

Holocaust History Through Lit and Film

4527

Readiness Assessment Test

Thank you for considering this course for your student. Here are some tips for success in the Readiness Assessment process.

* Please do not provide your student this assessment or its contents until you are ready for him or her to complete it in a single sitting with no books, notes, or outside help. It is intended to be a spot check of retained knowledge and skill.
* Make sure you have the latest version of this assessment. Ideally, please download it and have your student complete it within one week prior to enrollment.
* Completed Readiness Assessment materials for a course should be submitted immediately after you enroll in the course.
* **Readiness Assessment materials must be submitted by uploading from the Family Account in the Enrolled Courses view**. Readiness Assessment materials are not accepted through email.
* Visit Live Chat, or email TPS Support ([support@pottersschool.org](mailto:support@pottersschool.org)) for questions or assistance.

**Part I: Academic Background** (to be completed by the parent)

**Age/Grade**

1. How old will your student be as of **October 1st** of the academic enrollment year?
2. What grade will your student be in **at the start of this course**?

**Related Coursework**

1. Please provide the title of the most recently completed (or in-progress) course in the same subject area or related subject area that might help assess academic readiness for this course:

Course Name:

* 1. What is the student’s in-progress or final course grade (numeric grade if available)?
  2. What is the name of the course provider (e.g., online provider, taught at home, local college)?
  3. What is the name of the course curriculum (title and name of publisher of primary text if known)?
  4. Is the student on-track to complete the entire course/curriculum by the end of the current year (if in-progress)?
  5. How is the course evaluated? Is the work self-checked, parent-checked, or evaluated outside the home?
  6. What percentage (if any) of the student’s grade is based on assessments that are completed without access to notes or outside resources and completed in a single sitting without the opportunity for rework to improve the grade?

**Additional Background**

1. Is your student’s first language English or a different language? If different, what is his or her language background? (**Note:** Most TPS classes are designed for native English speakers, but we also provide support at several levels for students whose first language is not English.)
2. Is there additional information that might help us better know your student and understand his or her unique abilities and needs for the best course placement and academic outcome?

**Part II: Readiness Test** (to be completed by the student)

**Composition Instructions**

* + - 1. Read A.A. Milne’s essay “The Cupboard.” Though the English author is most known for his Winnie-the-Pooh tales, Milne was also an accomplished essayist, writing humorous and whimsical pieces for *Punch* magazine from 1906-1914. “The Cupboard” was originally published in *Punch* in 1907.
      2. Write two 8-12-sentence paragraphs that respond to the prompt questions. Read and apply the **Paragraph Requirements** below. You must write both paragraphs.

**Paragraph 1:** Take time to consider what you think is Milne’s main message of the essay. What lesson or truth do you think he wants the reader to know? It’s okay if you think there is more than one important message. Select just one to write about. Once you have decided, write to this two-part prompt: **What is** **Milne’s message** of the essay and **through what examples** does Milne communicate it?

**Paragraph 2:** Read carefully over the items that Milne says are in the cupboard, and write to this two-part prompt: What do readers learn about Milne’s **character** and **his life** based on what is in his cupboard?

* 1. Use the **Revision & Style Checklist** before submitting your work. Submit on this document as a .doc or .docx file. **No PDF files, please.**

**Paragraph Requirements** (include for each paragraph)

* Write a clear, single claim statement (topic sentence) that directly answers the two-part prompt question. Make sure you have both elements in the sentence. This will be your first sentence.
* Include two or three examples from the essay that prove (support) your claim. You can directly quote the essay or paraphrase.
* After each example, explain how or why that example proves your claim.
* End with a concluding sentence.
* You do not need to include any citations.

**Revision & Style Checklist**

* Use no more than 2 BE verbs per paragraph (is, am, are, was, were, be, being, been).
* Write using active verbs, not passive voice.
* Do not use second-person voice (you, your, yourself).
* Do not use first-person voice (I, me, my, mine, we, our).
* Do not use any contractions or parentheses.
* Do not begin any two sentences with the same word.
* Proofread for spelling, grammar, and punctuation.

**Type both paragraphs here:**

**“The Cupboard” – A.A. Milne**

It was the landlord who first called my attention to the cupboard; I should never have noticed it myself.

“A very useful cupboard you see there,” he said. “I should include that in the fixtures.”

“Indeed,” said I, not at all surprised; for the idea of his taking away the cupboard had not occurred to me.

“You won’t find many rooms in London with a cupboard like that.”

“I suppose not …” I said. “Well, I’ll let you have my decision in a few days. The rent with the cupboard, you say, is—” and I named the price.

