

“Absolutely riveting!”
JASON REYNOLDS

“Stunning.”
JOHN GREEN



ANGIE THOMAS

Synopsis: “The Hate U Give” tells the story of Starr Carter, a 16-year-old African American teen who lives in an underserved urban community and attends a wealthy suburban prep school. When she witnesses a police shooting that kills her unarmed friend, Starr must decide how much to speak out and to whom. This book addresses many important and complex topics, including friendship, community, identity, institutional racism, and police brutality. Some of the subject matter is sensitive, and the language includes slang, profanity, and references to violence, drugs, and sex.

The Hate U Give Novel Study Ongoing Activities:

- 1. Double Entry Journal/Reader Response Notebook:** Students will 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 and to notate those connections in their journal or reader response notebook.
- 2. Conflict Chart:** 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. Students should also make notes on how characters in the story resolve those specific conflicts.
- 3.** There will be daily **discussion prompts** and/or **question stems** embedded in the reading to allow opportunities to apply what they have learned through reading for the day. **Note:** Depending on the time or what individual teachers may have taking place in their homerooms, some of the readings may overlap on subsequent days. **(Adjustments may be needed).**
- 4. Chapter quizzes** will take place on selected Fridays to assess knowledge of concepts learned.

Date	Homeroom Assignment
August 30 th	Introduction to Novel Study: The Hate U Give -Video. Watch a video in which author Angie Thomas discusses how Tupac, artistic activism, and what inspired her to write The Hate U Give. Discuss the reasoning that Angie Thomas gives for writing the novel. *Discussion Prompt: What is your impression of the author? What is the author’s reasoning for writing the novel? Students will also complete the Knowledge and Interest Survey. (Resource will be provided).
August 31 st	Students will begin reading Chapter 1- (pgs. 3-10). *Discussion Prompt: What is your overall impression of Khalil and Starr so far? Is there anything specific about each of their character that stands out? Writing Stem: My overall impression of Starr/Khalil is.....I feel this way because
September 1 st	Students will continue reading Chapter 1- (pgs. 11-19). *Discussion Prompt: 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). Explain your reasoning and provide justification for their response.
September 2 nd	Students will read Chapter 2- (pgs. 20-24). Chapter 2 begins with Starr flashing back to a conversation that she has with her parents when she was young. The talk was about what precautions to take when encountering a police officer. Making Text-to-Self Connections: Have you had a similar conversation about what to do when stopped by the police with your parents? Reflect upon or imagine what this conversation would be like.
September 3 rd	Students will begin reading Chapter 3- (pgs. 25-32). In Chapter 3, we learn that Khalil’s body is left in the street like an exhibit. Why is this important to the story? *Discussion Prompt: What message, if any, does this send readers about how police feel about black youth, or anyone that is purportedly accused of wrongdoing and then killed because of it? Do you think that the police would have showed more courtesy to Khalil’s body if he were not killed by an officer? Why or Why not? Explain your answer and provide justification to support your reasoning. (Double-Entry Journal) or (Reader’s Response).
September 6 th	Labor Day
September 7 th	Students will continue reading Chapter 3- (pgs. 33-40). Students will create a Circle Map of either Starr or Khalil. On the circle map, students will identify six major traits that define Star or Khalil. How do the traits of the character help enhance the development of the plot?
September 8 th	Students will continue reading Chapter 3- (pgs. 41-49). Students will utilize their conflict chart to notate any internal or external conflicts faced by any of the characters so far in the novel study. Students may also make connections in their double-entry journal or reader response notebook.

September 9 th	Students will begin reading Chapter 4- (pgs. 50-58) . Chapter 4 discusses the relationship between Uncle Carlos and Big Mav. *Discussion Prompt: Explain the relationship between Uncle Carlos and Big Mav-what does each have against one another? Writing Stem: Uncle Carlos and Big Mav have the following relationship_____. The issue that Big Mav and Uncle Carlos have with one another is _____.
September 10 th	Students will continue reading Chapter 4- (pgs. 59-66) . In Chapter 4, Starr visits Ms. Rosalie, Khalil’s grandmother. Ms. Rosalie tells Starr that she was “the very best friend” Khalil ever had, and Starr protests that she and Khalil “weren’t as close—” (64). Why do you think Starr feels the need to respond this way? What do we learn Khalil was involved in before his death? Writing Stem: We learned Khalil was.....
September 13 th	Students will begin reading Chapter 5- (pgs. 67-74) . In chapter 5, we hear about Williamson Starr. *Discussion Prompt: How is she different from the other Starr. What prompts her to be different? What are some key pieces of evidence that shows that she is different? Writing Stem: Williamson Starr is different from Starr in that she..... I know this because in the text, it states.....
September 14 th	Students will continue reading Chapter 5- (pgs.75-82) . In Chapter 5, Starr goes back to Williamson for the first time after Khalil is killed. *Discussion Prompt: Does she seem to view her school as a place where she can escape her troubles or a place that brings her more grief? Explain your thoughts and provide a reasoning for your response by referencing the text (Text Evidence).
September 15 th	Students will continue reading Chapter 5- (pgs. 83-92) . Students will utilize their conflict chart to notate any internal or external conflicts faced by any of the characters so far in the novel study. Students may also make connections in their double-entry journal or reader response notebook.
September 16 th	Fall Holiday
September 17 th	Teacher Service Day (no students)
September 20 th	Students will begin reading Chapter 6 (pgs. 93-98) . In Chapter 6, Starr arrives at the police station with her parents and begins to reflect upon Khalil’s death. *Discussion Prompt: How is speaking out about Khalil’s death already proving to be difficult for Starr? Writing Stem: Speaking about Khalil’s death is difficult because .._. I know this because in the text, it states...
September 21 st	Students will continue reading Chapter 6 (pgs. 99-103) . At the police station after Starr details the events leading up to the shooting, the detective shifts her focus to Khalil’s past. *Discussion Prompt: 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? Writing Stem: Starr works to counteract this media portrayal of Khalil by _____. I know this because _____.
September 22 nd	Students will begin reading Chapter 7 (pgs. 104-112) . In Chapter 7, we learn about Hailey, who is one of Starr’s oldest friends. *Discussion Prompt: Think about what causes Starr and Hailey’s friendship to unravel. What happens between Starr and Hailey? What is the reader learning about Hailey’s character? Writing Stem: The following happened between Starr and Hailey _____, and this showed me that Hailey is _____. I feel this way because _____.

