

# 7th Grade ELA Study Guide

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

**From:** *Media Masters Rock!*

**Focus:** Digital literacy, emotional influence in media, argument writing, skepticism in online environments

## LEARNING OBJECTIVES

Students will:

- Analyze how a message's emotional appeal can manipulate reactions.
- Evaluate the credibility of digital information and identify bias or intent.
- Apply the AQBS Rule to real-world social media examples.
- Write arguments using textual and visual evidence.
- Participate in collaborative discussions to build deeper understanding.

Aligned with: *Alabama Course of Study – 7th Grade ELA*

- **ELA.7.10:** Determine two or more central ideas and analyze their development.
- **ELA.7.14:** Analyze interactions between individuals, events, and ideas.
- **ELA.7.23:** Engage effectively in collaborative discussions on grade-level topics and texts.
- **ELA.7.25:** Evaluate the advantages and disadvantages of using different media to present an idea.
- **ELA.7.27:** Write arguments with logical reasoning and relevant evidence.

## WATCH + LISTEN

Set the stage:

“This video teaches us how to slow down and think before reacting to something that feels big, unfair, or emotional online. Let’s figure out how to spot emotional manipulation and make smarter decisions.”

## AFTER-VIEWING DISCUSSION PROMPTS

1. **What is the AQBS Rule, and why is it important in today's media world?**  
*(Ask Questions. Be Skeptical. It protects us from being misled or manipulated.)*
2. **What role does emotion play in how social media posts go viral?**  
*(Posts that make us mad, sad, or shocked tend to spread faster — even if they're misleading.)*
3. **What specific questions should we ask when we feel a strong emotional reaction to a post?**
  - Am I being manipulated?
  - Is this trying to make me feel something on purpose?
  - What evidence is this based on?
4. **Why might someone create a post that plays on our emotions instead of providing facts?**  
*(To get attention, go viral, gain followers, or push a certain message.)*
5. **What's the difference between reacting and responding online?**  
*(Reacting is fast and emotional. Responding is thoughtful and deliberate.)*
6. **How can following the AQBS Rule make us better digital citizens?**

## ELA ACTIVITY OPTIONS

### 1. **Argument Essay – “Should Emotionally Charged Posts Be Flagged?”**

Prompt:

“Some platforms use algorithms to detect emotionally charged or misleading posts. Should all social media sites flag posts designed to manipulate emotions? Why or why not?”

Expectations:

- Strong claim
- Logical structure (intro, body, counterclaim, conclusion)
- Evidence from the video and real-world media
- Use of persuasive techniques and proper transitions

Support: Use argument planning templates, peer review checklists, and modeling.

## 2. Media Analysis Lab: Truth, Spin, or Emotion Trap?

Provide 3–5 sample posts (real or fictional) across topics like sports, politics, health, or school rules.

Students work in pairs or small groups to analyze each post using a “Media Evaluation Grid”:

Post	Intended Emotion	Factual Evidence?	Biased or Balanced?	Trustworthy? Why/Why Not?
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They present their conclusions to the class with evidence-based reasoning.

## 3. Skits: “Pause. Ask. Respond.”

Students work in small groups to act out a scene where:

- A student sees an emotional post and reacts instantly (negative outcome).
- They rewind the scene and instead use the AQBS Rule before responding.

Use this to reinforce that media literacy is a *behavior*, not just a skill.

## KEY VOCABULARY

- **Bias** – an unfair or one-sided perspective
- **Credibility** – how believable or trustworthy something is
- **Manipulate** – to unfairly influence emotions or thoughts
- **Reaction vs. Response** – impulsive vs. thoughtful choices
- **Emotional Trigger** – content designed to provoke a strong feeling
- **Source** – the origin of a message or post
- **Evidence** – facts, data, or examples that support a claim

## CLASSROOM MANTRA

## **“Get Triggered? Go Bigger. Ask Questions. Be Skeptical”**

Use this as a discussion-starter or anchor chart. Let students design infographics or memes promoting the AQBS Rule for their peers.

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