**English 9**

**College and Career**

**Spring Student Enrichment Packet**

**Prince George's County Public Schools**

**Answer Key**



**READING/ENGLISH LANGUAGE ARTS**

**™**

**Prince George’s County Public Schools**

**Office of Academic Programs**

**Department of Curriculum and Instruction**

**COLLEGE AND CAREER SPRING ENRICHMENT PACKET**

**GRADE 9**

**In Preparation for College and Career Readiness**

**Note to Students:** You’ve learned so much in school this year! It is important that you keep your brain active over the spring break. In this packet, you will find a calendar of activities to complete during the break.

Parents are encouraged to assist in the following ways:

* Make a plan to complete the activities throughout the Spring Break.
* Families should preview the calendar together.
* Schedule times that fit your family’s schedule to complete the assignments and write the proposed times on the calendar dates also. (Of course, these times may need adjustment, but having a plan is the first step to success.)
* Provide a quiet space and time for your child to complete the activities.
* Encourage the daily reading for a minimum of 30 minutes of a self-selected book. Students should read for a minimum of ten days of the eleven days of the spring break.

Thank you for helping your child succeed.

**Spring Student Enrichment Packet**

**Grade 9 Reading/English Language Arts**

**Independent Reading Calendar**

Read daily for at least 30 minutes. It is suggested that you use this extended block of time to read a novel or nonfiction book.

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| **Spring Break**  **Reading Calendar** | | images-1 | | | |
| **Day 1**  **Title:**  **Pages read:** | **Day 2**  **Title:**  **Pages read:** | | **Day 3**  **Title:**  **Pages read:** | **Day 4**  **Title:**  **Pages read:** | **Day 5 (optional)**  **Title:**  **Pages read:** |

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***College and Career Readiness Tasks***

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**Directions:** Carefullyread the poem *“Lift Every Voice and Sing”* by James Weldon Johnson and answer the questions that follow.

**Lift Every Voice and Sing**

**Lift every voice and sing,**

**Till earth and heaven ring,**

**Ring with the harmonies of Liberty;**

**Let our rejoicing rise**

**High as the list’ning skies, 5**

**Let it resound loud as the rolling sea.**

**Sing a song full of the faith that the dark past has taught us,**

**Sing a song full of the hope that the present has brought us;**

**Facing the rising sun of our new day begun,**

**Let us march on till victory is won. 10**

**Stony the road we trod,**

**Bitter the chast’ning rod,**

**Felt in the days when hope unborn had died;**

**Yet with a steady beat,**

**Have not our weary feet 15**

**Come to the place for which our fathers sighed?**

**We have come over a way that with tears has been watered.**

**We have come, treading our path through the blood of the slaughtered,**

**Out from the gloomy past,**

**Till now we stand at last 20**

**Where the white gleam of our bright star is cast.**

**God of our weary years,**

**God of our silent tears,**

**Thou who hast brought us thus far on the way;**

**Thou who hast by Thy might, 25**

**Led us into the light,**

**Keep us forever in the path, we pray.**

**Lest our feet stray from the places, our God, where we met Thee,**

**Lest our hearts, drunk with the wine of the world, we forget Thee;**

**Shadowed beneath Thy hand, 30**

**May we forever stand,**

**True to our God,**

**True to our native land.**

**About The Author:** James Weldon Johnson was an early civil rights activist, a leader of the NAACP, and a leading figure in the creation and development of the Harlem Renaissance.

**Directions: Use text evidence and make inferences to answer the following questions using complete sentences.**

1. **Lines 7-12 contain references to what specific aspects of history?**

*years of slavery, unfair employment, and physical abuse*

1. **The poet is optimistic about the future. Why do you think he used a harsh image in line 18 as a remembrance of the past?**

*It is a reminder of the violence that accompanied slavery and racism.*

1. **Which words in the poem indicate hope?**

*rejoicing, faith, hope, rising sun, bright star*

1. **How do these words create tension in the poem?**

*They bring up opposing images.*

1. **What path is the speaker describing in the last stanza?**

*the path to justice, religious commitment, the best values of the country*

1. **What is the structure of the poem? (think about stanzas and lines)**

*It has three stanzas of increasing lengths: 10, 11, and 12 lines.*

1. **Why do you think that there are slight changes in the poem’s rhythm or meter and accented syllables?**

*to keep the poem from becoming tedious, to give the poem liveliness and create interest for the reader*

1. **Who is the “every voice” alluded to in the title of the poem?**

*Every voice in the world should support equality for all.*

1. **What are some possible themes of the poem?**

*celebration, remembrance, persistence, perseverance, faith, hope*

**Directions:** Carefullyread the poem *“Yet Do I Marvel”* by Countee Cullen and answer the questions that follow.

**“Yet Do I Marvel”**

**by Countee Cullen**

I doubt not God is good, well-meaning, kind,

And did He stoop to quibble could tell why

The little buried mole continues blind,

Why flesh that mirrors Him must some day die.

Make plain the reason tortured Tantalus 5

Is baited by the fickle fruit, declare

If merely brute caprice dooms Sisyphus

To struggle up a never-ending stair.

Inscrutable His ways are, and immune

To catechism by a mind too strewn 10

With petty cares to slightly understand

What awful brain compels His awful hand.

Yet do I marvel at this curious thing:

To make a poet black, and bid him sing!

**Directions:** Use text evidence and draw inferences to answer the following questions using complete sentences.

1. **Read Lines 1-4. What situation first described, seems to contradict itself?**

*Although he believes that God is kind, the poet wonders why He lets the mole remain blind.*

1. **What are some words or phrases the poet uses to create sympathetic images in lines 1-8?**

*Sample answer: little, buried, fickle*

1. **Why do you think that God’s brain and hand are described as awful?**

*Sample answer: to show that God is powerful in both positive and negative ways*

1. **Reread the final couplet. What surprising final paradox does the speaker reveal?**

*Sample answer: God would make a poet who also happens to experience racial prejudice and then expect him to write joyfully.*

1. **What is the connotation of the words marvel and curious in line 13?**

*They have a positive connotation, the speaker is glad to be a poet.*

**Grammar Exercises**

**Directions: Using a computer or mobile device, visit the following website:**

[**https://elt.oup.com/student/practicegrammar/test?cc=us&selLanguage=en**](https://elt.oup.com/student/practicegrammar/test?cc=us&selLanguage=en)

On the site there are three grammar practice tests, Basic, Intermediate, and Advanced. Complete two of the three activities