Where is the Love:
An interdisciplinary unit using pop music to invoke learning.

created by:
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Media: Where is the Love by the Black Eyed Peas ft. Justin Timberlake
Year Recorded: 2003
Genre: HipHop, R&B
Notable Awards:
Grammy Award for Record of the Year (2004)
Grammy Award for Best Rap/Sung Collaboration (2004)
People’s Choice Award for Favorite Combined Forces (2005)
Billboard Music Award for Top Digital Song (2003)

Lyrics:

What's wrong with the world, mama
People livin' like they ain't got no mamas
I think the whole world addicted to the drama
Only attracted to things that'll bring you trauma

Overseas, yeah, we try to stop terrorism
But we still got terrorists here livin'
In the USA, the big CIA
The Bloods and The Crips and the KKK

But if you only have love for your own race
Then you only leave space to discriminate
And to discriminate only generates hate
And when you hate then you're bound to get irate, yeah

Madness is what you demonstrate
And that's exactly how anger works and operates
Man, you gotta have love just to set it straight
Take control of your mind and meditate
Let your soul gravitate to the love, y'all, y'all
People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach?
Or would you turn the other cheek?

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)

Where is the love (The love)
Where is the love (The love)
Where is the love, the love, the love

It just ain't the same, old ways have changed
New days are strange, is the world insane?
If love and peace are so strong
Why are there pieces of love that don't belong?

Nations droppin' bombs
Chemical gasses fillin' lungs of little ones
With ongoin' sufferin' as the youth die young
So ask yourself is the lovin' really gone

So I could ask myself really what is goin' wrong
In this world that we livin' in people keep on givin' in
Makin' wrong decisions, only visions of them dividends
Not respectin' each other, deny thy brother
A war is goin' on but the reason's undercover

The truth is kept secret, it's swept under the rug
If you never know truth then you never know love
Where's the love, y'all, come on (I don't know)
Where's the truth, y'all, come on (I don't know)
Where's the love, y'all

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach?
Or would you turn the other cheek?

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)

Where is the love (The love)?
Where is the love (The love)?
Where is the love (The love)?
Where is the love (The love)?
Where is the love (The love)?
Where is the love (The love)?
Where is the love, the love, the love?

I feel the weight of the world on my shoulder
As I'm gettin' older, y'all, people gets colder
Most of us only care about money makin'
Selfishness got us followin' the wrong direction

Wrong information always shown by the media
Negative images is the main criteria
Infecting the young minds faster than bacteria
Kids wanna act like what they see in the cinema

Yo', whatever happened to the values of humanity
Whatever happened to the fairness and equality
Instead of spreading love we're spreading animosity
Lack of understanding, leading us away from unity

That's the reason why sometimes I'm feelin' under
That's the reason why sometimes I'm feelin' down
There's no wonder why sometimes I'm feelin' under
Gotta keep my faith alive 'til love is found
Now ask yourself

Where is the love?
Where is the love?
Where is the love?
Where is the love?

Father, Father, Father, help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love?

Sing with me y'all:
One world, one world (We only got)
One world, one world (That's all we got)
One world, one world
And something's wrong with it (Yeah)
Something's wrong with it (Yeah)
Something's wrong with the wo-wo-world, yeah
We only got
(One world, one world)
That's all we got
(One world, one world)

Standards:

• North Carolina Essential Standards
  7th Grade Social Studies: Civics and Governance
  EX.7.C&G.1 Understand rights and responsibilities of an individual in relationship to society.
  EX.7.E.1.3 Understand that personal choices result in benefits or consequences

• National Common Core State Standards
  7th Grade English/Language Arts Reading Standards for Literature

  CCSS.ELA-Literacy.RL.7.1
  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

  CCSS.ELA-Literacy.RL.7.4
  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

*Where is the Love* works in accordance to the Nation Common Core State Standards for 7th grade Social Studies and the English/Language Arts Reading Standards for Literature through the interpretation and analysis of social issues within this song. Students will “determine the meaning of words and phrases as they are used in this text” by identifying the figurative language within the lyrics (RL.7.4). Students will “analyze the impact of rhymes and other repetition of sounds” by discussing why the writer chose specific words to convey meaning (RL.7.4). By having students engage in a discussion about the society factors which are prevalent in this song, students will “understand rights and responsibilities of an individual”. Students will gain an understanding of citing textual evidence, and supporting analysis while gaining the ability to identify and create inferences drawn from text (RL.7.1). Finally, students will understand that personal choice can have benefits or consequences through charting social factors that lead to discrimination (EX.7.E.1.3).

