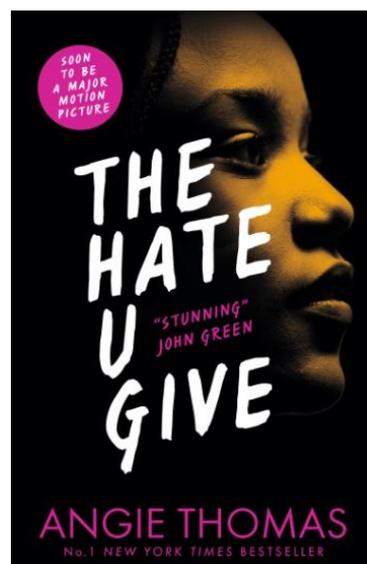


2018 Carnegie Medal shortlist Talking Points

Title: **THE HATE U GIVE**
Author: **Angie Thomas**
Publisher: **Walker Books**



What do you know of the origins of the title, and what are its implications?

STARR'S TWO WORLDS

Starr lives in two very different worlds (family/community on the one hand, and school on the other): how does she navigate between them? Does she manage to integrate the two experiences, or does she keep them apart?

How does Khalil's death makes this split between worlds more acute?

What are the threats to Starr in her community? What are the threats to Starr in her school?

Does Starr's unusual double position – partly in one world, partly in the other – help her when it comes to understanding the reality underlying the problems with the race debate in America?

#BLACKLIVESMATTER

How much did you know about the #blacklivesmatter movement before reading this book? Did seeing the movement from the perspective of someone in the middle of it, someone whose community is at the receiving end of the systemic racist violence, change how you think about it?

Angie Thomas has said "I knew that while the topic was timely, it was also controversial" – why is it controversial?

Starr's parents give her instructions on what to do if stopped by the police – it's the same talk that black parents are giving their kids all over America. Has anyone ever had to give you "the talk"? And if not, why not?

The story in this book is a fiction, but it was sparked off by events in reality – does that knowledge change how you read the novel?



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INDIVIDUAL STORIES

One of the assumptions behind the reception to this book is that we can learn general lessons about the world from a particular individual story. (In this case, it's one told in Starr's strong, funny, perceptive, fearful, truthful voice.) How do the writer and the reader make this connection between the particular and the general, exactly?

Do individual stories / fictions help to give us a way into a *conversation* about the bigger problem?

Does understanding realistically drawn characters complicate our pre-existing sense of some people being obviously good and some people being obviously bad? (Cops? Drug dealers?)

AT SCHOOL

How surprised were you by some of the racism in evidence in Starr's school? (Have you heard people talk like this? If so, did you call it out, or ignore it?)

What makes Chris different from Starr's other schoolfriends?

Do any of the characters we meet from Starr's school surprise you as the book progresses?

REACTING TO KHALIL'S DEATH

The book shows us how the media reacts to Khalil's death – what did you learn from that? Would that make you think differently about some of the reporting you hear in the news from now on?

Who does Starr have in her life that she can discuss her experiences with completely openly?

Starr has to decide how to respond to Khalil's death. What are the risks of speaking out? What are the risks of staying silent?

Why does Starr ultimately respond to her traumatic experience with activism?

THE COPS

Uncle Carlos, who's an important person in Starr's life (who was a kind of father figure), is himself a cop. Why do you think Angie Thomas introduces him in this role?



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What's Carlos's view on how to handle the situation, compared to Starr's dad's?

Why does Starr only ever refer to the cop who shot Khalil as "Officer One-Fifteen"?

When another police officer stops Starr's dad, what do we learn from the way the two men treat one another?

WRITING AS ACTIVISM

Angie Thomas has said: "Writing is a form of activism." – do you agree?

In an awards speech, Thomas said we need books telling young black people "not only that their lives matter, but that their stories matter as well. And by doing that, you empower them to change the world." Can you think of other books that might have this empowering effect on their readers? Do you think we have enough of them?

The book has been described as "brave" and "fearless" – if you agree, what is brave about it?

RECEPTION

What sort of reader would you recommend this book to? Might it make people change their views? If you could make this compulsory reading for some person or group of people, who would it be?