“Yes, with the cupboard.”

So that settled the great cupboard question.

Settled it so far as it concerned him. For me it was only the beginning. In the year that followed my eyes were opened, so that I learned at last to put the right value upon a cupboard. I appreciate now the power of the mind which conceived this thing, the nobility of the great heart which included it among the fixtures. And I am not ungrateful.

You may tell a newly-married man by the way he talks of his garden. The pretence is that he grows things there—verbenas and hymantifilums and cinerarias, anything that sounds—but of course one knows that what he really uses it for is to bury in it things that he doesn’t want. Some day I shall have a garden of my own, in which to conduct funerals with the best of them; until that day I content myself with my cupboard.

It is marvelous how things lie about and accumulate. Until they are safely in the cupboard, we are never quite at ease’ they have so much to say outside, and they put themselves just where you want to step, and sometimes they fall on you. Yet even when I have them in the cupboard I am not without moments of regret. For later on I have to open it to introduce companions, and then the sign out some old friend saddens me with the thought of what might have been. “Oh, and I did mean to hang you up over the writing desk,” I say remorsefully.

I am thinking now of a certain picture—a large portrait of my old headmaster. It lay in a corner for months, waiting to be framed, getting more dingy and dirty every day. For the first few weeks I said to myself, “I must clean that before I send it to the shop. A piece of bread will do it.” Later, “It’s extraordinary how clever these picture people are. You’d think it was hopeless now, but I’ve no doubt, when I take it round tomorrow—”

A month after that somebody trod on it…

Now, then, I ask you—what could I do with it but put it in the cupboard? You cannot give a large photograph of a headmaster, bent across the waistcoat, to a housekeeper, and tell her that you have finished with it. Nor would a dustman make it his business to collect pedagogues along with the usual cabbage-stalk. A married man would have buried it under the begonia; but having no garden…

That is my difficulty. For a bachelor in chambers, who cannot bury, there should be some other consuming element than fire. In the winder I might possibly have burnt it in small quantities—Monday the head, Tuesday the watch chain—but in the summer, what does one do with it? And what does one do with the thousands of other things which have had there day—the old magazines, letters, papers, collars, chair-legs, broken cups? You may say that with the co-operation of my housekeeper, a firmer line could be adopted towards some of them. Perhaps so; but alas! she is a willing accessory to my weakness. I fancy that once, a long time ago, she must have thrown away a priceless MS. in an old waistcoat; now she takes no risks with either. In principle it is a virtue. In practice I think I would chance it.

It is a big cupboard; you wouldn’t find many rooms in London with a cupboard like that and it is included in the fixtures. Yet in the ordinary way, I suppose, I could not go on putting things in for ever. One day, however, I discovered that a family of mice had heard of it too. At first I was horrified. Then I saw that it was all for the best; they might help me to get rid of things. In a week they had eaten three pages of a Nautical Almanack; interesting pages which would be of real help to a married man at sea who wished to find the latitude by two fixed stars, but which, to a bachelor on the fourth floor, were valueless.

The housekeeper missed the point. She went so far as to buy me a mouse-trap. It was a silly trap, because none of the mice knew how to work it; although I baited it once with a cold poached egg. it is not for us to say what our humbler brethren should like and dislike; we can only discover by trial and error. It occurred to me that, if they did like cold poached eggs, I should be able to keep on good terms with them, for I generally had one over a morning. However, it turned out that they preferred a vegetable diet—almanacks and such.

The cupboard is nearly full. I don’t usually open it to visitors, but perhaps you would care to look inside for a moment?

That was my first top-hat. What do you do with your old top-hats? Ah yes, but then I only have a housekeeper… That is a really good pair of boots, only it’s too small…All that paper over there? Manuscript…. Well, you see, it might be valuable one day…

Broken batting glove. Brown-paper—I had always keep brown-paper, it’s useful if you’re sending off a parcel. Daily Mail War Map. Paint-pot—doesn’t belong to me really, but it was left behind, and I got tired of kicking it over. Old letters—all the same handwriting, bills probably …

Ah no, you mustn’t look at those. (I didn’t know they were there—I swear I didn’t. I thought I had burnt them.) Of course I see now that she was quite right … Yes, that was the very sweet one where she … well, I knew even then that … I mean I’m not complaining at all, we had a very jolly time …

Still, if it had been a little different—if that last letter … Well, I might by now have had a garden of my own in which to have buried all this rubbish.

(1907[)](http://quotidiana.org/mt/mt.cgi?__mode=view&_type=entry&id=269&blog_id=1)