LESSON 3
MEET NUR-D (MATT ALLEN)
THE POET SINGS

VOCALESSENCE
WITNESS

LEARNING GOALS:

- Learn about Nur-D's life and artistic work
- Identify ways his experiences influenced his art
- Explore lyrics as poetry
- Use movement and performance to interpret lyrics
- Analyze elements of Nur-D's song lyrics

MATERIALS:

- Meet Nur-D presentation
- Meet Nur-D Biographical Article
- Nur-D video interview
- Student worksheet: Meet Nur-D: Biographical Discussion
- Projector/screen and speakers
- Pens, highlighters, colored pencils
- Space for movement, tableaux, or dance
- Research materials for the extension/chart paper

OBJECTIVE

Students will learn about Nur-D's life and artistic work, explore how his experiences influence his music and poetry, and analyze lyrics as a form of storytelling through reading, movement, and performance.

PROCESS

1: Introduce Nur-D (Matt Allen)

Begin by introducing Nur-D (Matt Allen) as one of the contemporary storytellers students will encounter through WITNESS.

Display the **Meet Nur-D PowerPoint.** The presentation can be read aloud by the teacher or students can take turns reading the information on each slide.

Optional: Hand out the biographical one-pager for students to follow along with or read in small groups/individually, as well as the Biographical Discussion worksheet to write down their thoughts as they learn more about Nur-D .

As students learn about Nur-D, encourage them to listen for connections between his life experiences and his artistic work. Have them write down their thoughts and ideas with the Biographical Worksheet at the end of this lesson.

Ask students:

- What did you learn about Nur-D?
- What experiences have shaped who he is?
- What kinds of stories or ideas does he share through his music?
- Why might an artist use music or poetry to communicate an idea?

Connection: Emphasize that storytellers often draw from their own experiences, communities, histories, and observations. An artist's background can influence what they choose to create and how they communicate their message.

2: Watch and Listen (Video for lesson forthcoming)

Show the video interview with Nur-D (located on the Resource Hub). Hand out the Meet Nur-D: Video Interview student worksheet to students.

Before Viewing

Ask students to respond to one or both questions:

- What do you expect a rapper or poet to talk about?
- What makes lyrics different from ordinary speech?

Encourage students to keep these questions in mind while watching.

During Viewing

Ask students to listen for:

- Experiences that have influenced Nur-D
- Ideas or messages that are important to him
- How he describes his creative process
- What he wants his audience to feel, think, or do.

After Viewing

Discuss:

- What did you learn from Nur-D?
- What experiences have influenced his work?
- What ideas or messages seem important to him?
- What does he want audiences to feel, think, or do?
- What did you notice about the way he talks about storytelling?

Connection: Nur-D is a contemporary storyteller. Like griots and other storytellers throughout history, he uses words, rhythm, music, and performance to communicate ideas and connect with an audience.

MINNESOTA STATE STANDARDS CONNECTIONS

MUSIC: Responding
Standard 7: Analyze and construct interpretations of artistic work. Students listen to/watch Nur-D and identify ideas and messages, analyze lyrics as poetry, identify word choice, repetition, rhyme, imagery, and wordplay, and interpret what Nur-D is communicating through his music.

MUSIC: Connecting
Standard 9: Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. Students connect Nur-D's life experiences to his artistic work and make connections between Nur-D, other storytellers, and students' own lives.

THEATER: Responding
Standard 7: Analyze and construct interpretations of artistic work. Students explore how plays, narration, and performance can communicate stories and meaning.

3: Lyrics as Poetry

We encourage teachers to complete the following activity with **as many of Nur-D's songs** below as **all of the following songs will show up at the Young People's Concert**.

