

Five Key Questions: adapted from the [Media Education Lab](#) and [NAME](#)

If we routinely pose the questions below, we practice what David N. Perkins has called “[teaching for transfer](#)”, meaning, “helping students apply what they’ve learned in a variety of new contexts...strengthen[ing] metacognitive strategies useful for a lifetime” -- *Reading the Media* (Renee Hobbs 8). Each question is preceded by and is based upon a principle/assumption.

1. All media messages are constructed. **Who created this message?** List the types of jobs of people involved in the construction of the message.

2. All media messages contain embedded values and points of view. **What point of view is represented in this message and what has been left out?**

3. Each [media message] has different characteristics and strengths and a unique language of construction. **What techniques are used to attract and hold attention?**

4. Individuals interpret media messages and create their own meaning based on personal experience. **How might different people understand this message differently?**

5. Media messages are produced for particular purposes. **What is the purpose of this message?** Mark your choice and explain your reasons for your choice.
 - a. To inform
 - b. To persuade
 - c. To entertain
 - d. Self-expression
 - e. To teach
 - f. To make money

BONUS MATERIAL: Schoolhouse Rock, “[No More Kings](#)”

AUTHORSHIP

Who made this message?

PURPOSE

Why was this made?

Who is the target audience (and how do you know)?

ECONOMICS

Who paid for this?

IMPACT

Who might benefit from this message? Who might be harmed by it?

Why might this message matter to me?

CONTENT

What is this about (and what makes you think that)?

What ideas, values, information, and/or points of view are overt (obvious)? Implied (secret)?

What is left out of this message that might be important to know?

TECHNIQUES

What techniques are used to create and deliver this message?

Why were those techniques used?

How do they communicate the message?

INTERPRETATIONS

How might different people (from different places) understand this message differently?

What is my interpretation of this and what do I learn about myself from my reaction or interpretation?

CONTEXT

When was this made?

Where or how was it shared with the public?

CREDIBILITY

Is this fact, opinion, or something else?

How credible is this (and what makes you think that)?

What are the sources of the information, ideas, or assertions?