CURRICULUM GUIDE



BazanED
The Educator's Source for Free Teaching Materials

Interdisciplinary • 8–12 • Post Secondary

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The Educator's Source for Free Teaching Materials

Note from the Publisher

We have all had the experience of reading a book, of watching a film, or engaging in both mediums hoping the experience would be transformative. In an instant, we went from simply reading the book, or watching the film to being propelled into the story, and becoming one with the characters. Their reality became our own, and their lessons and experiences felt so real that we too were overcome with emotion laughter, tears, anger, empathy, peace, hope, and love.

These moments create an understanding that goes beyond the story, that not only are we bearing witness to life, but that we too have a deeper purpose and an equally important role to play in interpreting the lessons, and in engaging others around us to create life as we would like it to be. Both the book and the movie for the *The Hate U Give*, provide such an experience. There is a transcendence of the story, and the experience moves us to a point where we become the protagonist, Starr Carter, and the people around her; we come to a point where we can relate to the friendships, the community, the family, and to be witnesses and participants to the events taking place in society.

The famous poet, W.B. Yeats once said that, "Education is not the filling of a bucket, but the lighting of a fire." We want to light a fire within our students. We know that the book and the film, *The Hate U Give*, can be a profoundly impactful tool in the classroom. It can spark not only deeper more meaningful discussions around topics that our communities and students face each day, but it can also light the fire of curiosity, exploration, self-awareness, and change within ourselves and our students. That is what we strive for at BazanED; we have a strong commitment to providing outstanding resources and assets to educators to help extend learning in creative ways, and to engage students in a way that lights a fire in their minds and hearts. Through providing resources like the Curriculum Guide for *The Hate U Give*, we hope that the learning, the discussions, and the experience will be a transformative one for you and your students.

Thank you for the work that you do.

Jackie Bazan
Founder, BazanED

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About the Film

The major motion picture *The Hate U Give* is based on Angie Thomas' award winning, bestselling young adult novel of the same title. Published early in 2017, the book instantly became a best-seller, captivating readers of all ages and backgrounds with its poignant and vivid description of Starr Carter, the 16-year old protagonist, who navigates a hero's journey between two differing worlds amidst life's realities unfolding before her eyes.



In one world, her home community of Garden Heights, there is a survival game afoot, one that feels hauntingly familiar; the community is predominantly African American and largely impoverished, businesses struggle to stay afloat, families struggle to make ends meet and the neighborhood is riddled with crime and gang violence. There is an almost impossible to shake feeling that at any moment, something major will happen. Despite the sense that the American Dream does not live here, there is an even more overwhelming and profound feeling of community, family, friendship, and love. These themes are a constant throughout the film, and a firm reminder that no matter what is going on in the world, there are safe havens of hope and love around us.

Starr's other world, though only 45 minutes away, is lightyears away in realities. We see this through Starr's experience at Williamson—her prestigious and predominantly white, high school, and with the contrast in the neighborhoods where her Williamson friends live, the cars that they drive, and the issues that they face.

As the film focuses on the sometimes humorous and also serious aspects of being a teen in modern day, we find Starr's life tremendously impacted after she witnesses the killing of one of her best friends, Khalil, at the hands of a police officer. The film becomes a powerful display of the evolution of Starr's character, from quiet bystander to vocal revolutionary, and the journey to get her there. It showcases the emotional strength that Starr has to tap into as a way of confronting the issues that are present in her life, but also pairs this with how she maintains just being a teenager.

Inspired by the Black Lives Matter movement, *The Hate U Give* is a profound exploration into many themes that are playing out in society today. What happens after Khalil's murder, with Starr and with the community around her, is an honest, raw, and real look at systematic racism, police violence and brutality, interracial relationships, gang violence, drugs, stereotypes, social justice, activism, hope and the modern teen experience. On a deeper level, the film emphasizes how our friends and family show up for us, how we contribute to nurturing, building, and interacting within our communities, and ultimately how we not only find our voice in the world today, but how we let that voice be heard.

The Hate U Give seamlessly weaves together a poignant tale and reminds us that for Khalil in the novel, but, in real life, for Aiyana, for Trayvon, for Michael, for Rekia, for Eric, for Tamir, for John, for Ezell, for Sandra, for Freddie, for Alton, for Philando, for Oscar, and for all of those who have been victims of police brutality and institutional racism, that they LIVED, and for this reason, and so many more, we must never forget, we must never be quiet, and we must never give up hope.

This guide was created for young people and for adults, with the purpose of generating thoughtful discussions around the film *The Hate U Give*, students, and the themes that it presents. Engage with family, friends, and your community in honest and open **#DayofDialogue** about some of these often uncomfortable topics; these conversations light the way for the change needed to create a better, more equitable society for everyone.

Introduction

By Nina C. Lasky, Ed.D. and Stephanie Del Valle, ELA Expert

The Hate U Give is a brilliant, heart-wrenching movie centered around Starr Carter, a 16 year old girl who finds her voice, the courage to fight for justice, and the ability to be her true self at all times, while living in two separate worlds. It poignantly reflects the reality of racial discrimination and police shootings, all too familiar in the day-to-day lives of our students, whether through media or personal experience. Starr Carter, is a young teenager who discovers the power of her voice after experiencing the heartbreaking death of her lifelong friend Khalil at the hands of a police officer. Her story demonstrates how ordinary people can use their voice and take actions to create social change. It is also about family and community working collectively, and points to the idea that we are stronger together. Starr's family fights for a better life for their children and a safe environment that in the end, becomes the very community they have lived in all along. The film is based on a best-selling book of the same name. It is as engaging for adults as it is for young people.