Activities:

**Activity One**
“Understanding Figurative Language”

**Lesson Description:**
The purpose of this lesson is to teach the students about figurative language and songwriters purpose in using them in the song *Where is the Love*. Students will read the lyrics, find the figurative language, and describe their purpose in the text. They
will also be expected to answer follow up questions about the figurative language in order to gain a deeper understanding.

**Standards**

After completing this lesson, students will gain an understanding of the meaning of figurative language, be able to locate it in a text, analyze its effect on a piece of literature. (CCSS.ELA-Literacy.RL.7.4).

**Step-By-Step**

1. When arriving to class students will be handed a puzzle piece that will be used at the beginning of activity one in order to place the students into groups of three. The puzzle pieces are pictured below. Each complete puzzle will have the type of figurative language, a definition for that type, as well as an example.

2. Students will be asked to look at their own puzzle piece, then locate the other two students in the classroom that have the puzzle pieces that fit with their own puzzle piece.
   The teacher should be prepared to distribute paper copies of the *Where is the Love* lyrics, found here, and the figurative language worksheet that is displayed below. Even though students will be working as a group, each student will be expected to complete their own worksheet and turn it in at the end of the class.

3. The teacher will explain that students are to read the lyrics of *Where is the Love* together as a group, and complete the figurative worksheet that they are given. Each group will be asked to read their pieces of the puzzle, which will serve as a review for the class of the meaning of the following terms, hyperbole, idioms, personification, alliteration, cliche. These five terms are the categories of figurative language they will be asked to locate within the text.
   Students should take notes about each term on a separate piece of paper and ask any questions that might come up about the vocabulary words.

**Hyperbole:** Definition- an exaggeration used to make or prove a point. Everyone said my flowers were the most beautiful flowers in the world!

**Idiom:** Definition- a word or phrase that means something other than what is actually being said. Example- I only see my grandmother once in a blue moon.

**Personification:** Definition- giving human characteristics to inanimate objects
   Example: The trees danced back and forth in the wind

**Alliteration:** Definition: When two or more words begin with the same initial sound.
   Example: She sells sea shells by the sea shore.

**Rhyme:** Definition: is the identity or close similarity of sound between accented syllables. Example: His red sports car is just a dream, It needs no gas, it runs on steam
4. Students will then **read the lyrics** of the song *Where is the Love* in their groups, and work together to underline the figurative language they find within the text. Students will also be asked to find **one example** of rhyme or repetition and **circle** it.

5. Once students have located all the **requirements**, they will then be asked to write one example of **each** type of figurative language they found, and explain the **impact** they believe it has on the song. Student will be expected to discuss with their group, and build on each others ideas.

6. Each student's **completed** worksheet will act as an **exit** ticket at the end of the class period.

**Puzzle Piece Groups:**

- **Rhyme**
  - Definition: is the identity or close similarity of sound between accented syllables
  - Example: His red sports car is just a dream, it needs no gas, it runs on steam

- **Personification**
  - Definition: giving human characteristics to inanimate objects
  - Example: The children like the ocean shore, they want to leave but they want more

- **Hyperbole**
  - Definition: an exaggeration used to make or prove a point
  - Example: He is so hungry I could eat a horse

- **Alliteration**
  - Definition: when two or more words begin with the same initial sound
  - Example: Peter Piper picked a peck of pickled peper

- **Idiom**
  - Definition: a fixed phrase or group of words that means something other than what is literally being said
  - Example: I need a vacation, it was a piece of cake

- **Onomatopoeia**
  - Definition: the use of words that represent sounds
  - Example: The children like the ocean shore, they want to leave but they want more
Figurative Language Worksheet:

**Identifying Figurative Language in Song Lyrics**

*From the lyrics provided on a separate sheet identify and explain the impact each has on the songs meaning or influence.*

<table>
<thead>
<tr>
<th>Hyperbole Examples:</th>
<th>Impact on song:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Personification Examples:</td>
<td>Impact on song:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Alliteration Examples:</td>
<td>Impact on song:</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Idiom Examples:</td>
<td>Impact on song:</td>
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<td></td>
<td></td>
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<tr>
<td>Cliché’ Examples:</td>
<td>Impact on song:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rhyme/Repetition Example:</td>
<td>Impact on song:</td>
</tr>
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<td></td>
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</tbody>
</table>

**Higher Order Thinking Questions**

1. What is the importance of word choice in writing? What did the composer of this song have in mind when using different figurative language in their lyrics?

