



2018 GUIDE



THE HATE U GIVE

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"Absolutely riveting!"
JASON REYNOLDS

"Stunning."
JOHN GREEN



ANGIE THOMAS

ABOUT THE BOOK:

Starr Carter is a sixteen year-old girl who lives in the less affluent side of town and attends a prep school in the suburbs. The balance between the two worlds is difficult for her to manage. That all gets blown apart when she witnesses her black childhood friend, Khalil, being shot and killed by a white cop. Soon his death becomes a national headline and protesters take to the streets in Khalil's name. Starr is the only one who knows exactly what went down, and she is the only one who can tell her story. But what she does or does not say could capsize her entire community.

ABOUT THE AUTHOR:

Angie Thomas was born, raised, and still resides in Jackson, Mississippi. She is a former teen rapper whose greatest accomplishment was having an article about her in Right On! magazine. She holds a BFA in creative writing. The Hate U Give is her first novel. You can find her online at www.angiethomas.com.



DISCUSSION QUESTIONS:

1. How does the author create sympathy for Khalil, and how does that aid the plot of the story?
2. How would you compare the writing and plots of *The Hate U Give* and *To Kill a Mockingbird*? How do both offer real and raw insight into teenage life and social reality? How do both balance violence with hope?
3. One of the themes in Thomas's book is "voice as a weapon for change." Starr is encouraged to speak out and use her voice to fight for Khalil and justice. How does Starr use her voice as a weapon? Why does she feel like it is important for her to use her voice in the future and "never be quiet" again?
4. In the novel, Starr talks about how her parents told her what to do and how to act if a cop pulls her over. Why do you think they offer this guidance? Have your parents ever had a similar conversation?
5. When the news of Khalil's death is spread, Starr's neighborhood exploded into a "warzone." What are similar situations that have happened in our reality?
6. How does book endorse or challenge the American Dream?
7. In what ways does perception affect the attitudes and actions of the characters in the story? How does perception play into our own decisions and actions?
8. This book is heavily influenced by the topic of race relationships in America. If Khalil had been white, would the same reaction have happened? Had the officer been black, would the situation itself have received as much attention?
9. How does someone's socioeconomic status affect their education, career, lifestyle, and ability to rise above their current level?
10. Malcolm X and Martin Luther King Jr. are both mentioned in this book in reference to their different styles of activism. In what ways do we see both styles present in the book?
11. What are some ways that Starr's neighborhood could begin to improve? What strategies might her father and other community leaders use to reduce gang violence, drug dealing, and support business growth?
12. By writing her book, how does Thomas use her own voice as a "weapon for change"? What kinds of change does the book ask us to take?



HOW TO USE THE BOOK:

In your class:

- Use this book to analyze current events and create a productive discussion.
- Some students may not have read the book over the summer. Be sure to indicate the book and the date that it will be referenced in class.
- Create relevant assignments to the book, or use it to reinforce the theories, philosophies, and practices of your discipline.

Outside the classroom:

- Give students time to read the book. If they do not have a copy, have them get a copy from K-State Libraries or one of Sigma Tau Delta's Lending Libraries.
- Create questions or activities inspired by the book that will allow people to participate even if they have not read the whole book.

When planning events:

- Partner with other established groups on campus. They can help fund, advertise, and bring people to the event.
- Select your day and time around who you want to attend.
 - Faculty/staff - 8am-5pm Monday-Friday.
 - Students - Tuesdays/Thursdays after 7pm, though those are also common exam times.
- If you are planning a daytime event for students, keep in mind...
 - MWF classes generally start on the half hour.
 - TU, TH classes can start on the hour, half hour, or five after the hour.
 - Work with instructors to schedule the event when their class meets and ask them to bring their class.




RESOURCES

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- Clark, S. P. (nd.). Discussion Guide for The Hate U Give by Angie Thomas. HarperCollins Publishers. Retrieved from: http://enterprise.supadu.com/images/ckfinder/687/images/3p_THUG-DG.pdf
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- TED-Ed. (2017, Mar 2). What happened to trial by jury? - Suja A. Thomas [Video file]. Ted-Ed. Retrieved from: <https://www.youtube.com/watch?v=qVoYFYxGJPg>
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- TED. (2018, Apr 10). What we can do about the culture of hate | Sally Kohn [Video file]. Retrieved from: <https://www.youtube.com/watch?v=BzeTjn0R2VY>
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- UC-B Properties. (2017, Jul 10). “Building the Troost Wall: Structural Racism in Kansas City.” Retrieved from: <https://uc-bproperties.com/how-troost-became-a-dividing-line-in-kansas-city/>
- Emmett Till Project. (2017). Podcasts. Podcast retrieved from: <http://www.emmettillproject.com/podcasts/>
- TeamHarperTeen. (2017, April 7). “Here’s How Tupac Inspired The Hate U Give.” Retrieved from: <http://www.epicreads.com/blog/tupac-thug-life-hate-u-give/>
- Hirsch, Afua. “Angie Thomas: the debut novelist who turned racism and police violence into a bestseller.” (2017, March 26). The Guardian. Retrieved from: <https://www.theguardian.com/books/2017/mar/26/angie-thomas-the-debut-novelist-who-turned-racism-and-police-violence-into-a-bestseller>



ACTIVITIES

Explore ways to use the book, including read-a-likes, watch-a-likes, classroom discussions, and co-curricular activities.



READ-A-LIKES:


- *Air*-Ryan Gattis
- *All American Boys*-Jason Reynolds and Brendan Kiely
- *American Street*-Ibi Zoboi
- *Americanah* - Chimamanda Ngozi Adichie
- *Anger is a Gift*-Mark Oshiro
- *Born a Crime* -Trevor Noah
- *Brown Girl Dreaming*-Jacqueline Woodson
- *Dear Martin*-Nic Stone
- *Dream Things True*-Marie Marquardt
- *Dreamland Burning*-Jennifer Latham
- *Everything Everything*-Nicola Yoon
- *Genius*-Marc Bernadin and Adam Freeman
- *How It Went Down*-Kekla Magoon
- *I Am Alfonso Jones*-Tony Medina and Stacey Robinson
- *Kindred: A Graphic Novel Adaptation*-Octavia Butler, Damian Duffy, and John Jennings
- *Midnight Without a Moon*-Linda Williams Jackson
- *Monster*-Walter Dean Myers
- *Piecing Me Together*-Renée Watson
- *Rebels Like Us*-Liz Reinhardt
- *Rest in Power: The Enduring Life of Trayvon Martin*-Sybrina Fulton and Tracy Martin
- *The Day Tajon Got Shot*-Kathy Crutcher
- *The Education of Margot Sanchez*-Lilliam Rivera
- *The Sun Is Also a Star* -Nicola Yoon
- *The Truth of Right Now*-Kara Lee Corthron
- *To Kill a Mockingbird*-Harper Lee
- *Turning 15 on the Road to Freedom: My Story of the 1965 Selma Voting Rights March*-Lynda Blackmon Lowery, Elspeth Leacock, Susan Buckley, and PJ Loughran
- *March*-Congressman John Lewis, Andrew Aydin, and Nate Powell
- *Tyler Johnson Was Here*-Jay Coles

WATCH-A-LIKES:

- *Dear White People*
- *Dope*
- *Boyz n the Hood*
- *Malcolm X* (1992)
- *Colors*
- *Training Day*
- *Straight Outta Compton*

COMPARE AND CONTRAST

- In *Dear White People*, Samantha White is an emcee that comments on the prejudices and injustices that white people push on to the black students at their predominantly white college campus. Samantha does not fear saying what she thinks. In *The Hate U Give*, Starr always said that if an injustice would happen to her, than she would speak up, but after she witnesses Khalil getting killed by a cop, she is too scared to say anything, but ends up overcoming that fear. Do you think age and environment aides in one's courage to speak up?
- In *DWP*, one of the characters is staring down the barrel of a gun because a white cop thought he was starting a fight, and he demanded to see his student ID but the character kept asking why he needed to show it. The character complied but that created the conversation of police brutality over black people. In *THUG*, similar situations occur. The first time is when Khalil gets pulled over, questioned, and gets shot and killed. The second time is when Starr's dad, Maverick, gets into an argument with a fellow business owner and the cops pull up and start questioning him once they hear who he is. They start demanding that Mav shows his ID and eventually force him to the ground brutally. In the situation, Mav does not get hurt, just as Reggie did not get hurt, but both were inhumanely treated.
- In *To Kill a Mockingbird*, Atticus is on a case defending Tom, who is being prosecuted for raping the Cunningham girl. Atticus defends Tom to his last breath and creates a great case for him, but Tom does not get the justice he deserves and is sentenced to death. In *THUG*,



Khalil's case also goes to a grand jury where it will be decided if the police officer that shot him will go to trial. Khalil's case does not win and the police officer that shot him is not tried for his murder. In both incidents, the victim does not get justice for their case.

