

Mentors Make a Difference

In this lesson, students will explore the benefits of mentorship and explain how it can build resilience, foster a sense of belonging, boost confidence, and support better decision-making.

Objective	Students will be able to ... <ul style="list-style-type: none"> ● define mentorship and identify its core characteristics using evidence from the text. ● explain how mentorship supports resilience. ● reflect on a personal connection to mentorship.
Standards Alignment	<p>RI.6–8.1 Cite textual evidence to support analysis of what the text says explicitly and inferentially.</p> <p>RI.6–8.3 Analyze how individuals, events, and ideas are introduced, illustrated, and elaborated in an informational text.</p> <p>W.6–8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>SL.6–8.1 Engage effectively in collaborative discussions; build on others' ideas and express oneself clearly.</p>
Materials	Article Text , sticky notes (2 colors per pair), T-chart, reflection journal or lined paper
Vocabulary	<p>volunteer: person who offers time without getting paid</p> <p>employer: person or company that pays others to work for them</p> <p>guarantees: promises</p> <p>mentorship: guidance provided by a mentor</p> <p>mentor: person who gives guidance</p>
Hook / Warm-Up	<ul style="list-style-type: none"> ○ Ask students to close their eyes and think of one person who has helped them grow – a coach, teacher, family member, or neighbor. Allow 30 seconds of silent thinking. ○ Introduce vocabulary prior to reading the article. (Optional: Use the Active Learning Slides for pictures and model sentences.)
Teacher Modeling	<ul style="list-style-type: none"> ○ Read the first paragraph aloud. Think aloud: “I am going to read the first paragraph and pause to ask myself: What is the BIG idea here? What does this author want me to understand about mentors?”
Guided Practice	<ol style="list-style-type: none"> 1. Have students read the article in pairs, alternating paragraphs. After each paragraph, have students pause and tell their partner: “The main idea of this paragraph is...” 2. Give each pair two different colored sticky notes. On one color, have students write down a quality or benefit of mentorship found in the article. On the second color, have students give a real-world example of mentorship. Post sticky notes on a shared T-Chart – Qualities of Mentorship Examples in the World. 3. Review the anchor chart together. Ask: “Which quality appeared most often? Why do you think the author included statistics from Big Brothers Big Sisters? What does that add to the argument?”
Collaborative Practice	Arrange students in groups of 3-4 and pose the following discussion prompt on the board: <i>“Former President Biden said mentors show young people new goals, new ideas, and new ways of doing things. Using at least TWO pieces of evidence from the article, explain why mentorship is an important characteristic of a resilient person and community.”</i>

Exit Ticket	<p>Students respond in reflection journal:</p> <p><i>Think about a person in your life who has been – or could be – a mentor to you. Using at least one piece of evidence from the article, explain why mentorship is a core characteristic of a resilient person. How has or could this relationship change your life?</i></p>
Differentiation	<p>Support:</p> <ul style="list-style-type: none"> ○ Provide sentence frames: “I think mentorship is important because the article says ... A mentor in my life is _____. The article says that mentorship _____. This connects to my life because _____.” ○ Allow partner reading or audio support for the article. ○ Allow students to read the article in their native language prior to the lesson. <p>Extension:</p> <ul style="list-style-type: none"> ○ Community Connection: Students identify one way they could act as a mentor to a younger student in their school and create a short action plan.