Activity Summary
Students watch the video to learn about the cultural historical importance of the song, *Be Me*.

Associated Video
“Cultural Historical Reference”
[thelyricsproject.org/package/black-alley](http://thelyricsproject.org/package/black-alley)

Lesson Plan
1. Print the second page of this activity for all students.
2. Ask students to write a definition for each vocabulary word in their own words. They may use a dictionary if needed.
3. Check students’ definitions as a class or by walking around the room and checking their answers one by one.
4. Visit [thelyricsproject.org/package/black-alley](http://thelyricsproject.org/package/black-alley) and watch the video “Cultural Historical Reference”.
5. Read the comprehension question and then watch the video.
6. Give students time to write a one paragraph response.

Less Challenging
★ Students may need to watch the video more than once and discuss it as a class depending on level and ability.

Online Tip
This activity can be easily replicated online. Students can write their response to the video in a discussion board or by sending the document to their teacher.
These words are used in the video “Cultural Historical Reference”. Write a one sentence definition for each in your own words. You may use a dictionary to help.

Marginalized-

Discrimination-

Racism-

Diversity-

Now, watch the video “Cultural Historical Reference” and write a paragraph answering the following question: Kacey said that Black Alley’s music and the song “Be Me” connect to the lived experiences of African Americans and women. In your opinion, how do you think the song Be Me does this?

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