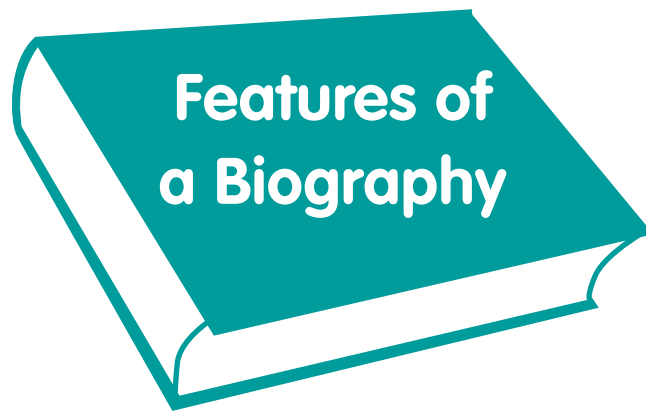


# Year 5/6: Biographies – Joseph Briggs Lesson 1

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To be able to recognise the features of a biography</b>            Cross curricular links: Literacy</p> <p><b>Q What is a biography?</b>            Link to the Greek prefix of 'bio' meaning 'life'</p> <p><b>Q What do you think are the features of a biography?</b>            Class teacher to make a list of pupil's prior knowledge about the features of a biography</p> <p>Display the poster containing all the features of a biography – discuss any features that the children have not mentioned</p> <p><b>Q What are the purposes of each of these features?</b>  <b>Q Why are they important for a biography?</b></p> <p>Read a biography – Malala Yousafzai <a href="http://en.wikipedia.org/wiki/Malala_Yousafzai">http://en.wikipedia.org/wiki/Malala_Yousafzai</a></p> <p>Model text marking and identifying the features of a biography – use a colour coded key</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> key vocabulary, modelling  <b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution</p>	<p><b>Activities:</b>            In ability groups: Children to be given differentiated Biographies (based on reading ability) to text mark            Children to use different colours and use a key to show these features</p> <p><b>Success criteria</b>            I can read and understand the text            I can identify and text mark the features of a biography            I can use a key to represent the features of a biography</p> <p><b>EAL / SEN:</b> simple text. Teacher support</p>	<p><b>Q Which features are common to all biographies?</b>  <b>Q Why are these features common?</b>  <b>Q Why are they important?</b>  <b>Q Would these texts still be biographies without these features? Why?</b></p> <p><b>RESOURCES</b></p> <p>Special Biographies <a href="http://www.ducksters.com/biography/women_leaders/princess_diana.php">http://www.ducksters.com/biography/women_leaders/princess_diana.php</a> ;  <a href="http://www.ducksters.com/biography/mohandas_gandhi.php">http://www.ducksters.com/biography/mohandas_gandhi.php</a>            Features of a Biography</p> <p><b>Key vocabulary:</b>            Biography            Feature</p>



Purpose:	Structure:	Language Features:
<p><b>A biography gives an account of someone's life</b></p>	<ul style="list-style-type: none"><li><b>* Opening statement (introduce the person)</b></li><li><b>* Events in chronological order</b></li><li><b>* Closing statement (How this person will be remembered or the writer's opinion about the person)</b></li></ul>	<ul style="list-style-type: none"><li><b>* Refers to named individuals</b></li><li><b>* Dates of events</b></li><li><b>* Past tense</b></li><li><b>* Direct or indirect speech and quotes from other sources</b></li><li><b>* 3rd person</b></li><li><b>* Time connectives to link ideas</b></li></ul>



## Jacqueline Wilson Biography

Jacqueline Aitken (she became Wilson when she got married) was born in the city of Bath, in England, on 17th December 1945. Jacqueline's parents met at a dance in a famous old building in Bath called the Pump Room. Her mother was doing office work for the navy and her father was

a draughtsman. This was a job which involved drawing skilful plans of machinery and buildings.

When Jacqueline was about three years old, her father changed jobs and took the family to live in Kingston upon Thames, near London. For a while they shared their house with Jacqueline's grandparents who lived downstairs. Jacqueline and her mother and father soon moved to a council flat and Jacqueline started school in 1950. She had a difficult time at first because she fell ill with measles and whooping cough and had to have several months off school.

