

 <p><i>The Hate U Give</i></p>	<p>Grade 10 Discussion Questions</p> <p>R.L.9-10.9 Analyze how an author draws on and transforms source material in a specific work Q: In the novel, we learn that the title comes from Tupac’s “Thuglife”. When considering what we learn about “Thuglife” and the events within the novel, why do you think this is a fitting title?</p> <p>R.L.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Q: Describe Starr’s conflicting motivations in the novel – what does she feel torn between, and what does she feel compelled to do in the wake of Khalil’s death?</p> <p>R.L. 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Q: Why do you think Thomas decided to begin the novel with Khalil’s death rather than have it occur later in the text? What effect does this have on the plot and on the main characters?</p>
<p>By: Angie Thomas, (2017)</p> <p>GRADES for USE: 10</p> <p>SUMMARY OF BOOK: For sixteen-year-old Starr Carter, life is a constant balancing act. She and her family live in a poor black neighborhood, yet she attends a suburban prep school to get a better education. For the most part, Starr is able to move between these two worlds with ease, but when her childhood best friend, Khalil is fatally shot by a white police officer while Starr is riding in the car with him, her balance is thrown. As the novel progresses, Starr must grapple with the fact that Khalil’s death grows into a national headline and debate on police brutality, drug dealer and gang violence. She must figure out how to re-navigate life with a white boyfriend and white friends who don’t seem to understand, and she must fight for her family’s safety as her neighborhood becomes a war zone ridden with protests, gunshots and riots. But most importantly, as more and more people search for answers, Starr must decide whether or not she will stay quiet about what <i>really</i> happened that night.</p>	<p>Grade 10 Activities</p> <p>R.L. 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Task 1: Both <i>The Hate U Give</i> (Thomas) and <i>The Crucible</i> (Miller) focus on the idea of community. Using textual evidence from both texts, craft a two-paragraph informative mini-essay highlighting the consequences characters face when they become isolated from or violate community beliefs and values.</p> <p>S.L.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Task 2, Part 1: With a partner, discuss the consequences you wrote about in your mini essay. Did you find that the characters faced similar consequences? Task 2, Part 2: After the discussion, you and your partner will find another partner set to join. Together, the four of you will research one modern example of community isolation or divergence. Use online news articles to help you with your search. Once you’ve found and agreed upon a modern example, you will present it to the class, highlighting the ways in which the person involved is experiencing isolation or community consequences.</p>