September 23 rd	The Hate U Give Quiz (Chapters 1-6). (Resource will be provided).
September 24 th	Students will continue reading Chapter 7 (pgs. 113-121) . * Discussion Prompt: Consider the relationship between Starr and Uncle Carlos. How would you as the reader best describe their relationship? Writing Stem: Starr and Uncle Carlos’s relationship can best be described as _____. I feel this way because _____. (Refer to the Text).
September 27 th	Students will read Chapter 8 (pgs. 122-135) . In Chapter 8, we are introduced to April O’fra of <i>Just Us for Justice</i> . * Discussion Prompt: What new information does she share about the investigation? Why is this information pertinent for Khalil receiving justice? Writing Stem: April O’fra shares the following information about the investigation by explaining that _____. This is important because _____.
September 28 th	Students will read Chapter 9 (pgs. 136-163) . In Chapter 9, we learn that the news of Khalil’s death spreads through the neighborhood. 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 what these events reveal about Khalil’s death. Writing Stem: These events reveal that Khalil’s death _____.
September 29 th	Students will read Chapter 10 (pgs. 164-181) . In Chapter 10, Starr and her father discuss Tupac Shakur’s lyrics. Starr shares the explanation Khalil offered her at the beginning of the book, but then proceeds to offer her own interpretations. * Discussion Prompt: What conclusions does she draw over the course of this conversation? Explain your answer using evidence from the text.
September 30 th	Students will read Chapter 11 (pgs. 182-200) . In Chapter 11, we learn that Remy, Hailey’s brother plans to protest Khalil’s death as an excuse to play hooky from school. * Discussion Prompt: Why does Starr storm off after learning of her classmates’ plans? What specifically infuriates Starr? Explain your answer using text evidence.
October 7 th	Students will read Chapter 12 (pgs. 201-219) . In Chapter 12, Starr sees a tank passing on her street, flanked by an officer who reminds the neighborhood that the police will arrest anyone violating curfew. Why does Starr begin to feel like she needs to speak out about the night Khalil was murdered? Writing Stem: Starr begins to feel that she should speak out about Khalil’s death because _____.
October 8 th	Students will read Chapter 13-14 (pgs. 220-257) . In Chapter 13, what important information does Starr learn about Khalil from DeVante? Why is this information important and how does this information impact Khalil’s death? Writing Stem: Starr learns from DeVante that Khalil _____. This information is important because it shows _____.
October 14 th	Students will read Chapter 15-16 (pgs. 258-290) . * Discussion Prompt: What is the most propelling incident that occurred in Chapter 16? Why is this event important to the development of the plot?
October 15 th	Students will read Chapter 17-18 (pgs. 291-323) . In Chapter 17, 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. Making Connections: Explore the practice of “code switching” and discuss how you might code switch in different circumstances in your own life.

<p>October 21st</p>	<p>Students will read Chapter 19-20 (pgs. 324-349). In Chapter 19, it's clear that Maverick and Carlos have turned over a new leaf in their relationship. What's changed? *Discussion Prompt: What common ground have they discovered, and what do they seem to understand about each other's point of view? Writing Stem: Maverick and Carlos seem to understand that _____.</p>
<p>October 22nd</p>	<p>Students will read Chapter 21-22 (pgs. 353-387). In Chapter 21, Starr's two worlds collide at the barbecue at Uncle Carlos's house. How would you describe this experience for Starr? Writing Stem: This experience for Starr could be best described as _____. I feel this way because in the text, it states that _____.</p>
<p>October 28th</p>	<p>Students will read Chapter 23-24 (pgs. 388-419). In Chapter 23, we learn of the neighborhood's reaction to the grand jury's decision. *Discussion Prompt: How and why does the neighborhood react to the grand jury's decision? 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.</p>
<p>October 29th</p>	<p>Students will finish the novel by reading Chapter 25-26 (pgs. 420-444). In Chapter 26, Starr pledges to "never be quiet" (Chapter 26, p. 444). Writing Prompt: 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.</p>