This curriculum guide is a collection of lessons that explore the profound issues around race, justice, equity, and empowerment that are raised in the movie. The learning activities provide spaces where students can navigate difficult topics and complex conversations while building empathy and the ability to work collectively as well as independently. Students can gain a deeper understanding of the historical background the movie is rooted in, as well as a sense of how and why communities can change over time. The lessons provide a foundation for planning instruction and offer a variety of topics and learning activities across disciplines that require investigative and analytical processes that empower students as independent learners. The lessons are designed to utilize and value the assets students bring to school by asking them to reflect, respond, create and speak out.

The lesson plans include English Language Arts, Social Studies and the Visual and Performing Arts. Most of the lesons contain content in all three areas and provide the foundation for a variety of interdisciplinary lessons and participatory learning opportunities. The lessons are not sequential. Rather, they are and designed to support the teacher's ability to make instructional choices that will best serve their students, including how they communicate and process information.

All lesson activities may be spread out over several classes and can be developed into unit plans to be implemented in conjunction with viewing *The Hate U Give*. The outcomes may include homework, if done individually, or can take place entirely in class. Variations of the activities should be planned based on the instructional needs of your students with consideration of cross-cultural communication.

The curriculum includes links to resources at the end of the lessons, serve as artifacts and informational text, connected to history, current events, the national climate today, and the characters and events in the movie. Lessons grounded in *The Hate U Give* are designed to create a supportive environment that allows children and teachers to engage in difficult, yet productive, conversations in the classroom. These lessons can support a deeper understanding of the social issues addressed in the movie while developing empathy, collaboration, and critical thinking. Through designing performance tasks that are both challenging and creative, the lessons honor and support students voices while providing a platform for social justice and political activism.

We hope that you will find this guide as an effective and powerful tool for further exploration of *The Hate U Give* that deepens the discourse around humanity, community, resiliency, and activism based on this trail-blazing movie.

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Pre-Viewing Lesson

The First Amendment: What Does it Say and What Does it Mean?

(English Language Arts • Social Studies • Civics • Art)



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LESSON SUMMARY

The Hate U Give is a story of youth empowerment that also explores history, political activism, and social justice. It also delves into greater issues of discrimination, oppression and the power of protest.

Through this lesson, students will investigate the right to peaceful assembly as stated in the first amendment. They will examine different viewpoints on protest and how the 1st amendment has been applied in current events. Utilizing evidence from a variety of sources, students will look specifically at the NFL players' right to protest by "taking a knee" during games, subsequently establishing a foundation to support their ability to develop informed opinions.

Through analytical processes that develop critical thinking skills, this lesson will help students to understand the controversies around the right to peacefully protest. It will support the notion that they have the ability to call attention to injustice, demand change and alter peoples thinking around equity, racism and the criminal justice system.

This lesson will enhance and inform the viewers' experience of the film, and of Starr's transformation as she claims her true identity, finds her voice and uses it as a tool of activism to fight for justice for Khalil and for her community as a whole.

Performance Task

- Students will define peaceful assembly as it applies to protest through examining and discussing the first amendment.
- In small groups, students will take an assigned position for or against the rights of the NFL players to "take a knee" and use evidence to support their opinion in a group presentation to the class.
- To extend this lesson, students can explore political cartoons about protest and create an illustration expressing their point of view.

Extension Performance Task

For upper high school grades and postsecondary level, students will write an Op Ed about peaceful assembly in the first amendment and protest as a protected right.

Instructional Objectives:

- Students will explore the first amendment, focusing on the right of citizens to assemble peaceably and to petition their government.
- They will investigate multiple interpretations on what peaceful assembly means and its connections to history and political activism.
- Students will analyze how this amendment does, or does not, support the NFL protests during the national anthem and take a position based on evidence and their personal values and beliefs.
- Students will develop an understanding of how activists, in past and contemporary history, have utilized peaceful assembly as a method of protest.

Learning Activities:

1. Analyze and discuss the first amendment as a primary document, what it says and what it means.
2. In order to understand peaceful assembly from a historical and political perspective, students will discuss the first amendment then watch two short videos exploring the controversy around the NFL players "taking a knee" during the national anthem at games as a form of protesting police brutality and racial discrimination.
3. In small groups, students will develop and take a position for or against the rights of the NFL players to "take a knee" and present it to the class.

Extension Activities:

Write an op ed article that voices their opinion about the NFL players' protests, based on the first amendment and the video "Take a Knee: The Movement That's Dividing America" BBC, https://www.youtube.com/watch?v=Jgxd0mOB_GQ

Resources:

US Constitution 1st Amendment, Cornell Law School-Legal Information Institute (LII)
https://www.law.cornell.edu/constitution/first_amendment

Young People, the Internet and Civic Participation TEDx Talk by Dr. Shakuntala Banaji, View from 11:11 to 16:27
https://www.youtube.com/watch?v=ejtdq58dBW4

PRE-VIEWING LESSON

Standards:
NCARTS: Creative-1, Connecting-10
NCELA: R-1.2,4,6,7,8,9 W-1,9 L-1,2,3,5
RH: 1,2,4,5,6,8
NCSS: 1,2,3,4,6



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LESSON 1

Unpacking a Song: Find Your Voice, Change the World

(English Language Arts • Music • Social Studies / Civics)

"The arts are how we speak to each other through the ages and across borders. Through them we discover who we are in context of not just this moment, but all moments man has known."