When she was six she moved to a school called Latchmere Primary and soon settled in. Jacqueline loved English, Art, country dancing and listening to stories. When she was eight, Jacqueline's mother brought her a very realistic toy dog as

Jacqueline longed to have a pet. From the age of seven, Jacqueline loved making up her own stories. She copied out drawings into a blank notebook and invented stories to go with her pictures.

When Jacqueline was eleven, she went to a brand new girls' secondary school in New Malden called Coombe School. She passed her eleven plus and took English, Art and History at school. At the age of sixteen, Jacqueline took her O-Levels. She left school with five O-Levels in 1961.

After leaving school Jacqueline struggled to find a job because there were fewer jobs for women than there are now. She knew that she wanted to be a writer and so she applied for a job writing for a magazine company. She got the job and had her stories printed.

At the age of seventeen, Jacqueline moved to live in Dundee, Scotland where the magazine company had its office. Here she met a man called Millar Wilson, who became her boyfriend. They fell in love and were married in 1965. In 1967 their daughter Emma was born. Two years later, she published her first book, *Ricky's birthday*.

Jacqueline wrote her first children's novel in the late 1970s called *Nobody's Perfect*. In 1991, *The Story of Tracey Beaker*

## Lesson 1 Resource

<http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6177957>

was published, which was a huge success. It was shortlisted for two top awards- the Smarties Prize and Carnegie Medal. Since then, Jacqueline has written around 40 children's books which have been published for children. Some of her most popular books include The Lottie Project, The Suitcase Kid and Double Act.



## Roald Dahl Biography

Roald Dahl was born on 13th September 1916. His father died when Roald was only three in 1919 and Roald was brought up by his mother Sofie in a village called Llandaff near Cardiff. He had one older sister and two younger sisters.

In 1922, Roald began at his first school Elm Tree House. In 1923, he moved to Llandaff Cathedral School. When Roald was nine, in 1925, he was sent to a boarding school called St Peter's in Weston-super-Mare, England. He was very frightened at first and was very homesick.

In 1929, at the age of thirteen, he moved to another boarding school called Repton in Derbyshire. He liked this even less than his previous school, as the teachers were very strict and the older boys bullied the younger boys.

When Roald left school in 1934 he began a job with Shell Oil Company in London and he hoped he would get to travel abroad. In 1938 he was sent to Tanzania in Africa to sell oil. When the Second World War broke out in 1939, Roald joined

the Royal Air Force so he could learn to fly. He went to Kenya to train as a pilot and in 1940 he was ordered to join the fighting around Egypt.

In 1941 Roald was sent to fight in Syria but due to his injuries he was told he was no longer fit to fly and he returned home. He was not at home for long because in 1942 he was ordered to go to the USA to work in Washington. Here, he started writing and in 1943 his first story was published in the USA, called Gremlins. After the war finished he stayed in the USA and here he met a Hollywood Movie star called Patricia Neal. They married in 1953.

Roald Dahl had five children. Roald's first daughter was born in 1955 and she was called Olivia. In 1957 another daughter was born called Tessa, followed by a son called Theo in 1960. In 1964 Roald's third daughter Ophelia was born and his book 'Charlie and the Chocolate Factory' was published in the USA to great success! In 1965 his final daughter Lucy was born.

In 1966 another of Roald's famous books 'James and the Giant Peach' was published. This was an instant success and practically flew off the shelves! Later, his other books including 'Fantastic Mr Fox' and 'Danny, Champion of the World' were published.

## Lesson 1 Resource

<http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6177957>

In 1978 Roald met the illustrator Quentin Blake and from then on, Quentin drew the illustrations for Roald's books. Roald's most famous book, 'The BFG' was published in 1982 but sadly he and his wife got divorced in 1983. Later that year, Roald won an important award called the Whitebread Prize for his book 'The Witches'. Roald Dahl died in 1990 at the age of 74.



