

ELA STUDY GUIDE

Grade Level: 6th Grade

Video Title: *Who's Getting the Candy?*

Media Literacy Focus: Recognizing motivations behind media content and how those motivations affect credibility

Essential Question

How does understanding the motivation behind a media post help us become better digital citizens?

Learning Targets

Students will be able to:

- Explain the metaphor “Who’s getting the candy?” as it relates to online motivation
- Identify and evaluate different reasons people create media content
- Determine whether the purpose of a post is to persuade, inform, entertain, or manipulate
- Support claims about online content using text-based evidence and critical thinking

Vocabulary

- **Media** – the platforms and tools people use to share information and ideas
- **Post** – content (text, image, video) shared online
- **Motivation** – the reason why someone creates or shares a post
- **Credibility** – whether something can be trusted or believed
- **Manipulation** – influencing someone in a sneaky or dishonest way
- **Attention economy** – the idea that attention is a valuable online currency
- **Reward (Candy)** – the benefit someone receives from a post (likes, money, followers, etc.)

Whole Group Discussion

Use these prompts to guide thinking and classroom conversation:

1. What does “getting the candy” mean in the context of online media?
2. Can a post have more than one motivation? Give an example.
3. How do creators use emotion, humor, or fear to get more candy?
4. Why is it important to pause and ask “Why was this posted?” before responding?
5. Have you ever shared something online that you later realized was meant to trick or influence you?

Sentence Starters:

- “I think this post was created because...”
- “The candy in this post is...”
- “A more credible post would...”
- “When I see emotional posts, I try to...”

Activity Ideas

1. Motivation Sort

Provide small groups with sample posts (fictional or anonymized). Ask students to sort them into four categories:

Persuade, Inform, Entertain, Manipulate

Then discuss as a class:

- What clues helped you figure out the motivation?
- Which types of posts are most common on social media?

2. Credibility Check

Have students pick one of the posts and evaluate it using this set of questions:

- Who made this post?

- What's the candy they're after?
- Is the source credible? Why or why not?
- How should a smart media user respond to this post?

Let them write a short paragraph explaining their thinking using evidence.

Writing Prompt

Prompt:

"Think of a time when you saw or shared a post that was meant to get attention.

- What was the creator's motivation?
- What kind of candy were they hoping to receive?
- Was the post credible or not?
- How would you react differently after watching this video?"

Encourage students to include vocabulary words in their writing and cite one or two ideas from the video.

Word Bank for Writing

Use these terms to support precise language and strong reasoning:

Motivation, persuade, inform, manipulate, credible, audience, attention, influence, emotional appeal

Assessment/Extension Idea

Ask students to create a fictional "attention-seeking" post and then explain:

- What is the goal of the post?
- What kind of "candy" are you trying to get?
- How might a critical thinker respond to this?

This encourages creativity while reinforcing evaluation skills.

Final Reflection

How can knowing the motivation behind a post help you decide what to do with it?

Correlation:

Study Guide Title: *Who’s Getting the Candy? – 6th Grade ELA*

Media Literacy Focus: Recognizing motivations behind media content and how those motivations affect credibility

Aligned to: Alabama Digital Literacy and Computer Science Course of Study (2020), Grade 6

Correlated DLCS Standards – Grade 6

Strand: Digital Literacy

Standard 6.1: Analyze motivations behind digital content and their effects on audiences.

- **DLCS.6.1** – Identify and evaluate different purposes of digital content creators such as to persuade, inform, entertain, or manipulate.
Students analyze “getting the candy” as the reward or motivation behind posts.

Standard 6.2: Evaluate credibility of digital information and sources.

- **DLCS.6.2** – Use critical questions to assess source credibility, identify bias or manipulation, and determine trustworthiness of content.
Activities like “Credibility Check” and discussion promote evaluation of source reliability and post intent.

Standard 6.3: Apply critical thinking and responsible behavior in digital environments.

- **DLCS.6.3** – Practice reflection and analysis before sharing or reacting to digital content, fostering digital citizenship.
Writing prompts and reflection questions encourage thoughtful decision-making and citing evidence.

Crosswalk to Alabama 6th Grade ELA Standards (optional)

- **6.SL.1** – Engage effectively in collaborative discussions on grade-appropriate topics.
- **6.W.1** – Write arguments to support claims with clear reasons and relevant evidence.
Writing prompts scaffold development of argumentative skills using evidence and media literacy vocabulary.

Summary

This study guide helps sixth graders to:

- Understand multiple motivations behind digital posts (“candy”)
- Critically evaluate credibility and manipulative intent in media content
- Use evidence-based reasoning to support judgments
- Reflect on and practice responsible online behavior

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