Rudy Crew, Ed.D., President of Medgar Evers College

LESSON SUMMARY

This lesson begins with an exploration of the song *THUG LIFE*. "THUG LIFE" is an acronym for, "The Hate U Give Little Infants F**ks Everybody." The author of the book, Angie Thomas, explains that the title of her book, *The Hate U Give*, leaves out the L.I.F.E. part because the "F" word could not be included in a book title for young adults.[1] Music is a pivotal thread throughout the movie that augments the story in the way that the arts do for all political movements. *THUG LIFE*, along with other songs, informs and engages the viewer as they experience the journey that Starr and the other characters take us on.



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This lesson engages students in analytical and creative processes, developing critical thinking skills. It also offers students an opportunity to work as writers and musicians. Students will explore and respond to musical selections, and how they connect with the character's experiences. *The Hate U Give* is a story of youth empowerment that also explores history, political activism, and social justice informing and responding to musical selections, and how they connect with the character's experiences. It also explores the greater issues of discrimination and oppression. Starr finds her voice and uses it to change the world around her.

It is built on the pivotal role music has played in the civil rights movement and all freedom movements throughout time. It is designed to support and honor student voices and to provide a platform for students to explore their ideas and activism through the creation of new music.

(The lesson may take two to three periods after watching *The Hate U Give*. The performance tasks may include homework, if done individually, or can take place entirely in class. Variations of the activities should be planned based on the instructional needs of your students with consideration of how they communicate and process information.)

Performance Task

- Students will create a verse to be sung or rapped based on the analysis of THUG LIFE by Tupac Shakur in this film and *Glory* by John Legend and Common for the movie *SELMA*.

This lesson is appropriately challenging for all levels of education but older students may write three verses that they can record and edit with a basic program like GarageBand.

[1]http://angiethomas.com/faq



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Instructional Objectives:

- Students will analyze and interpret the music of Tupac Shakur, John Legend, and Common and the connections both songs make to history and political activism.
- Students will explore and discuss how artists reflect past and contemporary history, and as well as express their personal feelings in a song.
- Students will communicate a message that they want others to hear through writing a verse.
- Students will compose that verse inspired by a social justice issue that is important to them and use rap or song to communicate their message.

Learning Activities:

1. Analyze *THUG LIFE* by Tupac Shakur as the title of the movie.

Guiding Questions:

Discuss what the song *THUG LIFE* means to Starr. What do the lyrics mean to you personally?

2. Explore *Glory* by John Legend and Common. Play the video of the song one time for students. Ask students to describe what they heard and saw, and what they liked about it.

3. Give students the lyrics and ask them to listen again to the song and underline lyrics that stand out or are particularly meaningful to them. Working In pairs, ask students to discuss and jot down three key ideas expressed in the song.

4. In a class discussion, have students share their ideas of what the song is about and what it means to them.

5. Watch the YouTube video, "Alicia Keys Tells Us the Secret to Writing Great Lyrics."

6. Using *Glory* as an exemplar, have students co-create a list of important criteria for a successful song. This list will be used by students to inform their work.

7. Students will choose a social justice issue they care deeply care about and write a verse, either to be sung or rapped, for the class. (This can be done individually or in small groups and may even be performed as spoken word, based on the instructional needs of your students.)

Resources:

***Glory* by John Legend and Common**, song and lyrics–*provide hard copy of lyrics*
https://www.youtube.com/watch?v=HUZOKvYcx_o

Alicia Keys Tells Us the Secret to Writing Great Lyrics
https://www.youtube.com/watch?v=8x563Y-PY40

LESSON 1

Standards:
NCARTS: Creating 1,2,3, Performing 4,5,6, Responding 7,9, Connecting 10,11
NCELA: R-1.2,4,5,6,7,8,9 W-2,3,4,5,9 L-1,2,3,5 RH: 1,2,4,5,6
NCSSS: 1,2,3,4,6

LESSON 2

Photography/Film: Celebrating My Community

(English Language Arts • Music • Social Studies / Civics)

LESSON SUMMARY

The Hate U Give provides a platform to discuss contemporary social justice issues including segregation and police brutality. In this lesson, students will explore the difference between de jure and de facto to segregation and discuss how Starr experiences de facto segregation in her school and community and how she becomes a change agent. Students will engage in a discussion about how Starr reconciles having two separate identities in segregated communities and is empowered to be herself in all situations along with actively addressing implicit biases and building bridges.

Starr personally experiences racism, police brutality, and discrimination in the criminal justice system when she becomes an activist in defense of her lifelong friend, Khalil, who was killed by a police officer. This film echoes the real-life deaths of Michael Brown, Oscar Grant, Trayvon Martin, Eric Garner, Ladydi, Sandra Bland and others. The movie engages the viewer in discourse around the reality that any one of us could find ourselves in similar circumstances, and the ensuing outcry and protest.

Starr ultimately discovers that her voice is a powerful weapon and tool for social justice advocacy. Starr and her family become change agents in her community, and–the story ends with Starr's personal growth, empowerment, activism, and love for her community. This lesson builds on that love of community by engaging students in reflective practices, examining their love and concerns for their own environment. They will create a photographic book about their community, showcasing what they love and expressing what they hope for.

Performance Task

- Students will create a book containing photographs of their community and an accompanying artist statement. For high school and college, this can become a documentary film rather than a book of photographs.

Documentary Filmmaking Extension Unit

When possible, this project can be a film unit where students will create a short documentary, five minutes or less, about their community, utilizing select interviews with community members. This unit includes interview techniques and requires a computer lab with iMovie, Final Cut Pro, or another simple editing program. Students may work in teams or individually.



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Documentary Adaption for College

Film content would include exploring filmmaking on a deeper level in terms of first hand research and interview techniques. Students would have lessons on filmmaking that include basic framing, lighting, and editing techniques. In terms of historical content, they would critically investigate the famous *Brown v. Board of Education* Supreme Court decision, looking specifically at what it did not say and the specific language that limited the outcomes.