DISCUSSION ACTIVITY

by Dr. Anne Phillips, Professor, English

Start with: Brief trip around the room: One thing you thought or want to talk about after reading *The Hate U Give*?

After everyone talks: [Naomi Wadler Speaks to Crowd at D.C. March For Our Lives](#)

After the video: Conversation about representation of larger issues in YA.

- How is protesting and youth activism represented in *The Hate U Give*?
- Thomas writes Starr as being unsure whether or not she should speak up. How does that choice affect the novel? What are the stages in her development in this respect? What are the reasons that she increasingly feels compelled to speak?
- March for Our Lives has gotten a lot of positive press coverage; however, the Black Lives Matter movement is often discounted or looked upon in a negative light. How do those portrayals fit with Thomas's conversation about race?
- Similarly, Big Mav often discusses the Black Panther Party and has taught Starr and Seven the 10 point program. Utilize List of 10 pts. Beyond direct mention of some of the points, How might these align with Thomas's novel?
- Thomas covers issues of police brutality and systemic racism, What is the effect of utilizing these in a YA novel?
- Thomas's book is one about race, what is the significance of representation in this novel, but also YA lit in general?
 - Garden Heights has a diverse community, and Thomas names large parts of the wider community. What does this achieve in *The Hate U Give*? What is the impact of knowledge of the innerworkings of this community?

- Additionally, Starr's family is a large part of her activism, why might it be important that Thomas has written Starr's family like she has?
- Representing diversity and contemporarily relevant topics seems to fit with a larger trend in YA lit. Why do you think we're seeing this trend? How does this representation seem like it could shape youth?

Move into: Heavy topics are complex and messy to discuss. How do we defend the choice to read and use this book? Continue the conversation we've been having about censorship, because there was a move to censor this book in Texas and South Carolina.

The Hate U Give in the classroom

- If you elected to teach *The Hate U Give* in a high school classroom, how would you explain your choice to parents and concerned citizens?
 - Especially considering that arguments may target the political nature.
 - Consider that these arguments may come from student as well as adults
- Teaching this book is going to be different based on the demographics of a classroom. How can you see making this book relevant especially to students who may not see it as relevant?
- Based upon our conversations about representation and activism, how might you fit some of those points into your defense of *The Hate U Give*?
- How might the strategies we've discussed be used in a college or university classroom?



CLASSROOM ACTIVITIES

Creating opportunities to teach The Hate U Give is simple. The following activities can be tailored to your course content and to the time you have available. They are a great way to build community. You could start with them to get students thinking actively, or end with them if your regularly scheduled discussion and activities go faster than what you had planned. The discussion questions listed above will easily fit with the following activities.

Professional/business writing

Time: 10-20 minutes

Directions: Take a song mentioned in the book and rewrite it so that it is following business or professional writing guidelines.

Faculty Announcement

Time: 5 min or less

Benefits:

- Students build community outside of the classroom.
- Students can bring in this content to enrich classroom discussions

Directions: Encourage Students to attend author event or other KSBN-related events. Create a meeting place at the venue so students can meet up there before the event and sit together.

Two Circles

Time: 4-5 minutes per question

Benefits:

- Students discuss specific questions
- Students build community through one-on-one interaction with their peers
- Students are more confident to speak up in class because their partner can save them if they can't
- articulate their answer

Directions: Split the class in half. Half the students form a circle on the outside of the room facing in. The other half pairs up with this outside circle, forming an inside circle. Give students a question, they discuss, discuss as a big group, have inside circle move counter clockwise. Repeat.

Student-Led Discussion

Time: 5-8 minutes per group

Benefits:

- Teaching content is often the best way to learn it
- Students gain public speaking and leadership skills
- Instructor can gauge what concepts the students understand and which concepts they struggle with Students meet and develop working relationships with others in their major/academic interests

Directions: Break students in groups determined by their major or academic interests. Assign each group a topic or group of discussion questions related to their academic interests (see earlier in the guide). Have students lead discussion.

Think, Pair, Share

Time: 10 min

Benefits:

- Students interact with the text individually and collectively.

Directions: Choose questions from the question guide. Have students free write their response, then pair up and share responses. Gather students back together and ask for pairs to volunteer their answers, or go around the room and have all pairs share



EXTRA CURRICULAR

Attend the events held on the K-State campus throughout the 2018-2019 school year. See a list of all updated events at www.k-state.edu/ksbn/events.html. Do you have an idea for an event that you'd like to share? Email us at ksbn@k-state.edu and we'll add it to the list!

Co-Curricular Event Example

by Jess Kerr, Academic Coach, Academic Achievement Center

At Straight Upp Creative Studio, we will be creating our story on either a bowl, plate, or cup. This story will be our journey through life and the significant events that we feel made us who we are today. During this creative process we will talk about *The Hate U Give* and the real life connection it has to our students. Once the plates, bowls, and cups are complete, we will use them to eat some snacks together. This shared meal serves as a metaphor which highlights how even though everyone's story is personal and unique to them, it can be used for the same thing or towards the same purpose. This experience will be a bonding time for all of us, an educational moment, and a moment to ground us in reality and our lived experiences.

KSBN Fall Event Series:

Our program sponsored events below all count towards the K-State First and KSBN K-State 360 badges. Please indicate this to your students so they can earn those badges!

Finish the Lyrics: Get Connected to *The Hate U Give* and KSBN

- August 22, 4:30 - 6:00 p.m.
- Derby Dining Center Lobby

Wildcat Dialogues

- September 17, 7:00 pm
- Grand Ballroom, K-State Student Union

Panel on Community Policing

- September 20, 7:00 pm
- Town Hall, Leadership Studies

KSBN Faculty/Staff Lecture Series: Mary Kohn (Associate Professor, English) on code switching

- September 27, 5-6 pm
- Flinthills Room, K-State Student Union

KSBN Faculty/Staff Lecture Series: Jessica Elmore (Associate Director of Diversity Programs, Alumni Association) on social justice

- October 4, 4-5 pm
- Flinthills Room, K-State Student Union

KSBN Faculty/Staff Lecture Series: Cameron Leader-Picone (Associate Professor, English) on hip-hop

- October 24, 12-1 pm
- Bluemont Room, K-State Student Union

Author Visit: Public Lecture by Angie Thomas on “The Hate U Give: Finding Your Activism and Turning the Personal into the Political”

- February 15, 7-8 pm
- Alumni Center Ballroom with overflow in the Union

GAMES:

Games are an excellent tool to add an element of play to your discussion.

Spinning Yarns (Benjamin Ward, 2011):

Objective:

In the tradition of “talking sticks” used in talking circles, the aspiration of “Spinning Yarns” is to stimulate discussion and foster involvement by only allowing players to speak when they hold the ball of yarn. The implied purpose of the game is to demonstrate the “connectedness” of the players through play, and when possible, through the questions asked.