# Year 5/6: Biographies – Joseph Briggs Lesson 2

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To research information about Joseph Briggs</b> Cross curricular links: History, Literacy, Art</p> <p>Explain to the class that we will be using different sources to find out information about Joseph Briggs. This information will be used to make a presentation later on in the week.</p> <p>Show the children some images from the Tiffany glass collection.</p> <p><b>Q What do you think these items are?</b> <b>Q What do you think they were used for?</b> <b>Q What do you think about them? eg do you like / dislike them? Why?</b></p> <p>Explain that these items are kept in the Haworth Art Gallery where it remains the largest public collection of Tiffany glass in Europe. The collection belonged to a man called Joseph Briggs. Today we will find out who this man was and how he came to be involved with Tiffany glass.</p> <p><b>Q. What would you like to know about him?</b> Pose questions for research. E.g. <b>Q. When was he born?</b> <b>Q Is he still alive? When did he die?</b> <b>Q What was his job?</b> <b>Q Did he have any family?</b></p> <p><b>How could we arrange these points into headings?</b> Eg childhood, family, education, work, successes etc</p>	<p><b>Activities:</b> <b>Mixed Ability Groups.</b> Children to work in MA pairs</p> <p>Children to research information about Joseph Briggs. Children need to assign roles within the group to research 2 headings each. They must work together to decide what their group opinion is on Joseph Briggs. Their group opinion is to be focused on: Do they like him / his work ethic / his collection? Why?</p> <p><b>EAL / SEN:</b> Supported by partner</p> <p><b>G&amp;T:</b> More detailed text to explore</p>	<p>Each group to suggest a 'did you know' fact about Joseph Briggs</p> <p><b>Speaking frame:</b> Did you know that .....</p> <p><b>Q Were you surprised by any events in his life?</b> <b>Q Are you able to relate to any part of his life? How?</b></p>
<p>Model how to take notes of the important information on his childhood. Model how to</p> <ul style="list-style-type: none"> <li>• Skim and scan the text to find relevant information,</li> <li>• Use a dictionary, reading ahead or picture clues to decipher unknown words</li> <li>• Reading paragraph by paragraph and summarising and understanding its content</li> <li>• Reflecting on own thoughts and feelings about the biography and the events of his life</li> </ul>	<p><b>Main teaching (continued)</b></p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> key vocabulary, visuals, mixed ability pair work, questioning.</p> <p><b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>	<p><b>RESOURCES</b></p> <p>Images of Tiffany Glass from the Two Temple Place exhibition and the Haworth Art Gallery Biography about Joseph Briggs</p> <p><b>Key vocabulary:</b> Joseph Briggs Tiffany Glass Collection Biography</p> <p><b>Success Criteria:</b> I can skim and scan a text to find relevant information. I can use note taking skills. I can work as part of a group.</p>

## Joseph Briggs

Joseph Briggs was born on 11 December 1873 at 3 Milnshaw Lane, Accrington, in the shadow of the town's huge viaduct. His father, also Joseph, was a foreman engraver, and a shareholder, at Steiner's Calico Printworks, then one of the biggest firms of its kind in Britain. He owned not just his own house but the entire row, Nos. 1, 3, 5 and 7 Milnshaw Lane. No 7 was for many years a grocer's shop – a typical Victorian 'corner shop'.

In 1881 Briggs Snr moved his family into No 1 Milnshaw Lane after making substantial improvements, including the rare luxury of an indoor bathroom (although the lavatory remained in the yard outside). The four houses were demolished in 1972 and replaced by a large traffic roundabout beneath the viaduct.

The young Joseph Briggs was educated at a local Sunday School and then at Accrington Mechanics Institution, which then stood on the site on St James' Street now occupied by Accrington Library. Here students were taught science, including maths, and especially art, to prepare them for the town's calico printing trade. When he was 14 years old, Joseph joined his father and his two older brothers at Steiner's Calico Printworks as an apprentice engraver.

Engraving designs on the blocks that transfer patterns on to cloth is a highly skilled craft that ensures details and colours match perfectly when printed. The apprentices would use their newly-acquired skills in drawing as they learned the art of engraving designs on to wood blocks and metal rollers.

Joseph remained in this apprenticeship until three months before his 18th birthday when, on 12 September 1891, he sailed from Liverpool to New York on the Cunard liner S S *Servia*. Today nobody knows why he decided to go to America, although millions of Europeans – both the oppressed and the adventurous – went there at this time. Joseph was one of more than 560,000 people who landed there in 1891 alone. But it was a move that would make his name in the history of Tiffany Glass.

