COLLEGE AND CAREER SPRING ENRICHMENT PACKET
GRADE 11

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 four of the five days of the Spring Break.

Thank you for helping your child succeed.
Spring Student Enrichment Packet  
Grade 11 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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College and Career Readiness Tasks
Directions: Carefully read the poem *A Valediction: Forbidding Mourning* by John Donne and answer the questions that follow.

A Valediction: Forbidding Mourning

As virtuous men pass mildly away,
   And whisper to their souls to go,
Whilst some of their sad friends do say
   The breath goes now, and some say, No:

So let us melt, and make no noise, 5
   No tear-floods, nor sigh-tempests move;
'Twere profanation of our joys
   To tell the laity our love.

Moving of th' earth brings harms and fears,
   Men reckon what it did, and meant; 10
But trepidation of the spheres,
   Though greater far, is innocent.

Dull sublunary lovers' love
   (Whose soul is sense) cannot admit
Absence, because it doth remove 15
   Those things which elemented it.

But we by a love so much refined,
   That our selves know not what it is,
Inter-assured of the mind,
   Care less, eyes, lips, and hands to miss. 20
Our two souls therefore, which are one,
    Though I must go, endure not yet
A breach, but an expansion,
    Like gold to airy thinness beat.

If they be two, they are two so
    As stiff twin compasses are two;
Thy soul, the fixed foot, makes no show
    To move, but doth, if the other do.

And though it in the center sit,
    Yet when the other far doth roam,
It leans and hearkens after it,
    And grows erect, as that comes home.

Such wilt thou be to me, who must,
    Like th’ other foot, obliquely run;
Thy firmness makes my circle just,
    And makes me end where I begun.
Directions: Use text evidence and make inferences to answer the following questions using complete sentences.

1. Who is the speaker in “A Valediction: Forbidding Mourning” addressing?

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2. In the first stanza of the poem, to what does he compare their parting ways?

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3. In the second stanza of the poem, to what does he compare their parting ways?

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4. To what does he compare their parting ways in the 7-9th stanzas?

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5. In the sixth stanza, the speaker compares his soul and that of his beloved to gold. How are the two similar?

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6. Why is the speaker in “A Valediction: Forbidding Mourning” not upset at the thought of leaving his beloved?

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Vocabulary

Directions: Reread the poem. Define the following words based on how they are used in the sentence. On the second line, use a dictionary to find its definition of the word and write it.

7. valediction –

8. trepidation –

9. sublunary –

10. elemented –

11. compasses –
Directions: Carefully read the poem *On Being Brought from Africa to America* by Phyllis Wheatley and answer the questions that follow.

“On Being Brought from Africa to America”

'Twas mercy brought me from my *Pagan* land,  
Taught my benighted soul to understand  
That there's a God, that there's a *Saviour* too:  
Once I redemption neither sought nor knew.  
Some view our sable race with scornful eye,  
"Their colour is a diabolic die."  
Remember, *Christians, Negros*, black as *Cain*,  
May be refin'd, and join th' angelic train.
Directions: Use text evidence and draw inferences to answer the following questions using complete sentences.

12. How did the speaker come to be brought from Africa to America?

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13. According to the speaker, what positive outcome resulted from being brought from Africa to America?

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14. How does the poet’s use of rhyme affect the reader?

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15. In the first four lines of the poem, the speaker focuses on the advantages she has received from being brought from Africa to America. How does the speaker’s message change in the last four lines?

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16. How do you think the poem would be received by African Americans in present day society?

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Vocabulary

Directions: Reread the poem. Define the following words based on how they are used in the sentence. On the second line, use a dictionary to find its definition of the word and write it.

17. pagan –

18. benighted –

19. sable –

20. diabolic –
Grammar Exercises

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


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