Instructional Objectives:

- Students will learn the differences between de jure and de facto segregation through unpacking Brown v. Board of Education.
- They will explore how segregation impacted Starr's school and home communities.
- Students will be able to identify strengths and areas for improvement in their own communities. They will learn how to communicate what they value and hope for the future of their community and express their visions through artistic practice in photography.
- Students will gain experience in processes used by professional photojournalists.

Learning Activities:

1. Read a short outline of *Brown v. Board of Education*.

2. Discuss the state (or lack) of integration as reflected in the movie and in public schools today.

3. Define and explore what de jure and de facto segregation mean and explore what Starr and her family express as feelings about their community, at the beginning and end of the movie.

4. As a class, define what elements make up a community. Chart the responses and leave them up throughout this lesson to inform the students' work around their own community.



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5. At this point, introduce the project that students will complete about their community. They will visually represent what they love about their community, write a statement about what they would like to change. They should consider what they might want people to know about their community in 100 years.

6. Explore the photography of Sebastian Hidalgo or other photographers, to understand how composition and emphasis are used.

7. Engage students in a discussion about how they might sequence their images to tell a story with a beginning, middle, and end.

8. Students will make a collection of photographs in a community that they belong to, either at home or at school.

College and high school students could create a short documentary with the differentiated opportunities listed in the lesson summary above. While film is an option for all ages, the lesson gets more complex for older groups.

***Students can use phone or other cameras. If that is not possible for all students, make the assignment a series of drawings or a photomontage.



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Guiding Questions:

What did Brown v. Board of Education say? What is the difference between de jure and de facto segregation?

- Consider how Starr felt about her community in the beginning of the film and in the end. What changed and why?
- What elements might make up a community?
- What do you love about your community?
- What would you like to see change in your community and how might you personally be a change agent?
- In 100 years, what might you want people to know about YOUR community?
- Explore how photographers use composition to capture compelling images of communities.

Utilize the elements described in Photography 101: The Rules and Elements of Composition. (This may be better for high school students. Younger students can focus on telling a story with a beginning, middle, and end.)

Resources:

Brown vs. Board of Education, *this resource includes history of cases leading up to Brown*.
http://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment

Photography 101: The Rules and Elements of Composition. *This may be better for High School students. Younger students can focus on telling a story with a beginning, middle and end*.
https://dailypost.wordpress.com/2013/07/30/composition/

New York Times article: A Photographer Captures His Community in a Changing Chicago Barrio
https://lens.blogs.nytimes.com/2018/01/16/a-photographer-captures-his-community-in-a-changing-chicago-barrio/

LESSON 2

Standards:
NCARTS: Creating 1,2,3, Performing 4,5,6, Responding 7,8,9, Connecting 10,11
NCELA: R-1,2, L- 1 SL- 1,2 RH-1,6

LESSON 3

Imaging Social Justice

(English Language Arts • Visual Arts • Social Studies / Civics)

"Movements don't happen without the arts."
Angela Davis[2]

LESSON SUMMARY

The Hate U Give demonstrates the power created when people come together as a community in protest. Starr's childhood friend, Khalil, was pulled over by police while driving her home from a party. After Khalil is shot and killed by the police, Starr's life is turned upside-down. Her activism begins with her testifying about the police shooting. She channels her anger, trauma and sadness into activism and speaks to hundreds of people in a demonstration that through the media, reaches a national audience. The story is told through a powerful collection of images that are familiar to everyone, either through personal experience or by watching daily news reports of police violence and community protests.

The focus of this lesson is to engage students in using the artistic process of communicating ideas through creating a social justice poster that combines images and words. Starr finds her voice and uses it in protest to hold the officer who killed Khalil accountable. Students will use their voice in a design of a poster that speaks up about something they find unjust and calls to action all of those who want to see change.

Performance Task

- Students will design a poster that speaks out about injustice and serves as a call to action.

Instructional Objectives:

- Students will explore how artists communicate ideas through combining images and words.
- Students will convey a message about an issue they are passionate about that can serve as a call to action through combining text and image in a social justice poster.
- Students will gain experience in processes used by professional arts industries.

For high school and post-secondary education, students will learn the elements and principles of art/design.



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[2]Angela Davis, Panel discussion, Groundswell at 20: Freedom is a Constant Struggle, with Angela Davis



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Learning Activities:

1. Group discussion analyzing a selection of art that is about social justice. Looking at the flyer from the Black Panther Party that Starr's father gave her and her brother Seven, discuss what the panther is doing: stalking, attacking or guarding, and how do you know? [1]Considering the safety directions given by Starr's father and the panther image, what do you think Starr's father was trying to communicate or accomplish?

2. Explore how artists convey a message that will inspire or motivate people?

3. Compare and contrast elements of the Human Rights Campaign logo and the Greenpeace logo. Discuss each image using text and imagery to convey the meaning/message.

4. As a group, look at Service and Protection, by Brett Cook, and discuss the following:

- Describe what you see.
- What do you think the artist was trying to tell us about the relationships between police and his community, and what goal does he propose?
- In *The Hate U Give*, Starr included photographs of victims of brutality on her social media account. What do you think Starr was trying to communicate or accomplish with this series of images?

[1]Williams, Yohuru, *Black Panthers to Black Lives Matter with Yohuru Williams*, New York Historical Society, May 6, 2017\

- Choose a social justice issue that you are passionate about and design a poster with a message that you want to convey. Write up to three things you want people to understand about that topic. Make a list of images that can help you to communicate the issue and serve as a call for action.
- What words and images might you need to communicate your message or idea?