Meticulous records were kept so we know that on Monday 21 September 1891 after a voyage lasting exactly eight days, 19 hours and 27 minutes, the *Servia* arrived in New York harbour. It took many hours to pass through the rigorous immigration process, so that evening Joseph found a local 'doss house' and paid five cents for a bed for the night. It was a decision that changed his life.

Next morning he found himself in a room full of showmen – and that's how Joseph met Hawley Hathaway, known as

Seth, a Pony Express rider in a Wild West show. They were to be lifelong friends – but more immediately Seth offered to get Joseph a job in the show.

Long before Hollywood made western movies, Wild West shows toured America and Europe, thrilling audiences with demonstrations of horsemanship, sharp-shooting, lasso twirling and re-enactments of events from rodeos to Indian wars. What Joseph did isn't recorded, but his children believe his first job in America was to hold out cards for gunmen to shoot out of his hand!

However, after two years he decided to look for a more conventional job – and fate led him to the Tiffany Glass and Decorating Company, which after many years of experimenting was rapidly expanding. It was already making stained glass windows and mosaics (pictures in glass), and in the 1890s the company began to create the vases, bowls and above all those famous Tiffany lamps, for which it is known today.

The story goes that Joseph applied for a job several times without success, but then by chance met Louis Comfort Tiffany himself, who tested Joseph's drawing skills, liked what he saw, and immediately offered him a job. Naturally he had to start at the bottom, as an errand boy and general handyman,

but he also taught himself how to handle brittle pieces of glass and create simple mosaics. Mr. Tiffany was impressed, and decided that Joseph should be thoroughly trained in mosaic and stained glass fabrication. In due course he became head of the mosaic department as well as personal assistant to Tiffany himself. He was also a trustee of the Tiffany Foundation, set up to encourage young artists.

In March 1898 Joseph married Elizabeth Jenkins, a mixed-race woman from Virginia, who was descended from both slaves and Scottish nobility; and over the next 16 years they had six children, although sadly the first died in infancy. Just before Christmas 1900, Joseph brought his wife and two youngest children back to England for their one and only visit; and five years later on 23 May 1906 he became an American citizen.

Over the next few years Joseph masterminded the creation of some spectacular mosaics, including a massive all-glass safety curtain at the opera house in Mexico City and a 50ft mural called *The Dream Garden* in Philadelphia. He was also involved in work for St Louis Cathedral in Missouri, and his drawings for these mosaics can be seen in the Haworth Art Gallery's Tiffany exhibition. In addition, Joseph designed and made many other Tiffany pieces, from lamps and stained glass windows to clocks and humidors carved in wood.

In 1907 Joseph took his family to Wood-Ridge, a quiet township in New Jersey but only a few miles from Manhattan, and bought a house that is now a community centre. But he had greater ambitions and in 1912 he commissioned a substantial new house complete with six bedrooms, two bathrooms and extensive gardens. He turned the house into a shrine to Tiffany and art nouveau, with magnificent stained glass windows, intricately carved woodwork, tiled fireplaces – and of course Tiffany lamps, vases and other household items.

The Briggs were soon part of the local community, and in particular played a leading role in the creation of St. Paul's Episcopal Church, for which Joseph designed a fine stained glass window in memory of his first son.

When Tiffany retired in 1919 his company was split into two, with the glassworks as a separate company. Meanwhile, Joseph was in charge of Tiffany Studios, which continued to produce windows, mosaics and lamps. Sadly, the great days were over. Art nouveau was replaced by more modern forms, sales declined drastically, and in 1928 Tiffany withdrew his financial support for the glassworks and it closed.

By the 1930s Joseph was running an ailing company, which filed for bankruptcy in 1932. When Tiffany died a year later he left \$10,000 to his friend Joseph Briggs, but this was small

consolation – by now Joseph’s main task was disposing of large stocks of unwanted Tiffany glass, and he was throwing much of it away. But it is perhaps no coincidence that around this time he also started to send some of his finest pieces back to Accrington – he was probably saving them from the rubbish dumps of New York.