Number of Players:

- At least 10

Duration:

- 10 to 40 minutes (depending on the number of questions asked)

Materials:

- One ball of yarn (avoid rolling the ball too tight)

Prep:

- The game facilitator will generate a series of questions to pose to the class. The discussion questions listed above could work well.

How to Play:

Ask students to raise their hands to be called on to answer questions. Stress that only students holding the ball of yarn may answer questions. Make sure that all players understand that they are to toss the ball of yarn, not throw it aggressively. This is supposed to be a fun experience for everyone.

- Ask the first question, hold one end of the the ball of yarn, then gently toss the ball to a student with a raised hand. If that student contributes to the conversation, they may hold onto the strand of yarn
- Ask the next question. The player with the answer from the previous question may choose the next person who raises a hand to answer the next question. If the student holding the ball of yarn did NOT contribute to the conversation or answer the question correctly, they do NOT get to hold onto the strand of yarn and become a part of the chain at that time – instead, they will toss the ball of yarn back to the person who had it before them (if they contribute to the conversation later, they can join the web of yarn later).
- Continue to ask questions until you have finished you question list, run out of yarn, or have run out of time.
- Review any overarching concepts that may have been brought forward by the line of questioning.
- Have students gently pass the strands of yarn to one side. And gather up the loose strands yarn.

Tips and Tricks:

- List of questions that progressively reveal a narrative, line of thought, or an interrelated set of concepts work best with this game.
- It is often difficult to salvage a ball of yarn from the tangle created by playing this game. Be forewarned.
- The farther a ball is tossed, the more fun the game. But, be sure everyone is paying attention when the ball is being tossed or someone may be lightly injured.



TEACHING AND LEARNING STYLES

Different teaching styles at K-State allow students to understand various learning practices, and help them adapt in college. Students may find a preferred method of learning, and these options, when available, allow them to study more effectively.

- **Lecture:** students listen to professor speak from podium. Usually including a PowerPoint or other presentation, students may ask questions when acknowledged.
- **Seminar:** small sized classrooms where questions are freely asked, and content is generally discussed.
- **Flipped Classroom:** listen and watch the pre-recorded lecture online at home, and discuss questions and complete the assignment in class.
- **Lab and Lecture:** conduct a pre-lab assignment, discuss the experiment in a lecture, and conduct a follow-up lab assignment using critical thinking. Common in science and engineering centered classrooms.
- **Student-Conducted Classroom:** students independently discuss the assigned topic and the professor/lecturer is available for questions
- **Online Courses:** students independently study and are examined about the class's focus. Professors are available by email or phone. Certain classes may have in-person assignments, depending on professor's preferences.
- **Demonstrations:** professor or instructor actively demonstrates a concept. Students may participate if asked to, and an idea is showcased. Common in science and engineering centered classrooms.
- **Simulations:** students participate in activities similar to real situations involving critical thinking and decision making. Students think about the outcome without the risk. Common in science, engineering, and aviation classrooms.
- **Cooperative Learning:** students in small groups work together to complete a task or solve a problem.
- **Case Studies:** students, individually or in groups, apply learned knowledge to solve a fictitious case.
- **Role Play:** students work to solve problems through acting in different associated roles. Involves identifying, acting out, and discussing problems.
- **Problem Based and Inquiry Learning:** professors provide a problem that students must solve through data gathering, organization, and explanation. Students also analyze how they solved the problem.

Active & Engaged Learning

K-State First molds active learning and engaged learning together to stimulate students into deeper thinking, about themselves, K-State, and beyond. Through GPS mentorships, First Year Seminars, CAT Communities, and the K-State Book Network, students' accessibility to learning widens beyond the average college experience.

- **Active Learning:** Process by which students engage in activities, such as reading, writing, discussion or problem solving that promote analysis, synthesis, and evaluation of class content.
- **Engaged Learning:** Degree of attention, curiosity, interest, optimism, and passion that students demonstrate when learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

Hands-on (Kinesthetic) Learning


This practice seeks to teach students through hands-on learning experiences, rather than traditional textbooks and lectures. In doing so, students acquire technical skills to further their knowledge in their respective areas. Students may apply concepts to real life situations, in turn developing confidence and skill in that background.

- **Kinesthetic Learning Examples:** running a small business, building a robot or machine, or leading a class activity or discussion.



FACTS, STATISTICS, AND TERMS TO KNOW

Explore terms used in the novel,
information about code-switching, and
demographic data from various cities and
K-State



TERMS:

- **THUG** stands for “The Hate U Give.” As Tupac described in his song “T.H.U.G.L.I.F.E.” (1994), it is someone who is struggling or has gone through struggles, but continues to live a day-to-day life.
- **Dap:** knocking of fists together, or a “Fist Bump.”
- **Malcolm X:** African-American Muslim minister and human rights activist, specifically for African-Americans.
- **Code switching:** the use of one dialect, register, accent, or language variety over another, depending on social or cultural context, to project a specific identity.
- **Community policing:** the assigning of the same one or two policemen to a particular area so that they become familiar with the residents and the residents with them, as a way of reducing crime.
- **Food insecurity/food deserts:** an economic and social condition of limited or uncertain access to adequate food.
- **Ghetto:** (noun) a section of a city, especially a thickly populated slum area, inhabited predominantly by members of an ethnic or other minority group, often as a result of social or economic restrictions, pressures, or hardships.
(adjective) noting something that is considered to be unrefined, low-class, cheap, or inferior.
- **Dry snitching:** indirectly telling secrets or offenses to a person of authority or any person meant to be kept away from a secret or offense, sometimes inadvertently.
- **Blended families:** a family composed of a couple and their children from previous marriages.
- **Redlining:** a discriminatory practice by which banks, insurance companies, etc., refuse or limit loans, mortgages, insurance, etc., within specific geographic areas, especially inner-city neighborhoods.
- **Black Panther:** a member of a militant black American organization Black Panther party active in the 1960s and early 1970s, formed to work for the advancement of the rights of blacks, often by radical means.
- **Black Panther 10 Point System:** “First publicized in the the second issue of the organization’s newspaper, Black Panther, on May 15, 1967, the platform and program, titled ‘What We Want Now! What We Believe,’ was a set of guidelines written by Newton and Seale that emphasized the Party’s ideals and commitment to advancing a revolution that addressed the needs of the black community.”
 - UC Press Blog. (2018, Feb 7). The Black Panther Party’s Ten-Point Program. University of California Press. Retrieved from: <https://www.ucpress.edu/blog/25139/the-black-panther-partys-ten-point-program/>

Sources: Retrieved from <https://www.dictionary.com/> and <https://www.urbandictionary.com/define.php?term=dry%20snitching>

CODE SWITCHING AND AFRICAN AMERICAN LANGUAGE

by Dr. Mary Kohn, Associate Professor, English

Anyone who has studied a foreign language knows that you have to learn a lot of rules to speak a language new to you. It turns out that all languages -- and for that matter, all dialects -- are composed of unspoken and sometimes unwritten rules. African American Language is no different.

African American Language is a way of speaking that is associated with African American communities and is born out of the historical and present cultural context of the African American Experience, although it is important to note that not all African Americans speak African American Language. What some people assume is slang is actually a rich and complex language complete with its own verb tenses, sound patterns, and unique vocabulary. So, for example, habitual be, as in “Jayden be going to school every day,” is a unique verb construction that conveys information about quality of time. In this case, be tells us that going to school is not a one-time activity for Jayden, but something that is a consistent event in Jayden’s life. Speakers of Spanish may compare this distinction to the imperfect inflection, so that “Jayden nadaba” (“Jayden used to swim”) indicates an activity that occurred many times in Jayden’s past, rather than a single event in the past.