When using detailed word choice you can increase the clarity of getting your point across to the audience by enabling your readers to grasp your intended meaning quickly and accurately. Also your word choices affect a reader's attitudes when they trying to convey a message. It is important to choose words that will grab attention to the audience to help with the understanding of the text. The composer of “Where is the Love” wanted the audience to get a good understanding of the text and did so by using figurative language. The songwriter wanted the lyrics to shift the audience’s mood towards the meaning of the text.
2. We have focused on correct ways of using figurative language. Are there ways in which figurative language can be used incorrectly?

Yes, in several circumstances figurative language can be used incorrectly. Figurative language can be used incorrectly if you do not have an understanding of how to use figurative language. For example, if you do not understand the meaning of analogies it can cause the use of bad analogies in your writings. Also, figurative language can interpret the wrong meanings to the audience and can be used to frequently which could be a problem with clarity with the text.

3. After looking at the lyrics, what do you suggest the main idea of this song is? What are specific examples that lead you to this decision? Do you believe that there can be more than one meaning to this song? How do you know?

The meaning of the song is dealing with the issues that we are facing all over the world today. This song came out 2003, and is about the state post of 9/11 world, which all but calls for US withdrawal from Iraq. An example in the text that supports this is when is says

“People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach?
Or would you turn the other cheek?”

This stanza interprets the frustrations that are ongoing around the world today. It shows the lack of togetherness as well as the issues that are being faced in our society today. All over the world there is hypocrisy, discrimination of race, violence acts, crimes, selfishness, and materialism going on that is creating an evil sense of society which supports that there are several meanings to this song.

References


National Common Core State Standards. 7th Grade English/Language Arts Reading Standards for Literature. Grade 7. CCSS.ELA-Literacy.RL.7.4
Activity Two:

“Understanding Context and Creating Visual Effects”

Lesson Description:
The purpose of this lesson is to teach students the importance of textual evidence and how to infer from the analysis they created. Students will read the lyrics, and use contextual clues to create a visual concept idea for the text, citing specific details from text to support their idea. They will also answer higher order thinking questions about the lyrics in order to gain a deeper understanding of context clues, and textual evidence.

Teacher Notes
Teacher needs to know:
The teacher will need to have a background knowledge of the song and meaning of the Black Eyed Peas Where is the Love, so that he or she can answer students’ questions and assess their learning.

The teacher will need to be prepared to have the students do this activity in groups. These groups will be the same groups used for the previous activity (“Understanding Figurative Language”). The teacher should be prepared to distribute paper copies of the Where is the Love lyrics, found here. If the teacher does not want to use that much paper, he or she could project the lyrics onto the board; in this case, a projection system will be necessary. Finally, students will need a class notebook or sheets of paper to write down their visual concepts ideas, and to answer the discussion questions on to turn in at the end of class. The teacher will either need to print out copies of the discussion questions or have them projected on the board.

Standards
After completing this lesson, students will gain an understanding of the citing textual evidence, and supporting analysis (CCSS.ELA-Literacy.RL.7.1). Students will also gain the ability to identify or create inferences drawn from text (CCSS.ELA-Literacy.RL.7.1).

Step-By-Step
1. Teacher will review the following literary terms (listed below) to assist in the completion of the assignment (Dictionary.com, n.d.). Students should take notes on a sheet of blank paper and ask any questions that might come up about the vocabulary words.

Central Theme- The central idea is the central, unifying element of the story, which ties together all of the other elements of fiction used by the author to tell the story.
The central idea can be best described as the dominant impression or the universal, generic truth found in the story.

**Mood** - The atmosphere that pervades a literary work with the intention of evoking a certain emotion or feeling from the audience.

**Tone** - is a **literary** compound of composition, which encompasses the attitudes toward the subject and toward the audience implied in a **literary** work. **Tone** may be formal, informal, intimate, solemn.

2. The teacher will **explain** to students that this is a “Think, Pair, Share” activity. Students are to review the lyrics of *Where is the Love* and begin thinking of the key ideas the songwriter is trying to portray. Students will then begin to think about how they can use those ideas to create an idea for a visual media aspect.

