

6th Grade ELA Study Guide

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

From: *Media Masters Rock!*

Focus: Digital media literacy, critical thinking, emotional self-awareness, online responsibility

LEARNING OBJECTIVES

Students will:

- Determine a central idea of a multimedia text and explain how it is developed.
- Analyze how emotional content in media can influence decisions and beliefs.
- Apply the AQBS Rule to digital scenarios using evidence-based reasoning.
- Generate clarifying questions to evaluate the reliability of media messages.
- Engage in structured discussions and write cohesive arguments using textual support.

Aligned with: *Alabama Course of Study – 6th Grade ELA*

- **ELA.6.10:** Determine a central idea and how it is conveyed through particular details.
- **ELA.6.14:** Analyze how a key individual, event, or idea is introduced and elaborated.
- **ELA.6.23:** Engage in collaborative discussions; pose and respond to questions to deepen understanding.
- **ELA.6.25:** Interpret information presented in diverse media and formats.
- **ELA.6.27:** Write arguments to support claims with clear reasons and relevant evidence.

WATCH + LISTEN

Introduce the video by saying:

“Today we’re going to learn a strategy to help us think clearly when we see something online that makes us feel something really strongly. Pay attention to how the AQBS Rule helps us slow down and think before reacting.”

AFTER-VIEWING DISCUSSION PROMPTS

Encourage deep thinking and text-based responses:

1. **What is the main message of this video?**
(Don’t react impulsively online. Ask questions and be skeptical when a post triggers strong emotion.)
2. **Why do emotionally charged posts spread faster than others?**
(Because strong emotions like anger, fear, or sadness cause people to share quickly — sometimes before thinking.)
3. **What questions should we ask about ourselves when we see a triggering post?**
(Why am I feeling this way? Am I being manipulated? Is this a good time to respond?)
4. **What questions should we ask about the post itself?**
(Is it true? Who posted it and why? What do they want me to feel or do?)
5. **How can the AQBS Rule help someone avoid spreading misinformation?**
(By pausing and asking critical questions before sharing, we slow the spread of false or harmful content.)
6. **How would a “Media Master” act differently from an average user on social media?**
(They would pause, ask questions, look for facts, and not just react based on emotions.)

ELA ACTIVITY OPTIONS

1. Argumentative Writing: “Why Following the AQBS Rule Makes You a Better Digital Citizen”

Prompt:

“Should all online users follow the AQBS Rule before reacting to posts? Why or why not?”

Expectations:

- Clear claim (opinion)
- At least three supporting reasons
- Examples from the video or real-life media
- Counter-argument or alternative viewpoint
- Conclusion that restates position and importance

Use graphic organizers to help students plan before drafting.

2. Case Study: *Emotion vs. Evidence – Post Analysis Gallery Walk*

Set up 4–6 “emotional posts” around the classroom. Each one should look like a social media post (fictional but believable). Example:

- “😞 This kid was expelled for wearing the wrong shoes. Outrageous!”
- “🔥 You won’t believe what the coach said at halftime. Click now!”

In small groups, students rotate and fill out a response chart:

Post	Emotion It Triggers	Questions to Ask	Trust It? (Y/N)	Why?
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3. AQBS Sorting Game – *Truth, Emotion, or Missing Info?*

Create a set of cards with short online-style posts. Students sort them into:

- 👍 Truthful and helpful
- ⚠️ Emotional but needs more info
- ❌ Suspicious or misleading

Challenge them to rewrite the “⚠️” or “❌” posts using clearer facts or phrasing.

KEY VOCABULARY

- **Emotionally Charged** – content that strongly affects your feelings
- **Manipulate** – to influence someone’s emotions unfairly

- **React** – to respond immediately and emotionally
- **Respond** – to pause, think, and reply with care
- **Evaluate** – to judge or determine the value of something
- **Credible** – able to be believed or trusted
- **Digital Citizen** – someone who uses technology in safe, respectful, and responsible ways

CLASSROOM MANTRA

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

Let students illustrate this with comic strips, posters, or social media do’s & don’ts!

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