



DENVER
BRANCH

November-December 2020 Newsletter

Executive Committee

President:	Kate Murphy
Treasurer:	Bruce Haefner
Program Chair:	Bonnie Pritchett

Board of Directors

July 2018-June 2021:	Nicole Guagliardo Jeannine Mortell Lauren Wasser
July 2019 – June 2022:	Polly Cox Bruce Haefner Kathleen Murphy Charles Thompson
July 2020 – June 2023:	Heather Anderson Cynthia Poinsett Emily Pool Tom Tafoya Michael Thornton

Committee Chairs

Education:	
Finance and Governance:	Emily Pool
Membership:	Polly Cox

Education Program Coordinators

Teachers Learning	
Abroad UK:	Jeannine Mortell
Dr. Howard F. Beckley	
Writing Competition:	Nicole Guagliardo
Shakespeare Competition:	Lauren Wasser

Secretary/Administrator	Cami Van Anne
ESU Denver Branch	
Address	5930 South Cimarron Way Littleton CO 80123
Voicemail	303-755-1752
Email	denver@esuus.org
Web Site	www.esuus.org/denver
Facebook	https://www.facebook.com/ESUDenver/

President’s Corner

Hitting Curve Balls Right Outta the Park

I am thrilled that I only messed up about a half a dozen times during our first Zoom board meeting. Being a 100% J on the Myers-Briggs scale, tightly wound, Type A personality, you’d think I would be uttering those words in complete horror, but...not so much these days. After eight months of technology fails, disconnecting students mid-sentence, and forgetting to supervise a National English Honor Society video-meeting because I fell sound asleep on my sofa (a pitfall of working from home), I’m finally – finally – finally realizing that none of us is “great” at this, and that it says something about our characters when we continue to show up and try.

Our ESU-Denver branch members have shown up and continued to shine these past two months. The September board meeting was, okay, YES, a bit bumpy, with one member stuck in the virtual waiting room for a half hour (again, I am so sorry, Jeannine), and the ultimate 2020 struggle of unmuted mics. This aside, it was business as (un)usual, and we began our problem-solving and planning for the year. Bruce Haefner and Polly Cox video-conference-attended (not a real hyphenated word, or maybe it is these days) the annual convention workshops and voting session held in New York City, and they will fill us in on what they learned at the next board meeting. A group of dedicated members gathered for a festive evening at Denver’s University Club to watch the video-conference speech delivered by Anne, Princess Royal, President of the ESU of the Commonwealth. Sixteen members and guests enjoyed afternoon formal tea and champagne toasts at Babe’s Tea Room where we safely sat, distanced in four corners of the establishment and still managed to have a hugely sociable time! Our teacher-members have ushered in a new school year using tools and schedules never, ever attempted before solely because we want our students to have the opportunity to learn in the most safe environments.

As we continue to strategize our way through Covid-19, please know that while they will look slightly different than previous years, the Shakespeare Contest, the Beckley Writing Contest, and TLab are a full GO, and board members are busy at work making the most of the resources we have. So, keep swinging at every pitch that comes at you—even the curve balls. One or two are bound to be a hit, and we'll all cheer each other on!

Wishing you all abundance and peace these Thanksgiving and holiday seasons.

With warmth,



Kate Murphy President of ESU-Denver Branch

Time to Celebrate



Kristen and Tony Gurzick celebrate the ESU

Denver Branch members celebrated the National ESU Centennial and the Branch 90th Anniversary with two in-person events. On Wednesday, October 21, a small but mighty group of members gathered at Denver's University Club to view the National Gala broadcast live from New York. The Gala was the signature event of this year's National Conference and featured a performance of Gershwin's *Rhapsody in Blue* by President of the English-Speaking Union of the United States, Dr. Quinn Peepers and the Steven Ray Artist's Orchestra as well as an address by Princess Anne, The Princess Royal. The Denver Branch was recognized as one of a small number of branches able to host a live event in conjunction with the Gala.

On the heels of the Gala-Viewing Party, Denver Branch members met at Babe's Tea Room on Saturday, October 24 to celebrate the Branch 90th Anniversary. Babe's

proved the perfect venue for a socially-distanced, afternoon tea. Guests were treated to a wide selection of tea, scones, sandwiches, and sweet treats. Champagne beverages were raised to cheer the accomplishments and longevity of the Branch.



