



# Book of the Month

Presented by ADL's Education Division

**About the Book of the Month Parent/Family Discussion Guide:** This collection of featured books is from Books Matter: The Best Kid Lit on Bias, Diversity and Social Justice. The books teach about bias and prejudice, promote respect for diversity, encourage social action and reinforce themes addressed in education programs of [A WORLD OF DIFFERENCE® Institute](#), ADL's international anti-bias education and diversity training provider. For parents, guardians and family members, reading the books listed on this site with your children and integrating the concepts into your interactions with them is an excellent way to help children grapple with and learn about these important principles.



## The Hate U Give

Angie Thomas (Author)

ISBN: 978-0062498533

Publisher: Balzer + Bray

Year Published: 2017

Age Range: 14 and up

### Book Themes

Criminal justice inequities, Stereotypes, Activism, Using your voice, Media bias, Friendship

### About the Book

Sixteen-year-old Starr Carter moves between two worlds: the neighborhood where she lives and the fancy suburban private prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed. Soon afterward, his death is a national headline. Protesters are taking to the streets in Khalil's name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what really went down that night? And the only person alive who can answer that is Starr.

## Conversation Starters

Whether you read the book along with your child or your child reads it on their own and you discuss it later, use these open-ended questions to deepen the conversation. Remember not to judge their responses and to listen thoughtfully and engage in a give-and-take that helps them expand upon their understanding of the book and its themes.

- What happens in the story?
- What were your initial impressions of Starr, her family members and her friends? How did those impressions change while reading the book?
- What do Starr's parents teach her about what to do when she is confronted by a police officer? Why do you think they have to have conversation with her? Why might some parents and families need to have this conversation and others might not?
- Are the media images of Garden Heights and the reality of the people living there different or similar? How so?
- What is Starr and Chris' relationship like and how does it change throughout the book?
- What does this book have to do with current events around police-involved deaths of unarmed Black and Latino men? What do you already know about those events and what more do you want to know?
- At the end of the book, Starr lists the names of thirteen other people who have a similar situation to Khalil's. Do you recognize any of the names and what do they have in common?
- What happens with Starr and Hailey's friendship? Have you ever had a friendship like that? What happened?
- Why does Starr have trouble using her voice (speaking up) and what changes in the book so that she is able to?
- What parts of the book were most meaningful to you?
- What do you think is the overall messages of the book?

## Talking Points

Below are some important considerations to highlight in order to make this a learning opportunity for you and your child.

### 1. Living in Two Worlds

Talk with your child about how Starr feels like there are two "versions" of herself and she can't show both parts of herself in either of her two worlds. Ask them about the places in the book where Starr expresses this. Example include: (1) when Starr says "That's when I realized Williamson is one world and Garden Heights is another, and I have to keep them separate;" (2) the separate friendships Starr has and her desire to keep them separate; and (3) when Starr describes "flipping the switch" to become Williamson Starr when she is at school. Ask your child what impact they think "being in two worlds" has on Starr throughout the book. Then ask your child if this is something they can relate to and if so, how it impacts them. The term "code-switching" is used sometimes for language, but code-switching can also take place in how you speak and act differently in different contexts,

environments and with different people. Ask your child if they have ever felt this way and share any insights you have about it from your own life. Talk with them about how sometimes people don't feel safe or comfortable sharing all aspects of their identity (culture, race, religion, language, sexual orientation, etc.) so it is understandable that they would have to have two "versions" of themselves. At the same time, stress that people should be able to show all the aspects of who they are and not have to hide any of them.

## 2. Media Bias and Stereotypes

Both news media and social media play important roles in the story. Talk with your child about what media is and its different forms. Elicit a definition of **media** as the system and organization of communication through which information is spread to a large group of people. Explain that it includes television, radio, Internet, apps, social media, billboards, podcasts, newspapers and more. Talk with your child about the different forms of media that were used in the story, which includes television news, social media (Tumblr), speeches, etc. Explain that each form of media has creators and consumers. Talk with your child about how different forms of media may portray the same event differently. For example, ask them how the media (television, social media) portrayed Khalil's death and what stereotypes were included in those portrayals. You can emphasize that because media has a powerful impact on our lives, we need to think critically about the bias, stereotyping and lack of inclusion that is sometimes conveyed through media.

## 3. Police Brutality, Misconduct and Police—Involved Deaths

Talk with your child about one of the major themes of the book: police-involved deaths of African-American and Latino men. Ask what they know about it; what they've heard in the news, from friends, online, etc. At the end of the book (page 443) Starr says, "It would be easy to quit if it was just about me, Khalil, that night and that cop." She then names thirteen people including: Oscar (Grant), Aiyana (Stanley-Jones), Trayvon (Martin), Rekia (Boyd), Michael (Brown), Eric (Garner), Tamir (Rice), John (Crawford), Ezell (Ford), Sandra (Bland), Freddie (Gray), Alton (Sterling) and Philado (Castile). Together, read those thirteen names aloud and discuss whether you recognize any of the individual names on the list. Explain that these are all people, mostly African-American and Latino men, who have been victims of police-involved deaths. Then read where Starr says, "The messed up part? There are so many more." Explain that over the past several years, there have been incidents of police officers involved in the deaths of African-American and Latino men and women and in many of these cases, police officers were not indicted (not charged) and/or convicted when brought to trial. Ask what they know about Black Lives Matter. Explain that Black Lives Matter is an activist movement which began as a hashtag (#BlackLivesMatter) after George Zimmerman was acquitted in the shooting death of Trayvon Martin, an unarmed African-American teenager killed in Florida in July, 2013. The movement became more widely known after two high-profile deaths of unarmed African-American men (Michael Brown and Eric Garner) in 2014 at the hands of police officers who were ultimately not indicted. These cases have brought about a wide range of emotions, conversations, policy proposals and activism. Elicit from your child what their thoughts and feelings are about these cases. Make the point that activism is a vehicle to bring public attention to these issues and ultimately, bring about change so this doesn't continue to happen. If your child wants to learn more, see ADL's [Teaching about Racism, Violence, Inequity and the Criminal Justice System](#) (below) as well as [Black Lives Matter](#) and [Campaign Zero](#) and [New York Times' Police Brutality, Misconduct and Shootings](#).