Late last year, the superintendent of a Texas school district agreed to support a ban on this book. What's the argument for making this book – and others like it – available as widely as possible, to as many readers as possible? (Or do you think there's an argument that they *should* ban it?)

Did you yourself find it eye-opening? Did you identify more with one character or another, and in doing so have your own views changed by engaging with this story?

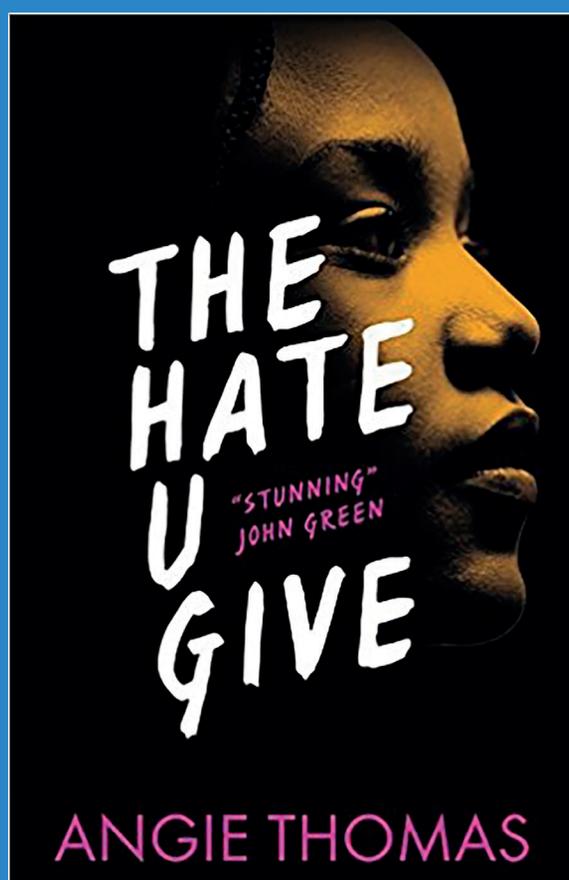
Did *T.H.U.G.* leave you feeling hopeful that a change might be possible?

There's a film currently in production – do you think this is a story well suited to a film, or better suited to book? What might be gained or lost in the transition? (And if you could have anyone at all, whom would *you* cast?)

AND FINALLY...

Does this Carnegie-shortlisted book deserve to win? Why, or why not?

The Carnegie Shortlist 2018



EMC Resources: *The Hate U Give*



The Hate U Give, by Angie Thomas

Before reading

[For your teacher: This book contains some challenging material that is not suitable for some younger students. Teachers should, therefore, make sure to read the book carefully before teaching it or recommending it to students.]

#BlackLivesMatter: what you already know

The two images below are from the #BlackLivesMatter movement, which inspired Angie Thomas to write *The Hate U Give*.

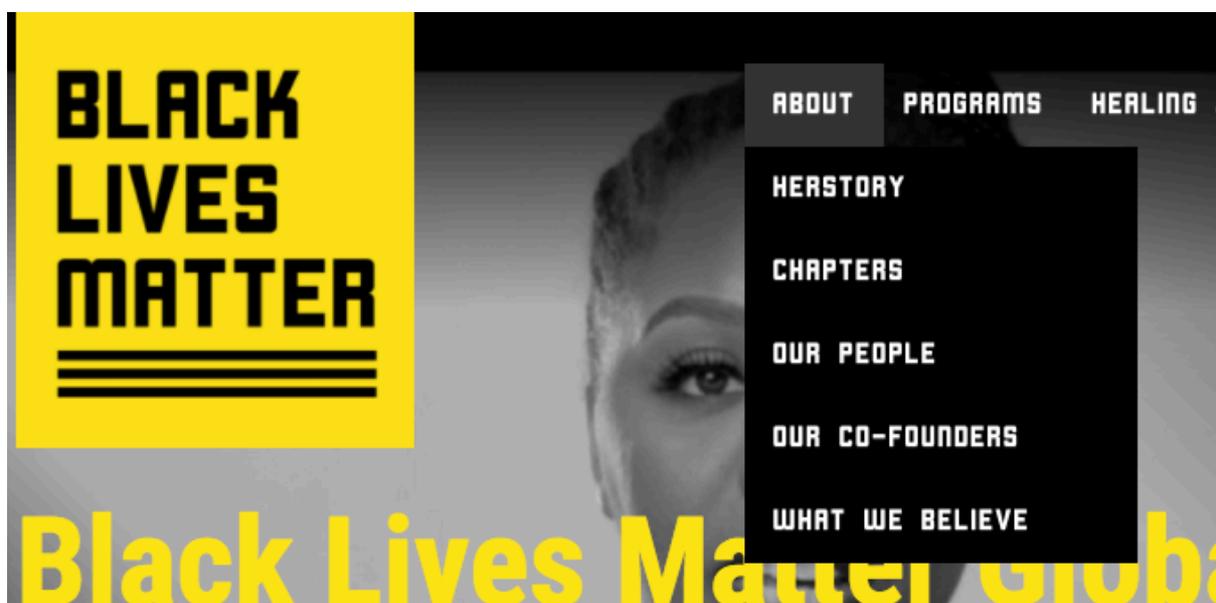
- In small groups, discuss what you know about this movement.
- Also discuss what you know about protest in general. What different forms of protest, for example, are available to people?
- Finally, share your discussions with the rest of your class.