Listen to each song with your students and invite them to analyze the lyrics as poetry, considering the words, themes, imagery, and messages within each song. *Teachers may adjust the depth and complexity of the discussion based on their students' age and experience.*

Suggested songs and links by age range (if you were to only have time to analyze one or two):

4th–6th grade: Brighter Days and Take My Picture

7th–8th grade: Black Kid White Town

9th–12th grade: 8:46 and 42

Provide students with an excerpt of the lyrics (provided at the end of this lesson as a hand out)

Read and Explore

Have students read the lyrics independently, with a partner, or as a class. Invite students to annotate the lyrics as they read. They can use colors, symbols, or other visual marks to identify:

- Circle or highlight interesting, surprising, or powerful words and phrases.
- Use the color **RED** to mark examples of repetition.
- Use the color **BLUE** to mark imagery, descriptive language, rhyme, or wordplay.
- Put a box around lines or sections that seem especially important to the story, idea, or message.
- Add a ★ next to a line that stands out to them or sparks a reaction.
- Add a ? next to a word, phrase, or idea they have questions about or want to discuss.

Discuss:

- What words or phrases stood out to you?
- Why do you think Nur-D repeated certain words or ideas?
- What pictures or images do the lyrics create in your mind?
- What is the artist trying to communicate?
- How are these lyrics similar to a poem?
- How are they different from a poem you might read in a book?

EXTEND THE LEARNING

4. Put the Poetry in Motion



Students choose a short section of the lyrics and interpret it through movement or performance. Students may choose one of the following:

Option 1: Movement.
Create movements that accompany the words or ideas in the lyrics.

Option 2: Tableau.
Create a frozen picture or series of frozen pictures that represent what is happening in the lyrics.

Option 3: Act It Out.
Create a short performance showing what is happening in the lyrics.

Students should consider:

- What words or ideas are most important?
- What movement could communicate those ideas?
- What should the audience notice?
- How can movement help tell the story?

Discussion

After students perform, ask:

- How did movement change the way you understood the words?
- What movement helped tell the story?
- What did you want the audience to understand?
- Did performing the lyrics change the way you thought about them?

MEET NUR-D (MATT ALLEN)

"Being unapologetically happy about what you're doing is one of the biggest forms of resistance."

– NUR-D (Matt Allen)



NUR-D (Matt Allen), (b. October 26, 1990)

Nur-D isn't your typical hip-hop artist. Known offstage as Matt Allen, Nur-D has strong Minnesota roots. After moving to Minnesota from New York as a kid, he grew up in Rosemount and graduated from Rosemount High School in 2009. From an early age, Matt loved all things entertainment. A theater kid at heart, he loved performing and being in front of an audience.

In his final year of high school, Matt faced a big question: What should he do with his future? He decided to leave it up to a coin flip. Heads meant music. Tails meant professional wrestling. The coin landed on music, and Matt began pursuing a career as a performer.

Before becoming a hip-hop artist, Matt performed in a local pop-rock band called *Black Genesis*. Eventually, he discovered another love: hip-hop. In 2018, he entered a competition called *Shut Up & Rap*. He won the competition four times and was eventually retired from competing because he had won so many times. His success earned him a spot at Soundset, one of the largest hip-hop festivals in the world, where he performed alongside major artists.

Nur-D has always been proud of being a little different. He describes himself as "weird," a "nerd," and "your seventh favorite hip-hop person." He loves comic books, superheroes, video games, professional wrestling, and '80s hair metal. Those interests, along with his love of hip-hop, funk, soul, and pop, have helped him create a style that is completely his own.

As his career grew, Nur-D became a major part of the Twin Cities music scene. He has performed at venues ranging from U.S. Bank Stadium to Paisley Park, as well as First Avenue and other Minnesota stages. He has also performed alongside artists including Ludacris and Tyler, The Creator, appeared at SXSW, and performed with the Grammy Award-winning Minnesota Orchestra.

Nur-D's music covers a wide range of topics, including geek culture, self-love, mental health, government overreach, and the experiences of Black people in America. Growing up as one of the few Black kids in his community shaped the way he sees the world. In songs like "42," he shares some of his experiences growing up in Rosemount. His music can make you laugh, dance, think, or reflect - and often does several of those things at once.

