

5th Grade ELA Study Guide

Video Title: *The AQBS Rule – Ask Questions. Be Skeptical*

From: *Media Masters Rock!*

Focus: Media analysis, emotional self-regulation, question generation, digital responsibility, and critical thinking

LEARNING OBJECTIVES

Students will:

- Identify the purpose, message, and reasoning of a video-based media text.
- Analyze how emotions influence decision-making and online behavior.
- Generate and evaluate clarifying questions about digital content.
- Reflect on how the AQBS Rule applies to real-life situations.
- Communicate ideas clearly through writing and structured conversation.

Aligned with: *Alabama Course of Study – 5th Grade ELA*

- **ELA.5.11:** Determine two or more main ideas of a text and explain how they are supported by key details.
- **ELA.5.14:** Analyze multiple accounts of the same event or topic, noting important similarities and differences.
- **ELA.5.24:** Engage in collaborative discussions with diverse partners and build on others' ideas.
- **ELA.5.25:** Summarize information from a text read aloud or presented in diverse formats.
- **ELA.5.26:** Write opinion pieces that support a point of view with logically ordered reasons and relevant evidence.

WATCH + LISTEN

Introduce the video by saying:

“Today we’re watching a short video that gives us a strategy for being smart, safe, and thoughtful when we see something online that triggers strong emotions. Watch closely for the kinds of questions Media Masters ask and how they use the AQBS Rule.”

AFTER-VIEWING DISCUSSION PROMPTS

Encourage evidence-based, text-supported answers with these questions:

1. **What is the central message of this video?**
(We should stop and ask questions before reacting emotionally to something online.)
2. **Why is it dangerous to respond quickly to a post that makes you feel a strong emotion?**
(We may act on emotion instead of facts and end up making a bad or harmful choice.)
3. **What kinds of questions does the AQBS Rule suggest we ask ourselves?**
 - About our **emotions**: Why do I feel this way? Should I act on it?
 - About the **post**: Is it true? What’s the evidence? Who shared it and why?
4. **How is being “skeptical” different from being negative or rude?**
(Being skeptical means thinking critically and asking questions, not just believing something right away.)
5. **What might happen if someone ignores the AQBS Rule and reacts instantly?**
(They might spread false information, hurt someone’s feelings, or harm their own reputation.)
6. **When is it okay to not respond to a social media post at all?**
(Any time! Especially if the post is emotionally charged or suspicious.)

ELA ACTIVITY OPTIONS

1. Opinion Essay: “Should Everyone Follow the AQBS Rule?”

Students write a multi-paragraph opinion piece answering the question:

“Should all people online follow the AQBS Rule? Why or why not?”

Structure:

- **Intro:** State your opinion clearly
- **Body Paragraphs:** Provide 2–3 reasons, each with examples or evidence
- **Conclusion:** Wrap up your viewpoint and restate why it matters

Encourage peer review and revision.

2. *Emotional Post Breakdown – Think Like a Media Master*

Create a slideshow or handout of fictional (but realistic) emotionally charged posts:

- “😡 This teacher should be fired for what happened today!”
- “😭 This lost puppy needs your help RIGHT NOW!”
- “🔥 You won’t believe what this kid did!”

Students analyze each using a graphic organizer:

Message	Emotion Triggered	Questions to Ask	Should I Respond? Why or Why Not?
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3. *Design Your Own Digital “Pause + Think” Toolkit*

Have students create a foldable or one-pager toolkit with:

- 3 questions to ask about emotions
- 3 questions to ask about the post
- A self-reminder like: “If I feel 🔥, I pause 🧠.”

Let them decorate with icons and emojis — make it something they’d actually use!

KEY VOCABULARY

- **Emotion** – a strong feeling (joy, fear, anger, sadness)
- **Skeptical** – careful not to believe something too fast

- **React** – to respond quickly without thinking
- **Respond** – to pause, consider, and then reply
- **Evidence** – proof that something is true
- **Valid** – worth noticing or respecting (as in “your feelings are valid”)
- **Responsible** – making careful choices that consider others

CLASSROOM MANTRA

“If it makes you feel strong... Don’t get it wrong. Ask Questions. Be Skeptical!”

Say it aloud. Post it on the wall. Make it part of your class culture.

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