Joseph Briggs died in New York on 28 March 1937, aged 64 – and by the terms of Tiffany’s will, the company died with him. He was buried at East Ridgelawn Cemetery near his home in Wood-Ridge, where he had bought a family plot some 11 years earlier.

Meanwhile, back in Accrington, the Tiffany collection was displayed in the town’s first museum in Oak Hill Park. By this time, however, Tiffany glass was distinctly unfashionable and when it was sent to the Haworth Art Gallery during the Second World War it was packed away in a cupboard - for the next 30 years! But finally, in January 1976 Joseph Briggs’ gift of Tiffany glass went on show – and here it remains to this day, as the largest public collection of Tiffany glass in Europe and one of the finest in the world.

Lesson 2 Resource - Images of Tiffany Glass



Iridescent Peacock Vase, 1907, Tiffany Favrite glass. Haworth Art Gallery.



Aquamarine paperweight transparent Tiffany glass vase. Haworth Art Gallery.



Lesson 2 Resource - Images of Tiffany Glass



Mosaic Panel with Sulphur-Crested Cockatoos attributed to Joseph Briggs, 1908, glass. Haworth Art Gallery.



Iridescent gold "Jack in the Pulpit" glass vase, Tiffany. Haworth Art Gallery.

# Year 5/6: Biographies – Joseph Briggs Lesson 3

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><b>L.O.: To use my notes to create a presentation about Joseph Briggs</b>            Cross curricular links: Literacy, History</p> <p>Look back on yesterday's notes.            In pairs, children to rehearse turning the notes back into verbal sentences.</p> <p>Class Teacher to model how we turn the notes into a written paragraph. Focus on use of third person, connectives, factual information and past tense etc.</p> <p>Note that it needs to be kept factual rather than fictional</p> <p>Remind the children that their presentation should have enough detail to last 5 minutes when verbally presented tomorrow.</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> key vocabulary, visuals, mixed ability pair work, modelling  <b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>	<p><b>Activities:</b>  <b>Mixed Ability Groups.</b>            Children to work in their pairs to prepare their presentations. They must turn yesterday's notes into written paragraphs and then think creatively on how to set out their work on sugar paper for their posters / presentations</p> <p>Children need to assign roles within their group as to which part of the presentation they are focusing on.</p> <p>Children to work on one piece of sugar paper. Children to have access to colouring pencils/pens, additional A4 paper, computers/laptops for images</p> <p><b>ICT</b> – If you have access to Active Inspire. Select one group to create their presentation on Active Inspire. Children to intersperse their written text with true or false statements using Active Vote Tools (recommend one per page)</p> <p><b>EAL / SEN:</b> Supported by partner</p> <p><b>G&amp;T:</b> Use a range of connectives to link ideas together.</p>	<p>Have children share ideas through a series of mini plenaries to enable peer modelling</p> <hr/> <p><b>RESOURCES (not included)</b></p> <p>Yesterday's notes            Sugar paper            Computers / laptops            Colouring pencils            A4 paper</p> <p><b>Key vocabulary:</b>            Presentation            Biography            Notes</p> <p><b>Success criteria</b>            I can work as a part of a team.            I can use resources to enhance my written presentation.            I can use the third person and the appropriate tense to present the facts.</p>