3. The teacher will then have students **pair** into their figurative language groups. Once in their groups, students will **talk** about their ideas, and create a **plan** detailing what they think or predict the artist should use as a music video, in order to visually display the **main idea** of the text. Students should **cite** specific examples from the lyrics provided, explain why they would use the visual pairing they chose, and how it is **supported** from what they found from the lyrics. Students can complete this **activity** as a group. The teacher will allow students 30 minutes to **create** their visual plan.

4. Once all groups are **finished**, each group will elect a speaker to **share** their group ideas with the class.

5. After the students have **shared** their plan, the teacher will use the projector and classroom computer to show the students the **actual** music video the *Black Eyed Peas* used for the song *Where is the Love*. As the students are viewing the video, have them **circle** any aspects that appear in the video that they had **suggested** being used, if any.

The teacher will then **instruct** students can keep their diagram to help them answer the discussion questions **by themselves** and make sure that all students have a notebook or paper and pencil with which to record their answers. **Indicate** where students will find the questions, whether they are written on the board or projected. Students will then answer the questions individually.

**To conclude** the lesson, students will turn in their plot maps and completed discussion questions.
Higher Order Thinking Questions

1) What is the tone and mood of this song? What examples can you pull from the lyrics in order to support this idea.

The mood and tone of this song is inspirational. The writer is obviously hurt and appalled from the wrong that exist in this world. This idea can be found in the tenth stanza of the song:

“So I could ask myself really what is goin' wrong
In this world that we livin' in people keep on givin' in
Makin' wrong decisions, only visions of them dividends”

But there is evidence that the writer looks for a deeper solution and reaches out to a higher power throughout the chorus of this song because he feel like he needs greater guidance:

“Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)”

Therefore, the mood and tone of this song can be identified as inspirational. Through word choice, specific language, and accompaniment this song can be categorized as having an uplifting, encouraging, and insightful tone.

2) What do you believe is the central theme in Black Eyed Peas Where is the Love? What led you to come to this conclusion?

The central theme in Where is the Love is that our society have become very self-centered, and that our society as a whole has lost focus on our love and respect for one another. The verse in Where is the Love that states, “Madness is what you demonstrate, and that’s exactly how anger works and operates, Man, you gotta have love just to set it straight, Take control of your mind and meditate, let your soul take control of your mind and meditate, let your soul gravitate to the love, ya'll, ya'll” shows that the world is operating in hate and that we should all take a moment to look around and realize that if we loved each other our world would be a better place.

3) Who is the suggested audience of this song and why?

The suggested audience for this song can be for a wide variety of people. This song can connect to parents, teenagers, educators, politicians and more. The younger audience connects to this song due to the catchy tune, while the older audience can relate to many people who experienced this time during United States history when negativity and violence seemed to be everywhere.
Activity Three
“Social Factors and Discrimination”

Lesson Description:
The purpose of this lesson is to identify the social factors that are prevalent in the song *Where is the Love* by the Black Eyed Peas. Students will discuss what social factors are and the reasons why social factors may lead to violence. Through this lesson students will reflect on “responsibilities of an individual in relationship to society” (EX.7.C&G.1). Students will gain skills in using interactive media through the lesson provided by TED-ED. The class will engage in higher order of thinking skills in order to gain a better understanding about the political and social factors that are found in music. Also students will reflect on the understanding that “personal choices result in benefits or consequences (EX.7.E.1.3) by identifying and interpreting the cause and effects that lead to violence and discrimination.

Step-by-Step
Prior to this lesson teacher needs to already have introduced students to ed.ted.com. Students will need to have registered individual account and be familiar with how to effectively use the website. Each student will be required to complete a TED-ED lesson and therefore will need access to their own personal computer. Teacher will need to be prepared to give a mini lesson about society factors that lead to discrimination and violence prior to TED-ED lesson.

Step one: Lead classroom in an open discussion about factors in society that contribute to discrimination and violence. Encourage students to use the popcorn method of calling out answers while teacher writes the different factors on the board. (Suggested answers: race,
religion, socioeconomic status, ethnicity, physical attributes, education level etc.) Teacher should write answers on the board in a chart method:

*Example chart:*

<table>
<thead>
<tr>
<th>Society Factors</th>
<th>Reasons why this would lead to discrimination and violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td>Some may believe their nationality makes them superior....</td>
</tr>
<tr>
<td>Religion</td>
<td>People don’t believe in the same religion, results in religious conflict...</td>
</tr>
<tr>
<td>Physical Attributes</td>
<td>Different skin tone/color, different sizes....</td>
</tr>
</tbody>
</table>

Meanwhile, students should complete a hand-drawn chart on their own note paper.