Speakers who command more than one code, or way of speaking, may skillfully switch between these codes to tailor a message to a particular audience, or to express shades of meaning that are unavailable in one of the codes. In a sense, everyone understands the need to switch it up depending on the situation. You might think better of talking to Grandma the way you talk to an infant or to your best friend, for example. Many people who speak vernacular (informal) varieties of African American English will primarily employ this variety with friends and family, reserving more formal varieties for work or school.

Communication is always a two-way street, though. Code-switching is a useful strategy to navigate different social scenarios, but it is not necessarily a quick fix to racism or social inequality. For example, sometimes it is suggested that people should just speak Standard English to advance in society. Such suggestions place a burden to change on groups that already experience marginalization, while simultaneously devaluing their language as somehow less capable of the full range of human expression. Further, research suggests that listeners can often imagine accents

based on a speaker’s appearance, and these associations can perpetuate damaging stereotypes and social inequality. Language and culture are intimately intertwined so that language provides a window to our communities, our families, and our heritage. Each voice is a window into the human experience, and should be valued as such.

Resources:

- Hear linguists discuss African American Language as part of the Language and Life Project: <https://www.talkingblackinamerica.org/category/resources/>
- Dr. Renee Blake discusses codeswitching for Huffington Post: <https://www.facebook.com/HuffPostBlackVoices/videos/192792728065233/>
- Dr. Anne Charity Hudley wrote about code switching for Slate: Charity-Hudley, Anne. 2014. “Which English you speak has nothing to do with how intelligent you are.” Lexicon Valley. http://www.slate.com/blogs/lexicon_valley/2014/10/14/english_variation_not_related_to_intelligence_code_switching_and_other_ways.html
- Read about code switching in the school system: Mills, Monique T., and Julie A. Washington. 2015. “Managing Two Varieties: Code Switching in the Educational Context” in *The Oxford Handbook of African American Language*. Oxford University Press.
- Learn about history of the study of code switching: Nilep, Chad. 2006. “Code switching’ in sociocultural linguistics.” *Colorado Research in Linguistics* 19: 1–22.

STATISTICS AND FACTS: K-State Demographics

Department	Faculty Demographics -- University Totals																		
	Gender				Ethnicity							Tenure Status			Highest Degree				
	N	Male	F	Inst'l FTE	Non-resident Alien	Hispanic	Am Ind or Alaska	Asian	Black	Hawaiian Pacific	White	Two or More	Unknown	Tenure	Tenure Track	Non Tenure	Ph.D.	MS	BS
College of Agriculture	234	183	51	79.7	8	9	2	22	6	1	181	1	4	147	45	42	216	12	6
College of Architecture	54	38	16	51.5	1	3	0	3	1	0	45	0	1	36	9	9	13	40	1
College of Arts and Science	503	290	213	465.7	32	25	1	43	10	0	376	5	11	266	129	108	420	80	3
College of Business Administration	66	42	24	66.0	4	1	0	9	4	0	44	2	2	24	13	29	45	21	0
College of Education	61	20	41	58.0	2	1	0	3	3	0	51	1	0	28	10	23	46	11	4
College of Engineering	153	126	27	109.1	8	2	0	37	1	0	102	2	1	78	45	30	127	14	12
College of Human Ecology	115	38	77	88.2	3	3	0	5	1	0	102	1	0	51	26	38	75	36	4
College of Veterinary Medicine	120	67	53	68.2	8	2	1	24	2	0	82	1	0	52	24	44	116	3	1
K-State Polytechnic	43	27	16	41.9	1	0	1	4	2	0	34	1	0	21	2	20	15	24	4
Cooperative Extension	26	11	15	0.0	0	1	1	1	0	0	22	0	1	6	5	15	14	11	1
Administrative	46	15	31	42.6	1	0	1	2	2	0	40	0	0	2	2	42	9	33	4
Total University	1,421	857	564	1,070.8	68	47	7	153	32	1	1,079	14	20	711	310	400	1,096	285	40

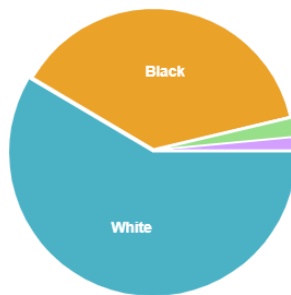
Term	Amer. Indian	Asian	African Amer.	Hawaiian/Pac.	Hispanic/Latino	Int'l	Multi Racial	Not Spec.	Caucasian	Total
2010	113	320	993	35	1,077	1,812	408	143	18,687	23,588
2011	99	364	990	38	1,191	1,857	536	368	18,420	23,863
2012	95	352	1,019	30	1,290	2,045	593	501	18,453	24,378
2013	104	364	967	32	1,341	2,106	650	420	18,597	24,581
2014	94	381	954	36	1,419	2,247	695	391	18,549	24,766
2015	94	384	875	28	1,520	2,058	704	372	18,111	24,146

Source: K-State Faculty demographics <https://www.k-state.edu/pa/faculty/demographics/total/t2017.pdf>

US prison system

- “At year-end 2016, about 1 in 38 persons in the United States were under correctional supervision.”
- “The incarceration rate has declined since 2009 and is currently at its lowest rate since 1996.”
- Source: Kaeble, D. and Cowhig, M. (2018, Apr). Correctional Populations in the United States, 2016. U.S. Department of Justice. Retrieved from:
- <https://www.bjs.gov/content/pub/pdf/cpus16.pdf>

Statistics based on prior month's data -- Last Updated: Saturday, 26 May 2018



Race	# of Inmates	% of Inmates
Asian	2,700	1.5%
Black	69,324	37.8%
Native American	4,068	2.2%
White	107,128	58.5%

Source: Federal Bureau of Prisons (2018, May 26). Inmate Race. Retrieved from: https://www.bop.gov/about/statistics/statistics_inmate_race.jsp



Drug Statistics in the United States

- “The inverse association between family receipt of public assistance and drug dealing implies White adolescents’ involvement in selling drugs may not be a consequence of or response to economic deprivation.”
- “These findings, when taken into consideration with current study findings suggesting the availability of marijuana and crack is associated with drug trade, implicate the social environment as an important contributor to involvement in drug dealing among Black youths.”

Source: Floyd, L. J., Alexandre, P. K., Hedden, S. L., Lawson, A. L., Latimer, W. W., & Giles, N. (2010). Adolescent Drug Dealing and Race/Ethnicity: A Population-Based Study of the Differential Impact of Substance Use on Involvement in Drug Trade. *The American Journal of Drug and Alcohol Abuse*, 36(2), 87–91. <http://doi.org/10.3109/00952991003587469>

Population Comparisons

Manhattan	Topeka	St Louis	Dallas	Wichita
54,832 - total population	126,587 - total population	308,626 - total population	1,341,075 - total population	390,591 - total population
<ul style="list-style-type: none">• White - 46,413• African American - 3,062• American Indian - 208• Asian - 3,252• Hispanic - 3,706• Other - 791	<ul style="list-style-type: none">• White - 100,346• African American - 12,751• American Indian - 1,164• Asian - 1,797• Hispanic - 17,971• Other - 3,998	<ul style="list-style-type: none">• White - 144,226• African American - 151,372• American Indian - 734• Asian - 9,660• Hispanic - 12,216• Other - 3,014	<ul style="list-style-type: none">• White - 779,792• African American - 313,906• American Indian - 3,202• Asian - 41,795• Hispanic - 530,277• Other - 108,101	<ul style="list-style-type: none">• White - 295,824• African American - 43,636• American Indian - 3,982• Asian - 19,437• Hispanic - 63,659• Other - 9,763

Source: United States Census Bureau (2018). American FactFinder - Community Facts [Data file]. Retrieved from: https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml



DIVE INTO THE NOVEL

Meet the major characters, utilize chapter summaries, and explore the general timeline of the novel

MEET THE MAJOR CHARACTERS

- **Starr Carter:** Our main protagonist who seeks justice for her friend while finding a balance between her home and school life.
- **Khalil:** Starr's childhood best friend who gets shot by a police officer during a traffic stop.
- **Maverick Carter:** Starr's father, who was once imprisoned due to his previous involvement in a local gang named the King Lords.
- **Lisa Carter:** Starr's mother who works long hours as a nurse to provide for her family.
- **Seven:** Starr's older half-brother who feels the need to protect his family and Starr.
- **Sekani:** Starr's younger brother, and instigator of insignificant family arguments.
- **Chris:** Starr's white boyfriend who also attends the expensive prep school with Starr.
- **Hailey:** Starr's childhood best friend from her prep school who causes strife within their friendship.
- **Maya:** Starr's other best friend from prep school who understands Starr's frustration with Hailey.
- **Kenya:** Starr's childhood best friend from Garden Heights, and Seven's half-sister.
- **King:** Leader of the King Lords gang in Garden Heights, also Kenya's abusive father.
- **Iesha:** Seven and Kenya's mother who is often abused by King.