#BlackLivesMatter: finding out more

The #BlackLivesMatter website (www.blacklivesmatter.com) provides extensive detail about the movement. The 'about' dropdown menu shown below has five sections.

- Share the sections out among different groups in your class.
- Each group should research their section, summarising its key points.
- Listen to different groups present what they have found out to the rest of the class.



During reading

We don't want to spoil your experience of reading this exciting novel by asking you to halt all the time to carry out activities. However, it is worth pausing for reflection, generating ideas and taking notes from time to time. Here are some possibilities for what you might do.

- Write a journal as a character other than the narrator, Starr. For example, you could write as her boyfriend, Chris, her father, Maverick, or her mother, Lisa.
- The novel takes place over several weeks. Each time there is a significant shift in time, write down your ideas about Starr's state of mind – what she is thinking, how she has changed, her relationships with various other characters, and so on.
- The novel throws up lots of moral dilemmas for different characters. Each time you come across a moral dilemma, pause and write down your thoughts about it.

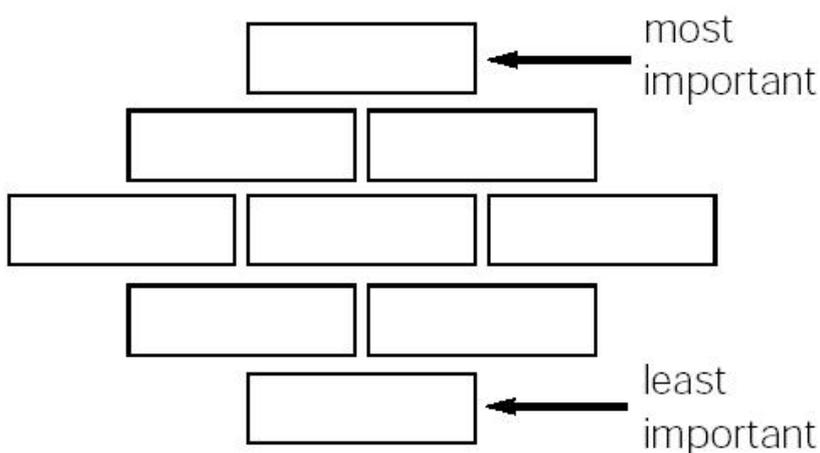
After reading

What is the novel about?

- Below are nine suggestions for what *The Hate U Give* is about.
- Working in a pair, or small group, rearrange them into a 'Diamond 9' formation, as shown below.
- Compare your arrangement with another pair or group and discuss any differences

<i>The Hate U Give</i> is about ...		
Standing up for what you believe in	The oppression of black people in the United States	What protest can achieve
The need to reform police behaviour in the United States	Good triumphing over evil	How circumstances shape lives
How lives are generally more complicated than they first appear	The importance of family	The possibility of change

Diamond 9 pattern



Exploring relationships

Much of the novel centres around Starr. However, there are lots of other characters who feature prominently. Remind yourself of the role played by each of the following characters.