Nur-D has been recognized as Best New MN Artist, Best Live Concert, and Best Musician/ Local Artist. His albums, including Chunkadelic and Songs About Stuff, show just how much range he brings to his music - from songs that make you want to dance to songs that encourage you to think and reflect. No matter if you're listening to "Take My Picture," "Collide," or "Strut," **Nur-D brings the same message: *be yourself and don't be afraid to take up space.***

CONOCE A NUR-D (MATT ALLEN)

"Sentirse feliz sin remordimientos por lo que haceses una de las mayores formas de resistencia"

– NUR-D (Matt Allen)



NUR-D (Matt Allen), (nacido el 26 de Octubre de 1990)

Nur-D (Ner-Do) no es tu típico artista de hip-hop. Conocido fuera de los escenarios como Matt Allen, Nur-D tiene raíces fuertes en Minnesota. Tras mudarse a Minnesota desde Nueva York cuando era niño, creció en Rosemount y se graduó de la preparatoria Rosemount en 2009. Desde muy joven, Matt amaba todo lo relacionado con el mundo del espectáculo. Un fanático del teatro de corazón, amaba actuar y presentarse frente a un público.

En su último año de preparatoria, Matt se enfrentó a una gran pregunta: ¿qué debería hacer con su futuro? Decidió dejarlo en manos del azar y lanzar una moneda al aire. Cara significaba música. Cruz significaba lucha libre profesional. La moneda cayó en cara, y Matt comenzó a perseguir una carrera como artista.

Antes de convertirse en artista de hip-hop, Matt tocó en una banda local de pop-rock llamada Black Genesis (Genesis Negro). Eventualmente, descubrió otra pasión: el hip-hop. En 2018, participó en un concurso llamado Shut Up & Rap (Callate y rapea). Ganó la competencia en cuatro ocasiones y eventualmente se le retiró de ella porque había ganado muchas veces. Su éxito le obtuvo un lugar en Soundset, uno de los festivales de hip-hop más grandes del mundo, donde actuó junto a artistas de renombre. Nur-D siempre se ha sentido orgulloso de ser un poco diferente. Se describe a sí mismo como alguien "raro", un "nerdo" y "tu séptimo artista de hip-hop favorito". Le encantan los cómics, los superhéroes, los videojuegos, la lucha libre profesional y el cabello de metal de los 80. Estos intereses, sumados a su amor por el hip-hop, el funk, el soul y el pop, le han ayudado a crear un estilo propio y único.

A medida que su carrera avanzaba, Nur-D se convirtió en una figura mayor de la escena musical de las Twin Cities. Ha actuado en salas de conciertos que van desde el U.S. Bank Stadium hasta Paisley Park, al igual que First Avenue y otros escenarios de Minnesota. También ha compartido escenario con artistas como Ludacris y Tyler, The Creator, ha participado en el festival SXSW y ha actuado junto a la Minnesota Orchestra, ganadora del premio Grammy.

La música de Nur-D abarca una amplia variedad de temas, como la cultura friki, el amor propio, la salud mental, los excesos de poder gubernamental y las experiencias de las personas negras en Estados Unidos. Haber crecido como uno de los pocos niños negros de su comunidad marcó su forma de ver el mundo. En canciones como "42", comparte algunas de sus experiencias al crecer en Rosemount. Su música puede hacerte reír, bailar, pensar o reflexionar, y a menudo logra varias de estas cosas a la vez.

Nur-D ha sido reconocido como Mejor Artista Nuevo de Minnesota, Mejor Concierto en Vivo y Mejor Músico/Artista Local. Sus álbumes, entre ellos "Chunkadelic" (Gordodélico) y "Songs About Stuff" (Canciones sobre cosas), demuestran la gran versatilidad de su música, desde canciones que te invitan a bailar hasta canciones que incitan a pensar y reflexionar. Ya sea que escuches "Take My Picture" (Toma mi foto), "Collide" (Chocar) o "Strut" (Pavonear), **Nur-D transmite el mismo mensaje: *sé tú mismo y no temas ocupar espacio.***

MEET NUR-D: BIOGRAPHICAL DISCUSSION

THE POET SINGS

VOCALESSENCE WITNESS

PART 1. WHO IS NUR-D?