5. Sketch your image in pencil. In pairs, use a protocol and a rubric or list of criteria to get and give feedback from a partner before moving on to the final version.

Resources:

Cover of Black Panther Party: Service to the People Programs
https://www.google.com/search?q=Black-Panther-Party-Service-Programs&rlz=1C5CHFA_enUS743US743&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiJ39LzuYzdAhVmTd8KHVwXDBk4ChD8BQgKKAE&biw=1089&bih=672#imgrc=l6sLrLUrEJM4vM:

Human Rights Campaign Logo Design
http://www.hrc.org/hrc-story/about-our-logo

GREENPEACE logo
https://www.google.com/search?q=greenpeace+logos&tbm=isch&tbo=u&source=univ&sa=X&ved=2ahUKEwiNoLjj47rdAhVjUN8KHZGgB2kQ7Al6BAgGEBs&biw=1360&bih=662

50 Artists Interrogate 25 Years of Police Brutality- Specifically, Service and Protection, by Brett Cook
https://creators.vice.com/en_us/article/gvwag9/art-responders-history-police-brutality

National Museum of African American History and Culture:

Pamphlet for Lowndes County Freedom Organization
https://nmaahc.si.edu/object/nmaahc_2015.97.17?destination=explore/collection/search%3Fpage%3D4%26edan_q%3D%252A%253A%252A%26edan_fq%255B0%255D%3Dtopic%253A%2522Politics%2522%26edan_fq%255B1%255D%3Dobject_type%253A%2522Pamphlets%2522%26edan_local%3D1

LESSON 3

Standards:
NCARTS: Creating 1,2,3, Performing 4,5,6, Responding 7,8,9, Connecting 10,11
NCELA: R-1,2,6,7,9 SL-2 W-2,5 RH-1,2,5,6,7
NCSS: 1-a,b,c,d 2-a,e,f 4-f,g,h 5-b,d,e,f,g 6-c,h 9-b,d,f 10-a,b,c,e,g,i

LESSON 4

The Power of a Powerful Name

(English Language Arts • Visual Arts • Social Studies / Civics)

LESSON SUMMARY

Throughout the film, *The Hate U Give*, the main character Starr and her brothers, Seven and Sekani, are reminded of the meaning of their names. Their names are a symbol for how they are viewed by their family and inform how they are expected to conduct themselves, as well as guide future decisions. They are also names that present to the outside world with power and positivity. Starr thinks about the meaning and significance of names and questions the unique spelling of her own. Names have always been a powerful means of expression, hopes, and dreams. Isabel Wilkerson, author of *The Warmth of Other Suns: The Epic Story of America's Great Migration* explains that for many black people, "A name was a serious undertaking…" She tells us that "Sometimes parents tried to superimpose glory on their offspring with the grandest title they could think of…" White people who wouldn't respectfully address black people "…by Mr. or Mrs. (were) ...made to sputter out Colonel or Queen instead".[3] Starr's name means light, Seven's name means perfection, and Sekani's name means joy, as explained by their father. "Considering names for children, African naming traditions can vary by country and culture, but many parents throughout the continent believe a baby's name should reflect their hopes for the child, as well as current events. Parents believe that a child's name can influence the child's life as well as the life of the entire family."[4]

After viewing *The Hate U Give*, students will investigate and discuss the meaning and origin of a name —either their own or one they may choose from a list—in order to deconstruct the meanings and explore the cultural significance of naming traditions across the world.

Performance Task

- Students will investigate a specific name, to explore its history and cultural tradition. They will write a dictionary-style description and create a collage using newspaper and magazine images to illustrate what they have learned about the name they researched. High school and college students can conduct broader research on different naming traditions and write an essay to accompany their visual representation.

Instructional Objectives:

- Students will explore how artists communicate ideas through combining images and words.
- Students will analyze the names in the film to understand what each one means and how they are significant to that character, for meaning and what they may say about the character.
- Students will learn about varying naming traditions. They will discover and record underlying meanings of the name they chose through research using textual resources, the movie, and, when appropriate, interviews.
- Students will compose personal statements about their names and illustrate them in a photomontage.



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[3]The Warmth of other Suns, Wilkerson, I, page 180-181, 2010
[4]Baby Naming: A Global Tradition. Murray, L., Huffington Post-The Blog

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Learning Activities:

1. In a group discussion, analyze the names in the movie in terms of meaning and what they may say about and how they may inform each character.
2. Give students a list of names from all over the world with traceable meanings and traditional connections. They can choose a name from the list, their own name, or the name of someone else.
3. They will conduct research about that name and write a dictionary-style statement/definition about it.
4. They will create a collage using newspapers and magazines to illustrate the meaning and significance of that name to visually represent their written work.
5. Display all of the student work and conduct a "gallery walk," followed by a discussion about the similarities and differences between all of the names.

High school and college level students can conduct broader research on different naming traditions and write an essay to accompany their visual representation.

Guiding Questions:

- What can names tell us about people?
- Why do you think Starr's name has a second R?
- What is the connotation of her name?
- In what ways do name-giving practices vary from one culture to another? Give examples.

Resources:

The Name Book: Their Meanings Origins and Significance, Austin, Dorothea, 1982

LESSON 4

Standards:

NCSS: 1,2,4,5,6,9,10
NCARTS: Creating 1,2,3, Performing 4,5,6, Responding 7,9, Connecting 10,11
NCELA: R-1 L-1,2 W-2,4,7 RH- 7

LESSON 5
The Reflection Connection
(English Language Arts • Social Studies / Civics)

LESSON SUMMARY

Starr Carter's parents taught her to be thoughtful about the world that surrounded her and the people in it. She learned from her father's past mistakes and carefully considered her actions and their impact before she moved in any context. In the film, *The Hate U Give*, the officer who shot Khalil made that choice in a moment, before conducting a thorough assessment of the situation. This led to tragic outcomes for Khalil, Starr, their families and for the greater community. This lesson is meant to promote the kind of reflective thinking that can prevent thoughtless actions without considering the possible outcomes.