Starr	Myra	Hailey	Seven
Sekani	Chris	Khilil	Goon
Uncle Carlos	Nana	Maverick (Dad)	Lisa (Mum)
Natasha	King	DeVante	Kenya
Mr Lewis	Iesha	Ms Ofrah (April)	Officer Cruise (Brian)

- In a small group, cut out the names of the characters and move them around to show different relationships in the novel. E.g. Officer Cruise and Uncle Carlos could be placed together to show they are both police officers.
- Re-shuffle the names and come up with a different set of relationships. E.g. Uncle Carlos could be separated from Officer Cruise, to go with his family.
- Stick down the names on a large sheet of paper in a way that you think best shows different relationships in the novel. Draw arrows and insert comments to make it clear what the relationships are.
- Compare what different groups you have identified and then write a short piece on your own with the title: *What the novel shows about human relationships*.

Defending the novel

Imagine that your school has decided to ban *The Hate U Give* from its school library for what the headteacher calls its 'inappropriate content for young readers'.

Write a letter to the headteacher challenging their decision, explaining to them why this is a book that should be made available to your school's students.

Cards for Critical Analysis

The *Hate U Give* deals with some very important issues. These cards are designed to help you think about those issues critically. You can use them in different ways. For example:

- Give different cards to different groups and feedback your responses to the different bullet points.
- Select the card you are most interested in and respond to the bullet points.
- Select a card and decide on the two or three most relevant bullet points on it.

Identity

- How are different identities, e.g. gender, race, class etc. represented in the story? To what extent does the author present the different characters' identities as complex and multiple, i.e. consisting of many parts? Are some characters identities more complex than others? How does the author represent this?
- Do you agree with the way different identities in the story are represented?
- Are any parts of your identity represented in the story / by the characters? Are you happy with this representation?
- What factors affect and shape the characters' identities in the story? Does the author present identity as something we are in control of or something that is decided for us?
- How are different voices presented in the story? Are any voices stronger / weaker than others? What makes them strong / weak?
- Is there a voice / identity missing from the story? If you could add this voice into the story, what would it say?
- Do you think everybody would read and respond to the story in the same way? How might people's identities affect how they feel about the story?
- What, if anything, might the story suggest to the reader about the author's own identity?

Justice

- What does this story make you think about the way the world works? Does the story suggest the author thinks the world is a place of justice and fairness or something else?
- What examples or events can we see in the story which connect to justice? Do you agree with how justice is represented in the story?
- What messages connected to justice, does the story contain? Who might benefit if the message in the story is accepted? Who, if anyone, might be disadvantaged?
- What are the greatest threats to justice presented in the story? Do you think the same is true in the wider world? Do you agree with the way the author has tried to represent the world? Would anybody disagree? Why / why not?
- Are all the characters treated fairly in the story? Does the story encourage readers to challenge injustice? If so, how?
- How do the characters' choices and actions work to increase or reduce justice in their communities / the world?
- Would the world be any different if everybody read this story? If so, how? If not, why not?
- Would you like to live in the world described in the story? Does the story reflect the way you understand the world works?

Change and Action

- Does the author think the world needs to change in some way? If so, how?
- Would everybody agree with the author?

- How do the actions and choices of the characters in the story have an impact on their lives and their communities? Do the characters' action help to change the world for the better or worse?

- How might reading this story change the way a person thinks about:
 - Themselves
 - Other people
 - Society / their community
 - The wider world?

- Does the story make you think you need to change in some way? If so, how? If not, why not?

- Do you think the world would be a better place (even in a very small way) if everybody read this story? Why / why not?

- Does the story contain any ideas / suggestions / examples for how to change the world for the better?

- Does the story contain any messages about how we should / should not to act in society?

- How might people who have read the story work to change the world for the better?