As you learn about Nur-D, look for connections between his life, experiences, and music.

What did you learn about Nur-D?

Write down three things you learned.

1. _____
2. _____
3. _____



Experiences That Shape His Art

What experiences, people, places, or communities have influenced Nur-D's work?

_____

_____

Nur-D as a Storyteller

What stories, ideas, or messages does Nur-D communicate through his music and performance?

_____

_____

Why do you think Nur-D uses music, poetry, rhythm, and performance to communicate?

_____

_____

_____

Name(s): _____ Date: _____

PARTE 1. ¿QUIEN ES NUR-D?

A medida que aprendas sobre Nur-D, busca conexiones entre su vida, sus experiencias y su música.

¿Qué aprendiste sobre Nur-D (Ner-do)?

Escribe tres cosas que aprendiste.

1. _____
2. _____
3. _____



Experiencias que moldean su arte

¿Qué experiencias, personas, lugares, o comunidades han influenciado el trabajo de Nur-D?

_____

_____

Nur-D como narrador

¿Qué historias, ideas o mensajes comunica Nur-D a través de su música y presentaciones?

_____

_____

¿Porque piensas que Nur-D usa la música, la poesía, el ritmo, y las presentaciones para comunicarse?

_____

_____

_____

Nombre(s): _____ Fecha: _____

PARTE 2. MIRA Y ESCUCHA

Antes de mirar

¿De qué esperabas que hablara un rapero o un poeta?

¿Qué hace diferente la letra de una canción a la del habla cotidiana?

Mientras miras

Presta atención a las ideas que te ayuden a entender a Nur-D como narrador de historias.

Algo que aprendí sobre Nur-D y que no sabía antes:

Una experiencia que ha influenciado su trabajo:

Algo que quiere que su audiencia sienta, piense, o haga:

Despues de mirar

¿Qué aprendiste sobre Nur-D que no sabías antes?

¿Qué experiencia o idea te resalto más? ¿Por qué?

¿Qué te sorprendió o te interesó?

Nombre(s): _____ Fecha: _____

PART 3. LYRICS AS POETRY

Your teacher will share a selection of a Nur-D song.
As you read and listen, look closely at the words.

On your lyrics sheet:

- Circle or highlight interesting, surprising, or powerful words or phrases
- Use the color **RED** to mark examples of repetition.
- Use the color **BLUE** to mark imagery, descriptive language, rhyme, or wordplay.
- Put a box around lines or sections that seem especially important to the story or message.
- Add a ★ next to a line that stands out to you or sparks a reaction.
- Add a ? next to a word, phrase, or idea you have questions about or want to discuss.

DISCUSS: What did you notice?

An interesting or powerful word/phrase:



What is repeated? Why might Nur-D repeat it?

What imagery, rhyme, or wordplay did you notice?

What is the story or message?

How are these lyrics similiar to a poem you might read in a book? How are they different?

Name(s): _____ Date: _____

PARTE 3. LAS LETRAS COMO POESÍA

Tu maestra/o va a compartir una selección de una canción de Nur-D.
A medida de que lees y escuchas, mira con atención las palabras.

En tu hoja de letra:

- Circula o resalta palabras o frases interesantes, sorprendentes o impactantes.
- Usa el color **ROJO** para marcar ejemplos de repetición.
- Usa el color **AZUL** para marcar imágenes, lenguaje descriptivo, rimas o juegos de palabras.
- Pon un cuadro alrededor de las líneas o las secciones que parezcan especialmente importantes para la historia o el mensaje.
- Agrega un ★ junto a un verso que te llame la atención o te provoque alguna reacción.
- Agrega un ? junto a una palabra, frase o idea sobre la que tengas dudas o quieras conversar.

COMENTA: ¿Qué notaste?

Una palabra/frase interesante o importante:



¿Que se repite? ¿Por qué Nur-D repetiría esto?

¿Qué imágenes, ritmos o juego de palabras notaste?

¿Cuál es la historia o el mensaje?

¿Cómo es que estas letras son similares a un poema que podrías leer en un libro? ¿Cómo son diferentes?

