran, Nation Ford High School

## **Also by Angie Thomas**



## **About the Book**

Sixteen-year-old Bri wants to be one of the greatest rappers of all time. Or at least get some streams on her mixtape. As the daughter of an underground rap legend who died right before he hit big, Bri's got massive shoes to fill. But when her mom unexpectedly loses her job, bills start piling up and homelessness looms. Now Bri no longer just wants to make it—she has to make it.

*On the Come Up* is Angie Thomas's homage to hip-hop, the art that sparked her passion for storytelling and continues to inspire her to this day. It is the story of fighting for your dreams, even as the odds are stacked against you; of the struggle to become who you are, and not who everyone expects you to be; and of the desperate realities of poor and working-class black families.

Brilliant, insightful, and full of heart, this novel is another modern classic from one of the most influential literary voices of a generation.