Equality and responsibility

- Are there any issues / themes in the story connected to either rights, equality or both?
- In the story, can you see any instances of people:
 - claiming their rights;
 - protecting / promoting the rights of others;
 - Having rights denied or restricted;
 - Denying the rights of others?
 - How is this shown? Is it ever necessary to limit or restrict someone's rights? Why / why not?
- Where can inequality be seen in the story? What form(s) does it take? Is inequality ever desirable in society? Why / why not?
- In the story, who / what are the greatest threats to equality? How do we see this?
- Whose responsibility do you feel it is to ensure we get to enjoy our rights and are treated equally?
- In the story, who / what, works to promote equality? How does this happen? In your opinion, does this reflect reality?
- Is inequality always a bad thing? What message(s) might the author have for the reader about equality / inequality in our society?
- Thinking about your own experiences of equality/inequality, does the story match your own understanding of how the world works? Is this a good thing?

Cards for Literary Analysis

These cards have been designed for use with any short story or novel. You can select a particular card to work with or rely on your teacher to give you a particular area of focus. You could then work through the bullet points on your card or select a few that seem most interesting or relevant for a particular text.

Setting

- In which different settings does this story/novel take place? What part does each setting play? Which setting is most significant and why?
- How important is setting to the story/novel as a whole? Does the setting have a particular impact on the story/novel, or could it be set almost anywhere?
- What difference would it make if this story/novel was set somewhere else? E.g. another country, a rural rather than urban setting, in space!
- How effective do you think the writer has been in creating a sense of place? Are there any particular examples of setting you think are particularly well written? If so, why?
- Is there anything particularly interesting or special about the way setting is used and presented? In what ways is it similar or different to stories/novels that explore similar themes and ideas, or that are written in the same genre?
- Find one or two bullet points from other cards that add to what you have discussed about setting. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



Characters

- Who is your favourite character, and why?
- Who do you think is the most important character, and why?
- Who are the other significant characters? What different roles do they have?
- What is special or unusual about the way one or more of the characters is presented?
- Which character would you most like to be friends with, and why? Which character might significant adults want you to be friends with, and why?
- Are characters paired or grouped in any particular ways? E.g. friends, rivals, etc. What ideas are raised by these pairs or groupings?
- Are the characters typical of ones found in this kind of story/novel? Are they distinctive and individual, or stereotypes? Explain your answer.
- Find one or two bullet points from other cards that add to what you have discussed about characters. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



Form and structure

- What do you think is interesting about the way this story/novel begins?
- What were the key moments in this story/novel? How did they shape the story/novel as a whole?
- If you had to describe the path of this story/novel, what would it be? E.g. journey from childhood to adulthood, from grief to happiness etc.
- What did you notice about the end of this story/novel? Was it what you were expecting? Did it tie up loose ends, or leave some things unresolved?
- Does this story/novel belong to a particular genre? If so, how does it fit in with other stories that you know in the same genre?
- Does the story/novel use just one form or does it include more than one E.g. letters, diary entries, poems, newspaper reports
- Find one or two bullet points from other cards that add to what you have discussed about form and structure. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



Themes and ideas

- What, to you, are the five most important themes and ideas in this story/novel? If you had to narrow your list down to one theme or idea, what would it be and why? In what ways is this theme presented? E.g. if the theme is love, what exactly does the story/novel have to say about love?
- Does this story/novel deal with big issues that affect the whole world, or small ones that affect individual lives? Give reasons for your answer.
- Does this story/novel contain any themes or ideas that have made you look at the world in new ways? If so, what are they, and how have they changed your views?
- Does this story/novel contain any themes and ideas that explore how people should act and behave? If so, what are they and do you agree with how they are presented?
- Are the themes and ideas presented in ways similar or different to other stories you have read, including stories of the same type, or in the same genre?
- Find one or two bullet points from other cards that add to what you have discussed about themes and ideas. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



Language

- Identify one or two of your favourite passages in the story/novel where language is used particularly well? Explain how it is used.
- How would you describe the language used in this story/novel overall? E.g. poetic, plain, chatty etc.
- Would you say the language in this story/novel is original or creative in any particular way? If so, how?
- Are there any patterns in the language used? If so, what are they, and what is their effect? Are there any other patterns, such as of imagery and symbolism?
- How is dialogue used in the story/novel? Do characters, for example, speak in particularly distinctive ways?
- Is the language similar to how it is used in similar kinds of stories/novels? If so, in what ways? If not, why not?
- Find one or two bullet points from other cards that add to what you have discussed about language. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