**Step Two:** Teacher will need to use popcorn method again and have students lead the classroom discussion. While using this method, teacher will need to add an additional column to the chart. Label this column *Reasons why this would lead to discrimination and violence.* Have students do the same on their own paper. Next, ask students to openly discuss why each of these factors can lead to discrimination

*Example chart:*

<table>
<thead>
<tr>
<th>Society Factors</th>
<th>Reasons why this would lead to discrimination and violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td>Some may believe their nationality makes them superior....</td>
</tr>
<tr>
<td>Religion</td>
<td>People don’t believe in the same religion, results in religious conflict...</td>
</tr>
<tr>
<td>Physical Attributes</td>
<td>Different skin tone/color, different sizes....</td>
</tr>
</tbody>
</table>

**Step Three:** Continue the open-class discussion by encouraging students to chart ways in which a person could prevent discrimination and violence with each factor. Teacher will need to draw a third column for their chart and label it *ways to prevent discrimination and violence.* Using the same method as step one and two, allow students to popcorn answers out loud as teacher fills in the chart.
Example Chart:

<table>
<thead>
<tr>
<th>Society Factors</th>
<th>Reasons why this would lead to discrimination and violence</th>
<th>Ways to prevent discrimination and violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality</td>
<td>Some may believe their nationality makes them superior....</td>
<td>Engage in other people’s culture so that you can better understand them.</td>
</tr>
<tr>
<td>Religion</td>
<td>People don’t believe in the same religion, results in religious conflict...</td>
<td>Learning about different religious differences and comparing/contrasting their religion with your own.</td>
</tr>
<tr>
<td>Physical Attributes</td>
<td>Different skin tone/color, different sizes....</td>
<td>Understanding that skin color is a pigment difference, not a biological difference.</td>
</tr>
</tbody>
</table>

**Step Four:** After completing the third column of the chart, lead students to the next portion of the activity. Students will be asked to use their chart while completing the TED-ED lesson. To access the lesson follow this link: [http://ed.ted.com/on/ltCiNHnA](http://ed.ted.com/on/ltCiNHnA).

**Step Five:** Have students access their personal computer and log into their TED-ED accounts. Allow students to work independently on this portion of the lesson. Students may use their chart from the mini-lesson as a reference for their TED-ED lesson.

The TED-ED lesson will lead students through four different segments. In the first segment students will be asked to watch the music video of the song *Where is the Love* by the Black Eyed Peas. After viewing the video, students will be guided to the think section where they will be asked a series of questions which will reflect the open discussion previously. Students are to answer these questions independently and should answer questions in a paragraph format.

The questions are as follows:

1. Question marks are found continuously throughout the music video, where are some of the places that the question marks are placed and what are their significance?
2. In the first few seconds of the music video, a box with a question mark in it is placed on the torch of the Statue of Liberty. Can national symbols lead to social tension? Why or why not.
3. Upon the first chorus of this song, the music video portrays young children of different nationalities singing the lyrics, what affect might this have on the audience? What purpose do you think the producers had in mind when using children to sing the chorus of this song?
4. At 3:36 there is a billboard with a black man and it reads "We are not a minority". In your own words what does it mean to be a minority? What is the importance of this billboard in regards to this music video?

5. Stereotypes can lead to discrimination. How is this reflected through the music video? Please elaborate by using specific examples with the cited time (00:00).

After successfully answering the questions, students will be asked to Dig Deeper by looking at two different articles. The first article takes a deeper look into the production and meaning behind the song Where is the Love. The second article is an essay about the effects of discrimination from the view of an adolescent. Students must read these articles before moving to the next segment. The final segment of the TED-ED lesson is Discuss. Students will answer the discussion question: Using what you learned through our discussion, this activity, and the two articles listed reflect on how you can take this information and make a positive impact on the world. Students will individually answer on the discussion forum in a short paragraph in order to sum up this activity. Finally, students will need to go back and comment on at least two of their classmate’s comments.