Nombre(s): _____ Fecha: _____

BRIGHTER DAY

Chorus:
Oh and if we find our way
We'll make today
A brighter day
Oh and when we find our strength
We'll make every day
A brighter day

Verse 1:
Keep your head up
Go and keep your head up
Your life is a victory
So don't you ever let up
Go be who you're born to be
Woven in the tapestry
Of how we gon' change this freaking
World up for the better

Go and get your cheddar
Go and get your queso
Haters gonna hate but do not
Take in what they say though
Don't feed on the energy
Focus on your inner beast
But if they keep pushing
Introduce them to your energy

No apologies, fight for your freedom
You've got a helping hand if you need one
You are not alone
We're together now
We can make a home
We can show them how
That when two or more are gathered up together
We got angels around, there is hope that we found
With us with from my brow
Keep raising the sound
Yeah we makin' it loud
We makin' it louder

Chorus

Verse 2:
Tell your friends they can come to the party
It don't matter how you look if you love everybody.
You can drive a hoopy hoop or pull up in a 'rari
Long as you ain't playin' games cuz this ain't an atari

And you know we got no extra life to lose
March with heart up in our chest
And feet up in our shoes
All the places we will go
That's where the Dr. Seuss
And you could be rocking with us
All you gotta do is choose

To be just a little better than yesterday.
Ain't nobody here is perfect homie it's okay.
Just keep your hand in my hand
Keep your soul on the truth
Keep on taking a stand
And I'm thinking that you are going to make it

And I'm gonna make it too
When we stand together
There ain't nothing we can really do
Marching down the avenue
Brighter than the hate and the atmosphere
Yeah we about to make it real
Lifting up our hands because
Love, love is here.
You know we're here to spread
Love

Chorus

Name(s): _____ Date: _____

UN DÍA MÁS RADIANTE

Coro:
Oh, y si encontramos el camino,
haremos de hoy
un día más radiante.
Oh, y cuando encontremos nuestra fuerza,
haremos de cada día
un día más radiante.

Verso 1:
Mantén la cabeza en alto
Ve y mantén la cabeza en alto
Tu vida es una victoria.
Así que nunca dejes de hacerlo
Ve a ser quien naciste para ser
Tejido en el tapiz
De cómo vamos a cambiar este maldito
Un mundo para mejor

Ve y consigue tu queso cheddar.
Ve y consigue tu queso.
Los que odian odiarán pero no
Tomes en cuenta lo que dicen.
No te alimentes de la energía
Concéntrate en tu bestia interior
Pero si siguen presionando
Introduceles tu energía

Sin disculpas, lucha por tu libertad.
Tienes una mano amiga si la necesitas
no estas solo
estamos juntos ahora
Podemos hacer un hogar
Podemos mostrarles cómo
Que cuando se juntan dos o más
Tenemos ángeles alrededor, hay esperanza de que encontramos
Con nosotros desde mi frente
Sigue subiendo el sonido
Sí, lo hacemos ruidoso
Lo hacemos más fuerte

Coro

Verso 2:
Diles a tus amigos que pueden venir a la fiesta;
no importa tu aspecto si amas a todo el mundo.
Puedes llegar en un coche destartalado o en un Ferrari,
siempre y cuando no estés jugando, porque esto no es un Atari

y sabes que no tenemos vidas extra que perder.
Marchemos con el corazón en el pecho
y los pies en nuestros zapatos;
hacia todos los lugares a los que iremos,
como en los libros del Dr. Seuss.
Y podrías estar aquí con nosotros;
lo único que tienes que hacer es elegir

ser un poco mejor que ayer.
Aquí nadie es perfecto, amigo, y está bien.
Solo mantén tu mano en la mía,
mantén tu alma en la verdad,
sigue tomando una postura;
y creo que lo vas a lograr,

y yo también lo lograré.
Cuando estamos unidos,
no hay nada que no podamos hacer.
Marchando por la avenida,
radiando más que el odio y el ambiente;
sí, vamos a hacerlo realidad,
alzando las manos porque
el amor, el amor está aquí.
Sabes que estamos aquí para difundir
amor.