CHAPTER SUMMARIES:

Chapter 1:


- Starr Carter goes to a party in her neighborhood of Garden Heights. She feels out of place since she attends a predominantly white school 45 minutes away. Starr's childhood friend, Khalil, arrives at the party, dressed in expensive clothes, so Starr suspects that he is selling drugs. Starr and Khalil begin to catch up when suddenly, gun shots ring out at the party and everyone scatters. Khalil and Starr run out together to his car, and he offers to drive her home. Khalil starts playing Tupac on the radio, which starts the conversation on THUG LIFE. Khalil gets pulled over by the cops.

Chapter 2:

- When Starr was 12, her parents talked with her about what to do when approached by the cops. Their advice: do whatever the cops say to do, don't make any sudden moves, and only speak when spoken to. The cop approaches the car and asks for license and registration. Khalil shows frustration and doesn't comply with the cops demands. Starr remembers her dad telling her to remember the badge number of the officer stopping you. Khalil continues to give the cop a hard time so the cop forces him out of the car and slams him onto the hood. The officer tells Khalil not to move and walks back to his patrol car. When Khalil opens his car door to check on Starr, the cop shoots him. This brings Starr back to her childhood when her friend Natasha was killed in a drive-by shooting. Khalil is dead after being shot three times, and Starr is held at gunpoint.

Chapter 3:

- They leave Khalil in the street while Starr waits in the back of an ambulance. Her parents, Lisa and Maverick, arrive on the scene and take her home. At home, her mom helps her out of her blood stained clothes and into a bath. Starr finally falls into a fitful sleep plagued by nightmares. When Starr wakes up, she goes to the kitchen to have breakfast with her parents and older brother Seven. Seven and Maverick are talking about Seven's mom, Iesha, being



abused by her boyfriend and drug lord, King. They decide as a family to keep Starr's involvement with the case in the family and not tell anyone. Starr goes to work with her dad at their family-owned grocery store. Starr's friend Kenya shows up at the store. On their way out to grab lunch, they run into King, Kenya's dad. King tries to give Starr a wad of cash to pay for their lunch, but she refuses to take it because he's a known drug lord and abusive to her mother and siblings. Maverick comes out to talk to King. King insists that Maverick owes him a favor but Maverick disagrees since Maverick went to prison for him. Maverick tells King not to hit Seven again and King drives off angrily.

Chapter 4:

- Starr has nightmares of her friends and wakes up in the middle of the night. She starts to go to the kitchen when she hears her parents fighting with her Uncle Carlos. Carlos is a police officer and lives in a nice part of town. Carlos is trying to persuade Starr's parents to let Starr speak with the police about Khalil's shooting. The adults become aware of Starr's presence and Carlos asks if she would be willing to talk to the police. Starr reluctantly agrees to talk to them and Carlos promises justice for Khalil. The next day, Starr and her parents go visit Khalil's grandmother, Rosalie. Starr remembers all the good times she had at Rosalie's with Khalil and Natasha. Rosalie took Lisa in after she got pregnant in school and Lisa's mother kicked her out. Rosalie babysat her kids for free while Lisa finished school. Rosalie is sick with cancer, but she is still comforting Starr over what happened. She tells them that Khalil was selling drugs but he wanted advice from Maverick on how to get out. On their way out, Maverick and Lisa give Rosalie money to help pay for Khalil's funeral.

Chapter 5:


- Starr and her family pray together before Lisa drives the kids to school. Starr tries to act normal with her friends but finds it hard because she keeps thinking about Khalil. Starr is also uncomfortable around her friends because they are all talking about the cool vacations they went on, and Starr's family only vacations to a local hotel that has a pool. Her friend, Hailey, has also become more distant ever since she unfollowed Starr for posting on Tumblr about Emmett Till being shot by the police for whistling at a white woman. Starr is also in a fight with her boyfriend Chris. She is reluctant about telling her father she is dating a white boy, even though her mom already knows. Chris tries to talk to Starr, and he jokes around singing her favorite song. This reminds her of Khalil, and she ends up crying, leaving Chris confused. After school, Seven picks up Starr and Sekani and drives them to Lisa's work so she can take Starr to the police station. While the kids are waiting for their mother, Khalil's mother, Brenda, shows up. Brenda is covered with scabs and scars, indicating drug abuse. Brenda had just learned of her son's death and was devastated. Starr is mad at Brenda for acting like this because she never took care of Khalil. Lisa gets mad at Starr for saying that because Khalil was still Brenda's son, no matter how terrible of a mother she was.

Chapter 6:

- Lisa takes Starr to the police office where she is questioned by two officers about what happened. Starr tells them everything that she witnessed. One of the officers doesn't believe that the officer forced Khalil out of the car. Starr is getting upset about reliving that night but she wants to finish the interview. After Starr tells them what happened that night, they ask about Khalil being a drug dealer. The cops keep questioning Starr about Khalil but never about the officer that killed him. Not long after, Lisa gets angry with them, and they leave. Starr and Lisa both feel that this case is not going to fall in their favor.

Chapter 7:

- Starr is at school sitting with her friends, Hailey and Maya, waiting for gym class to start. They had just had fried chicken for lunch, and they are all full. The girls are watching a group of their classmates playing basketball. Hailey convinces Starr and Maya to play a three-on-three game with Chris and two of his friends. Chris starts questioning Starr during the game why she freaked out the other day but she ignores the question. Chris gets the ball past Starr and takes off for the hoop. Hailey gets made and yells at Starr to pretend that



the ball is some fried chicken if she wants to stay on it. Starr gets angry and goes to the girls locker room. Hailey and Maya follow and Hailey claims that she didn't mean for her comment to sound racist, but Starr is not convinced of this. Her friends acknowledge that she has been acting weird and ask if it had anything to do with Khalil. Starr tells them she doesn't know him and tells them it was the anniversary of her friend Natasha's death. Starr asks to go to the office and pretends to have cramps and calls Carlos to come pick her up. He takes her out for frozen yogurt instead of taking her home. They talk about the case. She tells him that the officer held her at gunpoint, too.

Chapter 8:

- This is the day of Khalil's funeral. Looking at Khalil's dead body reminds her of seeing Natasha's body as a child. Starr and her family get invited to sit in the front pew with the family. The funeral was supposed to be upbeat and a celebration of life, but the service takes a turn when April O'frah, a representative for a police accountability advocacy group, starts talking about how Khalil was shot and was unarmed. The church erupts into chaos. After April asks people to join her protest march after the funeral. King, Iesha, and his followers enter in the church and place a bandana on Khalil's body, which is what King Lords do to their fallen brethren. Rosalie throws the bandana back at King and Maverick convinces him to leave. After the ceremony ends, April approaches Starr and her family. She asks Starr to provide her perspective on what happened, but also offers Starr her services as a lawyer if Starr gets dragged further into the case.