Kate Murphy, her guest Amy Smith-Ward, Ingerid Kelly, and Tom Tafoya enjoy one another's company



Afternoon Tea with Branch Members Polly Cox, Bruce Haefner, and Basil Carpenter and their guest Lorie Nelson



Immediate Past President and Board Member, Michael Thornton



The English Speaking Union—Denver Branch presents

The 2020/2021 Annual Dr. Howard F. Beckley High School Writing Competition

- COVID-19 has changed our lives in multiple ways, but one way we have all been impacted is in the way we communicate. Less than a year ago, young people could expect to be criticized by teachers and parents alike for spending too much time on their phones or computers, yet now, most young people in Colorado are attending school virtually, and are expected to communicate almost entirely through electronic means. Having experienced both of these worlds, what is your opinion on the effectiveness of “virtual” schooling versus “in-person” schooling? Use your experience and research to write an essay in which you explore which type of communication is better for learning.
- First Prize: \$500.00 and a writing workshop at Lighthouse Writers Inc.
- Second Prize : \$250.00
- Third Prize: \$100.00
- 2 Honorable Mention Places

Your entry will be judged on the following:

- 1500 word maximum
- The quality and originality of your work
- An effective and clear essay structure
- Adherence to correct English grammar, syntax and punctuation
- If you are using any kind of research this must be clearly and appropriately cited.

Winners will be notified by January 9th, 2021 and announced on the ESU-Denver website.

Winners must record themselves reading their work by Jan. 16th in order to receive their awards or the award will be passed on to the next highest winner. All recordings of winning writings will be uploaded to the ESU-Denver website.

- *Schools of the 1st Place Student will receive an ESU Award Designation*
- *Teacher of the winning student will receive a free yearlong ESU membership to enjoy all the fun ESU events for the entire year!*

**Students! Email your essays as Word attachments, with your full name, school & teacher’s name, as well as a current photograph to the following email address by
December 18th, 2020:**

beckleywriting@gmail.com

Entries will be evaluated using the rubric below by a panel of judges including high school and college educators; and outstanding members of our ESU community.

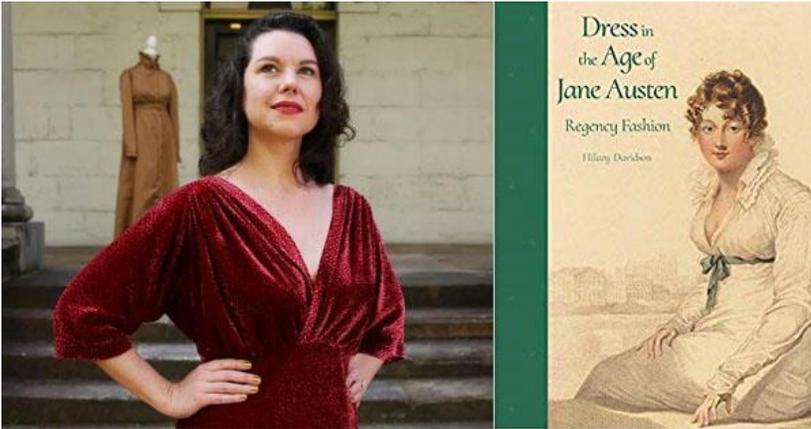
Informative/Explanatory Writing Rubric

	<i>Not Yet</i>	<i>Approaches</i>	<i>Meets</i>	<i>Advanced</i>
	1 (Not Meeting)	2 (Approaching)	3 (Effective)	4 (Distinguished)
<p>Focus/Controlling Idea CCSS.ELA-Literacy.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.11-12.4: Produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purposes, and audiences.</p>	<p>I attempt to address the prompt, but my paper lacks focus or is off-task. I demonstrate little to no understanding of complex ideas and concepts related to the topic or text(s).</p>	<p>I address the prompt appropriately, but I get off-topic at times. I demonstrate limited understanding of complex ideas and concepts related to the topic or text(s).</p>	<p>I address the prompt appropriately and maintain a clear and steady focus. I demonstrate understanding of complex ideas and concepts related to the topic or text(s).</p>	<p>I address all aspects of the prompt appropriately, and I have a strongly developed focus that builds reader interest. I demonstrate strong understanding of the topic or text(s).</p>
<p>Organization (Structure: Overall, Lead, Transitions, Ending) CCSS.ELA-Literacy.W.11-12.2a: Introduce topics; organize complex ideas, concepts, and information so each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. CCSS.ELA-Literacy.W.11-12.2c: Use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts. CCSS.ELA-Literacy.W.11-12.2f: Provide concluding statements or sections that follow from and support information or explanation presented (e.g., articulating implications or significance of topics).</p>	<p>I do not introduce my topic, or the way I try to introduce it is confusing. I do not organize complex ideas, concepts, and information in a unified manner due to a lack of structure. I do not use appropriate transitions or syntax. I do not provide a concluding statement or section that follows from and supports the information presented.</p>	<p>I introduce my topic, but I need to preview my points. I organize some complex ideas, concepts, and information in a unified manner, but I am not consistent and/or my structure is confusing at times. I use appropriate transitions and syntax occasionally, but I am not consistent. I try to include a concluding statement or section, but it does not clearly follow from and/or support information I presented.</p>	<p>I introduce my topic and preview my points in a clear manner. I organize complex ideas, concepts, and information in a clear and unified manner. I use appropriate and varied transitions and syntax consistently. I include a clear concluding statement or section that clearly follows from and/or supports information I presented.</p>	<p>I introduce my topic and preview my points in a clear manner that also engages readers' interest. I organize complex ideas, concepts, and information in a clear and unified manner that engages readers. I use appropriate and varied transitions and syntax that clarify relationships among complex ideas and concepts. My concluding statement or section is clear and thought-provoking, and it logically follows from and/or supports information I presented.</p>
<p>Development (Elaboration, Description) CCSS.ELA-Literacy.W.11-12.2b: Develop topics thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to audiences' knowledge of topics. CCSS.ELA-Literacy.W.11-12.2d: Use precise language, domain-specific vocabulary, and techniques, such as metaphor, simile, and analogy, to manage topics' complexity. CCSS.ELA-Literacy.W.11-12.2e: Establish and maintain formal style and objective tone while attending to norms and conventions of discipline in which they are writing.</p>	<p>I do not develop my ideas fully, or I do not develop them appropriately to the audience's knowledge of the topic. I do not use academic vocabulary. I do not use any metaphors, similes, or analogies. Most of my sentences are short and choppy. My tone is not objective.</p>	<p>I develop my ideas, but I am not completely consistent or some of my development is confusing or inappropriate to the audience's knowledge of the topic. I use some academic vocabulary, but I am not consistent. I use some metaphors, similes, and analogies, but I am not consistent. I have some choppy sentences. I sometimes use an objective tone, but I am not consistent.</p>	<p>I develop my ideas thoroughly and consistently with well-chosen, relevant information that is appropriate to the audience's knowledge of the topic. I use academic vocabulary consistently. I consistently use metaphors, similes, and analogies to manage the complexity of the topic. I vary my sentence structure and avoid choppy sentences. I consistently use an objective tone.</p>	<p>I develop my ideas thoroughly and consistently with well-chosen, sufficient facts, but I also present them in an interesting manner that is appropriate to the audience's knowledge of the topic. I use academic vocabulary and precise word choice to engage and inform readers. I creatively use metaphors, similes, and analogies to manage the complexity of the topic. I consistently vary my sentence structure using different types of phrases and clauses, as well as different styles of sentences. I consistently use an objective tone, and I use it to build readers' interest.</p>