Unlike Starr, adults and youth alike, often do not take the time to think about their choices and the potential consequences. Students will benefit from the opportunity to think about meaningful situations they have observed or experienced as a way to develop their critical thinking and decision-making skills as they construct a reflection essay. Reflective essay writing illustrates a process as much as a product, achieving for the writer, and often for the reader, a sudden realization, or "aha" moment. The writing of a successful reflective essay requires the ability to see and make connections. This is a central component of problem solving, one of the critical aspects of thinking. Taking the time to think deeply about a topic through writing can foster a habit of thinking first before acting, which, as Dr. Howard Stevenson states, can "reduce the threat of those moments so that people make better decisions."[5]

As in the film, this type of thought process can literally be the difference between life and death. This lesson engages critical thinking skills and provides students a way to step back and look at the total picture, challenge assumptions, and develop new ideas.

Armed with these thought processes, students will come away with the ability to make more nuanced decisions about their responses to events, which will support the development of a growth mindset.

This lesson provides students with the opportunity to make connections by comparing the characters and situations from the film with their own lives, processed through their writing. The lessons learned by the characters in the film can be transferred to the student's consciousness, leading them to make more productive choices.

Students will construct an essay that reflects on a significant, meaningful event related to *The Hate U Give* that has promoted a shift in their thinking and/or actions. Students will learn how to write a successful reflective essay.



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[5]Stevenson, H., Penn Today, Office of University Communications, 2018.

Performance Task

- Students will first mine their personal experiences for moments that promoted a change in their thinking, perspective, and actions. The moment they select to write about will be connected to the film and the principles it champions. It can be an event that was experienced personally or one that the student witnessed.

- Students will compose an essay that demonstrates their ability to reflect on the significance of the incident and its importance to them.

- Students will take their essay through the six-step writing process: prewriting, drafting, revising, editing, rewriting, and publishing.

Instructional Objectives:

- Students will construct an essay that reflects on a significant event connected to the film that promotes a shift in their thinking and/or actions.

Learning Activities:

Students will write a reflective essay by working through the stages of the writing process.

1. Pre-write: Students will choose any significant event in their life, or one they witnessed, that relates to the story of the film and the principles it's champions.

2. Draft the essay including:

- What happened during the event (incident) that brought about a change in thinking or action.
- What it meant to the student and the student's thoughts and feelings as they responded to it (impact).
- What they learned about themselves and the world (connection) as a result of that change in thinking.

3. Teach students the parts of the essay: **Introduction**: Introduce the incident, including the main characters and setting. Include a thesis statement that will serve as the focal point of the essay.

Body: The body is the narrative, or descriptive, part of the reflective essay. It provides details and events leading up to the change.

Conclusion: The conclusion sums up the writer's reflection about the change.

Include a brief summary of the main points as stated in the body paragraphs, as well as the overall learning from their personal reflection.

Conclude essay by explaining the meaning of the event uncovered by considering the following questions: What did I learn? How did this change me? What would I do differently? What do I regret? How has this helped to shape the person I am today?

4. Revise the essay by reviewing ideas, organization, voice and word choice for clarity, and sentence fluency.

5. Edit the essay by reviewing the writing for punctuation, capitalization, spelling, and grammatical errors.

6. Rewrite the essay by incorporating revisions. Students will neatly write or type their final drafts.

Resources:

Reflective Essay Outline

https://docs.google.com/document/d/1n6LGXZiRpRsb05Qh-NImUkLDa-aM2DH9FiiZ9WPXhYUo/edit

Reflective Writing Resources

https://www.hmhco.com/~/media/sites/home/education/disciplines/language-arts/homeschool/write-source-homeschool/samplers/g11_sampler.pdf?la=en

https://penntoday.upenn.edu/news/qa-howard-stevenson

LESSON 5

Standards:
NCARTS: Creating 1,2,3, Performing 4,5,6, Responding 7,9, Connecting 10,11
NCELA: R-1,2,4,6 L- 1,2,3,5 SL- 2,3,4,6 W-3,4 RH- 5,6

LESSON 6

Debate for Understanding

(English Language Arts)

LESSON SUMMARY

In the film, Starr discusses why Hailey unfollowed her social media post with Maya, who told Starr that Hailey didn't want to see pictures relating to black power. The outcome was the fracturing of Starr's friendship with Hailey, from which Starr ultimately walked away. Had each person been better informed and acted in a more thoughtful manner, they may have been able to better understand one another and resolve or move past their differences.

The ability to debate is a skill set that benefits students, particularly when the topic is heated for both sides. This lesson teaches students about the importance of moving beyond feelings into using facts to make an effective argument in support of their thinking and to defend their position. Meaningful debate requires understanding the other's position so that an effective counterargument can be made. Having students think deeply about the other side of an issue is a skill that can lead to better understanding of others and less conflict. If each person truly understands the other's position, compromise is more likely to occur. It is also important for students to learn to appreciate the concept of agreeing to disagree. Accepting that others may have different viewpoints can lead to a more peaceful coexistence, less fraught with the stress and anxiety that can lead to poor decision making and hopefully, fewer tragic outcomes.

Students will learn how to prepare for, execute, and assess debates. Along the way, they will develop patience, speaking, and listening skills, as well as empathy, and learn the importance of context and facts when determining how one thinks and feels about a given subject. Students will learn to navigate opinions different from their own and, through meaningful dialogue, find value in a person beyond their opposing viewpoint.