Narrative

- How does the writer try to capture and keep the reader's attention? How successful are they in doing this?
- Is the narrative told in order from beginning to end (a linear narrative), or does it move backwards and forwards in time? What is the effect of the order in which events are told?
- Can you think of any other ways the story/novel could be told? For example, by a different character, or in a different order? How would this affect your experience of reading?
- Would you say that this story/novel is told in a particular original or creative way? If so, how?
- Is this story/novel told in a way that is typical for its genre?
- Find one or two bullet points from other cards that add to what you have discussed about narrative. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



Point of view and voice

- Through whose eyes do we see the events of the story/novel? Do readers get just one point of view or several?
- What do you find interesting about the point or points of view presented?
- If the story/novel is told from different points of view, how does the writer do this?
- What would the story/novel be like if told from someone else's point of view? Whose point of view would you choose, and why?
- How would you describe the tone of voice used to tell the narrative? Does the narrative draw attention to itself by using a particular tone, or is the tone pushed to the background? What is the effect of the choice made by the writer?
- Find one or two bullet points from other cards that add to what you have discussed about point of view and voice. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



Audience and overall personal response

- Who do you think this story/novel was written for, and why? Are there any other groups of people who you think should read it?
- What was your experience of reading this story/novel?
- What would you recommend about this story/novel to other people?
- Which parts of this story/novel did you most enjoy? Were there any parts that you didn't enjoy?
- Do you think this story/novel could be improved in some way? If so, how?
- What other stories (or films, TV, plays etc.) does this story/novel remind you of? In what ways?
- Who do you think should read this book and why?
- Find one or two bullet points from other cards that add to what you have discussed about personal response and audience. Explain the connections.
- Is there anything important that you've noticed that isn't raised on this card? What is it? Why do you think it's important?



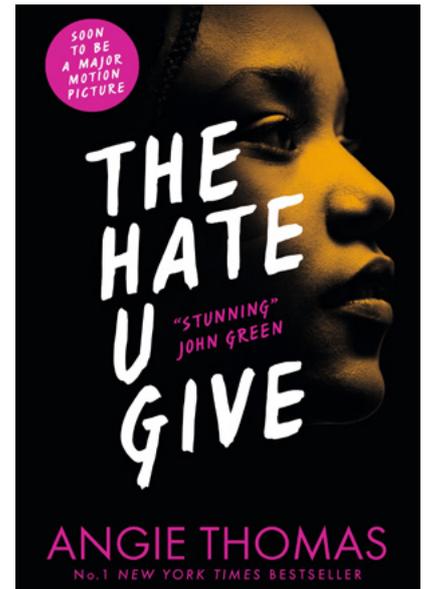
THE HATE U GIVE

By Angie Thomas

Walker Books

2018 Carnegie Medal shortlist,
eligible for Amnesty CILIP Honour

'Deals unflinchingly with the fear and anger which arise from prejudice and racism... dialogue and detail are authentic... the conclusion encourages discussion.' *Judging panel*



UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 3: We all have the right to life, and to live in freedom and safety

Article 7: The law is the same for everyone. It must treat us all fairly

ABOUT THIS BOOK

16-year-old Starr has already held one of her friends in her arms as they died from gunshot wounds. Violence is a reality on Garden Heights. Then she witnesses a police officer murder her unarmed childhood friend Khalil. In the face of brutal injustice, discrimination and intimidation, will she speak up?

Inspired by the Black Lives Matter movement, this book is a searing representation of the discrimination and violence faced by black people in America, and the heart-rending courage it takes to stand up for yourself and others when the system is unjust.

HUMAN RIGHTS IN THIS STORY

The right to equality; to be safe; to be free from cruel, inhuman and degrading treatment; to privacy and not to be slandered; to freedom of movement; to everyone being legally protected; to choose our friends and relationships; to protest; to a good life with enough food, clothing, housing and healthcare; to education; to peace and order; to not be put in prison without good reason; to freedom of thought, conscience and religion.

YOU CAN TALK ABOUT...