Chapter 9:


- Maverick sends the boys home with a message saying he was staying at the store to protect it from looters and to stay indoors. There were riots all over Garden Heights. They could hear gunshots in their neighborhood and saw on the news that police cars were set on fire. Starr is woken up by Seven asking her to go to the park to play basketball. As they walk out, they yell to their parents where they are going. Seven and Starr play basketball until they are approached by the Garden Disciples, a rivalry gang, and they harass Seven because he lives with King. They pull a knife on him and demand for his phone and shoes. A King Lord, DeVante, walks up to the group and scares the rival gang off. Maverick pulls up at the park and yells at Seven and Starr for leaving the house after the riots without telling them because they didn't hear their shout as they were leaving. Starr gets grounded and she, Sekani, and Lisa go over to Carlos's house. Starr sees the cops and the damage on the drive over and feels like the riots are her fault. Chris sees that Starr is at her uncle's house and comes over to talk. Starr tells him that she feels like their race and financial status is what is creating the distance. Chris reassures her that they can make it work

Chapter 10:

- Starr, Lisa, and Sekani stay the night at Carlos' because the riots broke out again. On the way home, the next morning, Lisa is pulled over and Starr almost has a panic attack. Maverick and Starr talk about Tupac's philosophy on THUG LIFE. Maverick says that the system is oppressive and it keeps minorities from getting out of poverty, so it leads them to a life of drug dealing just to make money. After this conversation, Starr decides she wants to speak out about Khalil's murder. At her father's grocery store, DeVante walks in and acts shifty. After some coaxing and an ultimatum, they get DeVante to tell them that he is hiding from King. DeVante wants to know how Maverick got out of the Lords. Maverick tells his story. He was a King Lord at the age of 12. After he became a father, he wanted out. King finally let Maverick out after he took the fall and went to prison for him. Maverick offers DeVante a job, a place to stay, and help getting out of the Lords. Later that night, Starr hears her parents arguing about DeVante and if they should move out of the neighborhood.

Chapter 11:

- At school Monday morning, Starr learns that Hailey's older brother is organizing a protest about Khalil. The students are staging a walk to get out of class, not out of solidarity for Khalil's death. Starr gets angry with her friends about this and refuses to partake in the exploitation of Khalil's death. Chris and her friend Jess also



sit out of the protest. After school, Seven picks Starr and Sekani up and they go to the store. The TV crew is interviewing Mr. Lewis, the man who owns a shop next door. Mr. Lewis tells the TV crew that he saw King Lords jumping cops and mentions King by name. Maverick warns Mr. Lewis that he was in danger after name-dropping on the broadcast, but Mr. Lewis says he isn't afraid. A police car stops by Mr. Lewis and Maverick, who are arguing. The cop asks if there is a problem but the officer doesn't believe them when they say they are just talking. The officer becomes aggressive and forces Maverick to the ground. The cops pat him down multiple times and leave Maverick with a warning. Everyone goes back in the store. Maverick is furious. Mr. Reuben's nephew, Tim, was in the store and revealed that the neighborhood knows about Starr's involvement. Kenya came to the grocery store and said she was mad that Starr wasn't speaking out about Khalil.

Chapter 12:

- Starr is in the backyard with her dad when they see military tanks rolling down the street. They warn people to stay inside after curfew at 10 p.m. or they will be arrested. Starr decides she wants to start speaking out slowly, so she creates an anonymous Tumblr blog called "The Khalil I Know," which is pictures and stories of him that paints a bigger picture of who Khalil was. The next day, she stays home from school and goes to speak with April O'rah. April told them the case is getting taken to a grand jury and offers to represent Starr in the case pro bono. Starr accepts her offer and agrees to do a TV interview, as long as her identity remains anonymous. During the meeting, Maverick gets a call from DeVante because something is going on at the store, and DeVante needs help.

Chapter 13:

- When they get back to the store, they find that Mr. Lewis had been beaten up by the King Lords. Not because of the interview that Mr. Lewis gave, but because the gang was looking for DeVante. DeVante had stolen \$5,000 from the King Lords. Maverick decides it's no longer safe for DeVante to stay in the hood, so he moves him to Carlos' house. At Carlos' house, she learns that Carlos has been put on leave from the police. Starr feels guilty about it. Carlos agrees to help DeVante and get him through online school. Chris sees the family car in the driveway, so he rings the doorbell. Maverick learns that Starr has a white boyfriend and that everyone knew before him. He is even more upset that Carlos knows about Chris. Lisa takes Maverick outside to argue about Chris being white and how Maverick refuses to move his own family out of Garden Heights but he thinks it's too dangerous for other people. Chris leaves and Starr asks about her parents argument. Lisa goes out to move her car and DeVante comes into the kitchen. DeVante accuses Chris of trying to be black. He then told Starr that Khalil wasn't a King Lord, he was just working for King to pay off his grandmother's debt. DeVante said that he joined the gang for money security.

Chapter 14:

- Starr leaves Carlos' house to walk to Maya's house. Hailey and Maya are in her room playing video games, and Starr joins them but it feels awkward. Hailey addresses the tension. Starr admits that she is mad at them for taking part in the bogus protest. Maya apologizes but Hailey gets mad and demands Starr apologize for accusing her of being a racist. The three girls turn back to the TV and an interview is being broadcasted. The man on the TV is the father of the cop who shot Khalil. The father says that Khalil was speeding and had threatened the cop. He also tells the interviewers that his son was attacked by another cop, who Starr guesses was her uncle. Hailey says she felt bad for the family because his life matters, too. Starr gets angry and says their lives always matter more. Starr asks why Hailey unfollowed her Tumblr and Hailey storms out saying she doesn't know Starr anymore. Maya tells Starr that Hailey unfollowed her because Hailey didn't want to see the black power stuff she was posting. Maya tells Starr that Hailey would make racist comments towards her, too. A couple years ago, Hailey had asked Maya if she and her family eat cat for Thanksgiving, and she laughed because she felt uncomfortable. Starr and Maya make a pact to not let Hailey keep saying racist things to them. After that, Starr goes back to Carlos' house. Starr asks him if he assaulted the other cop. He admits that he did. He was mad that he pointed the gun at Starr. He also said that if he were in the same situation, he would not have killed Khalil.

Chapter 15:

- The next day, Starr has to talk to the DA. Starr tells her mom about what happened with Hailey and what DeVante had told her about Khalil. After breakfast, she goes home to change for the interview with the DA. Maverick, Lisa, and Starr go down to the DA's office. Starr has to recount everything that happened, but when she has to tell the story of Khalil's death, she gets sick. Lisa and Maverick get her back in the car, and Starr is upset by how many pitying looks she was getting. Starr stays with Maverick at the store for the rest of the day. Starr and Maverick start talking about Chris. Maverick admits that he was worried that the reason that Starr was dating a white boy was because of him; he thought that he had given black men a bad reputation for what a man should be. She reassures him that that was not the case and that he set a great example. Unexpectedly, King shows up asking for DeVante and Maverick insists he doesn't know. King threatens Maverick and Starr and tells them that Starr better not implicate the King Lords or something bad would be coming to them. Maverick closes the store early after being shaken by King's threat. At dinner, Lisa gives them good news because she has an interview for a better job position at the hospital. Maverick agrees to move out of Garden Heights.

Chapter 16:

- April O'Frah has arranged for Starr to do an interview on a national broadcasting station. A week after the interview, she will testify to the grand jury. April spends the week preparing Starr for the grand jury and the interview. Afterwards, she helps April at Just Us for Justice. On the way to the interview with Diane Carey, she learns that DeVante and Chris were becoming good friends. Starr does her interview without her face in any of the shots. Starr tells Diane about everything that happened that night and Diane asks if there was anything she would like to ask the cop. Starr said she wanted to know if he regretted not shooting her, too.