Coro

Nombre(s): _____ Fecha: _____

BLACK KID WHITE TOWN

Verse 1:
And it never changes
Interviews they're confused what my name is
Every brother's on a first name basis
My mom cut my hair
Cause they hate me at Great Clips
And there's no safe spaces
To escape from the looks on their faces
And the ones that can swear that they wave
To the black mailman so they can't be racist
And Jay-Z's on their playlist
And you know that he's not but you fake it
Cuz you smile and you nod
Cause you're wanting the job
And you swallow the last of your patience

But the next one who touches my hair
Is gonna get smacked
It's not a threat
It's a fact

Chorus:
Black Kid, white town
Black Kid, White town
Black Kid, White town
Black kid
Wait!
Black Kid, White town
Black Kid, White town
Black Kid, White town
Black Kid

Verse 2:
Second part of the song
911 when I'm passing the lawn
Still, a long way from the fields where I'm from
Take a look at your son taking Massa to prom
And you know she look real fine
Porcelain skin and her hair like wine
She came up to me, she looked in my eyes
She said we can date when her grandma dies
Cuz she really wasn't having it
See me saying grace over plates
Couldn't fathom it
Silverware disappears from the cabinet
Real dad's cool, stepdad isn't having it
And that's really the gist of it
Her momma says that I'm really articulate
They tell me "Son, we're so impressed
And we get that you're one of the good ones"

And that is just that
And she tells me Matt "It's funny you rap
Cuz like really, I don't even see you as black"

Chorus

Verse 3:
You ain't racist but
You can't discuss your privilege
Ger and ga is not a major difference
No cap, uptown, ready for liftoff
But I can't even get up in the bar with Timbs on
Why not?
Well I'm thinking that it's obvious
It's why when I see sirens in the rearview it is ominous
BLM doesn't mean I want a politic
Catch a backhand like your compliments

Chorus

Name(s): _____ Date: _____

NIÑO NEGRO, PUEBLO BLANCO

Verso 1:
Y nada cambia nunca
En las entrevistas se confunden con mi nombre
Todos se toman la confianza de tutearme
Mi madre me cortó el pelo
Porque me odian en Great Clips
Y no hay espacios seguros
Para escapar de las miradas en sus rostros
Y de aquellos que juran que saludan
Al cartero negro para demostrar que no son racistas
Y tienen a Jay-Z en su lista de reproducción
Y sabes que no lo son, pero finges que sí
Porque sonríes y asientes
Porque quieres el trabajo
Y te tragas lo último que te queda de paciencia

Pero el próximo que me toque el pelo
Va a recibir una bofetada
No es una amenaza
Es un hecho

Coro:
Niño negro, pueblo blanco
Niño negro, pueblo blanco
Niño negro, pueblo blanco
Niño negro
¡Espera!
Niño negro, pueblo blanco
Niño negro, pueblo blanco
Niño negro, pueblo blanco
Niño negro

Verso 2:
Segunda parte de la canción
Llaman al 911 cuando paso por el jardín
Aún lejos de los campos de donde vengo
Mira a tu hijo llevando a Massa al baile de graduación
Y sabes que ella se ve realmente bien
Piel de porcelana y cabello como el vino
Se acercó a mí, me miró a los ojos
Dijo que podríamos salir cuando su abuela muriera
Porque ella realmente no lo tolera
Me ven dar las gracias antes de comer
No podían asimilarlo
Los cubiertos desaparecen del armario
Mi padre biológico es genial, pero mi padrastro no lo tolera
Y en eso se resume todo
Su madre dice que me expreso muy bien
Me dicen: “Hijo, estamos muy impresionados
Y entendemos que eres de los buenos”

Y así son las cosas
Y ella me dice: “Matt, es curioso que rapees
Porque en verdad, ni siquiera te veo como negro”