# Year 5/6: Biographies – Joseph Briggs Lesson 4

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To deliver my presentation about Joseph Briggs</b>            Cross curricular links: Literacy, History</p> <p><b>Q What are the criteria for a good presentation?</b></p> <ul style="list-style-type: none"> <li>• Clear and Enthusiastic Voice</li> <li>• Eye Contact</li> <li>• A range of factual information</li> <li>• Everybody involved</li> <li>• Confident body language</li> </ul> <p>Class Teacher to look back at the paragraph written yesterday.            First model presenting the paragraph in a poor presentation style (lacking above criteria).</p> <p><b>Q What was wrong with my presentation?</b>  <b>Q How can it be improved?</b></p> <p>Use children's ideas to model a good presentation</p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> Mixed ability pair work, modelling</p> <p><b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution</p>	<p><b>Activities:</b>            Mixed Ability Partners.            Give children time to practice their presentations. Discuss and explain how they will be evaluating each other after their presentations. Share the criteria for this so that they know what to work towards.</p> <p>Children to deliver their presentations.</p> <p><b>ICT Group</b> – last group to present.            Present using Active vote tools.</p> <p><b>Success criteria</b>            I can present with</p> <ul style="list-style-type: none"> <li>• A clear and enthusiastic voice</li> <li>• Good eye contact</li> <li>• A range of factual information</li> <li>• Everybody involved</li> <li>• Confident body language</li> </ul> <p><b>EAL / SEN:</b> supported by partner. Smaller speaking role.</p> <p><b>G&amp;T:</b> To learn their speeches off by heart rather than read notes whilst presenting</p>	<p>Mini plenaries in between each group – groups to give feedback on each presentation</p> <p>Evaluation sheets - Children can grade each other out of 5 for each element of the success criteria – the pair can then see what their strengths are and what they need to improve on for next time</p> <p><b>RESOURCES</b></p> <p>Yesterday's notes            Evaluation sheets</p> <p><b>Key vocabulary:</b>            Joseph Briggs            Tiffany glass            presentation</p>

Lesson 4 Resource

Evaluation Sheet

**Listen to each others presentations. Evaluate and assess each presentation using the criteria below. Give them a score out of 5 for each technique.**

	Group 1	Group 2	Group 3	Group 4	Group 5
Clear & Enthusiastic Voice					
Good eye contact					
A range of factual information					
Everybody involved					
Confident body language					

**Listen to each others presentations. Evaluate and assess each presentation using the criteria below. Give them a score out of 5 for each technique.**

	Group 1	Group 2	Group 3	Group 4	Group 5
Clear & Enthusiastic Voice					
Good eye contact					
A range of factual information					
Everybody involved					
Confident body language					

# Year 5/6: Biographies – Joseph Briggs Lesson 5

Duration 1 hour. Date:

Planned by Katrina Gray for Two Temple Place, 2014

Main teaching	Activities - Differentiation	Plenary
<p><b>L.O.: To use drama strategies to gain a fuller understanding of the life of Joseph Briggs</b>            Cross curricular links: Literacy, History</p> <p>Explain to the children that now they have completed their presentations about Joseph Briggs they should now be able to recall many facts about his life. Quickly brainstorm as many things as you can remember about him in 5 minutes – Class teacher to set the timer and set this as a challenge / competition between the pairs of children. (Teacher can use this opportunity to assess how much information the children have retained about him)</p> <p>Remind them that we have gathered this information about Joseph Briggs from a biography not an autobiography so some facts will be less reliable than others. Check that the children know the difference between a biography and an auto biography:</p> <p><b>Q What is an autobiography? (use the prefix 'auto' as a clue)</b>  <b>Q What are the most reliable facts about his life? Why?</b>  <b>Q Which details may not be so accurate? Why?</b></p>	<p><b>Activities:</b>            Mixed Ability Groups.            Class teacher to assign each group a different event from Joseph Briggs's life to focus on. (choose from the bullet point resource list according to how many groups there are)</p> <p>Children to work as a group to use freeze frames and alphabet talk to expand upon each event.</p> <p><b>G&amp;T:</b> Act as film director to ensure that all key facts are included and clearly portrayed. Support the EAL / SEN children</p> <p><b>Success Criteria:</b>            I use drama strategies to elaborate upon factual details about Joseph Briggs</p>	<p>Children to share their scenes – share each scene in chronological order so it creates a mini tableau of his life.</p> <p>After each group has shared their work, look back at the Tiffany glass images.</p> <p><b>Q Why do you think Joseph Briggs liked this collection so much?</b>  <b>Q What do you think about them?</b></p>
<p>Explain that today we will be taking the facts that we know about him and will use drama strategies to expand upon these facts.</p> <p>Class Teacher to model how to set up a freeze frame of one of the key events from his life and use alphabet talk to bring each scene alive to develop the events. <u>Ensure the key event is clearly portrayed.</u></p> <p>Alphabet talk = 1st person speaks a line beginning with letter A , 2nd person = letter B and so on            As each child speaks their line they should add actions and consider the tone, expression and volume that they speak in order to bring their line alive.</p> <p><i>Eg. Event = In 1893 Joseph Briggs joined the Tiffany Glass and</i></p>	<p><b>Main teaching (continued)</b></p> <p><i>Decorating Company, here he worked his way up to Personal Assistant to Louis Comfort Tiffany, the company's President.</i></p> <p><i>A = At last my hard work and efforts are being recognised.</i>  <i>B = Better be on time for work each day, it took me long enough to get this job; I do not want to lose it!</i>  <i>C = Can't believe my luck; I get to work for Tiffany. His designs are spectacular!</i></p> <p><b>Ethnic Minority Achievement/English as an additional language learning strategies:</b> modelling, collaborative work, role play  <b>Every Child Matters:</b> Enjoy and achieve, make a positive contribution.</p>	<p><b>RESOURCES</b></p> <p>List of events from Joseph Brigg's life</p> <p><b>Key vocabulary:</b>            Joseph Briggs            Biography            Autobiography</p>