Chapter 17:


- After the interview is broadcasted on TV, it becomes one of the most viewed interviews in the network's history. Support floods in for Starr but she also receives death threats from King. That Saturday, Starr goes to prom. Chris is being distant and moody. They get into a fight and talk it out in the car. He tells her that he found out she was the witness. He was upset that she felt she needed to keep that from him. She tells him it was because he made her feel normal and was afraid he would see her as the girl from the hood. They say I love you for the first time that night. She also tells him about what happened to Natasha. That night Starr thinks is the best night of her life.

Chapter 18:

- The next day, the family goes to look at the house that her parents are wanting to buy. They all pray together in the living room and thank Lisa's mom for giving them the money for the down payment. Later that night, the family is in the den watching basketball when they hear gunshots go through the house and brick being thrown through their living room window. Nobody was hurt, but Carlos comes over to assess the situation. They debate whether it was the King Lords who had done it or cops who were wanting to scare Starr out of testifying. Starr says she doesn't want to testify anymore because she doesn't want to put her family into danger. Maverick tells her that sort of thinking will never get anything accomplished. Maverick calls in backup to help protect the house. Carlos gets really angry when he finds out that Maverick invited two Cedar Grove King Lords to be the protectors.

Chapter 19:

- Starr walks into her kitchen the morning of the grand jury and finds the kitchen filled with Cedar Grove King Lords. Lisa sends Starr outside with food for her uncle and father. The two were sitting in the back of the SUV talking, and they made up for the benefit of Starr. The King Lords escort Starr and her family to the courthouse. The courthouse brings back memories of Maverick getting sentenced to prison. Starr's parents



aren't allowed in the court with her, so they tell her she is brave for doing this and sends her in. She recounts the story for the DA and answers all of the questions that they ask. Starr knows that she has to do this for justice for Khalil, but she still finds it painful.

Chapter 20:

- It has been two weeks since she testified with the grand jury. Starr is at school and Hailey comes up to her with a picture from Starr's twelfth birthday party that had Khalil in the shot. Hailey is angry that Starr had lied to her about knowing him. Maya and Starr tell Hailey to apologize for her racist comments. Hailey refuses to apologize and says that the officer did a favor by killing Khalil because he's just another drug dealer. Starr attacks Hailey, and she fights back. Hailey's older brother gets involved and Seven fights him. All four of them get suspended. Lisa comes to get the kids and when they get home, they find the Garden Disciples gang and the Cedar Grove gang sitting at the kitchen table with Maverick. Maverick is trying to get the gangs to help stop the riots from occurring because they get too crazy and give the black community a bad name. They two gang leaders shake hands. Lisa and Maverick decide not to punish the kids because if they were in their situation, they probably would have done the same thing.

Chapter 21:

- Two weeks later, Starr's and Seven's families and friends are having a birthday and graduation party for Seven at Carlos' house. Starr is unsure how to act because DeVante, Kenya, Maya, and Chris are all there and her two separate worlds are combining. She is relieved when all of them can sit down and have a fun and warm conversation. Starr heads inside to get a snack when the phone rings. Iesha is at the gate and wants to be let in. The family meets her outside and Iesha confronts Seven about not inviting her to his party. Seven gets angry and tells her she was never a good mother to him and she didn't even show up to his graduation. Lisa comforts Seven and Iesha on her way out when she warns Maverick that King will hurt his family since Starr implicated him during her interview. Kenya apologizes to Starr for Iesha. Starr tells her she should encourage Iesha to stand up against King. They head back outside to present Seven with his cake. They all spend the rest of the night dancing and having fun.

Chapter 22:

- It has been 13 weeks since Khalil was killed. Starr and her family have moved into their new house but Starr doesn't feel at home yet. The grand jury is set to announce their decision in a few hours, and Starr is nervous about it. She goes over to Chris's house and they hang out in his bedroom. Starr tells Chris that they shouldn't be together because of their backgrounds, wealth, and race. Chris disagrees with her and tells her they should be together. Starr tries to initiate sex but Chris stops her and tells her she isn't in a good place to make this decision, and she starts to cry. They end up falling asleep. When they wake up, she sees that she has a frantic call from Seven. Lisa and Carlos are out looking for her and DeVante has been hurt. Seven picks up Starr and Chris. They drive over to King's house. They find DeVante and Kenya in Iesha's room. DeVante went to visit his brother's grave and got jumped. King is in the backyard with the gang partying and waiting to kill DeVante. Iesha comes into her bedroom and finds all of the kids in there. She tells them to get Kenya and Seven's little sister and get out. Iesha helps them escape even though she knows she will be on the receiving end of King's anger. When Seven learns that Iesha sent them away to protect them he wants to turn back and protect her. On the way to drop off their little sister, they learn that the grand jury decided not to indict the officer.

Chapter 23:

- Starr is upset about the decision and feels she did all that she could. Starr gets angry and decides that she wants to protest with the rest of the city, so they all decide to go. They drop off Seven's little sister and drive to Magnolia where the protests are happening. King Lords and Garden Disciples are burning a police car, looting, and tagging the streets. Police in riot gear and tanks march down the streets. Explosions and smoke fill the air, so the group decides to run back to the car. In the car, they start talking about the difference between white and black people.



Chapter 24:

- They decide to go help Maverick protect the store but they keep running into roadblocks. The car runs out of gas, and they have to leave the car to walk to a gas station. On the walk to the gas station, the group finds a protest on the street that Khalil was shot. April O'fray is leading the protest chants on a patrol car. April is surprised to see Starr but Starr says she is angry and wants to protest. April asks Starr to fire her so that she won't be liable for her if her parents find out. Starr is handed the bullhorn and she starts speaking to the crowd. The police start throwing out tear gas. She hurls a can back at them. The group is choking on tear gas. Goon, one of the Cedar Grove Kings, saves them and drives them to the store. The store is boarded up and has a black-owned sign on it. Goon and the people riding with him, including a news anchor, grab gallons of milk to help burning eyes and leave. Starr checks her phone and has messages from her mother, who saw her speech on TV. They go to the back to call Lisa from the office. Out of nowhere, a glass bottle with a flaming cloth is thrown through the window and the store catches fire.