## Other Books You May Like

*Brown Girl Dreaming* by Jacqueline Woodson, [www.adl.org/education/educator-resources/childrens-literature/brown-girl-dreaming](http://www.adl.org/education/educator-resources/childrens-literature/brown-girl-dreaming)

*Ghost* by Jason Reynolds, [www.adl.org/education/educator-resources/childrens-literature/ghost](http://www.adl.org/education/educator-resources/childrens-literature/ghost)

*March: Book One* by John Lewis and Andrew Aydin, [www.adl.org/education/educator-resources/childrens-literature/march-book-one](http://www.adl.org/education/educator-resources/childrens-literature/march-book-one)

*The Skin I'm In* by Sharon Flake, [www.adl.org/education/educator-resources/childrens-literature/the-skin-im-in](http://www.adl.org/education/educator-resources/childrens-literature/the-skin-im-in)

## ADL Additional Resources

The following are curriculum and resources on racism, police-related shootings and activism.

### Websites

10 Ways Youth Can Engage in Activism

[www.adl.org/education/resources/tools-and-strategies/10-ways-youth-can-engage-in-activism](http://www.adl.org/education/resources/tools-and-strategies/10-ways-youth-can-engage-in-activism)

A list of ideas for bringing social activism into the classroom and outside of the school walls. These strategies can be acted upon individually, organized together as a group and young people can join with a larger effort that is taking place locally or nationally.

Be An Ally: Six Simple Ways

[www.adl.org/education/resources/tools-and-strategies/be-an-ally-six-simple-ways](http://www.adl.org/education/resources/tools-and-strategies/be-an-ally-six-simple-ways)

Some simple things a student can do to be an ally to targets of name-calling and bullying.

Empowering Young People in the Aftermath of Hate

[www.adl.org/education/resources/tools-and-strategies/empowering-young-people-in-the-aftermath-of-hate](http://www.adl.org/education/resources/tools-and-strategies/empowering-young-people-in-the-aftermath-of-hate)

A guide for educators and families that provide the tools they need to help young people confront hate effectively in the aftermath of hate violence or terrorism in their community.

Parent, Family and Caregiver Resources

[www.adl.org/education-outreach/anti-bias-education/c/parent-family-and-caregivers.html](http://www.adl.org/education-outreach/anti-bias-education/c/parent-family-and-caregivers.html)

Strategies, tips, guiding principles and resources to help parents, family members and caregivers impart values and principles to the children in their lives.

Race Talk: Engaging Young People in Conversations about Race

[www.adl.org/education/resources/tools-and-strategies/race-talk-engaging-young-people-in-conversations-about](http://www.adl.org/education/resources/tools-and-strategies/race-talk-engaging-young-people-in-conversations-about)

Provides strategies and advice for talking with young people about race and racism.

### Table Talk: Race, Perception and Implicit Bias

[www.adl.org/education/resources/tools-and-strategies/table-talk/race-perception-and-implicit-bias](http://www.adl.org/education/resources/tools-and-strategies/table-talk/race-perception-and-implicit-bias)

Tips and strategies for parent and family roundtable discussion with youth about race, stereotypes and implicit bias and how misperceptions of others impact our interactions.

### Table Talk: School Discipline and the School-to-Prison Pipeline

[www.adl.org/education/resources/tools-and-strategies/table-talk/school-to-prison-pipeline](http://www.adl.org/education/resources/tools-and-strategies/table-talk/school-to-prison-pipeline)

Tips and strategies for parent and family roundtable discussion with youth about incidents of harsh school discipline. See also the School-to-Prison Pipeline infographic at

[www.adl.org/sites/default/files/documents/school-to-prison-pipeline-infographic-11x14.pdf](http://www.adl.org/sites/default/files/documents/school-to-prison-pipeline-infographic-11x14.pdf).

### Teaching about Racism, Violence, Inequality and the Criminal Justice System

[www.adl.org/education/resources/tools-and-strategies/teaching-about-racism-violence-inequity-and-the-criminal](http://www.adl.org/education/resources/tools-and-strategies/teaching-about-racism-violence-inequity-and-the-criminal)

Anti-bias resources and strategies to help you discuss with your youth incidents during the past several years of police officers involved in the deaths of African-American and Latino males and a biased justice system.

### Children's Books

Below are links to lists of recommended anti-bias and multicultural books for the indicated category.

Race & Racism, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[217\]=217&tid\[218\]=218&tid\[219\]=219&tid\[220\]=220&tid\[221\]=221](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[217]=217&tid[218]=218&tid[219]=219&tid[220]=220&tid[221]=221)

Social Justice, [www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid\[231\]=231&tid\[232\]=232&tid\[233\]=233&tid\[234\]=234&tid\[235\]=235&tid\[236\]=236&tid\[237\]=237](http://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature?tid[231]=231&tid[232]=232&tid[233]=233&tid[234]=234&tid[235]=235&tid[236]=236&tid[237]=237)