Standards

After completion students will "Understand rights and responsibilities of an individual in relationship to society" (EX.7.C&G.1). Students will also “Understand that personal choices result in benefits or consequences (EX.7.E.1.3) through analyzing the society factors that is portrayed in the music video Where is the Love.

Higher Order Thinking Questions:

1) Knowing that this song was released in 2003 what current events of the time can you infer influenced this song?

Events that could have influenced this song in 2003 would be the terrorist attack on September 11, 2001 taking down the twin towers, which shows there was and still is terrorism occurring today. An example to support my reasoning in the song would be this stanza:

Overseas, yeah, we try to stop terrorism
But we still got terrorists here livin'
In the USA, the big CIA
The Bloods and The Crips and the KKK

Also the War in Iraq was going on in 2003 the same time this song was released, you also can look at the implications of today’s society in general to determine what influenced this song.
2) If the song was released today, what current events issues do you think would have influenced the song writers and artists?

In today's society we still have a general problem with race discrimination, crime, bullying, and sexism along with many other issues. There are also many conflicts going in the Western part of the country, especially with Russia and Ukraine. You also can pinpoint the world wide problem we are having with the terrorists group of ISIS that could influence the songwriters if this song were released today.

3) As we know, music can have political and social implications. What other forms of media may promote the same ideas?

All media forms can promote political and social implications. These implications can be addressed in all forms of media, not just for music. Although, many songs use their lyrics to address social and political issues, other media can have the same implications. Whether it be through music, or television, or social media, or through written work, these ideas can be conveyed effectively to the any audience.

References:


**Developmental Dimensions of Adolescents:**

**Psychological Development:**
- Are also psychologically resilient; across diversities in race/ethnicity, residence, or socioeconomic status, young adolescents tend to be optimistic and have a generally positive view of their personal future.

**Moral Development:**
- Are generally idealistic, desiring to make the world a better place and to make a meaningful contribution to a cause or issue larger than themselves.

The developmental dimensions of adolescents that are prevalent through the song *Where is the Love* are found under the characteristics of psychological development and moral development. The Psychological development of adolescent characteristics states that adolescents are “psychologically resilient; across diversities in race/ethnicity, residence, or socioeconomic status, young adolescents tend to be optimistic and have a generally positive view of their personal future.” This characteristic suggests that adolescents are resilient to the diversities in society. They are also optimistic about their own futures. Through activity one and two, students focus on the lyrics of the song and analyze the meaning behind the phrases and figurative language in order to gain a better understanding of the diversities in society which are being discussed in *Where is the Love*.

The Black Eyed Peas address that there is a need to be resilient because of the negative influences in society. As they suggest, this is because media is “affecting young minds faster than bacteria.” This can also be identified in the first line of the song when it states, “What’s wrong with the world, mama.” and again in the eighth stanza when it questions, “New days are strange, is the world insane?” The Black Eyed Peas believe that love is missing and these problems are a result of this. Adolescents can relate to this song because they “are generally idealistic, desiring to make the world a better place.” This ideology can be found repeatedly throughout the song when it questions, “Where is the love, the love, the love?” The ideology that love will save the world is being portrayed through that statement. The Black Eyed Peas, like adolescents, also want “to make a meaningful contribution to a cause or issue larger than themselves.” In activity three, students are given the opportunity to reflect on social issues in this song by viewing the music video. Students will be required to search for social and political factors that are prevalent, and then reflect on their own ideologies about how to fix this world issues. Through the building of knowledge about negative societal factors and the reflection upon ways to fix these problems relates this song back to the developmental dimensions of adolescents found in the article “This We Believe.”
Media Literacy Connections:

- **Media communicate values and ideology.**
  All media products contain implicit and explicit value messages and assumed truths about the nature of human beings and the world in which we live.

- **The media have social and political implications**
  The mass media have the potential to affect our behavior as individuals and citizens in a variety of ways.

The two concepts of Media Literacy that derive from this lesson is that **media communicate values and ideology** and that **media have social and political implications**. A major concept of this lesson is to help students depict what the composer is talking about through the deep analysis of various stanzas in this song. Students focus on the idea that is being communicated through activity one by analyzing the figurative language throughout the song. In activity two, students are asked to use context clues to create a visual concept. This requires students to not only analyze but to apply the values and ideologies that are being discussed through *Where is the Love*. In activity three, students will reflect on social and political implications through an open discussion about social factors that lead to discrimination by creating a three column chart and using that chart in order to complete the TED-ED lesson for this activity.