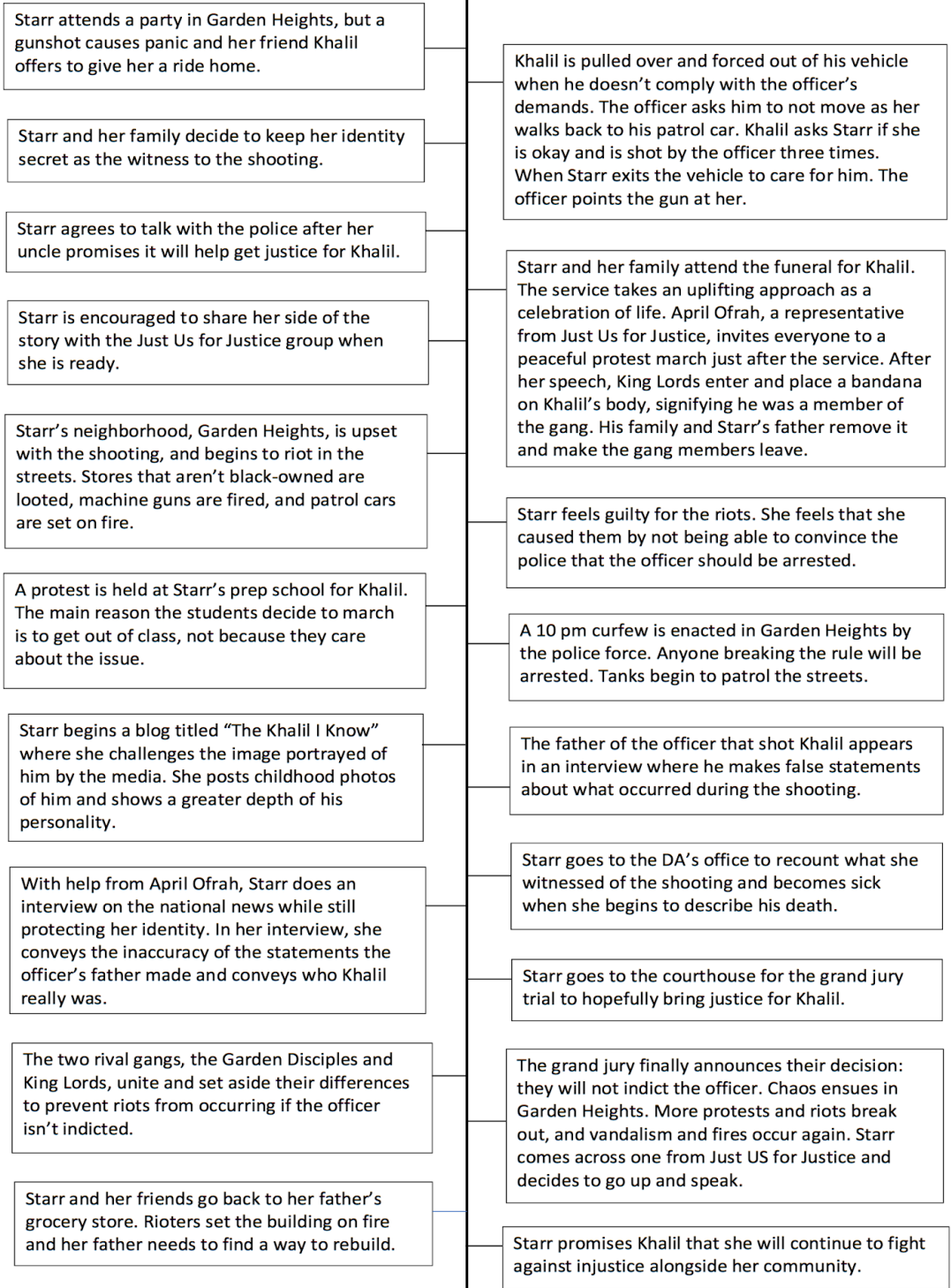
Chapter 25:

- The kids rush to the back door to get out, but the burglar bars won't let them leave, and they do not have the keys on them. They start yelling for help. Tim Reubens hears them and tries to get them out. Luckily, Maverick shows up and unlocks the door and lets the kids out. Everyone watches the store erupt into flames. The kids sit on the curb with Lisa, Maverick, and Carlos, when they notice King and his gang sitting in the intersection laughing and pointing at the store. Maverick confronts him but before anything bad can happen, the police and fire trucks show up. Mr. Lewis tells the police that King started the fire, but because he wasn't a witness, they won't do anything about it. Maverick tells the police that he did see King start the fire so they arrest him and the whole gang. Maverick likes Chris more after he stuck with Starr the whole night and makes plans with him to go to the boxing gym. Carlos says King will be arrested for arson but probably won't be in for very long. DeVante decides to tell the police where King's drug stash is so he will go to prison.

Chapter 26:

- That next morning, April O'fray calls to apologize to Starr for putting her in danger and not getting the results they wanted. She tells Starr that she has a good life ahead of her in activism. Hailey tested Starr by apologizing but she really decides that her apology is more about Starr's reaction than actually feeling sorry. Starr realizes Hailey is toxic and kicks her out of her life. Starr sees she is one the front page of the newspaper for throwing the tear gas. Maverick and Lisa say they will be able to keep the house even with the store being destroyed. The family goes down to the store to look at the damage and Mr. Lewis gives Maverick his barber shop to expand his store because he is retiring. The family and community members start their work on the store. Keyna shows up and tells Starr that Lyric and Kenya will be staying their grandmother because King beat Iesha. She is now in the hospital. Kenya asks about the store, and she tells her they will rebuild it. She accepts what happened to Khalil and the ending of his story and is hopeful for the black community. She vows from that day on she will never forget him or be silent.

TIMELINE:





AWARDS AND COMMUNITY

Find information about awards and scholarships related to the novel and undergraduate research and explore how faculty, staff, and community members can get involved with KSBN and the common read

KSBN AWARDS

Faculty/Staff Award

Faculty and staff members who have created learning activities related to the common book are encouraged to submit them for recognition. Outstanding activities may include, but are not limited to, paper assignments, events, discussions, and programs, and are selected based on creative applications of themes from the book, engagement of students in program, project, or activity, and demonstration of enthusiasm for enhancement of the educational experience at K-State.

Student Award

Students are invited to share their experience of the issues raised in *The Hate U Give*. This experience can be shared through a non-fiction essay, creative writing, music, video, visual art, (filmed) performance art, or some other medium. Students are also encouraged to submit a short (2 minute) personal video. Entries should indicate the basis for the experience, such as the book, the author lecture, a classroom discussion, or another event or program or reading selection.

The contest is open to all K-State students. The winner will receive a \$250 scholarship for the Spring 2019 semester. For more information, see www.ksu.edu/ksbn/award.html.

UNDERGRADUATE RESEARCH

Contact Dr. Peter Dorhout-Vice President for Research or the [Office of Undergrad Research and Creative Inquiry](#).

Awards

K-State offers many awards for undergraduate research, including for first-year research experiences. Consult individual colleges and departments to learn more about possible undergraduate research awards. Click on the award titles to learn more!

- **Kirmser Award:** recognizes and promotes outstanding scholarship among K-State's undergraduate students. Awards given to winners in the freshman individual, non-freshman individual, and group project categories. The grand prize for each individual category is \$1,000. Grand prize for the group project category will be a minimum of \$2,000 and will be based on the size of the winning group. Research projects must have been completed as a requirement for a K-State

course, and may encompass any academic topic. Applications are evaluated based on the use of library resources.

- **Raj and Diana Nathan Undergraduate Research Experience Award:** \$5,000 awarded to a College of Engineering undergraduate student at the junior or senior level. Provides a meaningful research experience for the recipient. Funds are designated to support the activities of the selected student and may be paid to the student as an hourly student wage. The award should be used for an independent project or an expansion of a funded research project. A fully engaged faculty member to supervise the student's experience is important and the department head when recommending a proposal should consider this.
- **Undergraduate Research Award grant:** provides funding for students to work under the guidance of a faculty research mentor. Students get the opportunity to network with other researchers, make contributions to their research field, and present, perform or exhibit their work publicly. Undergraduate Travel Award grant recipients will be reimbursed for travel cost associated with their research, such as presenting at a conference or conducting research at an archive.
- Nationally competitive scholarships include the Rhodes, Marshall, Udall, Truman, Goldwater, and Fulbright. Contact Jim Hohenbary for more information (jimlth@ksu.edu).



FACULTY, ALUMNI, & COMMUNITY:

You don't have to be an incoming student at K-State to participate in our common reading program. Here are some things you can do with your friends and family.

Read the book

- Purchase a copy online or from your local bookstore.
- Borrow a paper copy from your public library.

Discussion

Initiate a conversation with your incoming student about the book. Suggested questions:

- Who are your mentors? What impact have they had on your professional and personal life?
- How do you define the American Dream? Do you feel as though you are able to live it? Why or why not?
- Are there any obstacles you have had to overcome to succeed? Who or what helped you?
- Start a book discussion or use *The Hate U Give* in your book club.

Get Involved

- Explore the other resources on the KSBN website, including recommended books, movies and resource links.
- Follow KSBN on Twitter and Facebook
- Attend the events held on the K-State campus throughout the 2018-2019 school year.

Do you have an idea you want to share? Email us at ksbn@k-state.edu and we'll add it to the list.