[5]Stevenson, H., Penn Today, Office of University Communications, 2018.



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Performance Task

- Students will participate in a debate around a topic connected to the film and the principles it champions as measured by best practices in debate.
- Students will participate in a role play debate.

Instructional Objectives:

- Students will conduct research to uncover facts that will inform and support their arguments.
- They will be able to successfully defend their position as well as present effective counter-arguments grounded in research.
- Through the processes of this lesson, students will develop greater empathy and strengthen their social emotional skills.


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Learning Activities:

1. Students will examine different perspectives of an issue by preparing for and participating in a role play debate.
2. Students will discuss and list issues from the film that were meaningful to them, and then vote to select one for the debate.
3. Co-create a list of the roles or stakeholders involved with the issue and decide which side each role would be on.
4. Provide three index cards for each role, ensuring that there is one card for each student. This number will vary depending upon the number of students in the class. Write the name of the role on each card.
5. After randomly choosing an index card, students with the same role will work together in groups to research the issue and prepare their points of argument from the perspective of their role.
6. In the first debate round, each student will present their argument in support of their position.
7. After hearing each side's arguments, the groups will reform and construct counterarguments to the other side's claim.
8. In the second debate round, each group will select one person to represent their role. Each selected person will present their argument and include a counter-argument.
9. Finally, students will vote on which role presented the strongest argument and wins the debate.
10. This lesson is appropriate for students in middle and high school.

Resources:

Additional debate strategies
https://www.thoughtco.com/fast-debate-formats-for-the-classroom-8044

LESSON 6

Standards:
NCARTSS: Creating-1,2,3 Performing 4,5,6, Responding 7,9 C-10
NCELA: R-1,4,6 L-1,2,3 W-2,3,5,6,9,10

LESSON 7

Social Media and the News, Connectivity and Political Platform

(English Language Arts • Social Studies / Civics)

LESSON SUMMARY

Social media is used in many different ways and has different platforms that perform a variety of functions. Starr included photographs of victims of brutality, by police or racist violence, on her social media account. For her friend Hailey, this was a reality that she did not want to face or deal with, so she unfollowed Starr. This becomes a moment of awakening for Starr, who ended the friendship, moved on, and through the process, embraced her intuition regarding the truth about Hailey's implicit bias around race.

Young people spend increased amounts of time on social media and many have a lot of distrust of the mainstream news media. The term "fake news" coined by Donald Trump, and used liberally while president of the United States, permeates his speeches and tweets so it is not surprising that suspicions of all news outlets run high with young people. This lesson will explore things to look for when seeking "real" news information; for example, is there more than one piece of evidence cited in support of the report, or is this an online news publication or someone's social media page/blog?

Social media can also provide a platform for increased connectivity leading to faster access to our family and friends. It also supports political, or any other kind of organizing, quickly and on a broad scale. In *The Atlantic*, Taylor Lorenz writes about a body of research on this distrust, but also states that, "One thing teens did feel positively about was their ability to impact the broader media and political landscape. They all felt empowered by social media to make their voices heard, despite the fact that most still can't vote." Powerful political movements have been started and organized by young people through social media including Black Lives Matter, the Women's March, The March for Our Lives movements, and many others. Social media is used to organize political movements, but, also for forming a flash mob or pop up dinner.

In Starr's case, she was individually composing and posting images that made a deliberate and powerful statement about police brutality and racist violence. In the end, she used her voice publicly and was featured in mainstream media speaking out at a protest.

This lesson will engage students with questions about the roles of social media pertaining to how young people seek and receive news, how it is used to organize people and what the constant connectivity and accessibility means for society. Through this lesson, students can explore digital footprints and public facing profiles, but, the main focus is on the news, political activism, organizing and connectivity. It will not cover internet safety, privacy, cyberbullying and other important social media related issues. Those and many other related topics could be explored in a comprehensive unit and in additional lessons. There are also many sources available online and in print that can be utilized. This lesson is geared towards high school and post-secondary students.



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[6]Taylor Lorenz, *Trump Has Changed How Teens View the News*

Performance Task

- Students will have a class discussion about using social media for political activism, whatever form that may take, and connectivity in general. They will create a guide for seeking news online.
- Each student will also individually create a statement and a series of images that will convey a political message about an issue that they care deeply about.
- Depending on the needs of your students, activities can be done individually or collaboratively in groups.

Instructional Objectives:

- Students will explore issues around young people getting their news from platforms, like Facebook, and create a guide to navigate news online. Through this activity, students will be able to analyze social media with a critical eye.
- Students will investigate social media for activism and individually create a statement and a series of images that will convey a political message about an issue that they care deeply about.

Learning Activities:

- Students will discuss the wide use of social media as the source young people go to for news.
- Students will conduct research that, along with the class discussion, will inform their words and create a guide to the news on social media.
- They will explore how people utilize social media for political activism in a variety of strategies.
- The will select an issue that they care deeply about and write a statement that will accompany a series of images, informed by Starr's photographic journalist work.
- Have students create a gallery walk of all of the work to explore the work to see how the other students communicated their cause and end with a class "popcorn" discussion to share what they noticed.

Guiding Questions:

- What are some things to look for when seeking real news information?
- Was the author present at the event or soon thereafter?
- How does the author know these details (names, dates, and times)?
- What are the sources of this information?
- Are they from personal experience, eyewitness accounts, or reports others have written?
- Are the author's conclusions based on a single piece of evidence, or have many sources been taken into account?
- Is this an online news publication or someone's social media page/blog?
- How did Starr use social media?
- What do you think Starr was trying to communicate or accomplish with this series of images?
- What are other uses for social media?
- How can you convey a message by combining a series of photographs with a statement of cause?
- How do the platforms differ?
- How has social media changed political protests as a strategy?
- How can you use social media and ideally, how would you like to use it and see it used?