Coro

Verso 3:
No eres racista, pero
no puedes hablar de tus privilegios
La diferencia entre “-ger” y “-ga” no es para tanto
Sin rodeos, desde el Uptown, listos para despegar
Pero ni siquiera puedo entrar al bar con mis Timberlands puestos
¿Por qué no?
Bueno, creo que es obvio
Es la razón por la que ver sirenas por el retrovisor resulta
tan inquietante
Que apoye a BLM no significa que quiera meterme en política
Recibirás un ambiguo, igual que tus cumplidos

Coro

Nombre(s): _____ Fecha: _____

8:46

Intro:
An artist's duty, as far as I'm concerned,
Is to reflect the times.
I think that is true of painters, sculptors, poets, musicians.
As far as I'm concerned, it's their choice.
But I choose to reflect the times and the situations
In which I find myself.
That, to me, is my duty.
And at this crucial time in our lives,
When everything is so desperate,
When every day is a matter of survival,
I don't think you can help but be involved.
Young people, black and white, know this.
That's why they're so involved in politics.
We will shape and mold this country
Or it will not be molded and shaped at all anymore.
So I don't think you have a choice.
How can you be an artist and not reflect the times?
That, to me, is the definition of an artist.

Chorus 1:
8 minutes 46
Send them on the river stakes
Anytime you're on your phone
You see that dad's never coming home
Oh-five-twenty-five
Another day another life
Tell me why they're doing it
And why am I so used to this?

Verse 1:
I've seen things that I can't unsee
These faces, they cling to me
And I can't sleep, I can't sleep
We've done no justice,
No we can't have peace

They beat us up
But they don't want violence
They say have some conversations,
They really want silence
Well we can't stay quiet
Cause there ain't no hiding from

Chorus 2:
8 minutes 46
Send them on the river stakes
Anytime you're on your phone
You see that dad's never coming home
Oh-five-twenty-five
He called his mother when he died
And I can feel it in my chest -
What if I'm the one who's next?

Outro:
I don't wanna die in the street
I don't wanna die in the street
I don't...
I don't wanna die in the street
I don't wanna die in the street
I don't wanna die in the street

Name(s): _____ Date: _____

8:46

Intro:
El deber de un artista, en mi opinión,
es reflejar la época que le toca vivir.
Creo que esto se aplica a pintores, escultores, poetas y músicos.
Por mi parte, es una elección personal.
Pero yo elijo reflejar los tiempos y las situaciones
en las que me encuentro.
Para mí, ese es mi deber.
Y en este momento crucial de nuestras vidas,
cuando todo es tan desesperado,
cuando cada día es una cuestión de supervivencia,
no creo que uno pueda evitar involucrarse.
Los jóvenes, tanto negros como blancos, lo saben.
Por eso participan tanto en la política.
Nosotros formaremos y moldearemos este país,
o dejará de ser moldeado y transformado por completo.
Así que no creo que tengas una opción.
¿Cómo puedes ser artista y no reflejar tu época?
Para mí, esa es la definición de artista.

Coro 1:
8 minutos y 46 segundos
Envíalos a las apuestas de la última carta
Cada vez que miras el teléfono
Ves que papá nunca volverá a casa
O 05:25
Otro día, otra vida
Dime por qué lo hacen
¿Y por qué estoy tan acostumbrado a esto?

Verso 1:
He visto cosas que no puedo borrar de mi mente
Estos rostros se aferran a mí
Y no puedo dormir, no puedo dormir
No hemos hecho justicia,
No, no podemos tener paz

Nos golpean
Pero no quieren violencia
Dicen que dialoguemos,
Pero en realidad quieren silencio
Pues, no podemos quedarnos callados
Porque no hay forma de esconderse de ello

Coro 2:
8 minutos y 46 segundos
Envialos en las apuestas de la última carta
Cada vez que estás en el teléfono
Ves que papá nunca volverá a casa
O 05:25
Llamó a su madre cuando murió
Y lo puedo sentir en mi pecho:
¿Que si soy yo el siguiente?

Outro:
No quiero morir en la calle
No quiero morir en la calle
No quiero...
No quiero morir en la calle
No quiero morir en la calle
No quiero morir en la calle

Nombre(s): _____ Fecha: _____