	<i>Not Yet</i>	<i>Approaches</i>	<i>Meets</i>	<i>Advanced</i>
	1 (Not Meeting)	2 (Approaching)	3 (Effective)	4 (Distinguished)
Conventions CCSS.ELA-Literacy.L.11-12.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.11-12.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.	<p>I make many mistakes in my essay, including run-on sentences and/or fragments.</p> <p>I do not use parallel structure.</p> <p>I have many punctuation, capitalization, and spelling mistakes that detract from the quality of my essay.</p> <p>I do not cite my sources.</p>	<p>I make mistakes in usage, tense, and sentence structure that weaken my overall essay.</p> <p>I attempt to use parallel structure, but I am not consistent.</p> <p>I have several punctuation, capitalization, and spelling mistakes that occasionally detract from the quality of my essay.</p> <p>I cite my sources, but I am not consistent, or I do not cite them correctly.</p>	<p>I have some minor mistakes in usage, tense, and sentence structure, but they do not impact the quality of my essay.</p> <p>I use parallel structure in my essay.</p> <p>I have a few minor errors in punctuation, capitalization, and spelling, but they do not affect the quality of my essay.</p> <p>I cite my sources consistently with a few minor errors.</p>	<p>I have few, if any, errors in usage, tense, and sentence structure, but they do not impact the clarity and quality of my essay.</p> <p>I use parallel structure to develop my points and build readers' interest in my essay.</p> <p>My essay has few, if any, errors in punctuation, capitalization, and spelling, but they do not impact the clarity and quality of my essay.</p> <p>I cite my sources consistently and accurately.</p>

Wrench Speaker: Hilary Davidson - Dress in the Age of Jane Austen

NATIONAL NEWS



Jane Austen's novels have become synonymous with early nineteenth century fashion, especially through filmed adaptations of her work. But what did people in this period really wear? How would Austen, her family and her characters have dressed as they moved through the countryside, villages and cities of late Georgian England? This lecture explores the world of Regency clothing to bring to life the fashionable communities behind Austen's immortal words, based on years of new research in archives and museums.

Hilary Davidson is a dress historian and curator based between Sydney and London. She was curator of fashion and decorative arts at the Museum of London 2007-2012, is a consultant on historic textiles for the Oxford English Dictionary, and has published and broadcast extensively on dress history, including presenting on the BBC documentary *Pride & Prejudice: Having a Ball* (2013). Hilary is currently completing a PhD, and is an honorary associate at the University of Sydney. Her reconstruction of Jane Austen's pelisse coat (*Costume*, 2015) led to an extensive study of British Regency dress, published as *Dress in the Age of Jane Austen* (Yale University Press, 2019).

REGISTER HERE

https://esuus-org.zoom.us/webinar/register/WN_j-115fgxRiGkt3Hh4gRdtA