The title

- How does the title suit this story and why did the author choose it? Reference Tupac's Thug Life.

- Is it also about the love we give? How?

Family

- How do Starr's family find ways to compromise and constantly support one another?
- How does Starr's father guide her through conflict?
- How would Starr define family? And Seven? How would you?
- Uncle Carlos recognises his mistakes. Discuss how you do that especially when it means questioning the actions of people we like.

Education

- Starr juggles Williamson prep school with Garden Heights. How hard is it to exist in two conflicting worlds?
- School is full of ignorant people who don't understand the life she lives. How does that make you feel?
- Why did Starr's parents send her there?
- Starr tries to 'hold her tongue' and use different language so she doesn't get labelled the 'angry black girl' from the 'ghetto'. Have you seen or experienced racist stereotyping?

Gangs

- Khalil was a gang member – why shouldn't that matter to the press or justice system?
- What choices did Khalil have to support his family once his grandmother was fired for being sick?
- How do the media portray Khalil? Is this right?
- Why might Ilesha not leave King?

Police brutality

- Starr is taught what to do if stopped by the police. How does that make you feel? Do you think parents are having conversations like that? Have your parents talked to you about the police and in what context?
- What impact does it have to be constantly afraid of police officers?
- Were you shocked by Khalil's murder?
- Daddy tells Uncle Carlos: 'If I kill Tyrone, I'm going to prison. If a cop kills me, he's getting put on leave.' Why does this injustice happen?
- Was it a surprise when the Grand Jury indicted the police officer?

Change and protest

- How do the police respond to the protests over the shooting of Khalil? Compare to any recent events.
- Does everyone at the Williamson protest do it just to cut class? How can we educate people who don't understand?
- Does social media help or get in the way of achieving justice?
- 'Sometimes you can do everything right and things will still go wrong. The key is to never stop doing right' (Mamma). Discuss.
- Would you have conducted the TV interview like Starr?

Prejudice and racism

- Starr says 'Funny how it works with white kids though. It's dope to be black until it's hard to be black'. What does she mean?
- Hailey challenges sexist behaviour. Why can't she recognise that her language and behaviour is racist?
- Starr tells Hailey 'You can say something racist and not be a racist'. What does she mean? Is Hailey listening?
- Starr and Maya form 'a minority alliance'. How does this solidarity bind them?
- At first, Starr denies knowing Khalil. Why?
- Starr finally admits to Chris that she was with Khalil. Why is this significant?

Your voice

- Starr uses her 'voice as a weapon for change'. Does it make a difference?
- Does your voice matter? How can you use your voice to promote human rights?
- Do you notice images of silence and voice that recur?

The ending

- Does it end 'right'?
- Has the book made you feel differently about your own life?
- What are the responsibilities of teenagers and adults in society?

ACTIVITY

Rewrite one of the scenes in which Hailey is challenged for her racist language and behaviour so that she hears and accepts what Starr and Maya tell her. Think about how she would need to respond for her to understand, change and save her friendships.

RESEARCH

Angie Thomas was motivated to write this book after seeing a video of the Oscar Grant shooting in 2009 which resulted in riots and protests in America. Find out about this incident, and the Black Panthers and the Black Lives Matter movement.

'The truth casts a shadow over the kitchen – people like us in situations like this become hashtags, but they rarely get justice. I think we all wait for that one time though, that one time when it ends right.'
Starr

WE ARE ALL BORN FREE AND EQUAL

The atrocities of World War II sparked a determination to protect the rights of all human beings everywhere. On 10 December 1948, the General Assembly of the United Nations adopted the Universal Declaration of Human Rights. The preamble says it must be shared, learned by children and be a part of all our lives.

When using these notes, you can download for reference:

- Universal Declaration of Human Rights simplified version, especially useful for younger children [amnesty.org.uk/udhr](https://www.amnesty.org.uk/udhr)
- United Nations Convention on the Rights of the Child [unicef.org/crc](https://www.unicef.org/crc)

For more free educational resources from Amnesty International go to [amnesty.org.uk/education](https://www.amnesty.org.uk/education)



The CILIP Carnegie & Kate Greenaway Children's Book Awards