## Joseph Briggs - Bullet Points

- Joseph Briggs was born on 11th December 1873 at number 3 Milnshaw Lane.
- He was educated in science and the arts at the Mechanics Institution on St. James' Street, Accrington.
- At 14 Joseph Briggs joined his father and brothers at Steiner's Calico Printworks as an apprentice engraver.
- 3 months before his 18th birthday, on 12th September 1891, Joseph set sail on the Cunard ship, Servia, for America.
- After 8 days, 19 hours and 27 minutes, on 21st September, Joseph arrived at New York.
- The first person Joseph met in New York was Seth Hathaway, a Pony Express rider in a Wild West Show.
- In 1893 Joseph Briggs joined the Tiffany Glass and Decorating Company, where he worked his way up to Personal Assistant to Louis Comfort Tiffany, the company president.
- In 1898 Joseph Briggs married Elizabeth Jenkins and together they had 6 children.
- Just before Christmas 1900, Joseph, his wife Elizabeth and 2 youngest children set sail to England. They stayed for 6 months before returning to New York on 15th May 1901 on the SS Campania.
- On 23rd May 1906 Joseph Briggs successfully applied for American Citizenship, by this time he was foreman

of the Mosaic Department of the Tiffany Glass and Decorating Company.

- In 1912 Joseph had his own 'dream house' built – number 454, Centre Street, Wood Ridge, New Jersey. The interior design included Tiffany stained glass windows, intricately carved woodwork and, of course, finest examples of Tiffany glassware.
- Joseph Briggs designed and installed a Tiffany memorial window in his local Episcopal Church, now known as St. Pauls. The window is in memory of the first born child, Joseph Ashworth Briggs the first, who died just before his third birthday.
- In 1918 Joseph became one of the trustees of the Louis Comfort Tiffany Foundation, set up to encourage and subsidise gifted young artists.
- On his retirement in 1919, Louis Comfort Tiffany divided his company in two. They were, the Tiffany Furnaces, run by Douglas Nash and Tiffany Studios, run by Joseph Briggs.
- By the late 1920s the demand for Tiffany Favrite glass had diminished and in 1928, Louis Comfort Tiffany withdrew his funding from the Tiffany Furnaces division.
- Tiffany Studios, under the guidance of Joseph Briggs continued with the production of lamps, mosaics and windows due to their large stocks of glass and metal. However, business was taking a sharp downturn and in 1932 Joseph filed for bankruptcy.

## Lesson 5 Resource

Source: [http://www.hyndburnbc.gov.uk/downloads/JOSEPH\\_BRIGGS.pdf](http://www.hyndburnbc.gov.uk/downloads/JOSEPH_BRIGGS.pdf)

- It was in 1932 that Joseph Briggs sent his first consignment of Tiffany glass to Accrington. It was displayed at Oak Hill Park Museum.
- In 1933 Louis Comfort Tiffany died and it was Joseph's sad task to dispose of the large stock of Tiffany glass, cheaply at public auctions. However, he also sent further consignments of glassware to Accrington.
- During the Second World War the Tiffany glass was transferred to the Haworth Art Gallery where it was packed away and stored for more than 30 years. It first went on display in 1976, and today remains the largest public collection in Europe.