Resources:

The Atlantic, Trump Has Changed How Teens View the News
Young people can see the president's tweets as jokes, but they still often share his negative feelings about the press

https://www.theatlantic.com/technology/archive/2018/08/

LESSON 7

Standards:
NCELA: R-1,2 L-1,2 SL 1,2,3,4 W-2,3,4,8
NCSS: RH-2

LESSON 8

A Tribute Speech: The Road to Activism for a Shining Starr

(English Language Arts • Social Studies / Civics)

LESSON SUMMARY

The Hate U Give tells the story of Starr Carter, a young girl finding her voice and using it to stand up for justice. We also see many other accomplishments and qualities Starr has that deserve great praise and recognition. Her childhood friend, Khalil was portrayed as a dear friend, fellow lover of Harry Potter, son, brother, and at times, caught up in a world of drug dealers. Who was Khalil? The police officer who killed him perceived Khalil as a threat. For Starr, and those who knew him, he was a kind, charming, and loving person. Starr struggled to find, and ultimately use her voice on Khalil's behalf. She wanted justice for Khalil, but she also wanted him to be remembered as the generous, loyal, lifelong friend whose own life was unnecessarily cut short when he was in the midst of helping to ensure that Starr got home safely. Once Starr committed to finding justice for her friend and for her community, her voice rang out, and she found her strength as a young activist.

Students will understand that while we are all imperfect, knowing our strengths, assets and potential can capture the essence of who we are, more so than our shortcomings and mistakes. By writing a tributary speech to honor someone, students will recall a moment when they noticed how someone in their life did something powerful to help others. They will reflect on a person who inspired them personally and conclude with one thing they themselves would like to improve in the world and one thing that they could do to reach that goal.

This can be a small act, like helping a person and treating them with respect when it appears that nobody else does. It could also be broader action, like starting or participating in a movement such as Black Lives Matter. They can honor the students from Marjory Stoneman Douglas High School or the legendary John Lewis, civil rights leader and member of Congress who chaired the Student Nonviolent Coordinating Committee (SNCC) at age 23 in 1963. John Lewis risked his life fighting for equity and social justice for black people. In the film, Starr's father says, "Something to live for is something to die for." The only requirement for writing is that the honoree has touched the life of the student.



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In this lesson, students will write a tributary speech that will honor someone like Starr, someone they know personally who has inspired them by helping others in some small or large way. This tribute will give students the opportunity to consider and celebrate the person that inspired them and it will also nurture a growth mindset and inspire students to make great achievements and act in service of others.

This lesson calls on students to actively participate in creating the world they want to live in and suggests that each one of us has the power to help and move people to be a change agent.

Performance Task

- Students will examine Starr's character and list what captures the essence of who she is and how she has become an activist.
- They will discuss what they would include in a speech if they were tasked with honoring Starr at an awards ceremony. There are many resources for this type of writing.
- Students will then compose their own tribute after reviewing examples and give the speech or choose to have another read it to the class.

Instructional Objectives:

- Students will analyze attributes of those honored for their activism and/or helping others, like Starr and the other characters in the film and develop criteria to guide their writing. They will understand that one doesn't have to be well known to be an activist or a change agent.
- Students will learn how to determine what is important to include in a tribute as well as what is best left out.
- Students will make decisions about what they want the world to know about their honoree and themselves including what they care about and their hopes for the future.



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- Students will use their own voice, not a formal literary voice, to write a speech that includes introducing themselves and how they know their honoree. They will tell a personal story about the honoree that the speaker knows as well as qualities others may know about and why they are honoring that person. The tribute will end by explaining how the honoree inspired the student to take action, and for what cause.

Learning Activities:

1. Students will analyze what led Starr to becoming an activist and what being an activist means.

2. They will choose someone that has touched their life while doing something to help someone, a community or the world, and write a tributary speech about them for an awards ceremony.

Guiding Questions:

- What counts as activism? Read Striving for Justice and Equality with a Camera on New York's Streets to explore using what you love to do as an act of activism.

- Create a class generated list of types of activism Starr and other characters used in the film such as Starr's father and boyfriend.

- Watch the video: "John Lewis: Young people, Women Will Lead Us" and discuss his activism and motivation. How has his work as an activist changed the United States? How does his continued activism affect the United States today?

- Who in your life has surprised or inspired you with an act in defense of or to help someone else and, if so, what did they do?

- What should be included when writing this tributary speech? Read article about writing a tributary speech.



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3. Students will write their speeches independently. Students will receive feedback and make appropriate revisions. (Depending on your class, they can get feedback either from the teacher or from a peer or small group of peers)

4. Students will practice and present their speeches. This can be done in several ways: students can read the text to the class, submit it using Word or Pages, or record a video.

Resources:

John Lewis: Young People, Women will Lead Us
https://www.youtube.com/watch?v=IR9QhXxx4VI

Striving for Justice and Equality With a Camera on New York's Streets, NY Times, August 24, 2018
https://nyti.ms/2BIFlg6?smid=nytcore-ios-share

Tribute Speech Guide
https://www.write-out-loud.com/tribute-speech.html

Sample Tribute to a Special Volunteer
https://www.specialspeeches.com/sample-tribute.html

LESSON 8

Standards:
NCELA: R-1,2 L-1,2 SL 1,2,3,4 W-2,3,4,8
NCSS: RH-2